Annual Professional Performance Review

Education Law §3012-d, as amended by the Laws of 2019

Task 1. General Information

Disclaimers

For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance.

The Department will review the contents of each local educational agency's (LEA) Annual Professional Performance Review (APPR) plan as submitted using the <u>online form in the NYSED Business Portal</u>, including required attachments, to determine if the plan rigorously complies with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in an LEA's plan.

The Department reserves the right to request further information from an LEA to monitor compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Each LEA is required to keep detailed records on file for each section of the currently implemented APPR plan. Such detailed records must be provided to the Department upon request. The Department reserves the right to disapprove or require modification of an LEA's plan that does not rigorously adhere to the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the LEA are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR plan approved by the Department. The Department also reserves the right to request further information from the LEA, as necessary, as part of its review of this plan.

If the Department reasonably believes through investigation, or otherwise, that statements made in this APPR plan are not true or accurate, it reserves the right to reject or disapprove this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

APPR Assurances

Ple	ase check all of the boxes below *
	Assure that the content of this form represents the LEA's entire APPR plan and that the APPR plan is in compliance with Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.
	Assure that a detailed version of the LEA's entire APPR plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.
	Assure that this APPR plan will be posted on the LEA's website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall occur later.
	Assure that it is understood that this LEA's APPR plan will be posted in its entirety on the <u>NYSED website</u> following approval.

^{*} Questions with an asterisk are required in the online form

Task 2. TEACHERS: Required Student Performance

Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance.

100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.

Each teacher shall have a Student Learning Objective (SLO) locally determined, consistent with the goal-setting process determined by the Commissioner.

Student Learning Objectives (SLOs)

For guidance on SLOs, see NYSED SLO Guidance.

SLOs shall be used for the required student performance measure for all teachers. The following must be used as the evidence of student learning within the SLO.

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

An individually attributed SLO is based on the student population of a course for which the teacher directly contributes to student learning outcomes.

Teacher and course-specific

• **Teacher and course-specific results**: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple sections of the same course or across multiple courses where more than one teacher either directly or indirectly contributes to student learning outcomes. When determining whether to use a collectively attributed SLO, the LEA should consider:

- identifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
- identifying which assessments could be used to help foster and support an LEA's focus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness;
 and
- when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

School- or program-wide

- **School- or program-wide results**: scores and ratings will be based on the growth of <u>all students in a school or program</u> who take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses</u> in the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

District- or BOCES-wide

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of <u>all students across buildings/programs in a district or BOCES</u> who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs a district or BOCES in the current school year.

ASSESSMENTS

Any of the measures above may be used with one or more of the following assessment types.

• State assessment(s); or

Assessment(s) that are selected from the list of State-approved:

- third party assessments; or
- locally-developed assessments (district-, BOCES- or regionally-developed).

^{*} Questions with an asterisk are required in the online form

HEDI Scoring Bands

Highly	Effective	e	Effect	ive		Devel	oping	Ineffe	ctive											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-	93-	90-	85-	80-	75-	67-	60-	55-	49-	44-	39-	34-	29-	25-	21-	17-	13-	9-	5-	0-
100%	96%	92%	89%	84%	79%	74%	66%	59%	54%	48%	43%	38%	33%	28%	24%	20%	16%	12%	8%	4%

SLO Assurances

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Please	check a	all of the	hoxes	helow.	不

Assure that the teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands liste above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
Assure that processes are in place for the superintendent to monitor SLOs.
Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.
Assure that for any SLO based, in part, on the New York State grade four science assessment, beginning in the 2020-21 academic year the SLO will utilize only the remaining assessments.

Common Branch Kindergarten Measures and Assessments

Please indicate below which of the three available measure types will be used for kindergarten teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s)

An individually attributed SLO measure

Teacher and course-specific

• **Teacher and course-specific results**: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

School- or program-wide

- **School- or program-wide results**: scores and ratings will be based on the growth of <u>all students in a school or program</u> who take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses</u> in the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking <u>assessments in other grades/subjects</u>.

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of <u>all students across buildings/programs in</u> an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Kindergarten: Measure Type *			
☐ Teacher and course-specific	☐ School- or program-wide	☐ District- or BOCES-wide	☐ Not applicable
Choose "Not applicable" if your LEA does not have ratings will be based on the growth of students in t	9		
Kindergarten: Specific Measure *			
School- or Program-Wide Measure			
☐ School- or program-wide results ☐	School- or program-wide group o	r team results 🔲 School- or p	program-wide linked results

^{*} Questions with an asterisk are required in the online form

Dist	crict- or BOCES-Wide Measure District- or BOCES-wide results		☐ District- or BOCES-wide gro	oup (or team	results				
Kind	dergarten: Assessment	Тур	e(s) *							
	☐ State or Regents assessment(s) ☐ Third party assessment(s)									
	☐ Locally-developed course-specific assessment(s) ☐ N/A									
Pleas	ease check all that apply.									
Kind	dergarten: Specific Assess	men	nt(s) *							
Sta	te or Regents Assessment(s)		Please check all that apply	. Do r	not select	"All Regents given in LEA" i	n additi	on to individual Regents exams.		
	Grade 3 ELA		Grade 3 Math		All Reg	ents given in LEA		Earth Science Regents		
	Grade 4 ELA		Grade 4 Math		ELA Re	gents		Chemistry Regents		
	Grade 5 ELA		Grade 5 Math			a I Regents		Physics Regents		
	Grade 6 ELA		Grade 6 Math			etry Regents		Global 2 Regents		
	Grade 7 ELA		Grade 7 Math		_	a II Regents		US History Regents		
	Grade 8 ELA		Grade 8 Math		Living I	Environment Regents		NYSAA		
	Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade	8 Science		NYSESLAT		
Loc	ally-Developed Course-Specific A	ssessi	ment(s)		Be s	sure the assessment(s) is on	the list	of State-approved assessments.		
List	the name of all district(s) or BOC	ES th	at created the locally-developed	dass	essment	(s) that apply below.				
•				•						
•				•						
Thi	rd Party Assessment(s)							Please check all that apply		
	ADAM		FAST aReading			Reading Inventory				
	aimswebPlus		FAST CBMmath			Right Reason Student A	Assessn	nent Program		
	Certiport (content-specific)		FAST CBMreading			SANDI-FAST				
	Degrees of Reading Power		FAST earlyMath			Scantron Performance	Series			
	DOMA		FAST earlyReading			STAR Early Literacy				
	DORA		FRMCA			STAR Math				
	Educational Vistas		GMRT			STAR Reading				
	EVI 2-9 Math		i-Ready Diagnostic			TCWRP Running Record	ds Asse	essment		
	EVI ELA		MAP Growth (content-specific	:)		WebABLLS				
	EVI Pre & Post K-8 Math		NOCTI (course-specific)			Fountas and Pinnell Be	ncnma	rk Assessment System		
	FAST aMath		Precision Exams							

Common Branch Grade One Measures and Assessments

Please indicate below which of the three available measures will be used for grade one teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s)

An individually attributed SLO measure

Teacher and course-specific

• **Teacher and course-specific results**: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

School- or program-wide

- **School- or program-wide results**: scores and ratings will be based on the growth of <u>all students in a school or program</u> who take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses</u> in the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking <u>assessments in other grades/subjects</u>.

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of <u>all students across buildings/programs in an LEA</u> who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

^{*} Questions with an asterisk are required in the online form

Grad	de One: Measure Type	*									
	Teacher and course-specific		☐ School- or program-wie	de		District- or BOCES-wide Not applicable					
	Choose "Not applicable" if your LEA does not have a grade one teacher. Please also choose "N/A" for the assessment type. "Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure.										
Grad	de One: Specific Measure	*									
Scho	ool- or Program-Wide Measure										
	School- or program-wide results	;	☐ School- or program-wide g	group	or tean	n results					
Dist	rict- or BOCES-Wide Measure						_				
	District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup (or team	results					
_		,) di								
Grad	de One: Assessment Ty	pe(s) *								
	State or Regents assessment(s	s)] Third	party assessment(s)					
	ocally-developed course-spec	cific	assessment(s)] N/A						
Please	check all that apply.										
Grad	de One: Specific Assessme	ent(s) *								
Stat	e or Regents Assessment(s)		Please check all that apply	. Do r	not select	t "All Regents given in LEA" in addition to individual Regents exam	s.				
	Grade 3 ELA		Grade 3 Math		All Reg	gents given in LEA					
	Grade 4 ELA		Grade 4 Math		ELA Re						
	Grade 5 ELA		Grade 5 Math		Algebr	a I Regents Physics Regents					
	Grade 6 ELA		Grade 6 Math		-	etry Regents					
	Grade 7 ELA		Grade 7 Math			a II Regents □ US History Regents					
	Grade 8 ELA		Grade 8 Math			Environment Regents NYSAA					
	Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		_	8 Science					
Loca	ally-Developed Course-Specifi	c As	sessment(s)		Be s	sure the assessment(s) is on the list of State-approved assessment.	:s.				
	the name of all district(s) or BOC			d ass	essment	t(s) that apply below.					
•	,,			•							
•				•							
-1.	15 1 1					Please check all that app	1				
	rd Party Assessment(s)	П	FACT abanding				ıy				
	ADAM		FAST GRAmath			Reading Inventory					
	aimswebPlus	_	FAST CBMmath			Right Reason Student Assessment Program					
	Certiport (content-specific)		FAST CBMreading			SANDI-FAST					
	Degrees of Reading Power		FAST earlyMath			Scantron Performance Series					
	DOMA		FAST earlyReading			STAR Early Literacy					
	DORA		FRMCA			STAR Math					
	Educational Vistas		GMRT			STAR Reading					
	EVI 2-9 Math		i-Ready Diagnostic	,		TCWRP Running Records Assessment					
	EVI ELA		MAP Growth (content-specific	:)		WebABLLS					
	EVI Pre & Post K-8 Math		NOCTI (course-specific)			Fountas and Pinnell Benchmark Assessment System					
	L // \ L \ 2 \ / 2 + b	1 1									

Common Branch Grade Two Measures and Assessments

Please indicate below which of the three available measures will be used for grade two teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s)

An individually attributed SLO measure

Teacher and course-specific

• **Teacher and course-specific results**: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

School- or program-wide

- **School- or program-wide results**: scores and ratings will be based on the growth of <u>all students in a school or program</u> who take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses</u> in the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking <u>assessments in other grades/subjects</u>.

^{*} Questions with an asterisk are required in the online form

District- or BOCES-wide

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of <u>all students across buildings/programs in an LEA</u> who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Gra	de Two: Measure Type	*									
Choos	☐ Teacher and course-specific ☐ School- or program-wide ☐ District- or BOCES-wide ☐ Not applicable Choose "Not applicable" if your LEA does not have a grade two teacher. Please also choose "N/A" for the assessment type. "Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure.										
	de Two: Specific Measure		. the teacher of course in the current		o. yeu., e.		, с сурс	and openine measure.			
Scho	pol- or Program-Wide Measure School- or program-wide results	S	☐ School- or program-wide į	group	or tean	n results School-	or pro	ogram-wide linked results			
Dist	rict- or BOCES-Wide Measure District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup o	or team	results					
Gra	de Two: Assessment Ty	pe(s) *								
	State or Regents assessment(s	s)] Third	party assessment(s)					
	ocally-developed course-spec	cific a	assessment(s)] N/A						
	check all that apply.										
Grad	de Two: Specific Assessme	ent(s	<u>, </u>								
Stat	te or Regents Assessment(s)		Please check all that apply	ı. Do r	not select	"All Regents given in LEA" in	additi	on to individual Regents exams.			
	Grade 3 ELA		Grade 3 Math		·	ents given in LEA		Earth Science Regents			
	Grade 4 ELA Grade 5 ELA		Grade 4 Math Grade 5 Math		ELA Re	gents a I Regents		Chemistry Regents			
	Grade 6 ELA		Grade 6 Math		-	etry Regents		Physics Regents Global 2 Regents			
	Grade 7 ELA		Grade 7 Math			a II Regents		US History Regents			
	Grade 8 ELA		Grade 8 Math		Living I	Environment Regents		NYSAA			
	Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade	8 Science		NYSESLAT			
Loc	ally-Developed Course-Specifi	ic Ass	sessment(s)		Be s	sure the assessment(s) is on th	he list	of State-approved assessments.			
List	the name of all district(s) or BOC	ES th	at created the locally-develope	d ass	essment	(s) that apply below.					
•				•							
•				•							
Thir	rd Party Assessment(s)							Please check all that apply			
	ADAM		FAST aReading			Reading Inventory					
	aimswebPlus		FAST CBMmath			Right Reason Student As	sessn	nent Program			
	Certiport (content-specific)		FAST CBMreading			SANDI-FAST					
	Degrees of Reading Power		FAST earlyMath			Scantron Performance S	eries				
	DOMA		FAST earlyReading FRMCA			STAR Early Literacy STAR Math					
	DORA Educational Vistas		GMRT			STAR Reading					
	EVI 2-9 Math		i-Ready Diagnostic			TCWRP Running Records	s Asse	essment			
	EVI ELA		MAP Growth (content-specific	c)		WebABLLS					
	EVI Pre & Post K-8 Math		NOCTI (course-specific)			Fountas and Pinnell Ben	chma	rk Assessment System			

Common Branch Grade Three Measures and Assessments

Please indicate below which of the three available measures will be used for grade three teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s)

An individually attributed SLO measure

Teacher and course-specific

• **Teacher and course-specific results**: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

School- or program-wide

- **School- or program-wide results**: scores and ratings will be based on the growth of <u>all students in a school or program</u> who take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses</u> in the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking <u>assessments in other grades/subjects</u>.

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of <u>all students across buildings/programs in an LEA</u> who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses across buildings/programs in an LEA</u> in the current school year.

0 <u>stagetite in tite</u>		.,					, ,
Grade Three: Measure Typ	e *						
☐ Teacher and course-specific		☐ School- or program-wi	de		District- or BOCES-wie	de	☐ Not applicable
Choose "Not applicable" if your LEA does n		5		-	*		
ratings will be based on the growth of stud	lents in t	the teacher's course in the current	t scho	ol year) c	onstitutes selection of measu	re typ	e and specific measure.
Grade Three: Specific Measur	re *						
School- or Program-Wide Measure							
☐ School- or program-wide result	s 🗆	្ធ School- or program-wide ខ្	group	or tean	n results School-	or pro	ogram-wide linked results
District- or BOCES-Wide Measure							
☐ District- or BOCES-wide results		District- or BOCES-wide gr	oup o	or team	results		
Grade Three: Assessment	Tynel	(c) *					
		(3)	_	7 Th:			
☐ State or Regents assessment(☐ Locally-developed course-spe		ccoccmont(c)		i inira] N/A	party assessment(s)		
Please check all that apply.	CITIC as	ssessment(s)		I IN/A			
		t I sta					
Grade Three: Specific Assessi	nent(,					
State or Regents Assessment(s)		Please check all that apply	y. Do r	not select	"All Regents given in LEA" in	additi	on to individual Regents exams.
☐ Grade 3 ELA		Grade 3 Math		_	ents given in LEA		Earth Science Regents
Grade 4 ELA		Grade 4 Math		ELA Re	•		Chemistry Regents
Grade 5 ELA		Grade 5 Math		_	a I Regents		Physics Regents
☐ Grade 6 ELA ☐ Grade 7 ELA		Grade 6 Math Grade 7 Math			etry Regents a II Regents		Global 2 Regents
☐ Grade 7 ELA		Grade 8 Math		_	Environment Regents		US History Regents NYSAA
Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Ū	8 Science		NYSESLAT
							of State-approved assessments.
Locally-Developed Course-Specif List the name of all district(s) or BOO		* *	d 0.00			ie iist	oj state-approved assessments.
• List the hame of all district(s) of Boo	LS tilat	. created the locally-develope	u assi	essineiii	(s) that apply below.		
			•				
•			•				
Third Party Assessment(s)							Please check all that apply
☐ ADAM		FAST aReading			Reading Inventory		
☐ aimswebPlus		FAST CBMmath			Right Reason Student As	sessn	nent Program
☐ Certiport (content-specific)		FAST CBMreading			SANDI-FAST		
☐ Degrees of Reading Power		FAST earlyMath			Scantron Performance S	eries	
☐ DOMA		FAST earlyReading			STAR Early Literacy		
□ DORA		FRMCA			STAR Math		
☐ Educational Vistas		GMRT			STAR Reading		
EVI 2-9 Math		i-Ready Diagnostic	۵۱		TCWRP Running Records	s Asse	essment
□ EVI ELA		MAP Growth (content-specific NOCTI (course-specific)	L)		WebABLLS	chma	rk Accoccment System
☐ EVI Pre & Post K-8 Math ☐ FAST aMath		Precision Exams			Fountas and Pinnell Ben	CHILID	ik Assessifietti Systemi
	-						

Grade Four

Please identify below whether grade four instruction is common branch or departmentalized; indicate which of the three available measures will be used for grade four teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s)

An individually attributed SLO measure

Teacher and course-specific

• **Teacher and course-specific results**: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

School- or program-wide

- **School- or program-wide results**: scores and ratings will be based on the growth of <u>all students in a school or program</u> who take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking <u>assessments in other grades/subjects</u>.

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of <u>all students across buildings/programs in an LEA</u> who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses across buildings/programs in an LEA</u> in the current school year.

Please choose the option tha	ıt best desci	ribes grad	de four in your	LEA. *						
☐ Common branch		□ De	partmentalized		l Not app	licable				
Choose "Not applicable" if your LEA does	not include grad	de four.								
Grade Four Common Branch f grade four is departmentalized, skip ahead to "Grade Four Departmentalized."										
Grade Four Common Bra	nch: Meas	ure Typ	e *							
☐ Teacher and course-specific "Teacher and course-specific" (scores an measure type and specific measure.			School- or progressive growth of students			ct- or BOCES-wide year) constitutes selection of				
Grade Four Common Branc	h: Specific I	Measure	, *							
School- or Program-Wide Measure School- or program-wide resu		chool- or pr	ogram-wide group	or team results	hool- or pro	ogram-wide linked results				
District- or BOCES-Wide Measure District- or BOCES-wide result	ts 🗆 Di	strict- or B	OCES-wide group c	or team results						
Grade Four Common Bra ☐ State or Regents assessmen Please check all that apply. Grade Four Common Branc	t(s) 🗆 L	ocally-de	veloped course-s	pecific assessment(s)	☐ Third p	party assessment(s)				
State or Regents Assessment(s)	Please che	ck all that apply. Do n	ot select "All Regents given in I	.EA" in additi	on to individual Regents exams.				
☐ Grade 3 ELA ☐ Grade 4 ELA ☐ Grade 5 ELA ☐ Grade 6 ELA ☐ Grade 7 ELA ☐ Grade 8 ELA ☐ Grade 4 Science (2019-20 only)	☐ Grade ☐ Grade ☐ Grade ☐ Grade ☐ Grade	e 3 Math e 4 Math e 5 Math e 6 Math e 7 Math e 8 Math Science (20		All Regents given in LEA ELA Regents Algebra I Regents Geometry Regents Algebra II Regents Living Environment Regent Grade 8 Science	is —	Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA NYSESLAT				
Locally-Developed Course-Spec	cific Assessme	ent(s)		Be sure the assessment(s)	is on the list (of State-approved assessments.				
List the name of all district(s) or Bo	OCES that creat	ted the loc	ally-developed asse	essment(s) that apply below	' .					
•			•							
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Thi	rd Party Assessment(s)							Please check all that apply
	ADAM		FAST aReading			Reading Inventory		
	aimswebPlus		FAST CBMmath			Right Reason Student As	ssessn	nent Program
	Certiport (content-specific)		FAST CBMreading			SANDI-FAST		
	Degrees of Reading Power		FAST earlyMath			Scantron Performance S	Series	
	DOMA		FAST earlyReading FRMCA			STAR Early Literacy STAR Math		
	DORA Educational Vistas		GMRT			STAR Reading		
	EVI 2-9 Math		i-Ready Diagnostic			TCWRP Running Record	s Asse	ssment
	EVI ELA		MAP Growth (content-specific	c)		WebABLLS	371330	331116116
	EVI Pre & Post K-8 Math		NOCTI (course-specific)	•		Fountas and Pinnell Ben	nchma	rk Assessment System
	FAST aMath		Precision Exams					
Gra	ade Four Departmenta	lize	ed.					
	de four is common branch, only compl							
GId	de Four ELA: Measure 1	ур						
	Teacher and course-specific		☐ School- or program-wi	de		District- or BOCES-wi	de	☐ Not applicable
	se "Not applicable" if your LEA does no							
	gs will be based on the growth of stude			t scho	ol year) co	onstitutes selection of measu	ıre type	e and specific measure.
Gra	de Four ELA: Specific Mea	sur	e *					
Sch	ool- or Program-Wide Measure							
	School- or program-wide results	5	☐ School- or program-wide a	group	or team	results 🗆 School-	or pro	ogram-wide linked results
Dist	trict- or BOCES-Wide Measure							
	District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup (or team i	results		
Cro	do Four FLA, Associmon	_+ T	Tupo(c) *					
	de Four ELA: Assessmer		ype(s) *					
	State or Regents assessment(s	5)				party assessment(s)		
		5)] Third] N/A	party assessment(s)		
	State or Regents assessment(s	5)				party assessment(s)		
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Grade Four Math: Measur	е Ту	pe *			
☐ Teacher and course-specific		☐ School- or program-wi	de	☐ District- or BOCES-wide	☐ Not applicable
Choose "Not applicable" if your LEA does natings will be based on the growth of students.	dents i	n the teacher's course in the current			
Grade Four Math: Specific N	1eası	ıre *			
School- or Program-Wide Measure					
☐ School- or program-wide resul	ts	☐ School- or program-wide g	group	o or team results	program-wide linked results
District- or BOCES-Wide Measure					
☐ District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup	or team results	
Grade Four Math: Assessn		:Type(s) *	_	7. 71:1	
☐ State or Regents assessment ☐ Locally-developed course-specifies the check all that apply.		assessment(s)		☐ Third party assessment(s) ☐ N/A	
Grade Four Math: Specific A.	ssess	sment(s) *			
State or Regents Assessment(s)		· · ·	/. Do I	not select "All Regents given in LEA" in ad	dition to individual Regents exams.
☐ Grade 3 ELA		Grade 3 Math		All Regents given in LEA [☐ Earth Science Regents
Grade 4 ELA		Grade 4 Math			☐ Chemistry Regents
Grade 5 ELA		Grade 5 Math		_	☐ Physics Regents
☐ Grade 6 ELA☐ Grade 7 ELA☐		Grade 6 Math Grade 7 Math		AL 1 115	☐ Global 2 Regents☐ US History Regents
☐ Grade 8 ELA		Grade 8 Math			☐ NYSAA
☐ Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade 8 Science	□ NYSESLAT
Locally-Developed Course-Speci	fic As	sessment(s)		Be sure the assessment(s) is on the	list of State-approved assessments.
List the name of all district(s) or BO	CES th	at created the locally-developed	d ass	essment(s) that apply below.	
•			•		
•			•		
Third Party Assessment(s)					Please check all that apply
□ ADAM		FAST aReading		☐ Reading Inventory	
☐ aimswebPlus		FAST CBMmath		☐ Right Reason Student Asse	ssment Program
☐ Certiport (content-specific)☐ Degrees of Reading Power		FAST CBMreading FAST earlyMath		☐ SANDI-FAST ☐ Scantron Performance Seri	Δς.
☐ DOMA		FAST earlyReading		☐ STAR Early Literacy	CJ
□ DORA		FRMCA		☐ STAR Math	
☐ Educational Vistas				☐ STAR Reading	
□ EVI 2-9 Math □ EVI ELA		i-Ready Diagnostic MAP Growth (content-specific	ر)	☐ TCWRP Running Records A☐ WebABLLS	ssessment
☐ EVI Pre & Post K-8 Math		NOCTI (course-specific)	- ,	☐ Fountas and Pinnell Bench	mark Assessment System
☐ FAST aMath		Precision Exams			
Grade Four Science: Meas	ure	Type *			
☐ Teacher and course-specific		☐ School- or program-wie	de	☐ District- or BOCES-wide	☐ Not applicable
Choose "Not applicable" if your LEA does i	not hav	, ,			• •
ratings will be based on the growth of stu			t scho	ool year) constitutes selection of measure	type and specific measure.
Grade Four Science: Specific	Med	isure *			
School- or Program-Wide Measure School- or program-wide result	ts	☐ School- or program-wide g	grour	o or team results	program-wide linked results
District- or BOCES-Wide Measure			5 1		F6
☐ District- or BOCES-wide results	i	☐ District- or BOCES-wide gr	oup	or team results	
Grade Four Science: Asses	sme	ent Type(s) *			
☐ State or Regents assessment	(s)			☐ Third party assessment(s)	
☐ Locally-developed course-spe		assessment(s)		□ N/A	
Please check all that apply.					

^{*} Questions with an asterisk are required in the online form

Gr	Grade Four Science: Specific Assessment(s) *											
	ate or Regents Assessment(s)	1330	. ,	. Do r	not select "All Regents given in LEA"	in additi	on to individual Regents exams.					
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Choo	ade Four Social Studies: Teacher and course-specific ase "Not applicable" if your LEA does no ags will be based on the growth of studies: The specific of the second studies of	ot hav ents i	☐ School- or program-wi te a grade four SS teacher. Also choon the teacher's course in the current	ose "N		ner and c						
Sc	hool- or Program-Wide Measure School- or program-wide results	5	☐ School- or program-wide a	group	o or team results Schoo	l- or pro	ogram-wide linked results					
Di:	strict- or BOCES-Wide Measure District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup (or team results							
□ □ Plea	Grade Four Social Studies: Assessment Type(s) * State or Regents assessment(s)											
	ade Four Social Studies Spe	cifi			and and and WAH 2		and the state of t					
St	Grade 3 ELA Grade 4 ELA Grade 5 ELA Grade 6 ELA		Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math	. Do i	not select "All Regents given in LEA" All Regents given in LEA ELA Regents Algebra I Regents Geometry Regents	in additi	Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents					

☐ Grade 7 ELA

☐ Grade 8 ELA

Be sure the assessment(s) is on the list of State-approved assessments.

☐ US History Regents

NYSAA

□ NYSESLAT

☐ Algebra II Regents

☐ Grade 8 Science

☐ Living Environment Regents

List the name of all district(s) or BOCES that created the locally-developed assessment(s) that apply below.

☐ Grade 7 Math

☐ Grade 8 Math

☐ Grade 4 Science (2019-20 only) ☐ Elem Science (2021-22 on)

Locally-Developed Course-Specific Assessment(s)

^{*} Questions with an asterisk are required in the online form

Inited Party Assessment(s)	TI: 15				Please check all that apply
Gration (content-specific) FAST CMMmath Right Reason Student Assessment Program Certiport (content-specific) FAST CertifyMath Scantron Performance Series TAST eartyMath Scantron Performance Series TAST earty Ulterary TAST earty Ulter			ACT - D d'o -		
Certiport (content-specific)			_		
Degrees of Reading Power					
DOMA			S		
Control Cont					
Filter Heady Diagnostic TOWAP Running Records Assessment WebABLIS Fountas and Pinnell Benchmark Assessment System Precision Exams Pre	□ DORA	□ F	RMCA		STAR Math
MAP Growth (content-specific) WebABLLS Fountas and Pinnell Benchmark Assessment System FAST aMath Precision Exams Precision Exams Fountas and Pinnell Benchmark Assessment System FAST aMath Precision Exams Precision Exams Fast amath Precision Exams Precisio	☐ Educational Vistas		SMRT		S .
Grade Five Pre & Post K8 Math Precision Exams Fountas and Pinnell Benchmark Assessment System Precision Exams					
FAST aMath					
Please identify below whether grade five instruction is common branch or departmentalized; indicate which of the three available measures will be used for grade five teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s) An individually attributed SLO measure Teacher and course-specific results: scores and ratings will be based on the growth of students in the teacher's course in the current school year. A collectively attributed SLO measure School- or program-wide results: scores and ratings will be based on the growth of students in a school or program who take the applicable assessments in the current school year. School- or program-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects. District or BOCES-wide District or BOCES-wide results: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year. District or BOCES-wide results: scores and ratings will be based on the growth of students across buildings/programs in an LEA who take the applicable assessments in the current school year. District or BOCES-wide group or team results: scores and strings for a group or team of teachers will be based on the growth of students in the growth of students will be based on the growth of students will be based on the gro				ш	Fountas and Pinnell Benchmark Assessment System
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Locally-D	eveloped Course-Specifi	c Ass	sessment(s)		Be s	ure the assessment(s) is on t	the list (of State-approved assessments.
List the na	me of all district(s) or BOCI	ES th	at created the locally-develope	d ass	essment	(s) that apply below.		
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Third Par	ty Assessment(s)							Please check all that apply
☐ Certip☐ Degre☐ DOM.☐ DOR.A☐ Educa☐ EVI 2☐ EVI EI☐ EVI PI	webPlus port (content-specific) pes of Reading Power A ational Vistas -9 Math	0000000000	FAST aReading FAST CBMmath FAST CBMreading FAST earlyMath FAST earlyReading FRMCA GMRT i-Ready Diagnostic MAP Growth (content-specific) Precision Exams	c)		Reading Inventory Right Reason Student A SANDI-FAST Scantron Performance S STAR Early Literacy STAR Math STAR Reading TCWRP Running Record WebABLLS Fountas and Pinnell Ber	Series Is Asse	ssment
If grade five is Grade Fi Teache Choose "Not cratings will be		ete "G ype ot hav ents ir	* School- or program-wi e a grade five ELA teacher. Also cho the teacher's course in the current	ose "	N/A" for t		er and	
	Program-Wide Measure ol- or program-wide results	;	☐ School- or program-wide a	group	or team	n results School-	or pro	gram-wide linked results
	BOCES-Wide Measure		☐ District- or BOCES-wide gr	oup (or team	results		
☐ State o	ve ELA: Assessment or Regents assessment (sy-developed course-spectall that apply.	s)	,] Third] N/A	party assessment(s)		
Grade Fiv	ve ELA: Specific Asses	ssm	ent(s) *					
State or F	Regents Assessment(s)		Please check all that apply	. Do r	not select	"All Regents given in LEA" in	n additi	on to individual Regents exams.
☐ Grade ☐ Grade ☐ Grade ☐ Grade ☐ Grade	e 3 ELA e 4 ELA e 5 ELA e 6 ELA e 7 ELA e 8 ELA e 4 Science (2019-20 only)		Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elem Science (2021-22 on)		ELA Re Algebra Geome Algebra Living E	ents given in LEA gents a I Regents etry Regents a II Regents Environment Regents 8 Science		Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA NYSESLAT
	eveloped Course-Specifi me of all district(s) or BOCI		sessment(s) at created the locally-develope	d ass			the list (of State-approved assessments.

