

SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE NEWBURGH ENLARGED CITY SCHOOL DISTRICT, hereinafter referred to as “The District” and **THE NEWBURGH TEACHERS’ ASSOCIATION,** hereinafter referred to as “the Association” or “the NTA”;

WHEREAS, the District and the Association mutually agree to incorporate the following agreement regarding the Local Measures of Student Achievement effective commencing with the 2013-14 school year into the District’s APPR Plan Document for teachers covered by Education Law Section 3012-c and Part 30-2 of the Regents Rules:

1. For all Grades K-8 teachers of record (including Special Education Resource Room Teachers, AIS teachers as well as reading and math specialists), the parties agree to use locally developed assessments aligned to the Common Core and/or New York State Learning Standards, as applicable, to measure student achievement. For K-5 common branch teachers of record, both ELA and Math Assessments will be administered to inform this locally selected measure of student achievement. Locally Developed Assessments will be developed by grade level and/or content area teams and approved by the District. Annually, cohort achievement targets shall be established, based upon analysis of data from prior school years where available, and to the extent applicable from pre-assessments administered during the fall of the school year. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of tested students who meet or exceed their achievement targets in accordance with the Table set forth below (see Table uploaded in Section 3.3 or 3.13 of the Review Room, as applicable).

2. For Grades 9-12 teachers of record who instruct in Regents courses that end in a Regents Examination, the parties agree to use portions of the Regents Assessments administered in January and June to measure student achievement. The Regents portions for each content area Regents will be submitted by content area teams to the District for approval, and the portions shall include questions that measure all of the learning content contained within the content area Regents examination. Annually, cohort achievement targets shall be established, based upon analysis of data from prior school years, and to the extent applicable from pre-assessments administered during the beginning of the interval of instruction aligned to the Common Core and/or New York State Learning Standards, whichever is applicable, in order to measure student achievement. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of tested students who meet or exceed their achievement targets in accordance with the Table set forth below (see Table uploaded in Section 3.13 of the Review Room).

3. For Grades 9-12 teachers of record who instruct in courses that do not end in a Regents examination, the parties agree to use locally developed content area specific assessment to measure student achievement. Assessments will be developed by content area teams and approved by the District. Annually, cohort achievement targets shall be established, based upon analysis of data from prior school years, and to the extent applicable from pre-assessments administered during the beginning of the interval of instruction aligned to the Common Core and/or New York State Learning Standards, whichever is applicable, in order to measure student achievement. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of tested students who meet or exceed their achievement targets in accordance with the Table set forth below (see Table uploaded in Section 3.13 of the Review Room).

After determining the percentage of students who meet the achievement targets by teachers of record within the building, 1 point will be added to the teacher of record's score if as of BEDS day, 40-59.9% of the students in the building in which they instruct are eligible for a Free or Reduced Lunch, and 2 points will be added to the teacher of record's score if as BEDS day, 60% or more of the students in the building in which the teacher instructs are eligible for a Free or Reduced Lunch. If less than 40% of the students in the building are eligible for a Free or Reduced Lunch as of May 1st, then no points shall be added to the scores of the teachers in the building. In no case will a teacher's HEDI score be increased by more than 2 points. And if the teacher of record's score is 0, no additional points shall be added to his or her score by virtue of this formula. In no instance will a teacher's score exceed the maximum available points for the locally selected measure.

The parties have agreed upon this measure due to the correlation between student performance and socioeconomic status. The socioeconomic status of the District's student population is determined by factors outside the District's control.

SO AGREED, this 8th day of October 2013.

THE DISTRICT

By: Ralph A. Leggo

THE NTA

By: Ann P. Jones

Table uploaded in Section 3.13 of the Review Room

Rating Bands – For Local 20 Points

Rating	% of students in a teacher's class who meet or exceed the achievement Target	Overall Value
Highly Effective	95-100	20
Highly Effective	89-94	19
Highly Effective	85-88	18
Effective	81-84	17
Effective	76-80	16
Effective	72-75	15
Effective	68-71	14
Effective	64-67	13
Effective	60-63	12
Effective	56-59	11
Effective	53-55	10
Effective	50-52	9
Developing	45-49	8
Developing	40-44	7
Developing	35-39	6
Developing	30-34	5
Developing	25-29	4
Developing	20-24	3
Ineffective	15-19	2
Ineffective	11-14	1
Ineffective	0-10	0

Table uploaded in Section 3.3 of the Review Room

**Rating Bands – For Local 15 Points
(upon the State’s introduction of its Value-Added Growth Model)**

Rating	% of students in a teacher’s class who meet or exceed the achievement Target for the class	Overall Value
Highly Effective	93-100	15
Highly Effective	90-92	14
Effective	82-89	13
Effective	75-81	12
Effective	70-74	11
Effective	64-69	10
Effective	55-63	9
Effective	50-54	8
Developing	44-49	7
Developing	39-43	6
Developing	33-38	5
Developing	25-32	4
Developing	20-24	3
Ineffective	15-19	2
Ineffective	10-14	1
Ineffective	0-9	0