

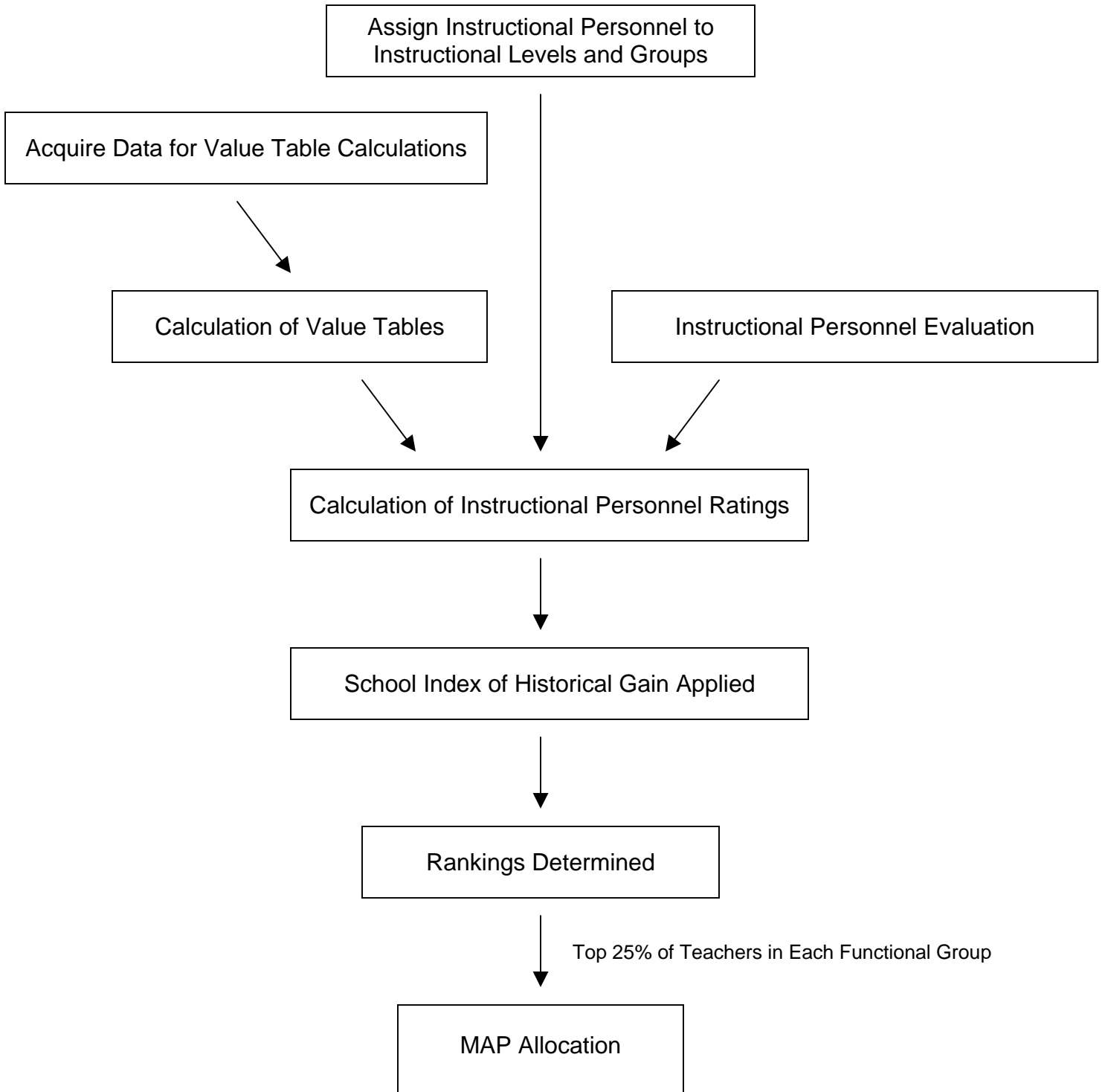
MAP 2008-2009

ALACHUA COUNTY PUBLIC SCHOOLS

October 1, 2007

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Sequence for MAP Awards



MAP Year 2008-2009

Alachua County Public Schools

The following details the methodology the district will use for determining the rank order of instructional personnel based on measures of student achievement for the Merit Award Plan (MAP) for school year 2008 – 2009. The plan is ~~adaptation~~ of the 2006-2007 STAR Plan, incorporating lessons learned through that effort.

