

**FREQUENTLY ASKED QUESTIONS:**  
**Sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents**

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**General information**

**1. What prompted the **transition** regulations?**

In September 2015, Governor Andrew Cuomo formed the Common Core Task Force which was charged with “comprehensively reviewing and making recommendations on reforming the current Common Core system and the way we teach and test our students.” Following multiple meetings, the Task Force made a number of recommendations regarding the implementation of the Common Core Standards.

On December 10, 2015, the Task Force released [their report](#), affirming that New York must have rigorous, high quality education standards to improve the education of all of our students and hold our schools and districts accountable for students’ success but recommended that the Common Core standards be thoroughly reviewed and revised to reflect higher learning standards consistent with the report and that the State assessments be amended to reflect such revisions. In addition, the Task Force recommended that until the new system is fully phased in, the results from the grades 3-8 English language arts (ELA) and math State assessments and the use of any State-provided growth model based on these tests or other State assessments shall not have consequence for teachers or students. Specifically, Recommendation 21 from the Task Force’s Final Report provides as follows:

“...State-administered standardized ELA and Mathematics assessments for grades three through eight aligned to the Common Core or updated standards shall not have consequences for individual students or teachers. Further, any growth model based on these Common Core tests or other state assessments shall not have consequences and shall only be used on an advisory basis for teachers. The transition phase shall last until the start of the 2019-2020 school year.”

In an effort to implement the Task Force’s recommendation, sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents were adopted by the Board of Regents at its December 2015 meeting. [Sections 30-2.14 and 30-3.17](#) became effective on December 15, 2015.

## 2. What do the **transition** regulations require?

**Two** sections (30-2.14 and 30-3.17) were added to the regulations to provide for a four-year transition period for annual professional performance reviews (APPRs) while the State completes the transition to higher learning standards through new State assessments aligned to the higher learning standards, and a revised State-provided growth model.

During the transition period (2015-16 through 2018-19), transition scores and HEDI ratings will be generated and used to replace the scores and HEDI ratings for teachers and principals whose HEDI scores are based, in whole or in part, on State assessments in grades 3-8 ELA or math (including where State-provided growth scores are used) or on State-provided growth scores on Regents examinations.<sup>1</sup>

In the case of evaluations **that were** conducted pursuant to Education Law §§ 3012-c and 3012-d during the 2015-16 school year, the overall transition scores and/or ratings were determined based upon the remaining subcomponents **and/or Categories** of the APPR that **were not** based on the grade 3-8 ELA or math State assessments or a State-provided growth score on Regents examinations.

For evaluations conducted pursuant to Education Law §3012-d during the 2016-17, 2017-18, and 2018-19 school years, in instances where no scores or ratings in the subcomponents of the Student Performance Category can be generated, an alternate SLO shall be developed by the district/BOCES consistent with guidelines prescribed by the Commissioner using assessments approved by the Department that are not 3-8 ELA and math State assessments.<sup>2</sup> This could include any other State assessments, e.g., the grade 4 and 8 State science assessments or Regents examinations. As a reminder, under Education Law §3012-d, all locally-developed and vendor assessments that will be used for evaluation purposes must be submitted through the [Assessment RFQ](#) for approval by the Department.

State-provided growth scores will continue to be computed for advisory purposes only and overall HEDI ratings will continue to be provided to teachers and principals based on such growth scores. However, during the transition period, only the transition score and rating will be used for purposes of employment decisions, including tenure determinations and for purposes of

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<sup>1</sup> Please note that teachers and principals whose APPRs do not include the grades 3-8 ELA and math State assessments or State-provided growth scores on Regents examinations are not impacted by the transition regulations and their evaluations shall be calculated pursuant to their district’s/BOCES’ approved APPR Plan without any changes. For example, a building principal of a CTE program whose APPR utilizes CTE assessments as part of the student performance component of their APPR will not be impacted by the transition regulations.

<sup>2</sup> The educators who require Alternate SLOs and the assessments/measures that will be used for any Alternate SLOs are described in Task 2 (Transition) and Task 7(Transition) of the approved APPR plan, or in the approved Supplemental Form for Alternate SLOs.

proceedings under Education Law §§3020-a and 3020-b and teacher and principal improvement plans and the individual's employment record.

However, for purposes of public reporting of aggregate data pursuant to Education Law §3012-c(10), as made applicable to APPRs conducted pursuant to Education Law §3012-d by section 30-3.15(d) of the Rules of the Board of Regents, the original<sup>3</sup> composite rating shall be reported along with the overall transition rating and an explanation of such overall transition rating. Parents and guardians, upon request, shall receive their child's teacher's and/or principal's original composite rating and the transition rating, along with an explanation of such transition composite rating.

**3. What is the timeframe for the transition period for all districts/BOCES?**

The transition period is effective during the 2015-16 through 2018-19 school years.

**4. What types of measures will make up teachers'/principals' APPRs during the remainder of the transition period (2016-17 through 2018-19 school years).**

During the remainder of the transition period (2016-17 through 2018-19 school years), districts/BOCES must continue to fully implement their approved §3012-d APPR plan and provide subcomponent and Category scores and/or ratings based on the approved APPR plan to teachers and principals. However, districts/BOCES must also calculate and provide to teachers and principals transition scores and/or ratings for each subcomponent and Category along with the overall transition composite rating. Please see Question 7 for additional information concerning how transition scores and ratings will be calculated.

**5. What APPR data do districts/BOCES need to provide to their teachers and principals during the 2016-17 through 2018-19 school years?**

The original subcomponent and Category scores and/or ratings, and the overall composite rating, calculated pursuant to Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents shall be provided along with the transition scores and/or ratings for each subcomponent and Category, and the overall composite transition rating. State-provided growth scores will continue to be calculated by the Department and provided to districts/BOCES for advisory purposes only and will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

**6. Our district/BOCES has a number of teachers whose courses end in State assessments (e.g., grades 3-8 ELA and math teachers, grade 4 and 8 science**

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<sup>3</sup> The original APPR rating will consist of the subcomponent and Category scores and/or ratings that are calculated pursuant to the district's currently approved APPR plan *without any modifications, substitutions, or replacements as a result of the transition regulations.*

**teachers, high school Regents teachers). Are all of these educators impacted by the transition process?**

Not necessarily. Section 30-3.17 of the Rules of the Board of Regents impacts educators whose evaluations are based, in whole or in part, on State assessments or State-provided growth scores on Regents examinations. For the purposes of this regulation, State assessments are defined as grades 3-8 ELA and math State assessments.

Accordingly, the portions of an educator's evaluation that utilize the grades 4 or 8 State science assessments, Regents examinations (so long as the measure is not a State-provided growth score), the NYSAA, and the NYSESLAT will not be excluded from the calculation of transition scores and ratings.

**7. Our district's/BOCES' approved APPR plan includes measures that are based on a mix of assessments, some of which cannot be used when calculating transition scores and ratings and some of which can. Must we continue to use these measures to calculate transition scores and ratings?**

Not necessarily. If a measure is based only in part on the grades 3-8 ELA/math State assessments or State-provided growth scores (e.g., an SLO based on a group measure using results from the 3-8 ELA State assessments and results from Regents assessments), districts/BOCES must determine whether to use the measure with the remaining assessments. In certain instances, this decision may be subject to collective bargaining where required by Article 14 of the Civil Service Law (e.g., measures used in the optional subcomponent of the Student Performance Category).

**Impact on districts'/BOCES' implementation of Education Law §3012-d APPR plans during the 2016-17 through 2018-19 school years**

**8. How will transition scores and ratings be calculated by districts/BOCES pursuant to Subpart 30-3 of the Rules of the Board of Regents during the 2016-17 through 2018-19 school years?**

For the **required** subcomponent of the Student Performance Category:

- 1) For teachers and principals who receive a State-provided growth score (i.e., grades 4-8 ELA and math teachers and principals of buildings that include grades 4-8 or all of grades 9-12), the growth score shall be excluded from the scores and ratings used to calculate the transition score and rating. Additionally, during the 2016-17 through 2018-19 school years, the requirement that back-up SLOs be developed for grades 4-8 ELA/math teachers and principals of buildings that include those grade levels is being suspended and such measures do not need to be developed. Provided, however, that alternate SLOs must continue to be developed in instances where there are no remaining student performance measures for purposes of calculating transition scores and ratings.

