

**PAY FOR PERFORMANCE**

**2005/2006 SCHOOL YEAR**

**SEPTEMBER 2006**

## INTRODUCTION

### *Pay for Performance Plan*

As of June 30, 2002, all districts in the State of Florida are required to have a Pay for Performance Plan that rewards outstanding teachers and schools based on improved student performance. In the Pinellas County School District, an agreement was developed in collaboration between the Pinellas Classroom Teachers Association and the School Board, to implement such a process.

This agreement, in part, includes the following:

“Implementation of the Pay for Performance portion of the salary schedule will require that”:

1. The parties adopt the rated assessment format designed by the district’s Evaluation Sub-committee as the basis for training, development, and implementation in qualifying for Pay for Performance.
2. Individual faculty members will be required to maintain a documented portfolio of data, in addition to the assessment process, utilizing the attached rubric (Application).
3. The Annual Learning Gains portion of the process will be determined by criteria \* established by the Pinellas County Research and Accountability Department, consistent with directions from the Department of Education. The Annual Learning Gains will be defined at the school and classroom level for educators through FCAT scores, reflecting learning gains of at least 120% of expected gains.
4. For all non-classroom teachers, annual learning gains will be determined by a composite of overall performance of students as measured by State FCAT data. The Department of Research and Accountability will identify outstanding schools based on exceptional levels of student academic performance growth from one year to the next, reflecting learning gains of at least 120% [of] expected.”

A complete copy of the agreement is included in Attachment A.

### *Sample*

During the 2005-2006 school year, a total of 37 employees applied to receive a Pay for Performance supplement, five of the applicants were disqualified due to not meeting the minimum score of 90 on the application, 20 applicants were classroom teachers and the other 12 had school wide and/or administrative positions. The list of applicants is presented in Table 1. Each applicant was required to submit appraisal and application forms. Copies of these forms are presented in Attachment B. The applicants had to meet the requirements (i.e. meeting a minimum score of 90 on the application), as set forth in the agreement (see the agreement in Attachment A for more details).

\* The criteria established by the Pinellas County Research and Accountability Department were to use a regression model of analysis to compute the expected learning gains. The 120% of expected gains was established by the Pinellas Teacher Association through negotiation with the school district.

## DESIGN

The school and the teacher's qualification are contingent upon having a gain reflecting at least 120% of the expected gain. The school or the teacher's eligibility for the Pay for Performance is dependent on the performance of the school or the classroom. The school's qualification, by meeting 120% of expected gain, entitles all eligible applicants from that school to be qualified for the pay for performance supplement. Only at the elementary level may a classroom teacher qualify solely on the basis of the classroom's performance. The table below displays the group performance(s) required for a school or a teacher to qualify for the Pay for Performance supplement.

		SCHOOL		CLASSROOM (Teacher)		
ELEMENTARY SCHOOL	INST.	Reading YES	Math YES	<b>O</b> <b>R</b>	Reading YES	Math YES
	NON INST.	Reading YES	Math YES		NA	
MIDDLE SCHOOL	INST. AND NON INST	Reading YES	Math YES		NA	
HIGH SCHOOL	INST. AND NON INST	Reading YES	Math YES		NA	

*For Example, an elementary fourth grade teacher may qualify for the Pay for Performance Supplement if his/her classroom meets the required gain for both Reading and Math, or (s) he may qualify if the school has met the required gain in both Reading and Math.*

*Another example; a seventh grade teacher can only qualify for the Pay for Performance Supplement if the school has met the required gain in both Reading and Math. Table 2 presents the possible qualification area(s) for each applicant.*

## ANALYSIS

### ***School Level***

The FCAT Developmental Scores for 2005 and 2006 were used to calculate the individual student and school gain scores in Reading and Math, by subtracting the FCAT 2005 scores from the FCAT 2006 scores. To determine the expected gain scores, a regression analysis using the school's free/reduced lunch percentage and the schools' average gain score was performed.

The regression model uses the free/reduced lunch for calculating the expected gain score. The calculation of the expected gain scores made use of the correlation that exists between free/reduced lunch and the test scores. The use of correlation in calculating the gain scores

reduced the advantage a school might have based on the Social Economic Status (SES) of its students. Schools that showed gains greater than 120% of the expected gain, in both Reading and Math, qualified for the Pay for Performance supplement. Details of the procedure are presented on a flowchart, Attachment C.

## **RESULTS**

### ***School Level***

Fourteen (14) elementary schools, two (2) middle schools and one (1) high school showed gains greater than 120% of their expected gain, therefore, qualified for the Pay for Performance supplement. All instructional and non-instructional applicants of these schools are eligible for the supplement described in the agreement. Tables 3-5 display this analysis and the result of schools' performance analysis. Table 6 summarized the results showing schools and teachers with positive gain in reading and math.

### ***Teacher (Classroom) level***

The FCAT Developmental Scores for 2005 and 2006 were used to calculate the individual student and classroom gain scores in Reading and Math by subtracting the FCAT 2005 scores from the FCAT 2006 scores. To determine the expected gain scores, a regression analysis using the school's free/reduced lunch percentage and the classroom average gain score was performed.

In observation of the research findings that the school's economic status affects the performance at the school level and at the classroom level, the school's free/reduced lunch percentage, in lieu of classroom's average free/reduced lunch, was used in the regression model for calculating the classroom's expected gain.

The regression model takes the free/reduced lunch into account for calculating the expected gain score. The calculation of the expected gain scores made use of the correlation that exists between free/reduced lunch and the test scores. The use of correlation in calculating the gain scores reduced the advantage a teacher might have based on the SES of his or her students.

Of the twenty (20) teachers who applied for the pay for performance, nine teachers qualified for the Pay for performance due to their school performance. Five administrators also qualified for the pay for performance from these schools. Additionally, one teacher from a Classroom that had shown gains greater than 120% of the expected gain, in Reading and Math, qualified for the Pay for Performance supplement.

In total, there were 15 employees qualified to receive the pay for performance in school year 2005-2006.

