DUVAL COUNTY
PUBLIC SCHOOLS

DCPS Annual Staffing Plan

2015-2016

SONITA YOUNG | ASSISTANT SUPERINTENDENT

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MESSAGE FROM THE BOARD

Dear Duval County Public Schools Stakeholder,

The access to a quality education, and the opportunities it creates for our students, directly correlate to the success of our community and nation. Regardless of race, gender, orientation, religion, socioeconomic status, diverse learning needs or disabilities, a quality public education provides individuals the opportunity to grow intellectually, and prepare for a life beyond the classroom walls. Our district understands the importance the role great educators and leaders plays in the lives of our students. As a district, we are committed to recruiting, employing, supporting and retaining high quality, diverse teachers, instructional leaders, and staff to give our students the academic and social skills they need to succeed in a competitive global society.

Quality education provides the foundation for equity in society. Teachers who are committed, engaged, and skillful in their approach to instruction have a powerful, long-term impact on the lives of students. Great school leaders lead teaching and learning, develop and retain excellent teachers, and build a strong school community. When teachers and principals work together toward this common goal, students blossom into well-rounded, educated individuals.

As a Board, we are committed to implementing human capital strategies and initiatives that provide all students access to high-quality instructional staff. We believe that recruiting and retaining the best teachers plays an important role in the success of our district. This plan lays the foundation for recruiting and retaining high quality teachers, school leaders, and support staff for every DCPS school. Please join us in supporting this important work.

Sincerely,

Ashley Smith Juarez

Board Chairman

Introduction

The district employs approximately 13,000 employees in a variety of instructional and support roles. Of the current employee population, 69% represent instructional staff, 26% support-personnel and 5% administrative staff. The district's Human Resources department is responsible for effectively recruiting, employing and retaining high quality, diverse teachers, instructional leaders and support staff to increase student learning. Functions of the Human Resources department include assisting schools and departments with identification of eligible candidates, pre-employment processing, orientation of new employees and other support functions needed to sustain a healthy workforce. This plan focuses on the strategies that will be implemented to ensure that the human capital goals, outlined in the Board's Strategic Plan, are met. Specific strategies in the areas of Employee Recruitment, Employee Retention and Personnel Support are addressed as well as historical data used to inform current practice.

Alignment to Strategic Plan

Goal 1: Develop Great Educators and Leaders

Strategic Plan Targets

Annually the Superintendent sets internal Strategic Plan goals for each department related to Human Capital matters. HR staff collaborate with district leadership to develop strategies to address these goals related to improving employee quality and increasing student achievement outcomes. This collaboration results in the development of initiatives and action steps that are monitored throughout the year to support common goals related recruiting, employing, supporting, and retaining high quality, diverse teachers, instructional leaders, and staff. The ultimate goal is to implement human capital strategies that increase employee capacity and improve student learning. Integral to this work is the identification and selection of effective teachers in every classroom and an effective principal in every school.

2015-2016 District Department Strategic Plan Targets

Strategy	Measurable Objective	2014	2015 EOY	2016 Target
1.2	Reduce the annual attrition rate in DTO schools	16%	16.5%	12%
1.2	Reduce the annual teacher attrition rate by 2% annually		25%	23%

1.2	Increase the percentage of instructional positions fully staffed by the first day of school with certified instructional staff (vacancies known within the 2 week period prior to the opening of school)	58%	55%	85%
1.2	Maintain the percentage of DTO schools fully staffed by the first day of school with certified instructional staff (vacancies known within the 2 week period prior to the opening of school)	78%	100%	100%
1.3	Decrease the number of teachers not completing Out of Field (OOF) requirements by 10% annually	76	1	50

Reduce Attrition

- Reduce the annual attrition in DTO schools
- Reduce the annual teacher attrition rate by 2% annually

High levels of teacher turnover undermine the organizational foundations of a school, negatively impacting its sense of community, and can lead to inadequate school performance. Implementing strategies to address teacher turnover restores the much needed stability schools need. The use of retention specialists to support twenty low performing schools with large numbers of novice teachers (as compared to experienced teachers) is one initiative being used for the 2015-2016 year. The retention specialists provide additional professional development and mentoring support to these teachers.

Fully Staffed Schools

- Increase the percentage of instructional positions fully staffed by the first day of school with certificated instructional staff
- Maintain the percentage of DTO schools fully staffed by the first day of school with certified instructional staff

An administrator's ability to build and maintain a strong instructional team is key to student achievement. Having access to a pipeline of high quality candidates to fill current and projected vacancies is a must. Early recruiting, the use of open contracts, and collaborating with the district's budget department to finalize the budget process in a timely manner increases the likelihood Human Resources can provide pools of high quality candidates to meet school needs.

Decrease the number of Out of Field Teachers

- Decrease the number of teachers not completing Out of Field (OOF) requirements by 10% annually

Effective classroom teachers are the critical factor in contributing to student learning. Increasing the number of teachers who satisfy their out of field requirements has a positive impact on teacher attrition rates and enhances continuity of school staff. Through enhanced monitoring, additional status notifications and workshop offerings, Human Resources can provide support to teachers to satisfy these requirements.

Human Capital Strategies (Recruitment and Retention)

The effective recruitment of highly qualified administrative and instructional employees to lead students and teachers is the single most high-yield strategy to improving student outcomes. Beginning in 2014, the district made a conscientious effort to increase opportunities to recruit applicants for vacant positions by realigning human resources to increase focus in this area and increasing marketing efforts to highlight the benefits of district employment. The historical practice of reliance primarily on posting of positions on the district's website was replaced with a comprehensive recruitment strategy that included ongoing analysis of historical recruitment data, increased visibility of district employment opportunities through expansion of print and e-publications and the development of an annual Staffing Plans. Additionally, diverse recruiting teams comprised of HR staff, region superintendents, and principals were identified to participate in national, state and local hiring events in order to identify and hire candidates early in the hiring season. To heighten the success of participation in hiring events, partnerships with regional and national colleges were established and existing relationships strengthened.

Review of Historical Data

Human Resources staff routinely reviews data in the areas of Hiring, Attrition, and Employee Performance. Communication with Region Superintendents and principals regarding trends have increased through the realignment of HR personnel and the development of annual school-based staffing plans.

The district hires approximately 900 teachers each year. The chart below represents a snapshot of teachers hired by month and subject over the prior three years. This data was used to modify the district's prior recruiting practices and to adjust the timeline for hiring. The strategy to hire early, is supported by national research that concludes that teachers hired late in the year generally perform worse and do not catch up to those hired earlier.

Hire By Month, Subject and Year

Aug	1314	1415	1516		Sept	1314	1415	1516
ELA	51	40	64		ELA	8	5	8
Elem	173	248	339		Elem	9	21	13
ESE	56	69	94		ESE	11	13	8
Math	54	46	92		Math	7	9	10
Science	41	24	61		Science	11	9	5
Soc Sci	29	21	37		Soc Sci	3	2	1
Reading	25	16	34		Reading	2	1	1
	429	464	721			51	60	46
Oct	1314	1415	1516		Nov	1314	1415	1516
ELA	9	15	9		ELA	5	7	9
Elem	54	60	19		Elem	31	21	20
ESE	14	21	11		ESE	17	10	6
Math	13	12	7		Math	5	2	5
Science	6	7	5		Science	9	2	3
Soc Sci	10	6	4		Soc Sci	5	4	5
Reading	8	4	3		Reading	8	2	2
	114	125	58			80	48	50

As evidenced by the data above, the district has increased its hiring of teachers during the summer period (captured in August in the chart above) as well as the number of teachers hired in hard to staff areas such as Math, Science and ESE.

It should be noted however, that increased efforts in the area of teacher recruitment must be balanced and supported with increased efforts to retain high performing teachers. District leaders at all levels must understand the coexistence and interplay between district hiring practices and efforts to retain effective employees. An increase in employee retention will naturally lead to a reduction in the number of employees the district needs to recruit. The chart below represents three years of district attrition data.

Attrition					
Year	Resignations	Retirements	Drop	Terminations	Total
2012-2013	623	94	103	157	977
2013-2014	875	129	130	136	1270
2014-2015	911	114	170	114	1,309
2015-2016 (to date)	268	24	30	40	362

The district's total attrition is consistent or lower than national averages, which ranges between 16-20%. The retirement data reflects an increase in the number of teachers exiting the Deferred Retirement Option Program (DROP) over the past two years. This is a direct correlation to the legislative change that occurred effective July 1, 2011. The revision to the DROP law reduced the annual interest rate for participants from 6.5% to 1.30% and caused a significant increase in the number of teachers eligible for the program entering by June 30, 2011. Those teachers were required to exit DROP by June 30, 2016. Additionally, the approval of an Early Retirement Program that provides up to 5 years of paid retiree insurance has contributed to the increase of retirements over the past 3 years. Over the prior 3 year period, 25 teachers (each of the three years) separated from the district via the Early Retirement program.