The proposed plan follows this sequence.

1. Teachers and/or teaching teams and other instructional personnel will be categorized in functional groups. A functional group will consist of employees performing similar tasks and having a common source of student scores for determining gains. (Appendix A)
2. Student test data will be aggregated in groups that allow for common test types as pretest and posttest values wherever possible. In order for a student's performance to be use in calculating teacher gains, both pretest and posttest scores must be available. (Appendices B-D)
3. School wide gains will be determined using the same student pairs as are used in determining teacher gains.
4. Student test-pairs will be converted to values using the value table methodology provided by the Florida Department of Education.
5. Teacher scores will incorporate 70% of the value from the teacher's individual student test score gains and 30% from the school gain.
6. School historical gain patterns will be evaluated to develop a school index which will be multiplied by the total teacher score to derive the final value used in determining award pay.
7. Once rank-ordered, the top 25% of teachers within a functional group who received an outstanding evaluation from the school principal will receive awards. No awards will be given to teachers whose final value is below the 40th percentile.

Source of Student Data

The district has achievement data available in broad classes of students. In order to determine if students in a teacher's classroom have made gains, the following criteria will be used.

- The highest priority of data elements will be the use of sequential common tests as a pretest and a posttest to measure student achievement over time. Highest priority will be to use FCAT SSS pretest/posttest combinations. Second priority will be the use of FCAT NRT pretest/posttest combinations. This pattern will be used where possible. Hybrid combinations will be used when no other option is available. Order of priority for testing pairs is FCAT SSS, FCAT NRT, other national norm-referenced tests, district developed tests.
- District assessments where used, will be aligned to the Sunshine State Standards.
- Gain for ESE students not participating in the FCAT will be determined using the alternative assessment instruments adopted by the district to replace the existing FAAR program.
- Performance indicators for instructional personnel will be derived as follows: (a) 70% of the teacher's total score to be based upon the appropriate (district or state developed) value table calculations applied to assigned students, and (b) 30% of the teacher's total score to be based upon the appropriate (district or state developed) value table calculations applied to all students in the school. Part (b) reflects and reinforces District and school initiatives for collaboration and shared responsibility for student achievement. Data elements for value table calculations will include LAPD, DIBELS, FCAT, NRT, or District assessment test as appropriate.
- The value table methodology adopted and provided by the Department of Education (grades 4-10) will be integrated into the process. Additional value tables will be created, using the same methodology for pretest/posttest pairings for which tables are not provided by the state as well as for district-developed tests.

Rank Ordering Personnel

In order to rank instructional personnel for the purpose of funding MAP performance pay, the following procedures will be followed.

- All eligible staff at each instructional level (elementary, middle and high schools) will be divided into functional groups based on their teaching assignment(s) and support roles. (Appendix A)
- Pretest and posttest measures of student achievement will be converted to common values value table methodology, Appendices B-D contain proposed data that will be used for pretests and posttests for each instructional level and instructional group.
- Values derived for assigned students will be aggregated to develop a composite score for each individual within a functional group.
- Combined teacher/school performance data (70% to 30% ratio) will be multiplied by the school index of historical gain. The product will represent the teacher's final value for rank ordering.
- Once rank-ordered, the top 25% of teachers within a functional group who received an outstanding evaluation from the school principal will receive awards. Team members will be regarded individually in determining awards with the understanding that all members of a team will be selected if one falls above the cut-off point. No awards will be given to teachers whose final value is below the 40th percentile.