TABLE 1  
 PINELLAS COUNTY SCHOOLS  
 PAY FOR PERFORMANCE APPLICANTS  
 2005-2006

SCHOOL	TITLE
Bardmoor Elementary	Teacher
Bardmoor Elementary	Principal
Bauder Elementary	Teacher
Carwise Middle	Teacher
Carwise Middle	Teacher
Carwise Middle	Teacher
Coachman Fundamental	Teacher
Cross Bayou Elementary	Principal
Cross Bayou Elementary	AP
Lealman Intermediate	Teacher
Lealman Intermediate	Guidance
Lealman Intermediate	Teacher
Melrose Elementary	Principal
Melrose Elementary	AP
Melrose Elementary	Teacher
Mt. Vernon Elementary	Teacher
Mt. Vernon Elementary	Teacher
Mt. Vernon Elementary	Teacher
Palm Harbor University High	Teacher
Palm Harbor University High	Teacher
Palm Harbor University High	Teacher
Plumb Elementary	Teacher
Plumb Elementary	Teacher
Plumb Elementary	Teacher
Ponce de Leon Elementary	Title 1
Ponce de Leon Elementary	Principal
Ponce de Leon Elementary	AP
Safety Harbor Middle	Teacher
Safety Harbor Middle	Teacher
Seminole Middle	Principal
South Ward Elementary	Curriculum Specialist
Tarpon Springs Fund	Principal

TABLE 2  
 PINELLAS COUNTY SCHOOLS  
 PAY FOR PERFORMANCE APPLICANTS  
 2005-2006

SCHOOL		Meeting the required Classroom Gains		SCHOOL GAIN
		FCAT READING	FCAT MATH	
TITLE				
Bardmoor Elementary	Teacher			School did not qualify for PFP
Bardmoor Elementary	Principal			
Bauder Elementary	Teacher			School qualified for PFP
Carwise Middle	Teacher M			School did not qualify for PFP
Carwise Middle	Teacher M			
Carwise Middle	Teacher M			
Coachman Fundamental	Teacher M			School did not qualify for PFP
Cross Bayou Elementary	Principal			School did not qualify for PFP
Cross Bayou Elementary	AP			
Lealman Intermediate	Teacher M			School qualified for PFP
Lealman Intermediate	Teacher M			
Lealman Intermediate	Guidance			
Melrose Elementary	Principal			School not not qualify for PFP
Melrose Elementary	AP			
Melrose Elementary	Teacher	YES	YES	
Mt. Vernon Elementary	Teacher			School qualified for PFP
Mt. Vernon Elementary	Teacher			
Mt. Vernon Elementary	Teacher			
Palm Harbor University High	Teacher HS			School did not qualify for PFP
Palm Harbor University High	Teacher HS			
Palm Harbor University High	Teacher HS			
Plumb Elementary	Teacher			School qualified for PFP
Plumb Elementary	Teacher			
Plumb Elementary	Teacher			
Ponce de Leon Elementary	Title 1			School qualified for PFP
Ponce de Leon Elementary	Principal			
Ponce de Leon Elementary	AP			
Safety Harbor Middle	Teacher M			School did not qualify for PFP
Safety Harbor Middle	Teacher M			
Seminole Middle	Principal			School did not qualify for PFP
South Ward Elementary	Curriculum Specialist			School did not qualify for PFP
Tarpon Springs Fund	Principal			School qualified for PFP

**TABLE 3**  
**Pinellas County Schools**  
**Pay For Performance Results-Elementary**  
**2005-2006 S.Y.**

School Number	Reading Gain	Math Gain	Lunch (FR%)	Number of Students	Expected RDG Gain	Expected MATH Gain	Required RDG Gain (120%)	Required MATH Gain (120%)	Reading Gain Outcome	Math Gain Outcome	School Name
51	79.01	98.89	27.2	136	77.6727	100.9392	93.21	121.13	-14.19	-22.24	ANONA ELEMENTARY
111	34.05	163.1	55.5	182	87.30475	135.7764	104.77	162.93	-70.72	0.17	AZALEA ELEMENTARY
131	101.82	139.02	59.2	174	88.56487	140.3341	106.28	168.4	-4.46	-29.38	BARDMOOR ELEMENTARY
151	103.69	134.31	17.4	201	74.33829	88.87926	89.21	106.66	14.49	27.65	BAUDER ELEMENTARY
161	105.75	160.72	34.6	246	80.17428	109.9869	96.21	131.98	9.54	28.74	BAY POINT ELEMENTARY
231	108.91	131.29	19.5	149	75.03635	91.40401	90.04	109.68	18.86	21.6	BAY VISTA FUNDAMENTAL
271	66.27	104.88	77.1	153	94.66947	162.4132	113.6	194.9	-47.33	-90.02	BEAR CREEK ELEMENTARY
321	93.69	113.69	42.5	153	82.87466	119.7537	99.45	143.7	-5.76	-30.01	BELCHER ELEMENTARY
371	71.82	116.96	67.8	118	91.49351	150.9264	109.79	181.11	-37.97	-64.15	BELLEAIR ELEMENTARY
391	140.92	169.95	78.5	144	95.12847	164.0733	114.15	196.89	26.76	-26.94	BLANTON ELEMENTARY
441	80.69	73.77	5.3	208	70.21	73.94805	84.25	88.74	-3.56	-14.96	BROOKER CREEK ELEMENTARY
481	90.98	176.95	71.2	111	92.64252	155.0822	111.17	186.1	-20.19	-9.15	CAMPBELL PARK ELEMENTARY
641	84.85	131.12	71.1	121	92.60957	154.963	111.13	185.96	-26.28	-54.84	CLEARVIEW AVE ELEMENTARY
811	100.68	182.42	48.4	157	84.89173	127.049	101.87	152.46	-1.19	29.96	CROSS BAYOU ELEMENTARY
851	81.71	114.23	24.8	149	76.86449	98.01605	92.24	117.62	-10.53	-3.39	CURLEW CREEK ELEMENTARY
991	125.76	99.7	16.2	173	73.92017	87.36703	88.7	104.84	37.06	-5.14	LEILA DAVIS ELEMENTARY
1071	65.18	104.08	54.5	165	86.9816	134.6077	104.38	161.53	-39.2	-57.44	DUNEDIN ELEMENTARY
1131	116.72	142.59	73.3	161	93.36462	157.6938	112.04	189.23	4.68	-46.64	EISENHOWER ELEMENTARY
1211	105.73	159.09	77.2	114	94.6929	162.498	113.63	195	-7.9	-35.91	FAIRMOUNT PARK ELEMENTARY
1261	89.86	135.43	69	203	91.89152	152.3659	110.27	182.84	-20.41	-47.41	JOHN M SEXTON ELEMENTARY
1331	93.7	124.4	16.8	226	74.13441	88.14187	88.96	105.77	4.74	18.63	FOREST LAKES ELEM
1341	116.83	88.05	47.4	190	84.53788	125.7692	101.45	150.92	15.38	-62.87	FRONTIER ELEMENTARY
1361	64.78	106.91	50.3	163	85.53836	129.3878	102.65	155.27	-37.87	-48.35	FUGUITT ELEMENTARY
1421	92.33	129.19	63.3	180	89.9738	145.4299	107.97	174.52	-15.64	-45.32	LYNCH ELEMENTARY
1471	65.42	86.72	39.3	183	81.80572	115.8875	98.17	139.07	-32.75	-52.35	PERKINS ELEMENTARY
1481	114.57	109.72	22.3	166	75.9986	94.88429	91.2	113.86	23.37	-4.14	GARRISON-JONES ELEMENTARY
1641	81.92	112.01	44.9	89	83.71233	122.7834	100.45	147.34	-18.53	-35.33	GULF BEACHES ELEMENTARY
1691	64.68	160.28	77.8	72	94.89202	163.2181	113.87	195.86	-49.19	-35.58	GULFPORT ELEMENTARY
1781	93.06	142.11	16.8	220	74.13578	88.14682	88.96	105.78	4.1	36.33	HIGHLAND LAKES ELEMENTARY
1811	154.38	120.5	77.8	117	94.89202	163.2181	113.87	195.86	40.51	-75.36	HIGH POINT ELEMENTARY
1821	81.82	143.8	63.1	122	89.89938	145.1607	107.88	174.19	-26.06	-30.39	DOUG JAMERSON ELEMENTARY