2012-2013 Teacher Resignations				2013-2014 Teacher Resignations				2014-2015 Teacher Resignations			
Aug-12	23	Mar-13	21	Aug-13	46	Apr-14	23	Aug-14	27	Mar-15	21
Sept-12	39	Apr-13	10	Sep-13	29	Apr-14	26	Sept-14	40	Apr-15	27
Ocr-12	31	May-13	15	Oct-13	43	May-14	21	Ocr-14	58	May-15	21
Nov-12	26	Jun-13	294	Nov-13	35	Jun-14	496	Nov-14	45	Jun-15	516
Dec-12	26	July-13	43	Dec-13	35	Jul-14	26	Dec-14	49	Jul-15	15
Jan-13	25	Aug-13	52	Jan-14	35	Aug-14	33	Jan-14	56	Aug-15	13
Feb-13	18			Feb-14	27			Feb-14	23		
Total		**875**		Total			**911**	Total			**623**

While the district's efforts to hire more teachers early in the year has resulted in positive

growth, the district has experienced an increase in teacher resignations over the three year period. To further combat this issue, teacher resignations during the latter part of the summer hiring season continue to place schools and the district in a poor position and scrambling to fill vacancies that were unknown. In 2014-2015 the district implemented "Early Notice" teacher incentives to encourage teachers to declare their intent to resign earlier in the hiring season. Increased efforts to notify employees of their post-employment rights, specifically with regard to continuation of health insurance, were also made. It is likely that these efforts contributed to the overall reduction of resignations in August/September in 2014-2015 from the prior years (a decrease of 3 % during the three year period).

Increased Visibility

To maximize hiring potential, the district expanded the use of print, e-publications and current technology (Skype interviewing, virtual fairs, and web-based job postings) to market the district and reach a larger pool of high-quality candidates. Additionally, print materials used to advertise district vacancies and employment opportunities were revised to reflect unique benefits of district employment. The district increased its presence in trade publications and education job posting sites to include Education Weekly, Diversity in Ed, EdJoin, WantToTeach.com and extended its contract with TeacherTeacher.com. High demand jobs are posted on an ongoing basis through the district's acquisition of annual subscription access. Recently negotiated compensation structures, including the increase in beginning teacher salary and supplements up to $5,000 in hard to staff content areas are highlighted. We have observed an increase in the number of external applicants applying for instructional and support positions through these applicant resources.

In 2014-2015 the district recruiting teams increased visibility and outcomes at local and national recruiting events. Last year, the recruiting teams doubled the number of state-wide venues they participated in from the prior year and added strategic out of state venues. Specifically, national data in the area of college graduation (in educational areas) and corresponding state hiring trends were examined. States and areas producing high graduation rates and low to moderate vacancy rates were added to the district's recruiting schedule. The use of principals, region superintendents and content specialists (such as ESE and SLP) on the recruiting teams also proved to be an effective strategy. Recruiting teams were strategically selected and assigned to recruitment events with a focus in the specialty areas of the team members. For example, recruiting events with a large STEM pool were attended by secondary principals and content specialists who could best identify the strongest math and science candidates. Likewise, events with a high concentration of ESE graduates were attended by district recruiters, ESE staff and principals with large or varied ESE programs. Mutual placement of open contract candidates occurred quickly, as confidence in the pool of candidates was high based on principal participation in the

screening and hiring process.

The data below represents the results of the district's Open Contract hiring last summer:

Open Contract Percent Hired					
Elementary	ESE	Science	Math	ELA/Reading	Other
51%	15%	11%	12%	5%	6%
*Total Signed Contracts (3/2015 - 9/2015) = 354 Total Employed = 246					

The 2014-15 recruitment team was successful in hiring 246 candidates to fill district vacancies. Of those hired, 43% filled vacancies in historically hard to staff areas of science, ESE, math, and ELA. The remaining candidates filled elementary or other key vacancies. This pool of open contract candidates represents more than 75 quality local, regional and national college of education programs.

Internal Recruitment

As a district, we recognize that to substantially increase the academic achievement of students in low-performing schools instructional and support personnel with the greatest performance results should be recruited to teach in historically low-performing schools. The Quality Education for All (QEA) Initiative was implemented at the start of the 2013-2014 school year to focus on local human capital needs. It provides for a variety of initiatives and incentives designed to strengthen the teacher workforce in 36 of the district's lowest performing schools. The initiatives funds incentives for teachers whose student growth is above the district average and supports other local human capital strategies:

- **Performance Pay Incentives –** Teachers in select core subjects within the Duval Transformation Office (DTO) are eligible for up to $20,000 per year in performance bonuses and eligible teachers who transfer into DTO schools may receive up to $17,000. Eligible principals may receive up to $20,000 depending on school performance. These incentives require a 3-year commitment to the school. Additionally, teachers receive performance incentives for student growth data above the district's average. Performance Incentives are awarded as follows:
    - VAM or Growth Score exceeds the district silo average by 25% = 100% of incentive
    - VAM or Growth Score exceeds the district silo average by 11-24% = 50% of incentive
    - VAM or Growth Score exceeds the district average by 1-10% = 25% of

incentive

The investment of the QEA incentives have allowed the district to recruit and retain high performing teachers in core subject areas, including reading and mathematics, within the feeder patterns who would not have otherwise elected to teach in these high need schools. The concentration of teachers within QEA schools who are highest performing based on VAM demonstrates an improvement in teacher quality at the identified schools. Prior to the QEA investment, 7.9% of Transformation schools had reading teachers in the top quartile (based on VAM scores). This number has now increased to 16.9%. In mathematics, this number has doubled since the implementation of the incentive program from 15.3% to 30.5%. This investment also made a profound statement to principals regarding our commitment to assist their efforts to recruit and retain stronger teachers to raise student achievement.

