



**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:	Sullivan BOCES
Assessment Provider Contact Information:	Maria Sommer, Assistant Superintendent maria.sommer@scboces.org (845) 295 4053
Name of Assessment:	All Sullivan County BOCES 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; Foreign Languages, Career & Technical Education
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)

Sullivan BOCES K-12 Student Learning Objective Assessments were developed by committees of teachers through regional collaboration and coordinated by the BOCES. CTE assessments were coordinated through the Office of CTE, and all other assessments were coordinated through the Department of Instructional Support Services. The assessments are directly linked to NYS Standards for the subject area or the NYS Next Generation Learning Standards. The assessments are available for pre and post assessments and are administered during one or two class periods. Pre-assessments are administered at the beginning of the school year, and post-assessments are administered at the end of the school year. All SC BOCES-developed assessments are password accessible to participating schools/districts with the exception of the CTE assessments. CTE assessments are kept by the Office of CTE and are kept locked until the day of administration. Each district establishes its own administration and scoring policy and procedures. In-district support and user trainings are provided as needed through the Department of Instructional Support Services and include test security and protocols; data collection and analysis; curriculum development; assessment development; and Common Core professional development. All assessments are implemented following the criteria used for the administration of Regents exams found in the document Directions for Administering Regents Examinations.

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 create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.

Pre and post assessments are aligned to NYS Learning Standards for each course. The classroom teacher assigns a differentiated target for each student that is based on the student's baseline performance. Each student will either meet or not meet his/her individual target. The percentage of students that meets the target is calculated to determine the teacher's score. Using the two data points of the pre and post assessments, the district calculates the HEDI score for each teacher by dividing the number of students who met the target by the number of students participating in the assessment. The percentage of students meeting this target will be converted to the New York State 1-20 metric in accordance with the New York State Education Law 3012-d.

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):	Good ELA and Math assessments are directly tied to the NYS Next Generation Learning Standards
Assessments Woven Tightly Into the Curriculum:	Assessments are reviewed by administrators to insure alignment with the NYS and Next Generation Learning Standards. Assessments are regionally and locally developed and assess the content and priorities of the respective curriculum. The standards, class instruction, and the goals of the teacher work to ensure a fluid experience for the students
Performance Assessment:	Performance assessments are encouraged, as applicable to the course, to assess students through authentic tasks.
Efficient Time-Saving Assessments:	The Sullivan County BOCES K-12 SLO assessments are to be administered in one class period. The use of two class periods is acceptable to enable testing accommodations for special education students used in

	accordance with a student's IEP
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not applicable.



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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.

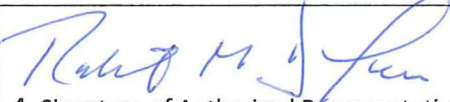
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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

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:

Sullivan BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative
Dr. Robert Dufour 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	7/28/22 5. Date Signed
District Superintendent & Chief Executive Officer 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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