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1911	66.76	141.48	70.4	108	92.36986	154.096	110.84	184.92	-44.08	-43.43	KINGS HIGHWAY ELEMENTARY
1961	109.04	134.41	17.7	96	74.43887	89.24304	89.33	107.09	19.72	27.31	LAKEVIEW FUNDAMENTAL
2021	116.54	126.34	86.8	121	97.95613	174.3004	117.55	209.16	-1.01	-82.82	LAKEWOOD ELEMENTARY
2061	38.4	91.2	55.1	107	87.1841	135.3401	104.62	162.41	-66.22	-71.21	LARGO CENTRAL ELEMENTARY
2141	76.41	162.88	78.1	137	95.00248	163.6177	114	196.34	-37.59	-33.46	LEALMAN AVE ELEMENTARY
2151	27.28	88.02	79.2	96	95.36492	164.9285	114.44	197.91	-87.16	-109.89	LEALMAN INTERMEDIATE
2251	92.46	139.67	49.2	118	85.14536	127.9664	102.17	153.56	-9.72	-13.89	MADEIRA BEACH ELEMENTARY
2281	91.66	132.99	75.3	174	94.04405	160.1512	112.85	192.18	-21.19	-59.19	MAXIMO ELEMENTARY
2301	87.6	53.1	17	182	74.20891	88.41133	89.05	106.09	-1.45	-52.99	MCMULLEN BOOTH ELEMENTARY
2371	133.5	166.7	72	125	92.92473	156.1028	111.51	187.32	21.99	-20.63	MELROSE ELEMENTARY
2431	88.87	59.61	50.9	173	85.72914	130.0778	102.87	156.09	-14.01	-96.49	MILDRED HELMS ELEMENTARY
2441	180.24	202.45	51.5	33	85.94981	130.8759	103.14	157.05	77.1	45.4	MODESTA ROBBINS PARTNRSHP
2531	124.39	195.1	76.4	110	94.41051	161.4766	113.29	193.77	11.1	1.33	MOUNT VERNON ELEMENTARY
2691	93.45	132.02	58.4	161	88.28897	139.3362	105.95	167.2	-12.49	-35.18	NORTH SHORE ELEMENTARY
2741	95.01	91.28	64.2	67	90.26178	146.4715	108.31	175.77	-13.3	-84.48	NORTH WARD-CLW ELEMENTARY
2791	116.02	162.46	60.9	207	89.13491	142.3958	106.96	170.87	9.06	-8.41	NORTHWEST ELEMENTARY
2921	70.37	94.74	14.5	166	73.3321	85.24007	88	102.29	-17.63	-7.55	OAKHURST ELEMENTARY
2961	107.08	116.39	35.8	173	80.61192	111.5698	96.73	133.88	10.35	-17.5	OLDSMAR ELEMENTARY
3021	82.75	99.99	51.9	81	86.06445	131.2905	103.28	157.55	-20.52	-57.56	ORANGE GROVE ELEMENTARY
3071	68.64	73.3	23.7	190	76.4736	96.60229	91.77	115.92	-23.13	-42.62	OZONA ELEMENTARY
3131	53.68	106.62	11.7	154	72.3891	81.82942	86.87	98.2	-33.19	8.43	CURTIS FUNDAMENTAL
3181	90.99	136.55	16.1	137	73.87708	87.21115	88.65	104.65	2.33	31.9	PALM HARBOR ELEMENTARY
3281	103.12	105.08	18	139	74.53328	89.5845	89.44	107.5	13.68	-2.42	PASADENA FUNDAMENTAL ELEM
3341	61.64	68.9	69.9	73	92.19711	153.4712	110.64	184.17	-48.99	-115.26	CLEARWATER INTERMEDIATE
3361	120.47	108.8	57.4	169	87.95234	138.1187	105.54	165.74	14.93	-56.94	PINELLAS CENTRAL ELEM
3391	105.51	141.39	63.9	180	90.16297	146.1141	108.2	175.34	-2.69	-33.94	PINELLAS PARK ELEMENTARY
3431	118.7	119.09	19	200	74.87867	90.83372	89.85	109	28.85	10.09	PLUMB ELEMENTARY
3461	112	170.18	49.1	169	85.1317	127.917	102.16	153.5	9.84	16.68	PONCE DE LEON ELEMENTARY
3511	78.24	106.53	25.3	221	77.03717	98.6406	92.44	118.37	-14.2	-11.83	RIDGECREST ELEMENTARY
3561	155.2	199.86	70.5	105	92.40589	154.2263	110.89	185.07	44.31	14.79	RIO VISTA ELEMENTARY
3731	105.67	124.01	31	168	78.94836	105.553	94.74	126.66	10.93	-2.66	SAFETY HARBOR ELEMENTARY



