

**STUDENT ASSESSMENTS  
FOR  
TEACHER AND PRINCIPAL EVALUATION**

**PUBLICLY AVAILABLE SERVICES SUMMARY**

The table content is almost entirely obscured by redaction bars. Only a few text fragments are visible, including:

- ... 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
- ... through other means for all applications that are assessed in accordance with the RFQ...

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]

[REDACTED]

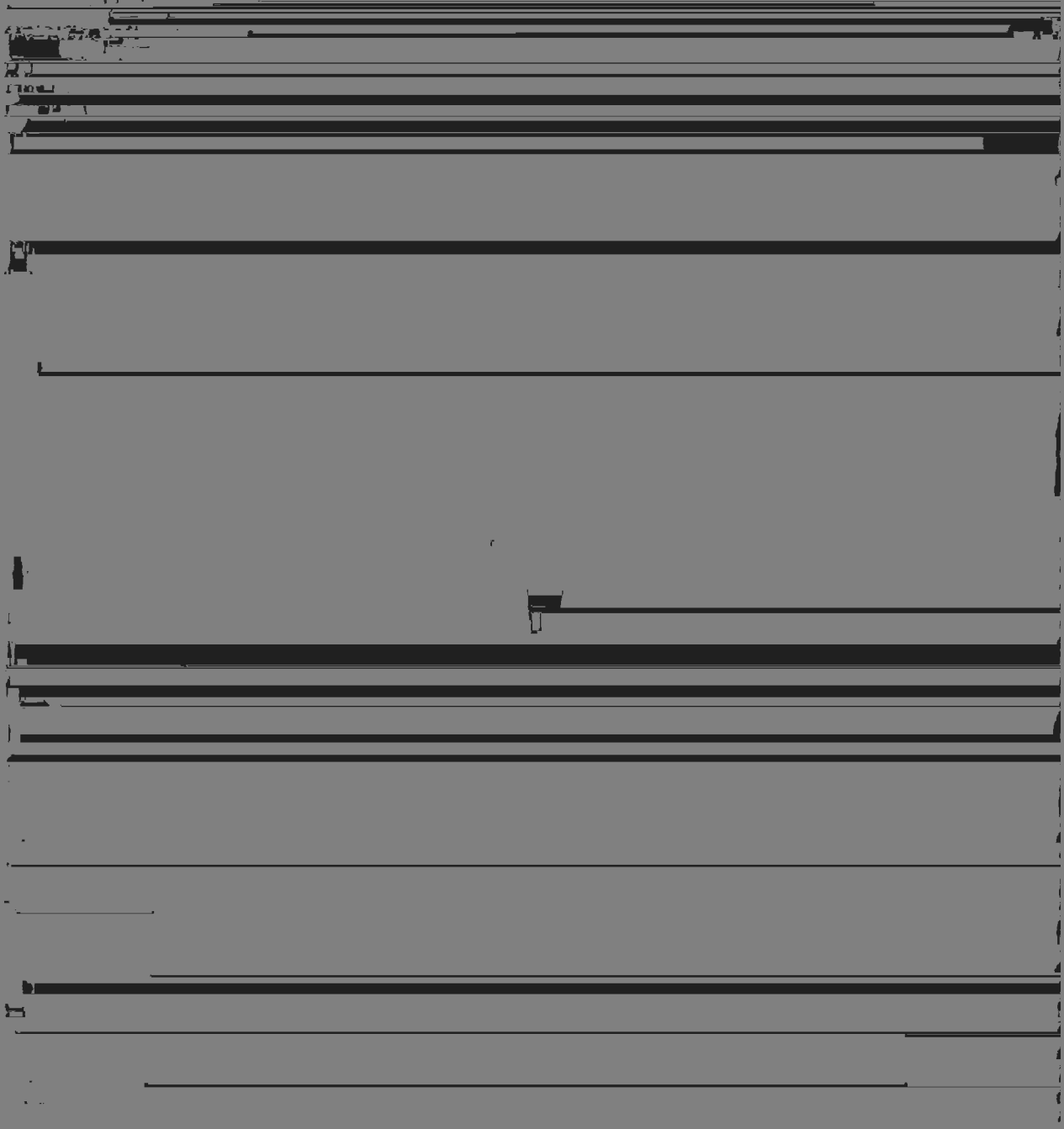
- A DESCRIPTION OF HOW THE ASSESSMENT PROVIDER SUPPORTS IMPLEMENTATION OF THE ASSESSMENT, INCLUDING ANY TECHNICAL ASSISTANCE.

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 each student's

[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 accommodations on students IEPs. Additionally, use of technology can aid in the administration of the GGUFSD Local Assessments through technology. The use of technology can aid in a timely administration of the assessments as well as accurate results presented in a manner to analyze the data.



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 SET FOR STUDENTS WITH SPECIAL NEEDS.

[REDACTED]

**STUDENT ASSESSMENTS FOR  
TEACHER AND PRINCIPAL EVALUATION**

**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:

<u>Assurance</u>	<u>Check each</u>

box:

The assessment is rigorous, meaning that it is aligned to the New York State learning standards or

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To be completed by the Copyright Owner/Assessment Representative of the assessment being

[REDACTED]

proposed and, where applicable, the co-applicant LEA:

1. Name of Co-Applicant LEA

[REDACTED]

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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]

[REDACTED]

[REDACTED]

[REDACTED]

## Appendix C: Definitions of Growth Models<sup>6</sup>

### Gain Score Model

The Gain Score model is most aligned with what is known as the "simple" model of growth.

The 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

would imply either that the scores are obtained on a single assessment or that the scores are on the same scale.

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

those students is the same. Some of them may have had a significant improvement in their scores, while others may have had a significant decline.

Some of the reasons for this are that the distribution of scores of "academic peers" is not the same for all students. For example, a student with an SGP of 60 in a high-performing school may have a different distribution of scores than a student with an SGP of 60 in a low-performing school.

Another reason is that the distribution of scores of "academic peers" changes over time. For example, a student with an SGP of 60 in a high-performing school may have a different distribution of scores than a student with an SGP of 60 in a low-performing school in a later year.

Finally, the distribution of scores of "academic peers" is not the same for all subjects. For example, a student with an SGP of 60 in math may have a different distribution of scores than a student with an SGP of 60 in reading.

Therefore, while an SGP of 60 indicates that a student performed better than 60% of his/her hypothetical peers, it does not mean that the change in the performance of those students is the same. Some of them may have had a significant improvement in their scores, while others may have had a significant decline.

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**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