- **Jacksonville Teacher Residency Program for STEM Majors –** A residency-style program that takes high-achieving college graduates with STEM majors and places them in high-need schools for a total of four years: one year as a resident teacher with an assigned mentor, and three years as a teacher of record in one of the 36 schools in the feeder patterns targeted by the Quality Education for All Fund.

JTR is demonstrating promise as a long-term, district owned pipeline for STEM teachers in hard to staff secondary schools. From the initial cohort of eleven participants, 82% are currently serving as a teacher of record in a QEA school. The number of JTR applicants increased from 25 for Cohort 1 to 52 for Cohort 2.

- **Teach for America** - Teach for America provides the district with approximately 100 teachers each year, who traditionally are placed in hard-to-staff schools and subject areas. These corps members have shown to have a positive impact on student achievement and to perform as well or better than their non-TFA peers in many subject areas.

The investment in TFA allows the district to have access to a reliable pipeline of promising teachers for hard to staff schools and establishes a potential pipeline for future leaders. The number of TFA teachers in QEA settings has steadily increased from the 2012-2013 school year (40%) to the 2014-2015 school year (49%). The overall performance of TFA teachers in QEA schools has met or exceeded the district average in most areas. This is true when comparing subjects measured by VAM as well as those subjects measured by district assessments.

- **Summer Principal's Academy (SPA) -** Through the SPA Program (Columbia University), program participants (Fellows) receive training to become principals or assistant principals and earn a Master's Degree in Educational Leadership.

The SPA investment has increased the bench of future and current administrators in DTO schools. All of the Cohort 1 and 2 participants who successfully completed the program are serving as administrators in DTO schools.

Human resources collaborates with key district personnel to implement, track and monitor QEA initiatives. Other initiatives are implemented to support struggling schools with grades of D or F through targeted staffing protocols. Each year, an analysis of data (attrition, composition of veteran to novice teachers, school climate survey results, separation reasons, performance of current and recruited teachers, and overall school performance data, etc.) is conducted to identify trends, address possible staff imbalances, and to provide support to identified schools. Recommendations for support to D and F schools are developed and implemented including:

- Involuntary Transfer or Administrative Reassignment of select instructional personnel (as allowed in the Collective Bargaining Agreement)
- Involuntary Transfer or Reassignment of Administrative personnel
- Priority Staffing of Experienced Personnel (which may include limiting the placement of surplus personnel)
- Priority access to candidate pool (pre-screened by district)
- Prescriptive professional development via school-wide training plan and district support which includes targeted support to novice teachers in identified schools.

There will also be specific Teacher Job Fairs for D and F and fragile schools next year along with the consideration of QEA-like performance incentives.

<u>Annual Staffing Plan</u>

The Human Resources team reviews relevant personnel data to develop staffing plans for each school. Data reviewed and/or included in the staffing plans include (but is not limited to):

- Diversity of Employees
- Five Year Attrition Rate (Diagnostic of Separation Reason – Probationary Release, Voluntary Transfer, Resignation, Non-Reappointment, Retirement, etc.)

- School Performance
- Distribution of Teacher Effectiveness (based upon Summative Evaluations) by subject matter and/or grade level
- Experience Level of Staff (First Year, Novice, Experienced)
- Applicable School Climate Data
- Number of Staff Involuntarily Placed at School

The development of staffing plans allow the staffing supervisors to provide more prescriptive support to principals and other school administrators. Inclusion of principals on recruiting teams with HR staff and required site visits to schools increases the relationship between staffing personnel and school administrators and heightens the awareness of staffing members of school-based staffing needs.

Although the strategies inclusive in this report resulted in positive outcomes for the prior school year, continued focus on best practices and revisions in other areas are still needed to develop continued systems and focused human capital decisions that will lead to improved student outcomes.