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**2005-2006 S.Y.**

School Number	Reading Gain	Math Gain	Lunch (FR%)	Number of Students	Expected RDG Gain	Expected MATH Gain	Required RDG Gain (120%)	Required MATH Gain (120%)	Reading Gain Outcome	Math Gain Outcome	School Name
3751	146.54	129.14	65	160	90.54129	147.4824	108.65	176.98	37.89	-47.84	SAWGRASS LAKE ELEMENTARY
3761	127.6	169.28	72.1	122	92.96939	156.2644	111.56	187.52	16.04	-18.24	JAMES SANDERLIN ELEMENTARY
3851	127.18	70.06	47.5	139	84.57656	125.9091	101.49	151.09	25.69	-81.03	SAN JOSE ELEMENTARY
3871	116.3	133.65	76.5	119	94.44693	161.6083	113.34	193.93	2.97	-60.28	SANDY LANE ELEMENTARY
3911	122.25	141.3	37.6	186	81.22353	113.7819	97.47	136.54	24.78	4.76	SEMINOLE ELEMENTARY
3961	116.84	116.71	73.2	153	93.33421	157.5839	112	189.1	4.84	-72.39	74TH STREET ELEMENTARY
4021	102.96	142.81	53.3	167	86.55529	133.0658	103.87	159.68	-0.9	-16.87	SHORE ACRES ELEMENTARY
4121	110.53	135.51	70.5	183	92.4112	154.2455	110.89	185.09	-0.36	-49.59	SKYCREST ELEMENTARY
4171	91.52	142.31	62.7	150	89.74681	144.6089	107.7	173.53	-16.18	-31.22	SKYVIEW ELEMENTARY
4281	73.34	158.63	72.6	73	93.12996	156.8451	111.76	188.21	-38.41	-29.58	SOUTH WARD ELEMENTARY
4331	125.98	138.86	43.9	189	83.36214	121.5168	100.03	145.82	25.94	-6.96	STARKEY ELEMENTARY
4351	103.43	185.98	58	143	88.17213	138.9136	105.81	166.7	-2.38	19.28	MARJORIE KINNAN RAWLINGS
4381	119.17	75.88	32.2	143	79.36221	107.0498	95.23	128.46	23.93	-52.58	SUNSET HILLS ELEMENTARY
4491	89.37	140.54	57.2	138	87.90125	137.9339	105.48	165.52	-16.11	-24.98	TARPON SPRINGS ELEMENTARY
4591	65.31	127.44	69.6	115	92.09571	153.1044	110.51	183.73	-45.2	-56.28	TYRONE ELEMENTARY
4661	118.71	144.57	4.8	105	70.03072	73.2996	84.04	87.96	34.68	56.61	TARPON SPRINGS FUNDAMNTAL
4701	108.28	153.83	54.9	144	87.08908	134.9964	104.51	162	3.77	-8.16	WALSINGHAM ELEMENTARY
4771	75.27	114.2	57.8	211	88.09653	138.6402	105.72	166.37	-30.45	-52.16	WESTGATE ELEMENTARY
4931	103.22	144.16	78.9	128	95.27625	164.6078	114.33	197.53	-11.11	-53.37	WOODLAWN ELEMENTARY
6251	119.92	166.6	59.7	159	88.75317	141.0151	106.5	169.22	13.42	-2.62	SOUTHERN OAK ELEMENTARY
6261	89.07	87.64	17.9	196	74.48954	89.4263	89.39	107.31	-0.32	-19.67	CYPRESS WOODS ELEMENTARY
6271	94.34	101.14	20.1	184	75.25617	92.19907	90.31	110.64	4.03	-9.5	SUTHERLAND ELEMENTARY
6281	85.85	90.1	23.9	184	76.55152	96.8841	91.86	116.26	-6.01	-26.16	LAKE ST GEORGE ELEMENTARY
7071	113.2	167.4	83.3	30	96.78364	170.0598	116.14	204.07	-2.94	-36.67	DROPOUT PREVENTION

**TABLE 4**  
**Pinellas County Schools**  
**Pay For Performance Results-Middle**  
**2005-2006 S.Y.**

School Number	Reading Gain	Math Gain	Lunch (FR%)	Number of Students	Expected RDG Gain	Expected MATH Gain	Required RDG Gain (120%)	Required MATH Gain (120%)	Reading Gain Outcome	Math Gain Outcome	School Name
2861	78.96	88.04	32.2	847	131.1269	87.58393	157.35	105.1	-78.4	-17.06	OAK GROVE MIDDLE SCHOOL
2881	81.08	59.89	66.7	75	127.7687	91.96528	153.32	110.36	-72.24	-50.47	OAK PARK MIDDLE SCHOOL
3041	94.38	100.87	43.8	1003	130.0017	89.05187	156	106.86	-61.62	-6	OSCEOLA MIDDLE
3191	110.5	81.76	18	1158	132.51	85.77936	159.01	102.94	-48.52	-21.18	PALM HARBOR MIDDLE
3341	168.3	140.87	64.2	265	128.014	91.6452	153.62	109.97	14.68	30.89	CLEARWATER INTERMEDIATE
3411	106.58	95.72	56.4	727	128.7703	90.65852	154.52	108.79	-47.94	-13.07	PINELLAS PARK MIDDLE
3581	91.82	75.69	61.9	734	128.2381	91.3528	153.89	109.62	-62.06	-33.93	RIVIERA MIDDLE
3741	83.65	87.23	20.3	1079	132.2908	86.06541	158.75	103.28	-75.1	-16.05	SAFETY HARBOR MIDDLE
3931	74.41	87.97	16.6	932	132.6483	85.59901	159.18	102.72	-84.77	-14.75	SEMINOLE MIDDLE
4061	97.77	70.06	51.2	1079	129.2811	89.99211	155.14	107.99	-57.36	-37.93	JOHN HOPKINS MIDDLE SCH
4231	74.59	86.98	18.4	555	132.4779	85.82135	158.97	102.99	-84.38	-16	SOUTHSIDE FUNDAMENTAL
4581	88.76	77.36	19.6	1095	132.3553	85.9812	158.83	103.18	-70.06	-25.81	TARPON SPRINGS MIDDLE
4611	136.27	113.85	65.2	764	127.9134	91.77654	153.5	110.13	-17.22	3.72	TYRONE MIDDLE
4631	134.9	125.29	49.9	381	129.4069	89.82801	155.29	107.79	-20.39	17.49	THURGOOD MARSHAL MIDDLE SCHOOL
7171	61.18	58.22	18.6	97	132.4605	85.84404	158.95	103.01	-97.78	-44.8	PINELLAS PREPARTORY ACADEMY

