

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

"Comparable across classrooms" means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 3.1 through 3.11, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, the district does not have certain grades, the district does not offer a specific subject, etc.

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

.Please note: Only one locally-selected measure is required for teachers in the same grade/subject across the district, but some districts may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one locally-selected measure for **different** groups of teachers **within a grade/subject** if the district/BOCES verifies comparability based on Standards of Educational and Psychological Testing. This APPR form only provides space for one measure for teachers in the same grade/subject across the district. Therefore, if more than one locally-selected measure is used for all teachers in any grades or subject, districts must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	New York State ELA Assessment in grades 3 and 4
5	6(ii) School wide measure computed locally	New York State ELA Assessment in grades 5-8
6	6(ii) School wide measure computed locally	New York State ELA Assessment in grades 5-8
7	6(ii) School wide measure computed locally	New York State ELA Assessment in grades 5-8

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See uploaded Table C3- Teachers can achieve all points 0 to 15. All grades will use a school-wide comparison. ELA and Math averages will be mathematically averaged to arrive at one numeric score. The point values and ranges on the HEDI point scale (from zero to 15) are determined by NYSED regulations. Numbers in Table C3 represent the difference from the NYS average in assessment proficiency percentage (3 or better) for the entity (school). Note: All rounding will follow commonly accepted mathematical rules for rounding.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 35% or higher above the state average. See Table C3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 34% above the state average. See Table C3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C3

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grades 3-4 Math Assessments
5	6(ii) School wide measure computed locally	NYS Grades 5-8 Math Assessments and Algebra Regents for Grade 8 students
6	6(ii) School wide measure computed locally	NYS Grades 5-8 Math Assessments and Algebra Regents for Grade 8 students
7	6(ii) School wide measure computed locally	NYS Grades 5-8 Math Assessments and Algebra Regents for Grade 8 students
8	6(ii) School wide measure computed locally	NYS Grades 5-8 Math Assessments and Algebra Regents for Grade 8 students

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>See uploaded Table C3- Teachers can achieve all points 0 to 15. All grades will use a school-wide comparison. ELA and Math averages will be mathematically averaged to arrive at one numeric score. The point values and ranges on the HEDI point scale (from zero to 15) are determined by NYSED regulations. Numbers in Table C3 represent the difference from the NYS average in assessment proficiency percentage (3 or better) for the entity (school). Note: All rounding will follow commonly accepted mathematical rules for rounding.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if the respective schools' student results are 35% or higher above the state average. See Table C3</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if the respective schools' student results are between 9% to 34% above the state average. See Table C3</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C3</p>

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

[assets/survey-uploads/5139/124291-rhJdBgDruP/Teachers_APPR_Attachments-Tables_Local_VA_Revised_2.doc](#)

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grades 3-4 ELA Assessments
1	6(ii) School-wide measure computed locally	NYS Grades 3-4 ELA Assessments
2	6(ii) School-wide measure computed locally	NYS Grades 3-4 ELA Assessments

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison. ELA and Math averages will be mathematically averaged to arrive at one numeric score. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (3 or better) for the entity (school). All rounding will follow commonly accepted mathematical rules for rounding. *In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. See Table C2
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grades 3-4 Math Assessments
1	6(ii) School-wide measure computed locally	NYS Grades 3-4 Math Assessments

2	6(ii) School-wide measure computed locally	NYS Grades 3-4 Math Assessments
3	6(ii) School-wide measure computed locally	NYS Grades 3-4 Math Assessments

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison. ELA and Math averages will be mathematically averaged to arrive at one numeric score. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (3 or better) for the entity (school). All rounding will follow commonly accepted mathematical rules for rounding. *In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. See Table C2
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Locally-Selected Measure from List of Approved Measures	Assessment
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6	6(ii) School wide measure computed locally	NYS ELA and Math Assessments Grades 5-8
7	6(ii) School wide measure computed locally	NYS and Math ELA Assessments Grades 5-8
8	6(ii) School wide measure computed locally	NYS ELA and Math Assessments Grades 5-8

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison.</p> <p>ELA and Math averages will be mathematically averaged to arrive at one numeric score. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (3 or better) for the entity (school).</p> <p>All rounding will follow commonly accepted mathematical rules for rounding.</p> <p>*In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. See Table C2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Locally-Selected Measure from List of Approved Measures	Assessment
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6	6(ii) School wide measure computed locally	NYS ELA and Math Assessments Grades 5-8
7	6(ii) School wide measure computed locally	NYS ELA and Math Assessments Grades 5-8
8	6(ii) School wide measure computed locally	NYS ELA and Math Assessments Grades 5-8

