



**STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the New York State Education Department’s Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow districts and BOCES to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	Goshen Central School District
Assessment Provider Contact Information:	Kurtis M. Kotes, Assistant Superintendent for Curriculum, Instruction, Personnel, & Technology
Name of Assessment:	Goshen Central School District K-12 SLO Assessments
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts, Math, Science, Social Studies, Arts, Music, Foreign Languages/Languages Other Than English, Career & Technical Education, Health, Physical Education, Library
What are the technology requirements associated with the assessment?	Technology is not required to administer the assessments.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> No

Please provide an overview of the assessment for districts and BOCES. Please include:

- A description of the assessment;
- A description of how the assessment is administered;
- A description of how scores are reported (include links to sample reports as appropriate);
- A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)

The Goshen Central School District Student Learning Objectives were developed for classroom teachers to use in measuring growth targets for learning in subjects throughout the district. These assessments were developed through a district wide effort of all teachers within specific content areas and in some cases, in cooperation with regional BOCES. The district wide effort included efforts at the K-6 level of common branch teachers closely aligning assessment questions to both learning standards and building level instructional goals. The building principal closely supervised and approved the assessments before submitting them to the assistant superintendent and superintendent for final approval for administration. Each team of teachers created each assessment for the purpose of having a version that could be used as a baseline and summative assessment and of which there could be effective data analysis of student growth. At the 7-12 level, teachers within common subject areas worked together collaboratively to develop standards based assessments as well. They closely examined the skills and standards of the scope and sequence of each course being assessed to ensure that the questions on the assessments actually measured growth for each subject area. The building principal closely supervised and approved the assessments before submitting them to the assistant superintendent and superintendent for final approval for administration. This process ensured that teachers and administrators stayed focused on aligning the assessments to standards that would help monitor long-term student growth and success. The final SLO Assessments are fully aligned to the New York State Common Core Learning Standards in English Language Arts and Mathematics and have been revised based on data analysis of questions tested in other local assessments. In addition to the NYS Common Core Learning Standards, all Science, Social Studies, CTE, Physical Education and Health, and Arts courses have been aligned with NYS and/or Next Generation Standards, or nationally recognized business and industry standards.

All assessments have been developed to assess a variety of skills, in a manner that is consistent with high quality pedagogy both at the elementary and secondary levels. The district drafted these assessments in an effort to provide a customized, personal learning and assessment experience for each child by providing a student centered assessment environment while making the teacher available for decoding and questioning immediately following the assessment. The Goshen Central School District employs teachers in grades K-12 in all core content subject areas. The district also maintains a strong commitment to the arts and CTE disciplines. All teachers and administrators are current in certification and national and state standards for teaching and learning. Teachers who engaged in the decision making process were supported throughout the entire time of assessment creation. Some of the major supports included regular subject area meetings, support of outside professional development through regional BOCES and other professional development organizations, and individual support to building and district administrators when necessary.

All assessments that have been created are accessible through each respective building principal. There is a universal protocol for test security throughout the district with a strict adherence to security and confidentiality. All buildings regularly update the teachers on assessment protocol, receiving support from regional BOCES test security when questions arise. The district uses a locally supported data analysis system to warehouse and monitor assessment data.

The Goshen Central School District has a strong, positive history of developing and supporting high-quality curriculum and assessments designed to support student learning and success. Most specifically, during the past three years, the district has committed to designing and implementing SLO assessments for the purpose of documenting student learning and making informed judgements about student progress and teacher effectiveness. Using student data and evolution of learning standards, teacher leaders and administrators regularly meet to modify assessments when necessary. The district sometimes collaborates with regional BOCES to ensure the effectiveness and rigor of our assessments.

Please provide an overview of the student-level growth model or target setting model for SLOs for districts and BOCES, along with how student-level growth scores are aggregated to the create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.

Each classroom teacher will use the Goshen Central School District SLO assessments as a tool in determining growth targets for student learning and progress. The classroom teacher will use an appropriate targeting setting model (including but not limited to individual target setting model and the use of a difference curve). Students will either meet or not meet their individual target. A calculation is made based on the number of students who met the target divided by the number of students who are enrolled in the course and to which the assessment was administered. A HEDI score is then assigned based on the calculation.

New York State Next Generation Assessment Priorities

Please provide detail on how the proposed supplemental assessment I or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):

The Goshen Central School District SLO Assessments in both ELA and Mathematics were drafted, reviewed, and field tested by highly qualified, trained, certified teachers in the Goshen Central School District. As a result, the district has determined that the ELA and Mathematics SLO assessments are of high quality and directly aligned to the New York State Learning Standards. The reading passages and the texts selected for the assessments are placed within the grade-level band assessed. The ELA assessments are standards based and require the students to read closely, find the answers within the passages or texts, and use evidence to support their responses. The assessments also require students to respond in writing to fictional and non-fictional sources again using evidence to support their responses. The ELA assessments provide a variety of item types. The assessments reflect NYS Common Core Learning Standards, high quality classroom instruction and multiple opportunities for students to demonstrate their learning.

For assessments in Mathematics, the questions are in line with the New York State Common Core Learning Standards for Mathematics within each discipline area (K-8 Math Standards, Algebra I, Geometry, Algebra II). Teachers met weekly to unpack the standards, align the assessment questions, and field test each question type. All questions and topics are grade-level appropriate and show grade level progression. Each assessment reflects a balance of a standards approach to conceptual understanding, procedural skill and fluency, and application based knowledge. Assessment questions allow a student to show evidence of the degree to which they can independently demonstrate the targeted New

	<p>York State Common Core Learning Standards. The assessments reflect NYS Common Core Learning Standards, high quality classroom instruction and multiple opportunities for students to demonstrate their learning.</p>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>The Goshen Central School District K-12 SLO assessments were created by classroom teachers in cooperation with building and district level administrators. This process ensured that assessments were in line with classroom curriculum and instruction allowing teachers to have meaningful data to support their respective classroom objectives. The assessments are fully aligned to the New York State Common Core Learning Standards in those disciplines that are applicable. As these assessments are aligned to said standards, they reflect high quality classroom instruction and multiple opportunities for students to demonstrate their learning.</p>
<p>Performance Assessment:</p>	<p>Performance based test items have been incorporated into many Goshen Central School District K-12 SLO assessments across the discipline areas. This practice allows teachers to assess student progress through an authentic task.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>The Goshen Central School District K-12 SLO assessments are administered in one class period session.</p>
<p>Technology:</p>	<p>The Goshen Central School District uses the Sungard Performance Plus Online Assessment System. Where possible, teachers administer the assessments using the online system. All other assessments are currently administered by paper and pencil.</p>
<p>Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):</p>	<p>N/A</p>



**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM H

**APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT
LEARNING OBJECTIVES**

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.


PLEASE SUBMIT ONE “FORM H” FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
The assessment can be used to measure one year’s expected growth for individual students.	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is not a “Traditional Standardized Assessment” as defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
For assessments previously used under Education Law §3012-c, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	<input checked="" type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	<input checked="" type="checkbox"/>
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request. ⁴	<input checked="" type="checkbox"/>

⁴ Please note, pursuant to Section 2.3 of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

<p>Goshen Central School District 1. Name of Organization (PLEASE PRINT/TYPE)</p>	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
<p>Daniel T. Connor 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>April 26, 2016 5. Date Signed</p>
<p>District Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	