

**Bargaining Minutes**  
**AUGUST 24, 2017**  
**DISCOVERY MIDDLE SCHOOL**

**Attending:**

Maribel Aponte	CTA	Bill Floyd	District	Megan Oates	CTA
David Azzarito	District	Farrah Hawkins	CTA	Clay Phillips	CTA
LeighAnn Blackmore	District	Alex Heidelberg	District	Kenrick Pratt	CTA
David Cintron	CTA	Myrlene Jackson-Kimble	District	Krista Russell	District
Doreen Concolino	District	Josh Katz	CTA	Mary Grace Surrena	CTA
Albert Davies	CTA	Michael Marzano	CTA	Patricia Walker	District
Wendy Doromal	CTA	Phyllis Mills	CTA	Wendy Wing	CTA
Gloria Fernandez	District	Clinton McCracken	CTA	Tom Winters	CTA
				Stephanie Wyka	District

Guests: Brandon McKelvey, Jennifer Sasser, Chen An, Lt. Col. Bryan Lucas (JROTC, Edgewater HS)

**Agenda:**

- JROTC – Marines
- Targeted School List
- Student Learning Growth (Brandon McKelvey)
- Survey for VAM appeals
- School Psychologists: Documentation for Upper Level Degrees and Teaching Experience
- Mentoring Program for social workers and school psychologists
- Magnet Coordinator Supplement

**1. JROTC – Marines**

The latest contract between the School District and the US Marine Corp proposed 12 month employment for Marine JROTC instructors. The contract was signed in 2016 with the provision, however, the provision is not provided for in the labor contract. The labor contract allows for a 10 month contract with an additional 10 duty days of extended employment during the summer with the high school principal having an option to offer up to an additional 10 duty days. This issue was brought to CTA by the Marines and CTA is proposing that we amend the labor contract to allow the JROTC Marines to have a 12 month contract. **See Document 1.**

Lt. Col. Bryan Lucas explained that the Marines run summer camps, inventory with the accompanying paperwork, and plan, set up and coordinate events both for the summer and upcoming JROTC events. The Marine Corp would pay half of the salary (Minimum Instructional Pay - MIP) for the additional two months.

During discussion, CTA indicated that a 10 month contract plus two months extended contract would be acceptable.

The District will take this proposal under advisement.

## 2. Targeted School List

The District provided CTA with school grade information from the past five years for the schools that have been or are currently on the Targeted School list. **See Document 2.**

CTA stated they received approximately 20 emails from teachers at Cypress Park ES asking why this school was taken off the list. Their school grade five year history is: 2013-F, 2014-C, 2015-C, 2016-C, 2017-D. CTA also stated that Cypress Park's grades are similar when compared to other schools on the list. CTA is proposing that Cypress Park ES be added to the Targeted School list.

CTA also asked why Pinewood was taken off the list. Pinewood's five year school grade history is: 2013-D, 2014-D, 2015-D, 2016-C, 2017-D. Both of these schools fell to a D during 2017. CTA is proposing that both Cypress Park and Pinewood be added back to the list. CTA believes that both schools fit the criteria used to designate these schools. This criteria was shared with CTA during the May 12, 2017 bargaining session. **Please see Document 3.**

The District team will look into the issue. If there is agreement, the supplement would be retroactive to the beginning of the school year.

## 3. Student Learning Growth (SLG)

Brandon McKelvey presented information on legislative changes associated with the passage of HB7069 and how these changes provide additional flexibility for teacher evaluation. **Please see Document 4.**

- There was a description of the rules associated with the current system, and how these rules differed for teachers instructing statewide and locally assessed courses
- Information was provided about changes associated with HB7069 and which changes impacted teacher evaluation systems

Three decision points were provided for initial discussion

- 1) Should the district maintain the statewide value-added models for teachers of selected grade levels?
- 2) What Standard Errors 'SE' cut scores should be used? Statewide? Local?
- 3) Which rules on the survey match and other choices should be used? Statewide? Local?

General information on the timelines for the production and release of data were shared

## 4. VAM Appeal Survey

Upon the release of the SLG scores, the appeal process will begin. Contract language states that the instructional employee shall have 30 duty days to submit an appeal. Dr. McKelvey shared a survey that could be sent to teachers to help them through this process. CTA agreed to use the

survey. With this process, the Appeals committee should be able to meet in December and get the appeals finished before the end of the first semester.