Appendix

2016 Recruitment Schedule

Date	Recruitment Event/Type
February 2, 2016	USF-Career Fair
February 6, 2016	Teacher of Color Fair
February 9, 2016	AUCC Educator/Teacher Recruitment Fair
February 10, 2016	University of West Georgia
February 17, 2016	Winthrop University (South Carolina)
February 18, 2016	Georgia Regents University
February 24, 2016	Flagler College Career Fair & Teacher Candidate Interview Round Table
February 25, 2016	FAU Education/Health/ Gov. Job Fair
March 2, 2016	UWF-Spring Showcase/**On-Campus Interviews**
March 2, 2016	University of Georgia
March 2, 2016	Auburn University Teacher Interview Day
March 3, 2016	Alabama – **On campus Interviews Colleges TBD**
March 4, 2016	Alabama State Teacher Interview Day
March 5, 2016	Florida Fund for Minority Teachers Symposium & Recruitment Fair (University of Florida) ***Saturday Event (2 hours)**

Date	Recruitment Event/Type
March 7, 2016	Grand Valley State Fair (Michigan)
March 8, 2016	Grand Valley State Fair (Michigan)
March 9, 2016	University of Tennessee (Knoxville)
March 22, 2016	Georgia Southern
March 16, 2016	Jacksonville University Career Fair
March TBD	UNF On-Campus Interviews
29-Mar-16	Texas State University
30-Mar-16	Pittsburg Education Recruitment Consortium
06-Apr-15	Greater Philadelphia Fair
April 5-6	University of Florida
April 7, 2016	Valdosta State – Education Career Day
April 11-12, 2016	Central New York Teacher Recruitment Cortland Days 1 & 2
April 13, 2016	Central New York Teacher Recruitment Rochester Area Day 3
April 14-15, 2016	Central New York Teacher Recruitment Buffalo Area Days 4 & 5
Date	**Recruitment Event/Type**
April 13, 2016	Western Michigan University Education Fair
April 14, 2016	University of Michigan Education Job Fair
April 15, 2016	Eastern Michigan University Teacher Fair

April 19, 2016	Daytona State College Spring Job Fair
22-April	UCF Education Job Fair
25-Apr-16	Great Florida Teach-In
25-Apr-16	University of North Florida Teacher Fair
27-Apr-16	Florida State Education and Media Fair
April 27, 2016	Bethune Cookman College Teacher Fair
April 19	FAMU Teacher Interview Day
April (TBD)	FIU – Teacher Interview Day

Virtual Events

Date	Recruitment Event/Type
January 28, 2016	**Top School Jobs College/Novice Teacher Virtual Fair**
March 3, 2016	**Top School Jobs National Teacher Expo Virtual Fair**

*** Recruitment teams are composed of district administrators from Human Resources, school-based administrators, and district leadership.**

QEA Agreement

MEMORANDUM OF UNDERSTANDING
DUVAL TRANSFORMATION REGION
2014-2017

This Memorandum of Understanding, dated March 31, 2014, is intended to memorialize the agreement between the Duval County Public Schools ("DCPS") and the Duval Teachers United ("DTU") with regard to special provisions relating to Schools in the District's Transformation Region. The parties agree as follows:

WHEREAS, the parties recognize that the performance of certain schools in Duval County have experienced historical trends of low student performance, and require focused, aligned and sustained human capital strategies to overcome the pervasive history of low performance, and

WHEREAS, the School Board of Duval County Florida and the superintendent have engaged the local community to fund certain human capital strategies to support above average teacher performance in designated schools which private funds will be used exclusively to fund the below incentives; and

WHEREAS, certain provisions of the existing Collective Bargaining Agreement may not be conducive to the requirements of the model, and

WHEREAS, the parties have agreed to modify these provisions as follows in order to overcome the challenges of schools in the Duval Transformation Region;

NOW, THEREFORE, the parties agree as follows:

1. This MOU shall govern select schools designated on Attachment A which are included in the district's Transformation Region.

2. Performance Eligibility - Teachers in the following areas shall be eligible for Recruitment/Retention and Performance Incentives as set forth below. For teachers in Title I or Transformation schools, the silo average shall be the Title I average. For teachers in Non-Title I or Transformation schools, the silo average shall be the district average. Teachers who meet the performance eligibility criteria will be eligible to interview with the district committee to teach in a Designated School in that subject area. It is understood by the parties that satisfaction of the performance eligibility criteria does not guarantee acceptance as a teacher in a Designated School. The final hiring decision shall reside with the school's principal.

   - Core Areas - For the purposes of the MOU, the following subjects shall be considered Core: Reading/Language Arts and Math Measured by Value Added Measure (VAM) (includes ESE teachers measured by VAM), Science (5th and 8th grade only), Civics (7th grade), Algebra I, Geometry, US History (11th grade) and Biology. Teachers in these subject areas must have VAM data from the previous year that exceeds the Average by 20% for the subject area silo. Additionally, AP teachers shall be eligible if they have an AP pass rate above the state average for their specific AP exam.

