



2010-2011
Performance Pay Proposal
(to be paid out in the 1st quarter of the 2nd year)

Work Plan # 9

Response for Deliverables linked to:

Supporting Activity 9.1 b

*Implement pilot effort(s) that reflect integration of evaluation results within compensation models.
Documentation regarding model to be submitted to FDOE prior to expending grant dollars.*

Supporting Activity 9.2 b

Funding has been included within Work Plan #9 to explore the development of compensation models inclusive of all teachers within Miami-Dade County Public Schools' workforce. The funding has been set aside to include fringe benefits too. Only models derived through stakeholder input and collective bargaining will be fully explored for feasibility.



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Rationale

The research is clear, the most important factor impacting student achievement is the quality of the classroom teacher. Miami-Dade County Public Schools' (M-DCPS) goal in developing talent and building capacity, as reflected in the district's Race to the Top Scope of Work, is to consistently impact student achievement.

Over the next four years M-DCPS will:

- Increase the percentage of students scoring at or above proficient on the National Assessment of Educational Progress (NAEP) by 2015, to or beyond the performance levels of the highest-performing states;
- Cut the achievement gap in half by 2015 and;
- Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit.

One of the greatest charges that the Race to The Top (RTTT) grant and the recently passed Student Success Act impose on school districts is the expectation of the reconfiguration of compensation schedules by 2014. To begin the strategic work of streamlining human capital decision making processes to support student learning growth, M-DCPS and United Teachers of Dade (UTD) developed a joint committee. The Joint MDCPS/UTD Pay for Performance Committee met multiple times over a 6 month period to work on the following:

- Analysis of school district student achievement data linked to RTTT goals, and identification of outcomes that can be tracked district-wide and used to incorporate the strongest level of accountability with the currently available data assessment tools.
- Development of a long-term (4-year) strategy to support and implement the evolution of an approach to compensation that shifts from a focus on seniority to performance outcomes.
- Development and implementation of the first phase of RTTT Performance Pay as part of the above-mentioned long term strategy.

The following provides a summary of the outcomes of the committee's work.

Analysis of Achievement Data

The achievement results gathered thus far during the 2010-2011 school year have demonstrated that strategies being implemented in M-DCPS are working. M-DCPS earned a performance grade of "B" in 2010 and was only four points short of an "A." Over half of the District's schools (57 percent) earned an "A". Overall, the District's performance on the FCAT improved from 2009 to 2010. The percent of students receiving higher scores in Writing and Science increased at the elementary and senior high levels. The percent of students earning higher scores in Reading and Mathematics increased at all middle school grades tested and at selected elementary and high school grades. Although the District made some progress closing the achievement gap, White students continued to score higher than Black or Hispanic students in all subject areas and grade levels.

FCAT Reading, Mathematics and Science student achievement results for the 2011 school year have not all been released by the Florida Department of Education; however, results from the 2011 FCAT Writing demonstrate that M-DCPS elementary and middle school students' average FCAT Writing scores met or exceeded the new high performance criteria. The percentage of M-DCPS students scoring at the higher score of 4.0 or above increased from 2010 to 2011.

Miami-Dade County Public Schools joined the Trial Urban District Assessment (TUDA) for the 2009 administration of NAEP Reading, Mathematics, and Science. In its inaugural year, M-DCPS has fared very well in direct comparisons among large urban districts, which face similar challenges, and in comparison to all other large cities nationwide. M-DCPS Hispanic students, in particular, scored remarkably well in all three subject areas – scoring above their counterparts even in the overall national sample of public school students.

NAEP Reading

- In Reading, M-DCPS students in both 4th and 8th grade scored significantly higher than their counterparts in large cities, and scored on par with the national total sample of students.
- Exceptional Reading performance was demonstrated even in historically struggling subgroups, with higher performance for the District's economically disadvantaged students in both 4th and 8th grade, Hispanic students, and 8th grade Black students.

NAEP Mathematics

- In Mathematics 4th Graders in M-DCPS outperformed students in large city schools and scored comparably to all students in public schools nationwide.
 - Only one of the 18 TUDA districts had significantly higher percentages of 4th grade students scoring at or above Basic in mathematics than the M-DCPS.

NAEP Science

- MDCPS' 4th and 8th grade students outperformed students in large city schools nationwide in Science – both in terms of average scale score and the percent scoring at or above Basic.
- Results on this national science assessment reflected M-DCPS students' achievement, which is not typically revealed through the state's FCAT Science assessment.

