



*Simp***LEE** *the Best*
The Right Talent
in the Right Place

FY16 Teacher Compensation System

Developed by the School District of Lee County
in collaboration with the Teachers Association of Lee County



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School District of Lee County

Teacher Compensation System

The School District of Lee County Teacher Compensation System was developed in collaboration with the Teachers Association of Lee County (TALC) in support of the mission and goals of both the School District of Lee County (SDLC) and TALC. The primary goals of this compensation system are as follows:

- Align compensation with instructional outcomes
- Reward teachers for effective and highly effective performance
- Attract and retain the most highly qualified and effective teachers
- Comply with the requirements of the Student Success Act, the Teacher Incentive Fund (TIF) grant

Salary Schedule Structure

The School District of Lee County is required under the Student Success Act to implement a Grandfathered Salary Schedule for school employees hired before July 1, 2014, that is partially based upon an employee's performance and includes differentiated pay based upon district-determined factors such as additional responsibilities, school demographics, critical shortage areas, and level of job-performance difficulties. For employees hired on or after July 1, 2014, and employees currently on an annual or probationary contract as of July 1, 2014, the District is required to establish a Performance Salary Schedule that approves annual salary adjustments for instructional personnel and school administrators based upon performance determined under s. 1012.34, F.S.

Performance Salary Schedule

The Performance Salary Schedule includes salary adjustments for performance, which become a lasting part of the employee's base salary, and includes salary supplements for specified job assignments or duties, which are considered compensation under s.121.021(22), F.S., but only remain in effect while the employee is performing those duties or assignments. Neither an adjustment nor a supplement is considered a bonus. The Performance Salary Schedule requirements include (1) that any salary adjustments for instructional personnel be made only for employees with *Highly Effective* or *Effective* FY15 final performance evaluation ratings and (2) that the level of funding for the Performance Salary Schedule not be reduced in greater proportion than other salary schedules, if budget constraints limit the amount of funding that is available.

Promotions under the Performance Salary Schedule are required to be based primarily upon the person's demonstrated effectiveness under s. 1012.34, F.S., *i.e.* performance evaluations. Any instructional personnel on Continuing Contract (CC) or Professional Service Contract (PSC) may opt out of the Grandfathered Salary Schedule into the Performance Salary Schedule if they agree to be employed on an annual contract. Any employee who opts into the Performance Salary Schedule may not return to the Grandfathered Salary Schedule. An employee currently on the Grandfathered Salary Schedule, who received a FY15 final performance rating of *Highly Effective*, and who elect to permanently move to the Performance Pay Salary Schedule and attain an Annual Contract status (through an annual election process to be offered in April 2016), will be eligible for the difference in salary increase for *Highly Effective* ratings between the Grandfathered Salary Schedule and the Performance Pay Salary Schedule of **\$165.00**.

Instructional staff members on an annual or probationary contract as of July 1, 2014, are required to be placed on the Performance Salary Schedule for compensation purposes. The Performance Salary Schedule is comprised of three general classifications or levels to include the following: Apprentice Teacher, Career Teacher and Accomplished Teacher. In addition, teachers on the Performance Salary Schedule will be able to be considered for additional career levels of increased responsibility and compensation such as Teacher Leader, Mentor Teacher and Professional Development and Leadership Specialist.

Membership on the Performance Salary Schedule is expected to increase based on current retention trend. Over the next five years, total membership on the Performance Salary Schedule will increase from 46% of workforce in FY15 to 65% of the workforce in FY19.

Grandfathered Salary Schedule

The Grandfathered Salary Schedule refers to a salary schedule adopted by a district school board to be used as a basis for paying instructional employees hired prior to July 1, 2014 (Section 1012.22(1)(c)(4) Florida Statute) currently on a Professional Service or Continuing Contract. Employees currently holding a Professional Services Contract (PSC) or Continuing Contract (CC) may agree to be employed on an annual contract and opt onto the Performance Salary Schedule through an annual election process held in March 2016. Any employee who selects to be placed on the Performance Salary Schedule may not return to the grandfathered schedule or a Professional Services Contract (PSC) or Continuing Contract (CC).

