



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

FORM 6

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the NYS Education Department website and distributed through other means for all applicants that are approved in response to the RFQ to allow districts and BOCES to understand proposed services and contract terms. Providers regarding potential further procurement.

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| Assessment Provider Information | |
| Name of Assessment Provider: | East Point Center, Inc. |
| Assessment Provider Contact Information: | Laura J. Orman, Superintendent |
| Name of Assessment: | Locally Developed Assessment |
| Nature of Assessment: | <input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING 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 MODEL <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? | <input type="checkbox"/> Grades K-2 for ELA and <input checked="" type="checkbox"/> Grades K-12 for non-state assessment sources |
| What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score? | <input type="checkbox"/> ELA, <input type="checkbox"/> Math, <input type="checkbox"/> Science, <input type="checkbox"/> Social Studies, <input type="checkbox"/> Physical Education, <input type="checkbox"/> Reading, <input type="checkbox"/> Special Education |
| What are the technology requirements associated with the assessment? | Calculators for math/science exams |
| Is the assessment for free or through purchase by other districts or BOCES in New York State? | <input checked="" type="checkbox"/> No |

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

- 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, if appropriate);
- A description of the Assessment Data Management System (ADMS) used for the assessment, including any data security measures.

- Description: Assessments are directly linked to either NYS Standards for the subject area or NYS Mathematics Learning Standards. Assessments are aligned to NYS assessments.
- How administered: Pre-assessments are administered in a period setting at the beginning of the school year. Year-end assessments are administered in a standard setting the Regents testing period.
- How scores are reported: Scores are reported through a student information system.
- How implemented: Any pre and post, and Performance based assessments are implemented using the same criteria found in the Examination Administration documents from NYSED. All exams are secured until the day of administration.

Please provide an overview of the student-level growth model, SLOs for districts and BOCES, along with how student-level growth scores are aggregated to create teacher scores. The create teacher scores to New York State's E-D-I model.

Baseline data consisting of students' pre-assessment scores, demographic information (i.e., Special Education, New Language Learner and poverty data), historical data (passing and mastery rates) and a combination of the current year's pre-assessment scores and the percent of students in the teacher's SLO plan who met their target score will be converted to the current H-E-D-I rating for student performance. Teachers with pre-assessment scores from 0-19 (0-19 points), 20-39 (20-39 points), 40-59 (40-59 points) and 60-79 (60-79 points) are E (15-17 points), 80-89 (80-89 points) are D (12-14 points) and 90-99 (90-99 points) are H (9-12 points).

| New York State Next Generation Assessment Plan Norms | |
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| Please provide detail on how the proposed assessment plan aligns to the assessment plan norms listed below: | |
| Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments): | Aligned and based on the NGLS and NYS Standards |
| Assessments Woven Tightly Into the Curriculum: | Reviewed by administrators to ensure alignment |
| Performance Assessment: | Whenever possible students are asked to perform authentic tasks |
| Efficient Assessments: | Average at 30 minutes |
| Technology: | Calculator for some math and science exams |
| Degree to which the growth model must differentiate across New York State's teacher effectiveness (only applicable to supplemental assessments): | |

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| | <input type="checkbox"/> |