Protocol for Distribution of MAP Funds

Teachers must meet the following three criteria to be eligible for MAP consideration:

Criterion 1: To be eligible for MAP awards a teacher must have been employed and assigned to a school within the first three calendar weeks of the 2008-2009 school year. In addition, the teacher must remain employed through the end of the first semester. This is the primary period for student instruction. Teachers employed less than full-time will have MAP awards pro-rated for the proportional time employed.

Criterion 2: Principals must rate each teacher an overall Outstanding evaluation for MAP eligibility. An overall outstanding rating is defined as: (1) no Unsatisfactory indicators, (2) no Needs Improvement indicators, and (3) no more than one Satisfactory indicator marked in any category. (Addendum - Personnel Assessments)

Criterion 3: Show specific evidence of gains in assigned students' achievement, based on the value table protocol with a percentile rank at or above the 50 percentile. Criterion 3 counts for 70% of MAP ranking.

Criterion 4: Show specific evidence of gains in student achievement, based on school-wide value table calculation. Criterion 4 counts for 30% of MAP ranking.

Appendix A

Instructional Levels and Groups

	ELEMENTARY	MIDDLE	HIGH
Core Academic Personnel	Reading Math ESE (self-contained)	Reading Language Arts Math Social Studies ESE (self-contained)	Reading Language Arts Math Social Studies ESE (self-contained)
Non-Core Academic Personnel	Science Social Studies PE Art Music ESE	Science Foreign Language PE Art Music Technical/ Vocational	Science Foreign Language PE Art Music Technical/Vocational
Academic Support Personnel	Media Specialists Counselors Curriculum Resource Teacher Behavior Resource Teacher District Home Liaison Teachers Occupational Therapists Physical Therapists Speech/language Pathologists School Psychologists Reading Coaches Math Coaches Curriculum Coaches Behavior Intervention Coaches Intervention Resource Teachers	Media Specialists Counselors Deans Occupational Therapists Physical Therapists Speech/language Pathologists School Psychologists Reading Coaches	Media Specialists Counselors Deans Occupational Therapists Physical Therapists Speech/language Pathologists School Psychologists Reading Coaches

Appendix B

ELEMENTARY LEVEL
Primary Data Elements to Determine Student Achievement Gains: 2008 –2009

	Elementary Grades		
	Grade Level	Pretest	Posttest
Pre-K ESE	3-4 yr olds	LAP D (Learning Accomplishment Profile D)	LAP D
Kindergarten	K	Dibels Schoolwide Improvement Value Table Data	Dibels/Emergent Reader Assessment Schoolwide Improvement Value Table Data
Reading/Language Arts/ Reading Intervention Resource Teachers	1	Dibels Schoolwide Improvement Value Table Data	Stanford 10 Schoolwide Improvement Value Table Data
	2	Stanford 10 Schoolwide Improvement Value Table Data	Stanford 10 Schoolwide Improvement Value Table Data
	3	Stanford 10 Schoolwide Improvement Value Table Data	Stanford 10 Schoolwide Improvement Value Table Data
	4-5	FCAT Reading Schoolwide Improvement Value Table Data	FCAT Reading Schoolwide Improvement Value Table Data
Mathematics	4-5	FCAT /NRT Reading Schoolwide Improvement Value Table Data	FCAT /NRT Reading Schoolwide Improvement Value Table Data
Guidance*	K-2	FCAT/NRT Reading Schoolwide Improvement Value Table Data	FCAT/NRT Reading Schoolwide Improvement Value Table Data
Behavior Resource Teachers*	1-3	FCAT/NRT Reading Schoolwide Improvement Value Table Data	FCAT/NRT Reading Schoolwide Improvement Value Table Data
Media Specialists*	5	Subject Area Pre Test Schoolwide Improvement Value Table Data	Subject Area End of Course Test Schoolwide Improvement Value Table Data
PE*	5	Subject Area Pre Test Schoolwide Improvement Value Table Data	Subject Area End of Course Test Schoolwide Improvement Value Table Data
Art*	5	Subject Area Pre Test Schoolwide Improvement Value Table Data	Subject Area End of Course Test Schoolwide Improvement Value Table Data
Music *	5	Subject Area Pre Test Schoolwide Improvement Value Table	Subject Area End of Course Test Schoolwide Improvement Value