Graduation

Miami-Dade County Public Schools' graduation rate improved by nearly four percentage points to 72.1 percent for the 2009-2010 academic year. This is the highest graduation rate M-DCPS has achieved since the Florida Department of Education began tracking graduation statistics with modern methods in the late 1990's. The District's rate of improvement for the 2009-2010 cohort year exceeded the statewide rate.

Postsecondary Plan

The 2009-2010 baseline data collected on postsecondary plan intentions indicated that over 47 percent of the 2010 graduating class had intentions of continuing their education in a four (4) year college or university. Almost 16 percent of the students planned on attending a community college and over 5 percent had plans for technical school or the military. Currently, data is being collected for the 2011 graduating seniors. Additionally, M-DCPS is part of the Gates Foundation National Student Clearinghouse Initiative. This initiative will collect and report the data on the enrollment, persistence, and performance of M-DCPS graduates into universities and colleges across the United States.

Outcomes

- Extensive discussions were had regarding the data sources that will be used in the implementation of the Student Success Act. As noted in Appendix B and C, statewide assessments will be the source of student performance data for 50% of teacher and principal evaluations during the 2011-2012 school year. This data will be processed through the state's Value Added Model.
- The committee recommended that M-DCPS should utilize the state approved assessments until other tools are finalized and deemed valid and reliable.

Development of a long-term (Four-year) strategy

M-DCPS employs approximately 20,000 teachers and many of them are concerned about the way in which Performance Pay will be implemented statewide. Race to the Top and The Student Success Act require a reconfiguration of district salary schedules by 2014. M-DCPS and UTD stakeholders believe investing Race to the Top funding to support, recognize and reward effective and highly effective performance will offer the greatest return on student achievement. Over four years, the joint committee will work to develop and refine a performance pay model that will evolve into the required Performance Salary Schedule. It is the district's intent to closely monitor and annually evaluate the impact of this work on student achievement.

Important facets that have been considered as this four-year phased in approach was decided upon included:

- How do we engage ALL teachers in a process when there are only assessment tools available for certain subjects and grade levels?
- How do we begin the discussion and decision-making regarding the level of student performance that should be recognized and compensated?
- How do we validate, scaffold and incorporate the notion of collaboration while identifying and recognizing effective/highly effective performance?
- How do we implement a performance pay model in an equitable manner that takes into account unique scenarios that may only be discovered upon implementation?

All of these questions require thoughtful solutions and time to refine efforts and M-DCPS has chosen to immediately get to the work of solution development.

First Phase of RTTT Performance Pay

For the first phase of the RTTT Performance Pay model, M-DCPS wanted to build upon lessons already learned. The performance-based incentive models that have been explored thus far include:

- a performance-based compensation system funded through a 2010 Teacher Incentive Fund grant in which incentives are driven 100% by student growth measures as defined *in Race to the Top*;
- price elasticity of recruitment and retention bonuses for highly effective teachers to attract and retain them in high-need schools (implemented through research being conducted by Mathematica) funded through a U.S. Department of Education Grant;
- retention and performance incentives as implemented at Miami Edison Senior High School; and
- incentives as implemented through the School Improvement Grant.

The committee integrated successful elements from these approaches and came up with the proposal that can be found in Appendix A. This plan will be implemented for the 2010-2011 school year and M-DCPS is prepared to compensate teachers meeting the criteria prior to the end of the first quarter of the 2nd year of the RTTT grant period.



Appendix A

2010-2011 Performance Pay Proposal

2010-11 Performance Pay Proposal

There are four broad avenues for teachers to receive additional monies based on student performance. These avenues are dependent upon student performance (A) related to the whole school, (B) related to the content area, and (C and D) related to the classroom. Within each of these avenues, there are several conditions that can result in performance awards.

Note, if the value of an individual shares exceeds \$500, models in A, B and C will be revisited and adjusted.

(A) School-wide Awards

All teachers within the school will receive performance pay awards if:

- (A1) – the school remains an “A” school or **improves in FCAT letter grade**, or
- (A2) – the school remains a “B” or “C” school but **improves in overall FCAT points**, or
- (A3) – the school remains a “D” school but **improves in proficiency points**, or
- (A4) – the school remains a “D” school but **improves in the percentage of subgroups meeting AYP**, or
- (A5) – the school **improves in median SAT-10 percentile**.

Technical Details:

- A1 – based on a total possible 800 FCAT points.
- A2 – based on a total possible 800 FCAT points.
- A3 – must improve in both Reading and Mathematics.
- A4 – or if school remains at 100% meeting AYP criteria.
- A5 – median percentile is computed across all grade levels. If school is missing prior year data, credit will be given if both the Reading and Mathematics percentiles are greater than 50.

