

Paul R. Philip, Chief of Staff

**SUBJECT: REQUEST FOR APPROVAL OF MEMORANDUM OF
UNDERSTANDING AUTHORIZING THE PERFORMANCE-BASED
PAY POLICY FOR INSTRUCTIONAL PERSONNEL**

COMMITTEE: ACCOUNTABILITY AND COMPLIANCE

In accordance with the provisions of Florida Statutes, Section 1012.22(1)(c)(4), Miami-Dade County Public Schools and the United Teachers of Dade have developed a performance-based pay policy for instructional employees. The performance-based pay policy links teacher pay to performance using the State formula for determining student learning gains at all M-DCPS K-12 school sites. The performance-based pay policy will allow instructional personnel to earn a five percent supplement in addition to their individual, negotiated salary. This annual performance supplement is to be reflected in the negotiated AO/CO salary schedules. A \$5M appropriation is included in the 2002-2003 budget for implementation of the Performance-Based Pay Policy for instructional personnel and school-site administrators.

Accordingly, the parties have agreed to the attached MOU to implement the M-DCPS Performance-Based Pay Policy.

RECOMMENDED: That The School Board of Dade County, Florida, approve the proposed Memorandum of Understanding (MOU) implementing a Performance-Based Pay Policy for Instructional Personnel.

PRP:jmg

MEMORANDUM OF UNDERSTANDING
Contract Clarification/Implementation

Pursuant to the provisions of Florida Statutes, Section 1012.22(1)(c)(4), Miami-Dade County Public Schools (M-DCPS), in collaboration with the United Teachers of Dade (UTD), has developed a plan for the implementation of a performance-based pay policy for instructional employees. This policy links teacher pay to performance as evidenced by student learning gains as measured by the Florida Comprehensive Assessment Test (FCAT) and Florida Statutes, Section 1008.22.

This compensation policy provides opportunities for all eligible instructional personnel at the school sites that demonstrate the highest student learning gains, using the State formula for determining student learning gains, to earn a five percent supplement in addition to their individual, negotiated salary. Accordingly, the parties have met and agreed to the following:

1. Upon calculation of student learning gains data for all M-DCPS' K-12 school sites for the 2002-2003 school year, and annually thereafter, using the State formula for determining student learning gains, all schools will be ranked in descending order based on student learning gains data for the 2002-2003 school year, and annually thereafter, within their respective regions (Regions I through VI) and school levels (elementary, middle and senior high schools). K-8 Centers will be included in the elementary school category for ranking purposes. Senior high schools identified as school-wide magnet/advanced studies programs (i.e., Coral Reef Senior High School, Design and Architecture Senior High School, MAST Academy Senior High School, New World School of the Arts and School for Advanced Studies) will be ranked in descending order based on student learning gains data for the 2002-2003 school year, and annually thereafter, using the State formula for determining student learning gains, within the magnet category.
2. Student learning gains will be calculated by M-DCPS' Office of Evaluation and Research Services using the State formula for determining student learning gains. Total student learning gains for each school will be determined by the sum of:
 - a. The percentage of students making learning gains in Reading as measured by the Florida Comprehensive Assessment Test (FCAT) 2002-2003, and annually thereafter, using the State formula for determining learning gains;
 - b. The percentage of students making learning gains in Mathematics as measured by the Florida Comprehensive Assessment Test (FCAT) 2002-2003, and annually thereafter, using the State formula for determining learning gains; and
 - c. The percentage of the lowest performing twenty-five (25) percent of students at each school demonstrating learning gains in Reading as measured by the Florida Comprehensive Assessment Test (FCAT) 2002-2003, and annually thereafter, using the State formula for determining learning gains.
3. Upon completion of the regional (Regions I through VI) and school level (elementary and middle school) rankings, the three highest ranking elementary schools and the highest ranking middle school in each region will be identified by the Office of Evaluation and Research Services based on student learning gains data for the 2002-2003 school year, and annually thereafter, using the State formula for determining learning gains.

4. The three highest ranking senior high schools districtwide, excluding senior high schools within the magnet category, will be identified by the Office of Evaluation and Research Services based on student learning gains data for the 2002-2003 school year, and annually thereafter, using the State formula for determining learning gains. The highest ranking senior high school identified as a school-wide magnet/advanced studies program (i.e., Coral Reef Senior High School, Design and Architecture Senior High School, MAST Academy Senior High School, New World School of the Arts and School for Advanced Studies) will be identified by the Office of Evaluation and Research Services based on student learning gains data for the 2002-2003 school year, and annually thereafter, using the State formula for determining learning gains.
5. In the event that two or more schools are tied for one of the identified highest rankings using the State formula for determining learning gains, ties will be remedied by examining each affected school's performance on the following indicators:
 - a. the percentage of the lowest twenty-five (25) percent of students at each affected school making learning gains in Reading during the 2002-2003 school year, and annually thereafter, using the State formula for determining learning gains; and/or
 - b. the overall total number of points earned by each affected school on the State formula for determining school grades.

Upon determination of these data, the affected schools will be ranked based on the first criteria identified above. If this ranking does not resolve the tie, the second criteria will be applied and affected schools will be ranked accordingly.

6. All full-time teachers, media specialists, and guidance personnel (including Career and Trust Specialists) assigned to the identified school sites during the year the learning gains were produced will be eligible to receive a performance supplement provided they:
 - a. Hold a valid Florida Professional Educator's Certificate, a Florida Educator's Certificate, or a Statement of Status of Eligibility;
 - b. Have demonstrated acceptable performance pursuant to Section 1012.34(3), Florida Statutes (formerly Section 231.29, Florida Statutes), during the 2002-2003 school year, and annually thereafter, as determined by having met standard on the Professional Assessment and Comprehensive Evaluation System (PACES) Annual Evaluation form for Instructional Personnel (teachers) or the PACES School Support/Resource Personnel Annual Evaluation form (guidance personnel and media specialists); and
 - c. Are not currently on a PACES Professional Improvement Plan.
7. Eligible personnel, as defined herein, must be present and in an active status at least 99 days during the 2002-2003 school year, and each year thereafter, to be eligible to receive the performance supplement.
8. The following employees are ineligible to receive the performance supplement:
 - ▶ Hourly, Part-Time and Half-Time Personnel
 - ▶ Interim Teachers
 - ▶ Pool Temporary Instructors