#### **5. School Psychologists: Documentation for Upper Level Degrees and Teaching Experience**

CTA had some questions concerning upper level degree pay. Many school psychologists have transcripts that have 30 hours of courses past a Master's degree and in the industry this is considered to be at the same level as a Specialist Degree. However, there is no degree conferred on the transcript and without that verification of a degree, the District cannot pay the upper level degree supplement. See Article XVI. Section B.1. a.-d.

Once the upper level degree has been confirmed by Certification (the degree has to be the area of certification per the State Board of Education Rules), the supplement will be submitted to Payroll and the retro pay shall be paid.

Teaching experience: Once the experience has been submitted and verified by Compensation Services, the new salary shall be submitted to Payroll and retro pay shall be paid.

#### **6. Mentoring program for Social Workers and School Psychologists**

The District team confirmed that there is required course work for teachers to take in order to become a mentor. The course work required to be completed is titled "Clinical Educator" and is developed to meet FLDOE and district requirements for mentoring and teacher internship supervision. The online course work is designed to be completed during work time. Instructional personnel and administrators should work together to set aside time during the duty day to complete the course work. Social Workers and School Psychologists are eligible for the mentor supplement.

#### **7. Magnet Coordinators**

Since we were unable to fund the supplement schedule changes during 16-17 bargaining session for the 2017-18 contract, there is not a supplement for Magnet coordinators. Some coordinators are paid a special duty, some are not any supplement. Is there a way to make it more consistent this year? It was suggested that 3 extra-curricular supplement (club sponsors) be used for this supplement until we can establish a supplement for magnet coordinators. The Supplement Committee will meet during October to discuss this and make a recommendation to the CBLT.

In addition, CTA explained that there are some magnet coordinators who need to complete work during the summer. This would give principals the flexibility to offer these days. Would it be possible to add them to the list of positions a Principal could offer a few days of paid work? Language in Article XV, I.6 could be changed to: "Guidance counselors and media specialists and magnet coordinators may be offered extended employment for the period following post-planning and/or for the period preceding preplanning."

**Document 1:**

From CTA  
8/24/17  
9:05 am

August 24, 2017

CTA Extended Employment Proposal

Art. XV. I.

3. Beginning in the 2014-15 school year, JROTC teachers shall work 196 duty days. They shall be offered up to ten (10) duty days of extended employment and the period shall be mutually agreed upon between the administrator and the teachers. The principal has the option to offer additional duty days of extended employment beyond the ten (10) duty days. The above provisions shall not apply to the Marine Corps Junior Reserve Officers' Training Corps (MCJROTC) Instructors and MCJROTC instructors shall be provided 12 months extended employment.

Document 2:

Pinewood

School	2013 Grade	2014 Grade	2015 Grade	2016 Grade	2017 Grade
Carver Middle	D	F	D	F	C
Cypress Park Elementary	F	C	C	C	D
Eagles Nest Elementary	C	C	D	D	C
Hungerford Elementary	C	D	D	C	C
Lancaster Elementary	D	D	D	D	C
Orange Center Elementary	B	B	C	A	C
Palmetto Elementary	F	A	C	D	B
Sadler Elementary	D	D	C	C	C
Wheatley Elementary	D	B	C	D	C
Academic Center for Excellence	NA	NA	NA	NA	NA
Catalina Elementary	D	C	C	D	D
Eccleston Elementary	B	B	F	F	C
Evans High	B	C	C	C	D
Gateway	NA	NA	NA	NA	NA
Ivey Lane Elementary	C	D	F	D	B
Jones High	B	C	C	C	I
Lake Weston Elementary	C	C	D	F	D
Lockhart Elementary	C	C	C	D	D
Meadowbrook Middle	D	D	D	D	C
Memorial Middle	C	D	D	D	D
Mollie Ray Elementary	F	D	D	C	B
Oak Ridge High	B	C	C	C	D
Orlo Vista Elementary	C	D	F	C	B
Pine Hills Elementary	D	C	F	D	C
Positive Pathways	NA	NA	NA	NA	NA
Ridgewood Park Elementary	C	D	D	C	D
Rock Lake Elementary	D	C	D	D	B
Rolling Hills Elementary	C	C	F	F	B
Rosemont Elementary	C	C	D	D	D
Shingle Creek Elementary	D	F	D	C	C
Tangelo Park Elementary	B	C	D	D	D
Washington Shores Elementary	D	F	F	C	C

to CTA  
8/24/17  
9:15 am

Select Year: 2016 ▼ Go

## The 2016 Florida Statutes

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[Title XLVIII](#)  
K-20 EDUCATION CODE