^{*} Questions with an asterisk are required in the online form

Third Party Assessment(s)							Please check all that apply
☐ ADAM		FAST aReading			Reading Inventory		
☐ aimswebPlus		FAST CBMmath			Right Reason Student A	ssessr	nent Program
☐ Certiport (content-specific)		FAST CBMreading			SANDI-FAST		
☐ Degrees of Reading Power		FAST earlyMath			Scantron Performance	Series	
□ DOMA		FAST earlyReading FRMCA			STAR Early Literacy STAR Math		
DORA		GMRT			STAR Reading		
☐ Educational Vistas ☐ EVI 2-9 Math		i-Ready Diagnostic			TCWRP Running Record	اد ۵دده	essment
EVI 2-9 Matri		MAP Growth (content-specific	c)		WebABLLS	13 7330	.331110110
☐ EVI Pre & Post K-8 Math		NOCTI (course-specific)	٠,		Fountas and Pinnell Be	nchma	rk Assessment System
☐ FAST aMath		Precision Exams					,
Grade Five Math: Measure	lyp	pe *					
☐ Teacher and course-specific		☐ School- or program-wi	de		District- or BOCES-w	ide	☐ Not applicable
Choose "Not applicable" if your LEA does no	ot hav	e a grade five math teacher. Also c	hoose	"N/A" fo	r the assessment type. "Tead	cher an	d course-specific" (scores and
ratings will be based on the growth of stud	ents ir	n the teacher's course in the curren	t scho	ol year) c	onstitutes selection of meas	ure typ	e and specific measure.
Grade Five Math: Specific Me	asu?	re *					
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District- or BOCES-Wide Measure							
☐ District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup o	r team	results		
Grado Eivo Math: Assassm	ont	Typo(s) *					
Grade Five Math: Assessm		Type(s)					
☐ State or Regents assessment(s					party assessment(s)		
☐ Locally-developed course-spe	cific a	assessment(s)		l N/A			
Please check all that apply							
Grade Five Math: Specific Ass	sessi	ment(s) *					
State or Regents Assessment(s)			v Dor	nt select	"Δll Regents given in LFΔ" in	n additi	on to individual Regents exams.
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☐ Grade 3 ELA ☐ Grade 4 ELA		Grade 3 Math Grade 4 Math		ELA Re	ents given in LEA		Earth Science Regents
Grade 5 ELA		Grade 5 Math			a I Regents		Chemistry Regents
☐ Grade 6 ELA		Grade 6 Math		_	etry Regents		Physics Regents Global 2 Regents
☐ Grade 7 ELA		Grade 7 Math			a II Regents		US History Regents
☐ Grade 8 ELA		Grade 8 Math		_	Environment Regents		NYSAA
☐ Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		_	8 Science		NYSESLAT
77						the list	of State-approved assessments.
Locally-Developed Course-Specif					, ,	ine iist	oj state-approved assessments.
List the name of all district(s) or BOC	.ES tn	at created the locally-develope	a ass	essment	(s) that apply below.		
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Third Party Assessment(s)							Please check all that apply
□ ADAM		FAST aReading			Reading Inventory		and a control of the company
□ ADAM □ aimswebPlus		FAST CBMmath			Right Reason Student A	ssessr	ment Program
☐ Certiport (content-specific)		FAST CBMreading			SANDI-FAST	330331	nent i rogiani
☐ Degrees of Reading Power		FAST earlyMath			Scantron Performance	Series	
□ DOMA		, FAST earlyReading			STAR Early Literacy		
□ DORA		FRMCA			STAR Math		
☐ Educational Vistas		GMRT			STAR Reading		
□ EVI 2-9 Math		i-Ready Diagnostic			TCWRP Running Record	ls Asse	essment
EVI ELA		MAP Growth (content-specific	c)		WebABLLS		
☐ EVI Pre & Post K-8 Math		NOCTI (course-specific) Precision Exams			Fountas and Pinnell Be	ıcnma	irk Assessment System
☐ FAST aMath		riecision exams					
Grade Five Science: Measu	ire T	vpe *					
		/ I= =					
☐ Teacher and course-specific		☐ School- or program-wi	de		District- or BOCES-w	ide	☐ Not applicable

Choose "Not applicable" if your LEA does not have a grade five science teacher. Also choose "N/A" for the assessment type. "Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure.

^{*} Questions with an asterisk are required in the online form

Grade Five Science: Specific	Meas	ure *							
School- or Program-Wide Measure School- or program-wide resul	ts [ີ່ School- or program-wide ຄູ	group	o or team results School-	or pro	gram-wide linked results			
District- or BOCES-Wide Measure ☐ District- or BOCES-wide results	s [☐ District- or BOCES-wide gr	oup (or team results					
Grade Five Science: Asses	smen	t Tyne(s) *							
☐ State or Regents assessment		t 1 y p c (3)		Third party assessment(s)					
☐ Locally-developed course-spe		ssessment(s)] N/A					
Please check all that apply.		. () 4							
Grade Five Science: Specific	Assess		, Do i	not select "All Regents given in LEA" in	additi	on to individual Pagants avams			
State or Regents Assessment(s) Grade 3 ELA		Grade 3 Math	. D0 1	All Regents given in LEA	_				
☐ Grade 4 ELA		Grade 4 Math		ELA Regents		Earth Science Regents Chemistry Regents			
☐ Grade 5 ELA		Grade 5 Math		Algebra I Regents		Physics Regents			
Grade 6 ELA		Grade 6 Math		Geometry Regents		Global 2 Regents			
☐ Grade 7 ELA☐ Grade 8 ELA		Grade 7 Math Grade 8 Math		Algebra II Regents Living Environment Regents		US History Regents NYSAA			
☐ Grade 4 Science (2019-20 only)	_	Elem Science (2021-22 on)		Grade 8 Science		NYSESLAT			
Locally-Developed Course-Speci				Be sure the assessment(s) is on to	he list o	of State-approved assessments.			
List the name of all district(s) or BO			d ass	essment(s) that apply below.					
•			•						
•			•						
Third Party Assessment(s)						Please check all that apply			
□ ADAM		FAST aReading		☐ Reading Inventory					
☐ aimswebPlus		FAST CBMmath		☐ Right Reason Student As	sessn	nent Program			
☐ Certiport (content-specific)		FAST CBMreading		☐ SANDI-FAST					
☐ Degrees of Reading Power		FAST earlyMath		☐ Scantron Performance S	eries				
□ DOMA □ DORA		FAST earlyReading FRMCA		☐ STAR Early Literacy☐ STAR Math					
☐ Educational Vistas		GMRT		☐ STAR Reading					
☐ EVI 2-9 Math		i-Ready Diagnostic		☐ TCWRP Running Record	s Asse	ssment			
□ EVI ELA		MAP Growth (content-specific	:)	☐ WebABLLS	-1	ul. Annananana Cuntana			
☐ EVI Pre & Post K-8 Math ☐ FAST aMath		NOCTI (course-specific) Precision Exams		☐ Fountas and Pinnell Ben	CIIIIa	rk Assessment System			
Grade Five Social Studies:	Meas	sure Type *							
☐ Teacher and course-specific		☐ School- or program-wie	de	☐ District- or BOCES-wid	de	☐ Not applicable			
Choose "Not applicable" if your LEA does ratings will be based on the growth of stu		a grade five SS teacher. Also choo	se "N			ourse-specific" (scores and			
Grade Five Social Studies: Sp			SCHO	or year) constitutes selection of measu	те туре	e unu specific meusure.			
School- or Program-Wide Measure									
☐ School- or program-wide resul	ts [☐ School- or program-wide g	group	or team results School-	or pro	gram-wide linked results			
District- or BOCES-Wide Measure ☐ District- or BOCES-wide results	s [☐ District- or BOCES-wide gr	oup (or team results					
Grade Five Social Studies:	Asses	ssment Type(s) *							
☐ State or Regents assessment		/ 1 · - (- /		Third party assessment(s)					
☐ State or Regents assessment(s) ☐ Third party assessment(s) ☐ N/A									

Please check all that apply.

^{*} Questions with an asterisk are required in the online form

Grade Five Social Studies Specific Assessment(s) * Please check all that apply. Do not select "All Regents given in LEA" in addition to individual Regents exams. State or Regents Assessment(s) ☐ Grade 3 ELA Grade 3 Math All Regents given in LEA ☐ Earth Science Regents ☐ Grade 4 ELA Grade 4 Math **ELA Regents Chemistry Regents** Grade 5 ELA Grade 5 Math ☐ Algebra I Regents **Physics Regents** ☐ Grade 6 ELA Grade 6 Math ☐ Geometry Regents Global 2 Regents ☐ Grade 7 ELA ☐ Algebra II Regents Grade 7 Math **US History Regents** ☐ Grade 8 ELA ☐ Grade 8 Math ☐ Living Environment Regents NYSAA ☐ Grade 4 Science (2019-20 only) ☐ Grade 8 Science ☐ NYSESLAT ☐ Elem Science (2021-22 on) Be sure the assessment(s) is on the list of State-approved assessments. Locally-Developed Course-Specific Assessment(s) List the name of all district(s) or BOCES that created the locally-developed assessment(s) that apply below. . Third Party Assessment(s) Please check all that apply ☐ FAST aReading **Reading Inventory** □ ADAM ☐ FAST CBMmath Right Reason Student Assessment Program ☐ aimswebPlus П **FAST CBMreading** П SANDI-FAST ☐ Certiport (content-specific) Scantron Performance Series FAST earlyMath **Degrees of Reading Power** □ DOMA FAST earlyReading STAR Early Literacy □ DORA **FRMCA** STAR Math □ Educational Vistas **GMRT STAR Reading** ☐ EVI 2-9 Math i-Ready Diagnostic **TCWRP Running Records Assessment** ☐ EVI ELA П MAP Growth (content-specific) П WebABLLS ☐ Fountas and Pinnell Benchmark Assessment System ☐ EVI Pre & Post K-8 Math NOCTI (course-specific) **Precision Exams** FAST aMath **Grade Six** Please identify below whether grade six instruction is common branch or departmentalized; indicate which of the three available measures will be used for grade six teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s) An individually attributed SLO measure Teacher and course-specific Teacher and course-specific results: scores and ratings will be based on the growth of students in the teacher's course in the current school year. A collectively attributed SLO measure School- or program-wide School- or program-wide results: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year. School- or program-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year. School- or program-wide linked results: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects. District- or BOCES-wide District- or BOCES-wide results: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year. District- or BOCES-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year. Please choose the option that best describes grade six in your LEA. * ☐ Common branch ☐ Departmentalized ☐ Not applicable Choose "Not applicable" if your LEA does not include grade six.

^{*} Questions with an asterisk are required in the online form

Grade Six Common Branch If grade six is departmentalized, skip ahead to "Grade Six Departmentalized." Grade Six Common Branch: Measure Type * ☐ Teacher and course-specific ☐ District- or BOCES-wide ☐ School- or program-wide "Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure. Grade Six Common Branch: Specific Measure * School- or Program-Wide Measure ☐ School- or program-wide results School- or program-wide linked results School- or program-wide group or team results District- or BOCES-Wide Measure ☐ District- or BOCES-wide results District- or BOCES-wide group or team results Grade Six Common Branch: Assessment Type(s) * ☐ State or Regents assessment(s) ☐ Locally-developed course-specific assessment(s) ☐ Third party assessment(s) Please check all that apply. Grade Six Common Branch: Specific Assessment(s) * Please check all that apply. Do not select "All Regents given in LEA" in addition to individual Regents exams. State or Regents Assessment(s) ☐ Grade 3 ELA П Grade 3 Math All Regents given in LEA **Earth Science Regents** ☐ Grade 4 ELA Grade 4 Math **ELA Regents Chemistry Regents** П Grade 5 ELA Grade 5 Math Algebra I Regents **Physics Regents** Grade 6 ELA Grade 6 Math **Geometry Regents** П Global 2 Regents Grade 7 ELA Grade 7 Math Algebra II Regents П **US History Regents** П Grade 8 ELA П Grade 8 Math Living Environment Regents NYSAA NYSESLAT ☐ Grade 4 Science (2019-20 only) Elem Science (2021-22 on) П Grade 8 Science Locally-Developed Course-Specific Assessment(s) Be sure the assessment(s) is on the list of State-approved assessments. List the name of all district(s) or BOCES that created the locally-developed assessment(s) that apply below. • Third Party Assessment(s) Please check all that apply FAST aReading Reading Inventory ADAM **FAST CBMmath** Right Reason Student Assessment Program □ aimswebPlus **FAST CBMreading** SANDI-FAST ☐ Certiport (content-specific) FAST earlyMath Scantron Performance Series ☐ Degrees of Reading Power FAST earlyReading STAR Early Literacy □ DOMA **FRMCA** STAR Math DORA **Educational Vistas GMRT** STAR Reading П i-Ready Diagnostic П **TCWRP Running Records Assessment** ☐ EVI 2-9 Math ☐ EVI ELA MAP Growth (content-specific) WebABLIS ☐ EVI Pre & Post K-8 Math NOCTI (course-specific) Fountas and Pinnell Benchmark Assessment System **Precision Exams** FAST aMath Grade Six Departmentalized If grade six is common branch, only complete "Grade Six Common Branch." Grade Six ELA: Measure Type * ☐ Teacher and course-specific ☐ School- or program-wide ☐ District- or BOCES-wide ☐ Not applicable Choose "Not applicable" if your LEA does not have a grade six ELA teacher. Also choose "N/A" for the assessment type. "Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure. Grade Six ELA: Specific Measure * School- or Program-Wide Measure

School- or program-wide group or team results

District- or BOCES-wide group or team results

School- or program-wide linked results

☐ School- or program-wide results

District- or BOCES-Wide Measure

☐ District- or BOCES-wide results

Grade Six ELA: Assessment	Тур	pe(s) *								
☐ State or Regents assessment(s) ☐ Third party assessment(s) ☐ Locally-developed course-specific assessment(s) ☐ N/A Please check all that apply.										
Grade Six ELA: Specific Assess	sme	nt(s) *								
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☐ Grade 3 ELA ☐ Grade 4 ELA ☐ Grade 5 ELA ☐ Grade 6 ELA ☐ Grade 7 ELA ☐ Grade 8 ELA ☐ Grade 4 Science (2019-20 only)		Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elem Science (2021-22 on)		All Regents given in LEA ELA Regents Algebra I Regents Geometry Regents Algebra II Regents Living Environment Regents Grade 8 Science		Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA NYSESLAT				
Locally-Developed Course-Specific				Be sure the assessment(s) is on th	ne list (of State-approved assessments.				
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Third Party Assessment(s)						Please check all that apply				
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Grade Six Math: Measure To Teacher and course-specific Choose "Not applicable" if your LEA does not ratings will be based on the growth of study Grade Six Math: Specific Medical Property of the Course of the Cour	ot hav ents i	☐ School- or program-wi re a grade six math teacher. Also ch in the teacher's course in the current	oose '		er and					
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☐ School- or program-wide results	5	☐ School- or program-wide	group	or team results	or pro	ogram-wide linked results				
District- or BOCES-Wide Measure District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup o	or team results						
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State or Regents Assessment(s) Grade 3 ELA Grade 4 ELA Grade 5 ELA Grade 6 ELA Grade 7 ELA Grade 8 ELA Grade 4 Science (2019-20 only)		Please check all that apply Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elem Science (2021-22 on)	Do r	All Regents given in LEA" in All Regents given in LEA ELA Regents Algebra I Regents Geometry Regents Algebra II Regents Living Environment Regents Grade 8 Science	additio	Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA NYSESLAT				

^{*} Questions with an asterisk are required in the online form

	Loca	ally-Developed Course-Specifi	c As	sessment(s)	Be sure the assessment(s) is on the list of State-approved assessments.					
	List 1	the name of all district(s) or BOCI	ES th	at created the locally-developed	assessn	nent((s) that apply below.			
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ŀ	Thir	d Party Assessment(s)							Please check all that apply	
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		aimswebPlus		FAST CBMmath			Right Reason Student As	sessn	nent Program	
		Certiport (content-specific)		FAST CBMreading			SANDI-FAST		-	
		Degrees of Reading Power		FAST earlyMath			Scantron Performance Se	eries		
		DOMA		FAST earlyReading			STAR Early Literacy			
		DORA		FRMCA			STAR Math			
		Educational Vistas EVI 2-9 Math		GMRT i-Ready Diagnostic			STAR Reading TCWRP Running Records	Δςςρ	ccment	
		EVI ELA		MAP Growth (content-specific)			WebABLLS	7330	331110110	
		EVI Pre & Post K-8 Math		NOCTI (course-specific)			Fountas and Pinnell Bend	chma	rk Assessment System	
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(Grad	de Six Science: Assessm	ent	Type(s) *						
		State or Regents assessment(s)		☐ Th	nird	party assessment(s)			
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F		check all that apply.		` '						
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	_	re or Regents Assessment(s)	_				5 5	ишинн	-	
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		Grade 4 ELA Grade 5 ELA					gents a I Regents		Chemistry Regents	
		Grade 6 ELA					try Regents		Physics Regents Global 2 Regents	
		Grade 7 ELA					II Regents		US History Regents	
		Grade 8 ELA		Grade 8 Math	_		Invironment Regents		NYSAA	
		Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)	☐ Gra	ade 8	3 Science		NYSESLAT	
ľ	Loca	ally-Developed Course-Specifi	c As	sessment(s)		Be si	ure the assessment(s) is on th	e list o	of State-approved assessments.	
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_	Thir	rd Party Assessment(s) ADAM		FAST aReading	•		Reading Inventory		Please check all that apply	
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Grade Six Social Studies: Assessment Type(s) *												
	State or Regents assessment(s	;)		Г] Third	party assessment(s)						
□ Locally-developed course-specific assessment(s) □ N/A												
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Stat	te or Regents Assessment(s)		Please check all that apply	ı. Do r	not select	"All Regents given in LEA" in o	additi	on to individual Regents exams.				
	Grade 3 ELA		Grade 3 Math		_	ents given in LEA		Earth Science Regents				
	Grade 4 ELA		Grade 4 Math		ELA Re	-		Chemistry Regents				
	Grade 5 ELA		Grade 5 Math		Algebr	a I Regents		Physics Regents				
	Grade 6 ELA		Grade 6 Math			etry Regents		Global 2 Regents				
	Grade 7 ELA		Grade 7 Math		Algebr	a II Regents		US History Regents				
	Grade 8 ELA		Grade 8 Math		Living I	Environment Regents		NYSAA				
	Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade	8 Science		NYSESLAT				
Loc	ally-Developed Course-Specifi	c As	sessment(s)		Be s	sure the assessment(s) is on th	e list	of State-approved assessments.				
	the name of all district(s) or BOC		* *	d ass	essment	(s) that apply below.						
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Thir	rd Party Assessment(s)							Please check all that apply				
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	aimswebPlus		FAST CBMmath			Right Reason Student Ass	sessn	nent Program				
	Certiport (content-specific)		FAST CBMreading			SANDI-FAST		_				
	Degrees of Reading Power		FAST earlyMath			Scantron Performance Se	eries					
	DOMA		FAST earlyReading			STAR Early Literacy						
	DORA		FRMCA			STAR Math						
	Educational Vistas		GMRT			STAR Reading						
	EVI 2-9 Math		i-Ready Diagnostic			TCWRP Running Records	Asse	essment				
	EVI ELA		MAP Growth (content-specific	-)		WebABLLS	550					
	EVI Pre & Post K-8 Math		NOCTI (course-specific)	-,		Fountas and Pinnell Bend	hma	rk Assessment System				
	FAST aMath		Precision Exams			. Santas and i iiiicii belic		ascasinent system				

Grade Seven

Please identify below whether grade seven instruction is common branch or departmentalized; indicate which of the three available measures will be used for grade seven teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s)

An individually attributed SLO measure

Teacher and course-specific

• **Teacher and course-specific results**: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

School- or program-wide

- **School- or program-wide results**: scores and ratings will be based on the growth of <u>all students in a school or program</u> who take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses</u> in the current school year.

^{*} Questions with an asterisk are required in the online form

• **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking <u>assessments in other grades/subjects</u>.

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of <u>all students across buildings/programs in an LEA</u> who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses across buildings/programs in an LEA</u> in the current school year.

Please choose the option that best	t describes grade seven in	your LEA. *									
☐ Common branch Choose "Not applicable" if your LEA does not incl	☐ Departmentaliz Jude grade seven.	zed									
Grade Seven Common Brand If grade seven is departmentalized, skip ahead to											
Grade Seven Common Branch	: Measure Type *										
☐ Teacher and course-specific	☐ School- or p	orogram-wide									
"Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure.											
Grade Seven Common Branch: Sp	pecific Measure *										
School- or Program-Wide Measure											
□ School- or program-wide results □ School- or program-wide group or team results □ School- or program-wide linked results											
District- or BOCES-Wide Measure District- or BOCES-wide results	☐ District- or BOCES-wide gr	oup or team results									
Grade Seven Common Branch	: Assessment Type(s) *	r									
☐ State or Regents assessment(s)	Grade Seven Common Branch: Assessment Type(s) * ☐ State or Regents assessment(s) ☐ Locally-developed course-specific assessment(s) ☐ Third party assessment(s)										
Please check all that apply.	— Locally developed coul										
Grade Seven Common Branch: Sp	pecific Assessment(s) *										
State or Regents Assessment(s)		v. Do not select "All Regents given in LEA" in addition to individual Regents exams.									
☐ Grade 3 ELA ☐	Grade 3 Math	☐ All Regents given in LEA ☐ Earth Science Regents									
☐ Grade 4 ELA ☐	Grade 4 Math	☐ ELA Regents ☐ Chemistry Regents									
Grade 5 ELA	Grade 5 Math Grade 6 Math	☐ Algebra I Regents ☐ Physics Regents ☐ Geometry Regents ☐ Global 2 Regents									
Grade 7 ELA	Grade 7 Math	☐ Geometry Regents ☐ Global 2 Regents ☐ US History Regents									
☐ Grade 8 ELA ☐	Grade 8 Math	☐ Living Environment Regents ☐ NYSAA									
☐ Grade 4 Science (2019-20 only) ☐	Elem Science (2021-22 on)	☐ Grade 8 Science ☐ NYSESLAT									
Locally-Developed Course-Specific As	sessment(s)	Be sure the assessment(s) is on the list of State-approved assessments.									
List the name of all district(s) or BOCES th	at created the locally-developed	d assessment(s) that apply below.									
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Third Party Assessment(s)		Please check all that apply									
□ ADAM □	•	☐ Reading Inventory									
□ aimswebPlus □	FAST CBMmath	Right Reason Student Assessment Program									
☐ Certiport (content-specific) ☐ ☐ Degrees of Reading Power ☐	FAST CBMreading FAST earlyMath	☐ SANDI-FAST☐ Scantron Performance Series									
DOMA	FAST earlyReading	☐ STAR Early Literacy									
□ DORA □	FRMCA	☐ STAR Math									
☐ Educational Vistas ☐	GMRT	☐ STAR Reading									
EVI 2-9 Math	i-Ready Diagnostic	☐ TCWRP Running Records Assessment									
□ EVI ELA □ □ EVI Pre & Post K-8 Math □	MAP Growth (content-specific NOCTI (course-specific)	c)									
☐ EVI Pre & Post K-8 Math ☐ FAST aMath ☐	Precision Exams	Touritus and i filleli belicililiark Assessificiti system									

If grade seven is common branch, only complete "Grade Seven Common Branch." Grade Seven ELA: Measure Type * ☐ Teacher and course-specific ☐ School- or program-wide ☐ District- or BOCES-wide ☐ Not applicable Choose "Not applicable" if your LEA does not have a grade seven ELA teacher. Also choose "N/A" for the assessment type. "Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure. Grade Seven ELA: Specific Measure * School- or Program-Wide Measure ☐ School- or program-wide results School- or program-wide group or team results School- or program-wide linked results District- or BOCES-Wide Measure District- or BOCES-wide results District- or BOCES-wide group or team results Grade Seven ELA: Assessment Type(s) * ☐ State or Regents assessment(s) ☐ Third party assessment(s) ☐ Locally-developed course-specific assessment(s) □ N/A Please check all that apply. Grade Seven ELA: Specific Assessment(s) * Please check all that apply. Do not select "All Regents given in LEA" in addition to individual Regents exams. State or Regents Assessment(s) ☐ Grade 3 ELA П Grade 3 Math All Regents given in LEA **Earth Science Regents** Grade 4 ELA Grade 4 Math **ELA Regents Chemistry Regents** Grade 5 ELA Grade 5 Math Algebra I Regents П **Physics Regents** П Grade 6 ELA Grade 6 Math **Geometry Regents** Global 2 Regents ☐ Grade 7 ELA П П Grade 7 Math Algebra II Regents **US History Regents** ☐ Grade 8 ELA Grade 8 Math Living Environment Regents NYSAA NYSESLAT ☐ Grade 4 Science (2019-20 only) ☐ Elem Science (2021-22 on) **Grade 8 Science** Be sure the assessment(s) is on the list of State-approved assessments. Locally-Developed Course-Specific Assessment(s) List the name of all district(s) or BOCES that created the locally-developed assessment(s) that apply below. . Please check all that apply Third Party Assessment(s) **FAST aReading** Reading Inventory ☐ ADAM **FAST CBMmath** Right Reason Student Assessment Program aimswebPlus **FAST CBMreading** SANDI-FAST Certiport (content-specific) FAST earlyMath Scantron Performance Series **Degrees of Reading Power** DOMA FAST earlyReading STAR Early Literacy DORA **FRMCA** STAR Math П **Educational Vistas GMRT** STAR Reading ☐ EVI 2-9 Math i-Ready Diagnostic **TCWRP Running Records Assessment** WebABLLS MAP Growth (content-specific) ☐ EVI ELA П NOCTI (course-specific) Fountas and Pinnell Benchmark Assessment System EVI Pre & Post K-8 Math **Precision Exams** FAST aMath Grade Seven Math: Measure Type * ☐ Teacher and course-specific ☐ School- or program-wide ☐ District- or BOCES-wide ☐ Not applicable Choose "Not applicable" if your LEA does not have a grade seven math teacher. Also choose "N/A" for the assessment type. "Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure. Grade Seven Math: Specific Measure * School- or Program-Wide Measure ☐ School- or program-wide results School- or program-wide group or team results School- or program-wide linked results District- or BOCES-Wide Measure District- or BOCES-wide results District- or BOCES-wide group or team results Grade Seven Math: Assessment Type(s) * ☐ State or Regents assessment(s) ☐ Third party assessment(s)

□ N/A

Grade Seven Departmentalized

☐ Locally-developed course-specific assessment(s)

Please check all that apply.

Grade Seven Math: Spec	cific Asses	sment(s) *								
State or Regents Assessme	nt(s)	Please check all tha	at apply. Do r	ot select	"All Regents given in LEA"	" in additi	on to individual Regents exams.			
☐ Grade 3 ELA ☐ Grade 4 ELA ☐ Grade 5 ELA ☐ Grade 6 ELA ☐ Grade 7 ELA ☐ Grade 8 ELA ☐ Grade 4 Science (2019-20		Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elem Science (2021-22 or	n)	ELA Re Algebra Geome Algebra Living I	ents given in LEA gents a I Regents etry Regents a II Regents Environment Regents 8 Science		Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA NYSESLAT			
Locally-Developed Course-Specific Assessment(s) Be sure the assessment(s) is on the list of State-approved assessments.										
List the name of all district(s) or BOCES that created the locally-developed assessment(s) that apply below. • • •										
•										
Third Party Assessment(s) ADAM aimswebPlus Certiport (content-specif Degrees of Reading Power DOMA DORA Educational Vistas EVI 2-9 Math EVI ELA EVI Pre & Post K-8 Math FAST aMath Srade Seven Science: Teacher and course-spechoose "Not applicable" if your LEA and ratings will be based on the ground in the procession of the course of the	Measure cific does not have	☐ School- or progra a grade seven science teac ts in the teacher's course in	ım-wide	ose "N/A	District- or BOCES-N	e Series ords Asse Benchma wide . "Teache	rk Assessment System Not applicable r and course-specific" (scores			
Grade Seven Science: Sp		asure *								
School- or Program-Wide Mea	results	☐ School- or program-	wide group	or tean	n results School	ol- or pro	ogram-wide linked results			
District- or BOCES-Wide Meas District- or BOCES-wide r		☐ District- or BOCES-w	/ide group (or team	results					
□ District- or BOCES-wide results □ District- or BOCES-wide group or team results Grade Seven Science: Assessment Type(s) * □ State or Regents assessment(s) □ Third party assessment(s) □ Locally-developed course-specific assessment(s) □ N/A Please check all that apply. Grade Seven Science: Specific Assessment(s) *										
State or Regents Assessme			at apply. Do r	not select	"All Regents given in LEA"	" in additi	on to individual Regents exams.			
I _	· · ·		_							

Gra	de Seven Science: Specific	Ass	ressment(s) *				
State or Regents Assessment(s) Please check all that apply. Do not select "All Regents given in LEA" in addition to individual Regents ex							
	Grade 3 ELA		Grade 3 Math		All Regents given in LEA		Earth Science Regents
	Grade 4 ELA		Grade 4 Math		ELA Regents		Chemistry Regents
	Grade 5 ELA		Grade 5 Math		Algebra I Regents		Physics Regents
	Grade 6 ELA		Grade 6 Math		Geometry Regents		Global 2 Regents
	Grade 7 ELA		Grade 7 Math		Algebra II Regents		US History Regents
	Grade 8 ELA		Grade 8 Math		Living Environment Regents		NYSAA
	Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade 8 Science		NYSESLAT
Loc	ally-Developed Course-Specif	ic Ass	sessment(s)		Be sure the assessment(s) is on	the list o	of State-approved assessments

List the name of all district(s) or BOCES that created the locally-developed assessment(s) that apply below.

