

In addition to extensive free support and embedded help options, the proposed solution also includes the following:

Online Training and Knowledge Resources

Two online professional development resources available to educators free of charge are the Customer Center (www.renaissance.com/customercenter) and the Renaissance Learning Knowledge Base (<http://support.renaissance.com/techkb>). The Customer Center provides customers with 24/7 access to a variety of independent study options (including on-demand tutorials and detailed implementation guides) as well as information about additional professional services that may be purchased. The Knowledge Base allows customers to search our technical support information for Renaissance Learning products.

Pre-implementation and Program Setup

Renaissance Learning works closely with schools to ensure a successful implementation of our programs. A Renaissance Implementation Coordinator will work with NYSED to assist with the setup of the STAR Reading assessment. The coordinator will clarify the steps necessary to prepare for program setup, such as verifying system requirements, discussing the transition checklist, and providing our technical staff with data from desktop versions of any Renaissance Learning software that you currently own. The coordinator will also provide access to your Renaissance Place site and discuss the steps you will need to take to ensure that data is transferred to your site. Some of these steps include setting up IP restrictions, reviewing capabilities, and selecting passwords.

Please provide an overview of the student -level growth model or target setting model for

	<p>process, dynamic calibration of all items, and psychometric analysis of item testing results. This development process ensures that the highest quality items are added to the operational item bank and that the items have a direct alignment to the skills inherent in the CCSS.</p> <p>Item alignment</p> <p>In addition to the item development process for producing items aligned with the CCSS and corresponding DOK levels, STAR Reading items have undergone extensive review for standards alignment. Internal reviews are conducted by the fu (i)3 .8 (o)-17.2 (r)-7.4 (r)-7iS.</p>
--	---

<p>Assessments Woven Tightly Into the Curriculum:</p>	
---	--

Teachers Bridge Assessment and Instruction with the Record Book

Teachers access information to plan differentiated instruction in the Record Book an online feature in STAR Reading. After any test administration, teachers can use the Record Book

- y Create instructional groups based on students' scaled scores. These groups can be across grades if the teacher has a mixed-grade intervention setting.
- y Determine the skills and prerequisite skills in the learning progression on which a student or groups of students need to focus. These skills for instruction are also



--	--

	<p>reports are to be printed in one batch. They can also choose to drill down to focus on one particular grade level, one particular class, or one particular student.</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>STAR Reading uses median student growth percentile (MGP) as the aggregated teacher level growth score for New York State teacher and principal evaluation. 4.4 (s)-4.7 (i) 3 on the ST R</p>

STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION

FORM G

ATTESTATION OF TECHNICAL CRITERIA – SUPPLEMENTAL ASSESSMENTS
WITH CORRESPONDING GROWTH MODELS

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria outlined in the Technical Application on “FORM B-2”.

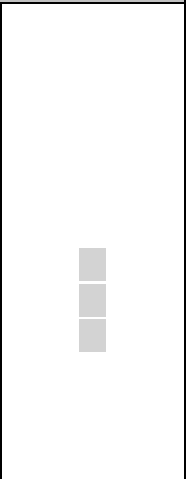
PLEASE SUBMIT ONE “FORM G” FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

COMPLETE THIS SECTION:

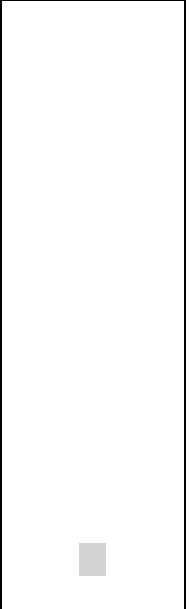
2.2(A) Narrative Overview of Proposed Supplemental Assessment and Associated Growth Model	
This	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	<input checked="" type="checkbox"/> <input type="checkbox"/>



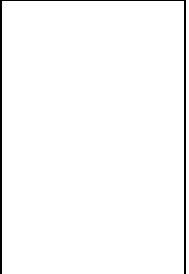
Blank white area for text.



Blank white area for text.



Blank white area for text.



	■
	■






To be completed by the applicant LEA:

being proposed and is used and where

applicant LEA:

<p>1. Name of Organization (PLEASE PRINT/TITLE)</p>	<p>4. Signature</p> 
<p>Debra C. Scher</p>	<p>October 2, 2015</p>
<p>2. Name of Authorized Representative (PLEASE PRINT/TITLE)</p> <p>Vice President of Strategic Support</p>	<p>PLEASE USE BLUE INK</p>
<p>3. Title of Authorized Representative (PLEASE PRINT/TITLE)</p> <p>N/A</p>	<p>(PLEASE USE BLUE INK)</p>
<p>1. Name of School Representative (PLEASE PRINT/TITLE)</p> <p>N/A</p>	<p>N/A</p>
<p>2. School Representative's Name (PLEASE PRINT/TITLE)</p> <p>N/A</p>	
<p>3. Title of School Representative (PLEASE PRINT/TITLE)</p>	