Annual Salary Adjustments to Base Salary

1. District allocates funds for the Performance Salary Schedule as established through the collective bargaining process with the Teachers Association of Lee County (TALC). Performance is measured by the final evaluation rating on the state approved evaluation system. The final performance rating is inclusive of the student performance portion of the evaluation. Instructional employees rated as *Highly Effective*, will receive 100% of the negotiated salary adjustment for the Performance Salary Schedule or a 1.0 salary adjustment share. Instructional employees on the Performance Salary Schedule rated as *Effective* will receive an adjustment on their base salary equal to 75% of the adjustment provided to the teachers rated as *Highly Effective* or the equivalent to a 0.75 salary adjustment share. *Highly Effective* instructional employees on the Grandfathered Salary Schedule will receive an adjustment equal to 75% of the adjustment provided to *Highly Effective* instructional employees on the Performance Salary Schedule. *Effective* instructional employees on the Grandfathered Salary Schedule will receive 75% of the adjustment provided to teachers rated as *Highly Effective* on the Performance Salary Schedule. These adjustments are applied to the employee's base salary.
2. Funds allocated for the Teacher Compensation System may vary in amount from year to year based on available funds. This variance will impact the dollar amounts applied to the base.
3. An instructional employee rated *Highly Effective* must receive the highest adjustment on the Performance Salary Schedule. This adjustment must be greater than the highest adjustment given to any other employee of the same classification through any other non- Performance Salary Schedule.
4. An instructional employee who receives a rating other than *Highly Effective* or *Effective* for the year shall not receive an annual salary adjustment.

Appeal Process

If a teacher believes the performance pay award is not accurate, the following process is to be used for appeal.

1. The teacher will have an informal meeting with the appropriate building administrator.
2. The teacher and administrator may need to make an inquiry (to Human Resources or assigned district administrator) to assess whether an appeal or technical question is the appropriate process.
3. If the concern appears to be a technical question rather than a performance issue, the matter will be referred to *appropriate department*

4. If step 1 does not produce a satisfactory conclusion, a formal meeting will be held with the teacher, a representative of the teacher's choosing and the appropriate building administrator. The teacher will put in writing the reasons for the appeal. After the meeting is over, the building administrator will respond in writing with a decision within 10 work days.
5. If step 2 does not produce a satisfactory response, the teacher may request a meeting with the staff listed in 2 above and the superintendent's designee. The reasons for the appeal will be placed in writing and after the hearing a decision will be rendered within 10 working days. This decision is the final one with no further appeals.

Salary Supplements/Bonuses

In addition to the salary adjustments to base salary, each district school board shall provide for salary supplements/bonuses for activities that must include, but are not limited to the following:

FY 16 Hard to Staff Schools (East Lee County, Franklin Park, Fort Myers Middle, James Stephens and Lehigh Acres Middle):

1. Assignment to a Title I eligible Hard to Staff School as determined by the Hard to Staff School Index – See Appendix B. The supplement for FY 2016 will be up to \$4,000.00 and available to teachers with Effective or Highly Effective total performance evaluation ratings for school year 2014-2015. *Please note that the amount for FY17 will be \$2,100.00.*
2. Recruited and/or assigned by the Superintendent or designee to a school that is a designated as a District Reconstituted School pursuant to s. 1008.34 school with an F grade or 3 consecutive grades of D such that the supplement remains in force for at least 1 year following improved performance in that school. This item is included in the *Hard to Staff School Index*. Teachers must have a total final performance rating of *Highly Effective* in the 2013-2014 school year to be eligible and must maintain a total rating of *Highly Effective* beginning in the 2015-2016 school year to sustain the supplement thereafter. This supplement will be up to \$1,500.00.
3. ***For FY16 only***, teachers who work at Bonita Springs Elementary, Colonial Elementary, Edgewood Elementary, Harns Marsh Middle, Lehigh Elementary, Manatee Elementary, Mirror Lakes Elementary, Orange River Elementary, Ray V. Pottorf Elementary, Sunshine Elementary and Tortuga Preserve Elementary are eligible to receive a one-time bonus of \$1,600.00 upon completion of 3 year school commitment agreement. Additional details will be provided in April 2016. These schools will also be eligible for the Hard to Staff School supplement for FY17 and the amount will be \$2,100.00.