Th	ird Party Assessment(s)							Please check all that apply
	ADAM aimswebPlus Certiport (content-specific)		FAST aReading FAST CBMmath FAST CBMreading			Reading Inventory Right Reason Student As SANDI-FAST	sessn	nent Program
	Degrees of Reading Power		FAST earlyMath			Scantron Performance S	eries	
	DOMA		FAST earlyReading			STAR Early Literacy		
	DORA Educational Vistas		FRMCA GMRT			STAR Math STAR Reading		
	EVI 2-9 Math		i-Ready Diagnostic			TCWRP Running Records	Asse	essment
	EVI ELA		MAP Growth (content-specific	:)		WebABLLS		
	EVI Pre & Post K-8 Math FAST aMath		NOCTI (course-specific) Precision Exams			Fountas and Pinnell Ben	chma	rk Assessment System
Gra	ade Seven Social Studies	: M	easure Type *					
	Teacher and course-specific		☐ School- or program-wid			District- or BOCES-wid		☐ Not applicable
	ose "Not applicable" if your LEA does no gs will be based on the growth of stud							
Gro	ade Seven Social Studies: S	рес	ific Measure *					
Sch	nool- or Program-Wide Measure School- or program-wide results	6	☐ School- or program-wide g	roup	or team	n results School-	or pro	ogram-wide linked results
Dis	strict- or BOCES-Wide Measure District- or BOCES-wide results		☐ District- or BOCES-wide gro	oup o	or team	results		
Gra	ade Seven Social Studies	: Д	ssessment Type(s) *					
	State or Regents assessment(s		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Г	1 Third	party assessment(s)		
	Locally-developed course-spec		assessment(s)] N/A	purty assessment(s)		
	se check all that apply.		• • • • • • • • • • • • • • • • • • • •		,			
Gro	ade Seven Social Studies Sp	pecij	· · · · · · · · · · · · · · · · · · ·					
	ate or Regents Assessment(s)			. Do r			additi	on to individual Regents exams.
	Grade 3 ELA		Grade 3 Math		_	ents given in LEA		Earth Science Regents
	Grade 4 ELA Grade 5 ELA		Grade 4 Math Grade 5 Math		ELA Re	gents a I Regents		Chemistry Regents Physics Regents
	Grade 6 ELA		Grade 6 Math		_	etry Regents		Global 2 Regents
	Grade 7 ELA		Grade 7 Math		-	a II Regents		US History Regents
	Grade 8 ELA		Grade 8 Math		_	Environment Regents		NYSAA
	Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade	8 Science		NYSESLAT
	cally-Developed Course-Specifi					* *	ne list	of State-approved assessments.
Lis	t the name of all district(s) or BOC	ES th	at created the locally-developed	d asse	essment	(s) that apply below.		
•				•				
Th	ind Darty Assassment(s)							Please check all that apply
	ird Party Assessment(s) ADAM		FAST aReading			Reading Inventory		ricuse eneck an enac appry
	aimswebPlus		FAST CBMmath			Right Reason Student As	sessn	nent Program
	Certiport (content-specific)		FAST CBMreading			SANDI-FAST		· ·
	Degrees of Reading Power		FAST earlyMath			Scantron Performance S	eries	
	DOMA		FAST earlyReading			STAR Early Literacy		
	DORA Educational Vistas		FRMCA GMRT			STAR Math STAR Reading		
	EVI 2-9 Math		i-Ready Diagnostic			TCWRP Running Records	Asse	essment
	EVI ELA		MAP Growth (content-specific	:)		WebABLLS		
	EVI Pre & Post K-8 Math		NOCTI (course-specific)			Fountas and Pinnell Ben	chma	rk Assessment System
	FAST aMath		Precision Exams					

^{*} Questions with an asterisk are required in the online form

Grade Eight

Please identify below whether grade eight instruction is common branch or departmentalized; indicate which of the three available measures will be used for grade eight teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s)

An individually attributed SLO measure

Teacher and course-specific

• **Teacher and course-specific results**: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

School- or program-wide

- **School- or program-wide results**: scores and ratings will be based on the growth of <u>all students in a school or program</u> who take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses</u> in the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking <u>assessments in other grades/subjects</u>.

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of <u>all students across buildings/programs in an LEA</u> who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses across buildings/programs in an LEA</u> in the current school year.

Please choose the option that best d	escribes grade eight in	our LEA. *					
☐ Common branch	☐ Departmentaliz	ed □ Not app	licable				
Choose "Not applicable" if your LEA does not include	e grade eight.						
Grade Eight Common Branch If grade eight is departmentalized, skip ahead to "G	rade Eight Departmentalized."						
Grade Eight Common Branch: N	1easure Type *						
☐ Teacher and course-specific ☐ School- or program-wide ☐ District- or BOCES-wide (Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of the same type and specific measure.							
Grade Eight Common Branch: Spec	cific Measure *						
School- or Program-Wide Measure School- or program-wide results	School- or program-wide g	roup or team results School- or pro	gram-wide linked results				
District- or BOCES-Wide Measure ☐ District- or BOCES-wide results ☐	District- or BOCES-wide gr	up or team results					
Grade Eight Common Branch: A State or Regents assessment(s) Please check all that apply. Grade Eight Common Branch: Special	☐ Locally-developed coul	se-specific assessment(s)	party assessment(s)				
State or Regents Assessment(s)	Please check all that apply	Do not select "All Regents given in LEA" in addition	on to individual Regents exams.				
□ Grade 4 ELA □ Grade 5 ELA □ Grade 5 ELA □ Grade 6 ELA □ Grade 7 ELA □ Grade 8 ELA	Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elem Science (2021-22 on)	□ All Regents given in LEA □ □ ELA Regents □ □ Algebra I Regents □ □ Geometry Regents □ □ Algebra II Regents □ □ Living Environment Regents □ □ Grade 8 Science □	Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA NYSESLAT				
Locally-Developed Course-Specific Asse	, ,	Be sure the assessment(s) is on the list of	of State-approved assessments.				
List the name of all district(s) or BOCES that		assessment(s) that apply below.					
•		•					
•		•					

Third Party Assessment(s)						Please check all that apply
□ ADAM		FAST aReading			Reading Inventory		
☐ aimswebPlus		FAST CBMmath			Right Reason Student A	ssessn	nent Program
☐ Certiport (content-spe		FAST CBMreading			SANDI-FAST		
☐ Degrees of Reading Po		FAST earlyMath			Scantron Performance S	Series	
□ DOMA □ DORA		FAST earlyReading FRMCA			STAR Early Literacy STAR Math		
☐ Educational Vistas		GMRT			STAR Reading		
☐ EVI 2-9 Math		i-Ready Diagnostic			TCWRP Running Record	ls Asse	ssment
□ EVI ELA		MAP Growth (content-specific	:)		WebABLLS		
☐ EVI Pre & Post K-8 Mat		NOCTI (course-specific)			Fountas and Pinnell Ber	nchma	rk Assessment System
☐ FAST aMath		Precision Exams					
Grade Eight Depart	mentaliz	ed					
If grade eight is common branch,							
Grade Eight ELA: Me							
				_	l District or DOCES with	.1.	□ Nataunitaski
☐ Teacher and course-sp		☐ School- or program-wid			District- or BOCES-wi		☐ Not applicable
		re a grade eight ELA teacher. Also ch n the teacher's course in the current					
_	-		3011001	r yeur, co	onstitutes selection of meast	ire type	e una specific measure.
Grade Eight ELA: Speci School- or Program-Wide M		-					
School- or program-wide iv		☐ School- or program-wide g	roun (or team	results School-	or nro	ogram-wide linked results
		School of program wide 8	, oup (or team	11C30IC3	or pre	ogram wide miked results
District- or BOCES-Wide Me		District on BOCEC with any					
☐ District- or BOCES-wide	e results	☐ District- or BOCES-wide gro	oup or	r team i	results		
Grade Eight ELA: Ass	essment ⁻	Гуре(s) *					
☐ State or Regents asses			П	Third	party assessment(s)		
☐ Locally-developed cou		assessment(s)		N/A	party assessment(s)		
Please check all that apply.		(-)		,			
Grade Eight ELA: Speci	ific Acceccr	nent(s) *					
			Do no	nt select	"All Regents given in LFA" in	additi	on to individual Regents exams.
State or Regents Assessm	· · · · _	,			5 5	_	2
☐ Grade 3 ELA☐ Grade 4 ELA		Grade 3 Math Grade 4 Math		ELA Re	ents given in LEA		Earth Science Regents
☐ Grade 5 ELA		Grade 5 Math			a I Regents		Chemistry Regents Physics Regents
☐ Grade 6 ELA		Grade 6 Math	_	_	try Regents		Global 2 Regents
☐ Grade 7 ELA		Grade 7 Math			a II Regents		US History Regents
☐ Grade 8 ELA		Grade 8 Math			Environment Regents		NYSAA
☐ Grade 4 Science (2019-	20 only) 🔲	Elem Science (2021-22 on)		Grade 8	8 Science		NYSESLAT
Locally-Developed Cours				Be s	ure the assessment(s) is on t	he list	of State-approved assessments.
	-	at created the locally-developed	d asses				• •
•	•	, ,	•		.,		
•			•				
Third Darty Assassment/s	١						Please check all that apply
Third Party Assessment(s)	EACT aBoading			Pooding Inventory		rieuse check un that apply
☐ ADAM☐ aimswebPlus		FAST aReading FAST CBMmath			Reading Inventory Right Reason Student A	ccaccn	nent Program
☐ Certiport (content-spe		FAST CBMreading			SANDI-FAST	الددعدا	icht i rogram
☐ Degrees of Reading Po	_	FAST earlyMath			Scantron Performance S	Series	
□ DOMA		FAST earlyReading			STAR Early Literacy		
□ DORA		FRMCA			STAR Math		
☐ Educational Vistas		GMRT			STAR Reading		
☐ EVI 2-9 Math		i-Ready Diagnostic	,		TCWRP Running Record	ls Asse	ssment
EVI ELA	. –	MAP Growth (content-specific	:)		WebABLLS	. ok	rl. According to the County and
EVI Pre & Post K-8 Mat		NOCTI (course-specific)			Fountas and Pinnell Ber	ıcnma	rk Assessment System
☐ FAST aMath		Precision Exams					

Grade Eight Math: Measur	е Туре	e *		
☐ Teacher and course-specific	[☐ School- or program-wic	de	☐ District- or BOCES-wide ☐ Not applicable
•		· -		se "N/A" for the assessment type. "Teacher and course-specific" (scores and
ratings will be based on the growth of stud	dents in the	e teacher's course in the current	schoo	pol year) constitutes selection of measure type and specific measure.
Grade Eight Math: Specific N	1easure	*		
School- or Program-Wide Measure				
☐ School- or program-wide result	s 🗆	School- or program-wide g	roup	p or team results
District- or BOCES-Wide Measure				
☐ District- or BOCES-wide results		District- or BOCES-wide gro	oup c	or team results
Crada Fight Math. Assass	nont T	\uno(c) *		
Grade Eight Math: Assessr		ype(s)	_	7
☐ State or Regents assessment(-	ossmont(s)		☐ Third party assessment(s)☐ N/A
☐ Locally-developed course-spe	cilic assi	essineiit(s)	_	J N/A
		./ \ \		
Grade Eight Math: Specific A	ssessm			
State or Regents Assessment(s)			. Do n	not select "All Regents given in LEA" in addition to individual Regents exams.
Grade 3 ELA		rade 3 Math		All Regents given in LEA
☐ Grade 4 ELA ☐ Grade 5 ELA		rade 4 Math rade 5 Math		ELA Regents
☐ Grade 6 ELA		rade 6 Math		Geometry Regents Global 2 Regents
☐ Grade 7 ELA	☐ Gi	rade 7 Math		Algebra II Regents US History Regents
☐ Grade 8 ELA	☐ Gi	rade 8 Math		Living Environment Regents NYSAA
Grade 4 Science (2019-20 only)	□ El	em Science (2021-22 on)		Grade 8 Science NYSESLAT
Locally-Developed Course-Specif				Be sure the assessment(s) is on the list of State-approved assessments.
List the name of all district(s) or BOO	CES that c	reated the locally-developed	d asse	sessment(s) that apply below.
•			•	
•			•	
Third Party Assessment(s)				Please check all that apply
□ ADAM	□ FA	AST aReading		☐ Reading Inventory
□ aimswebPlus		AST CBMmath		☐ Right Reason Student Assessment Program
Certiport (content-specific)		AST CBMreading AST earlyMath		☐ SANDI-FAST☐ Scantron Performance Series
☐ Degrees of Reading Power☐ DOMA		AST earlyReading		☐ STAR Early Literacy
□ DORA	☐ FF	RMCA		☐ STAR Math
☐ Educational Vistas		MRT		☐ STAR Reading
EVI 2-9 Math		Ready Diagnostic IAP Growth (content-specific	١.	 ☐ TCWRP Running Records Assessment ☐ WebABLLS
☐ EVI ELA ☐ EVI Pre & Post K-8 Math		OCTI (course-specific)	.)	 □ WebABLLS □ Fountas and Pinnell Benchmark Assessment System
☐ FAST aMath		recision Exams		,
Crada Fight Caianas Mass	T.	*		
Grade Eight Science: Meas	,	•		
☐ Teacher and course-specific		☐ School- or program-wid		☐ District- or BOCES-wide ☐ Not applicable
		2 2		pose "N/A" for the assessment type. "Teacher and course-specific" (scores and polyear) constitutes selection of measure type and specific measure.
Grade Eight Science: Specific			301100	not yearly constitutes scientification of measure type and specific measure.
School- or Program-Wide Measure	111000	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
☐ School- or program-wide result	s 🗆	School- or program-wide g	roup	p or team results
District- or BOCES-Wide Measure		, , ,	•	
☐ District- or BOCES-wide results		District- or BOCES-wide gro	oup c	or team results
Grade Eight Science: Asses	sment	Type(s) *		
☐ State or Regents assessment(, 1		☐ Third party assessment(s)
☐ Locally-developed course-spe	-	essment(s)		□ N/A
Please check all that annly		• ,		

^{*} Questions with an asterisk are required in the online form

	ade Eight Science: Specific	Ass	. ,	alv. Do i	not select "All Regents given in LEA" ir	n additii	on to individual Regents evams
	Grade 4 ELA Grade 5 ELA Grade 6 ELA Grade 7 ELA Grade 8 ELA		Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elem Science (2021-22 on)		All Regents given in LEA ELA Regents Algebra I Regents Geometry Regents Algebra II Regents Living Environment Regents Grade 8 Science		Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA NYSESLAT
				ed ass	Be sure the assessment(s) is on tessment(s) that apply below.	the list (of State-approved assessments.
TI CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC	aimswebPlus Certiport (content-specific) Degrees of Reading Power DOMA DORA Educational Vistas EVI 2-9 Math EVI ELA EVI Pre & Post K-8 Math		FAST aReading FAST CBMmath FAST CBMreading FAST earlyMath FAST earlyReading FRMCA GMRT i-Ready Diagnostic MAP Growth (content-speci	fic)	Reading Inventory Right Reason Student A SANDI-FAST Scantron Performance S STAR Early Literacy STAR Math STAR Reading TCWRP Running Record WebABLLS Fountas and Pinnell Ber	Series Is Asse	ssment
Cho rati	ade Eight Social Studies: Teacher and course-specific ose "Not applicable" if your LEA does nings will be based on the growth of studied ade Eight Social Studies: Specifical or Program-Wide Measure School- or program-wide result:	ot hav ents ii DECİJ	☐ School- or program-ve a grade eight SS teacher. Also con the teacher's course in the curre	hoose " ent scho	ol year) constitutes selection of meas	er and ure type	
Di	strict- or BOCES-Wide Measure District- or BOCES-wide results		☐ District- or BOCES-wide	group	or team results		
Gr	ade Eight Social Studies: State or Regents assessment(state or Locally-developed course-spense check all that apply. ade Eight Social Studies Sp	s) cific	essment Type(s) * assessment(s)		Third party assessment(s) N/A		
St	cate or Regents Assessment(s)		Please check all that app	oly. Do i	not select "All Regents given in LEA" ir	n additi	on to individual Regents exams.
	Grade 4 ELA Grade 5 ELA Grade 6 ELA Grade 7 ELA Grade 8 ELA		Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elem Science (2021-22 on)		All Regents given in LEA ELA Regents Algebra I Regents Geometry Regents Algebra II Regents Living Environment Regents Grade 8 Science		Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA NYSESLAT

☐ Grade 4 Science (2019-20 only) ☐ Elem Science (2021-22 on) Locally-Developed Course-Specific Assessment(s)

Be sure the assessment(s) is on the list of State-approved assessments.

List the name of all district(s) or BOCES that created the locally-developed assessment(s) that apply below.

^{*} Questions with an asterisk are required in the online form

Third Party Assessment(s)				Please check all that apply
□ ADAM □ aimswebPlus □ Certiport (content-specific) □ Degrees of Reading Power □ DOMA □ DORA □ Educational Vistas □ EVI 2-9 Math □ EVI ELA □ EVI Pre & Post K-8 Math □ FAST aMath		FAST aReading FAST CBMmath FAST CBMreading FAST earlyMath FAST earlyReading FRMCA GMRT i-Ready Diagnostic MAP Growth (content-specific) NOCTI (course-specific) Precision Exams		Reading Inventory Right Reason Student Assessment Program SANDI-FAST Scantron Performance Series STAR Early Literacy STAR Math STAR Reading TCWRP Running Records Assessment WebABLLS Fountas and Pinnell Benchmark Assessment System
High School English Lang Note: Additional high school Engli			er Cou	rcas" saction
Please identify below whether all and assessments vary by grade leand then choose the specific mea. An individually attributed SLO mea. Teacher and course-specific	l high evel; i asure sure	school ELA teachers use the sam ndicate which of the three availa corresponding assessment type	ne type ble me (s), and	e of measure and assessment(s) or if the measures easures will be used for high school ELA teachers;
the current school year. A collectively attributed SLO meas School- or program-wide School- or program-wide take the applicable asses School- or program-wide growth of students in the	ure e resu esmer e grou	ults: scores and ratings will be bas its in the current school year. up or team results: scores and rat up/team of teachers' courses in th	ed on t ings fo	the growth of <u>all students in a school or program</u> who or a group or team of teachers will be based on the
 District- or BOCES-wide District- or BOCES-wide an LEA who take the app District- or BOCES-wide 	resul [:] licabl grou	e assessments in the current schoor team results: scores and ratin	d on th ool yea ngs for	ne growth of all students across buildings/programs in
Please indicate whether grade	es 9 t	hrough 12 ELA teachers use th	ne sam	ne type of measure and assessment(s) or if the
measures and assessments value of the All high school ELA teachers of type of measure and assessments of type of measure and assessments of type of measure and assessments of type of measure and assessment of type	use the nent (so included)	e same	A teacl	sessments used for
High School ELA (all grade Teacher and course-specific "Teacher and course-specific" (scores and measure type and specific measure.	,	☐ School- or progra		de District- or BOCES-wide acher's course in the current school year) constitutes selection of
High School ELA (all grades). School- or Program-Wide Measure	Spe	cific Measure *		
☐ School- or program-wide resul	ts	☐ School- or program-wide group	or tean	n results School- or program-wide linked results
District- or BOCES-Wide Measure ☐ District- or BOCES-wide results		☐ District- or BOCES-wide group o	r team	results
High School ELA (all grade	•	* * * * *	ecific	assessment(s)

Please check all that apply.

High School ELA (all grades).	Spe		ly Do	not select	· "All Regents given in LFA" in	additii	on to individual Regents exams.
State or Regents Assessment(s) Grade 3 ELA Grade 4 ELA Grade 5 ELA Grade 6 ELA Grade 7 ELA Grade 8 ELA Grade 4 Science (2019-20 only)		Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elem Science (2021-22 on)		All Reg ELA Re Algebr Geome Algebr Living	ents given in LEA		Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA NYSESLAT
Locally-Developed Course-Speci	fic As	sessment(s)		Вез	sure the assessment(s) is on t	he list (of State-approved assessments.
List the name of all district(s) or BO •	CES th	at created the locally-develope	ed ass •	essment	c(s) that apply below.		
Third Party Assessment(s)							Please check all that apply
ADAM aimswebPlus Certiport (content-specific) Degrees of Reading Power DOMA DORA Educational Vistas EVI 2-9 Math EVI ELA EVI Pre & Post K-8 Math FAST aMath		FAST aReading FAST CBMmath FAST CBMreading FAST earlyMath FAST earlyReading FRMCA GMRT i-Ready Diagnostic MAP Growth (content-specif NOCTI (course-specific) Precision Exams	ic)		Reading Inventory Right Reason Student A SANDI-FAST Scantron Performance S STAR Early Literacy STAR Math STAR Reading TCWRP Running Record WebABLLS Fountas and Pinnell Ber	Series Is Asse	nent Program essment
If all high school ELA teachers use the sam Grade Nine ELA: Measure Teacher and course-specific Choose "Not applicable" if your LEA does	Choose "Not applicable" if your LEA does not have a grade nine ELA teacher. Please also choose "N/A" for the assessment type. "Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure.						
School- or Program-Wide Measure School- or program-wide resul	ts	☐ School- or program-wide	grour	or tean	n results School-	or pro	ogram-wide linked results
District- or BOCES-Wide Measure District- or BOCES-wide results		☐ District- or BOCES-wide g					0 11 11 11 11
Grade Nine ELA: Assessme			Toup	or team	resurts		
☐ State or Regents assessment☐ Locally-developed course-specific please check all that apply.	ecific			∃ Third ∃ N/A	party assessment(s)		
Grade Nine ELA: Specific Ass	essn		1. 0.		((A) D		
State or Regents Assessment(s) Grade 3 ELA Grade 4 ELA Grade 5 ELA Grade 6 ELA Grade 7 ELA Grade 8 ELA Grade 4 Science (2019-20 only)		Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elem Science (2021-22 on)	ly. Do i	All Reg ELA Re Algebr Geome Algebr Living	ents given in LEA		en to individual Regents exams. Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA NYSESLAT

Locally-Developed Course-Specific Assessment(s)

Be sure the assessment(s) is on the list of State-approved assessments.

List the name of all district(s) or BOCES that created the locally-developed assessment(s) that apply below.

ast the name of all district(s) of BOCES that created the locally-developed assessment(s) that apply below.

•

Third Party Assessment(s) ADAM aimswebPlus Certiport (content-specific) Degrees of Reading Power DOMA DORA Educational Vistas EVI 2-9 Math EVI ELA EVI Pre & Post K-8 Math FAST aMath	☐ FAST aReading ☐ FAST CBMmath ☐ FAST CBMreading ☐ FAST earlyMath ☐ FAST earlyReading ☐ FRMCA ☐ GMRT ☐ i-Ready Diagnostic ☐ MAP Growth (content-specific) ☐ Precision Exams	Please check all that apply Reading Inventory Right Reason Student Assessment Program SANDI-FAST Scantron Performance Series STAR Early Literacy STAR Math STAR Reading TCWRP Running Records Assessment WebABLLS Fountas and Pinnell Benchmark Assessment System
Grade Ten ELA: Measure T		
and ratings will be based on the growth of	f students in the teacher's course in the	vide ☐ District- or BOCES-wide ☐ Not applicable also choose "N/A" for the assessment type. "Teacher and course-specific" (scores current school year) constitutes selection of measure type and specific measure.
Grade Ten ELA: Specific Mea. School- or Program-Wide Measure	sure *	
☐ School- or program-wide result	ts School- or program-wid	e group or team results
District- or BOCES-Wide Measure District- or BOCES-wide results	☐ District- or BOCES-wide	group or team results
Grade Ten ELA: Assessmer		,
☐ State or Regents assessment(☐ Locally-developed course-spe Please check all that apply. Grade Ten ELA: Specific Assessment(☐ Assessment(☐ Locally-developed course-specific Assessment(☐ Locally-developed course	(s) ecific assessment(s)	☐ Third party assessment(s)☐ N/A
State or Regents Assessment(s)	Please check all that a	oly. Do not select "All Regents given in LEA" in addition to individual Regents exams.
☐ Grade 3 ELA ☐ Grade 4 ELA ☐ Grade 5 ELA ☐ Grade 6 ELA ☐ Grade 7 ELA ☐ Grade 8 ELA ☐ Grade 4 Science (2019-20 only)	☐ Grade 3 Math ☐ Grade 4 Math ☐ Grade 5 Math ☐ Grade 6 Math ☐ Grade 7 Math ☐ Grade 8 Math ☐ Elem Science (2021-22 on)	□ All Regents given in LEA □ Earth Science Regents □ ELA Regents □ Chemistry Regents □ Algebra I Regents □ Physics Regents □ Geometry Regents □ Global 2 Regents □ Algebra II Regents □ US History Regents □ Living Environment Regents □ NYSAA □ Grade 8 Science □ NYSESLAT
Locally-Developed Course-Specif	fic Assessment(s)	Be sure the assessment(s) is on the list of State-approved assessments.
List the name of all district(s) or BOO •	CES that created the locally-develo	•
Third Party Assessment(s) ADAM aimswebPlus Certiport (content-specific) Degrees of Reading Power DOMA DORA Educational Vistas EVI 2-9 Math EVI ELA EVI Pre & Post K-8 Math FAST aMath	FAST aReading FAST CBMmath FAST CBMreading FAST earlyMath FAST earlyReading FRMCA GMRT i-Ready Diagnostic MAP Growth (content-spec	Reading Inventory Right Reason Student Assessment Program SANDI-FAST Scantron Performance Series STAR Early Literacy STAR Math STAR Reading TCWRP Running Records Assessment WebABLLS Fountas and Pinnell Benchmark Assessment System
Grade Eleven ELA: Measur		
☐ Teacher and course-specific	☐ School- or program-	vide ☐ District- or BOCES-wide ☐ Not applicable ase also choose "N/A" for the assessment type. "Teacher and course-specific" (score:

^{*} Questions with an asterisk are required in the online form

Gra	de Eleven ELA: Specific M	easi	ıre *				
Sch	ool- or Program-Wide Measure School- or program-wide results	5	☐ School- or program-wide	grou	o or team results School-	or pro	ogram-wide linked results
Dis	trict- or BOCES-Wide Measure						<u>-</u>
	District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup	or team results		
Gra	ide Eleven ELA: Assessm	nen†	t Type(s) *				
	State or Regents assessment(s	-			☐ Third party assessment(s)		
	Locally-developed course-spece check all that apply.	cific	assessment(s)	L	□ N/A		
	de Eleven ELA: Specific As	SPSS	sment(s) *				
	ite or Regents Assessment(s)	3030		y. Do	not select "All Regents given in LEA" in	additio	on to individual Regents exams.
	Grade 3 ELA		Grade 3 Math		All Regents given in LEA		Earth Science Regents
	Grade 4 ELA		Grade 4 Math		ELA Regents		Chemistry Regents
	Grade 5 ELA		Grade 5 Math		Algebra I Regents		Physics Regents
	Grade 6 ELA		Grade 6 Math		Geometry Regents		Global 2 Regents
	Grade 7 ELA Grade 8 ELA		Grade 7 Math Grade 8 Math		Algebra II Regents Living Environment Regents		US History Regents
l _		_			-		NYSAA NYSESLAT
Ш	Grade 4 Science (2019-20 only)	Ш	Elem Science (2021-22 on)	Ш	Grade 8 Science		
	cally-Developed Course-Specifi				Be sure the assessment(s) is on th	he list (of State-approved assessments.
List	the name of all district(s) or BOC	ES th	at created the locally-develope	d ass	sessment(s) that apply below.		
•				•			
•				•			
Thi	ird Party Assessment(s)						Please check all that apply
	ADAM		FAST aReading		☐ Reading Inventory		,
	aimswebPlus		FAST CBMmath		☐ Right Reason Student As	sessn	nent Program
	Certiport (content-specific)		FAST CBMreading		☐ SANDI-FAST		
	Degrees of Reading Power		FAST earlyMath		☐ Scantron Performance S	eries	
	DOMA		FAST earlyReading		☐ STAR Early Literacy		
	DORA		FRMCA		☐ STAR Math		
	Educational Vistas		GMRT		☐ STAR Reading		
	EVI 2-9 Math		i-Ready Diagnostic		☐ TCWRP Running Records	s Asse	ssment
	EVI ELA		MAP Growth (content-specific	c)	☐ WebABLLS		
	EVI Pre & Post K-8 Math FAST aMath		NOCTI (course-specific) Precision Exams		☐ Fountas and Pinnell Ben	chma	rk Assessment System
Gra	ide Twelve ELA: Measur	e T	ype *				
	Teacher and course-specific		☐ School- or program-wi	de	☐ District- or BOCES-wid	1 0	☐ Not applicable
	•	a+ b a.	• =		o choose "N/A" for the assessment type		• •
					school year) constitutes selection of mo		
Gra	de Twelve ELA: Specific M	leas	ure *				
Sch	ool- or Program-Wide Measure						
	School- or program-wide results	5	☐ School- or program-wide	grou	o or team results School-	or pro	ogram-wide linked results
Dis	trict- or BOCES-Wide Measure District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup	or team results		
		205		ı.			
	ide Twelve ELA: Assessn		r Type(s)	_	7		
	State or Regents assessment(s	-			Third party assessment(s)		
\Box	☐ Locally-developed course-specific assessment(s) ☐ N/A						

Please check all that apply.

^{*} Questions with an asterisk are required in the online form

Grade Twelve ELA Specific Assessment(s) * Please check all that apply. Do not select "All Regents given in LEA" in addition to individual Regents exams. State or Regents Assessment(s) ☐ Grade 3 ELA Grade 3 Math All Regents given in LEA ☐ Earth Science Regents ☐ Grade 4 ELA Grade 4 Math **ELA Regents Chemistry Regents** Grade 5 ELA Grade 5 Math ☐ Algebra I Regents **Physics Regents** ☐ Grade 6 ELA Grade 6 Math ☐ Geometry Regents Global 2 Regents ☐ Grade 7 ELA Grade 7 Math ☐ Algebra II Regents **US History Regents** ☐ Grade 8 ELA Grade 8 Math ☐ Living Environment Regents NYSAA ☐ NYSESLAT ☐ Grade 4 Science (2019-20 only) ☐ Elem Science (2021-22 on) ☐ Grade 8 Science Be sure the assessment(s) is on the list of State-approved assessments. Locally-Developed Course-Specific Assessment(s) List the name of all district(s) or BOCES that created the locally-developed assessment(s) that apply below. . Third Party Assessment(s) Please check all that apply ☐ FAST aReading Reading Inventory П ADAM ☐ FAST CBMmath Right Reason Student Assessment Program ☐ aimswebPlus П **FAST CBMreading** П SANDI-FAST Certiport (content-specific) П Scantron Performance Series FAST earlyMath **Degrees of Reading Power** □ DOMA FAST earlyReading STAR Early Literacy **FRMCA** STAR Math □ DORA **GMRT STAR Reading** □ Educational Vistas ☐ EVI 2-9 Math i-Ready Diagnostic **TCWRP Running Records Assessment** ☐ EVI ELA П MAP Growth (content-specific) П WebABLLS ☐ EVI Pre & Post K-8 Math NOCTI (course-specific) ☐ Fountas and Pinnell Benchmark Assessment System **Precision Exams** FAST aMath High School Regents Math

Note: Additional high school math courses may be included in the "Other Courses" section.

Please identify below whether all high school Regents math teachers use the same type of measure and assessment(s) or if the measures and assessments vary by course; indicate which of the three available measures will be used for high school Regents math teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s)

An individually attributed SLO measure

Teacher and course-specific

Teacher and course-specific results: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

School- or program-wide

- School- or program-wide results: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- School- or program-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- School- or program-wide linked results: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

District- or BOCES-wide

- District- or BOCES-wide results: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- District- or BOCES-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Ple	ease indicate whether high school Regents	Mat	h use the same type of measure and assessment(s) or	if the
me	easures and assessments vary by grade leve	el. *			
	All high school Regents math teachers use		The measures and assessments used for high school		Not applicable
	the same type of measure and assessment(s)		Regents math teachers vary by grade level		
Chc	ose "Not applicable" if your LEA does not include high school	l Rege	nts math.		

High School Regents Math (all courses)

If high school Regents math teachers use different measures and assessments, skip ahead to "High School Regents Math (by grade)."