(B) Content Area within School

All teachers (and coaches) within a content area will receive performance pay awards if:

- (B1) – the school **improves in Mathematics proficiency, gains, or lowest 25 percent**, or
- (B2) – the school **improves in Reading proficiency, gains, or lowest 25 percent**.

Technical Details:

- B1 – reward for content areas Mathematics and Science.
- B2 – reward for content areas Reading and Social Studies.

(C) Individual Teachers within School

Qualifying teachers within a school will receive performance pay awards if:

- (C1) – the percent of the teacher’s students **making learning gains meets or exceeds 90 percent.**

Technical Details:

C1 – applies to 3rd through 10th grade students. Criterion can be met in either Reading or Mathematics. Does not apply if teacher has fewer than 10 students in elementary grades or 40 students in secondary grades.

(D) Superintendent’s Progressive Teacher Awards

Selected teachers within a school will receive performance pay awards if:

- (D1) – they are among the ten teachers in each region, in reading and math separately, with the **highest consistent student gains over 3 years.**
- Payment for Rankings
 - Rank 1 = \$25,000
 - Rank 2 = \$12,000
 - Rank 3 = \$8,000
 - Ranks 4-10 = \$4,000

Technical Details:

D1 – each teacher award will be based on their ranking within region. A teacher who is ranked in both reading and math will be listed based on their highest ranking. If there is a tie in ranking – all teachers within the tie will be awarded. Does not apply if teacher has fewer than 10 students in elementary grades or 40 students in secondary grades

Consistent Gain = average gain in Reading or Mathematics over three years. Special determination will be made for teachers of 4th grade in Reading (due to 3rd grade retention policies.)



Appendix B

Student Success Act Guidelines

STUDENT SUCCESS ACT GUIDELINES

| Personnel Evaluation System Criteria | STUDENT PERFORMANCE* | | Instructional Leadership or Instructional Practice | Professional and Job Responsibilities |
|--|--|--|---|---|
| | <i>At least 50% of evaluation must be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments in s. 1008. 22(8)</i> | | 50% of evaluation | |
| | <i>If 3 years worth of data is available</i> | <i>If there is less than 3 years worth of data</i> | | |
| School Administrators | <i>Data of 3 years of students assigned to school.</i> | <i>Years available must be used and percentage of evaluation based on student learning growth must not be less than 40%.</i> | <i>Leadership standards adopted by State board of Education.</i> <u>May</u> include means to give parents and instructional personnel opportunities to provide input into evaluation. | <i>Other job responsibilities as adopted by the State Board of Education</i> <i>District may identify additional responsibilities.</i> |
| Classroom Teachers, excluding substitutes | <i>Performance of Students will be based upon growth data for 3 years of students assigned to the teacher.</i> | <i>Performance of Students will be based upon the years for which data are available, and percentage of evaluation based upon growth may be reduced to not less than 40%.</i> <i>Options to decide upon locally by June 1, 2011 :</i> <ol style="list-style-type: none"> <i>1. Do not change approach for these teachers. 50%-50%</i> <i>2. Do a simple adjustment 40% student growth and 60% on the remainder of the evaluation.</i> <i>3. Leave percentages as 50%-50%, use 40% on the required growth measures and add 10% district measures as referenced in RTTT</i> | FEAPs | |
| Instructional personnel who are <u>not</u> classroom teachers (reading coaches, media specialist, etc.) | <i>Statewide assessment data for 3 years of students assigned to the individual. May include student learning growth data and other measurable student outcomes related to the individual's job assignment, provided that growth on state assessments accounts for at least 30% of evaluation.</i> | <i>If 3 years of student learning growth data are not available, years available must be used and not less than 20% of evaluation must be based on growth data</i> | FEAPs May include specific job expectations related to student support. | |