- Non- Core Areas - For the purposes of the MOU, the following subjects shall be considered Non-Core: Elementary teachers i n grade K-2. These teachers must have an Effective or higher summative evaluation from the previous year with an Administrator Score of 80 or greater and a Growth Score that exceeds the Average by 20% for the subject area silo.

- Academic Coaches - Academic Coaches in Math, Read ing and Science must have VAM data from the previous year that exceeds the Average by 20% for the subject area silo.

- All Other Instructional Areas - Teachers in these subject areas must have an Effective or higher summative evaluation from the previous year with an Administrator Score of 80 or greater and a Growth Score that exceeds the district Average by 20% for the subject area silo.

3. Retention Incentives - Eligible teachers currently teaching at a Transformation School who meet the criteria shall be eligible to receive a one-time Retention Incentive as set forth below.

   - A retention incentive of $20,000 for Year I (2014-2015) of the agreement will be paid to Core Teachers and Academic Coaches, $10,000 to Non-Core Teachers and $2,000 to Other Instructional Teachers who meet the performance eligibility criteria, are selected to remain in their current Designated School, and sign a commitment agreement to remain in their current Designated School for a consecutive three year period. The retention incentive shall be paid in three installments during year one. A teacher shall be eligible to receive a retention incentive only one-time during the contract period.

4. Recruitment Incentives - Eligible teachers currently teaching at a non-Transformation School who meet the criteria shall be eligible to receive a one-time Recruitment Incentive as set forth below.

   - A recruitment incentive of $17,000 for Year 1 (2014-201 5) of the agreement will be paid to Core Teachers and Academic Coaches who meet the eligibility criteria, are selected to transfer to a Transformation School, and sign a commitment agreement to remain in the Transformation School for a consecutive three year period. The recruitment incentive shall be paid in three installments during year one.

For subsequent years, Core Teachers and Academic Coaches who did not transfer to a Transformation School during Year 1 of the agreement shall be eligible to earn a recruitment incentive in Year 2 (2015-2016) or Year 3 (2016-2017) if the performance criteria for their employee group are met using the most current year's data. However a teacher who earns a recruitment incentive in Year 2 or 3 shall be ineligible for a Performance Incentive paid in the same year.

5. Performance Incentives - At the end of each year of the agreement, the district will analyze the VAM and Growth Scores for each eligible silo. Eligible teachers whose year-end VAM or Growth Score meets the criteria below shall receive a Performance Incentive as set forth below. Year I Performance percentages for Core Teachers and Academic Coaches are based on the employee's initial retention or recruitment amount. Performance percentages for Year 1 Non-Core Teachers are based on $10,000 and $2,000 for Other Instructional Teachers. Performance percentages for Year 2 and Year 3 are based on retention amounts for all employee groups.

Employees who do not meet the performance criteria for a retention or recruitment incentive, but who sign an agreement to remain at a Transformation School for a consecutive three year period, shall be eligible to receive a performance incentive if his/her year-end VAM or Growth data is in the qualifying range.

Performance Criteria	Performance Amount
VAM or Growth Score exceeds the district silo average by 25%	I00% of Retention/Recruitment Incentive
VAM or Growth Score exceeds the district silo average by 1 1-24%	50% of Retention/Recruitment Incentive
VAM or Growth Score exceeds the district silo average by 1- 10%	25% of Retention/Recruitment Incentive

6. School Redesign - The parties acknowledge and agree that to create a sustainable culture of high performance, a review of each school's current teaching staff must be conducted. As a condition of payment of the above incentives, the parties agree to waive the language in the CBA regarding voluntary transfers to a Designated school.

Additionally, the DCPS may release any current teacher from his/her school assignment if it is determined by DCPS, in its sole determination, that the teacher is not currently meeting the academic or social needs of the school's population or the school community. Additionally, at the end of each year of the agreement, a similar school review shall be conducted, however release for subsequent years shall be based on performance measures determined by the parties.

7. Professional Development - There is an expectation that teachers at Transformation Schools will be required to attend Professional Development meetings and participate in training beyond contractual limitations. The teachers will at a minimum be required to engage in weekly common planning. Utilizing the Shared Governance process, the principal and the committee shall establish a weekly common planning schedule and other regularly scheduled meetings throughout the course of the year to engage in administratively directed professional activities based on school-wide student data in addition to allowing for teacher directed planning time.

This Memorandum of Understanding will expire June 30, 2017.

3/31/14
For DCPS Date

Mita Martinez 3/31/14
For DTU Date

Transformation School Performance Agreement (2015-2018)

This Agreement is entered into this _____ day of _____, 2015, by and between The School Board of Duval County, Florida ("District"), and the undersigned District employee ("Employee"), a member of the staff at _____ School ("School"), which School is within the District's Transformation Region Office. For the purposes of rewarding instructional staff committed to improving the student achievement at the School, the parties agree as follows (and the Employee has initialed each section below).