^{*} Questions with an asterisk are required in the online form

High School Regents Math	(all	courses): Measure Typ	oe *				
☐ Teacher and course-specific ☐ School- or program-wide ☐ District- or BOCES-wide							
"Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure.							
High School Regents Math (all courses): Specific Measure *							
School- or Program-Wide Measure							
☐ School- or program-wide results	5	☐ School- or program-wide g	roup	or team results			
District- or BOCES-Wide Measure ☐ District- or BOCES-wide results		☐ District- or BOCES-wide gro	oup (or team results			
High School Regents Math	/all	-					
☐ State or Regents assessment(☐ Locally-developed cour					
Please check all that apply.	•,	E county developed count	JC J				
High School Regents Math (a	II со	urses): Specific Assessme	ent('s) *			
State or Regents Assessment(s)		Please check all that apply.	. Do r	not select "All Regents given in LEA" in addition to individual Regents exams.			
☐ Grade 3 ELA ☐ Grade 4 ELA		Grade 3 Math Grade 4 Math		All Regents given in LEA			
Grade 5 ELA		Grade 5 Math		ELA Regents			
☐ Grade 6 ELA		Grade 6 Math		Geometry Regents Global 2 Regents			
☐ Grade 7 ELA ☐ Grade 8 ELA		Grade 7 Math Grade 8 Math		Algebra II Regents US History Regents Living Environment Regents NYSAA			
Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade 8 Science NYSSAA NYSSAA NYSSAA			
Locally-Developed Course-Specif				Be sure the assessment(s) is on the list of State-approved assessments.			
	List the name of all district(s) or BOCES that created the locally-developed assessment(s) that apply below.						
•			•				
•			•				
Third Party Assessment(s)				Please check all that apply			
□ ADAM		FAST aReading		☐ Reading Inventory			
☐ aimswebPlus ☐ Certiport (content-specific)		FAST CBMmath FAST CBMreading		 ☐ Right Reason Student Assessment Program ☐ SANDI-FAST 			
☐ Degrees of Reading Power		FAST earlyMath		☐ Scantron Performance Series			
□ DOMA		FAST earlyReading		☐ STAR Early Literacy			
DORA		FRMCA GMRT		☐ STAR Math☐ STAR Reading			
☐ Educational Vistas ☐ EVI 2-9 Math		i-Ready Diagnostic		☐ TCWRP Running Records Assessment			
□ EVI ELA		MAP Growth (content-specific)	☐ WebABLLS			
☐ EVI Pre & Post K-8 Math ☐ FAST aMath		NOCTI (course-specific) Precision Exams		☐ Fountas and Pinnell Benchmark Assessment System			
	1 /:	1 1 1					
High School Regents Mat			only c	omplete "High School Regents Math (all courses)."			
High School Algebra I: Mea			, -				
☐ Teacher and course-specific	Jul	☐ School- or program-wid	le	☐ District- or BOCES-wide ☐ Not applicable			
Choose "Not applicable" if your LEA does no		e a high school Algebra I teacher. Al	so ch	noose "N/A" for the assessment type. "Teacher and course-specific" (scores school year) constitutes selection of measure type and specific measure.			
High School Algebra I: Specifi	с М	easure *					
School- or Program-Wide Measure							
☐ School- or program-wide results	5	☐ School- or program-wide g	roup	or team results			
District- or BOCES-Wide Measure		□ District or BOCES wide are		or team results			
☐ District- or BOCES-wide results		□ District- or BOCES-wide gro	υυρ (n team results			
High School Algebra I: Asse		nent Type(s) *	_				
☐ State or Regents assessment(s				Third party assessment(s)			
☐ Locally-developed course-spe	CITIC	assessment(s)	L	l N/A			

^{*} Questions with an asterisk are required in the online form

	School Algebra I: Specifi	c As		, Do i	not select "All Regents given in LEA" in	additi	on to individual Reaents evams
	Grade 3 ELA Grade 4 ELA Grade 5 ELA Grade 6 ELA Grade 7 ELA Grade 8 ELA Grade 8 ELA Grade 4 Science (2019-20 only)		Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elem Science (2021-22 on)		All Regents given in LEA ELA Regents Algebra I Regents Geometry Regents Algebra II Regents Living Environment Regents Grade 8 Science		Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA NYSESLAT
	ally-Developed Course-Specifi the name of all district(s) or BOC			d ass	Be sure the assessment(s) is on tessment(s) that apply below.	he list	of State-approved assessments.
Thin	ADAM aimswebPlus Certiport (content-specific) Degrees of Reading Power DOMA DORA Educational Vistas EVI 2-9 Math EVI ELA EVI Pre & Post K-8 Math FAST aMath		FAST aReading FAST CBMmath FAST CBMreading FAST earlyMath FAST earlyReading FRMCA GMRT i-Ready Diagnostic MAP Growth (content-specific) Precision Exams	c)	Reading Inventory Right Reason Student A SANDI-FAST Scantron Performance S STAR Early Literacy STAR Math STAR Reading TCWRP Running Record WebABLLS Fountas and Pinnell Ber	series s Asse	essment
Choos and ra		ot hav stude iC N	☐ School- or program-wi e a high school Geometry teacher. A nts in the teacher's course in the cu	Also c rrent :	☐ District- or BOCES-wi hoose "N/A" for the assessment type. school year) constitutes selection of m or team results ☐ School-	"Teach easure	
Dist	rict- or BOCES-Wide Measure District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup (or team results		
☐ S	n School Geometry: Ass State or Regents assessment(s Locally-developed course-spect or check all that apply. In School Geometry: Specif) cific	assessment(s)] Third party assessment(s)] N/A		
Stat	te or Regents Assessment(s)		Please check all that apply	ı. Do ı	not select "All Regents given in LEA" in	additi	on to individual Regents exams.
	Grade 3 ELA Grade 4 ELA		Grade 3 Math Grade 4 Math		All Regents given in LEA ELA Regents		Earth Science Regents Chemistry Regents

Цial	High School Geometry: Specific Assessment(s) *									
State or Regents Assessment(s) Please check all that apply. Do not select "All Regents given in LEA" in addition to individual Regents exa										
	Grade 3 ELA		Grade 3 Math		All Regents given in LEA		Earth Science Regents			
	Grade 4 ELA		Grade 4 Math		ELA Regents		Chemistry Regents			
	Grade 5 ELA		Grade 5 Math		Algebra I Regents		Physics Regents			
	Grade 6 ELA		Grade 6 Math		Geometry Regents		Global 2 Regents			
	Grade 7 ELA		Grade 7 Math		Algebra II Regents		US History Regents			
	Grade 8 ELA		Grade 8 Math		Living Environment Regents		NYSAA			
	Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade 8 Science		NYSESLAT			
Loc	ally-Developed Course-Specif	ic As	sessment(s)		Be sure the assessment(s) is on	the list	of State-approved assessments.			
List	the name of all district(s) or BOC	ES th	at created the locally-develop	ed ass	essment(s) that apply below.					
	. ,				., .,					
•				•						

^{*} Questions with an asterisk are required in the online form

Third Party Assessment(s)				Please check all that o	apply
□ ADAM		FAST aReading		☐ Reading Inventory	
☐ aimswebPlus		FAST CBMmath		☐ Right Reason Student Assessment Program	
☐ Certiport (content-specific)		FAST CBMreading		SANDI-FAST	
☐ Degrees of Reading Power☐ DOMA		FAST earlyMath FAST earlyReading		☐ Scantron Performance Series☐ STAR Early Literacy	
DOMA DORA		FRMCA		☐ STAR Carly Literacy	
☐ Educational Vistas		GMRT		□ STAR Reading	
☐ EVI 2-9 Math		i-Ready Diagnostic		☐ TCWRP Running Records Assessment	
□ EVI ELA		MAP Growth (content-specif	fic)	☐ WebABLLS	
☐ EVI Pre & Post K-8 Math		NOCTI (course-specific)		☐ Fountas and Pinnell Benchmark Assessment System	
☐ FAST aMath		Precision Exams			
High School Algebra II: Measure Type *					
☐ Teacher and course-specific ☐ School- or program-wide ☐ District- or BOCES-wide ☐ Not applicable					
Choose "Not applicable" if your LEA does not have a high school Algebra II teacher. Also choose "N/A" for the assessment type. "Teacher and course-specific" (scores					
and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure.					
High School Algebra II: Specific Measure *					
School- or Program-Wide Measure					
☐ School- or program-wide resul	ts	☐ School- or program-wide	group	p or team results	ts
District- or BOCES-Wide Measure					
☐ District- or BOCES-wide results	;	☐ District- or BOCES-wide g	group o	or team results	
High School Algebra II: As	Sessi	ment Tyne(s) *			
		πεπετγρε(3)	_	Third party assessment(s)	
☐ State or Regents assessment☐ Locally-developed course-sp		accoccmont(c)		☐ Third party assessment(s)☐ N/A	
Please check all that apply.	ECITIC	assessment(s)	_	□ N/A	
	ific 1	scassmant(s) *			
High School Algebra II: Specific Assessment(s) * State or Regents Assessment(s) Please check all that apply. Do not select "All Regents given in LEA" in addition to individual Regents exams.					
State or Regents Assessment(s)			_		
☐ Grade 3 ELA ☐ Grade 4 ELA		Grade 3 Math Grade 4 Math		All Regents given in LEA ☐ Earth Science Regents ☐ Chemistry Regents	
☐ Grade 5 ELA		Grade 5 Math		ELA Regents	
☐ Grade 6 ELA		Grade 6 Math		Geometry Regents Global 2 Regents	
☐ Grade 7 ELA		Grade 7 Math		Algebra II Regents US History Regents	
☐ Grade 8 ELA		Grade 8 Math		Living Environment Regents NYSAA	
☐ Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)			
Locally-Developed Course-Specific Assessment(s) Be sure the assessment(s) is on the list of State-approved assessments.					
Locally-Developed Course-Spec	fic As			Grade 8 Science NYSESLAT	ents.
Locally-Developed Course-Spec List the name of all district(s) or BO		ssessment(s)		Grade 8 Science NYSESLAT Be sure the assessment(s) is on the list of State-approved assessment	ents.
		ssessment(s)		Grade 8 Science NYSESLAT Be sure the assessment(s) is on the list of State-approved assessment	ents.
		ssessment(s)		Grade 8 Science NYSESLAT Be sure the assessment(s) is on the list of State-approved assessment	ents.
List the name of all district(s) or BO •		ssessment(s)	ed asso	Grade 8 Science NYSESLAT Be sure the assessment(s) is on the list of State-approved assessment	
List the name of all district(s) or BO Third Party Assessment(s)		ssessment(s) nat created the locally-develop	ed asso	Grade 8 Science NYSESLAT Be sure the assessment(s) is on the list of State-approved assessment(s) that apply below. Please check all that of	
List the name of all district(s) or BO •	CES th	ssessment(s)	ed asso	Grade 8 Science NYSESLAT Be sure the assessment(s) is on the list of State-approved assessment(s) that apply below. Please check all that of	
List the name of all district(s) or BO Third Party Assessment(s) ADAM	CES th	ssessment(s) nat created the locally-develop FAST aReading	ed asso	Grade 8 Science	
List the name of all district(s) or BO Third Party Assessment(s) ADAM aimswebPlus Certiport (content-specific) Degrees of Reading Power	CES th	FAST aReading FAST CBMmath FAST CBMreading FAST CBMreading FAST CBMreading FAST CBMreading	ed asso	Grade 8 Science	
List the name of all district(s) or BO Third Party Assessment(s) ADAM aimswebPlus Certiport (content-specific) Degrees of Reading Power DOMA	CES th	FAST aReading FAST CBMmath FAST CBMreading FAST CBMreading FAST CBMreading FAST carlyMath FAST earlyMath FAST earlyReading	ed asso	Grade 8 Science	
List the name of all district(s) or BO Third Party Assessment(s) ADAM aimswebPlus Certiport (content-specific) Degrees of Reading Power DOMA DORA	CES th	FAST aReading FAST CBMmath FAST CBMreading FAST CBMreading FAST cBMreading FAST earlyMath FAST earlyReading FRMCA	ed asso	Grade 8 Science	
List the name of all district(s) or BO Third Party Assessment(s) ADAM aimswebPlus Certiport (content-specific) Degrees of Reading Power DOMA DORA Educational Vistas	CES th	FAST aReading FAST CBMmath FAST CBMreading FAST earlyMath FAST earlyReading FRMCA GMRT	ed asso	Grade 8 Science	
List the name of all district(s) or BO Third Party Assessment(s) ADAM aimswebPlus Certiport (content-specific) Degrees of Reading Power DOMA DORA Educational Vistas EVI 2-9 Math	CES th	FAST aReading FAST CBMmath FAST CBMreading FAST earlyMath FAST earlyReading FRMCA GMRT i-Ready Diagnostic	ed asso	Grade 8 Science	
List the name of all district(s) or BO Third Party Assessment(s) ADAM aimswebPlus Certiport (content-specific) Degrees of Reading Power DOMA DORA Educational Vistas	CES th	FAST aReading FAST CBMmath FAST CBMreading FAST earlyMath FAST earlyReading FRMCA GMRT	ed asso	Grade 8 Science	

High School Regents Science

Note: Additional high school science courses may be included in the "Other Courses" section.

Please identify below whether all high school Regents science teachers use the same type of measure and assessment(s) or if the measures and assessments vary by course; indicate which of the three available measures will be used for high school Regents science teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s)

An individually attributed SLO measure

Teacher and course-specific

• **Teacher and course-specific results**: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

School- or program-wide

- **School- or program-wide results**: scores and ratings will be based on the growth of <u>all students in a school or program</u> who take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses</u> in the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking <u>assessments in other grades/subjects</u>.

District- or BOCES-wide

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of <u>all students across buildings/programs in an LEA</u> who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses across buildings/programs in an LEA</u> in the current school year.

Please indicate whether high school Regents measures and assessments vary by grade leve		ne type of measure and as	sessm	ent(s) or if the					
☐ All high school Regents science teachers use ☐ The measures and assessments used for high school ☐ Not applicable the same type of measure and assessment(s) Regents science teachers vary by grade level									
Choose "Not applicable" if your LEA does not include high school	Regents science.								
High School Regents Science (all coul If high school Regents science teachers use different measures of	,	d to "High School Regents Science (in	ndividual	courses)."					
High School Regents Science (all course	s): Measure Type	*							
☐ Teacher and course-specific	☐ School- or progra	am-wide	District	t- or BOCES-wide					
"Teacher and course-specific" (scores and ratings will be based a measure type and specific measure.	n the growth of students in	n the teacher's course in the current	school ye	ear) constitutes selection of					
High School Regents Science (all courses): S	pecific Measure *								
School- or Program-Wide Measure ☐ School- or program-wide results ☐ School-	or program-wide group	or team results	or prog	ram-wide linked results					
District- or BOCES-Wide Measure ☐ District- or BOCES-wide results ☐ District-	or BOCES-wide group o	r team results							
High School Regents Science (all course	s): Assessment Tv	vpe(s) *							
· · · · · · · · · · · · · · · · · · ·	-developed course-sp		hird pa	arty assessment(s)					
Please check all that apply.			•	, , , ,					
High School Regents Science (all courses): S	pecific Assessmen	t(s) *							
State or Regents Assessment(s) Please	check all that apply. Do no	ot select "All Regents given in LEA" in	n addition	n to individual Regents exams.					
☐ Grade 3 ELA ☐ Grade 3 Ma		All Regents given in LEA		Earth Science Regents					
☐ Grade 4 ELA ☐ Grade 4 Ma		ELA Regents		Chemistry Regents					
☐ Grade 5 ELA ☐ Grade 5 Ma		Algebra I Regents		Physics Regents					
Grade 6 ELA Grade 6 Ma		Geometry Regents		Global 2 Regents					
☐ Grade 7 ELA ☐ Grade 7 Ma ☐ Grade 8 ELA ☐ Grade 8 Ma		Algebra II Regents Living Environment Regents		US History Regents NYSAA					
_	<u> </u>	Grade 8 Science		NYSAA NYSESLAT					
☐ Grade 4 Science (2019-20 only) ☐ Elem Science	e (2021-22 on) 🔲	Grade o Science		IVIOLOLAI					

Locally-Developed Course-Specific Assessment(s)	Be sure the assessment(s) is on the list of State-approved assessments.
List the name of all district(s) or BOCES that created the locally-develop	ped assessment(s) that apply below.
•	•
•	•
Third Party Assessment(s)	Please check all that apply
☐ ADAM ☐ FAST aReading	□ Reading Inventory
□ aimswebPlus □ FAST CBMmath	☐ Right Reason Student Assessment Program
☐ Certiport (content-specific) ☐ FAST CBMreading	☐ SANDI-FAST
☐ Degrees of Reading Power ☐ FAST earlyMath	☐ Scantron Performance Series
□ DOMA □ FAST earlyReading	☐ STAR Early Literacy
□ DORA □ FRMCA	☐ STAR Math
☐ Educational Vistas ☐ GMRT ☐ FVI 2-9 Math ☐ i-Ready Diagnostic	 □ STAR Reading □ TCWRP Running Records Assessment
□ EVI 2-9 Math □ i-Ready Diagnostic □ EVI ELA □ MAP Growth (content-special content)	S .
□ EVI Pre & Post K-8 Math □ NOCTI (course-specific)	☐ Fountas and Pinnell Benchmark Assessment System
☐ FAST aMath ☐ Precision Exams	
and ratings will be based on the growth of students in the teacher's course in the High School Living Environment: Specific Measure School- or Program-Wide Measure School- or program-wide results School- or program-wide District- or BOCES-Wide Measure District- or BOCES-wide results District- or BOCES-wide	vide District- or BOCES-wide Not applicable ner. Also choose "N/A" for the assessment type. "Teacher and course-specific" (scores current school year) constitutes selection of measure type and specific measure. The group or team results School- or program-wide linked results group or team results
High School Living Environment: Assessment Type(s) *
☐ State or Regents assessment(s)	☐ Third party assessment(s)
☐ Locally-developed course-specific assessment(s)	□ N/A
Please check all that apply.	
High School Living Environment: Assessment(s) *	
State or Regents Assessment(s) Please check all that ap,	oly. Do not select "All Regents given in LEA" in addition to individual Regents exams.
☐ Grade 3 ELA ☐ Grade 3 Math	☐ All Regents given in LEA ☐ Earth Science Regents
☐ Grade 4 ELA ☐ Grade 4 Math	☐ ELA Regents ☐ Chemistry Regents
☐ Grade 5 ELA ☐ Grade 5 Math	☐ Algebra Regents ☐ Physics Regents
☐ Grade 6 ELA ☐ Grade 6 Math	☐ Geometry Regents ☐ Global 2 Regents
Grade 7 ELA Grade 7 Math	☐ Algebra II Regents ☐ US History Regents
☐ Grade 8 ELA ☐ Grade 8 Math	☐ Living Environment Regents ☐ NYSAA
☐ Grade 4 Science (2019-20 only) ☐ Elem Science (2021-22 on)	☐ Grade 8 Science ☐ NYSESLAT
Locally-Developed Course-Specific Assessment(s)	Be sure the assessment(s) is on the list of State-approved assessments.
List the name of all district(s) or BOCES that created the locally-develop	ped assessment(s) that apply below.
•	•
•	•

Third Party Assessment(s)						Please check all that apply
□ ADAM		FAST aReading			Reading Inventory	
☐ aimswebPlus ☐ Certiport (content-specific)		FAST CBMmath FAST CBMreading			Right Reason Student Ass SANDI-FAST	sessment Program
☐ Degrees of Reading Power		FAST earlyMath			Scantron Performance Se	eries
□ DOMA		FAST earlyReading			STAR Early Literacy	
☐ DORA☐ Educational Vistas		FRMCA GMRT			STAR Math STAR Reading	
☐ EVI 2-9 Math		i-Ready Diagnostic			TCWRP Running Records	Assessment
□ EVI ELA		MAP Growth (content-specific	c)		WebABLLS	
☐ EVI Pre & Post K-8 Math☐ FAST aMath		NOCTI (course-specific) Precision Exams			Fountas and Pinnell Bend	chmark Assessment System
High School Earth Science:	Me	asure Type *				
☐ Teacher and course-specific		☐ School- or program-wi	de		District- or BOCES-wid	de 🔲 Not applicable
Choose "Not applicable" if your LEA does n ratings will be based on the growth of stua						
High School Earth Science: Sp			. serioo	n yeur, ee	mistrates selection of measur	e type and specific mediate.
School- or Program-Wide Measure	, con	TO THE GOOD C				
☐ School- or program-wide result	S	☐ School- or program-wide @	group	or team	results 🗆 School- o	or program-wide linked results
District- or BOCES-Wide Measure						
☐ District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup o	r team r	esults	
High School Earth Science:	Δςς	essment Tyne(s) *				
☐ State or Regents assessment(1 ypc(3)	П	Third	party assessment(s)	
☐ Locally-developed course-spe		assessment(s)		N/A	party assessment(s)	
Please check all that apply.		(-,		,		
High School Earth Science: Sp	pecif	ic Assessment(s) *				
State or Regents Assessment(s)		Please check all that apply	. Do n	ot select	"All Regents given in LEA" in c	addition to individual Regents exams
☐ Grade 3 ELA		Grade 3 Math		All Rege	ents given in LEA	☐ Earth Science Regents
Grade 4 ELA		Grade 4 Math		ELA Reg		☐ Chemistry Regents
☐ Grade 5 ELA ☐ Grade 6 ELA		Grade 5 Math Grade 6 Math		_	a I Regents try Regents	☐ Physics Regents☐ Global 2 Regents
☐ Grade 7 ELA		Grade 7 Math			II Regents	☐ US History Regents
☐ Grade 8 ELA		Grade 8 Math		Living E	Invironment Regents	□ NYSAA
☐ Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)			3 Science	□ NYSESLAT
Locally-Developed Course-Specif						ne list of State-approved assessments
List the name of all district(s) or BOC	ES th	at created the locally-develope	d asse	essment((s) that apply below.	
•			•			
Third Party Assessment(s)						Please check all that apply
□ ADAM		FAST aReading			Reading Inventory	
☐ aimswebPlus		FAST CBMmath			Right Reason Student Ass	sessment Program
☐ Certiport (content-specific)		FAST CBMreading			SANDI-FAST	
☐ Degrees of Reading Power☐ DOMA		FAST earlyMath FAST earlyReading			Scantron Performance Se STAR Early Literacy	eries
□ DOMA		FRMCA			STAR Math	
☐ Educational Vistas		GMRT			STAR Reading	
□ EVI 2-9 Math		i-Ready Diagnostic	,		TCWRP Running Records	Assessment
EVI ELA		MAP Growth (content-specific NOCTI (course-specific)	C)		WebABLLS	chmark Assessment System
☐ EVI Pre & Post K-8 Math☐ FAST aMath	ш				i Juntas anu Fillien Deno	ziiiiaik Assessiiieiit Systeiii
		Precision Exams				
High School Chemistry: Me						

Choose "Not applicable" if your LEA does not have a high school Chemistry teacher. Also choose "N/A" for the assessment type. "Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure.

High School Chemistry: Speci	fic N	leasure *				
School- or Program-Wide Measure School- or program-wide result	s	☐ School- or program-wide g	group	o or team results	or pro	ogram-wide linked results
District- or BOCES-Wide Measure						<u>-</u>
☐ District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup	or team results		
High School Chemistry: As	sess	ment Type(s) *				
☐ State or Regents assessment(☐ Third party assessment(s)		
☐ Locally-developed course-spe	cific a	assessment(s)		□ N/A		
Please check all that apply. High School Chamistry: Space	fic 1	ccaccmant(c) *				
High School Chemistry: Special State or Regents Assessment(s)	JIC A		ı. Do	not select "All Regents given in LEA" in	n additi	on to individual Regents exams.
☐ Grade 3 ELA		Grade 3 Math		All Regents given in LEA		Earth Science Regents
☐ Grade 4 ELA		Grade 4 Math		ELA Regents		Chemistry Regents
Grade 5 ELA		Grade 5 Math		Algebra I Regents		Physics Regents
☐ Grade 6 ELA ☐ Grade 7 ELA		Grade 6 Math Grade 7 Math		Geometry Regents Algebra II Regents		Global 2 Regents
☐ Grade 7 ELA		Grade 8 Math		Living Environment Regents		US History Regents NYSAA
☐ Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade 8 Science		NYSESLAT
Locally-Developed Course-Specif				Be sure the assessment(s) is on	the list (of State-approved assessments.
List the name of all district(s) or BOO			d ass			-,
• Description of all district(s) of Box	JES CIT	at created the locally developes	•	resistinct apply below.		
•			•			
Third Party Assessment(s)						Please check all that apply
□ ADAM		FAST aReading		☐ Reading Inventory		
aimswebPlus		FAST CBMmath		☐ Right Reason Student A☐ SANDI-FAST	ssessn	nent Program
☐ Certiport (content-specific) ☐ Degrees of Reading Power		FAST CBMreading FAST earlyMath		☐ Scantron Performance	Series	
□ DOMA		FAST earlyReading		☐ STAR Early Literacy	501105	
□ DORA		FRMCA		☐ STAR Math		
☐ Educational Vistas		GMRT		☐ STAR Reading		
EVI 2-9 Math		i-Ready Diagnostic	,	☐ TCWRP Running Record	ds Asse	ssment
☐ EVI ELA☐ EVI Pre & Post K-8 Math		MAP Growth (content-specific NOCTI (course-specific)	C)	☐ WebABLLS☐ Fountas and Pinnell Ber	nchma	rk Accassment System
FAST aMath		Precision Exams		i Tountas and Filmen bei	iiciiiia	rk Assessment System
High School Physics: Meas	ure [·]	Type *				
☐ Teacher and course-specific		☐ School- or program-wi	de	☐ District- or BOCES-w	ide	☐ Not applicable
Choose "Not applicable" if your LEA does natings will be based on the growth of study						
High School Physics: Specific	Mea	sure *				
School- or Program-Wide Measure						
☐ School- or program-wide result	S	☐ School- or program-wide ¿	group	o or team results	or pro	gram-wide linked results
District- or BOCES-Wide Measure District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup	or team results		
High School Physics: Asses	sme	nt Type(s) *				
☐ State or Regents assessment(, 90(0)	Γ	☐ Third party assessment(s)		
☐ Locally-developed course-spe		assessment(s)		□ N/A		

Please check all that apply.

^{*} Questions with an asterisk are required in the online form

High School Physics: Specific Assessment(s) * Please check all that apply. Do not select "All Regents given in LEA" in addition to individual Regents exams State or Regents Assessment(s) ☐ Grade 3 ELA Grade 3 Math All Regents given in LEA ☐ Earth Science Regents ☐ Grade 4 ELA Grade 4 Math ☐ ELA Regents **Chemistry Regents** Grade 5 Math ☐ Algebra I Regents Grade 5 ELA **Physics Regents** ☐ Geometry Regents ☐ Grade 6 ELA ☐ Grade 6 Math Global 2 Regents ☐ Grade 7 ELA ☐ Algebra II Regents П Grade 7 Math **US History Regents** ☐ Grade 8 ELA ☐ Grade 8 Math ☐ Living Environment Regents NYSAA ☐ NYSESLAT ☐ Grade 4 Science (2019-20 only) ☐ Elem Science (2021-22 on) ☐ Grade 8 Science Be sure the assessment(s) is on the list of State-approved assessments Locally-Developed Course-Specific Assessment(s) List the name of all district(s) or BOCES which created the locally-developed assessment(s) below. . Please check all that apply. Third Party Assessment(s) ☐ FAST aReading Reading Inventory ☐ ADAM ☐ FAST CBMmath Right Reason Student Assessment Program ☐ aimswebPlus П FAST CBMreading П SANDI-FAST ☐ Certiport (content-specific) ☐ Scantron Performance Series FAST earlyMath **Degrees of Reading Power** □ DOMA FAST earlyReading STAR Early Literacy **FRMCA** STAR Math □ DORA **GMRT STAR Reading** □ Educational Vistas ☐ EVI 2-9 Math i-Ready Diagnostic **TCWRP Running Records Assessment** П MAP Growth (content-specific) П WebABLLS ☐ EVI ELA ☐ Fountas and Pinnell Benchmark Assessment System NOCTI (course-specific)

High School Regents Social Studies

Note: Additional high school social studies courses may be included in the "Other Courses" section.

Precision Exams

Please identify below whether all high school Regents social studies teachers use the same type of measure and assessment(s) or if the measures and assessments vary by course; indicate which of the three available measures will be used for high school Regents social studies teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s)

An individually attributed SLO measure

Teacher and course-specific

☐ EVI Pre & Post K-8 Math

FAST aMath

Teacher and course-specific results: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

School- or program-wide

- School- or program-wide results: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- School- or program-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- School- or program-wide linked results: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

District- or BOCES-wide

- District- or BOCES-wide results: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- District- or BOCES-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Ple	ase indicate whether high school Regents	socia	al studies use the same type of measure and asse	ssm	ent(s) or if the
me	asures and assessments vary by grade lev	el. *			
	All high school Regents SS teachers use the same type of measure and assessment(s)		The measures and assessments used for high school Regents SS teachers vary by grade level		Not applicable

Choose "Not applicable" if your LEA does not include high school Regents science.

^{*} Questions with an asterisk are required in the online form

High School Regents Social Studies (all courses) If high school Regents social studies teachers use different measures and assessments, skip ahead to "High School Regents Social Studies (individual courses)." High School Regents Social Studies (all courses): Measure Type * ☐ Teacher and course-specific ☐ School- or program-wide ☐ District- or BOCES-wide "Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure. High School Regents Social Studies (all courses): Specific Measure * School- or Program-Wide Measure ☐ School- or program-wide results School- or program-wide linked results School- or program-wide group or team results District- or BOCES-Wide Measure ☐ District- or BOCES-wide results District- or BOCES-wide group or team results High School Regents Social Studies (all courses): Assessment Type(s) * ☐ State or Regents assessment(s) ☐ Locally-developed course-specific assessment(s) ☐ Third party assessment(s) Please check all that apply High School Regents Social Studies (all courses): Specific Assessment(s) * Please check all that apply. Do not select "All Regents given in LEA" in addition to individual Regents exams. State or Regents Assessment(s) ☐ Grade 3 ELA П Grade 3 Math All Regents given in LEA **Earth Science Regents** ☐ Grade 4 ELA Grade 4 Math ☐ ELA Regents **Chemistry Regents** ☐ Grade 5 ELA Grade 5 Math Algebra I Regents **Physics Regents** Grade 6 ELA Grade 6 Math **Geometry Regents** П Global 2 Regents Algebra II Regents Grade 7 ELA Grade 7 Math П **US History Regents** П Grade 8 ELA Grade 8 Math ☐ Living Environment Regents NYSAA NYSESLAT ☐ Grade 4 Science (2019-20 only) Elem Science (2021-22 on) ☐ Grade 8 Science Locally-Developed Course-Specific Assessment(s) Be sure the assessment(s) is on the list of State-approved assessments. List the name of all district(s) or BOCES that created the locally-developed assessment(s) that apply below. Third Party Assessment(s) Please check all that apply FAST aReading Reading Inventory \square ADAM **FAST CBMmath** Right Reason Student Assessment Program □ aimswebPlus FAST CBMreading SANDI-FAST ☐ Certiport (content-specific) FAST earlyMath Scantron Performance Series ☐ Degrees of Reading Power FAST earlyReading STAR Early Literacy □ DOMA **FRMCA** STAR Math ☐ DORA □ Educational Vistas **GMRT STAR Reading** П i-Ready Diagnostic П **TCWRP Running Records Assessment** ☐ EVI 2-9 Math ☐ EVI ELA MAP Growth (content-specific) WebABLIS ☐ EVI Pre & Post K-8 Math NOCTI (course-specific) Fountas and Pinnell Benchmark Assessment System **Precision Exams** FAST aMath High School Regents Social Studies (individual courses) If all high school Regents social studies teachers use the same measures and assessment(s), only complete "High School Regents Social Studies (all courses)." High School Global I: Measure Type * ☐ Teacher and course-specific ☐ School- or program-wide ☐ District- or BOCES-wide ☐ Not applicable Choose "Not applicable" if your LEA does not have a Global I teacher. Please also choose "N/A" for the assessment type. "Teacher and course-specific" (scores and ratings will be based on the growth of students in the teacher's course in the current school year) constitutes selection of measure type and specific measure.