STUDENT SUCCESS ACT GUIDELINES

**STUDENT PERFORMANCE
DATA SOURCE OPTIONS**

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|--|--|------------------|--|
| <i>For Classroom Teachers of Subjects and grades associated with statewide assessments</i> | <i>Must begin using formula approved by the Commissioner for FCAT courses</i> | <ul style="list-style-type: none"> • <i>Commissioner shall select additional formulas as new state assessment (e.g., end of course assessments) are implemented.</i> • <i>Additional formulas shall be used by districts as the formulas become available.</i> • <i>Prior to using, Formulas must be adopted in State Board Rule.</i> | | |
| <i>For Classroom Teachers of Subjects and grades not assessed by statewide assessments</i> | <p><i>Options to decide upon locally by June 1, 2011</i></p> <p><i>Student Growth must be measured by using results of assigned students on statewide assessments, OR</i></p> <ul style="list-style-type: none"> • <i>Use student achievement, rather than growth, or combination of growth and achievement for classroom teachers where achievement is more appropriate;</i> • <i>If the teacher's assigned students do not take statewide assessment, by established learning targets approved by principal that support the school improvement plan.</i> • <i>For courses measured by district assessment, include growth on FCAT Reading and/or Mathematics as part of a teacher's growth measure, with a rationale. In this instance, growth on district assessment must receive greater weight.</i> • <i>The superintendent may assign instructional personnel in an instructional team the growth of the team's students on statewide assessment.</i> | | | <p><i>Shall measure growth using equally appropriate formulas. DOE shall provide models.</i></p> |
| <i>Instructional Personnel who are not classroom teachers</i> | <p><i>The superintendent may assign instructional personnel in an instructional team the growth of the team's students on statewide assessment.</i></p> | | | |



Appendix C

Student Performance Measures

(as recommended by Teacher Evaluation Working Group)

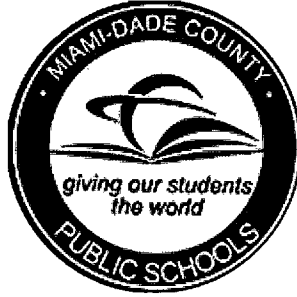
**STUDENT PERFORMANCE MEASURES FOR 50% of TEACHER EVALUATION
M-DCPS RECOMMENDATIONS**

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|--|--|--|--|------------------|
| <i>For Classroom Teachers of Subjects and grades associated with statewide assessments</i> | <p><i>Must begin using formula approved by the Commissioner for FCAT courses</i></p> <p>State Provided Value Added Model</p> <p>M-DCPS Recommendation – Self contained elementary school teachers – Use both reading and math state provided value added model</p> | <ul style="list-style-type: none"> • <i>Commissioner shall select additional formulas as new state assessment (e.g., end of course assessments) are implemented.</i> • <i>Additional formulas shall be used by districts as the formulas become available.</i> • <i>Prior to using, Formulas must be adopted in State Board Rule.</i> | | |
| <i>For Elementary, Middle School and High School Classroom Teachers of Subjects and grades not assessed by statewide assessments, but with students that do take the reading statewide assessments</i> | <p><i>State Option - Use student achievement, rather than growth, or combination of growth and achievement for classroom teachers where achievement is more appropriate;</i></p> <p>MDCPS Recommendation – Use reading proficiency and learning gains for assigned students</p> | | <p><i>Shall measure growth using equally appropriate formulas. DOE shall provide models.</i></p> | |
| <i>For Classroom teachers of subjects and grades not assessed by statewide assessments, that do not have more than 10 elementary students or 40 secondary students taking the statewide assessment</i> | <p><i>State Option - If the teacher’s assigned students do not take statewide assessment, by established learning targets approved by principal that support the school improvement plan.</i></p> <p>MDCPS Recommendation – Use school wide reading proficiency and learning gains for assigned students</p> | | | |
| <i>Instructional Personnel who are not classroom teachers</i> | <p><i>State Option - The superintendent may assign instructional personnel in an instructional team the growth of the team’s students on statewide assessment.</i></p> <p>MDCPS Recommendation – Use school wide reading proficiency and learning gains for teachers assigned to a school site otherwise use district-wide data</p> | | | |

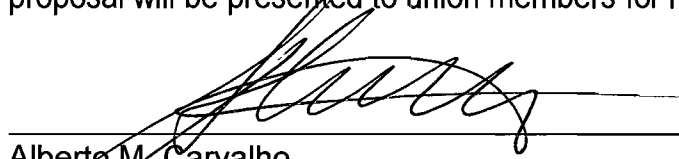


Appendix D

**M-DCPS/UTD Joint Sign Off on
2010-2011 Pay for Performance Proposal**

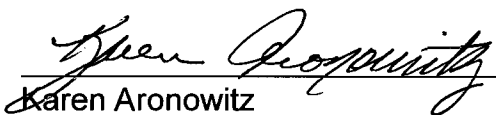


The undersigned agree that the submitted 2010-2011 Performance Pay Proposal was developed collaboratively by Miami-Dade County Public School administrators and representatives from United Teachers of Dade. The work completed by the Joint MDCPS/UTD Performance Pay Committee is consistent with the requirements of the Race to the Top Grant. Upon review and approval of the submitted Performance Pay Proposal by the Florida Department of Education, the same proposal will be presented to union members for ratification.



Alberto M. Carvalho
Superintendent of Schools

5/27/11
Date



Karen Aronowitz
UTD President

5/27/11
Date

