

**STUDENT ASSESSMENTS
FOR
TEACHER AND PRINCIPAL EVALUATION**

PUBLICLY AVAILABLE SERVICES SUMMARY

[REDACTED]

[REDACTED]

[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 accordance with the 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]

[REDACTED]

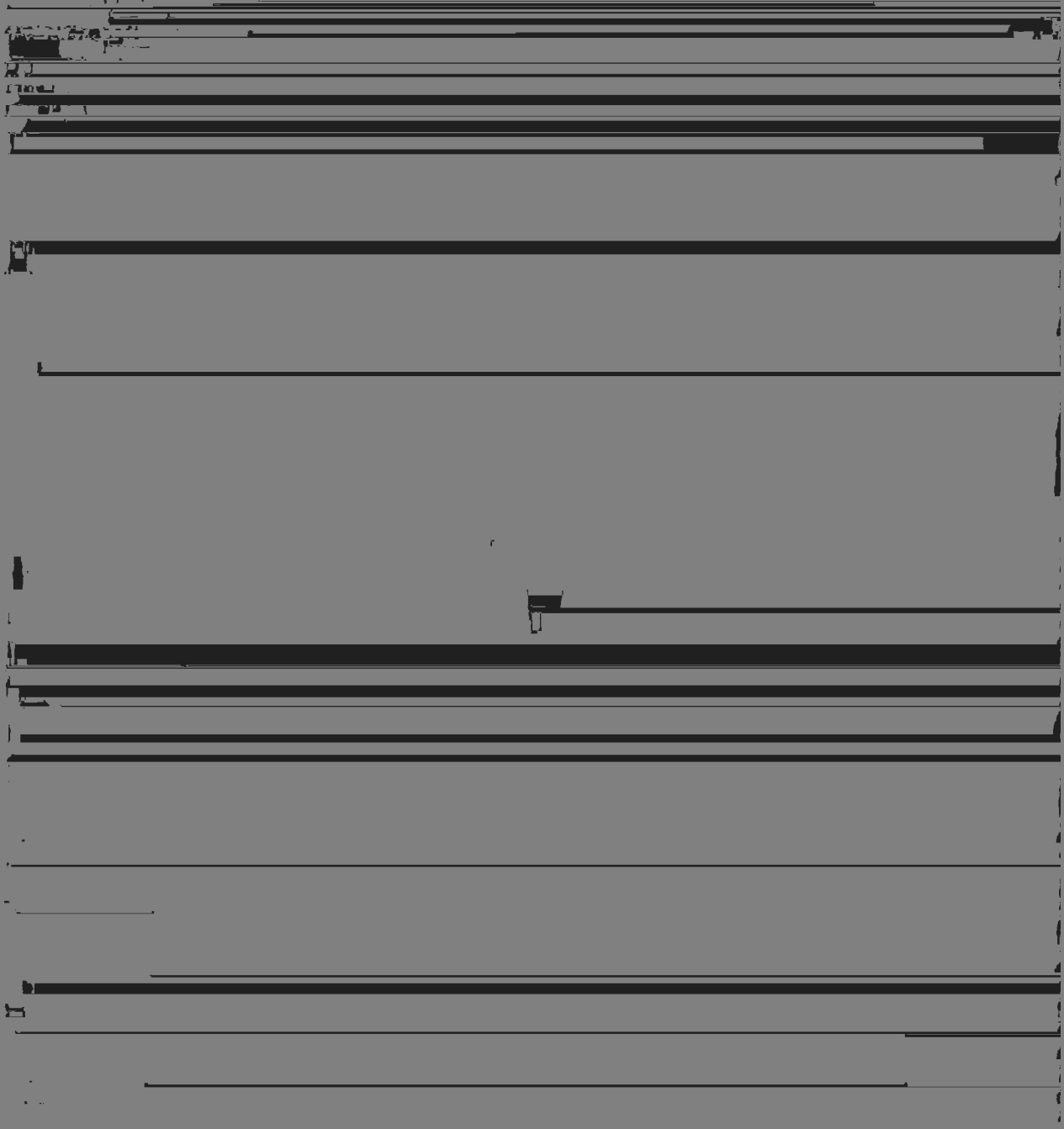
- A DESCRIPTION OF HOW THE ASSESSMENT PROVIDER SUPPORTS IMPLEMENTATION OF THE ASSESSMENT, INCLUDING ANY TECHNICAL ASSISTANCE.

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, as a result of the use of technology, the

assessment results are presented in a manner that allows the data to be

analyzed and reported in a timely manner.

The use of technology can aid in a timely administration of the assessments as well as accurate results presented in a manner that

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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:

Assurance

Check each

box:

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

Table with multiple rows for providing assurance details and checking boxes.

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]

Appendix C: Definitions of Growth Models⁶

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

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 increase in performance, while others may have had a significant decrease.

Some of the students who received an SGP of 60 may have had a significant increase in performance, while others may have had a significant decrease. This is because the SGP is based on a comparison to a hypothetical peer group, and the performance of that peer group can vary significantly from year to year.

For example, if a student's score is 60 and the peer group's score is 60, the student's SGP is 60. However, if the peer group's score is 50, the student's SGP is 120, indicating that the student performed better than 120% of the peer group. Conversely, if the peer group's score is 70, the student's SGP is 43, indicating that the student performed worse than 43% of the peer group.

Therefore, the SGP is a relative measure of performance, and it can vary significantly from year to year. This is because the peer group's score can vary significantly from year to year, and the student's score can also vary significantly from year to year.

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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

[REDACTED]