

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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 4-6 ELA Assessment
5	6(ii) School wide measure computed locally	NYS grades 4-6 ELA Assessment
6	6(ii) School wide measure computed locally	NYS grades 4-6 ELA Assessment
7	6(ii) School wide measure computed locally	NYS grades 7 & 8 ELA Assessment
8	6(ii) School wide measure computed locally	NYS grades 7 & 8 ELA Assessment

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.	HEDI points will be assigned based upon the difference of the percent of students meeting proficiency school-wide, as compared to the state average. Proficiency is defined as a 3 or 4 on the 3-8 Grades assessments, or 65 or greater on the Regents assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.3 for specific HEDI bands.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	See HEDI tables contained in section 3.3 for specific HEDI bands.

grade/subject.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See HEDI tables contained in section 3.3 for specific HEDI bands.

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

See HEDI tables contained in section 3.3 for specific HEDI bands.

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 4-6 Math Assessment
5	6(ii) School wide measure computed locally	NYS grades 4-6 Math Assessment
6	6(ii) School wide measure computed locally	NYS grades 4-6 Math Assessment
7	6(ii) School wide measure computed locally	NYS grades 7 & 8 Math Assessment
8	6(ii) School wide measure computed locally	NYS grades 7 & 8 Math Assessment

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.

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.

HEDI points will be assigned based upon the difference of the percent of students meeting proficiency school-wide, as compared to the state average. Proficiency is defined as a 3 or 4 on the 3-8 Grades assessments, or 65 or greater on the Regents assessment.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See HEDI tables contained in section 3.3 for specific HEDI bands.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See HEDI tables contained in section 3.3 for specific HEDI bands.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See HEDI tables contained in section 3.3 for specific HEDI bands.

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

See HEDI tables contained in section 3.3 for specific HEDI bands.

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.

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 4-6 ELA Assessment
1	6(ii) School-wide measure computed locally	NYS grades 4-6 ELA Assessment
2	6(ii) School-wide measure computed locally	NYS grades 4-6 ELA Assessment

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.	HEDI points will be assigned based upon the difference of the percent of students meeting proficiency school-wide, as compared to the state average. Proficiency is defined as a 3 or 4 on the 3-8 Grades assessments, or 65 or greater on the Regents assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 4-6 Math Assessment
1	6(ii) School-wide measure computed locally	NYS grades 4-6 Math Assessment
2	6(ii) School-wide measure computed locally	NYS grades 4-6 Math Assessment
3	6(ii) School-wide measure computed locally	NYS grades 4-6 Math Assessment

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.	HEDI points will be assigned based upon the difference of the percent of students meeting proficiency school-wide, as compared to the state average. Proficiency is defined as a 3 or 4 on the 3-8 Grades assessments, or 65 or greater on the Regents assessment.
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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.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	A Manhasset UFSD district grade 6 science assessment
7	6(ii) School wide measure computed locally	NYS Grade 8 science assessment
8	6(ii) School wide measure computed locally	NYS Grade 8 science assessment

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>For grade 6 the district will establish a district-wide achievement target. HEDI points will be assigned based upon the percent of students meeting or exceeding the achievement targets.</p> <p>For grades 7 & 8, HEDI points will be assigned based upon the difference of the percent of students meeting proficiency school-wide, as compared to the state average. Proficiency is defined as a 3 or 4 on the 3-8 Grades assessments, or 65 or greater on the Regents assessment.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS grades 4-6 ELA Assessment
7	6(ii) School wide measure computed locally	NYS grades 7 & 8 ELA Assessment
8	6(ii) School wide measure computed locally	NYS grades 7 & 8 ELA Assessment

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.	HEDI points will be assigned based upon the difference of the percent of students meeting proficiency school-wide, as compared to the state average. Proficiency is defined as a 3 or 4 on the 3-8 Grades assessments, or 65 or greater on the Regents assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.

3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 Assessment
Global 2	6(ii) School wide measure computed locally	NYS Global History and Geography Regents Assessment
American History	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment

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.	HEDI points will be assigned based upon the difference of the percent of students meeting proficiency school-wide, as compared to the state average. Proficiency is defined as a 3 or 4 on the 3-8 Grades assessments, or 65 or greater on the Regents assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.

3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 Assessment
Earth Science	6(ii) School wide measure computed locally	NYS Earth Science Regents Assessment
Chemistry	6(ii) School wide measure computed locally	NYS Chemistry Regents Assessment
Physics	6(ii) School wide measure computed locally	NYS Physics Regents Assessment

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.	HEDI points will be assigned based upon the difference of the percent of students meeting proficiency school-wide, as compared to the state average. Proficiency is defined as a 3 or 4 on the 3-8 Grades assessments, or 65 or greater on the Regents assessment.
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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.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.

3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	The NYS Integrated Algebra Regent & The NYS Common Core Algebra Regents
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents
Algebra 2	6(ii) School wide measure computed locally	NYS Algebra 2/Trigonometry Regents

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.