For principals of buildings that include all of grades 9-12, while the State-provided growth score shall not be used to calculate the transition score and rating, SLOs based on Regents assessments may still be used for this purpose.<sup>4</sup>

- 2) For teachers and principals who do not receive their own State-provided growth scores (e.g., grade 3 ELA and math teachers, 6-8 science and social studies teachers, principals of K-2 buildings, etc.), the results of the grades 3-8 ELA and math State assessments and any State-provided growth scores must be excluded when calculating the transition score and rating. If a measure is based only in part on the grades 3-8 ELA/math State assessments or State-provided growth scores (e.g., an SLO based on a group measure using results from the 3-8 ELA State assessments and results from Regents assessments), districts/BOCES must determine whether to use the measure with the remaining assessments. In certain instances, this decision may be subject to collective bargaining where required by Article 14 of the Civil Service Law (e.g., measures used in the optional subcomponent of the Student Performance Category).

For the **optional** subcomponent of the Student Performance Category:

- 1) Any district/BOCES who locally negotiated the use of a second State-provided growth score must exclude the results of such measure from the calculation of the transition score and rating for the Student Performance Category.
- 2) Any district/BOCES who locally negotiated the use of a supplemental assessment with a corresponding growth model may utilize the results of such measure for the calculation of the transition score and rating for the Student Performance Category.

If, after excluding the results of grades 3-8 ELA and math State assessments or State-provided growth scores for 9-12 principals, there are no remaining measures for the optional subcomponent of the Student Performance Category, the district/BOCES will not utilize this subcomponent when determining the transition score and rating for the Student Performance Category.

In instances where the above would result in no student performance measure for a teacher or principal in either of the subcomponents within the Student Performance Category, districts/BOCES must develop an **alternate** SLO consistent with the requirements specified in sections 30-3.4 and 30-3.5 of the Rules of the Board of Regents for teachers and principals, respectively, using assessments approved by the Department that are not **the grades** 3-8 ELA and math State assessments<sup>5</sup>. Such an SLO can include a school- or district-wide measure based on a **State-approved locally-developed or third-party assessment or** State or Regents assessments other than the grades 3-8 ELA and math assessments or the State-provided growth score for the building.

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<sup>4</sup> Teachers with SLOs that are based on Regents assessments will not be impacted and must continue to use SLOs with such assessments.

<sup>5</sup> The educators who require Alternate SLOs and the assessments/measures that will be used for any Alternate SLOs are described in Task 2 (Transition) and Task 7(Transition) of the approved APPR plan, or in the approved Supplemental Form for Alternate SLOs.

Districts/BOCES will continue to use the measures outlined in the approved APPR plan for the Teacher Observation/Principal School Visit Categories in their entirety when calculating the overall transition rating.

The below chart illustrates the requirements for districts'/BOCES' implementation of an Education Law §3012-d APPR plan during the remainder of the transition period (2016-17 through 2018-19 school years).

	2016-17 through 2018-19
Student Performance Category	<ul style="list-style-type: none"> <li>• Scores/ratings excluded where teachers'/principals' required and/or optional subcomponent measures are based on the grades 3-8 ELA and math assessments or State-provided growth scores based on Regents assessments.</li> <li>• If no measures remain in the Student Performance Category, the district/BOCES must develop an alternate SLO using an assessment other than the grades 3-8 ELA and math State assessments.</li> </ul>
Teacher Observation/Principal School Visit Category	This Category is not impacted by the transition regulations.
Overall Transition Rating	Use the evaluation matrix.
Data reported to State	Original and transition scores and ratings, including overall composite rating
Data reported to parents	Overall original and transition ratings
Basis for Teacher/Principal Improvement Plans	Overall transition ratings
Data reported on employment records	Overall transition ratings

**9. What are some examples of how the transition score and rating will be calculated for teachers and principals during the 2016-17 through 2018-19 school years?**

**A. High School Regents teacher**

Mr. Jones teaches 3 sections of Algebra culminating in the Regents assessment with a total student population of 75 (25 students per course section). He also teaches a single section of a math elective culminating in a local assessment with student population of 25. Because Mr. Jones' Algebra course is his largest course and covers more than 50% of his entire student population, he must write an SLO for this course and is not required to have any additional measures in the required subcomponent of the Student Performance Category. Because the SLO

for the Algebra course utilizes the Regents assessment as the underlying evidence, it must continue to be used in its entirety for the purposes of calculating the overall composite transition rating. Mr. Jones earns 18 out of 20 points.