High School Global I: Specific Measure *

School- or Program-Wide Measure		
☐ School- or program-wide results	School- or program-wide group or team results	School- or program-wide linked results
District- or BOCES-Wide Measure		
☐ District- or BOCES-wide results	District- or BOCES-wide group or team results	

PI	Loca	State or Regents assessment(s Locally-developed course-spect to check all that apply. In School Global I: Specific te or Regents Assessment(s) Grade 3 ELA Grade 4 ELA Grade 5 ELA Grade 6 ELA	cific	essment(s) *		Third party assessment(s) N/A	
H	Stat	check all that apply. a School Global I: Specific te or Regents Assessment(s) Grade 3 ELA Grade 4 ELA Grade 5 ELA Grade 6 ELA	Ass	essment(s) *		N/A	
	Stat	te or Regents Assessment(s) Grade 3 ELA Grade 4 ELA Grade 5 ELA Grade 6 ELA					
	Loca	Grade 3 ELA Grade 4 ELA Grade 5 ELA Grade 6 ELA		Please check all that apply			
	Loca	Grade 4 ELA Grade 5 ELA Grade 6 ELA			ı. Do r	ot select "All Regents given in LEA" in add	ition to individual Regents exams.
	Loca	Grade 7 ELA Grade 8 ELA		Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math		All Regents given in LEA ELA Regents Algebra I Regents Geometry Regents Algebra II Regents Living Environment Regents	Chemistry Regents Physics Regents Global 2 Regents US History Regents
		Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade 8 Science	l nyseslat
	LIST	ally-Developed Course-Specifi the name of all district(s) or BOC			d ass	Be sure the assessment(s) is on the liss ssment(s) that apply below.	t of State-approved assessments.
	•				•		
	•				•		
	Thir	rd Party Assessment(s)					Please check all that apply
		ADAM aimswebPlus Certiport (content-specific) Degrees of Reading Power DOMA DORA Educational Vistas		FAST aReading FAST CBMmath FAST CBMreading FAST earlyMath FAST earlyReading FRMCA GMRT		 □ Reading Inventory □ Right Reason Student Assess □ SANDI-FAST □ Scantron Performance Serie □ STAR Early Literacy □ STAR Math □ STAR Reading 	-
		EVI 2-9 Math		i-Ready Diagnostic		☐ TCWRP Running Records As:	sessment
		EVI ELA EVI Pre & Post K-8 Math FAST aMath		MAP Growth (content-specific NOCTI (course-specific) Precision Exams	c)	☐ WebABLLS☐ Fountas and Pinnell Benchm	ark Assessment System
Н	⊣iσŀ	n School Global II: Meas	ure	Tyne *			
Ch ra	□ 1 hoose ating:	Teacher and course-specific e "Not applicable" if your LEA does no	ot hav ents ii	School- or program-wi e a Global II teacher. Please also ch the teacher's course in the current	ioose	☐ District- or BOCES-wide N/A" for the assessment type. "Teacher and I year) constitutes selection of measure ty	
	Scho	pol- or Program-Wide Measure				- Charles	and the land of th
-	Dict	School- or program-wide results rict- or BOCES-Wide Measure	i 	☐ School- or program-wide {	group	or team results ☐ School- or p	rogram-wide linked results
		District- or BOCES-wide results		☐ District- or BOCES-wide gr	oup	r team results	
Н	High	n School Global II: Asses	ssm	ent Type(s) *			
ı	□ ι	State or Regents assessment(s Locally-developed course-spect Check all that apply.	•	assessment(s)		Third party assessment(s) N/A	
Н	liah	School Global II: Specific	Ass	sessment(s) *			
Г		te or Regents Assessment(s)			y. Do r	ot select "All Regents given in LEA" in add	ition to individual Regents exams.
		Grade 3 ELA Grade 4 ELA Grade 5 ELA Grade 6 ELA Grade 7 ELA Grade 8 ELA		Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elem Science (2021-22 on)		All Regents given in LEA ELA Regents Algebra I Regents Geometry Regents Algebra II Regents Living Environment Regents Grade 8 Science	Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA

^{*} Questions with an asterisk are required in the online form

	Loca	ally-Developed Course-Specifi	c As	sessment(s)	Be sure the assessment(s) is on the list of State-approved assessments.				
	List 1	the name of all district(s) or BOC	ES th	at created the locally-developed	asse	ssment((s) that apply below.		
	•				•				
	•				•				
	Thir	d Party Assessment(s)							Please check all that apply
		ADAM		FAST aReading			Reading Inventory		
		aimswebPlus		FAST CBMmath			Right Reason Student As	sessn	nent Program
		Certiport (content-specific)		FAST CBMreading			SANDI-FAST		•
		Degrees of Reading Power		FAST earlyMath			Scantron Performance S	eries	
		DOMA		FAST earlyReading			STAR Early Literacy		
		DORA		FRMCA			STAR Math		
		Educational Vistas EVI 2-9 Math		GMRT i-Ready Diagnostic			STAR Reading TCWRP Running Records	ς Δςςρ	ccment
		EVI ELA		MAP Growth (content-specific)	١		WebABLLS	3 7330	331110110
		EVI Pre & Post K-8 Math		NOCTI (course-specific)	'		Fountas and Pinnell Ben	chma	rk Assessment System
		FAST aMath		Precision Exams					
	11: -1-	- C-l		T *					
	_	n School US History: Me	east	ire Type "					
		Teacher and course-specific		☐ School- or program-wid	e		District- or BOCES-wid	de	☐ Not applicable
		e "Not applicable" if your LEA does no							
1	ratings	s will be based on the growth of stude	ents ii	n the teacher's course in the current	schoo	l year) co	onstitutes selection of measu	re type	e and specific measure.
	High	n School US History: Specij	fic N	Лeasure *					
Ī	Scho	ool- or Program-Wide Measure							
		School- or program-wide results	;	☐ School- or program-wide g	roup	or team	results School-	or pro	gram-wide linked results
Ì	Distr	rict- or BOCES-Wide Measure							
		District- or BOCES-wide results		☐ District- or BOCES-wide gro	un o	r team r	esults		
L		District of Docts Wide results			ир о	ccami	Courts		
	High	n School US History: Ass	sess	sment Type(s) *					
		State or Regents assessment(s	;)			Third	party assessment(s)		
		ocally-developed course-spec	-	assessment(s)		N/A	party assessment(s)		
1		check all that apply.		`,		•			
	⊔iah	School US History: Specij	fic /	Accecement(c) *					
í			IIC F		Do n	at coloct	"All Bogonts given in LEA" in	~ddi+i	on to individual Regents exams.
	_	ce or Regents Assessment(s)	_				5 5	aaann	_
		Grade 3 ELA		Grade 3 Math		_	ents given in LEA		Earth Science Regents
		Grade 4 ELA Grade 5 ELA		Grade 4 Math Grade 5 Math		ELA Reg	gents a I Regents		Chemistry Regents
		Grade 6 ELA		Grade 6 Math			try Regents		Physics Regents Global 2 Regents
		Grade 7 ELA		Grade 7 Math			II Regents		US History Regents
		Grade 8 ELA		Grade 8 Math		_	Environment Regents		NYSAA
		Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade 8	3 Science		NYSESLAT
İ	Loca	ally-Developed Course-Specifi	c As	sessment(s)		Be si	ure the assessment(s) is on ti	he list (of State-approved assessments.
		the name of all district(s) or BOCI			asse	ssment	(s) that apply below.		
	•			, , , , , , , , , , , , , , , , , , , ,	•		(-, - - -		
	•				•				
	Thir	d Party Assessment(s)							Please check all that apply
		ADAM		FAST aReading			Reading Inventory		
		aimswebPlus		FAST CBMmath			Right Reason Student As	ssessn	nent Program
		Certiport (content-specific)		FAST CBMreading			SANDI-FAST	or!	
-		Degrees of Reading Power		FAST earlyMath FAST earlyReading			Scantron Performance S STAR Early Literacy	eries	
١		DOMV	1 1				SIAN LUTTY LITERALY		
		DOMA DORA				_	STAR Math		
		DORA		FRMCA GMRT			STAR Math STAR Reading		
				FRMCA			STAR Math STAR Reading TCWRP Running Records	s Asse	ssment
		DORA Educational Vistas		FRMCA GMRT	١		STAR Reading	s Asse	ssment
		DORA Educational Vistas EVI 2-9 Math		FRMCA GMRT i-Ready Diagnostic)		STAR Reading TCWRP Running Records		

Other Courses

Please identify below the "other courses" in your LEA, indicate which of the three available measures will be used for each group of teachers, and then choose the corresponding assessment type(s) and specific assessment(s).

An individually attributed SLO measure

Teacher and course-specific

• **Teacher and course-specific results**: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

School- or program-wide

- **School- or program-wide results**: scores and ratings will be based on the growth of <u>all students in a school or program</u> who take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses</u> in the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking <u>assessments in other grades/subjects</u>.

District- or BOCES-wide

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of <u>all students across buildings/programs in an LEA</u> who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Fill in the following, as applicable, for all "other teachers" in additional grades/subjects (you may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same; for example, "All courses not named above"):

- Column 1: lowest grade that corresponds to the course
- Column 2: highest grade that corresponds to the course
- Column 3: subject of the course
- Column 4: measure used
- Columns 5-7: assessment(s) used

Follow the examples below to list other courses.

COURSE	(1) LOWEST GRADE	(2) HIGHEST GRADE	(3) SUBJECT	(4) MEASURE	(5-7) ASSESSMENT(S)
All Other Courses	K	12	All courses not named above	District- or BOCES-wide results	ELA Regents, Algebra I Regents
K-3 Art	K	3	Art	Teacher-specific results	Questar III BOCES
9-12 Math Electives	9	12	English Electives	School- or program-wide, group, team, or linked results	All Regents given in LEA

GRADE FROM Enter a grade, K to 12	GRADE TO Enter a grade, K to 12	SUBJECT	MEASURE	STATE OR REGENTS ASSESSMENT(S) List all assessments that apply from the following: grades 3-8 ELA/Math or Elementary/8 Science assessments; Regents exams; NYSAA; NYSESLAT	LOCALLY-DEVELOPED COURSE-SPECIFIC ASSESSMENTS List the name of all LEAs which created the locally- developed assessment(s) that apply; be sure the assessment(s) is on the list of State-approved assessments.	THIRD PARTY ASSESSMENTS List the name of all third party assessment(s) that apply; be sure the assessment(s) is on the <u>list of State-approved assessments</u> .
		All courses not named above	☐ Teacher and course-specific results☐ School- or program-wide linked results☐ District- or BOCES-wide results			
		AIS/RTI	 □ Teacher and course-specific results □ School- or program-wide linked results □ District- or BOCES-wide results 			
		Art	☐ Teacher and course-specific results☐ School- or program-wide linked results☐ District- or BOCES-wide results			
		Business	☐ Teacher and course-specific results ☐ School- or program-wide linked results ☐ District- or BOCES-wide results			
		Career	☐ Teacher and course-specific results ☐ School- or program-wide linked results ☐ District- or BOCES-wide results			
		Computer	 □ Teacher and course-specific results □ School- or program-wide linked results □ District- or BOCES-wide results 			
		CTE	 □ Teacher and course-specific results □ School- or program-wide linked results □ District- or BOCES-wide results 			
		Economics	☐ Teacher and course-specific results ☐ School- or program-wide linked results ☐ District- or BOCES-wide results			
		ELL	☐ Teacher and course-specific results ☐ School- or program-wide linked results ☐ District- or BOCES-wide results			
		English Electives	☐ Teacher and course-specific results☐ School- or program-wide linked results☐ District- or BOCES-wide results			
		FACS	☐ Teacher and course-specific results ☐ School- or program-wide linked results ☐ District- or BOCES-wide results			
		Fine Arts	 □ Teacher and course-specific results □ School- or program-wide linked results □ District- or BOCES-wide results 			
		Gifted & Talented	 □ Teacher and course-specific results □ School- or program-wide linked results □ District- or BOCES-wide results 			
		Government	 □ Teacher and course-specific results □ School- or program-wide linked results □ District- or BOCES-wide results 			
		Health	 □ Teacher and course-specific results □ School- or program-wide linked results □ District- or BOCES-wide results 			

LOTE		•		
		. •		
		District- or BOCES-wide results		
Libra	iry 🗆	l Teacher and course-specific results		
	· 🗆	School- or program-wide linked results		
		District- or BOCES-wide results		
Math	n Electives 🗆	l Teacher and course-specific results		
		•		
Musi				
Iviusi	ic 🔲	•		
<u> </u>				
Physi				
Educ	ation	. 0		
Read	_	•		
		School- or program-wide linked results		
		l District- or BOCES-wide results		
Reso	urce	Teacher and course-specific results		
		School- or program-wide linked results		
		District- or BOCES-wide results		
Scien	nce 🗆	l Teacher and course-specific results		
Elect		•		
		. •		
Socia	al Studies 🗆	Teacher and course-specific results		
Elect		•		
Liect	.ives			
Speci				
· ·	ation	•		
Educ	ation \Box			
Spee		•		
		· =		
Tech	nology \square	•		
		. •		
		District- or BOCES-wide results		

Use of the Optional Subcomponent and Student Performance Category Weighting

- If the Optional subcomponent <u>is not used</u>, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent <u>is used</u>, the percentage of Student Performance category attributed to the Required subcomponent will be locally determined.

Please indicate if the O	ptional subcom	ponent will be used by	w making the app	propriate selection below. *	K

NO, the Optional subcomponent WILL NOT be used, the Required subcomponent will comprise 100% of the Student
Performance category
vec de out de la companyation de

☐ YES, the Optional subcomponent WILL be used, the weight of each subcomponent is indicated below

If used, information related to the Optional subcomponent will be entered into Task 3.

If the optional subcomponent will be used, indicate the weight of the Required and Optional subcomponents in the table below. Please ensure the total equals 100%.

REQUIRED SUBCOMPONENT enter a value between 1 and 99%	OPTIONAL SUBCOMPONENT enter a value between 1 and 99%	TOTAL Must equal 100%
		100%

Task 3. TEACHERS: Optional Student Performance

Optional Student Performance Subcomponent

For guidance on the Optional Student Performance subcomponent, see NYSED APPR Guidance.

Percentage of Student Performance category to be locally determined if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all classrooms in the same grade/subject in the LEA and be a locally selected measure of student growth or achievement based on State-created or -administered assessments or State-designed supplemental assessments.

Options for measures and associated assessments include:

- Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;
- Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;
- Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or Statedesigned supplemental assessments;
- Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments; or
- Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.

	They other concentrate an addition of admired mediates of state of state of the desired mediates in the EET to evaluation plans
	ase indicate if the Optional subcomponent will be used by making the appropriate selection below. * NO, the Optional subcomponent will not be used in the Student Performance category for any teacher (continue on to Task 4). YES, the Optional subcomponent will be used in the Student Performance category (please complete Task 3).
As	surances
Ple	ase check all of the boxes below *
	Assure that scores and ratings for the Optional Student Performance subcomponent will be calculated in the manner specified in this task.
	Assure that the final Student Performance category rating for each teacher will be determined using the weights and parameters specified in Subpart 30-3 of the Rules of the Board of Regents.
	Assure that all Optional Student Performance measures for a teacher are different than any measures used for the Required Student Performance subcomponent.
	Assure that the same locally selected measures of student growth across all classrooms in the same grade/subject in the LEA must be used in a consistent manner to the extent practicable.
۸	ulicable Tanahawa [1]

Applicable Teachers [1]

If multiple optional measures are used, each must be described on a separate page. Complete this section for the first optional measure, then use the appendix to add additional optional measures.

Core Teachers

Use the table below to list the core teachers this optional measure applies to (teachers of other courses should be listed in the subsequent section).

☐ All core teachers (K-3 ss; high school ELA a	; 4-8 ELA, math, science, nd Regents courses)	OR	OR Selected courses (please				
COMMON BRANCH	ELA	MATH	SCIENCE	SOCIAL STUDIES			
□ к	□ 4	□ 4	□ 4	□ 4			
□ 1	□ 5	□ 5	□ 5	□ 5			
□ 2	□ 6	□ 6	□ 6	□ 6			
□ 3	□ 7	□ 7	□ 7	□ 7			
	□ 8	□ 8	□ 8	□ 8			
	□ 9	☐ Algebra I	☐ Living Environment	☐ Global I			
	□ 10	☐ Geometry	☐ Earth Science	☐ Global II			
	□ 11	☐ Algebra II	☐ Chemistry	☐ US History			
	□ 12		☐ Physics				

Other Courses

		rs as listed in Task 2 irses below)			sted differently idicate below)	☐ Optional measure not applicable to other teachers				
GRADE FROM Enter a gra	GRADE TO de, K to 12	SUBJECT	GRADE FROM Enter a gra	GRADE TO Ide, K to 12	SUBJECT	GRADE FROM Enter a gro	GRADE TO ade, K to 12	SUBJECT		
		All courses not named above	English Ele		English Electives			Music		
		AIS/RTI			FACS			Physical Education		
		Art			Fine Arts			Reading		
		Business			Gifted & Talented			Resource		
		Career			Government			Science Electives		
		Computer			Health			Social Studies Electives		
		СТЕ			LOTE			Special Education		
		Economics			Library			Speech		
		ELL			Math Electives			Technology		

Optional Measure [1]

Ple	ase select the optional measure that applies to the teachers listed above. *
	Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments
	Option (C) A measure of student growth, other than an SLO, based on State-created or-administered assessments or State-designed supplemental assessments
	Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments
	Option (E) An achievement benchmark on State-created or administered assessments or State-designed supplemental assessments
	Any other collectively bargained measure of student growth or achievement (to be described below)
Ор	tion (A) Assurances
	ase check each of the assurances below related to the second SLO that will be used as the optional measure. Assessments will be excted in the next section. *
	Assure that the teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
	Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
	Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
	Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
	Assure that processes are in place for the superintendent to monitor SLOs.
	Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.
	Assure that the second SLO used for the Optional Student Performance measures is different than the SLO(s) used for the Required Student Performance subcomponent.

Option (B) Description

Please answer the questions below and upload a conversion chart to describe the growth score based on a statistical growth model based on either State-created or -administered assessments or State-designed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.

)	How does the selected assessment measure student growth** based on a statistical growth model? How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
**	Student growth is defined as the change in student achievement for an individual student between two or more points in time.
)	How is the growth score based on a statistical growth model calculated? How is this translated to a 0-20 score and HEDI rating? *
The	e conversion chart will be uploaded in the next question.
•	Please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI score from 0-20. *
Ple adi	otion (C) Description case answer the questions below to describe the measure of student growth (other than an SLO) based on State-created or - ministered assessments or State-designed supplemental assessments that will be used as the optional measure. Assessments will selected in the next section. How does the selected assessment measure student growth**?
•	How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
**	Student growth is defined as the change in student achievement for an individual student between two or more points in time.
)	What is the expectation for student growth and how are growth targets determined? Will any demonstrated student growth toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth target? *
>	How is the growth score calculated? How is this translated to a 0-20 score and HEDI rating? *
	now is this translated to a 0-20 store and nedi fatility:

The conversion chart will be completed in the next section.

Option (D) Description

	signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.
•	How does the selected performance index measure student performance? *
<u> </u>	How is the performance index target determined? *
	How does the performance index account for changes in student performance between two (or more) points in time, if
	measuring growth? *
_	
•	How is the performance index score calculated?
•	How is this translated to a 0-20 score and HEDI rating? *
he	c conversion chart will be completed in the next section.
	otion (E) Description
	ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.
•	What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-leve
	information that is used to create the achievement benchmark.) *
<u> </u>	Why has the LEA determined that this achievement benchmark is a rigorous vet attainable achievement target for the
•	Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the student population included in the measure? *
•	
•	
•	

•	How is the achievement benchmark translated to a 0-20 score and HEDI rating? *
Th	e conversion chart will be completed in the next section.
	ther Optional Measure Description ease answer the questions below to describe the collectively bargained measure of student growth or achievement that will be usea
	the optional measure. Assessments will be selected in the next section, if applicable.
•	Please identify the locally selected measure that will be used to measure student growth or achievement. *
L	
)	How does the selected assessment measure student achievement? If measuring growth, how does the assessment measure student achievement between two or more points in time and how
	will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
•	What is the expectation for student growth/achievement and how are targets determined?
•	Will any demonstrated student growth/achievement toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth/achievement target? *
•	How are student level results used to determine a teacher's score?
•	How is this translated to a 0-20 score and HEDI rating? *
If (applicable, the conversion chart will be completed in the next section.
Α	ll Options Additional Description
Ple	ease answer the remaining questions below regardless of the option selected.
•	What is the student population that will be included in the measure? *

•	How will data that is collecte	d fro	m this measure be used to i	infor	m instructional practice? *		
Ass	sessments [1]						
		(s) an	d specific assessment(s) tha	t wil	be used with the optional mea	sure	. Assessments should only
	elected if applicable to the opt				ор поли		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Ass	essment Type(s) *						
	State-created or -administer	ed	☐ State-designed s	uppl	emental 🗆 Assessn	nent	s are not applicable to
	assessment(s)		assessment(s)	•			optional measure
			Please check all that app	oly. If	assessments are not needed for the op	tional	measure, select the last choice.
C	-:C:- ^						
	cific Assessment(s) *						
Sta	te-created or -administered a	ssess	ment(s) Please check all the	at app	ly. Do not select "All Regents given in L	EA" ir	addition to individual Regents.
	Grade 3 ELA		Grade 3 Math		All Regents given in LEA		Earth Science Regents
	Grade 4 ELA		Grade 4 Math		ELA Regents		Chemistry Regents
	Grade 5 ELA		Grade 5 Math		Algebra I Regents		Physics Regents
	Grade 6 ELA Grade 7 ELA		Grade 6 Math Grade 7 Math		Geometry Regents Algebra II Regents		Global 2 Regents
	Grade 8 ELA		Grade 8 Math		Living Environment Regents		US History Regents NYSAA
	Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade 8 Science		NYSESLAT
-					drade 8 Science		Please check all that apply.
	te-designed supplemental ass		* *		CTAD Mash		
	Acuity aimswebPlus		earlyReading GMRT		STAR Math STAR Reading		
	aMath		i-Ready Diagnostic		TerraNova 3		
	aReading		Iowa Assessments		TerraNova, Common Core		
	CBMmath		LAS Links		preLAS Early Childhood Assessme	ent of	English and Spanish
	CBMreading		Logramos		Language Proficiency		
	earlyMath		STAR Early Literacy				
	. [4]						
Scc	oring [1]						
If ap	plicable to the optional measu	ure se	elected, please complete the	chai	rt to illustrate conversion to a 2	0-ро	int score.
Be s	ure to include each point from	n 0 to	20				

POINT	0	1	2	3	4	5	6
MIN							
MAX							
POINT	7	8	9	10	11	12	13
MIN							
MAX							
POINT	14	15	16	17	18	19	20
MIN							
MAX							

HEDI Scoring Bands

Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.

Highly Effective		Effect	tive		Devel	oping	Ineffe	Ineffective													
20		19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Task 4. TEACHERS: Observations

For guidance on the Teacher Observation category, see NYSED APPR Guidance.

Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on the observable NYS Teaching Standards.

If your LEA is using an additional rubric(s), list each separately. Any LEA may use multiple rubrics, as long as the same rubric is used for all classroom teachers in a grade/subject across the LEA.

If your LEA has been granted a variance by NYSED through the variance process, select "LEA Variance" from the menu.

	Rubric Name		If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
1		CLASS Danielson's Framework for Teaching Danielson's Framework for Teaching (2011 Revised Edition) Danielson's Framework for Teaching (2013 Instructionally Focused Edition) Danielson's Framework for Teaching (2013 Revised Edition) Marshall's Teacher Evaluation Rubric Marshall's Teacher Evaluation Rubric (2012 Revised Edition) Marshall's Teacher Evaluation Rubric (2014 Edition) Marzano's Causal Teacher Evaluation Model Marzano's Focused Teacher Evaluation Model Marzano's Teacher Practice Rubric MCRELS CUES Framework for Teacher Evaluation NYLA-SSL/SLSA School Librarian Evaluation Rubric NYSTCE Framework for the Observation of Effective Teaching NYSUT Teacher Practice Rubric NYSUT Teacher Practice Rubric (2012 Edition) NYSUT Teacher Practice Rubric (2014 Edition) The New York LoTi Teacher Practice Rubric The Teaching and Learning Framework Thoughtful Classroom Teacher Effectiveness Framework (July 2016 Edition) LEA Variance	
2			
3			
4			

Rubric Assurances

Please check each of the boxes below. *

	Assure that all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year
	across the total number of annual observations.
\neg	Accurate that the process for assigning points for the Toppher Observation extension, will be in compliance with the locally

Assure that the process for assigning points for the Teacher Observation category will be in compliance with the locally-determined subcomponent weights and overall Observation category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.

Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the LEA, provided that LEAs may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year as indicated in the table above.

Assure that the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year.

Process for Weighting Rubric Domains/Subcomponents

For guidance on the Teacher Observation category, see NYSED APPR Guidance.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., Domains 1 and 2 will be weighted 30% each and Domains 3 and 4 will be weighted 20% each). *					

Scoring Assurances

Please check each of the boxes below. *

- □ Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified below, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Teacher Observation Scoring Bands

The overall Observation score will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed.

	Overall Observation Ca	tegory Score and Rating
	Minimum	Maximum
Н	3.5 to 3.75	4.0
Е	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
- 1	0.00*	1.49 to 1.74

^{*} In the event that an educator earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

HEDI Ranges

In the table below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

MINIMUM RUBRIC VALUE	MAXIMUM RUBRIC VALUE	
HIGHLY EFFECTIVE (Please select a minimum value between	en 3.50 and 3.75 and choose 4.00 as the maximum value)	
EFFECTIVE (Please select a minimum value between 2.50	and 2.75 and a maximum value between 3.49 and 3.74)	
DEVELOPING (Please select a minimum value between 1.5	50 and 1.75 and a maximum value between 2.49 and 2.74)	
INEFFECTIVE (Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74)		

Teacher Observation Subcomponent Weighting

Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

• At least 80% of the Teacher Observation category score

Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)*

At least 10%, but no more than 20%, of the Teacher Observation category score

Optional Subcomponent: Observations by Trained Peer Observer(s)

No more than 10% of the Teacher Observation category score when selected

Please be sure the total of the weights indicated equals 100%.

* If the LEA is granted an annual Rural/Single Building Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.

Please indicate the weight of each observation type and be sure the total of the weights indicated equals 100%.

If the Peer Observation subcomponent will not be used, indicate "N/A" in the Peer Observer(s) column. If Peer Observers will be used for all teachers, note "All Teachers" in the final column. If Peer Observers will be used for certain grades/subjects, indicate which in the final column. When listing different groups of teachers, please ensure that all teachers in your LEA are covered; if necessary, add a final row to include any teachers not covered by the identified groups (e.g. "All other teachers").

Principal/Administrator [Required] * Value from 80%-90%	Independent Evaluator(s) [Required] * Value from 10%-20%	Peer Observer(s) [Optional] * N/A or value from 1%-10%	Grades and subjects for which Peer Observers will be used

Observation Assurances

D	معدما	chack	pach	of the	hoves	below.	þ
r	iease	cneck	eacn	or the	boxes	below.	

Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios,
except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; and/or use of professional goal-setting as evidence of teacher effectiveness. Consistent with
Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.

☐ Assure that at least one of the required observations will be unannounced.

Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

<u>At least one</u> observation must be conducted by building principal or other trained administrator and <u>at least one of the required observations</u> must be unannounced (across both required subcomponents).

- LEAs may locally determine whether to use more than one observation by principal or other trained administrator.
 - Nothing shall be construed to limit the discretion of management to conduct observations in addition to those required by this section for non-evaluative purposes.
- The frequency and duration of observations are locally determined.
- Observations may occur in person or by live or recorded video, as determined locally.

Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.

If an observation type is not applicable, please indicate "0" for the minimum number and "N/A" for the observation method. The total observations across both types (unannounced and announced) listed below must be at least 1.

Please note that <u>at least one of the required observations across BOTH required subcomponents</u> must be unannounced (this includes principal or other trained administrator and independent evaluator observations).

TEACHERS *	SUBGROUP *	UNANNOUNCED		ANNOUNCED	
Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.	If "Subgroup of Teachers" is selected in the previous column, indicate which teachers the number and method selected applies to; otherwise, enter "N/A."	Minimum Number of Observations *	Observation Method *	Minimum Number of Observations *	Observation Method *
 □ All teachers (enter N/A in the next column) □ Subgroup of teachers □ All remaining teachers (enter N/A in the next column) 			☐ In person☐ Video☐ Both☐ N/A		☐ In person☐ Video☐ Both☐ N/A

Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)*

<u>At least one observation</u> must be conducted by impartial independent trained evaluator(s) and <u>at least one of the required</u> observations must be unannounced (across both required subcomponents).

- Impartial independent trained evaluators are trained and selected by the LEA.
 - They may be employed within the LEA, but may not be assigned to the same school building as the teacher being evaluated. This could include other administrators, department chairs, or peers (e.g., teacher leaders on career ladder pathways), so long as they are not from the same building (defined as same BEDS code) as the teacher being evaluated.
- LEAs may locally determine whether to use more than one observation by impartial independent trained evaluator(s).
- The frequency and duration of observations are locally determined.
- Observations may occur in person or by live or recorded video, as determined locally.

Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below.

If an observation type is not applicable, please indicate "0" for the minimum number and "N/A" for the observation method. The total observations across both types (unannounced and announced) listed below must be at least 1.

Please note that <u>at least one of the required observations</u> **across BOTH required subcomponents** must be unannounced (this includes principal or other trained administrator and independent evaluator observations).

