

# Dayspring Academy MAP Plan



2008-2010

# Dayspring Academy MAP Plan 2008-2010

The Dayspring MAP Plan was developed in order to provide high performing instructional personnel as well as school based administrators with a bonus for their achievement and dedications to high standards and outstanding work ethics. Attached is (1) the Teacher Evaluation: 100 Point Scale; (2) and Evaluations.

## **Components of the Dayspring MAP Plan**

Following is the method that Dayspring used to evaluate the effectiveness of its instructional Personnel and school based administrators. All instructional personnel will earn a value score on a 100 point evaluation scale. Seventy-five percent of the total score will be earned from learning gains. The personnel evaluation component of the 100 point scale will compose the remaining 25% percent of the total score under the 100 point scale.

### Eligibility

- 1) All instructional personnel, as defined in section 1012.01(2) (a) - (d) are eligible as individuals or as instructional teams to receive merit awards. Employees must be designated as an outstanding performer, be present and in an active pay status at least 99 work days during the school year and be employed in a Florida public school by October 1 of the following year. Employees do not have to submit an application to be eligible for performance pay. Employees receiving a Merit Award bonus will not be precluded from receiving any additional bonus for which they are eligible and have earned.
- 2) Determination of the number of rewards – Dayspring plan shall utilize funds received under this program for rewards of at least 5percent of the average district teacher’s salary for instructional personnel and school-based administrators designated as outstanding performers. If there funds remaining after all eligible instructional personnel and school administrators are awarded 5% then the remaining dollars will be distributed evenly among those who are eligible not to exceed 10%. An equal proportion of instructional personnel and school-based administrators designated as outstanding performers will be awarded the reward. The number of awards will be based on the state allocation for the Merit Award Program and will be used to award recipients until the funds for this program are exhausted.
- 3) Evaluation instrument - The instrument's primary determining factor shall be the performance of students assigned to the teacher’s classroom or, in the case of co-teaching, team teaching, or other instructional personnel, the determining factor will be the performance of students within the instructional personnel’s academic sphere of responsibility. Instructional personnel must receive no “Unsatisfactory” or “Needs Improvement” ratings. The student performance component of the evaluation instrument will comprise 75% of the overall evaluation. The secondary component of the evaluation is based on the principal’s or supervisor’s assessment of the instructional personnel. This component will include the following assessment criteria: the ability to maintain appropriate discipline; outstanding knowledge of subject matter; ability to use diagnostic and assessment data; the ability to establish and maintain a positive, collaborative relationship with students’ families; and The Florida Educator Accomplished Practices. This component will comprise 25% of the evaluation instrument.

### **Determination Methodology: Overview**

Evidence of Improved Student Learning is evaluated based on actual student learning gains or academic proficiency. Learning gains or academic proficiency must be measured by statewide standardized tests, or for

subjects and grades that are not measured by the statewide assessment program, by national, state, or district-determined testing instruments that measure the Sunshine State Standards, curriculum frameworks, or course descriptions for the content area assigned and grade level taught. Dayspring will utilize the Florida Comprehensive Assessment Test in courses or subjects directly aligned with the tests utilized. For all other courses, the Dayspring will provide an end of course exam for the purpose of assessing learning gains or academic proficiency.

### **Determination Methodology: Acceptable Assessment Instruments**

The following assessment instruments are acceptable for the determination of student learning gains as applied to the MAP program:

1. The use of FCAT data as the pre-test is required if FCAT data is available for the learning gains in the teacher's subject area. If FCAT data is not available, prior Norm Referenced Test (NRT) data will be used.
2. The use of FCAT data as the posttest is required if FCAT data is available for the learning gains in the teacher's subject area. If FCAT data is not available, Norm Referenced Test (NRT) data will be used.
3. If neither FCAT data nor NRT data is available, district-determined testing instruments that measure the Sunshine State Standards, curriculum frameworks, or course descriptions for the content area assigned and grade level taught will be used. District-developed tests were developed to measure the Sunshine State Standards for the course.
4. Learning gains for ESE students not participating in the FCAT will be measured using the Florida Alternative Assessment Report (FAAR), or student's academic proficiency or gains in learning or both as measured by the students Individualized Educational Plan (I.E.P.).
6. Teachers in non-FCAT subject areas will use Dayspring, district or state-developed end-of course achievement tests.
7. Value tables developed by the State of Florida or similar model will be utilized for administered Norm Referenced Tests (NRT). Student achievement data utilized in MAP determination will undergo a value table conversion. State developed FCAT value tables will be used for FCAT achievement data. Dayspring developed value tables will be used for
  - 1) NRT data,
  - 2) District or state developed end-of-course exams, and
  - 3) situations where the previous year's FCAT Reading is used for a pre-test.