Hard to Staff Subject:

4. Assignment to a Hard to Staff Subject as determined by the *Hard to Staff Subject Index* – See Appendix B. Hard to Staff Subjects are weighted based upon the difficulty to staff as determined by the *Hard to Staff Subject Index*. The supplements for the Hard to Staff Subject will range from \$0 to \$500.00 depending on the index weighting and will be available to teachers at Hard to Staff Schools with *Effective* or *Highly Effective* total final performance evaluation ratings. To be eligible for a Hard to Staff Subject supplement, the teacher must be assigned to teach a Hard to Staff subject in a Hard to Staff school *and must be highly qualified* in that subject area. Assignment will be determined based on SDLC job code and any percentage of FTE assigned to an eligible job code will qualify the teacher for the full supplement amount. The job codes determined to be Hard to Staff for FY16 are listed below.

308450	TCH Physics Sec
300550	TCH Chemistry Sec
303200/303250	TCH ESE Speech-Lang Path/CC
302700	TCH ESE Emotional/Behavior Disorder
302850	TCH ESE Intellectual Disabilities
302600	TCH ESE Autism Spectrum Disorder
308100	TCH Math Sec
308250	TCH Music Secondary
302750	TCH ESE Hearing Impaired
306350	TCH Gifted General Science M/J
303350	TCH ESE Varying Exceptionality
303150	TCH ESE Specific Learning Disabled
303050	TCH ESE Pre-K Handicapped

Other Components of Differentiated Pay:

5. Assignment of additional academic responsibilities - Supplemental pay is awarded to teachers holding specified positions listed below and are applicable only for as long as the employee holds the designated position. They are not part of an employee's continuing base salary. These awards are for a fixed dollar amount per position as identified below.

Teacher Leader - \$10,000.00 (TIF and Title I for FY16)

Professional Development and Leadership Specialist - \$10,000.00 (TIF and Title I for FY16)

Mentor Teacher FY16 - \$800.00 per mentee up to 2 mentees

Supplemental pay is considered a compensation bonus and is not a component of retirement.

Eligibility

Salary Adjustments:

1. To be eligible for a salary adjustment a teacher must have worked at least 99 days of a contract year and receive a full evaluation.
2. Employees must be supervised and evaluated by the principal (manager) or his/her designee of the campus where they serve students.
3. Employees must be rated either *Effective* or *Highly Effective* on their final performance evaluation, including student performance.
4. Employees must be employed with the District at the time of ratification.
5. Employees who leave the district of their own free will and have less than 99 days of employment within that calendar year are not eligible to receive the salary adjustment.

Salary Supplements/Bonuses:

1. To receive a bonus an employee must be in an eligible position for at least 99 days of a contract year and receive a full evaluation.
2. Employees must have credentials for the position in which they function.
3. Employees must be supervised and evaluated by the principal (manager) or his/her designee of the campus where they serve students.

4. Employees must be rated either *Effective* or *Highly Effective* on their total final performance evaluation.
5. Employees who transfer out of an award eligible school or award eligible position will not be eligible for a bonus.
6. Awards for employees who function in multiple qualifying categories may be determined on the basis of the number of classes they teach in a 7 or 8 period day.

Components of the Performance Salary Schedule

Teacher Base: Base salary established for a particular level of the teacher Performance Salary Schedule. These base salary amounts are negotiated with TALC and form the base level from which performance adjustments are made.