[Chapter 1012](#)  
PERSONNEL

[View Entire Chapter](#)

<sup>1</sup>**1012.07 Identification of critical teacher shortage areas.**—The term “critical teacher shortage area” means high-need content areas and high-priority location areas identified by the State Board of Education. The State Board of Education shall adopt rules pursuant to ss. [120.536\(1\)](#) and [120.54](#) necessary to annually identify critical teacher shortage areas. The state board must consider current and emerging educational requirements and workforce demands in determining critical teacher shortage areas. School grade levels may also be designated critical teacher shortage areas. Individual district school boards may identify and submit other critical teacher shortage areas. Such submissions must be aligned to current and emerging educational requirements and workforce demands in order to be approved by the State Board of Education. High-priority location areas shall be in high-density, low-economic urban schools; low-density, low-economic rural schools; and schools that earned a grade of “F” or three consecutive grades of “D” pursuant to s. [1008.34](#).

History.—s. 693, ch. 2002-387; s. 9, ch. 2011-1; s. 18, ch. 2011-37; s. 10, ch. 2012-194.

<sup>1</sup>Note.—Section 17, ch. 2011-1, provides that “[c]hapter 2010-279, Laws of Florida, does not apply to any rulemaking required to administer this act.”

## The 2016 Florida Statutes

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[Title XLVIII](#)  
K-20 EDUCATION CODE

[Chapter 1012](#)  
PERSONNEL

[View Entire Chapter](#)

**1012.22 Public school personnel; powers and duties of the district school board.**—The district school board shall:

(1) Designate positions to be filled, prescribe qualifications for those positions, and provide for the appointment, compensation, promotion, suspension, and dismissal of employees as follows, subject to the requirements of this chapter:

c. **Salary supplements.**—In addition to the salary adjustments, each district school board shall provide for salary supplements for activities that must include, but are not limited to:

(I) Assignment to a Title I eligible school.

(II) Assignment to a school that earned a grade of “F” or three consecutive grades of “D” pursuant to s. [1008.34](#) such that the supplement remains in force for at least 1 year following improved performance in that school.

(III) Certification and teaching in critical teacher shortage areas. Statewide critical teacher shortage areas shall be identified by the State Board of Education under s. [1012.07](#). However, the district school board may identify other areas of critical shortage within the school district for purposes of this sub-sub-subparagraph and may remove areas identified by the state board which do not apply within the school district.

(IV) Assignment of additional academic responsibilities.

#### **6A-20.0131 Critical Teacher Shortages.**

(1) On or before January 31 of each year, the Commissioner shall recommend to the State Board for approval the specific teaching areas and high priority locations in which critical teacher shortages are projected for the public schools during the year following the academic year in which approval is made.

(2) In accordance with procedures approved by the Commissioner, a list of critical teacher shortage areas shall be prepared based on consideration of current supply and demand information, vacancy information in each teaching discipline, and emerging educational requirements. In addition, data related to Florida public school instructional personnel shall include but not be limited to:

(a) The number and percentage of positions in each discipline filled by teachers not certified in the appropriate field;

(b) The annual supply of graduates of state approved Florida teacher education programs for each discipline; and,

(c) Critical teacher shortage areas which may be identified pursuant to rules adopted by district school boards. Such areas shall be identified based on consideration of at least the information specified in paragraphs (2)(a) and (b) of this rule and shall be submitted to the Department no later than June 1 of each year.

(3) Based on data submitted annually by each school district, the Commissioner shall rank all public schools in accordance with the criteria provided in Section 1012.07, F.S., and shall select from this ranked list those schools to be identified as high priority locations.

(4) Based on the recommendations of the Commissioner, the State Board shall adopt a list of approved critical teacher shortage areas and high priority locations.

