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:	FastBridge Learning, LLC
Assessment Provider Contact Information:	www.fastbridge.org 612-254-2534 sales@fastbridge.org
Name of Assessment:	FAST aReading
Nature of Assessment:	☒ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades 1 to 6
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts (ELA)
What are the technology requirements associated with the assessment?	FAST™ is a web-based, hosted SaaS solution. As such, with no hardware or software to install, implementing FAST is simple. FAST requires no network or computer-based installation. Our cloud-based system is easy to implement and supported with optional automated rostering and SIS integration, nothing to install or maintain, and multi-platform and device support. The infrastructure requirements of New York Schools will be minimal. For optimal performance, schools must have sufficient bandwidth for the aReading Computer-Adaptive Tests. Performance testing has shown that 75Mbps of available bandwidth is optimal if a school district planned to test 500 students simultaneously on aReading. At this range, the average page response is in the 2–5 second range.

Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☒ YES ☐ 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)**

FAST aReading (Adaptive Reading) is a computer adaptive measure of broad reading ability that is individualized for each student and provides a useful estimate of broad reading achievement. The questions and response format used in aReading is substantially similar to many state-wide, standardized assessments. aReading is a simple and efficient procedure that is fully automated. Browser-based software adapts and individualizes the assessment for each child so that it essentially functions at the child's developmental and skill level. The adaptive nature of the test makes it more efficient and more precise than paper-and-pencil assessments.

The design of aReading has a strong foundation in both research and theory. aReading was developed based on a skills hierarchy and unified reading construct. aReading is often used by teachers to screen all students and estimate annual growth with tri-annual assessments (fall, winter & spring). Benchmark Standards (i.e., "cut scores" or "targets") are built into the system to assist in determining which students are at-risk for academic failure versus those who are on track to be successful. Students with deficit achievement are quickly identified for additional intervention. The data also identify and inform instructional decisions for on-track and high-performers.

aReading is intended for use from kindergarten through twelfth grades for screening. The aReading item bank consists of approximately 2,000 items that target Concepts of Print, Phonological Awareness, Phonics, Vocabulary, and Comprehension for grades K-5. Items developed for middle and high school target Orthography, Morphology, Vocabulary, and Comprehension. Please note, however, that the importance and emphasis on each reading domain will vary across children. Each assessment is individualized by the software and, as a result, the information and precision of measurement is optimized regardless of whether a student functions at, above or significantly below grade level. The domains of reading achievement measured by aReading are directly linked with the CCSS.

aReading is quick to administer, predictive of risk, and provides teachers with data to inform instruction. aReading is administered and scored with browser-based software. It may be administered individually or by group. Students are set-up with earphones and a laptop, desktop, or mobile tablet device. A teacher or other staff person logs into FAST, selects the student(s) name(s), and proctors the assessment. Administration and scoring are fully automated.

Reports are available to evaluate student performance against local norms, mastery criterion, and predictions of risk to meet proficiency standards on state tests. Reports provide a summary of student performance on a scale that spans grades 1 to 5. Student performance is on a scale of 150 to 700 with an average of 400. Benchmark/criterion standards are specified for each grade level, which are used to identify students at risk.

FAST provides information on student proficiency, as well as growth reporting over time. Our easy-to-generate, carefully structured reports are instantly available for teachers. These reports are instantly applicable to instruction, offering rich information about student strengths, areas needing improvement, and growth trends within and across school years. District Managers, School Managers, and Specialists within the FAST system may run grade-wide reports from the FAST Reports Manager. District Managers also have access to run reports for multiple schools in the district at once. In addition to the standard FAST reporting, FastBridge Learning offers additional ad-hoc and custom reporting capabilities via our "Off-Line Reporting" feature. These data may be exported for use in other systems if desired, and scheduled custom exports may be requested.

FastBridge Learning provides tailored options for training, professional development (PD), and ongoing learning that are designed to be efficient, effective, and engaging. We believe that in order for teachers to provide high quality instruction for their students, we must provide high quality professional development for our participants. We use multiple approaches to facilitate learning, including digital technologies, interaction, hands-on learning, small group activities, Q&A, live modeling, certification, and more to create a learner-centered environment that maximizes engagement and knowledge retention. Training and Professional Development Service Options delivered by FastBridge Learning Consultants:

- Onsite services in single or two-day packages designed specifically to provide guidance, instruction, and assistance to support action planning and implementation delivered in a train-the-trainer model.
- Webinar-style services: "Ask the Expert" consultation/training by-the-hour provides a flexible delivery model with affordable, just-in-time PD when you need it most.