TEACHERS *	SUBGROUP *	UNANNOUNCED		ANNOUNCED	
Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.	If "Subgroup of Teachers" is selected in the previous column, indicate which teachers the number and method selected applies to; otherwise, enter "N/A."	Minimum Number of Observations *	Observation Method *	Minimum Number of Observations *	Observation Method *
 □ All teachers (enter N/A in the next column) □ Subgroup of teachers □ All remaining teachers (enter N/A in the next column) 			☐ In person☐ Video☐ Both☐ N/A		☐ In person☐ Video☐ Both☐ N/A

^{*} If the LEA is granted an annual Rural/Single Building Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.

Independent Evaluator Assurances Please check each of the boxes below. * Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating. Assure that independent evaluator(s) will be trained and selected by the LEA. Please also check each of the following boxes. * Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second observation(s) shall be conducted by one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(c)(1)(ii)(a) of the Rules of the Board of Regents. Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the LEA's approved Section 3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(c)(1)(ii)(b) of the Rules of the Board of Regents. Optional Subcomponent: Observations by Trained Peer Observer(s) If selected, at least one observation must be conducted by trained peer observer(s). Peer teachers are trained and selected by the LEA. Trained peer teachers must have received an overall rating of Effective or Highly Effective in the prior school year. Observations may occur in person or by live or recorded video, as determined locally. Indicate the minimum number of unannounced and announced observations by trained peer observer(s), as well as the method of observation, in the table below. If the optional subcomponent will not be used, please indicate "0" for the minimum number and "N/A" for the observation method for both unannounced and announced observations for "All Teachers." If an observation type is not applicable, please indicate "0" for the minimum number and "N/A" for the observation method. The total observations across both types (unannounced and announced) listed below must be at least 1. **TEACHERS** * **SUBGROUP** * UNANNOUNCED **ANNOUNCED** Indicate whether the number and If "Subgroup of Teachers" is selected in Minimum Minimum Observation method selected applies to all the previous column, indicate which Observation Number of Number of teachers the number and method selected teachers or to a subgroup of Method * Method * Observations * Observations * applies to; otherwise, enter "N/A." teachers. □ All teachers ☐ In person ☐ In person (enter N/A in the next column) ☐ Video ☐ Video ☐ Subgroup of teachers □ Both □ Both □ All remaining teachers □ N/A □ N/A (enter N/A in the next column)

Assure that, if observations are being conducted by trained peer observers, these teachers received an overall rating of Effective

Peer Observation Assurances
Please check each of the boxes below. *

or Highly Effective in the previous school year.

Assure that peer observers, as applicable, will be trained and selected by the LEA.

Task 5. TEACHERS: Overall Scoring

Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

The overall Student Performance category score and the overall Observation category score will be converted into a HEDI rating based on the ranges listed in the tables below.

Student Performance Category

HEDI ratings must be assigned based on the point distribution below.

Student Performance Category Score and Rating				
	Minimum Maximum			
Н	18	20		
Е	15	17		
D 13		14		
0		12		

Teacher Observation

HEDI ratings must be assigned based on locallydetermined ranges consistent with the constraints listed below.

		oservation re and Rating
	Minimum	Maximum
Н	3.5 to 3.75	4.0
Е	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0.00	1.49 to 1.74

Scoring Matrix for the Overall Rating

The overall rating for an educator shall be determined according to a methodology described in the matrix below.

		Teacher Observ	ration Category		
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
ce	Highly Effective (H)	Н	Н	E	D
	Effective (E)	н	E	E	D
Student Performan Category	Developing (D)	E	E	D	I
a	Ineffective (I)	D	D	I	I

Category and Overall Rating Assurances

Please check each of the boxes below. *

Ш	Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the
	requirements specified in Subpart 30-3 of the Rules of the Board of Regents.

- ☐ Assure that it is possible to obtain a zero in each subcomponent.
- ☐ Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.
- □ Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same LEA, each of whom received an Ineffective rating under Education Law Section 3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the LEA has a Department-approved waiver from this requirement.

Task 6. TEACHERS: Additional Requirements

For guidance on additional requirements for teachers, see NYSED APPR Guidance.

Tea	acher Improvement Plan Assurances
Plea	se check each of the boxes below. *
	Assure that the LEA will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.
	Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.
Tea	acher Improvement Plan Forms
judg	IP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical gment, must include: 1) identification of needed areas of improvement; 2) a timeline for achieving improvement; 3) the manner in which the improvement will be assessed; and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas.
	required attachment to this APPR plan, upload the TIP forms that are used in the LEA. * se be sure to upload a document with a form layout, with fillable spaces and not just a narrative.
Plea □	peal Assurance use check the box below. * Assure the LEA has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.
App	peals
	suant to Education Law §3012-d, a teacher may only challenge the following in an appeal to their LEA: (1) the substance of the annual professional performance review; which shall include the following: (i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally; (2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and (4) the LEA's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of Regents.
	cribe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious nner. *

Training Assurance

Please check the box below. *

- The LEA assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a teacher's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.
 - (1) The New York State Teaching Standards, and their related elements and performance indicators
 - (2) Evidence-based observation techniques that are grounded in research
 - (3) Application and use of any methodology as part of an SLO and any optional second measures of student performance used by the LEA to evaluate its teachers
 - (4) Application and use of the State-approved teacher rubric(s) selected by the LEA for use in evaluations, including training on the effective application of such rubrics to observe a teacher's practice
 - (5) Application and use of any assessment tools that the LEA utilizes to evaluate its classroom teachers
 - (6) Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the LEA to evaluate its teachers
 - (7) Use of the Statewide Instructional Reporting System
 - (8) The scoring methodology utilized by the Department and/or the LEA to evaluate a teacher under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their category ratings
 - (9) Specific considerations in evaluating teachers of English language learners and students with disabilities

Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and recertifying lead evaluators must include:

1) the process for training lead evaluators and evaluators, including impartial independent observers and peer observers;

	2) the process for the certification and re-certification of lead evaluators;
	3) the process for ensuring inter-rater reliability; and
	4) the nature (content) and the approximate duration (how many hours, days) of such training.
	scribe the process for training evaluators, including impartial and independent observers and peer observers, and certifying dre-certifying lead evaluators. *
Te	eacher Evaluation Assurances
	ase check all of the boxes below. *
	Assure that the LEA shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
	Assure that the evaluation system will be used as a significant factor for employment decisions.
	Assure that teachers will receive timely and constructive feedback as part of the evaluation process.

Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher

	practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any locally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
	Assure that the LEA shall compute and provide teachers with their APPR scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
As	sessment Assurances
Plea	ase check all of the boxes below. *
	Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
	Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.
Da	ta Assurances
Plea	ase check all of the boxes below. *
	Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
	Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
	Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the overall rating, as per NYSED requirements.
	Assure that procedures for ensuring data accuracy and integrity are being utilized.

Task 7. PRINCIPALS: Required Student Performance

Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance.

100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.

Each principal shall have a Student Learning Objective (SLO) locally determined, consistent with the goal-setting process determined by the Commissioner.

Student Learning Objectives (SLOs)

For guidance on SLOs, see NYSED SLO Guidance.

SLOs shall be used for the required student performance measure for all principals. The following must be used as the evidence of student learning within the SLO.

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

An individually attributed SLO is based on the learning outcomes of a student population within the principal's building or program.

Principal and building/program-specific

• **Principal and building/program-specific results**: scores and ratings will be based on the growth of students in the principal's building/program in the current school year.

Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple buildings/programs of similar grade configuration or across multiple building/programs where the learning activities of one building/program indirectly contributes to student learning outcomes in another building/program. When determining whether to use a collectively attributed SLO, the LEA should consider:

- identifying which measures and assessments could be used to encourage partnerships or teams where there is an opportunity for a collective impact on student learning;
- identifying which assessments could be used to help foster and support an LEA's focus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness;
 and
- when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

District- or BOCES-wide

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of <u>all students across buildings/programs in an LEA</u> who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEA in the current school year.

ASSESSMENTS

Any of the measures above may be used with one or more of the following assessment types.

• State assessment(s); or

Assessment(s) that are selected from the list of State-approved:

- third party assessments; or
- locally-developed assessments (district-, BOCES- or regionally-developed).

HEDI Scoring Bands

High	ly Eff	fective	9	Effect	ive		Devel	oping	Ineffe	ctive											
20	1	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97- 1009		93- 96%	90- 92%	85- 89%	80- 84%	75- 79%	67- 74%	60- 66%	55- 59%	49- 54%	44- 48%	39- 43%	34- 38%	29- 33%	25- 28%	21- 24%	17- 20%	13- 16%	9- 12%	5- 8%	0- 4%

SLO Assurances Please check all of the boxes below. * ☐ Assure that the principal has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner. ☐ Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history. Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course. ☐ Assure that if a principal's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance. Assure that processes are in place for the superintendent to monitor SLOs. Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan. Assure that for any SLO based, in part, on the New York State grade four science assessment, beginning in the 2020-21 academic year the SLO will utilize only the remaining assessments. Required Student Performance for Principals Please choose the option that best describes the required student performance subcomponent for principals in your LEA. * The same measure(s) and assessment(s) will be used for all principals Different measure(s) and assessment(s) will be used for different grade configurations/programs All Principals If different measure(s) and assessment(s) will be used for different grade configurations/programs, skip ahead to "Individual Principals" Please indicate which of the two available measures will be used for principals, then choose the corresponding assessment type(s) and specific assessment(s). Individually attributed measures Principal and building/program-specific Principal and building/program-specific: scores and ratings will be based on the growth of students in the principal's building/program in the current school year. Collectively attributed measures District- or BOCES-wide District- or BOCES-wide results: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year. District- or BOCES-wide group or team results: scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEA in the current school year. All Principals: Measure and Assessment Type(s) * ☐ District- or BOCES-wide results

NA	easure *	☐ Principa	and building/prog	ram-specific re	sults	☐ District- or BOCES-wide results					
1010	casarc	П типегра					District- or B	BOCES-wide group or team results			
	sessment Type(s) * ase check all that apply.	33			cally-developed course- ecific assessment(s)			☐ Third party assessment(s)			
All	Principals: Specifi	c Assessmen	t(s) *								
Sta	ate or Regents Assess	sment(s)	Please check a	ıll that apply. Do n	ot select "A	All Rege	nts given in LEA	A" in additi	ion to individual Regents exams.		
	Grade 3 ELA		Grade 3 Math		All Reger	nts give	n in LEA		Earth Science Regents		
	Grade 4 ELA		Grade 4 Math		ELA Rege	ents			Chemistry Regents		
	Grade 5 ELA		Grade 5 Math		Algebra I	Regen	ts		Physics Regents		
	Grade 6 ELA		Grade 6 Math		Geometr	y Rege	nts		Global 2 Regents		
	Grade 7 ELA		Grade 7 Math		Algebra I	I Reger	nts		US History Regents		
	Grade 8 ELA		Grade 8 Math		Living En	vironm	ent Regents		NYSAA		
	Grade 4 Science (201	9-20 only)	Elem Science (2021-	22 on)	Grade 8	Science	9		NYSESLAT		

Locally-Developed Cou							on the list of State-approved assessments.
List the name of all distric	ct(s) or BOCES t	hat created the locally	y-develope	d assessment	(s) that	apply below.	
•				•			
•				•			
Third Party Assessment	t(s)						Please check all that apply
□ ADAM		FAST aReading				ing Inventory	
☐ aimswebPlus					_		nt Assessment Program
☐ Certiport (content-sp		FAST CBMreading FAST earlyMath			-	I-FAST ron Performar	aca Carias
☐ Degrees of Reading I☐ DOMA	Power \square					Early Literacy	ice series
□ DORA		FRMCA					
☐ Educational Vistas		GMRT			STAR	Reading	
☐ EVI 2-9 Math		, 0				_	cords Assessment
□ EVI ELA		MAP Growth (cont			Web/		Boundary of Assessment Contain
☐ EVI Pre & Post K-8 M☐ FAST aMath	lath \square	NOCTI (course-spec Precision Exams	CITIC)		Fount	tas and Pinnell	Benchmark Assessment System
□ IAJI divid(II		CC.SIOTI EXCITIS					
Individual Principal If the same measure(s) and ass		e used for all principals,	only comple	te "All Principa	ls"		
Applicable Principa	ls [1] *						
Use the table below to I	ist the grade	configurations of th	ne buildin	g(s)/progran	n(s) fo	or the princip	al(s) who will be evaluated using
the measure and assess							
	GRADE FRO	M				GR	ADE TO
Principal Measure ar	ad Assassma	nt Tuna(s) [1] *					
•		,, , , , , , ,	الممديد مطا	fan aniasiasl	مطاح ما		
type(s) and specific asse		iable measures will	i be usea	ior principal	is, thei	n choose the	corresponding assessment
Individually attributed me Principal and building/pi		ic					
 Principal and b 	uilding/progra	am-specific: scores	and rating	gs will be ba	sed on	the growth	of students in the principal's
55		ent school year.					
Collectively attributed me District- or BOCES-wide	easures						
District- or BOC	ES-wide resu	Its: scores and ratin	gs will be	based on th	e grov	vth of all stud	dents across buildings/programs in
		le assessments in tl	_		_		
 District- or BOO 	ES-wide grou	p or team results: s	scores and	ratings for	a grou	p or team of	principals will be based on the
growth of stude	ents in the gro	up/team of principa	als' buildir	ngs/program	ns in ar	<u>n LEA</u> in the c	current school year.
						District- or P	BOCES-wide results
Measure *	☐ Principa	l and building/prog	ram-speci	ific results			BOCES-wide results BOCES-wide group or team results
According to 1 - 1 - 1 - 1 - 1	☐ State or	Regents	☐ Loc	ally-develop			
Assessment Type(s) * Please check all that apply.	assessm	Regents		cific assessn			☐ Third party assessment(s)
	43363311	(5)	J			ı	

Specific Assessment('s) [1] *							
State or Regents Assess	sment(s)	Please check a	ıll that apply. Do ı	not select	"All Re	gents given in LE.	A" in additi	ion to individual Regents exams.
Grade 3 ELA Grade 4 ELA Grade 5 ELA Grade 6 ELA Grade 7 ELA Grade 8 ELA	0000	Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math		ELA Reg Algebra Geome Algebra Living E	gents a I Reg try Re a II Reg Inviror	gents gents nment Regents		Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA
☐ Grade 4 Science (201		Elem Science (2021-	22 on) 🗆	Grade 8				
Locally-Developed Cou List the name of all distric			dovolopod acc				on the list	of State-approved assessments.
•	M(S) OF BOCES HE	at created the locally	-uevelopeu ass	essilieliti	(5) 1110	г арріу веюw.		
•			•					
Third Party Assessment	t(s)							Please check all that apply
□ ADAM □ aimswebPlus □ Certiport (content-sp □ Degrees of Reading F □ DOMA □ DORA □ Educational Vistas □ EVI 2-9 Math □ EVI ELA □ EVI Pre & Post K-8 M □ FAST aMath	pecific)	FAST aReading FAST CBMmath FAST CBMreading FAST earlyMath FAST earlyReading FRMCA GMRT i-Ready Diagnostic MAP Growth (conte			Right SANE Scant STAR STAR STAR TCWI	ing Inventory Reason Studer PERST Fron Performan Early Literacy Math Reading RP Running Rec ABLLS tas and Pinnell	nce Series cords Asse	
Applicable Principa Use the table below to I the measure and assess	ist the grade c ment(s) includ	ed in this section.	e building(s)/	progran	n(s) fo			o will be evaluated using
Use the table below to I	ist the grade c	ed in this section.	e building(s)/	progran	n(s) fo		al(s) who	o will be evaluated using
Use the table below to I	ist the grade c ment(s) includ	ed in this section.	e building(s)/	progran	m(s) fo			o will be evaluated using
Use the table below to I	ist the grade c ment(s) includ	ed in this section.	e building(s)/	progran	m(s) fo			o will be evaluated using
Use the table below to I the measure and assess	ist the grade c ment(s) includ GRADE FROM	ed in this section.	e building(s)/	progran	m(s) fo			o will be evaluated using
Principal Measure and Please indicate which of type(s) and specific asset Individually attributed measure are	GRADE FROM GRADE FROM Assessment f the two availablessment(s).	nt Type(s) [2] * able measures will				GR	ADE TO	
Principal Measure and Principal Measure and State Individually attributed measure and State Individually attribute	GRADE FROM GRADE FROM Assessment f the two availablessment(s). easures rogram-specific uilding/progra	nt Type(s) [2] * able measures will c m-specific: scores	be used for p	orincipal	s, the	GR n choose the	ADE TO	
Principal Measure and Principal Measure and Principal Measure and Please indicate which of type(s) and specific assess Individually attributed measure and building/principal and build	GRADE FROM GRADE FROM GRADE FROM The two availables are serogram-specific wilding/program in the currents.	nt Type(s) [2] * able measures will c m-specific: scores	be used for p	orincipal	s, the	GR n choose the	ADE TO	onding assessment
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Specific Assessment	(s) [2] *						
State or Regents Asses	ssment(s)	Please check a	ıll that apply. Do	not select	"All Regents given in L	EA" in additi	on to individual Regents exams.
☐ Grade 3 ELA ☐ Grade 4 ELA ☐ Grade 5 ELA ☐ Grade 6 ELA ☐ Grade 7 ELA ☐ Grade 8 ELA ☐ Grade 4 Science (20	19-20 only)	Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elem Science (2021-		ELA Reg Algebra Geome Algebra Living E	ents given in LEA gents a I Regents atry Regents a II Regents Environment Regents Science		Earth Science Regents Chemistry Regents Physics Regents Global 2 Regents US History Regents NYSAA NYSESLAT
Locally-Developed Cou	//		22 011)				of State-approved assessments.
List the name of all distri		* *	-developed ass				, , , ,
•			•				
•			•				
Third Party Assessmer	nt(s)						Please check all that apply
□ ADAM □ aimswebPlus □ Certiport (content-s □ Degrees of Reading □ DOMA □ DORA □ Educational Vistas □ EVI 2-9 Math □ EVI ELA □ EVI Pre & Post K-8 M □ FAST aMath	Power	FAST aReading FAST CBMmath FAST CBMreading FAST earlyMath FAST earlyReading FRMCA GMRT i-Ready Diagnostic MAP Growth (content of the content			Reading Inventory Right Reason Stude SANDI-FAST Scantron Performa STAR Early Literacy STAR Math STAR Reading TCWRP Running Re WebABLLS Fountas and Pinnel	nce Series ecords Asse	
Applicable Principa							
	list the grade c	ed in this section.	ne building(s),	/prograr		oal(s) who	o will be evaluated using
Use the table below to	list the grade c sment(s) includ	ed in this section.	ne building(s),	/prograr			will be evaluated using
Use the table below to	list the grade c sment(s) includ	ed in this section.	ne building(s),	/prograr			will be evaluated using
Use the table below to	list the grade c sment(s) includ	ed in this section.	ne building(s),	/prograr			o will be evaluated using
Principal Measures Please indicate which couple(s) and specific ass	GRADE FROM GRADE FROM and Assessment (s).	ed in this section. If the section is a section is a section is a section is a section. If the section is a			GF	RADE TO	
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Principal Measures Please indicate which of type(s) and specific ass Individually attributed measure and building/progrecollectively attributed measure and assessing principles and building/progrecollectively attributed measure and building/progrecollectively attributed measure and building/progrecollectively attributed measurements.	grade of sment(s) included GRADE FROM GRADE FROM GRADE FROM GRADE FROM GRADE FROM GRADE FROM GRADE FROM GRADE FROM GRADE FROM GRADE FROM GRADE FROM GRADE FROM GRADE FROM GRADE GRAD	ent Type(s) [3] * able measures will m-specific: scores and rating assessments in the or team results: s	be used for partial and ratings we get will be based to correct schemes and rated als' buildings/	ed on the cool year ings for a program	sed on the growth e growth of all sturt. a group or team of is in an LEA in the	e correspondents across formation of students	onding assessment ots in the principal's oss buildings/programs in s will be based on the

Spe	cific Assessment(s	s) [3] *							
Sta	ite or Regents Assessi	ment(s)	Please check a	ıll that apply. Do	not select	"All Re	gents given in LE.	'A" in additi	on to individual Regents exams.
	Grade 3 ELA Grade 4 ELA		Grade 3 Math Grade 4 Math		ELA Re	gents	iven in LEA		Earth Science Regents Chemistry Regents
	Grade 5 ELA		Grade 5 Math						Physics Regents
	Grade 6 ELA		Grade 6 Math						Global 2 Regents
	Grade 7 ELA Grade 8 ELA		Grade 7 Math Grade 8 Math		U		gents nment Regents		US History Regents NYSAA
	Grade 4 Science (2019	_	Elem Science (2021-	_	_		_		NYSESLAT
				22 011)					of State-approved assessments.
	cally-Developed Cours the name of all district			dovolopod a				on the list	oj state-approved assessments.
LIS	. the name of all district	.(3) 01 BOCL3 (11	at created the locally	-uevelopeu as	556551116111	(5) 1110	с арріу реіоw.		
"				•					
•				•	1				
Th	rd Party Assessment	(s)							Please check all that apply
	ADAM		FAST aReading				ling Inventory		
	aimswebPlus		FAST CBMmath			-	t Reason Stude	nt Assessn	nent Program
	Certiport (content-spe		FAST CBMreading			-	DI-FAST	Ci	
	Degrees of Reading Po	ower \square	FAST earlyMath FAST earlyReading				tron Performar Early Literacy	nce Series	
	DOMA DORA		FRMCA				Math		
	Educational Vistas		GMRT				Reading		
	EVI 2-9 Math		i-Ready Diagnostic				RP Running Red	cords Asse	essment
	EVI ELA		MAP Growth (conte			Web	ABLLS		
	EVI Pre & Post K-8 Ma		NOCTI (course-spec	cific)		Four	itas and Pinnell	Benchma	rk Assessment System
	FAST aMath		Precision Exams						
App	olicable Principal	s [4] *							
		_	_	e building(s)/prograi	m(s) f	or the princip	al(s) who	o will be evaluated using
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the		ment(s) includ	ed in this section.)/prograi	m(s) f			o will be evaluated using
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Prir Plea	measure and assessn	ment(s) includ GRADE FROM and Assessmenthe two available	ent Type(s) [4] *				GR	ADE TO	
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Prin Plea type Indiv	measure and assessness are cipal Measures are see indicate which of e(s) and specific assest and specific assest and building/programment of BOCES and LEA who take District- or BOCES	and Assessment the two availables or and Assessment (s). assures or an in the curre assures ES-wide result the applicable ES-wide group	ent Type(s) [4] * able measures will c. m-specific: scores and rating the assessments in the porteam results: s	be used for and ratings v	principa vill be ba sed on the	sed on	en choose the the growth of wth of <u>all stuc</u>	e correspondents acre	onding assessment outs in the principal's outs buildings/programs in s will be based on the
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Specific Assessment(s) [4] * Please check all that apply. Do not select "All Regents given in LEA" in addition to individual Regents exams. State or Regents Assessment(s) ☐ Grade 3 ELA Grade 3 Math All Regents given in LEA ☐ Earth Science Regents ☐ Grade 4 ELA Grade 4 Math **ELA Regents Chemistry Regents** Grade 5 ELA Grade 5 Math Algebra I Regents **Physics Regents** ☐ Grade 6 ELA Grade 6 Math **Geometry Regents** Global 2 Regents ☐ Grade 7 ELA Grade 7 Math Algebra II Regents **US History Regents** ☐ Living Environment Regents ☐ Grade 8 ELA Grade 8 Math NYSAA ☐ Grade 4 Science (2019-20 only) ☐ Grade 8 Science NYSESLAT ☐ Elem Science (2021-22 on) Be sure the assessment(s) is on the list of State-approved assessments. Locally-Developed Course-Specific Assessment(s) List the name of all district(s) or BOCES that created the locally-developed assessment(s) that apply below. • Third Party Assessment(s) Please check all that apply ☐ FAST aReading ☐ ADAM Reading Inventory **FAST CBMmath** Right Reason Student Assessment Program ☐ aimswebPlus П **FAST CBMreading** SANDI-FAST Certiport (content-specific) П Scantron Performance Series FAST earlyMath **Degrees of Reading Power** FAST earlyReading DOMA STAR Early Literacy □ DORA **FRMCA** STAR Math **GMRT STAR Reading** □ Educational Vistas ☐ EVI 2-9 Math i-Ready Diagnostic **TCWRP Running Records Assessment** ☐ EVI ELA П MAP Growth (content-specific) П WebARIIS NOCTI (course-specific) Fountas and Pinnell Benchmark Assessment System ☐ EVI Pre & Post K-8 Math **Precision Exams** ☐ FAST aMath Use of the Optional Subcomponent and Student Performance Category Weighting If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance

- category.
- If the Optional subcomponent is used, the percentage of Student Performance category attributed to the Required subcomponent will be locally determined.

Please indicate if the Optional subcomponent will be used by making the appropriate selection below. *

NO, the Optional subcomponent WILL NOT be used, the Required subcomponent will comprise 100% of the Student
Performance category

☐ YES, the Optional subcomponent WILL be used, the weight of each subcomponent is indicated below

If used, information related to the Optional subcomponent will be entered into Task 8.

If the optional subcomponent will be used, indicate the weight of the Required and Optional subcomponents in the table below. Please ensure the total equals 100%.

REQUIRED SUBCOMPONENT enter a value between 1 and 99%	OPTIONAL SUBCOMPONENT enter a value between 1 and 99%	TOTAL Must equal 100%
		100%

Task 8. PRINCIPALS: Optional Student Performance

Optional Student Performance Subcomponent

For guidance on the Optional Student Performance subcomponent, see NYSED APPR Guidance.

Percentage of Student Performance category to be locally determined if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all programs or buildings with the same grade configuration in the LEA and be a locally selected measure of student growth or achievement based on State-created or - administered assessments or State-designed supplemental assessments.

Options for measures and associated assessments include:

- Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;
- Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;
- Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or Statedesigned supplemental assessments;
- Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments; or
- Option (F) Four, five, or six-year high school graduation rates; or
- Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.

Ple	ase indicate if the Optional subcomponent will be used by making the appropriate selection below. *
	NO, the Optional subcomponent will not be used in the Student Performance category for any teacher (continue on to Task 9).
	YES, the Optional subcomponent will be used in the Student Performance category (please complete Task 8).
As	surances
Ple	ase check all of the boxes below st
	Assure that scores and ratings for the Optional Student Performance subcomponent will be calculated in the manner specified in this task.
	Assure that the final Student Performance category rating for each principal will be determined using the weights and parameters specified in Subpart 30-3 of the Rules of the Board of Regents.
	Assure that all Optional Student Performance measures for a principal are different than any measures used for the Required Student Performance subcomponent.
	Assure that the same locally selected measures of student growth across all programs or buildings with the same grade configuration in the LEA must be used in a consistent manner to the extent practicable.
۸ ۸	uplicable Dringinals [1]

Applicable Principals [1]

If multiple optional measures are used, each must be described on a separate page. Complete this section for the first optional measure, then use the appendix to add additional optional measures.

Use the table below to list the grade configurations of the building(s)/program(s) for the principal(s) who will be evaluated using the measure and assessment(s) included in this section.

GRADE FROM	GRADE TO

Op	otional Measure [1]			
Ple	ase select the optional measure that applies to the principals listed above. *			
	Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments			
	Option (C) A measure of student growth, other than an SLO, based on State-created or-administered assessments or State-designed supplemental assessments			
	Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments			
	Option (E) An achievement benchmark on State-created or administered assessments or State-designed supplemental assessments			
	Option (F) Four, five, or six-year high school graduation rates Any other collectively bargained measure of student growth or achievement (to be described below)			
Or	otion (A) Assurances			
Please check each of the assurances below related to the second SLO that will be used as the optional measure. Assessments will be selected in the next section. *				
	Assure that the principal has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.			
	Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.			
	Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.			
	Assure that if a principal's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.			
	Assure that processes are in place for the superintendent to monitor SLOs.			
	Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.			
	Assure that the second SLO used for the Optional Student Performance measures is different than the SLO(s) used for the Required Student Performance subcomponent.			
Op	otion (B) Description			
Please answer the questions below and upload a conversion chart to describe the growth score based on a statistical growth model based on either State-created or -administered assessments or State-designed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.				
)	How does the selected assessment measure student growth** based on a statistical growth model? How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *			
** Student growth is defined as the change in student achievement for an individual student between two or more points in time.				
)	How is the growth score based on a statistical growth model calculated? How is this translated to a 0-20 score and HEDI rating? *			

The conversion chart will be uploaded in the next question.

Please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI score from 0-20. *

Option (C) Description

Please answer the questions below to describe the measure of student growth (other than an SLO) based on State-created or - administered assessments or State-designed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.

)	How does the selected assessment measure student growth**? How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
** 9	What is the expectation for student growth and how are growth targets determined? Will any demonstrated student growth toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth target?
)	How is the growth score calculated? How is this translated to a 0-20 score and HEDI rating? *
The	conversion chart will be completed in the next section.
-	otion (D) Description
	ase answer the questions below to describe the performance index based on State-created or -administered assessments or State- signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. How does the selected performance index measure student performance? *
	now does the selected performance index measure student performance:
•	How is the performance index target determined? *
•	How does the performance index account for changes in student performance between two (or more) points in time, if measuring growth? *

)	How is the performance index score calculated? How is this translated to a 0-20 score and HEDI rating? *
The	conversion chart will be completed in the next section.
Op	otion (E) Description
	ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State- signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.
•	What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-level information that is used to create the achievement benchmark.) *
)	Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the student population included in the measure? *
•	How is the achievement benchmark translated to a 0-20 score and HEDI rating? *
	conversion chart will be completed in the next section.
	ption (F) Description ase answer the questions below to describe the growth score based on four, five, or six-year high school graduation rates that will
	used as the optional measure. Assessments will be selected in the next section.
•	Please identify the graduation rate that will be used (i.e., four, five, or six year rate). *
)	What is the expectation for graduation rate progress?
•	Will educators be evaluated based on a graduation rate benchmark or progress in improving graduation rates? *

•	How is the graduation rate translated to a 0-20 score and HEDI rating? *
If (applicable, the conversion chart will be completed in the next section.
0	ther Optional Measure Description
	ease answer the questions below to describe the collectively bargained measure of student growth or achievement that will be used
as	the optional measure. Assessments will be selected in the next section, if applicable. Please identify the locally selected measure that will be used to measure student growth or achievement.*
ŕ	riease identify the locally selected measure that will be used to measure student growth of achievement.
L	
)	How does the selected assessment measure student achievement? If measuring growth, how does the assessment measure student achievement between two or more points in time and how
	will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
L	
)	What is the expectation for student growth/achievement and how are targets determined? Will any demonstrated student growth/achievement toward the target contribute to the calculation of an educator's student
•	performance measure, or only if a student meets or exceeds the growth/achievement target? *
)	How are student level results used to determine a principal's score? How is this translated to a 0-20 score and HEDI rating? *
ŕ	now is this translated to a 0-20 store and nebi rating:
If (applicable, the conversion chart will be completed in the next section.
	ll Options Additional Description
Ρle	ease answer the remaining questions below regardless of the option selected.
•	What is the student population that will be included in the measure? *
1	

E.g., all students who take the selected assessment in a school year; English language learners; etc.