For the optional subcomponent of the Student Performance Category, the district’s approved APPR plan utilizes a second State-provided growth score based on the student growth percentiles assigned to the high school building as part of the State-provided growth score (a score of 16). Because this measure utilizes the high school building’s State-provided growth score, it will be excluded from the evaluation during the transition period.

For the Teacher Observation Category, the district will assign points based on observations by a lead evaluator and an independent evaluator pursuant to a State-approved practice rubric. Because this Category does not rely on assessments, it must continue to be used in its entirety for the purposes of calculating the overall composite transition rating. Mr. Jones earns an average rubric score of 3.4.

Mr. Jones earned 18 out of 20 points for the Student Performance Category once the optional subcomponent is excluded during the transition period, which results in a rating of Highly Effective for this Category of the evaluation and an average rubric score of 3.4 for the Teacher Observation Category, which, based on the scoring ranges specified in the approved APPR plan, results in a rating of Effective for this Category of the evaluation. Using the overall composite matrix required by Education Law §3012-d, Mr. Jones receives an overall composite transition rating of Highly Effective.

Further, since districts/BOCES are still required to provide the original composite rating (for advisory purposes only), Mr. Jones’ original overall composite rating will be Effective as such ratings must include both subcomponents of the Student Performance Category, i.e., a score of 17 (18 and 16, combined through a 50%/50% weighting), which is Effective. The Teacher Observation Category rating of Effective will remain. Thus, using the overall composite matrix required by Education Law §3012-d, Mr. Jones receives an original overall composite rating of Effective.

	Original score/rating	Transition score/rating
Student Performance Category: Required subcomponent	18	18
Student Performance Category: Optional subcomponent	16	---
Overall Student Performance Category rating	17 (Effective)	18 (Highly Effective)
Teacher Observation Category	3.4 (Effective)	3.4 (Effective)
Overall rating	Effective	Highly Effective



**B. Teacher of a non-tested grade and subject whose measure is based on the school-wide results of grades 3-8 ELA and math State assessments**

Mrs. Johnson is an art teacher in a K-5 building. For the required subcomponent of the Student Performance Category, the district's approved APPR plan indicates that K-5 teachers of all non-tested grades and subjects will have their measure based on a school-wide SLO utilizing the results of the grades 3-5 ELA and math State assessments (a score of 15 out of 20). Because this SLO is based entirely on grades 3-8 ELA and math State assessments, the district must exclude it when calculating the overall composite transition rating. Since Mrs. Johnson does not teach any other courses, there are no remaining measures to be used for this subcomponent of her evaluation, and her school district must exclude this subcomponent when calculating the overall composite transition rating.

For the optional subcomponent of the Student Performance Category, the district's approved APPR plan utilizes the building-wide State-provided growth score based on the results of the 4-5 ELA and math State assessments administered in her building (a score of 17 out of 20). As in the required subcomponent, this measure must be excluded when calculating the overall composite transition rating. Since Mrs. Johnson does not teach any other courses, there are no remaining measures to be used for this subcomponent of her evaluation, and her district must exclude this subcomponent when calculating the overall composite transition rating.<sup>6</sup>

Because the results of grades 3-8 ELA and math State assessments have been excluded from the required and optional subcomponents of the Student Performance Category during the transition period, Mrs. Johnson no longer has any scores and ratings in this Category of her evaluation. Accordingly, as required by section 30-3.17 of the Rules of the Board of Regents, an alternate SLO shall be developed by the district consistent with guidelines prescribed by the Commissioner using assessments approved by the Department that are not based on the grades 3-8 ELA and math State assessments. In this instance, Mrs. Johnson's district has determined that all art teachers who require an additional, alternate SLO will use the results of the students' summative performance task, the district-developed State-approved assessment already administered as the final exam in those classrooms, as the underlying evidence for the SLO.<sup>7</sup> Mrs. Johnson earns a score of 17 out of 20 on this SLO.

For the Observation Category, the district will assign points based on observations by a lead evaluators and an independent evaluator pursuant to a State-approved practice rubric. Because this subcomponent does not rely on assessments, it must continue to be used in its entirety for the purposes of calculating the overall composite transition rating. Mrs. Johnson earns a weighted average rubric score of 3.4.