BACKGROUND:

This Agreement will memorialize and implement the Employee's participation in the Duval Transformation Region, as contemplated by that certain Memorandum of Understanding between the District and Duval Teachers United dated March 31, 2014 (the "DTU MOU") regardless of the Employee's membership in DTU. All definitions set forth in the DTU MOU shall govern this Agreement.

_____ (Initial) Retention Incentive - The District will provide full-time eligible Core, Non-Core, Academic Coaches and Other Instructional staff, as defined in the DTU MOU and incorporated herein, who are employed at the School a Retention Incentive during the commitment period defined herein. In exchange for the incentive payment, the Employee agrees to remain at the School for the commitment period of three (3) consecutive school years (for purposes of this Agreement, the 2015-2016, 2016-2017 and 2017-2018 school years is the three (3) year commitment period), unless promoted as described below. A retention incentive of $20,000 for 2015-2016 will be paid to the Employee if he/she is a Core Teacher or Academic Coach; or a retention incentive of $10,000 will be paid to the Employee if he/she is a Non-Core Teacher; or a retention incentive of $2,000 will be paid if the Employee is an Other Instructional Teacher. The Employee must meet the performance eligibility criteria, be selected to remain in his/her current designated School, and execute this Transformation School Performance Agreement to remain in his/her current designated School for a consecutive three (3) year commitment period. The retention incentive as applicable to the Employee shall be paid in three installments during 2015-16 which payment dates shall be determined upon release of qualifying data from the Florida Department of Education. The Employee shall be eligible to receive a retention incentive only one-time during the Agreement period if eligible during Year 1 (2015-2016), and if the Employee receives a Retention Incentive, then the Employee would not receive a Recruitment Incentive because each incentive is mutually exclusive.

_____ (Initial) Recruitment Incentive – The District will provide full-time eligible staff who transfer from a non-Transformation school to this Transformation School, as defined in the DTU MOU, a Recruitment Incentive of $17,000 for 2015-2016 if the Employee is a Core Teacher or an Academic Coach, and if the Employee meets the eligibility criteria, is selected to transfer to this Transformation School, and signs this Agreement to remain in this Transformation School for the commitment period of three (3) consecutive school years. The recruitment incentive shall be paid in three installments during 2015-2016 in October 2015, December 2015 and May 2016. For subsequent years, if the Employee is a Core Teacher or an Academic Coach who did not transfer to a Transformation School during Year 1 of this Agreement, then the Employee shall be eligible to earn a recruitment incentive in 2016-2017 if the performance criteria for his/her employee group is met using the most current year's data. However an eligible staff member who earns a recruitment incentive in 2016-2017 shall not be eligible for the Performance Incentive (defined below) paid in the same year (it being understood that the Employee may earn only one incentive during each school year).

_____ (Initial) Payroll contributions –Each and any Incentives paid pursuant to this Agreement are one-time payments and each sum set forth herein is the gross (not the net) amount. As such, each incentive paid is considered salary for the purposes of the Employee's taxable wages; however, each incentive payment is <u>not</u> eligible for purposes of Florida Retirement System (FRS) retirement. The District shall pay the following employer taxes: FICA ,Worker's Compensation, and Unemployment. The Employee shall be responsible for his/her individual employee withholdings and all FICA taxes. The Employee understands that his/her net Incentive payment shall vary depending on his/her individual employee-payroll withholdings.

_____ Repayment of Incentive - If the Employee starts after the first day of the school year, the first installment payment will be pro-
(Initial) rated based on the date the Employee starts working. Itinerant instructional staff assigned to the School will have his/her Incentive prorated according to the number of days at the School. By signing this Agreement and accepting this Incentive, the Employee agrees to remain at the designated School for the commitment period. For the purposes of this Agreement, the commitment period is three (3) consecutive school years. The Employee may not submit a transfer request during the commitment period. If the Employee chooses to resign or otherwise leave before the end of the commitment period, he/she will forfeit the Incentive received, returning and paying back to the District the full amount previously received in a lump sum. Any amount owed will be withheld from payments owed to the Employee, including salary and/or terminal pay. If the Employee does not return the full amount previously received for that year, he/she may not be employed again by the Duval County Public Schools in any capacity during the remainder of the commitment period. After the commitment period, the Employee may be reemployed if the Employee repays to the District the amount previously owed in a lump sum prior to being reemployed. The Employee will not have to repay the Incentive under the following circumstances: (1) if the Employee or his/her spouse is active military and is transferred away from the District and only if written transfer orders are submitted to the District; or (2) if the Employee is offered a promotion within the District; however for purposes of this Agreement, transferring to a guidance position or transferring to a charter school is not considered a "promotion"; (3) if the Employee is offered and accepts an academic coaching position; or (4) the Employee is deceased or becomes permanently disabled during the three (3) year commitment term.