<u> </u>	How will data that is collecte	d fro	m this measure be used to	infor	m principal decision making?	<			
Ass	sessments [1]								
Plea	se select the assessment type	(s) an	d specific assessment(s) tha	t will	be used with the optional mea	sure.	. Assessments should only		
be s	elected if applicable to the opt	tiona	l measure selected.						
Δςς	essment Type(s) *								
	,, , ,								
	State-created or -administer	red	☐ State-designed s	uppl			s are not applicable to		
	assessment(s)		assessment(s)				optional measure		
			Please check all that app	oly. If	assessments are not needed for the op	tional	measure, select the last choice.		
Spe	cific Assessment(s) *								
	ite-created or -administered a	ssess	ment(s) Please check all the	at app	ly. Do not select "All Regents given in L	EA" ir	addition to individual Regents.		
	Grade 3 ELA		Grade 3 Math		All Regents given in LEA		Earth Science Regents		
	Grade 4 ELA		Grade 4 Math		ELA Regents		Chemistry Regents		
	Grade 5 ELA		Grade 5 Math		Algebra I Regents		Physics Regents		
	Grade 6 ELA		Grade 6 Math		Geometry Regents		Global 2 Regents		
	Grade 7 ELA		Grade 7 Math		Algebra II Regents		US History Regents		
	Grade 8 ELA		Grade 8 Math		Living Environment Regents		NYSAA		
	Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade 8 Science		NYSESLAT		
Sta	te-designed supplemental ass	sessm	nent(s)				Please check all that apply.		
	Acuity		earlyReading		STAR Math				
	aimswebPlus		GMRT		STAR Reading				
	aMath		i-Ready Diagnostic		TerraNova 3				
	aReading		Iowa Assessments		TerraNova, Common Core				
	CBMmath		LAS Links		preLAS Early Childhood Assessme	ent of	English and Spanish		
	CBMreading		Logramos		Language Proficiency				
	early Math		STAR Early Literacy						
C	i = [1]								
	oring [1]								
If ap	plicable to the optional measu	ure se	elected, please complete the	char	rt to illustrate conversion to a 2	0-ро	int score.		
Re s	e sure to include each point from 0 to 20.								

POINT	0	1	2	3	4	5	6
MIN							
MAX							
POINT	7	8	9	10	11	12	13
MIN							
MAX							
POINT	14	15	16	17	18	19	20
MIN							
MAX							

HEDI Scoring Bands

Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.

Highly Effective		Effect	ive		Developing Ineffective																
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Task 9. PRINCIPALS: School Visits

For guidance on the Principal School Visit category, see NYSED APPR Guidance.

Principal Practice Rubric

Select a principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards.

If your LEA is using an additional rubric(s), list each separately. Any LEA may use multiple rubrics, as long as the same rubric is used for all principals in the same or similar programs or grade configurations across the LEA.

If your LEA has been granted a variance by NYSED through the variance process, select "LEA Variance" from the menu.

	Rubric Name	If more than one rubric is utilized, indicate the group(s) of principals each applies to.							
1	□ Marshall's Principal Evaluation Rubric □ Marshall's Principal Evaluation Rubric (2012 Revised Edition with 2013 Updates) □ Marzano's School Leader Evaluation Model (2013) □ Marzano's School Administrator Rubric □ McRel Principal Evaluation System □ Multidimensional Principal Performance Rubric □ The New York LoTi Principal Practice Rubric □ The Reeves Leadership Performance Matrix □ Thoughtful Classroom Principal Effectiveness Framework □ Vanderbilt Assessment of Leadership in Education (VAL-ED) □ LEA Variance								
2									
3									
	bric Assurances ase check each of the boxes below. *								
	Assure that all observable ISLLC 2008 Leadership Standards/Domains of the sel year across the total number of annual school visits.	ected practice rubric are assessed at least once a							
	Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the LEA, provided that LEAs may locally determine whether to use different rubrics for a principal assigned to different programs or grade configurations as indicated in the table above.								
	Assure that the same rubric(s) is used for all school visits for a principal across to	the school visit types in a given school year.							
	ocess for Weighting Rubric Domains/Subcomponents guidance on the Principal School Visit category, see NYSED APPR Guidance.								
	ase describe the process for weighting the observable domains/subcomponent I 3 will be weighted 30% each and Domains 1, 4, 5 and 6 will be weighted 10%								
	oring Assurances ase check each of the boxes below. *								
		independent, or peer) will be completed using							
	Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted school visit score will be converted into a HEDI rating using the ranges indicated below.								

☐ Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average

consistent with the weights specified below, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all school visits, a score of 0 will be assigned.

Principal School Visit Scoring Bands

The overall School Visit score will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed.

	Overall School Visit Category Score and Rating									
	Minimum	Maximum								
Н	3.5 to 3.75	4.0								
Е	2.5 to 2.75	3.49 to 3.74								
D	1.5 to 1.75	2.49 to 2.74								
- 1	0.00*	1.49 to 1.74								

^{*} In the event that an educator earns a score of 1 on all rated components of the practice rubric across all school visits, a score of 0 will be assigned.

HEDI Ranges

In the table below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

MINIMUM RUBRIC VALUE	MAXIMUM RUBRIC VALUE
HIGHLY EFFECTIVE (Please select a minimum value between 3	3.50 and 3.75 and choose 4.00 as the maximum value)
EFFECTIVE (Please select a minimum value between 2.50 and	d 2.75 and a maximum value between 3.49 and 3.74)
DEVELOPING (Please select a minimum value between 1.50 a	nd 1.75 and a maximum value between 2.49 and 2.74)
INEFFECTIVE (Please choose 0.00 as the minimum value ar	nd select a maximum value between 1.49 and 1.74)

Principal School Visit Subcomponent Weighting

Required Subcomponent 1: School visits by Supervisor(s) or Other Trained Administrators

• At least 80% of the Principal School Visit category score

Required Subcomponent 2: School visits by Impartial Independent Trained Evaluator(s)*

At least 10%, but no more than 20%, of the Principal School Visit category score

Optional Subcomponent: School Visits by Trained Peer Principal(s)

No more than 10% of the Principal School Visit category score when selected

Please be sure the total of the weights indicated equals 100%.

Please indicate the weight of each school visit type and be sure the total of the weights indicated equals 100%.

If the Peer School Visit subcomponent will not be used, select "N/A" in the Peer School Visit(s) column. If Peer School Visits will be used for all principals, note "All Principals" in the final column. If Peer School Visits will be used for certain grade configurations, indicate which in the final column. If Peer School Visits will be used for certain grades configurations, indicate which in the final column. When listing different principals, please ensure that all principals in your LEA are covered; if necessary, add a final row to include any principals not covered specifically (e.g. "All other principals").

Supervisor/Administrator [Required] * Value from 80%-90%	Independent Evaluator(s) [Required] * Value from 10%-20%	Peer School Visit(s) [Optional] * N/A or value from 1%-10%	Grade configurations for which Peer School Visits will be used

^{*} If the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.

School Visit Assurances

Please check each of the boxes below. *

Ш	Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of
	student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios,
	except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument
	for parent or student feedback; and/or use of professional goal-setting as evidence of principal effectiveness. Consistent with
	Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such
	artifact constitutes evidence of an otherwise observable rubric subcomponent.
	Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
	Assure that at least one of the required school visits will be unannounced.
	Assure that school visits will not be conducted via video.

Required Subcomponent 1: School Visits by Supervisor(s) or Other Trained Administrators

<u>At least one</u> school visit must be conducted by supervisor or other trained administrator and <u>at least one of the required school visits</u> must be unannounced (across both required subcomponents).

- LEAs may locally determine whether to use more than one school visit by superintendent or other trained administrator.
 - Nothing shall be construed to limit the discretion of a board of education or superintendent of schools from conducting additional school visits for non-evaluative purposes.
- The frequency and duration of school visits are locally determined.
- School visits may not occur by live or recorded video.

Indicate the minimum number of unannounced and announced school visits by supervisor(s) or other trained administrators in the table below.

If a school visit type is not applicable, please indicate "0" for the minimum number. The total school visits across both types (unannounced and announced) listed below must be at least 1.

Please note that <u>at least one of the required school visits across BOTH required subcomponents</u> must be unannounced (this includes supervisor or other trained administrator and independent evaluator school visits).

PRINCIPALS *	SUBGROUP *	UNANNOUNCED	ANNOUNCED
Indicate whether the number and method selected applies to all principals or to a subgroup of principals.	If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A."	Minimum Number of School Visits *	Minimum Number of School Visits *
☐ All principals (enter N/A in the next column)			
☐ Subgroup of principals			
☐ All remaining principals (enter N/A in the next column)			

Required Subcomponent 2: School Visits by Impartial Independent Trained Evaluator(s)*

<u>At least one school visit</u> must be conducted by impartial independent trained evaluator(s) and <u>at least one of the required school</u> visits must be unannounced (across both required subcomponents).

- Impartial independent trained evaluators are trained and selected by the LEA.
 - They may be employed within the LEA but may not be assigned to the same school building as the principal being evaluated. This could include other administrators, department chairs/directors, or peers, so long as they are not from the same building (defined as same BEDS code) as the principal being evaluated.
- LEAs may locally determine whether to use more than one school visit by impartial independent trained evaluator(s).
- The frequency and duration of school visits are locally determined.
- School visits may not occur by live or recorded video.

Indicate the minimum number of unannounced and announced school visits by impartial independent trained evaluator(s) in the table below.

If a school visit type is not applicable, please indicate "0" for the minimum number. The total school visits across both types (unannounced and announced) listed below must be at least 1.

^{*} If the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.

Please note that <u>at least one of the required school visits across BOTH required subcomponents</u> must be unannounced (this includes supervisor or other trained administrator and independent evaluator school visits).

PRINCIPALS *	SUBGROUP *	UNANNOUNCED	ANNOUNCED
Indicate whether the number and method selected applies to all principals or to a subgroup of principals.	If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A."	Minimum Number of School Visits *	Minimum Number of School Visits *
☐ All principals (enter N/A in the next column)			
☐ Subgroup of principals			
☐ All remaining principals (enter N/A in the next column)			

Independent Evaluator Assurances

Dlasca	chack	aach	of the	hoves	helow.	*
Please	CHECK	each	or me	DUXES	DEIDW.	

Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s)
they are evaluating.

☐ Assure that independent evaluator(s) will be trained and selected by the LEA.

Please also check each of the following boxes. *

- Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or his/her designee. See Section 30-3.5(c)(1)(ii)(a) of the Rules of the Board of Regents.
- Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 9 of the LEA's approved Section 3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.5(c)(1)(ii)(b) of the Rules of the Board of Regents.

Optional Subcomponent: School Visits by Trained Peer Principal(s)

If selected, at least one school visit must be conducted by a trained peer principal(s).

- Peer principals are trained and selected by the LEA.
 - o Trained peer principals must have received an overall rating of Effective or Highly Effective in the prior school year.
- School visits may not occur by live or recorded video.

Indicate the minimum number of unannounced and announced school visits by trained peer principal(s) in the table below.

If the optional subcomponent will not be used, please indicate "0" for the minimum number for both unannounced and announced school visits for "All Principals."

If a school visit type is not applicable, please indicate "0" for the minimum number. The total school visits across both types (unannounced and announced) listed below must be at least 1.

PRINCIPALS *	SUBGROUP *	UNANNOUNCED	ANNOUNCED
Indicate whether the number and method selected applies to all principals or to a subgroup of principals.	If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A."	Minimum Number of School Visits *	Minimum Number of School Visits *
☐ All principals (enter N/A in the next column)			
☐ Subgroup of principals			
☐ All remaining principals (enter N/A in the next column)			

Peer Principal School Visit Assurances

Please check ea	ch of the	boxes be	elow. *
-----------------	-----------	----------	---------

		Assure that peer princip	pal(s), as applicable.	will be trained an	d selected by	the LEA
--	--	--------------------------	------------------------	--------------------	---------------	---------

Assure that, if school visits are being conducted by trained peer principal(s), these principal(s) received an overall rating of
Effective or Highly Effective in the previous school year.

Task 10. PRINCIPALS: Overall Scoring

Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

The overall Student Performance category score and the overall School Visit category score will be converted into a HEDI rating based on the ranges listed in the tables below.

Student Performance Category

HEDI ratings must be assigned based on the point distribution below.

	Student Performance Category Score and Rating		
	Minimum	Maximum	
Н	18	20	
Е	15	17	
D	13	14	
- 1	0	12	

Principal School Visits

HEDI ratings must be assigned based on locallydetermined ranges consistent with the constraints listed below.

	Overall School Visit Category Score and Rating		
	Minimum	Maximum	
Н	3.5 to 3.75	4.0	
Е	2.5 to 2.75	3.49 to 3.74	
D	1.5 to 1.75	2.49 to 2.74	
I	0.00	1.49 to 1.74	

Scoring Matrix for the Overall Rating

The overall rating for an educator shall be determined according to a methodology described in the matrix below.

	Principal School Visit Category				
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
ce	Highly Effective (H)	Н	Н	E	D
	Effective (E)	Н	E	E	D
Student Performan Category	Developing (D)	E	E	D	I
a	Ineffective (I)	D	D	I	I

Category and Overall Rating Assurances

Please check each of the boxes below. *

Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the
requirements specified in Subpart 30-3 of the Rules of the Board of Regents.

- ☐ Assure that it is possible to obtain a zero in each subcomponent.
- ☐ Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.

Task 11. PRINCIPALS: Additional Requirements

For guidance on additional requirements for principals, see NYSED APPR Guidance.

Principal Improvement Plan Assurances

Please check each of the boxes below.	
Principal improvement Plan A	455UI allices

Assure that the LEA will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who
receive an overall rating of Developing or Ineffective by October 1 following the school year for which such principal's
performance is being measured or as soon as practicable thereafter.

Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their
pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall
include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the
improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those
areas.

Principal Improvement Plan Forms

All PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, must include:

- 1) identification of needed areas of improvement;
- 2) a timeline for achieving improvement;
- 3) the manner in which the improvement will be assessed; and, where appropriate,
- 4) differentiated activities to support a principal's improvement in those areas.

As a required attachment to this APPR plan, upload the PIP forms that are used in the LEA. *

Please be sure to upload a document with a form layout, with fillable spaces and not just a narrative.

Appeal Assurance

Please check the box below. *

Assure the LEA has collectively bargained appeal procedures that are consistent with the regulations and that they provide	de for
the timely and expeditious resolution of an appeal.	

Appeals

Pursuant to Education Law §3012-d, a principal may only challenge the following in an appeal to their LEA:

- (1) the substance of the annual professional performance review; which shall include the following:
 - (i) in the instance of a principal rated Ineffective on the Student Performance category, but rated Highly Effective on the School Visit category based on an anomaly, as determined locally;
- (2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and
- (4) the LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

Describ manner	ensuring that appea	ls of annual perfori	mance evaluations	will be handled in	a timely and ex	peditious

Training Assurance

Please check the box below. *

- The LEA assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a principal's evaluation. Note: independent evaluators and peer principals need only be trained on elements 1, 2, and 4 below.
 - (1) The Leadership Standards and their related functions, as applicable
 - (2) Evidence-based observation techniques that are grounded in research
 - (3) Application and use of any methodology as part of an SLO and any optional second measures of student performance used by the LEA to evaluate its principals
 - (4) Application and use of the State-approved principal rubric(s) selected by the LEA for use in evaluations, including training on the effective application of such rubrics to observe a principal's practice
 - (5) Application and use of any assessment tools that the LEA utilizes to evaluate its building principals
 - (6) Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the LEA to evaluate its principals
 - (7) Use of the Statewide Instructional Reporting System
 - (8) The scoring methodology utilized by the Department and/or the LEA to evaluate a principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the principal's overall rating and their category ratings
 - (9) Specific considerations in evaluating principals of English language learners and students with disabilities

Training of Lead Evaluators, Evaluators, Independent Evaluators, and Peer Principals and Certification of Lead Evaluators

	e process for training evaluators, including impartial and independent evaluators and peer principals, and certifying and re- tifying lead evaluators must include:
	 the process for training lead evaluators and evaluators, including impartial independent evaluators and peer principals; the process for the certification and re-certification of lead evaluators; the process for ensuring inter-rater reliability; and
	8) the nature (content) and the approximate duration (how many hours, days) of such training.
	scribe the process for training evaluators, including impartial and independent evaluators and peer principals, and certifying dre-certifying lead evaluators. *
Pri	incipal Evaluation Assurances
	ase check all of the boxes below. *
	Assure that the LEA shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
	Assure that the evaluation system will be used as a significant factor for employment decisions.
	Assure that principals will receive timely and constructive feedback as part of the evaluation process.

Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal

	department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any locally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
	Assure that the LEA shall compute and provide principals with their APPR scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
As	sessment Assurances
Ple	ase check all of the boxes below. *
	Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
	Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.
Da	ta Assurances
Ple	ase check all of the boxes below. *
	Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
	Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
	Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the overall rating, as per NYSED requirements.
	Assure that procedures for ensuring data accuracy and integrity are being utilized.

Task 12. Joint Certification of APPR Plan

Upload APPR LEA Certification Form

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using the "LEA Certification Form" found in the "Documents" menu on the left side of the online form. *

Additional Documents

The Department will not review any documents other than those required in the online form (Tasks 1-12).

Any additional documents supplied by the LEA are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional documents have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the LEA, as necessary, as part of its review of this plan.

Upload Documents

Appendix: Task 3

To enter additional optional measures for Task 3, use the sections below.

Applicable Teachers [2]

If multiple optional measures are used, each must be described on a separate page.

Core Teachers

Use the table below to list the core teachers this optional measure applies to (teachers of other courses should be listed in the subsequent section).

subs	sequen	it section).	•							
			rs (K-3; 4-8 ELA, math, s ELA and Regents course		(OR	Selec	ted course:	s (please	indicate below)
co	K 1 2 3	N BRANCH	ELA		MATH 4 5 6 7 8 Algebra Algebra	try				SOCIAL STUDIES 4 5 6 7 8 Global I Global II US History
Oth	ner Co	ourses						1		
			rs as listed in Task 2 urses below)			sted different ndicate below)	•	1	nal meası teachers	ure not applicable to
FI	RADE ROM nter a gra	GRADE TO ade, K to 12	SUBJECT	GRADE FROM Enter a gre	GRADE TO ade, K to 12	SUBJECT		GRADE FROM Enter a gro	GRADE TO ade, K to 12	SUBJECT
			All courses not named above			English Elec	tives			Music
			AIS/RTI			FACS				Physical Education
			Art			Fine Art	S			Reading
			Business			Gifted & Tale	ented			Resource
			Career			Governme	ent			Science Electives
			Computer			Health				Social Studies Elective
			CTE			LOTE				Special Education
			Economics			Library				Speech
			ELL			Math Elect	ives			Technology
Plea □ □ □ □ □	Option Option assess Option design Option assess	n (A) A secon (B) A grow ments or S n (C) A mea ned supple n (D) A per ments n (E) An acl	cional measure that app cond SLO, provided that with score based on a st State-designed supplem asure of student growth mental assessments formance index based of thievement benchmark of	this SLO is atistical gr ental asse , other tha on State-cr	different the owth mode saments an an SLO, he eated or -a	nan that used el, where avail pased on State dministered a	in the roable, for exercises the second seco	ed or-admin	nte-create nistered a te-design	ed or -administered assessments or State- ed supplemental
	Any ot	ther collect	tively bargained measui	re of stude	nt growth	or achievemer	it (to be	e described	below)	

Ple	otion (A) Assurances ase check each of the assurances below related to the second SLO that will be used as the optional measure. Assessments will be
_	ected in the next section. *
Ц	Assure that the teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
	Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
	Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
	Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands lister above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
	Assure that processes are in place for the superintendent to monitor SLOs.
	Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.
	Assure that the second SLO used for the Optional Student Performance measures is different than the SLO(s) used for the Required Student Performance subcomponent.
Ор	otion (B) Description
bas	ase answer the questions below and upload a conversion chart to describe the growth score based on a statistical growth model ared on either State-created or -administered assessments or State-designed supplemental assessments that will be used as the cional measure. Assessments will be selected in the next section.
)	How does the selected assessment measure student growth** based on a statistical growth model? How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
** 9	Student growth is defined as the change in student achievement for an individual student between two or more points in time.
)	How is the growth score based on a statistical growth model calculated? How is this translated to a 0-20 score and HEDI rating? *
The	conversion chart will be uploaded in the next question.
•	Please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI score from 0-20. *
On	otion (C) Description
Ple adr	ase answer the questions below to describe the measure of student growth (other than an SLO) based on State-created or - ministered assessments or State-designed supplemental assessments that will be used as the optional measure. Assessments will
be s	selected in the next section.
>	How does the selected assessment measure student growth**? How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *

^{**} Student growth is defined as the change in student achievement for an individual student between two or more points in time.

>	What is the expectation for student growth and how are growth targets determined? Will any demonstrated student growth toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth target? *
)	How is the growth score calculated? How is this translated to a 0-20 score and HEDI rating? *
The	conversion chart will be completed in the next section.
Op	otion (D) Description
	ase answer the questions below to describe the performance index based on State-created or -administered assessments or State- signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.
•	How does the selected performance index measure student performance? *
>	How is the performance index target determined? *
•	How does the performance index account for changes in student performance between two (or more) points in time, if measuring growth? *
)	How is the performance index score calculated? How is this translated to a 0-20 score and HEDI rating? *

The conversion chart will be completed in the next section.

Option (E) Description

Ple	ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State-signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.
•	What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-level information that is used to create the achievement benchmark.) *
•	Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the student population included in the measure? *
•	How is the achievement benchmark translated to a 0-20 score and HEDI rating? *
The	conversion chart will be completed in the next section.
	her Optional Measure Description
	ase answer the questions below to describe the collectively bargained measure of student growth or achievement that will be used the optional measure. Assessments will be selected in the next section, if applicable.
•	Please identify the locally selected measure that will be used to measure student growth or achievement. *
)	How does the selected assessment measure student achievement? If measuring growth, how does the assessment measure student achievement between two or more points in time and how will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
)	What is the expectation for student growth/achievement and how are targets determined? Will any demonstrated student growth/achievement toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth/achievement target? *
	, , ,

)		How are student level results How is this translated to a 0-2			score	?		
If o	арр	licable, the conversion chart will	be co	empleted in the next section.				
Α		Options Additional Desc	ript	tion				
Ple	eas	se answer the remaining ques	tions	below regardless of the op	tion s	elected.		
•	١	What is the student population	on th	at will be included in the n	neasu	re? *		
					-1- 1			
E.Q		all students who take the selected		,				
)	-	How will data that is collected	d fro	m this measure be used to	infor	m instructional practice? *		
		5.3						
		essments [2]						
		se select the assessment type(elected if applicable to the opt			at will	be used with the optional m	easure.	. Assessments should only
			ioriai	medsare serected.				
A:	SSE	essment Type(s) *						
		State-created or -administer	ed	☐ State-designed	suppl			s are not applicable to
		assessment(s)		assessment(s)	anly If	tne se assessments are not needed for the		optional measure
		·C· A // \ \		rieuse check un that ap	ріу. іј	ussessifients are not needed for the	ορτιστιαι	medsure, select the last choice.
Ė		cific Assessment(s) *		Dlagga shook all th		ly. Do not select "All Regents given i	in IFA" is	addition to individual Bosonts
	stat I	te-created or -administered as Grade 3 ELA	ssess	Grade 3 Math	тат арр	All Regents given in LEA	_	_
	_	Grade 4 ELA		Grade 4 Math		ELA Regents		Earth Science Regents Chemistry Regents
		Grade 5 ELA		Grade 5 Math		Algebra I Regents		Physics Regents
		Grade 6 ELA		Grade 6 Math		Geometry Regents		Global 2 Regents
		Grade 7 ELA		Grade 7 Math		Algebra II Regents		US History Regents
		Grade 8 ELA		Grade 8 Math		Living Environment Regents		NYSAA
		Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade 8 Science		NYSESLAT
S	Stat	te-designed supplemental ass	essm					Please check all that apply.
		Acuity		earlyReading		STAR Math		
		aimswebPlus		GMRT		STAR Reading		
II _		aMath		i-Ready Diagnostic		TerraNova 3		
	_	aReading		Iowa Assessments LAS Links		TerraNova, Common Core	mont of	f English and Spanish
	7	CBMmath		LAS LINKS Logramos		preLAS Early Childhood Assess Language Proficiency	ment of	English and Spanish
	_ _	CBMreading earlyMath		STAR Early Literacy		Language Frontierity		
		/		, 1				

Scoring [2]

If applicable to the optional measure selected, please complete the chart to illustrate conversion to a 20-point score.

Be sure to include each point from 0 to 20.

POINT	0	1	2	3	4	5	6
MIN							
MAX							
POINT	7	8	9	10	11	12	13
MIN							
MAX							
POINT	14	15	16	17	18	19	20
MIN							
MAX							

HEDI Scoring Bands

Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.

Highl	y Effect	ive	Effect	ive		Devel	pping Ineffective														
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	

Applicable Teachers [3]

If multiple optional measures are used, each must be described on a separate page.

Core Teachers

Use the table below to list the core teachers this optional measure applies to (teachers of other courses should be listed in the subsequent section).

All core teachers (K-3 ss; high school ELA a	3; 4-8 ELA, math, science, nd Regents courses)	OR	Selected courses (please indicate below)						
COMMON BRANCH	ELA	MATH	SCIENCE	SOCIAL STUDIES					
□ к	□ 4	□ 4	□ 4	□ 4					
□ 1	□ 5	□ 5	□ 5	□ 5					
□ 2	□ 6	□ 6	□ 6	□ 6					
□ 3	□ 7	□ 7	□ 7	□ 7					
	□ 8	□ 8	□ 8	□ 8					
	□ 9	☐ Algebra I	☐ Living Environment	☐ Global I					
	□ 10	☐ Geometry	☐ Earth Science	☐ Global II					
	□ 11	☐ Algebra II	☐ Chemistry	☐ US History					
	□ 12		☐ Physics						

Other Courses

☐ All othe	er teachers	as listed in Task 2 (do	☐ Other t	teachers list	ed differently than in	☐ Optional measure not applicable to other						
not fill	in courses b	elow)	Task 2	(indicate be	low)	teachers						
GRADE	GRADE		GRADE	GRADE		GRADE	GRADE					
FROM TO		SUBJECT	FROM TO		SUBJECT	FROM	то	SUBJECT				
Enter a grade, K to 12			Enter a gra	ide, K to 12		Enter a grade, K to 12						
		All courses not named above			English Electives			Music				
		AIS/RTI			FACS			Physical Education				
		Art			Fine Arts			Reading				
		Business			Gifted & Talented			Resource				
		Career			Government			Science Electives				
		Computer			Health			Social Studies Electives				
		СТЕ			LOTE			Special Education				
	Econo				Library			Speech				
		ELL			Math Electives			Technology				

Οp	otional Measure [3]
Ple	ase select the optional measure that applies to the teachers listed above. *
	Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments
	Option (C) A measure of student growth, other than an SLO, based on State-created or-administered assessments or State-designed supplemental assessments
	Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments
	Option (E) An achievement benchmark on State-created or administered assessments or State-designed supplemental assessments
	Any other collectively bargained measure of student growth or achievement (to be described below)
	otion (A) Assurances
	ase check each of the assurances below related to the second SLO that will be used as the optional measure. Assessments will be excted in the next section. *
	Assure that the teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
	Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
	Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
	Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
	Assure that processes are in place for the superintendent to monitor SLOs.
	Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.
	Assure that the second SLO used for the Optional Student Performance measures is different than the SLO(s) used for the Required Student Performance subcomponent.
On	ption (B) Description
Ple bas	ase answer the questions below and upload a conversion chart to describe the growth score based on a statistical growth model ed on either State-created or -administered assessments or State-designed supplemental assessments that will be used as the ional measure. Assessments will be selected in the next section.
>	How does the selected assessment measure student growth** based on a statistical growth model? How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
** 5	Student growth is defined as the change in student achievement for an individual student between two or more points in time.
)	How is the growth score based on a statistical growth model calculated? How is this translated to a 0-20 score and HEDI rating? *

The conversion chart will be uploaded in the next question.

Please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI score from 0-20. *

Option (C) Description

Please answer the questions below to describe the measure of student growth (other than an SLO) based on State-created or - administered assessments or State-designed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.

>	How does the selected assessment measure student growth**? How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
**	Student growth is defined as the change in student achievement for an individual student between two or more points in time.
>	What is the expectation for student growth and how are growth targets determined? Will any demonstrated student growth toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth target? *
)	How is the growth score calculated? How is this translated to a 0-20 score and HEDI rating? *
The	e conversion chart will be completed in the next section.
PΙέ	otion (D) Description rase answer the questions below to describe the performance index based on State-created or -administered assessments or Statesigned supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.
•	How does the selected performance index measure student performance? *
•	How is the performance index target determined? *
•	How does the performance index account for changes in student performance between two (or more) points in time, if measuring growth? *

 How is the performance index score calculated? How is this translated to a 0-20 score and HEDI rating? *
The conversion chart will be completed in the next section.
Option (E) Description
Please answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.
What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-level information that is used to create the achievement benchmark.) *
Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the student population included in the measure? *
► How is the achievement benchmark translated to a 0-20 score and HEDI rating? *
The conversion chart will be completed in the next section.
Other Optional Measure Description
Please answer the questions below to describe the collectively bargained measure of student growth or achievement that will be used as the optional measure. Assessments will be selected in the next section, if applicable.
 Please identify the locally selected measure that will be used to measure student growth or achievement. *
► How does the selected assessment measure student achievement?
If measuring growth, how does the assessment measure student achievement between two or more points in time and how will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *

)	What is the expectation for stu Will any demonstrated student performance measure, or only	grow	th/achievement towa	ard the	target contribute to the calcul		of an educator's student
)	How are student level results u How is this translated to a 0-20			's score	?		
If an	nalisable the conversion chart will b		lated in the next costion				
	opplicable, the conversion chart will b						
	Options Additional Descr ase answer the remaining question			option s	elected.		
•	What is the student population	that	will be included in the	measu	re?*		
E a	, all students who take the selected	nccoccr	nent in a school year: En	alich land	guage learners; etc		
L.y.,	How will data that is collected				-		
	Tiow will data that is conceted		ins measure be used		m mstructional practice:		
	sessments [3]						
	ase select the assessment type(s, selected if applicable to the optic			hat will	be used with the optional med	ısure.	. Assessments should only
		mar m	edsare serected.				
	sessment Type(s) *						
	<pre>State-created or -administere assessment(s)</pre>	d	☐ State-designe assessment(s)				s are not applicable to optional measure
			Please check all that	apply. If	assessments are not needed for the op	otional	measure, select the last choice.
Spe	ecific Assessment(s) *						
St	ate-created or -administered ass	essme	ent(s) Please check al	l that app	ly. Do not select "All Regents given in l	LEA" in	addition to individual Regents.
			rade 3 Math rade 4 Math		All Regents given in LEA ELA Regents		Earth Science Regents
			rade 5 Math		Algebra I Regents		Chemistry Regents Physics Regents
			rade 6 Math rade 7 Math		Geometry Regents Algebra II Regents		Global 2 Regents
			rade 7 Math rade 8 Math		Living Environment Regents		US History Regents NYSAA
	Grade 4 Science (2019-20 only)	□ EI	em Science (2021-22 on)		Grade 8 Science		NYSESLAT

Sta	ite-designed supplemen	tal assessm	nent(s)	Please check all that apply.
	Acuity		earlyReading	STAR Math
	aimswebPlus		GMRT	STAR Reading
	aMath		i-Ready Diagnostic	TerraNova 3
	aReading		Iowa Assessments	TerraNova, Common Core
	CBMmath		LAS Links	preLAS Early Childhood Assessment of English and Spanish
	CBMreading		Logramos	Language Proficiency
	earlyMath		STAR Early Literacy	

Scoring [3]

If applicable to the optional measure selected, please complete the chart to illustrate conversion to a 20-point score.