*Rulemaking Authority 1001.02(1), 1012.07 FS. Law Implemented 1012.07 FS. History--New 5-24-84, Formerly 6A-7.16, 6A-7.016, Amended 10-18-94, 5-3-01, 4-8-12.*

## **Florida's Differentiated Accountability Program**

### **Legal Authority**

Section 1008.33, Florida Statutes, establishes the differentiated accountability system of state support for school improvement, also known as DA, in which graded, non-charter schools and their districts are identified for escalating interventions, support and monitoring based on their school grade history.

Rule 6A-1.099811, F.A.C., defines terminology and DA categories, assigns roles and responsibilities for DA support and interventions, and outlines timing for turnaround planning and implementation. The rule incorporates forms that outline requirements in more detail (see page 2).

### **DA Categories**

Schools are categorized for DA support annually after school grades are released, typically in July; schools remain on the support list for the entire school year. DA Categories include:

- Focus schools, those that received a grade of "D" in the most recent grades release.
- Priority schools, those that received a grade of "F" in the most recent grades release.
- Former F schools, those that improved from a grade of "F" within the past three years and are being monitored by the Department

The Focus and Priority categories are assigned independently of turnaround status. Turnaround statuses are calculated using up to five years of consecutive school grades and are defined on page 3.

### **DA Structure**

The DA regional teams are hired by FDOE and placed within five geographic regions across the state to build district capacity to analyze data and align their supports and resources to need. Each region is led by a regional executive director (RED). Each team supports the districts and schools that are annually designated for DA within the geographical boundaries of the respective region. The number of districts per region varies according to district size.

### **DA Supports**

DA supports are intended to build capacity by focusing on systems and structures needed to accelerate and sustain school improvement and by employing a gradual release model. Supports are offered in consultation with the district to determine local needs, and typically include



facilitation of collaborative processes such as data and risk analyses, needs assessment, strategic planning and problem solving, performance management, professional development, and cross-district networking to share promising practices and lessons learned.

The regional teams review, provide feedback, and monitor progress on the implementation of school improvement plans (SIPs), district improvement and assistance plans (DIAPs), turnaround option plans (TOPs) and school improvement grant (SIG) 1003(g) plans.

The REDs and regional teams do not supplant the work of districts administrators; rather, they work to build district capacity during the school improvement process, so that absent DA support, the district can sustain improvements into the future.

## DA Requirements

*Form DA-1 (district checklist) requires a district with one or more Focus or Priority schools to:*

- Use the department's online survey to develop and maintain a district improvement and assistance plan (**Form DIAP-1**) annually to document strategic goals, strategies and resources allocated for focus and priority schools based on need, such as designating a turnaround lead dedicated to supervising principals, ensuring effective leaders and teachers are in place, providing instructional coaches and time for common planning;
- Ensure that high impact teachers and coaches are recruited to and retained at focus and priority schools and ensure all vacancies are filled throughout the year;
- Use a timely, data-based approach to identifying and supporting the needs of individual students at focus and priority schools; and
- Use valid and reliable assessments to monitor progress on student assessments, including performance of subgroups, in focus and priority schools.

*Form DA-2 (school checklist) requires each Focus, Priority, and Former F school to:*

- Use the department's online survey to develop or update a school improvement plan (**Form SIP-1**) annually, with input of the school advisory council;
- Implement and monitor the SIP;
- Reflect on progress toward SIP goals and implementation of SIP strategies at the mid-year point
- Report on the SIP to the SAC three times a year; and
- Participate in an instructional review, facilitated by the district with the DA team, to review data, celebrate successes, identify needs, and collaboratively problem-solve to refine and support the school's implementation of the school improvement plan (not required for Former F schools).

*Note: Priority schools receive at least one onsite visit by the regional team, whereas focus schools might be reviewed at a district-level meeting where multiple schools are discussed*

## Turnaround Statuses

**Planning** status means the district is using that school year to engage stakeholders in a needs assessment to determine a turnaround option and plan for implementation, using **Forms TOP-1** and **TOP-2** to document the process and plan.