**TABLE 5**  
**Pinellas County Schools**  
**Pay For Performance Results-High**  
**2005-2006 S.Y.**

School Number	Reading Gain	Math Gain	Lunch (FR%)	Number of Students	Expected RDG Gain	Expected MATH Gain	Required RDG Gain (120%)	Required MATH (120%)	Reading Gain Outcome	Math Gain Outcome	School Name
251	33.31	77.06	56.7	127	23.02514	52.10672	27.63	62.53	5.68	14.53	BAYSIDE HIGH SCHOOL
431	26.51	45.04	44.1	771	34.37823	59.59798	41.25	71.52	-14.75	-26.48	BOCA CIEGA HIGH SCHOOL
711	55.46	62.92	31.4	803	45.84123	67.16177	55.01	80.59	0.46	-17.67	CLEARWATER HIGH SCHOOL
751	36.78	37.94	21	1036	55.16202	73.31203	66.19	87.97	-29.41	-50.03	COUNTRYSIDE HIGH SCHOOL
1031	16.38	56.09	48.1	776	30.80091	57.23751	36.96	68.69	-20.58	-12.59	DIXIE HOLLINS HIGH SCHOOL
1081	37.07	53.62	27.4	763	49.43839	69.53533	59.33	83.44	-22.26	-29.82	DUNEDIN HIGH SCHOOL
1531	47.01	64.38	51.5	926	27.69555	55.18846	33.23	66.23	13.78	-1.85	GIBBS HIGH SCHOOL
2031	48.13	63.46	32.2	676	45.06039	66.64654	54.07	79.98	-5.94	-16.52	LAKEWOOD HIGH SCHOOL
2081	49.71	43.4	30.3	878	46.82036	67.80784	56.18	81.37	-6.47	-37.97	LARGO HIGH SCHOOL
2641	32.39	48.62	39.6	853	38.41104	62.25901	46.09	74.71	-13.7	-26.09	NORTHEAST HIGH SCHOOL
3031	22.17	39.34	33.6	803	43.82055	65.82844	52.58	78.99	-30.41	-39.65	OSCEOLA HIGH SCHOOL
3421	50.14	59.95	41.2	957	37.01788	61.33974	44.42	73.61	5.72	-13.66	PINELLAS PARK HIGH SCHOOL
3781	48.68	47.07	27.4	913	49.44706	69.54105	59.34	83.45	-10.65	-36.38	ST. PETERSBURG HIGH
3921	54.99	36.16	15.7	957	60.00141	76.50528	72	91.81	-17.01	-55.65	SEMINOLE HIGH SCHOOL
4521	40.35	41.5	20.3	788	55.8272	73.75095	66.99	88.5	-26.65	-47	TARPON SPRINGS HIGH
4681	56.06	39.14	8.7	930	66.27934	80.64773	79.54	96.78	-23.47	-57.64	PALM HARBOR UNIVERSITY HGH
6181	58.51	49.45	10.1	965	65.06948	79.84941	78.08	95.82	-19.58	-46.37	EAST LAKE HIGH SCHOOL
7071	-9.7	21.86	62.2	37	18.09491	48.85354	21.71	58.62	-31.42	-36.76	DROPOUT PREVENTION
7081	12.64	78.48	29.5	44	47.49705	68.25435	57	81.91	-44.36	-3.43	HOSPITAL/HOMEBOUND
7721	-48.91	3.49	65.7	35	14.89287	46.74069	17.87	56.09	-66.79	-52.6	LIFE SKILLS HIGH SCHOOL

**TABLE 6**  
**Pinellas County Schools**  
**Pay for Performance Results**  
**Schools with Positive Gains in Reading and Math**  
**2005-2006 S.Y.**

School Number	Reading Gain	Math Gain	Lunch (FR%)	Number of Students	Expected RDG Gain	Expected MATH Gain	Required RDG Gain (120%)	Required MATH Gain (120%)	Reading Gain Outcome	Math Gain Outcome	School Name
151	103.69	134.31	17.4	201	74.33829	88.87926	89.21	106.66	14.49	27.65	BAUDER ELEMENTARY
161	105.75	160.72	34.6	246	80.17428	109.9869	96.21	131.98	9.54	28.74	BAY POINT ELEMENTARY
231	108.91	131.29	19.5	149	75.03635	91.40401	90.04	109.68	18.86	21.6	BAY VISTA FUNDAMENTAL
251	33.31	77.06	56.7	127	23.02514	52.10672	27.63	62.53	5.68	14.53	BAYSIDE HIGH SCHOOL
3341	168.3	140.87	64.2	265	128.014	91.6452	153.62	109.97	14.68	30.89	CLEARWATER INTERMEDIATE
1331	93.7	124.4	16.8	226	74.13441	88.14187	88.96	105.77	4.74	18.63	FOREST LAKES ELEMENTARY
1781	93.06	142.11	16.8	220	74.13578	88.14682	88.96	105.78	4.1	36.33	HIGHLAND LAKES ELEMENTARY
1961	109.04	134.41	17.7	96	74.43887	89.24304	89.33	107.09	19.72	27.31	LAKEVIEW FUNDAMENTAL
2151	173.53	130.69	74.1	274	127.045	92.90948	152.45	111.49	21.08	19.2	LEALMAN INTERMEDIATE
2441	180.24	202.45	51.5	33	85.94981	130.8759	103.14	157.05	77.1	45.4	MODESTA/ROBBINS PARTNERSHIP
2531	124.39	195.1	76.4	110	94.41051	161.4766	113.29	193.77	11.1	1.33	MT. VERNON ELEMENTARY
3181	90.99	136.55	16.1	137	73.87708	87.21115	88.65	104.65	2.33	31.9	PALM HARBOR ELEMENTARY
3431	118.7	119.09	19	200	74.87867	90.83372	89.85	109	28.85	10.09	PLUMB ELEMENTARY
3461	112	170.18	49.1	169	85.1317	127.917	102.16	153.5	9.84	16.68	PONCE DE LEON ELEMENTARY
3561	155.2	199.86	70.5	105	92.40589	154.2263	110.89	185.07	44.31	14.79	RIO VISTA ELEMENTARY
3911	122.25	141.3	37.6	186	81.22353	113.7819	97.47	136.54	24.78	4.76	SEMINOLE ELEMENTARY
4661	118.71	144.57	4.8	105	70.03072	73.2996	84.04	87.96	34.68	56.61	TARPON SPRINGS FUNDAMENTAL

Appendix A  
The Agreement

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## Pinellas County Schools

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# MEMO

June 18, 2002

TO: Members of the School Board of Pinellas County

FROM: J. Howard Hinesley, Ed. D., Superintendent

RE: Request Approval of a District Pay for Performance Plan for Instructional and School-based Administrative Staff

Background: Sections 230.23 and 231.29 Florida Statutes require that, by June 30, 2002, all districts in the state of Florida will have a Pay for Performance Plan that rewards outstanding teachers and school-based administrators for improved student performance. The plan must be based on annual learning gains as defined by the state and must provide a 5% supplement for eligible classroom teachers and school-based administrators. The attached plan has been developed through the collaborative bargaining process and has been approved by the Bargaining Leadership Team (BLT) and the Pinellas Administrators Association (PAA). The 2002-03 salary schedule for PCTA that is being approved as another agenda item today, reflects the agreement to a pay for performance supplement as a footnote to the schedule. It is my recommendation that we approve the attached plans in compliance with the state law and implement them in the fall when school resumes.

Alternatives:

1. Ratify the proposed plans as submitted.
2. Modify the proposed plans.
3. Reject the proposed plans.

Recommendation:

Alternative #1 is recommended.

Rationale:

The collaborative bargaining team has worked cooperatively to develop a plan that was acceptable to both parties to the PCTA Agreement. Florida law requires that both parties agree to include this plan as part of the adopted salary schedule for 2002-03. The plans use currently acceptable instruments (assessment forms and rubric) as part of the process thus reducing the need for extensive training or orientation to the new plan.

Fiscal Impact:

Approximately \$1.8 million to be paid from the state-required pay for performance reserve fund currently in the operating budget.