Be sure to include each point from 0 to 20.

POINT	0	1	2	3	4	5	6
MIN							
MAX							
POINT	7	8	9	10	11	12	13
MIN							
MAX							
POINT	14	15	16	17	18	19	20
MIN							
MAX							

HEDI Scoring Bands

Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.

Highl	Highly Effective Effective De						oping	Ineffe	Ineffective											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Applicable Teachers [4]

If multiple optional measures are used, each must be described on a separate page.

Core Teachers

Use the table below to list the core teachers this optional measure applies to (teachers of other courses should be listed in the subsequent section).

☐ All core teachers (K-3; 4-8 ss; high school ELA and Reg			OR	Selected courses (please indicate below)						
COMMON BRANCH ELA		MAT	H	SCI	ENCE	soc	CIAL STUDIES			
□к□	4		4		4		4			
	5		5		5		5			
□ 2 □	6		6		6		6			
□ 3 □	7		7		7		7			
	8	□ 8	8		8		8			
	9		Algebra I		Living Environment		Global I			
	10		Geometry		Earth Science		Global II			
	11		Algebra II		Chemistry		US History			
	12				Physics					

Other Courses

		rs as listed in Task 2 rrses below)			sted differently dicate below)	☐ Optional measure not applicable to other teachers				
GRADE FROM Enter a gra	GRADE TO de, K to 12	SUBJECT	GRADE FROM Enter a gra	GRADE TO ade, K to 12	SUBJECT	GRADE FROM Enter a gro	GRADE TO ade, K to 12	SUBJECT		
		All courses not named above			English Electives			Music		
		AIS/RTI			FACS			Physical Education		
		Art			Fine Arts			Reading		
		Business			Gifted & Talented			Resource		
		Career			Government			Science Electives		
		Computer			Health			Social Studies Electives		
		СТЕ			LOTE			Special Education		
		Economics			Library			Speech		
		ELL			Math Electives			Technology		

Optional Measure [4]

Required Student Performance subcomponent.

Ple	ase select the optional measure that applies to the teachers listed above. *
	Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments
	Option (C) A measure of student growth, other than an SLO, based on State-created or-administered assessments or State-designed supplemental assessments
	Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments
	Option (E) An achievement benchmark on State-created or administered assessments or State-designed supplemental assessments
	Any other collectively bargained measure of student growth or achievement (to be described below)
Ple	tion (A) Assurances assurances below related to the second SLO that will be used as the optional measure. Assessments will be acted in the next section. *
	Assure that the teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
	Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
	Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
	Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands lister above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
	Assure that processes are in place for the superintendent to monitor SLOs.
	Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

☐ Assure that the second SLO used for the Optional Student Performance measures is different than the SLO(s) used for the

Option (B) Description

Please answer the questions below and upload a conversion chart to describe the growth score based on a statistical growth model based on either State-created or -administered assessments or State-designed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.

)	How does the selected assessment measure student growth** based on a statistical growth model? How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
**	Student growth is defined as the change in student achievement for an individual student between two or more points in time.
)	How is the growth score based on a statistical growth model calculated? How is this translated to a 0-20 score and HEDI rating? *
The	e conversion chart will be uploaded in the next question.
•	Please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI score from 0-20. *
Ple ad	otion (C) Description case answer the questions below to describe the measure of student growth (other than an SLO) based on State-created or - ministered assessments or State-designed supplemental assessments that will be used as the optional measure. Assessments will selected in the next section.
)	How does the selected assessment measure student growth**? How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
**	Student growth is defined as the change in student achievement for an individual student between two or more points in time.
)	What is the expectation for student growth and how are growth targets determined? Will any demonstrated student growth toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth target? *
)	How is the growth score calculated? How is this translated to a 0-20 score and HEDI rating? *

The conversion chart will be completed in the next section.

Option (D) Description

•	signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.
	How does the selected performance index measure student performance? *
<u> </u>	How is the performance index target determined? *
•	How does the performance index account for changes in student performance between two (or more) points in time, if measuring growth? *
_	measuring grower:
	How is the performance index score calculated?
	How is this translated to a 0-20 score and HEDI rating? *
	•
he	e conversion chart will be completed in the next section.
) p	otion (E) Description
) p	
) p le	otion (E) Description ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-leve
) p le	otion (E) Description ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.
) p le	otion (E) Description ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-leve
) p le	otion (E) Description ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-leve
) p	otion (E) Description ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-leve
) p le	otion (E) Description ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-leve
) p	otion (E) Description ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-leve
) p	otion (E) Description ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-leve information that is used to create the achievement benchmark.) * Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the
) p le	otion (E) Description ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-leve information that is used to create the achievement benchmark.) *
) p le	otion (E) Description ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-leve information that is used to create the achievement benchmark.) * Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the
) p le	otion (E) Description ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-level information that is used to create the achievement benchmark.) * Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the
) p	otion (E) Description ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-leve information that is used to create the achievement benchmark.) * Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the

► How is the achievement benchmark translated to a 0-20 score and HEDI rating? *
The conversion chart will be completed in the next section.
Other Optional Measure Description
Please answer the questions below to describe the collectively bargained measure of student growth or achievement that will be
as the optional measure. Assessments will be selected in the next section, if applicable.
▶ Please identify the locally selected measure that will be used to measure student growth or achievement. *
► How does the selected assessment measure student achievement?
▶ If measuring growth, how does the assessment measure student achievement between two or more points in time and
will you determine each student's starting level for the course? (Please include relevant baseline data collection information.)
What is the expectation for student growth/achievement and how are targets determined?
 Will any demonstrated student growth/achievement toward the target contribute to the calculation of an educator's st
performance measure, or only if a student meets or exceeds the growth/achievement target? *
 How are student level results used to determine a teacher's score? How is this translated to a 0-20 score and HEDI rating? *
Thow is this translated to a 0-20 store and reprinting.
If applicable, the conversion chart will be completed in the next section.
All Options Additional Description
Please answer the remaining questions below regardless of the option selected.
What is the student population that will be included in the measure? *

E.g., all students who take the selected assessment in a school year; English language learners; etc.

•	How will data that is collecte	d fro	m this measure be used to	infor	m instructional practice? *		
Λο	ssessments [4]						
		/al au	d an acific management/al them		l ba waad with the a autional was		Accessore and a should and
				t WIII	be used with the optional mea	sure.	. Assessments snould only
be	selected if applicable to the op	tiona	measure selectea.				
As	ssessment Type(s) *						
Г	State-created or -administer	rod	□ State-designed s	اممیا	emental	a ont	s are not applicable to
-	assessment(s)	reu	☐ State-designed s assessment(s)	uppi			s are not applicable to optional measure
	assessment(s)		• • •				•
			Please cneck all that app	ыу. ІТ	assessments are not needed for the op	tionai	measure, select the last choice.
Sp	ecific Assessment(s) *						
S	tate-created or -administered a	issess	ment(s) Please check all the	at app	oly. Do not select "All Regents given in L	EA" ir	addition to individual Regents.
			Grade 3 Math		All Regents given in LEA		Earth Science Regents
	_		Grade 4 Math		ELA Regents		Chemistry Regents
] Grade 5 ELA		Grade 5 Math		Algebra I Regents		Physics Regents
] Grade 6 ELA		Grade 6 Math		Geometry Regents		Global 2 Regents
			Grade 7 Math		Algebra II Regents		US History Regents
	Grade 8 ELA		Grade 8 Math		Living Environment Regents		NYSAA
	Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade 8 Science		NYSESLAT
S	tate-designed supplemental ass	sessn	nent(s)				Please check all that apply.
] Acuity		earlyReading		STAR Math		
] aimswebPlus		GMRT		STAR Reading		
] aMath		i-Ready Diagnostic		TerraNova 3		
	•		Iowa Assessments		TerraNova, Common Core		
			LAS Links		preLAS Early Childhood Assessme	ent of	English and Spanish
	U		Logramos STAR Early Literacy		Language Proficiency		
L] earlyMath		STAIL Early Literacy				
Sc	coring [4]						
	<u> </u>	IIrp sa	elected inlease complete the	chai	rt to illustrate conversion to a 2	n-no	int score
-				ciiui	t to mastrate conversion to a 20	υ- ρ υ	inc score.
Re	sure to include each point from	กเป๋า	70				

POINT	0	1	2	3	4	5	6
MIN							
MAX							
POINT	7	8	9	10	11	12	13
MIN							
MAX							
POINT	14	15	16	17	18	19	20
MIN							
MAX							

HEDI Scoring Bands

Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.

Highly Effective			Effective		Devel	veloping Ineffective														
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Applicable Teachers [5]

If multiple optional measures are used, each must be described on a separate page.

Core Teachers

Use the table below to list the core teachers this optional measure applies to (teachers of other courses should be listed in the

subsequent section).								
☐ All core teachers (K-3; 4-8 ELA, math, so ss; high school ELA and Regents course:	•	OR Sele	ected courses (please indicate below)					
COMMON BRANCH ELA	MATH	SCIE	NCE		SOCIAL STUDIES			
□ к □ 4	□ 4		4		□ 4			
□ 1 □ 5	□ 5		5		□ 5			
□ 2 □ 6	□ 6		6		□ 6			
□ 3 □ 7	□ 7		7		□ 7			
□ 8	□ 8		8		□ 8			
□ 9	☐ Algebr	a I 🗆	Living Enviro	nment	☐ Global I			
□ 10	☐ Geom	etry 🗆	Earth Science)	☐ Global II			
□ 11	☐ Algebr	a II 🗆	Chemistry		☐ US History			
□ 12			Physics					
Other Courses								
☐ All other teachers as listed in Task 2	□ Other teachers	isted differently	☐ Optional measure not applicable to					
(do not fill in courses below)	than in Task 2 (i	•	_	teachers				
GRADE GRADE	GRADE GRADE	SUBJECT	GRADE	GRADE	CLIDIECT			

		s as listed in Task 2 rses below)			sted differently idicate below)	Optional measure not applicable to other teachers				
GRADE FROM Enter a gra	GRADE TO ade, K to 12	SUBJECT	GRADE FROM Enter a gra	GRADE TO ade, K to 12	SUBJECT	GRADE FROM Enter a gro	GRADE TO ade, K to 12	SUBJECT		
		All courses not named above			English Electives			Music		
		AIS/RTI			FACS			Physical Education		
		Art			Fine Arts			Reading		
		Business			Gifted & Talented			Resource		
		Career			Government			Science Electives		
		Computer			Health			Social Studies Electives		
СТЕ		СТЕ			LOTE			Special Education		
Economics		· ·		Library			Speech			
ELL					Math Electives			Technology		

Optional Measure [5]

Ple	ase select the optional measure that applies to the teachers listed above. "
	Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered
	assessments or State-designed supplemental assessments
	Option (C) A measure of student growth, other than an SLO, based on State-created or-administered assessments or State-designed supplemental assessments
	Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments
	Option (E) An achievement benchmark on State-created or administered assessments or State-designed supplemental assessments
	Any other collectively bargained measure of student growth or achievement (to be described below)

Option (A) Assurances

Please check each of the assurances below related to the second SLO that will be used as the optional measure. Assessments will be selected in the next section. *

☐ Assure that the teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.

	Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
	Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
	Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
	Assure that processes are in place for the superintendent to monitor SLOs.
	Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.
	Assure that the second SLO used for the Optional Student Performance measures is different than the SLO(s) used for the Required Student Performance subcomponent.
Op	otion (B) Description
Ple bas	ase answer the questions below and upload a conversion chart to describe the growth score based on a statistical growth model sed on either State-created or -administered assessments or State-designed supplemental assessments that will be used as the ional measure. Assessments will be selected in the next section.
)	How does the selected assessment measure student growth** based on a statistical growth model? How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
** 5	Student growth is defined as the change in student achievement for an individual student between two or more points in time. How is the growth score based on a statistical growth model calculated? How is this translated to a 0-20 score and HEDI rating? *
	6'
The	conversion chart will be uploaded in the next question.
•	Please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI score from 0-20. *
Ple adr	otion (C) Description ase answer the questions below to describe the measure of student growth (other than an SLO) based on State-created or - ministered assessments or State-designed supplemental assessments that will be used as the optional measure. Assessments will selected in the next section.
)	How does the selected assessment measure student growth**? How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *

^{**} Student growth is defined as the change in student achievement for an individual student between two or more points in time.

>	What is the expectation for student growth and how are growth targets determined? Will any demonstrated student growth toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth target? *
)	How is the growth score calculated? How is this translated to a 0-20 score and HEDI rating? *
The	conversion chart will be completed in the next section.
Op	otion (D) Description
	ase answer the questions below to describe the performance index based on State-created or -administered assessments or State- igned supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.
•	How does the selected performance index measure student performance? *
•	How is the performance index target determined? *
•	How does the performance index account for changes in student performance between two (or more) points in time, if measuring growth? *
)	How is the performance index score calculated? How is this translated to a 0-20 score and HEDI rating? *

The conversion chart will be completed in the next section.

Option (E) Description

Ple	ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State-signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.
•	What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-level information that is used to create the achievement benchmark.) *
•	Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the student population included in the measure? *
•	How is the achievement benchmark translated to a 0-20 score and HEDI rating? *
The	e conversion chart will be completed in the next section.
Ot	her Optional Measure Description
	ase answer the questions below to describe the collectively bargained measure of student growth or achievement that will be used the optional measure. Assessments will be selected in the next section, if applicable.
•	Please identify the locally selected measure that will be used to measure student growth or achievement. *
)	How does the selected assessment measure student achievement? If measuring growth, how does the assessment measure student achievement between two or more points in time and how will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
)	What is the expectation for student growth/achievement and how are targets determined? Will any demonstrated student growth/achievement toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth/achievement target? *
	F

)	How are student level results How is this translated to a 0-2			score	?		
If a	pplicable, the conversion chart will	be co	ompleted in the next section.				
Αl	l Options Additional Desc	cript	tion				
Ple	ease answer the remaining ques	tions	below regardless of the op	tion s	elected.		
•	What is the student population	on th	at will be included in the r	neasu	re? *		
E.g	., all students who take the selected	d asse	essment in a school year; Engli	sh lan	guage learners; etc.		
•	How will data that is collecte	d fro	m this measure be used to	infor	m instructional practice? *	:	
As	ssessments [5]						
	case select the assessment type(at will	be used with the optional i	measure.	. Assessments should only
be	selected if applicable to the opt	iona	l measure selected.				
As	ssessment Type(s) *						
	State-created or -administer	ed	☐ State-designed	suppl	emental	essments	s are not applicable to
	assessment(s)		assessment(s)		the	selected	optional measure
			Please check all that ap	oply. If	assessments are not needed for th	e optional	measure, select the last choice.
Sp	ecific Assessment(s) *						
S	tate-created or -administered a	ssess	sment(s) Please check all ti	nat app	ly. Do not select "All Regents giver	n in LEA" ir	addition to individual Regents.
			Grade 3 Math		All Regents given in LEA		Earth Science Regents
			Grade 4 Math Grade 5 Math		ELA Regents Algebra I Regents		Chemistry Regents
			Grade 6 Math		Geometry Regents		Physics Regents Global 2 Regents
			Grade 7 Math		Algebra II Regents		US History Regents
			Grade 8 Math		Living Environment Regents		NYSAA
	Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade 8 Science		NYSESLAT
S	tate-designed supplemental ass	essn	nent(s)				Please check all that apply.
] Acuity		earlyReading		STAR Math		
	_ '		GMRT		STAR Reading		
] aMath		i-Ready Diagnostic		TerraNova 3		
] aReading		Iowa Assessments		TerraNova, Common Core		
			LAS Links		preLAS Early Childhood Asses	ssment of	English and Spanish
	<u> </u>		Logramos		Language Proficiency		
L] earlyMath		STAR Early Literacy				

Scoring [5]

If applicable to the optional measure selected, please complete the chart to illustrate conversion to a 20-point score.

Be sure to include each point from 0 to 20.

POINT	0	1	2	3	4	5	6
MIN							
MAX							
POINT	7	8	9	10	11	12	13
MIN							
MAX							
POINT	14	15	16	17	18	19	20
MIN							
MAX							

HEDI Scoring Bands

Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.

Highly Effective		Effective			Devel	veloping Ineffective														
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Appendix: Task 8

To enter additional optional measures for Task 8, use the sections below.

GRADE FROM

Applicable Principals [2]

If multiple optional measures are used, each must be described on a separate page. Complete this section for a second optional measure, then use the next section to add an additional optional measure.

Use the table below to list the grade configurations of the building(s)/program(s) for the principal(s) who will be evaluated using the measure and assessment(s) included in this section.

GRADE TO

	otional Measure [2] ase select the optional measure that applies to the principals listed above. *
	Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments Option (C) A measure of student growth, other than an SLO, based on State-created or-administered assessments or State-designed supplemental assessments Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments Option (E) An achievement benchmark on State-created or administered assessments or State-designed supplemental assessments Option (F) Four, five, or six-year high school graduation rates Any other collectively bargained measure of student growth or achievement (to be described below)
Ple sele	otion (A) Assurances ase check each of the assurances below related to the second SLO that will be used as the optional measure. Assessments will be ected in the next section. * Assure that the principal has an SLO as determined locally in a manner consistent with the goal-setting process determined by
ш	the Commissioner.
	Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manne consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account poverty, students with disabilities, English language learner status and prior academic history.
	Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
	Assure that if a principal's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
	Assure that processes are in place for the superintendent to monitor SLOs.
	Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.
	Assure that the second SLO used for the Optional Student Performance measures is different than the SLO(s) used for the Required Student Performance subcomponent.

Option (B) Description

Please answer the questions below and upload a conversion chart to describe the growth score based on a statistical growth model based on either State-created or -administered assessments or State-designed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.

>	How does the selected assessment measure student growth** based on a statistical growth model? How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
** 9	Student growth is defined as the change in student achievement for an individual student between two or more points in time.
)	How is the growth score based on a statistical growth model calculated? How is this translated to a 0-20 score and HEDI rating? *
The	conversion chart will be uploaded in the next question.
•	Please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI score from 0-20. *
Ple	tion (C) Description ase answer the questions below to describe the measure of student growth (other than an SLO) based on State-created or -
	ninistered assessments or State-designed supplemental assessments that will be used as the optional measure. Assessments will selected in the next section.
)	How does the selected assessment measure student growth**? How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
** 5	Student growth is defined as the change in student achievement for an individual student between two or more points in time.
,	What is the expectation for student growth and how are growth targets determined? Will any demonstrated student growth toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth target? *
)	How is the growth score calculated? How is this translated to a 0-20 score and HEDI rating? *

The conversion chart will be completed in the next section.

Option (D) Description Please answer the questions by

	ise answer the questions below to describe the performance index based on State-created or -daministered assessments or State- igned supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.
•	How does the selected performance index measure student performance? *
	· · · · · · · · · · · · · · · · · · ·
•	How is the performance index target determined? *
	<u> </u>
•	How does the performance index account for changes in student performance between two (or more) points in time, if measuring growth? *
)	How is the performance index score calculated? How is this translated to a 0-20 score and HEDI rating? *
The	conversion chart will be completed in the next section.
On	tion (E) Description
	ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State-
	igned supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section.
•	What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-level information that is used to create the achievement benchmark.) *
•	Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the student population included in the measure? *

▶ How is the achievement benchmark translated to a 0-20 score and HEDI rating? *
The conversion chart will be completed in the next section.
Option (F) Description
Please answer the questions below to describe the growth score based on four, five, or six-year high school graduation rates that w be used as the optional measure. Assessments will be selected in the next section.
Please identify the graduation rate that will be used (i.e., four, five, or six year rate). *
N/hat is the expectation for graduation rate progress?
 What is the expectation for graduation rate progress? Will educators be evaluated based on a graduation rate benchmark or progress in improving graduation rates? *
▶ How is the graduation rate translated to a 0-20 score and HEDI rating? *
If applicable, the conversion chart will be completed in the next section.
Other Optional Measure Description
Please answer the questions below to describe the collectively bargained measure of student growth or achievement that will be us as the optional measure. Assessments will be selected in the next section, if applicable.
Please identify the locally selected measure that will be used to measure student growth or achievement. *
▶ How does the selected assessment measure student achievement?
 If measuring growth, how does the assessment measure student achievement between two or more points in time and how will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
win you accertiffice each student 3 starting level for the course; (riease include relevant baseline data collection information.)

How are student level results used to determine a principal's score? How is this translated to a 0-20 score and HEDI rating? *
oplicable, the conversion chart will be completed in the next section.
Options Additional Description
ase answer the remaining questions below regardless of the option selected.
, all students who take the selected assessment in a school year; English language learners; etc. How will data that is collected from this measure be used to inform principal decision making? *
sessments [2] ase select the assessment type(s) and specific assessment(s) that will be used with the optional measure. Assessments should only selected if applicable to the optional measure selected. sessment Type(s) *
State-created or -administered assessment(s) State-designed supplemental Assessments are not applicable to the selected optional measure Please check all that apply. If assessments are not needed for the optional measure, select the last choice.
ecific Assessment(s) *
ate-created or -administered assessment(s) Please check all that apply. Do not select "All Regents given in LEA" in addition to individual Regents. Grade 3 ELA Grade 3 Math Grade 4 ELA Grade 4 Math Grade 5 ELA Grade 5 ELA Grade 6 ELA Grade 6 Math Grade 7 ELA Grade 7 ELA Grade 8 Math Grade 8 Math Living Environment Regents NYSAA

State-designed suppleme	ntal assessm	nent(s)	Please check all that apply.
☐ Acuity		earlyReading	STAR Math
☐ aimswebPlus		GMRT	STAR Reading
□ aMath		i-Ready Diagnostic	TerraNova 3
□ aReading		Iowa Assessments	TerraNova, Common Core
☐ CBMmath		LAS Links	preLAS Early Childhood Assessment of English and Spanish
☐ CBMreading		Logramos	Language Proficiency
□ earlyMath		STAR Early Literacy	
Scoring [2]			

If applicable to the optional measure selected, please complete the chart to illustrate conversion to a 20-point score.

Be sure to include each point from 0 to 20.

POINT	0	1	2	3	4	5	6
MIN							
MAX							
POINT	7	8	9	10	11	12	13
MIN							
МАХ							
POINT	14	15	16	17	18	19	20
MIN							
MAX							

HEDI Scoring Bands

Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.

Highl	Highly Effective		Effective Deve				oping	Ineffe	Ineffective											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Applicable Principals [3]

If multiple optional measures are used, each must be described on a separate page. Complete this section for a third optional measure.

Use the table below to list the grade configurations of the building(s)/program(s) for the principal(s) who will be evaluated using the measure and assessment(s) included in this section.

GRADE FROM	GRADE TO

Optional Measure [3]

• *
•

Option (E) An achievement benchmark on State-created or administered assessments or State-designed supplemental assessments
Option (F) Four, five, or six-year high school graduation rates

☐ Any other collectively bargained measure of student growth or achievement (to be described below)

Ple	otion (A) Assurances assurances below related to the second SLO that will be used as the optional measure. Assessments will be
_	ected in the next section. *
Ц	Assure that the principal has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
	Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manne consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
	Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
	Assure that if a principal's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
	Assure that processes are in place for the superintendent to monitor SLOs.
	Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.
	Assure that the second SLO used for the Optional Student Performance measures is different than the SLO(s) used for the Required Student Performance subcomponent.
Op	otion (B) Description
Ple bas	ase answer the questions below and upload a conversion chart to describe the growth score based on a statistical growth model ed on either State-created or -administered assessments or State-designed supplemental assessments that will be used as the ional measure. Assessments will be selected in the next section.
•	How does the selected assessment measure student growth** based on a statistical growth model?
•	How will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
•	
	information.) *
	information.) * Student growth is defined as the change in student achievement for an individual student between two or more points in time. How is the growth score based on a statistical growth model calculated?
***	information.) * Student growth is defined as the change in student achievement for an individual student between two or more points in time. How is the growth score based on a statistical growth model calculated?
***	information.) * Student growth is defined as the change in student achievement for an individual student between two or more points in time. How is the growth score based on a statistical growth model calculated? How is this translated to a 0-20 score and HEDI rating? *
***	information.) * Student growth is defined as the change in student achievement for an individual student between two or more points in time. How is the growth score based on a statistical growth model calculated? How is this translated to a 0-20 score and HEDI rating? * conversion chart will be uploaded in the next question. Please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI score from 0-20. *
*** S	information.) * Student growth is defined as the change in student achievement for an individual student between two or more points in time. How is the growth score based on a statistical growth model calculated? How is this translated to a 0-20 score and HEDI rating? * conversion chart will be uploaded in the next question. Please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI
*** S	information.) * Student growth is defined as the change in student achievement for an individual student between two or more points in time. How is the growth score based on a statistical growth model calculated? How is this translated to a 0-20 score and HEDI rating? * conversion chart will be uploaded in the next question. Please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI score from 0-20. * which (C) Description asse answer the questions below to describe the measure of student growth (other than an SLO) based on State-created or - ministered assessments or State-designed supplemental assessments that will be used as the optional measure. Assessments will

^{**} Student growth is defined as the change in student achievement for an individual student between two or more points in time.

>	What is the expectation for student growth and how are growth targets determined? Will any demonstrated student growth toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth target? *
)	How is the growth score calculated? How is this translated to a 0-20 score and HEDI rating? *
Op Ple	conversion chart will be completed in the next section. Intion (D) Description ase answer the questions below to describe the performance index based on State-created or -administered assessments or State-cigned supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. How does the selected performance index measure student performance? *
•	How is the performance index target determined? *
•	How does the performance index account for changes in student performance between two (or more) points in time, if measuring growth? *
>	How is the performance index score calculated? How is this translated to a 0-20 score and HEDI rating? *

The conversion chart will be completed in the next section.

Ple	otion (E) Description ase answer the questions below to describe the achievement benchmark on State-created or -administered assessments or State-
de: ▶	signed supplemental assessments that will be used as the optional measure. Assessments will be selected in the next section. What is the achievement benchmark and how is the achievement benchmark determined? (Please include the student-level information that is used to create the achievement benchmark.) *
)	Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the student population included in the measure? *
•	How is the achievement benchmark translated to a 0-20 score and HEDI rating? *
The	conversion chart will be completed in the next section.
Or	otion (F) Description
Ple	ase answer the questions below to describe the growth score based on four, five, or six-year high school graduation rates that will used as the optional measure. Assessments will be selected in the next section.
•	Please identify the graduation rate that will be used (i.e., four, five, or six year rate). *
)	What is the expectation for graduation rate progress? Will educators be evaluated based on a graduation rate benchmark or progress in improving graduation rates? *

▶ How is the graduation rate translated to a 0-20 score and HEDI rating? *

Other Optional Measure Description Please answer the questions below to describe the collectively bargained measure.

	the optional measure. Assessments will be selected in the next section, if applicable.
•	Please identify the locally selected measure that will be used to measure student growth or achievement. *
•	How does the selected assessment measure student achievement?
•	If measuring growth, how does the assessment measure student achievement between two or more points in time and how will you determine each student's starting level for the course? (Please include relevant baseline data collection information.) *
)	What is the expectation for student growth/achievement and how are targets determined? Will any demonstrated student growth/achievement toward the target contribute to the calculation of an educator's student
_	performance measure, or only if a student meets or exceeds the growth/achievement target? *
•	How are student level results used to determine a principal's score?
•	How is this translated to a 0-20 score and HEDI rating? *
	pplicable, the conversion chart will be completed in the next section.
	Options Additional Description ase answer the remaining questions below regardless of the option selected.
<i>i i</i> c	What is the student population that will be included in the measure? *
E.g	., all students who take the selected assessment in a school year; English language learners; etc.
)	How will data that is collected from this measure be used to inform principal decision making? *

Assessments [3]

Please select the assessment type(s) and specific assessment(s) that will be used with the optional measure. Assessments should only be selected if applicable to the optional measure selected.

Assessment Type	's'	۲ (
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	State-created or -administer assessment(s)	ed	☐ State-designed assessment(s)	suppl		Assessments are not applicable to the selected optional measure						
	3333333(0)		` '	oply. If	y. If assessments are not needed for the optional measure, select the							
Spe	cific Assessment(s) *											
Sta	State-created or -administered assessment(s) Please check all that apply. Do not select "All Regents given in LEA" in addition to individual Regents.											
	Grade 3 ELA		Grade 3 Math		All Regents given in LEA		Earth Science Regents					
	Grade 4 ELA		Grade 4 Math		ELA Regents		Chemistry Regents					
	Grade 5 ELA		Grade 5 Math		Algebra I Regents		Physics Regents					
	Grade 6 ELA		Grade 6 Math		Geometry Regents		Global 2 Regents					
	Grade 7 ELA		Grade 7 Math		Algebra II Regents		US History Regents					
	Grade 8 ELA		Grade 8 Math		Living Environment Regents		NYSAA					
	Grade 4 Science (2019-20 only)		Elem Science (2021-22 on)		Grade 8 Science		NYSESLAT					
Sta	te-designed supplemental ass	essm	nent(s)				Please check all that apply.					
	Acuity		earlyReading		STAR Math							
	aimswebPlus		GMRT		STAR Reading							
			i-Ready Diagnostic		TerraNova 3							
			Iowa Assessments		TerraNova, Common Core							
	CBMmath		LAS Links		preLAS Early Childhood Assessment of English and Spanish							
	CBMreading		Logramos		Language Proficiency							
	earlyMath		STAR Early Literacy									

Scoring [3]

If applicable to the optional measure selected, please complete the chart to illustrate conversion to a 20-point score.

Be sure to include each point from 0 to 20.

POINT	0	1	2	3	4	5	6
MIN							
MAX							
POINT	7	8	9	10	11	12	13
MIN							
MAX							
POINT	14	15	16	17	18	19	20
MIN							
MAX							

HEDI Scoring Bands

Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.

Highly Effective			Effective		Developing		Ineffective													
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0