		Data	Table Data
ESE*	All*	FCAT/Alternate assessment Data Schoolwide Improvement Value Table Data	FCAT/Alternate assessment Data Schoolwide Improvement Value Table Data
District Home Liaison Teachers* Occupational Therapists* Physical Therapists* Speech/Language* Pathologists School Psychologists*	All*	FCAT/NRT Reading Schoolwide Improvement Value Table Data	FCAT/NRT Reading Schoolwide Improvement Value Table Data
Reading Coaches* and Curriculum Resource Teachers*	K-3 Lowest Quartile	FCAT/NRT Reading Schoolwide Improvement Value Table Data	FCAT/NRT Reading Schoolwide Improvement Value Table Data

* Data aligned to students for whom instructional personnel have specific responsibilities.

Appendix C

MIDDLE SCHOOL LEVEL
Primary Data Elements to Determine Student Achievement Gains: 2008 –2009

Middle School Subjects			
	Grade Level	Pretest	Posttest
Language Arts	6-8	FCAT Reading Schoolwide Improvement Value Table Data	FCAT/Reading Schoolwide Improvement Value Table Data
Reading	6-8	FCAT Reading Schoolwide Improvement Value Table Data	FCAT/Reading Schoolwide Improvement Value Table Data
Mathematics	6-8	FCAT/NRT Mathematics Schoolwide Improvement Value Table Data	FCAT/NRT Mathematics Schoolwide Improvement Value Table Data
Science	6-8	Subject Area Pre Test FCAT Reading Schoolwide Improvement Value Table Data	Subject Area End of Course Test FCAT/Reading Schoolwide Improvement Value Table Data
Social Studies	6-8	Subject Area Pre Test FCAT Reading Schoolwide Improvement Value Table Data	Subject Area End of Course Test FCAT/Reading Schoolwide Improvement Value Table Data
Foreign Language	Assigned Students	Subject Area Pre Test Schoolwide Improvement Value Table Data	Subject Area End of Course Test Schoolwide Improvement Value Table Data
ESE	Assigned Students	FCAT/alternate assessment data Schoolwide Improvement Value Table Data	FCAT/Alternate assessment data Schoolwide Improvement Value Table Data
Guidance *	Assigned Students	FCAT/NRT Reading Schoolwide Improvement Value Table Data	FCAT/NRT Reading Schoolwide Improvement Value Table Data
Deans *	Assigned Students	FCAT/NRT Reading Schoolwide Improvement Value Table Data	FCAT/NRT Reading Schoolwide Improvement Value Table Data
Media Specialists *	Assigned Students	Subject Area Pre Test Schoolwide Improvement Value Table Data	Subject Area End of Course Test Schoolwide Improvement Value Table Data
PE *	Assigned Students	Subject Area Pre Test Schoolwide Improvement Value Table Data	Subject Area End of Course Test Schoolwide Improvement Value Table Data
Art *	Assigned Students	Subject Area Pre Test Schoolwide Improvement Value Table Data	Subject Area End of Course Test Schoolwide Improvement Value Table Data
Music *	Assigned Students	Subject Area Pre Test Schoolwide Improvement Value	Subject Area End of Course Test Schoolwide Improvement Value

		Table Data	Table Data
Technical/Career Education *	Assigned Students	Subject Area Pre Test Schoolwide Improvement Value Table Data	Subject Area End of Course Test Schoolwide Improvement Value Table Data
District Home Liaison Teachers* Occupational Therapists* Physical Therapists* Speech/language Pathologists* School Psychologists*	Assigned Students	FCAT/NRT Reading Schoolwide Improvement Value Table Data	FCAT/Reading Schoolwide Improvement Value Table Data
Secondary Reading Coaches* (6-8)	Assigned Students Lowest Quartile	FCAT/NRT Reading Schoolwide Improvement Value Table Data	FCAT/NRT Reading Schoolwide Improvement Value Table Data

* Data aligned to students for whom instructional personnel have specific responsibilities.