### **I. Personnel Evaluation**

1. A range of Five evaluation categories –Outstanding, High Performance, Satisfactory, Needs Improvement, or Unsatisfactory – will be used, and instructional personnel will earn varying numbers of points in each category (see Appendix B).
2. Instructional personnel will be evaluated following areas:
  - A. The ability to maintain appropriate discipline;
  - B. Outstanding knowledge of subject matter;
  - C. Ability to use diagnostic and assessment data;
  - D. The ability to establish and maintain a positive, collaborative relationship with students' families;
  - E. and The Florida Educator Accomplished Practices

In addition to the aforementioned criteria, school based administrators must demonstrate the following:

- 1) The ability to manage human financial, and material resources so as to maximize the share of resources used for direct instruction, as opposed to overhead or other purposes.
- 2) The ability to recruit and maintain high performing teachers.

### **II. Improved Student Achievement Evaluation/Learning Gains**

For all eligible instructional personnel and school based administrators, the school will use the 100 point evaluation form, and that portion called the Improved Student Achievement Evaluation (which will assess the learning gains) will contribute 75 percent of the total score under the 100 point scale. To calculate a teacher's Improved Student Achievement Evaluation:

1. Improved student achievement for instructors in grades K-3 will be calculated using one of the recommended assessments listed in Appendix A, administered on a pre- and post-basis, to measure improved student achievement in Math and Reading. For grade 3, the post-test will be FCAT NRT Math and Reading results. At this time, the pre- and post-assessment used for grades 1 through 3 shall be either the SAT-9 or the SAT-10 (used on a consistent basis). For Kindergarten, the pre- and post-assessment tool shall be the Dynamic Indicators of Basic Early Literacy Skills (**DIBELS**) (<http://dibels.uoregon.edu/>).
2. Improved student achievement for math and reading instructors in grades 4-8 will be calculated using the FCAT Reading or Math. The state's value tables will be used to calculate improved student achievement. For instructors who teach both math and reading, half of the points earned for the improved Student Achievement Evaluation will be from Math and half will be from Reading.
3. Improved student achievement for Reading Specialists and media specialists who support the entire school will be calculated on school wide reading improved student achievement as measured by the FCAT, and such score shall be used to compute 75 points that may be earned for improved student achievement.

### **MAP Plan for Informing Employees of Criteria and Procedures.**

The Dayspring has developed a comprehensive website to communicate information relevant to MAP to all impacted employees. This website contains a copy of the MAP plan, answers to Frequently Asked Questions (FAQ), a link to the DOE website on MAP, a copy of the assessment completed by the principal including detailed information on performance level outcomes, and streaming training videos which provide a MAP overview, information on learning gains and the teacher assessment. This link can be found at the following address:[www.dsa2000.org](http://www.dsa2000.org).

### **MAP Plan for Pre and Post-Test Procedures for non-FCAT Areas**

Dayspring will utilize an inventory of pre- and post-tests for non-FCAT related courses or Stanford 10 or DIBELS Assessment.

### **Learning Gain Point Determination:**

Instructional personnel that have students assigned to them will be assigned an effectiveness value based on the State of Florida or a District-developed value table for their students. The value table structure is based on the likelihood that student increases in achievement levels will occur with a teacher receiving points for moving a student up a level. When a student increases more than one level, more points are awarded. Points are also awarded for maintaining level 2 or higher. A small number of points are granted for students in level 5 who decrease to level 4 and for increasing achievement of level 1 students. Points are deducted for students in levels 4 or below who decrease in level. Teachers with both mathematics and reading values gain scores will be ranked according to their selected silo. The ranking used for MAP determination will be the subject area that comprises the majority (over 50%) of the teacher's assignment. If a teacher is assigned to teach two or more assignments of equal length, the teacher will select which area or silo is to be used for the purposes of the MAP award. This selection will take place no later than the last day of the third quarter. Instructional personnel using school-wide results will be ranked based on the school-wide FCAT Reading data. The teacher's learning gains effectiveness value will be entered into the teacher's MAP assessment in Category 1: Learning Gains. This category will comprise 75% of the MAP assessment.