Transitional Element: The Transitional Element is an additional pay differential between base and current rate of pay. As teachers transition to the Performance Salary Schedule, the transitional element is applied to allow this transition to occur without loss of pay to the teacher.

Transitional Element for New Teacher to the District: New teachers to the District with no previous experience would begin at the Teacher Base established on the Performance Salary Schedule. New teachers to the District with experience would be placed into the salary schedule in accordance with Article 15.014 - Experience Credit. A maximum of ten (10) years' experience in out-of-state public schools shall be allowed for salary credit. All years' experience in Florida public school districts outside of Lee County shall be recognized for salary credit.

Student Growth and Performance: Teachers rated as *Highly Effective* on the teacher evaluation will receive 100% of the negotiated salary adjustment for the Performance Salary Schedule or a 1.0 salary adjustment share. Teachers on the performance salary schedule rated as *Effective* on the teacher evaluation will receive an adjustment on their base salary equal to 75% of the adjustment provided to the teachers rated as *Highly Effective* equivalent to a 0.75 salary adjustment share.

Knowledge and Skill: Adjustment to a teacher's base salary for advanced degrees within the teacher's certification area. 1012.22, F.S. prohibits districts from using advanced degrees in setting a salary schedule for instructional personnel or school administrators hired on or after July 1, 2011, unless the degree is held in the individual's area of certification and are only a salary supplement.

Market Incentive: Supplement to a teacher’s base salary for working in a Hard to Staff school and/or a Hard to Staff subject.

Hard to Staff School: Schools categorized as “hard to staff” are determined based on the *Hard to Staff Index* - See Appendix A. Variables included in this algorithm include the following:

Teacher turnover rate**	% of new teachers (less than 3 years-current experience)**
Free/Reduced Lunch	% of ESE students
Student Mobility rate	% Meeting High Standards in Reading
Ethnicity	% Meeting High Standards in Math
% of limited English proficiency students	% Meeting High Standards in Writing
Geographic isolation**	State School Grade

***Weighted dimensions*

Hard to Staff Subject: Subjects determined to be “hard to staff” as identified by the District based on the *Hard to Staff Subject Index* – See Appendix B. Variables include the following:

Number of staff by job code***	Number of new hires by job code***
FLDOE Critical Shortage Area	Number of probationary releases first semester by job code***
Principal Perceptions of hard to hire job codes	

****3-year average*

Performance Salary Schedule – Career Ladder Levels

The Performance Salary Schedule is comprised of a three Career Ladder Levels as follows: Apprentice Teacher, Career Teacher and Accomplished Teacher. Each increase in level represents a higher level of knowledge and experience as demonstrated by the completion of the relevant level professional development plan as well as demonstrated *Effective* or *Highly Effective* performance on the total final performance evaluation in an assigned position.

Apprentice Teacher

The Apprentice Teacher is a teacher in years 1 through 3 of service and/or who has not completed the Apprentice Teacher Professional Development Plan. Apprentice teachers are typically assigned a Mentor Teacher during their first year of assignment. Continuation of the assignment of a Mentor Teacher beyond the first year is dependent on the Apprentice Teacher’s performance improvement and readiness level.

Advancement Requirements

Requirements for the Apprentice Teacher to move to the next Career Ladder Level are as follows:

1. Receive 3 years of *Effective* or *Highly Effective* total final performance evaluations
2. Complete the Apprentice Teacher Professional Development plan. Note, teachers hired prior to July 1, 2014 must complete APPLS instead of the Apprentice Teacher Professional Development Plan. All teachers must complete certification requirements.
3. Complete Peer Review Milestone requirement (*This requirement has been waived for FY16.*)

Apprentice Teacher Professional Development Plan (*For FY16, individual topic requirements will be waived for any of the below topics where the relevant training was not offered by the District or applicable school location.*)

1. High Yield Instructional Strategies (Marzano)
2. Teacher Evaluation System, inclusive of the Value Added Model
3. Code of Ethics
4. Protecting Florida’s Children
5. Introduction to Professional Learning Communities
6. Introduction to Gallup Strengths I