Appendix D

HIGH SCHOOL LEVEL
Primary Data Elements to Determine Student Achievement Gains: 2008 –2009

High School Subjects			
	Grade Level	Pretest	Posttest
Language Arts	9-12	FCAT Reading (9-10) Pre Subject Area Tests (11-12) Schoolwide Improvement Value Table Data	FCAT/Reading (9-10) End of course subject area Tests (11-12) Schoolwide Improvement Value Table Data
Reading	9-12	FCAT Reading (9-10) Pre Subject Area Tests (11-12) Schoolwide Improvement Value Table Data	FCAT/Reading Schoolwide Improvement Value Table Data
Mathematics	9-12	FCAT/NRT Mathematics(9-10) Pre Subject Area Tests Schoolwide Improvement Value Table Data	FCAT /NRT Mathematics Post Course Tests Schoolwide Improvement Value Table Data
Science	9-12	Pre Subject Area Tests Schoolwide Improvement Value Table Data	FCAT/Reading District Tests (11-12) Schoolwide Improvement Value Table Data
Social Studies	9-12	Pre Subject Area Tests Schoolwide Improvement Value Table Data	FCAT/Reading District Tests (11-12) Schoolwide Improvement Value Table Data
Foreign Language	Assigned Students 9-12	Pre Subject Area Tests Schoolwide Improvement Value Table Data	End of Course Exam Schoolwide Improvement Value Table Data
PE *	Assigned Students 9-12	Pre Subject Area Tests Schoolwide Improvement Value Table Data	End of Course Exam Schoolwide Improvement Value Table Data
Art *	Assigned Students 9-12	Pre Subject Area Tests Schoolwide Improvement Value Table Data	End of Course Exam Schoolwide Improvement Value Table Data
Music *	Assigned Students 9-12	Pre Subject Area Tests Schoolwide Improvement Value Table Data	End of Course Exam Schoolwide Improvement Value Table Data
ESE	Assigned Students 9-12	FCAT/alternate assessment Data Schoolwide Improvement Value Table Data	FCAT/alternate assessment Data Schoolwide Improvement Value Table Data
Technical/Career Education	Assigned Students 9-12	Pre Subject Area Tests Schoolwide Improvement Value Table Data	End of Course Exam Schoolwide Improvement Value Table Data
Guidance *	Assigned Students 9-12	FCAT Reading and Math (9-10) FCAT Reading and Math Retakes (11-12) Schoolwide Improvement Value	End of Course Exam Schoolwide Improvement Value Table Data

		Table Data	
Media Specialists *	Assigned Students 9-12	Pre Subject Area Tests Schoolwide Improvement Value Table Data	End of Course Exam Schoolwide Improvement Value Table Data
Deans *	Assigned Students 9-12	FCAT Reading and Math (9-10) FCAT Reading and Math Retakes (11-121) Schoolwide Improvement Value Table Data	FCAT/Reading District Tests (11-12) Schoolwide Improvement Value Table Data
Occupational Therapists* Physical Therapists* Speech/language* Pathologists School Psychologists* Physical Therapists* School Psychologists*	Assigned Students 9-12	FCAT/NRT Reading and Math (9-10) Schoolwide Improvement Value Table Data	FCAT/NRT Reading (11-12) Schoolwide Improvement Value Table Data
Secondary Reading Coaches* (9-12)	Assigned Students Lowest Quartile	FCAT/NRT Reading – (9-10) Levels 1 &2 Schoolwide Improvement Value Table Data	FCAT/NRT Reading –(9-10) Levels 1 and 2 Schoolwide Improvement Value Table Data

* Data aligned to students for whom instructional personnel have specific responsibilities.