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison. ELA and Math averages will be mathematically averaged to arrive at one numeric score. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (3 or better) for the entity (school). All rounding will follow commonly accepted mathematical rules for rounding. *In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. See Table C2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Global History and Geography Regents
Global 2	6(ii) School wide measure computed locally	NYS Global History and Geography Regents
American History	6(ii) School wide measure computed locally	NYS American History Regents Examination

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (65 or better) for the entity (school). All rounding will follow commonly accepted mathematical rules for rounding. *In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. In cases where the district achievement is greater than or equal to 93%, points will be awarded as follows: 93-95%- 18 points; 96-98%- 19 points; 99-100%- 20 points. See Table C2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state

for grade/subject.

average. See Table C2

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Living Environment Regents Examination
Earth Science	6(ii) School wide measure computed locally	NYS Earth Science Regents Examination
Chemistry	6(ii) School wide measure computed locally	NYS Chemistry Regents Examination
Physics	6(ii) School wide measure computed locally	NYS Physics Regents Examination

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (65 or better) for the entity (school). All rounding will follow commonly accepted mathematical rules for rounding.

*In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner:

- 93-95% *18 points
- 96-98% *19 points
- 99-100% *20 points

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. Teachers can achieve all points 0 to 20. In cases where the district achievement is greater than or equal to 93%, points will be awarded as follows: 93-95%- 18 points; 96-98%- 19 points; 99-100%- 20 points. See Table C2

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2.

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Algebra Regents Examination
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents Examination
Algebra 2	6(ii) School wide measure computed locally	NYS Algebra 2 Regents Examination

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison.</p> <p>Numbers in the table represent the difference from the NYS average assessment proficiency percentage (65 or better) for the entity (school).</p> <p>All rounding will follow commonly accepted mathematical rules for rounding.</p> <p>*In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points</p>
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. In cases where the district achievement is greater than or equal to 93%, points will be awarded as follows: 93-95%- 18 points; 96-98%- 19 points; 99-100%- 20 points. In cases where the district achievement is greater than or equal to 93%, points will be awarded as follows: 93-95%- 18 points; 96-98%- 19 points; 99-100%- 20 points. See Table C2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Examination
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Examination
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Examination

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (65 or better) for the entity (school).
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All rounding will follow commonly accepted mathematical rules for rounding.

*In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner:

93-95% *18 points

96-98% *19 points

99-100% *20 points

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. In cases where the district achievement is greater than or equal to 93%, points will be awarded as follows: 93-95%- 18 points; 96-98%- 19 points; 99-100%- 20 points. See Table C2

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated effective if the respective schools' student results are between 9% to 23 % above the state average. See Table C2

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
World Languages, American Sign Language, ESL, Art, Music, Phys. Ed., Library Media Specialists, Health, Family and Consumer Science, Special Education, Reading, Technology, Academic Intervention Service, Gifted Education, and all K-4 teachers not named above.	6(ii) School wide measure computed locally	NYS ELA and Math assessments grades 3 and 4
World Languages, ESL, Art, Music, Phys. Ed., Health, Family and Consumer Science, Special Education, Business, Reading, Technology, Academic Intervention Service, Gifted Education and all 5-8 teachers not named above.	6(ii) School wide measure computed locally	NYS ELA and Math assessments grades 5-8
World Languages, ESL, Art, Music, Phys. Ed., Health, Family and Consumer Science, Special Education, Business, Research, Reading, Technology, Academic Intervention Service, and all 9-12 teachers not named above.	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
All other secondary English courses 9-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Examination

All other secondary Math and Technology courses 9-12	6(ii) School wide measure computed locally	NYS Algebra Regents Examination
All other secondary Social Studies courses 9-12	6(ii) School wide measure computed locally	NYS American History Regents Examination
All other secondary Science courses 9-12	6(ii) School wide measure computed locally	NYS Living Environment Regents Examination

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (3 or better on NYS assessment or 65 or better on Regents Exam) for the entity (school). All rounding will follow commonly accepted mathematical rules for rounding. *In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. In cases where the district achievement is greater than or equal to 93%, points will be awarded as follows: 93-95%- 18 points; 96-98%- 19 points; 99-100%- 20 points. See Table C2.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 23 % above the state average. See Table C2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/124291-y92vNseFa4/Teachers_APPR_Attachments-Tables_Local_noVA_revised_2.doc

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Not applicable.

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

Not Applicable.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked

3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked