STUDENT ASSESSMENTS
FOR
TEACHER AND PRINCIPAL EVALUATION

PUBLICLY AVAILABLE SERVICES SUMMARY

[redacted]

THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE

SUBCOMPONENT

A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL

☐ A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO

[redacted]

through other means for all applications that are approved in conjunction with this RFQ [redacted]

[redacted]

PLEASE PROVIDE AN OVERVIEW OF THE ASSESSMENT FOR LEAS. (3 PAGES MAX) 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)

[redacted]

- A DESCRIPTION OF HOW THE ASSESSMENT PROVIDER SUPPORTS IMPLEMENTATION OF THE ASSESSMENT, INCLUDING ANY TECHNICAL ASSISTANCE.

GGUFSD Local Assessment Overview

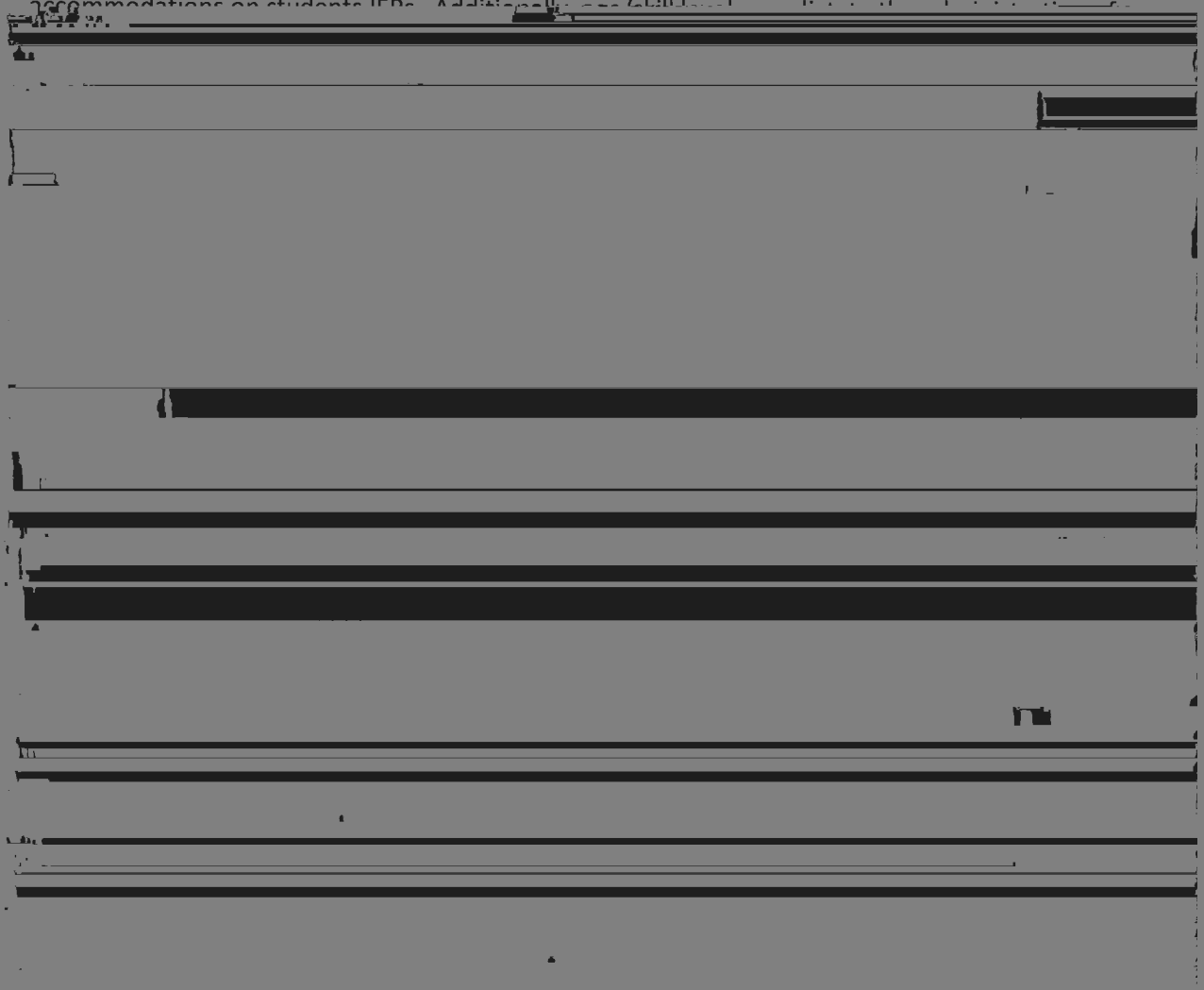
[redacted]

The Greenburgh-Graham Union Free School District Local Assessments are a K-12 performance-based system. The GGUFSD Local Assessments incorporate the appropriate NYS Standards for each course and is vertically aligned according to learning progressions that measure growth [redacted]

GGUFSD Local Assessments are aligned to the appropriate NYS Standards per course. Our students

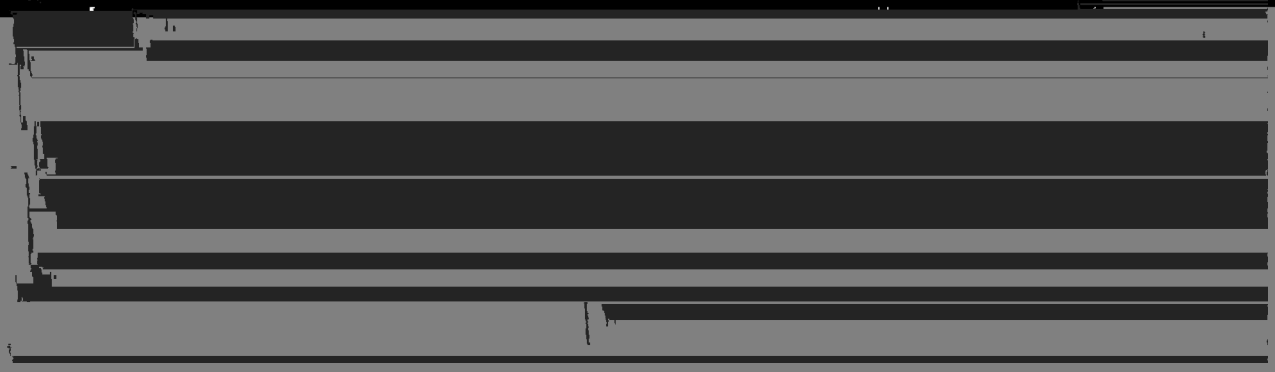
thoughtfully created IEP goals and objectives. The assessments are designed collaboratively by our

Technology may be used to administer some of the GGUFSD Local Assessments as prescribed by



GGUFSD Local Assessments through technology. The use of technology can aid in a timely

PLEASE EXPLAIN HOW GROWTH TARGETS FOR EACH STUDENT ARE SET FOR THE SELECTED ASSESSMENT AND METHOD OF COLLECTING STUDENT LEVEL BASELINE DATA, INCLUDING HOW TARGETS ARE DIFFERENTIATED



STUDENT ASSESSMENTS FOR

[redacted]

APPLICANT CERTIFICATION FORM

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.

PLEASE SUBMIT ONE "FORM G" FOR EACH APPLICANT

The Applicant makes the following assurances:

[redacted]

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or	

[redacted]

[redacted]

proposed and, where . the co-applicant LEA:

[redacted]

1 4

4. Signature of Authorized Representative

2. Name of Authorized Representative (PLEASE PRINT/TYPE)

5. Date Signed

3. Title of Authorized Representative (PLEASE PRINT/TYPE)

[redacted]

[redacted]

Appendix C: Definitions of Growth Models[6]

[redacted]

gain score model quantifies changes in student scores on a particular assessment. For example, if a test produces scores on a 100-point scale, and a student received a score of 70 at time 1, and 80 at time 2, then the gain score would be 10 points. That gain is conceptualized as:

$$Gain = X_2 - X_1$$

where X_2 represents that score at time 2, and X_1 represents the score at time 1. The underlying assumption, of course, is that the scores are on the same scale, to make the difference meaningful. This [redacted]

distribution of scores of "academic peers" his/her score falls. For example, a student with an SGP of 60 performed better than 60% of his/her hypothetical peers predicted to have similar test score histories. Many students may receive an SGP of 60, but that does not mean that the change in the performance of

Appendix A: New York State Learning Standards

The New York State Learning Standards are adopted by the New York State Board of Regents for educational purposes including assessment, curriculum, and professional learning.

For the purposes of this RFQ, Applicants must demonstrate that the assessment is aligned with the New