_____ 3 Year Commitment - In exchange for any/all incentive payments made pursuant to this agreement, the Employee agrees
(Initial) to remain at the School for the commitment period of three (3) consecutive school years (for purposes of this Agreement, the 2015-2016, 2016-2017 and 2017-2018 school years is the three (3) year commitment period), unless promoted as described above.

_____ Performance Incentive – At the end of each year of this Agreement, the District will analyze the VAM and Growth Scores for
(Initial) each eligible silo. Eligible teachers whose year-end VAM or Growth Score meets the criteria in the DTU MOU shall receive a Performance Incentive as set forth in the DTU MOU. To be eligible for any Performance Incentive, an eligible staff member must have been employed at the School (not on unpaid leave) during the October and February survey periods, must have signed this Agreement for that year, and must have received an overall Highly Effective or Effective evaluation for that year. Itinerant instructional staff assigned to the School will have his/her performance incentive prorated according to the number of days at the School. Performance Incentives shall be payable to eligible instructional staff and administrators. It is understood and agreed to by the parties that there are no financial incentives (Retention, Recruitment or Performance) available for employees for the final year of this agreement (2017-2018).

_____ Release – All compensation referred to in the Agreement is subject to the availability of private grant funding paid to the District. Should the funding not be provided to the District for payment to the Employee, the Employee and the District will be fully released from the commitment set forth herein, and the Employee shall not be required to refund any funds received through that date.

_____ _____, 2016
For The School Board of Duval County, Florida Date

I certify that I have read the foregoing Transformation School Performance Agreement and agree to all the terms and conditions herein, including without limitation the provisions that may subject me to personal financial responsibility.

_____ _____ _____ _____, 2016
Employee Signature Print Name PN# Date

HR Budget Staffing Plan

School Name _____ **Staffing Supervisor** _____

School Demographics			
Staff Composition	**Five Year Attrition Rate**	**School Grade**	**Assigned Surplus (last year)**
Black ____ **White** ____ **Other** ____			
TFA	**Current Number of Teachers** _____ **Anticipated Exits** (2015-2016) _____ (2016-2017) _____		

PROJECTED VACANCIES (2015-2016)

Classification **Certificated** **Non-Certificated**	**Subject** **Grade Level**	**Reason**

SURPLUS/MOVEMENTS

Personnel Number	Name	Classification Certificated Non-Certificated	Subject Grade Level	Summative Evaluation Rating	Area of Certification	Resulting Vacancy (after movt.)

KNOWN RESIGNATIONS AND RETIREMENTS (2015-2016)

Personnel Number	Name	Classification Certificated Non-Certificated	Subject Grade Level	Resulting Vacancy (after movt.)	Reason

NOTES (Internal Moves):

PRIORITY STAFFING NEEDS – HARD TO STAFF/FILL VACANCIES (2015-2016)

Subject	Grade Level	NOTES

Assistant Principals
Anticipated Increases (how many) _____
Anticipated Decreases(how many) _____

Double Staffed	
Surplus Count	

School Name _____ RC _____ Staffing Supervisor _____

ANTICIPATED ADD-ON/ADDITIONS (2015-2016)

Subject	Grade Level	NOTES (REASON FOR ADDITIONS)

PRIORITY GOALS FOR THIS SCHOOL (TO BE IMPLEMENTED BY THE STAFFING SUPERVISOR)

Identify specific strategies YOU as the staffing supervisor will employ to meet the specific needs of this school.

PRIORITY STRATEGY #1

PRIORITY STRATEGY #2

PRIORITY STRATEGY #3

Staffing Supervisor Signature _____ Reviewed by: _____

Human Resources Staffing Site Visit Reporting Form

Staffing Supervisor		**School Demographics**		
Date of Visit		Staff Composition	Five Year Attrition Rate	School Grade
Org. Unit		Black ____ White ____ Other ____		
School Name				

Discussion/Focus (Check all that Apply)					
New Hires		Probationary Release Process		Demographic Data	
Surplus Teachers		Non-Reappoint Process		Attrition Rate	
Transfer Teachers		Exit/Separation Process		Recruitment Strategies	
Open Contract Teachers		Staffing Process		Retention Strategies	
Hard to Staff		Civil Service/UOPD Process		Staff Composition	
Non-Certificated Personnel		Other:		**SP**-Priority Goals/Strategies	
Notes:					

School Tour
Number of Classrooms / Areas Visited
Next Visit
Other

Staffing Needs

Current Needs:
Projected/Anticipated Needs:

Administrator Signature

Staffing Supervisor Signature