Data Source: Dr. Ron Stone, Associate Superintendent for Human Resources & Public Affairs  
Bargaining Leadership Team  
Employee Well Being & Satisfaction Committee  
Lansing Johansen, Chief Business Officer  
Pinellas Administrators Association

Submitted by: Dr. Ron Stone, Associate Superintendent for Human Resources & Public Affairs

**SCHOOL BOARD OF PINELLAS COUNTY  
AND  
THE PINELLAS CLASSROOM TEACHERS ASSOCIATION**

**PAY FOR PERFORMANCE PLAN  
2005-06**

This plan, developed for submittal to the Department of Education pursuant to sections 1012.22 and 1012.34, Florida Statutes, is a developmental system of pay for performance that rewards individual teachers and administrators at the school site for improved student performance. The process will involve a teacher providing sufficient data to confirm improved student performance as measured by annual learning gains established by the FCAT as well as standards consistent with the research related to accomplished practices of high performing educators. The process was embodied in the 2002-03 Agreement between the School Board of Pinellas County and the Pinellas Classroom Teachers Association subsequent to agreement on its provisions. The system is integrated into the district's school improvement process, supports our efforts to revise the instructional assessment system and will assist schools in assessment of student academic growth.

The Pay for Performance system is the result of the collaborative bargaining process utilized in Pinellas County. It was designed by several subcommittees working cooperatively to articulate the district's strategic directions for highest student achievement and a high performing workforce with the objectives required by the Legislature. The Pay for Performance incentive is voluntary on the part of all eligible employees. The system is based upon an assessment rubric that identifies the key elements required for best practices in student learning and a series of results measures related to student performance. The rubric provides for continuous interaction between the school, the teacher and the parent in achieving the targeted results measures. The process was submitted for review and approval to the district's Bargaining Leadership Team comprised of representatives of all of the district's labor organizations and key district and Association leadership.

Implementation of the Pay for Performance portion of the salary schedule will require that:

1. The parties adopt the new Teacher Performance Appraisal (summative assessment format) designed by the district evaluation subcommittee as the basis for training, development and implementation in qualifying for Pay for Performance.
2. Individual faculty members will be required to maintain a documented portfolio of data in addition to the assessment process utilizing the attached rubric.
3. The annual learning gains portion of the process will be determined by criteria established by the Pinellas County Research and Evaluation Department consistent with directions from the Department of Education. Annual learning gains will be defined at the classroom level for educators through FCAT scores. For school-based administrators, annual learning gains will be determined by a composite of overall performance of students as measured by state FCAT data.

4. Successful educators and school-based administrators will receive a one-time supplement of 5% of their base salary in addition to their negotiated salary adjustment for the 2002-03 school year.
5. The parties to the Agreement shall resolve any disputes arising as a result of this new system.
6. For all non-classroom teachers, annual learning gains will be determined by a composite of overall performance of students as measured by state FCAT data. The Department of Research and Accountability will identify outstanding schools based on exceptional levels of student academic performance growth from one year to the next reflecting learning gains of at least 120% of expected.
7. Pay for Performance disputes shall be exempt from the grievance procedure of the Agreement.
8. In order to be eligible for consideration in the Pay for Performance process, an employee must hold a continuing or professional services contract and have had an overall satisfactory or better performance assessment during the 2004-05 school year.
9. Supplement payments shall be made to qualifying employees at the conclusion of their normal contractual period.
10. The parties agree that no more than 10% of the eligible employees in the bargaining unit shall be awarded the 5% supplement for 2004-05. To that end, the district will maintain a reserve account equal to 5% of the average Pinellas County teacher salary multiplied by 10% of the established bargaining unit. A similar formula will apply to eligible school-based administrators in the district. Awards shall not exceed the amount budgeted by the parties for this program.

## **WHO IS ELIGIBLE FOR PAY FOR PERFORMANCE?**

Eligibility for Pay for Performance shall be restricted to those instructional positions where annual learning gains can be measured by FCAT. Instructional staff must have been employed during the previous school year, hold a continuing or professional services contract and have received a satisfactory or better than satisfactory performance assessment for that year. Beginning teachers and annual contract teachers shall not be eligible. Where employees do not have direct responsibility for student performance in a classroom, eligibility must be established by providing verification through the school improvement planning process that their activities within the school contributed meaningfully to raising the scores of students attending that school.

The program also shall be applicable to school-based administrators (principals and assistant principals) responsible for learning gains that will impact the composite FCAT ratings their schools receive from the State of Florida through the Governor's A+ Program.

## **APPLICATION PROCESS**

**INSTRUCTIONAL:** Eligible candidates shall notify their principal or responsible supervisor of their interest in applying for Pay for Performance during the pre-school period. Applicants must provide:

1. Verification of an overall satisfactory or better performance assessment for the 2004-05 school year.



2. A completed rubric providing documentation of their accomplishments in the seven categories on the Application for Pay for Performance signed by the educator and the responsible administrator. A candidate must score a 90 or better in order to continue in the process.
3. Documented outstanding performance at Level 3 or Level 4 overall, on the Teacher Performance Appraisal developed by the district evaluation subcommittee using accomplished teacher best practices (Pinellas County Schools' Teacher Professional Expectations). The appraisal will be administered during the 2005-06 school year to determine eligibility for final selection for Pay for Performance.

Final determination for Pay for Performance shall be made using annual learning gains determined by the scores received on the FCAT administration for 2005-06.

The district will provide a budget reserve equal to 5% of an average Pinellas County teacher salary multiplied by 10% of the total eligible bargaining unit membership. A similar amount shall be budgeted for school-based administrators using the same formula. Supplements shall be awarded based on relative rankings of applicants until such time as the budget allocation is exhausted.

**SCHOOL-BASED ADMINISTRATION** - Eligible candidates (principals and assistant principals) shall notify their immediate supervisor of their interest in applying for Pay for Performance during the pre-school period or upon initial appointment if hired after the beginning of school. Applicants must provide:

1. Verification of an overall satisfactory or better performance assessment for the 2004-05 school year.
2. A completed rubric providing documentation of their accomplishments in the categories on the Application for Pay for Performance signed by the administrator and the responsible supervisor (principal or area superintendent). A candidate must score a 90 or better in order to continue in the process.
3. A rating of "highly effective" in all sections of the administrative performance assessment instrument.

Final determination for Pay for Performance shall be made using composite school-level annual learning gains determined by the scores received on the FCAT administration for 2005-06.

The district will establish a budget equal to 5% of an average Pinellas County school-based administrator's salary multiplied by 10% of the total eligible school-based administrators. Supplements shall be awarded based on relative rankings of applicants until such time as the budget allocation is exhausted.