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.	For students in CCLS courses, the district will be offering both NYS Algebra Regents & NYS CC Algebra Regents. The higher of the two scores will be used for evaluation purposes. HEDI points will be assigned based upon the difference of the percent of students meeting proficiency school-wide, as compared to the state average. Proficiency is defined as a 3 or 4 on the 3-8 Grades assessments, or 65 or greater on the Regents assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	See HEDI tables contained in section 3.13 for specific HEDI bands.

grade/subject.

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

See HEDI tables contained in section 3.13 for specific HEDI bands.

3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	The NYS Comprehensive English Regents
Grade 10 ELA	6(ii) School wide measure computed locally	The NYS Comprehensive English Regents
Grade 11 ELA	6(ii) School wide measure computed locally	The NYS Comprehensive English Regents

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.

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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.

HEDI points will be assigned based upon the difference of the percent of students meeting proficiency school-wide, as compared to the state average. Proficiency is defined as a 3 or 4 on the 3-8 Grades assessments, or 65 or greater on the Regents assessment.

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

See HEDI tables contained in section 3.13 for specific HEDI bands.

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

See HEDI tables contained in section 3.13 for specific HEDI bands.

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

See HEDI tables contained in section 3.13 for specific HEDI bands.

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

See HEDI tables contained in section 3.13 for specific HEDI bands.

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
*Advanced English Studies; English 12; Senior English Studies	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
*AP English Literature; AP English Language & Composition	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
Spanish 1-1,;French 1-1; Italian 1-1; Spanish 1-2; French 1-2; Italian 1-2; Spanish 1B; Latin 1; Mandarin;	5) District/regional/BOCE S–developed	Regionally-developed FLACS Language Exam
Spanish 2, French 2, Italian 2, Latin 2, Spanish 2-1, Spanish 2-2, Spanish 3-1, Spanish 3, French 3, Italian 3, Latin 3	5) District/regional/BOCE S–developed	Regionally-developed FLACS Language Exam
*Spanish IV (Pre-V), Spanish IV (Pre-AP), French IV (Pre-AP), Italian IV Honors	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
AP Spanish, AP French, AP Latin	5) District/regional/BOCE S–developed	MUFSD-developed grade and course-specific assessment
Italian V, Spanish V	5) District/regional/BOCE S–developed	MUFSD-developed grade and course-specific assessment
*ESL K-3, 4-6, 7-8, 9-11	6(ii) School wide measure computed locally	NYS grades 4-6 ELA assessments, NYS grades 7 & 8 ELA assessments; the NYS Comprehensive English Regents assessment
ESL 12	5) District/regional/BOCE S–developed	MUFSD-developed grade and course-specific assessment
*K-6 General Music, Instrumental Music Grades 4 -6, Art K -6	6(ii) School wide measure computed locally	NYS grades 4-6 ELA assessments
*Art 8, Middle School Concert Band, Middle School Concert Orchestra, Chorus 7 and Chorus 8, Theatre Grade 7	6(ii) School wide measure computed locally	NYS grades 7 & 8 ELA assessments
*High School - Studio Art, AP Studio Art and Pre-AP, Architectural Drawing, Concert Band, Concert Orchestra, Concert Choir, Symphonic Choir, and Theater	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
*Physical Education K -6	6(ii) School wide measure computed locally	NYS grades 4-6 ELA assessments
*Physical Education 7 -8	6(ii) School wide measure computed locally	NYS grades 7 & 8 ELA assessments
*Physical Education 9 -12; Health 10	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
AP Calculus AB; AP Calculus BC; Pre-Calculus, College Algebra; AP Statistics	5) District/regional/BOCE S–developed	MUFSD-developed grade and course-specific assessment

*Home and Careers 7; Computer Application 7; Technology 7 & 8; Health Grade 8; Library/Research 7&8	6(ii) School wide measure computed locally	NYS grades 7 & 8 ELA assessments
AP Economics, AP US Government, Politics & Participation in Government, Economics, AP Psychology	5) District/regional/BOCE S–developed	MUFSD-developed grade and course-specific assessment
Advanced Science Research, AP Biology, AP Environmental Science, AP Physics II, AP Chemistry; AP Physics C;	5) District/regional/BOCE S–developed	MUFSD-developed grade and course-specific assessment
Introduction to Business, Business Law	5) District/regional/BOCE S–developed	MUFSD-developed grade and course-specific assessment

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.	For the courses marked with an asterisk (*), HEDI points will be assigned based upon the difference of the percent of students meeting proficiency school-wide, as compared to the state average. For remaining courses the district will establish a district-wide achievement target. HEDI points are assigned based upon percent of students meeting or exceeding targets. Proficiency is defined as a 3 or 4 on the grades 3-8 ELA assessments, or 65 or greater on the Regents assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in section 3.13 for specific HEDI bands.

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.

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, 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.

No teacher will have more than one locally selected measure.

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