Mrs. Johnson earned a score of 17 out of 20 for the Student Performance Category based on the required alternate SLO, which results in a rating of Effective for this Category of her evaluation,

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<sup>6</sup> In instances where no scores/ratings in Student Performance Category can be generated, an alternate SLO shall be developed by the district/BOCES using assessments approved by the Department that are not the grades 3-8 ELA and math State assessments. Districts implementing an APPR plan pursuant to Education Law §3012-d during the 2015-16 school year are not required to take this step until the 2016-17 school year.

<sup>7</sup> Please remember that all non-State assessments must be approved through the [Assessment RFQ](#).

and a weighted average rubric score of 3.4 for the Teacher Observation Category, which, based on the scoring ranges specified in the approved APPR plan, results in a rating of Effective for this Category of the evaluation. Using the overall composite matrix required by Education Law §3012-d, Mrs. Johnson receives an overall composite transition rating of Effective.

Further, since districts/BOCES are still required to provide the original overall composite rating (for advisory purposes), Mrs. Johnson’s original overall composite rating will also be Effective but would include both subcomponents of the Student Performance Category, i.e., a score of 16 (15 and 17, combined through a 50%/50% weighting), which is Effective. The Observation Category rating of Effective will remain. Thus, using the overall composite matrix required by Education Law §3012-d, Mrs. Johnson receives an original overall composite rating of Effective.

	Original score/rating	Transition score/rating
Student Performance Category: Required subcomponent	15	*Alternate SLO used, 17
Student Performance Category: Optional subcomponent	17	---
Overall Student Performance Category rating	16 (Effective)	17 (Effective)
Teacher Observation Category	3.4 (Effective)	3.4 (Effective)
Overall rating	Effective	Effective

### C. Principal of a K-5 building

Ms. Williams is a principal of a K-5 building with a sufficient number of student scores to receive a State-provided growth score. For the required subcomponent of the Student Performance Category, the results of the State-provided growth score (a score of 15 out of 20), because it is based on the grades 4 and 5 ELA and math State assessments, will be excluded from the evaluation during the transition period. Since at least 30% of the student population is covered by State-provided growth measures, there are no remaining measures to be used for this subcomponent of her evaluation, and her school district must exclude this subcomponent when calculating the overall composite transition rating.<sup>8</sup>

The district had collectively bargained to not include an optional subcomponent for principals of K-5 buildings so Ms. Williams does not have a score for this subcomponent. Thus, since Ms. Williams does not utilize any other measures, there are no remaining measures to be used for this subcomponent of her evaluation, and her district must exclude this category when calculating the overall composite transition rating.<sup>9</sup>

<sup>8</sup> Please note, during the 2016-17 through 2018-19 school years, the requirement that back-up SLOs be developed for grades 4-8 ELA/math teachers and principals of buildings that include those grade levels is being suspended and such measures are not required to be included in the calculation of original or transition scores and ratings. Provided, however, that alternate SLOs must be continue to developed in instances where there are no remaining student performance measures for purposes of calculating transition scores and ratings.

<sup>9</sup> In instances where no scores/ratings in Student Performance Category can be generated, an alternate SLO shall be developed by the district/BOCES using assessments approved by the Department that are not the grades 3-8 ELA and math State assessments. Implementation of alternate SLOs will begin in the 2016-17 school year.

Since Ms. Williams' Student Performance Category now has no measures in either subcomponent, the district shall use the results of **an alternate** SLO based on a State-approved regionally-developed assessment (a score of 14 out of 20).

For the School Visit Category, the district will assign points based on school visits by a lead evaluators and an independent evaluator pursuant to a State-approved principal practice rubric. Because this Category does not rely on assessments, it must continue to be used in its entirety for the purposes of calculating the overall composite transition score and rating. Ms. Williams earns a weighted average rubric score of 3.4.

Ms. Williams earned a score of 14 out of 20 for the Student Performance Category based on the required transition SLO, which results in a rating of Developing for this Category of her evaluation, and a weighted average rubric score of 3.4 for the School Visit Category, which, based on the scoring ranges specified in the approved APPR plan, results in a rating of Effective for this Category of the evaluation. Using the overall composite matrix required by Education Law §3012-d, Ms. Williams receives an overall composite transition rating of Effective.

Further, since districts/BOCES are still required to provide the original composite rating (for advisory purposes), Ms. Williams' original **overall composite rating** will also be Effective based on the results of her State-provided growth measure. The School Visit Category rating of Effective will remain. Thus, using the overall composite matrix required by Education Law §3012-d, Mrs. Johnson receives an original overall composite rating of Effective.

	Original score/rating	Transition score/rating
Student Performance Category: Required subcomponent	15	*Alternate SLO used, 14
Student Performance Category: Optional subcomponent	n/a	n/a
Overall Student Performance Category rating	15 (Effective)	14 (Developing)
School Visit Category	3.4 (Effective)	3.4 (Effective)
Overall rating	Effective	Effective

**10. Can a district/BOCES describe the alternate assessments/measures that will be used during the transition period in the APPR plan submitted to the Department?**

Yes, Tasks 2 and 7 of the SED Monitoring APPR portal **have been** updated to accommodate the entry of alternate **SLO** assessments **and measures** for teachers of grades 3-8 ELA and math and principals of buildings that include grades 3-8 for the 2016-17 through 2018-19 school years.<sup>10</sup>

Material changes to **the measures and assessments described in the** approved APPR plan **must be** submitted to the Department on or before March 1 of the school year for which they will be implemented, **absent a finding of extraordinary circumstances by the Commissioner**. Please see Question C8 of the [§3012-d APPR Guidance document](#) for additional information regarding material changes.

**11. My district's/BOCES' §3012-d APPR plan currently uses SLOs based on the grades 3-8 ELA and math State assessments. During the transition period, what alternate assessments can we use?**

Districts/BOCES must choose a State-approved district, regional, or BOCES-developed assessment, a State-approved third-party assessment, or a school- or district-wide measure based on a **State-approved third-party or locally-developed assessments** or State assessment other than the grades 3-8 ELA and math assessments. The list of currently approved assessments for use in the required subcomponent of the Student Performance Category (under Education Law §3012-d) is available on [the NYSED webpage](#).

If your district/BOCES has locally developed assessments that you wish to use, an application must be submitted through the [RFQ](#) for Supplemental Assessments and Corresponding Growth Models and/or Assessments for Use with SLOs to Be Used by New York State School Districts and Boards of Cooperative Educational Services (BOCES) in Teacher and Principal Evaluations for approval by the Department. A corresponding webinar to assist applicants as well as answers to common questions are also available at the above link. For additional questions related to the Assessment RFQ, please email: [AssessRFQ@nysed.gov](mailto:AssessRFQ@nysed.gov).

**12. What will districts/BOCES be required to do for the 2019-20 school year?**

Districts/BOCES must continue to implement their approved APPR plan during and after the transition period. Beginning in the 2019-20 school year, districts/BOCES will no longer be required to calculate transition scores and ratings and will only be required to provide scores and ratings aligned with their approved APPR plan. **For purposes of the Student Performance Category, only those measures in Tasks 2 and 7 “Original” of a district's/BOCES approved APPR plan will be used in the 2019-20 school year and thereafter.**

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<sup>10</sup> If a measure is based only in part on the grades 3-8 ELA/math State assessments or State-provided growth scores (e.g., an SLO based on a group measure using results from the 3-8 ELA State assessments and results from Regents assessments), districts/BOCES must determine whether to use the measure with the remaining assessments. In certain instances, this decision may be subject to collective bargaining where required by Article 14 of the Civil Service Law (e.g., measures used in the optional subcomponent of the Student Performance Category). If a district/BOCES determines *not* to use the measure with the remaining assessments, the appropriate sections in Tasks 2 and 7 must be used to describe the alternate SLOs, and the educators who will use them.

**13. How can my district/BOCES avoid double testing students in grades/subjects that previously used the grades 3-8 State ELA and math State assessments or State-provided growth scores on Regents examinations for the teachers' APPR?**

Districts/BOCES should consider utilizing any other assessments that are currently being administered in those classrooms. In many instances, the use of formative and diagnostic assessments in combination with a summative assessment or performance task are already in use and can be authentic and meaningful measures of student performance. However, please remember that all non-State assessments must be approved through the [Assessment RFQ](#) (see Question 21 above for more information).

Further, districts/BOCES have the option to use school- or district-wide measures based on [State-approved third-party or locally-developed assessments or](#) State assessments that are not the grades 3-8 ELA and math State assessments, e.g., the grades 4 and 8 State Science assessments or the Regents examinations. Please see pages [23-30](#) of the [§3012-d SLO Guidance document](#) for more information.<sup>11</sup>

**14. Must my district/BOCES continue to develop back-up SLOs for teachers of grades 4-8 ELA and math and principals of buildings which include these grade levels in the event that they do not, for any reason, receive a State-provided growth score?**

During the remainder of the transition period (i.e., the 2016-17 through 2018-19 school years), in order to minimize the burden on districts and BOCES, the Department is suspending the requirement that back-up SLOs be developed for teachers of grades 4-8 ELA and math and principals of buildings which include these grade levels.

Please note that high school principals of buildings which include all of grades 9-12 whose back-up SLOs are based on Regents assessments shall continue to use those back-up SLOs for the purposes of calculating both original and transition scores and ratings during the entirety of the transition period.

As a reminder, in instances where excluding the results of the grades 3-8 ELA and math State assessments results and any State-provided growth scores results in no student performance measure for a teacher or principal in the Student Performance Category, districts/BOCES must develop an alternate SLO using assessments approved by the Department that are not the grades 3-8 ELA and math State assessments.

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<sup>11</sup> Please note that for purposes of developing alternate SLOs, the requirement that principals and common branch teachers have one SLO for ELA (literacy and writing) and one SLO for math – as illustrated in the chart on pages [25-30](#) of the §3012-d SLO Guidance document – shall be replaced with a single required SLO (the content area will be determined by the district/BOCES).

### **State-provided growth scores**

#### **15. Will teachers and principals still receive their State-provided growth scores during the transition period?**

Yes. Teachers and principals will continue to receive their State-provided growth scores during the transition period for advisory purposes only and such scores will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

### **Teacher and principal improvement plans**

#### **16. Which HEDI rating must a district/BOCES use during the transition period in order to determine whether a teacher/principal must be put on a TIP/PIP?**

Districts/BOCES must use the overall composite transition rating to determine which educators must be put on an improvement plan.

### **Data submission and reporting**

#### **17. What data will districts/BOCES be required to submit to the Department each October during the transition period?**

For purposes of reporting data to the Department, the original subcomponent and Category scores **and/or ratings**, and **overall** composite ratings pursuant to Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents (as applicable) shall be reported to the Department along with the transition scores and ratings. **For guidance on the technical aspects of data reporting during the transition period, please consult the resources on the “Resources for Closeout of 2016-17 APPR” page on EngageNY”**

#### **18. What APPR data will districts/BOCES need to report to the public during the transition period?**

For purposes of public reporting of aggregate data and disclosure to parents pursuant to Education Law §3012-c(10)(b), as made applicable to **APPRs conducted pursuant to Education Law §3012-d by section 30-3.15(d) of the Rules of the Board of Regents**, the original composite rating **calculated** pursuant to **the district’s/BOCES’s approved** Education Law §3012-d **APPR plan** shall be reported along with the overall transition rating and an explanation of the overall transition rating.

#### **19. Which HEDI ratings will be posted to the Public Data Site during the transition period – the original HEDI ratings or the transition HEDI ratings?**

For purposes of public reporting of aggregate data pursuant to Education Law §3012-c(10)(b), as made applicable to **APPRs conducted pursuant to Education Law §3012-d by section 30-3.15(d)**

of the Rules of the Board of Regents, the original subcomponent and Category scores and/or ratings, and composite ratings calculated pursuant to Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents shall be posted to the [Public Data Site](#) along with the transition ratings. This shall be done for the entire transition period, i.e., 2015-16 through 2018-19.

**20. Which HEDI ratings will districts/BOCES be required to provide to parents/guardians upon their request during the transition period?**

For purposes of disclosure to parents/guardians upon request pursuant to Education Law §3012-c(10)(b), as made applicable to APPRs conducted pursuant to Education Law §3012-d by section 30-3.15(d) of the Rules of the Board of Regents, the original composite rating calculated pursuant to Education Law §3012-d 30-3 of the Rules of the Board of Regents shall be reported along with the overall transition rating and an explanation of such overall transition rating. This shall be done for the entire transition period, i.e., 2015-16 through 2018-19.