



2010-2011 School Site Administrator 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 site-based administrators within Miami-Dade County Public Schools' workforce. The funding has been set aside to include fringe benefits too. Only models derived through stakeholder input will be fully explored for feasibility.



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Rationale

The research is clear, a leading factor impacting student achievement is the quality of school leadership. 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 the Dade Association of School Administrators (DASA) developed a joint committee. The Joint M-DCPS/DASA 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 and implementation of the first phase of RTTT Performance Pay as part of a long term strategy focusing on the alignment of compensation models based on student performance.

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

Analysis of Achievement Data

M-DCPS earned a performance grade of "B" in 2011 and was only six points short of an "A." Over half of the District's schools (56percent) earned an "A." In Writing, the percent of students receiving higher scores increased at two of the three grade levels tested. In Science, the percent of students scoring at the higher achievement levels increased substantially at all three grade levels. This school year, the state administered the FCAT 2.0 in reading and mathematics for the first time. The FCAT2.0 is a new test designed to measure the state's Next Generation Sunshine State Standards. The results are:

- M-DCPS' growth from 2010 to 2011 surpassed the State and neighboring districts in Reading and Science.
- M-DCPS students' FCAT Science scores improved markedly, outpacing growth statewide at all three grade levels tested.
- The first administration of the computer-based FCAT Mathematics graduation test in 2011 resulted in fewer M-DCPS students achieving passing scores than in 2010. However, the percentage passing did not drop to the level in 2009.

Additionally, the District made some progress closing the achievement gap. Most noteworthy are the nine percent reduction in the Black-White writing gap at grade 4, the six percent reduction in the Black-White mathematics gap at grade 8, and the five percent reduction in the Black-White mathematics gap at grade 5.

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 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, 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 3000 site-based administrators 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 an annual review and possible reconfiguration of the administrator evaluation tool that drives possible performance pay models. M-DCPS and DASA 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. It is the district's intent to closely monitor and annually evaluate the impact of this work on student achievement and school-wide performance.

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

- How do we engage ALL site-based administrators 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 achievement and school-wide 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 site-based administrators meeting the criteria prior to the end of the first quarter of the 2nd year of the RTTT grant period. Acknowledging the equitable recognition of school site administrators, M-DCPS has committed to matching the funds allocated through the Race to the Top grant.



Appendix A
2010-2011 Performance Pay Proposal

2010-11 Site-Based Administrator Performance Pay Proposal

Site-based administrators are eligible to receive additional monies calculated on a combination of 50% school-wide performance and 50% school-wide improvement data from state test results.

Principal awards will reflect the ranking of the individual school (see last bullet). All assistant principals for the recognized sites will receive an award of \$1000.00

Site-based Administrators' Performance Pay Proposal

Site-based administrators will receive performance pay awards if:

- For Regions I , II, III, IV, V
 - Elementary Schools
 - Ranked among the top four schools
 - Middle Schools
 - Ranked among the top three schools
 - Senior High Schools
 - Ranked among the top two schools

- For the ETO
 - Elementary Schools
 - Ranked among the top three schools
 - Middle Schools
 - Ranked among the top two schools
 - Senior High Schools
 - Ranked among the top two schools

- For District-wide Magnet Schools without boundaries
 - Ranked among the top three schools

- Payment for Rankings
 - Rank 1 = \$25,000
 - Rank 2 = \$12,000 (when applicable)
 - Rank 3 = \$8,000 (when applicable)
 - Rank 4 = \$4,000 (when applicable)
 - All assistant principals - \$1,000



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 <i>May include specific job expectations related to student support.</i>	

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> 			<i>Shall measure growth using equally appropriate formulas. DOE shall provide models.</i>
<i>Instructional Personnel who are not classroom teachers</i>	<i>The superintendent may assign instructional personnel in an instructional team the growth of the team's students on statewide assessment.</i>			