Appendix B  
The Application and Appraisal Form

Application for Pay for Performance ELEMENTARY  
2005-2006

Teacher	Position	SSN#	Certification #

<b>I. STUDENT ACHIEVEMENT DATA (10 points)</b>	<b>2005-2006</b>	<b>TOTAL POINTS: _____</b>
<p>_____ <u>Data are used jointly by teachers and students to drive improvement</u></p> <p>_____ <u>Results data on Common Assessments demonstrates high level of student performance</u></p> <p>_____ <u>Adequate learning gains are documented</u></p>		
<b>II. TEACHER APPRAISAL (10 points)</b>	<b>2005-2006</b>	<b>TOTAL POINTS: _____</b>
<p>_____ <u>Level 3 or 4 Teacher Appraisal Instruction</u></p>		
<b>III. HIGH PERFORMING WORKFORCE (20 points)</b>	<b>2001-2006</b>	<b>TOTAL POINTS: _____</b>
<p>Each indicator is worth 5 points, maximum 20 points</p> <p>*Both the training and evidence of implementation are necessary components.</p>		
<p>_____ <u>Active participation in a Professional Learning Community that exceeds the district requirements.</u></p> <p>_____ <u>Student Achievement Institute (Teacher, Co-Teacher, Resident, Reflective Partner, CFL)</u></p> <p>_____ <u>Learning to Read</u></p> <p>_____ <u>Reading to Learn</u></p> <p>_____ <u>Kagan Training</u></p> <p>_____ <u>FCAT CRISS Training (Creating Independence through Student-owned Strategies)</u></p> <p>_____ <u>Curriculum Technology Integration Project (CTIP)</u></p> <p>_____ <u>Writing to Be Read</u></p> <p>_____ <u>Math Matters</u></p> <p>_____ <u>Quality Concepts</u></p> <p>_____ <u>Math/Science Masters Cohort</u></p> <p>_____ <u>Culture Building (Covey, Diversity Training, Multi-cultural, Love &amp; Logic)</u></p> <p>_____ <u>FUSE (Florida Uniting Students in Education)</u></p> <p>_____ <u>Balance Literacy</u></p> <p>_____ <u>ESP Training</u></p> <p>_____ <u>S.T.E.P.S. (Student Targeted For Exceptional Performance)</u></p> <p>_____ <u>ESOL endorsement</u></p> <p>_____ <u>Reading endorsement</u></p> <p>_____ <u>Collaborative Planning and Teaching</u></p> <p>_____ <u>Strategies for Inclusive Education</u></p> <p>_____ <u>Dealing with Differences (accommodations and modifications training)</u></p> <p>_____ <u>Working on an advanced degree in reading, math or science</u></p>		

Application for Pay for Performance ELEMENTARY  
2005-2006

<b>IV INSTRUCTIONAL LEADERSHIP (20 POINTS)</b>	<b>2003-2006</b>	<b>TOTAL POINTS:</b> _____
Each indicator is worth 5 points, maximum 20 points		
<ul style="list-style-type: none"> <li>_____ <u>Network Trainer</u></li> <li>_____ <u>District Level Demonstration Teacher</u></li> <li>_____ <u>Conducted Training on site, for another school, or for Catalog of Choice</u></li> <li>_____ <u>Kagan Trainer</u></li> <li>_____ <u>Presenter at a national, state or local conference</u></li> <li>_____ <u>Working on advanced degree in Educational Leadership</u></li> <li>_____ <u>Curriculum Data Manager</u></li> <li>_____ <u>Participation in district wide projects (e.g. curriculum writing, student expectations, textbook committee)</u></li> <li>_____ <u>Coordinator of a school-wide project (American Education Week, Science Fair, Battle of the Books, etc.)</u></li> <li>_____ <u>Professional Learning Community Facilitator</u></li> <li>_____ <u>Completion of A/Prep Program</u></li> <li>_____ <u>CST Lead Teacher</u></li> <li>_____ <u>Completion of Principal Shadowing Experience</u></li> </ul>		
<b>V. SCHOOL IMPROVEMENT LEADERSHIP (20 points)</b>	<b>2001-2006</b>	<b>TOTAL POINTS:</b> _____
Each indicator is worth 5 points, maximum 20 points total		
<ul style="list-style-type: none"> <li>_____ <u>School Advisory Council Membership and Attendance</u></li> <li>_____ <u>Leadership U1 or U2 Graduate</u></li> <li>_____ <u>School Improvement Team Goal Manager</u></li> <li>_____ <u>Mentor / coaching training and participation</u></li> <li>_____ <u>Clinical Educator Training</u></li> <li>_____ <u>Works in a high needs school (level 1 or 2)</u></li> </ul>		
<b>VI. EXEMPLARY PARENT INVOLVEMENT (Maximum 10 points)</b>	<b>2003-2006</b>	<b>TOTAL POINTS:</b> _____
Each indicator is worth 2 points		
<ul style="list-style-type: none"> <li>_____ <u>Home Visits</u></li> <li>_____ <u>Class Family Nights or parent education nights</u></li> <li>_____ <u>Student Led Conferences</u></li> <li>_____ <u>Class Newsletters / website</u></li> <li>_____ <u>Satellite Conferences / Evening Conferences beyond contract</u></li> </ul>		

Application for Pay for Performance ELEMENTARY  
2005-2006

<b>VII. AWARDS AND RECOGNITION (Any one category = 10 points)</b>	<b>2001-2006</b>	<b>TOTAL POINTS: _____</b>
(Has received recognition or awards at school, district, state or national level)		
_____ <u>National Board Certification</u>		
_____ <u>Teacher of the Year</u>		
_____ <u>Exceptional Education Teacher of the Year</u>		
_____ <u>Content Specific Teacher of the Year</u>		
_____ <u>Grant Recipient</u>		
_____ <u>Offices held in local, state or national associates</u>		
_____ <u>Community recognition for outstanding leadership</u>		
<b>GRAND TOTAL (Categories I - VII) _____</b>		
<b>Teacher Signature: _____ Principal Signature: _____ Date: _____</b>		
<b>DEADLINE: <u>MAY 18, 2006</u></b>		

# Application for Pay for Performance Secondary 2005-06

Teacher Name	Position	SS#	Certification #
_____	_____	_____	_____

**I. STUDENT ACHIEVEMENT DATA (10 points)** **2005-06** **Total Points** \_\_\_\_\_  
 \_\_\_\_\_ Data is used jointly by teachers and students to drive improvement

**II. TEACHER APPRAISAL (10 points)** **2005-06** **Total Points** \_\_\_\_\_  
 \_\_\_\_\_ Level 3 or 4 on Teacher Appraisal Instrument

**III. HIGH PERFORMING WORKFORCE (20 points)** **2001-2006** **Total Points** \_\_\_\_\_  
*Each indicator is worth 5 points, maximum 20 points total*

- \_\_\_\_\_ Classroom Learning System Training (CLS)
- \_\_\_\_\_ Student Achievement Institute (Teacher, Co-Teacher, Resident, Reflective Partner)
- \_\_\_\_\_ CIAI training in content area
- \_\_\_\_\_ Kagan Training
- \_\_\_\_\_ CRISS Training (Creating Independence through Student-owned Strategies)
- \_\_\_\_\_ Curriculum Technology Integration Project (CTIP)
- \_\_\_\_\_ Reading to Learn
- \_\_\_\_\_ Culture Building (Covey, Diversity Training, Multi-cultural, Love & Logic)
- \_\_\_\_\_ FUSE (Florida Uniting Students in Education)

**IV. INSTRUCTIONAL LEADERSHIP (20 points)** **2004-06** **Total Points** \_\_\_\_\_  
*Each indicator is worth 5 points, maximum 20 points total*

- \_\_\_\_\_ Network Trainer
- \_\_\_\_\_ District Level Demonstration Teacher
- \_\_\_\_\_ Conducted Training on site, for another school, or for Catalog of Choice
- \_\_\_\_\_ CRISS/Kagan Trainer
- \_\_\_\_\_ Presenter at a national, state or local conference
- \_\_\_\_\_ Coordinator of a school-wide project  
(i.e. American Education Week, Science Fair, RIF, Battle of the Books, etc.)
- \_\_\_\_\_ Participation in districtwide projects (e.g. curriculum writing, student expectations, textbook committee)

**V. SCHOOL IMPROVEMENT LEADERSHIP (20 points)**

*Each indicator is worth 5 points, maximum 20 points total*

- \_\_\_ School Advisory Council Membership and Attendance
- \_\_\_ Classroom Learning System Cadre
- \_\_\_ School Improvement Team Goal Manager
- \_\_\_ Clinical Educator Training
- \_\_\_ Teacher Induction Mentor Training
- \_\_\_ Leadership U Graduate

**2001-2006**

**Total Points** \_\_\_\_\_

**VI. EXEMPLARY PARENT INVOLVEMENT (Maximum 10 points)**

*Each indicator is worth 2 points*

- \_\_\_ Home Visits
- \_\_\_ Class Family Nights
- \_\_\_ Student Led Conferences
- \_\_\_ Class Newsletters
- \_\_\_ Satellite Conferences/Evening Conferences beyond contract requirements

**2004-06**

**Total Points** \_\_\_\_\_

**VII. AWARDS AND RECOGNITION (Any one category = 10 points)**

*(Has received recognition or awards at school, district, state or national level)*

- \_\_\_ National Board Certification
- \_\_\_ Teacher of the Year
- \_\_\_ Exceptional Education Teacher of the Year
- \_\_\_ Content Specific Teacher of the Year
- \_\_\_ Grant Recipient

**2001-2006**

**Total Points** \_\_\_\_\_

**GRAND TOTAL (Categories I – VII)** \_\_\_\_\_

**Teacher Signature** \_\_\_\_\_

**Principal Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**DEADLINE – MAY 18, 2006**

# Application for Pay for Performance School-Based Administrator 2005-06

Administrator's Name _____	Position _____	SS# _____	Certification # _____
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**I. STUDENT ACHIEVEMENT DATA (10 points)** **2005-2006** **Total Points** \_\_\_\_\_

\_\_\_\_\_ Data are used jointly by administrators teachers and students to drive improvement

**II. ADMINISTRATIVE APPRAISAL (Any one category = 10 points)** **2005-2006** **Total Points** \_\_\_\_\_

\_\_\_\_\_ Administrator's Performance Appraisal Form [Rated all Highly Effective]

\_\_\_\_\_ Portfolio documentation

**III. HIGH PERFORMING WORKFORCE (20 points)** **2001-2006** **Total Points** \_\_\_\_\_

***Each indicator is worth 5 points, maximum 20 points total***

\_\_\_\_\_ Classroom Learning System Deployment (CLS)

\_\_\_\_\_ Student Achievement Institute (teacher, co-teacher, resident, reflective partner)

\_\_\_\_\_ CLS demonstration school

\_\_\_\_\_ CIAI training in content area

\_\_\_\_\_ Kagan Training

\_\_\_\_\_ CRISS Training (Creating Independence through Student-owned Strategies)

\_\_\_\_\_ Curriculum Technology Integration Project (CTIP)

\_\_\_\_\_ Reading to Learn

\_\_\_\_\_ Culture Building (Covey, Diversity Training, Multi-cultural, Love & Logic)

\_\_\_\_\_ FUSE (Florida Uniting Students in Education)

**IV. INSTRUCTIONAL LEADERSHIP (20 points)** **2004-06** **Total Points** \_\_\_\_\_

***Each indicator is worth 5 points, maximum 20 points total***

\_\_\_\_\_ Network Trainer

\_\_\_\_\_ District Level Demonstration administrator

\_\_\_\_\_ Conducted Training on site, for another school, or for Catalog of Choice

\_\_\_\_\_ CRISS/Kagan Trainer

\_\_\_\_\_ Presenter at a national, state or local conference

\_\_\_\_\_ Coordinator of a school-wide project

(i.e. American Education Week, Science Fair, RIF, Battle of the Books, etc.)

\_\_\_\_\_ Participation in districtwide committees/projects (e.g. curriculum writing, student expectations, textbook committee)



**V. SCHOOL IMPROVEMENT LEADERSHIP (20 points)**

*Each indicator is worth 5 points, maximum 20 points total*

- School Advisory Council Membership and Attendance
- Classroom Learning System Cadre
- School Improvement Team Goal Manager
- Clinical Educator Training
- Teacher Induction Mentor Training
- Leadership U Graduate

**2001-2006**

**Total Points** \_\_\_\_\_

**VI. EXEMPLARY PARENT INVOLVEMENT (Maximum 10 points)**

*Each indicator is worth 2 points*

- Home Visits
- Class Family Nights
- Student Led Conferences
- Class Newsletters
- Satellite Conferences/Evening Conferences beyond contract requirements

**2004-06**

**Total Points** \_\_\_\_\_

**VII. AWARDS AND RECOGNITION (Any one category = 10 points)**

*(Has received recognition or awards at school, district, state or national level)*

- National Board Certification
- Teacher of the Year
- Exceptional Education Teacher of the Year
- Content Specific Teacher of the Year
- Grant Recipient

**2001-2006**

**Total Points** \_\_\_\_\_

**GRAND TOTAL (Categories I – VII)**\_\_\_\_\_

**Teacher Signature** \_\_\_\_\_

**Principal Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**DEADLINE – MAY 18, 2006**

Teacher Assessment Form  
is a protected

## Appendix C

### Flowchart

# PINELLAS COUNTY SCHOOLS

## Pay For Performance Process and Data Source

Data  
Source

Calculations and  
Statistical Procedures