7. Differentiated Instruction
8. Complete all certification requirements

Peer Review Milestone Requirement *(This requirement has been waived for FY16.)*

Each school must establish a Peer Review Milestone committee which will consider the advancement of any instructional employee from one Career Ladder Level to a higher level. The process for Peer Review will be developed in District Labor Management. Rubrics and guidelines will be developed at the district level and provided to all schools. Prior to consideration, the teacher must have had a minimum of 2 formal observations from an Instructional Coach or Mentor Teacher during the milestone year. Once the professional development requirements, formal observations and final performance evaluation are complete for the milestone year, the Peer Review Milestone Committee may review and recommend the instructional employee being considered for advancement. The review by this committee should consider the following:

1. Observations from Mentor Teacher/Instructional Coach and Administration
2. Last three years of performance evaluations
3. Professional Development/Inservice Record

Career Teacher

The Career Teacher has 3 years or more of teaching experience and/or has completed the Apprentice Teacher Professional Development Plan. Career Teachers are eligible for supplemental positions including Mentor Teacher and Instructional Coach. Once a Career Teacher has the necessary level of experience (minimum 10 years) and has completed the requirements of the Career Teacher Professional Development Plan, the employee would be eligible for advancement consideration to the position of Accomplished Teacher.

Advancement Requirements

Requirements for the Career Teacher to move to the next Career Ladder Level are as follows:

1. Receive 5 years of *Effective* or *Highly Effective* performance evaluations as a Career Teacher, to include the current year of assignment. Years of *Effective* or *Highly Effective* performance evaluations are not required to be consecutive. *(The District evaluations that will be used for FY16 movement are 11-12, 12-13, 13-14 and 14-15. The District will not be able to use the 15-16 evaluation rating for FY16 movement because the total performance evaluation data will not be available until FY17. Therefore, the requirement of five years of non-consecutive Effective or Highly Effective evaluations will be adjusted to four years for FY16 movement only.)*

2. Complete the entire Career Teacher Professional Development plan **or** earn a Master's Degree in Education (or in a field related to the subject area taught) and complete the Career Teacher Professional Development plan offerings marked by an asterisk (*).
3. Complete Peer Review Milestone requirement. *(This requirement has been waived for FY16.)*

Career Teacher Professional Development Plan *(For FY16, individual topic requirements will be waived for any of the below topics where the relevant training was not offered by the District or applicable school location.)*

1. All professional development, same as above.
2. Critical Thinking Skills (Webb's Depth of Knowledge, 21st Century Thinking Skills)
3. Multi-tiered System of Support (MTSS: *The Lee County Way*)*
4. Teacher Evaluation System, inclusive of the Value Added Model*
5. English Language Learners (Endorsement)*
6. Choosing Excellence*

Accomplished Teacher

The Accomplished Teacher has 10 or more years of teaching experience and has completed the Career Teacher Professional Development Plan or master's degree alternative, as described above. The Accomplished Teacher is considered the highest Career Ladder Level achieved without an increase in responsibility or assignment beyond normal classroom duties. Accomplished Teachers design an individual Personal Learning Plan (PLP) derived from requirements for recertification, performance evaluation indicators, areas for personal growth, *etc.*

Other Career Ladder Elements

Mentor Teacher

Mentor Teachers must as a minimum be Career Teachers or higher and have completed the following professional development requirements:

1. All professional development, same as above.
2. Instructional Coaching: *The Lee County Way* (Collegial Coaching/Clinical Educator)
3. Quality in Action (including Plan-Do-Study-Act)
4. Teacher Evaluation System, inclusive of the Value Added Model (includes coaching)

Teacher Leader

Teacher Leaders must as a minimum be Career Teachers or higher and have completed the following professional development requirements:

1. All professional development, same as above.
2. Leading with Strengths (Gallup Strength Finder)
3. Leading Professional Learning (includes Creating a Culture of Shared Leadership, Leading Effective Teams, and Positive Communication)
4. Understanding Children of Poverty
5. Teacher Evaluation System, inclusive of the Value Added Model (includes non-classroom instructional and coaching of indicators)

Professional Development and Leadership Specialist

Professional Development and Leadership Specialists must as a minimum be Career Teachers or higher and have completed the following professional development requirements:

1. All professional development, same as above.
2. Systems and Continuous Improvement
3. Coaching Strengths
4. Instructional Rounds
5. Teacher Evaluation System, inclusive of the Value Added Model

Note: The District will study the effectiveness of TIF positions relative to the continuation of those positions beyond TIF grant funding.



School District of Lee County

Performance Salary Schedule Apprentice Teacher

Apprentice Teacher	Teacher Base	Transitional Element	Student Growth and Performance		Knowledge and Skill	Market Incentive		Teacher Leadership Additional Duties	
	*Current Salary	Experience Differential	Highly Effective	Effective	Advance Degrees	Hard to Staff School	Hard to Staff Subject	Career Ladder Component	Supplemental Pay
	Description	Prior Adjustments to Base Salary based on experience	Based on manager evaluation	Based on manager evaluation	Previously negotiated degree supplements	Incentive to attract talented teachers to hard to staff schools	Incentive to attract talent teachers to hard to staff subjects	Not eligible until after milestone event	Additional pay for added duties and responsibilities
	Amount	Additional differential between base and current rate of pay	Percentage of a negotiated amount 1.00 for highly effective	Percentage of a negotiated amount .75 for effective	\$5,000 Doctorate \$4,000 Specialist \$2,500 Masters	Up to \$4,000 based on <i>Hard to Staff School Index</i> \$1,500 based on DA	Up to \$1,000 based on <i>Hard to Staff Subject Index</i>	\$0	See Supplemental Salary Schedule
	Builds pension and base	Yes	Yes	Yes	Yes	No	No	No	No
	*Negotiated Amount for FY16.								

Apprentice Teacher is base position in the Teacher Career Ladder and is intended for new teachers in the first three developmental years of their career. It may also include teachers with greater experience but who are in need of performance improvement. Three years of Effective or Highly Effective evaluation ratings and completion of the Apprentice Teacher Professional Development Plan (similar to the New Teacher Induction Program) is required to move to the next position on the Teacher Career Ladder – Career Teacher.



School District of Lee County

Performance Salary Schedule Career Teacher

Career Teacher	Teacher Base	Transitional Element	Student Growth and Performance		Knowledge and Skill	Market Incentive		Teacher Leadership Additional Duties	
	*Current Salary	Experience Differential	Highly Effective	Effective	Advance Degrees	Hard to Staff School	Hard to Staff Subject	Career Ladder Component	Supplemental Pay
	Description	Prior Adjustments to Base Salary based on experience	Based on manager evaluation	Based on manager evaluation	Previously negotiated degree supplements	Incentive to attract talented teachers to hard to staff schools	Incentive to attract talent teachers to hard to staff subjects	Instructional Coach provides school embedded professional development and leadership	Additional pay for added duties and responsibilities Eligible to be a Mentor Teacher
	Amount	Additional differential between base and current rate of pay	Percentage of a negotiated amount 1.00 for highly effective	Percentage of a negotiated amount .75 for effective	\$5,000 Doctorate \$4,000 Specialist \$2,500 Masters	Up to \$4,000 based on <i>Hard to Staff School Index</i> \$1,500 based on DA	Up to \$1,000 based on <i>Hard to Staff Subject Index</i>	*\$0	See Supplemental Salary Schedule Mentor Teacher \$800
	Builds pension and base	Yes	Yes	Yes	Yes	No	No	No	No
	*Negotiated Amount for FY16. <i>Important Note: Any negotiated amount determined for FY17 will be provided to those teachers who moved to the Career level for FY16.</i>								

Career Teacher is intended for effective teachers who want to maintain a career devoted to teaching or are working toward becoming an Accomplished Teacher. Five years of effective or highly effective evaluation ratings as a Career Teacher and completion of the Career Teacher Professional Development or masters degree alternative is required to move to the next position on the Teacher Career Ladder – Accomplished Teacher. A rating of Unsatisfactory or Needs Improvement rating would result in no adjustment to the base salary.