### **Learning Gain Categories:**

For the purpose of rank ordering instructional personnel for MAP determination the following procedures will be used:

1. Instructional personnel will be divided into grade levels: Elementary, Middle and High School.
2. Once divided into grade levels, teachers will be sub-divided into instructional groups or silos based on

their teaching assignment. Teachers may be included in more than one group; however, MAP eligibility will be based on a teaching assignment that comprises more than 50% of their instructional day. In the case where a teacher's instructional day is equally divided, the assignment used for MAP ranking will be elected by the principal and the teacher.

3. Examples of the Non-Core Academic instructional groups or silos are as follows:

Physical Education, Art, Music, Foreign Language, and Technical/Career Education.

4. The lists of instructional groups or silos provided above are not inclusive of all silos implemented within the Dayspring Academy

### **Calculation and Distribution of Awards**

The school shall establish a bonus structure that rewards 5-10% of the district average teacher salary to the top 25% of qualifying school's instructional personnel and school based administrators. If funds remaining after all eligible instructional personnel and school administrators are awarded 5% then the remaining dollars will be distributed evenly among those who are eligible not to exceed 10%. Following is the methodology that the school will use to award MAP bonuses to its instructional staff using the results of the 100 point evaluation scale:

1. A rank order list will be made of all the instructional staff and school based administrators on the points earned by each on the 100 point evaluation scale.
2. The top performing teachers and school based administrators shall receive of 5-10% of the county's average teacher salary as a bonus. If funds remaining after all eligible instructional personnel and school administrators are awarded 5% then the remaining dollars will be distributed evenly among those who are eligible not to exceed 10%.

### **Evidences:**

- No application or presentation is required in order to received or participate in the MAP program.
- No bonus shall be award less than 5% and not more than 10% of the district average salary.
- The MAP bonus will not precluded an individual's eligibility for any other bonus
- In determining the student performance, only the teacher area of responsibility will be factored. No other area of responsibility will be included in determining student performance.
- Teachers will be informed at the beginning of each academic year and information on the MAP program will be posted on the website at :[www.dsa2000.org](http://www.dsa2000.org)
- The method of calculating student performance is based on both proficiency and learning gains.
- All funds will be awarded to those who have retired and are employed by October 1<sup>st</sup> of the following year.

## Appendix A

### Dayspring Academy MAP Plan Grades (K-8) 2008-2010

(K-5)

<b>Comparison Silos</b>	<b>Grade Level</b>	<b>Pre Test</b>	<b>Post Test</b>
<b>Kindergarten</b>	K	DIBELS	Stanford 10
<b>Reading/LA</b>	1	Stanford 10	Stanford 10
	2	Stanford 10	Stanford 10
	3	Stanford 10	FCAT Reading
	4&5	FCAT Reading	FCAT Reading
<b>Reading Coaches</b>	All	FCAT Reading Data	FCAT School Data
<b>ESE</b>	All	FCAT Data	FCAT Data

(6-8)

<b>Comparison Silos</b>	<b>Grade Level</b>	<b>Pre Test</b>	<b>Post Test</b>
<b>Reading/LA</b>	6	FCAT Reading	FCAT Reading
	7	FCAT Reading	FCAT Reading
	8	FCAT Reading	FCAT Reading
<b>Mathematics</b>	6	FCAT Mathematics	FCAT Mathematics
	7	FCAT Mathematics	FCAT Mathematics
	8	FCAT Mathematics	FCAT Mathematics
<b>Science</b>	6	Course Pretest	End of Course Exam
	7	End of Course Exam	End of Course Exam
	8	End of Course Exam	End of Course Exam
<b>Social Studies</b>	6	Course Pretest	End of Course Exam
	7	End of Course Exam	End of Course Exam
	8	End of Course Exam	End of Course Exam
<b>ESE</b>	All	FCAT Data	FCAT Data
<b>PE, Art, Music</b>	6-8	Course Pretest	End of Course Exam

## Appendix B

### Dayspring Academy MAP Plan Teacher Evaluation: 100 Point Scale

Name	Grade Level		Subject Area	
<b>Evaluation Criteria</b>				
Evaluation Criteria	Total Percentage	Categories & Points		Points Earned
Performance of Students (increased learning gains)	75%	Top 25%	75	
		Top 30%	60	
		Top 35%	45	
		Top 40%	30	
		Top 50%	15	
		Top 75%	0	
		Low 25%	0	
<b>Personnel Evaluation</b>				
Supervisor's Evaluation Professional Practices	25%	Outstanding	100	
		High Performance	80	
		Satisfactory	60	
		Needs Improvement	40	
		Unsatisfactory	0	

Teachers will be ranked-ordered according to their scores on this 100 point scale, and the top 25% will receive the MAP bonus; unless they have earned rating of Needs Improvement or Unsatisfactory.