AND ASSOCIATED GROWTH MODELS FOR TEACHER PRINCIPAL EVALUATION — FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the New York State Education Department's website and may be distributed through other means for all applications that are approved in connection with this RFQ to allow districts and BOCES to begin contacting Assessment Providers regarding potential future procurements.

Assessment Provider Information:	
Name of Assessment Provider:	Highland Central School District
Assessment Provider Information:	Jason Freer, Superintendent
Name of Assessment:	Highland Central School District Developed Assessments
Nature of Assessment:	X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A STATE-APPROVED GROWTH MODEL OR ASSOCIATED GROWTH MODEL ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILE MODEL ☐ 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?	Kindergarten through 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts
What is the required administration time for the assessment?	Varies
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES (X) NO

Please provide an overview of the assessment including:

- A description of when the assessment is administered;
- A description of how the assessment is scored;
- A description of how scores are returned to districts, including sample reports as applicable; and
- A description of how the Assessment Provider supports implementation of the assessment, including any

Assessments: The District develop
Kindergarten through grade 12 are aligned to New York State Standards and are vertically aligned across grade levels. In the early elementary grades, assessments include letter and sight word recognition, spelling, sequencing, reading comprehension, and writing. In grades 6 – 12, the tests include grammar, sentence structure, reading comprehension and writing responses, short essays, oral presentations.

Administr
simultaneously scored are administered by a teacher other than the student's
parts of the tests are administered in group settings during regular class periods. Classroom teachers and Special Education Coordinators ensure that all IEP requirements are followed. Proctors are assigned as necessary by the Guidance Department and/or the building secretary. The district Assessment and Data Coordinator (ADC) ensures that all assessments are securely stored before and after administration and during the make-up period.

Scoring: The ADC implements a scoring
than those being evaluated using detailed keys and rubrics. All scores are reported to and managed by the ADC using School Tool and Excel.

Reporting Scores: The ADC reports data to principals, including percent of students who met targets for each teacher and each teacher's SLO
are determined per 2012 d regulations. (See chart below.) The ADC
the District Data Coordinator
accurate reporting through the NYSED Data Warehouse System.

Please
SLOs for district and BOCES along with which tool is used to measure 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.

Target Setting: Teachers are provided with historical student assessment data at the beginning of the school year. Teachers compile this data, along with pre-tests and other factors such as IEP and ELL, to create individual target scores for students that reflect academic growth. Pre and target scores for each student
entered into School Tool by October 15 annually.

Teacher Scores: Student post scores are
and Data Coordinator. The percent of students who met established targets is calculated by School Tool as the "Overall Percent Met" for each teacher. (A weighted "percent met" is calculated in Excel for teachers with multiple SLOs.)

The "Percent Met" correlates to each teacher's SLO score out of
regulations. (See chart below.)

New York State Next Generation Assessments Please provide detail on how the proposed supplemental assessment for assessment to be used with SLOs addresses	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	The ELA assessments are aligned to Next Generation Learning Standards

11	49 – 54						
12	55 – 59						

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

1. Name of Organization (PLEASE PRINT/TYPE) N/A	