The FAST Knowledge Base also offers extensive online support to users via a searchable database of written articles, screenshots, step-by-step tutorials, archived webinars, and tutorial videos about FAST. The Knowledge Base includes general FAQs, Getting Started Guides and Videos for all user roles in FAST, Archived Webinars, Login Access Guides, Overviews, FAQs, Data Interpretation Guides, and other Resources for each of the FAST measures, resources to support screening and progress monitoring set-up and administration, report guides, Benchmark and Norm information, and tools to support School Managers and District Managers. From the FAST Knowledge Base, users may also submit a request for assistance from our School Support team either via email or using the Knowledge Base's "Live Chat" feature (available during business hours).

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.
The target setting model for Student Learning Objectives(SLOs) is an individual growth target model, which is set by the Local Education Agency (LEA). The LEA sets the individual student growth target that represents one year of learning growth, which will be measured with an end-of-year benchmark screening assessment. The percentage of students who meet or exceed their individual growth target is calculated based on a comparison of beginning to end-of-year assessment data. The total percentage of students meeting or exceeding growth expectations set by the LEA at the beginning of the school year is cross-walked to the NYSED's 0-20 rubric, and this then becomes the educator's HEDI rating. For example (based on 100-point scale), if 91-100% of students meet their individual growth target set by the LEA, the teacher would receive a rating of "Highly Effective." If 75-90% of the students in a teacher's classroom meet or exceed their individual growth target set by the LEA, the teacher would receive a rating of "Effective". If 65-74% of students meet their individual growth target, the teacher would receive a rating of "Developing." And, if 64% or fewer students meeting their individual growth target, the teacher would receive an "Ineffective" rating.

New York State Next Generation Assessment Priorities Please provide detail on how the proposed supplemental assessment l 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 FAST aReading assessment is consistent with best practices in measuring the New York State Learning Standards in ELA. Reliability and validity evidence supports the use of FAST aReading for the purpose of measuring student growth across the following domains, which are aligned with NYS standards in English Language Arts: Concepts of Print, Phonological Awareness, Phonics, Vocabulary, and Comprehension. Orthography, Morphology, Vocabulary, and Comprehension. aReading item development followed the process and standards presented by Schmeiser and Welch (2006) in the fourth edition of Educational Measurement (Brennan, 2006). Research assistants, teachers from each grade level (1st through 5th), and content experts in the area of reading served as both item writers and reviewers for those items at the Kindergarten through 5th grade level. Items for grades 6 through 12 were constructed to reflect the Common Core State Standards' specifications for various skills of interest, as well as the National Assessment of Educational Progress' guidelines for reading assessment items. After items were written they were reviewed for feasibility, fairness, construct relevance, and content balance. A stratified procedure was used to recruit a diverse set of item writers from urban, suburban and rural areas. The item writers wrote, reviewed, and edited assessment materials. Item writing for aReading was a multi-year, collaborative, and iterative process. First the literature on item writing guidelines

	typically used in developing assessments was reviewed. Next, the literature on multiple-choice item writing was reviewed. Once the literature was reviewed, the guidelines were applied to aReading to examine relevance and utility. Extensive guidelines were provided to item writers and the process outlined above was followed. The aReading project uses a research-based skills hierarchy and unified construct of broad reading achievement to establish an instructionally relevant assessment. The importance and emphasis on each component skill (domain) varies across children. Each assessment is individualized by the aReading software and built-in assessment algorithms. As a result, the information and precision of measurement is optimized regardless of whether a student functions at, above, or below grade level (i.e., same age and grade peers). The grade labels and content balancing that are proposed in the a-priori model derive from the recommendations of expert panels and are subject to empirical evaluation and refinement.
Assessments Woven Tightly Into the Curriculum:	We believe the best assessments are those that are able to be seamlessly administered in conjunction with regular classroom instruction and in support of the day-to-day academic goals of the teacher. Designed for Multiple Systems of Support (MTSS) and Response to Intervention (RtI), FAST makes program implementation easy and efficient with automated scoring, analysis, norming and reporting; customizable screening, benchmarking, instructional recommendations and progress monitoring. Immediate, on-demand reporting within FAST provides actionable data specifically designed to guide instruction and remediation. Our assessments help teachers collect data that answer their critical questions about student skills, instructional needs, and growth at the student, group, class, grade, school, and district levels. A variety of reports are provided to inform instruction. FAST assessments yield reports with scores compared to color-coded norms (class, school, district, national) and benchmarks (high risk, some risk, low risk that predict state test performance). Norms and benchmarks are available for both level of achievement and rate of growth. Rate of growth norms are provided for aggregated (all students) and disaggregated (high, typical, low achieving). These results are presented in automated reports. Reports help evaluate district, school, grade, and teacher level success.
Performance Assessment:	Reliability and validity evidence supports the use of aReading for the purpose of measuring student growth across the following domains, which are aligned with NYS standards in English Language Arts: Concepts of Print, Phonological Awareness, Phonics, Vocabulary, and