- "Planning Year 1" schools have received a single F or two consecutive grades of D
- "Planning Year 2 or 3" schools have received a single F followed by a D or have received an extra planning year due to the school grades transition "hold harmless" provision

**Implementing** status means the district is implementing a Superintendent-signed, RED-reviewed and State Board-approved turnaround option plan (TOP).

- "Implementing Year 1" schools have received two consecutive grades of F or three consecutive grades below C
- "Implementing Year 2" schools are in their second consecutive year of implementing a turnaround plan because the grade did not improve to a C or higher after Year 1
- "Implementing Year 3" schools are in their third consecutive year of implementing a turnaround plan; typically, this occurs because a district requests additional time to implement the current option (see additional information on page 4)

## Turnaround Option Plans

As outlined above, a TOP is required after a school has shown a significant decline or persistent underperformance. For non-charter schools receiving a grade of F or two consecutive grades below C, the district engages the community during a planning year to review the needs of the school and determine which of the five turnaround options would be most beneficial to implement should the next school grade not improve to a C or higher. The five options are described below:

- **District-managed turnaround** – The district takes a more active role in developing goals based on school needs and implementing strategies designed to reduce or eliminate barriers to the goals. The district commits to supporting and monitoring the implementation to ensure the appropriate resources are prioritized and used as intended at the school.
  - One of the key components of a DMT plan is to establish a strong leadership team at the site, which may require replacing the principal at the district's discretion, and allowing for additional operational flexibility for that principal, meaning leniency on certain district level policies (such as hiring, budgeting, scheduling or transportation), as needed to remove any barriers to implementing the turnaround plan. The principal reports directly to a turnaround lead at the district to ensure direct lines of communication regarding the needs of the school for flexibility and support.
  - Additionally, districts provide detail on the strategies they intend to use to improve the quality of instruction in the school site, which may include, but is not limited to, changes to instructional staff, instructional programs, professional development, master scheduling, and/or progress monitoring systems.



- **Closure** – The district closes the school, reassigns students to higher-performing schools, and monitors their progress at the new school(s).
- **Charter** – The district contracts with a charter organization to operate the school; the CMO cannot rehire any teachers who are not effective or highly effective.
- **External Operation** – The district contracts with a school turnaround organization with a record of improving similar schools, who will manage the school on behalf of the district.
- **Hybrid** – The district selects from strategies within Florida’s turnaround options and/or other interventions with research to demonstrate their effectiveness in increasing student achievement in similar populations/settings.

### Selecting a New Option (Districts Implementing Year 2 and Year 3)

If a school grade does not improve to a C or higher after two years of implementing a TOP, the district is required to select a new option for implementation in the following year. Districts with schools completing Year 2 of implementation must be concurrently planning for a new option, in the event the 2016 grade does not improve.

Additionally, in 2015-16, all districts with “Implementing Year 3” schools were given an automatic additional year of implementation due to the hold harmless provision. If the 2016 grade is not C or higher in these schools, the district will be required to implement a new option.

Districts are currently developing these plans for submission by June 20 and presentation at the July 20-21 State Board meeting. The new TOP must be substantively different from the previous plan and demonstrate how it will address the needs of the school to bring about the necessary improvements.

## CRITICAL TEACHER SHORTAGES

FILE: GCBAB

**TITLE:** Critical Teacher Shortage Schools, Subjects, and Areas

**POLICY:**

- (1) The School Board of Orange County, Florida ("Board") is required by law to provide salary supplements for teachers who have certifications for critical teacher shortage areas as identified by the State Board of Education and who teach in such critical teacher shortage areas. Pursuant to law, the Board has the discretion to identify other areas of critical shortage within Orange County Public Schools and to remove areas identified by the State Board of Education as critical shortage which do not apply within the School District.
- (2) In consideration of the number and percentage of positions in each discipline filled by teachers not certified in the appropriate field and in consideration of the annual supply of graduates of state approved Florida teacher education programs for each discipline, the Board identifies the following high priority school locations and the specific subjects deemed to be critical to those school locations for the 2016-2017 academic year:

(a) **Targeted School Locations**

Carver Middle*	Oak Ridge High
Catalina Elementary	Orange Center Elementary*
Cypress Park Elementary	Oro Vista Elementary*
Eagles Nest Elementary*	Palmetto Elementary
Eccleston Elementary*	Pine Hills Elementary*
Evans High	Pinewood Elementary*
Hungerford Elementary	Ridgewood Park Elementary
Ivey Lane Elementary*	Rock Lake Elementary*
Jones High*	Rolling Hills Elementary*
Lancaster Elementary*	Sadler Elementary*
Meadowbrook Middle*	Shingle Creek Elementary*
Memorial Middle	Washington Shores Elementary*
Mollie Ray Elementary*	Wheatley Elementary

\* Identified by the State Board of Education as low performing schools

(b) **Subjects (Determined by Course Codes/Certification Required)**

Biology	Science – Secondary
Physics	Science – Elementary**
Chemistry	Mathematics – Secondary
Mathematics – Elementary**	Science – Secondary
Reading	

\*\*All with certification

**Document 4:**

**Slide 1:**

Orange County Public Schools		
Current System		
	Statewide Value-Added	Local Growth Models
Survey 2/3 Match	Teachers are attached to full-year students if they are attached to the students at <u>either</u> Survey 2 or Survey 3	Teachers are attached to full-year students only if they are attached to the students at <u>both</u> Survey 2 and Survey 3
Other Variables	Builds in prior test scores and other student characteristics	Builds in prior test scores and other student characteristics
Cut Points	Required cut scores for teachers with more than three years at 1SE and 2SE (strict cut points)	Bargained cut scores for all teachers at 2SE and 3SE (less strict cut points)

Until the passage of HB7069, there were two large categories of teachers.

One category of teachers was covered under statewide value-added models. These teachers in Grades 4 through 10 ELA, Grades 4 through 8 Math, and Algebra I Grades 8 and 9 were required to use the calculations created by the state of Florida. Teachers with these scores for three years were also required to use State Board of Education cut scores to find their student learning growth rating.

Another category of teachers was made up of all other teachers in the school district. These teachers may have had local, statewide or national assessments, and all of the models are calculated by the school district.

**Slide 2:**

**Orange County Public Schools**

**HB7069: Legislative Changes**

- Large changes in HB7069
- Fewer changes to evaluation and assessment systems
  - The Algebra II EOC was eliminated
  - The statewide value-added models are no longer mandatory
  - The State Board of Education cut scores are no longer mandatory
- Many other pieces did not change

There were many large changes in HB7069 that were not related to assessment and evaluation. These changes were associated with the 'Schools of Hope', capital funding, Title I funding, and others.

There were relatively few changes to evaluation and assessment systems. Teachers must still receive a student learning growth score associated with students they instruct. The student learning growth score must be at least one-third of the summative score. In addition, no changes were made to requirements for performance pay. The elimination of performance pay was a major board priority for the 2017 legislative session and was placed on the recently approved 2018 legislative agenda.

**Slide 3:**

**Orange County Public Schools**

**Decision Points**

- (1) Should the district maintain the statewide value-added models for teachers of selected grade levels?
- (2) What 'SE' cut scores should be used? Statewide? Local?
- (3) Which rules on survey match and other choices be used? Statewide? Local?

**Slide 4:**

**Orange County Public Schools**

**Decision Point #1**

- The statewide value-added models are a highly reliable models built by statistical experts
  - Local growth models are also highly reliable and research-driven with more flexibility on choices about variables and inclusion criteria
- The statewide value-added models are associated with a large amount of frustration due to its forced usage

**Slide 5:**

**Orange County Public Schools**

**Decision Point #2**

- The statewide cut points result in a higher percentage of teachers in 'Highly Effective', 'Needs Improvement' and 'Unsatisfactory'
  - Fewer teachers are at 'Effective' are more are at the edges
- The local cut points are more moderate and keep the overwhelming majority of teachers at 'Effective'

**Slide 6:**

**Orange County Public Schools**

**Decision Point #3**

- The statewide rules attach teachers to students who may have been attached to students for only a few weeks
- The local rules require teachers to be connected to students at least in October and February (Survey 2 and 3)
- The local rules result in some teachers without attached students; these teachers receive a rating of 'Effective'

Slide 7:

## Orange County Public Schools

# Timelines

### Assessment Scores

- Early June: FSA and Common Final Exams
- Mid July: AP
- Mid August: International Baccalaureate

### Value-added Models

- Early August: Statewide VAM
- Early October: Local growth models