	Comprehension. Orthography, Morphology, Vocabulary, and Comprehension. The FAST assessments are evidence-based. Numerous studies were completed with diverse samples of students across many geographic locations and LEAs (e.g., NY, GA, MN, IA, and WI). Consistent with the definitions of "evidence-based," there are many large, multi-site studies with student samples from the populations and settings of interest (i.e., K–12 students). The samples size for almost all studies well-exceeded the requirement of 50 students per condition (e.g., assessment, grade, LEA, instructional condition). On aggregate, more than 15,000 students participated in well-controlled psychometric research. In addition, norms were developed from samples of approximately 8,000 students per grade (K to 8th) per assessment, which aggregates to 72,000 student participants. Consistent with the requirements for evidence, the psychometric qualities for reliability and validity were statistically significant, and the various assessments are meaningful and statistically robust indicators of relevant outcomes, such as state tests and future performance in school. FastBridge Learning uses standard setting processes to summarize student performance. Standards may be used to inform goal setting, identify instructional level, and evaluate the accuracy of student performance. The FastBridge Learning software provides various resources to assist administrators with test result interpretations. For example, a Visual Conventions drop down menu is available to facilitate interpretation of screening and progress monitoring group and individual reports. Percentiles are calculated for local school norms unless otherwise indicated. Local school norms compare individual student performances to their same grade and school peers. Methods of notation are also included to provide information regarding those students predicted to be at risk. Exclamation marks (! and !!) indicate the level of risk based on national norms. One exclamation mark refers to some risk, whereas two exclamation marks refer to high risk of reading difficulties or not meeting statewide assessments benchmarks, based on the score. Interpreting FastBridge assessment scores involves a basic understanding of the various scores provided in the FastBridge Learning software and helps to guide instructional and intervention development. FastBridge Learning offers individual, class, and grade level reports for screening, and individual reports for progress monitoring. Additionally, online training modules include sections on administering the assessments, interpreting results, screen casts, and videos. Results should always be interpreted carefully considering reliability and validity of the score, which is influenced by the quality of

	standardized administration and scoring. It important to consider the intended purpose of the assessment, its content, the stability of performance over time, scoring procedures, testing situations, or the examinee. The FastBridge Learning system automates analysis, scoring, calculations, reporting and data aggregation. It also facilitates scaling and equating across screening and progress monitoring occasions.
Efficient Time-Saving Assessments:	Students typically complete the aReading assessments in 15-30 minutes, reducing testing time by up to 50-95% compared to traditional tests. Our extensive research has enabled the aReading test of 30 items to replace a traditional 100-item test, with high accuracy and actionable results.
Technology:	aReading can be group administered in a computer lab setting, or a student can complete an administration individually at a computer terminal set up in a classroom, or with the use of a tablet device. aReading test sessions typically last 10 to 30 minutes, depending on grade, student ability, and other factors. The test terminates on its own informing students they have completed all items. aReading administrations are typically completed following 30 items. FAST™ is a web-based, hosted SaaS solution. As such, with no hardware or software to install, implementing FAST™ is simple. FAST™ requires no network or computer-based installation. Our cloud-based system is easy to implement and supported with optional automated rostering and SIS integration, nothing to install or maintain, and multi-platform and device support. For optimal performance, schools must have sufficient bandwidth for aReading. Performance testing has shown that 75Mbps of available bandwidth is optimal if a school district planned to test 500 students simultaneously on aReading. At this range, the average page response is in the 2–5 second range. At lower speeds, the latency is significantly higher and schools may have technical issues.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	

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.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
The assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
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.	☒
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.	☒
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.[3]	☒

[3] 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:

FastBridge Learning, LLC 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Terri Lynn Soutor 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	January 8, 2017 5. Date Signed
Chief Executive Officer 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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