School District of Lee County

Performance Salary Schedule Accomplished Teacher

Accomplished Teacher	Teacher Base	Transitional Element	Student Growth and Performance		Knowledge and Skill	Market Incentive		Teacher Leadership Additional Duties	
	*Current Salary	Experience Differential	Highly Effective	Effective	Advance Degrees	Hard to Staff School	Hard to Staff Subject	Career Ladder Component	Supplemental Pay
	Description	Prior Adjustments to Base Salary based on experience	Based on manager evaluation	Based on manager evaluation	Previously negotiated degree supplements	Incentive to attract talented teachers to hard to staff schools	Incentive to attract talent teachers to hard to staff subjects	Instructional Coach provides school embedded professional development and leadership	Additional pay for added duties and responsibilities Eligible to be a Mentor Teacher
	Amount	Additional differential between base and current rate of pay	Percentage of a negotiated amount 1.00 for highly effective	Percentage of a negotiated amount .75 for effective	\$5,000 Doctorate \$4,000 Specialist \$2,500 Masters	Up to \$4,000 based on <i>Hard to Staff School Index</i> \$1,500 based on DA	Up to \$1,000 based on <i>Hard to Staff Subject Index</i>	*	See Supplemental Salary Schedule Mentor Teacher \$800
	Builds pension and base	Yes	Yes	Yes	Yes	No	No	No	No
*Negotiated Amount for FY16. <i>Important Note: Any negotiated amount determined for FY17 will be provided to those teachers who moved to the Career level for FY16.</i>									

Accomplished Teacher is the highest level of the Teacher Career Ladder without accessing a Teacher Leadership or the Supplemental Salary Schedule. A teacher receiving an Unsatisfactory or Needs Improvement rating would not receive a salary adjustment.



School District of Lee County

Grandfathered Salary Schedule

Teacher – Grandfathered Schedule	Teacher Base	Step	Student Growth and Performance		Knowledge and Skill	Market Incentive		Teacher Leadership Additional Duties	
	Current Salary	Step Increases	Highly Effective	Effective	Advance Degrees	Hard to Staff School	Hard to Staff Subject	Career Ladder Component	Supplemental Pay
	Description	Step increases are dependent on Performance Salary Schedule	Based on manager evaluation	Based on manager evaluation	Previously negotiated degree supplements	Incentive to attract talented teachers to hard to staff schools	Incentive to attract talent teachers to hard to staff subjects	Instructional Coach provides school embedded professional development and leadership	Additional pay for added duties and responsibilities Eligible to be a Mentor Teacher
	Amount	Amount of salary adjustment must be less than HE on Performance Schedule	Percentage of a negotiated amount 0.75 for highly effective	Percentage of a negotiated amount 0.75 for effective	\$5,000 Doctorate \$4,000 Specialist \$2,500 Masters	Up to \$4,000 based on <i>Hard to Staff School Index</i> \$1,500 based on DA	Up to \$1,000 based on <i>Hard to Staff Subject Index</i>		See Supplemental Salary Schedule Mentor Teacher \$800
	Builds pension and base	Not applicable	Yes	Yes	Yes	No	No	No	No

Teacher – Grandfathered schedule is intended for all teachers who do not elect to participate in the Performance Salary Schedule. A teacher must maintain a rating of Effective or Highly Effective to be eligible for salary adjustments. Two years of Unsatisfactory ratings results in a loss of the teacher’s professional services contact, if applicable.

APPENDIX A

Hard to Staff School



2015-2016

School District of Lee County

Hard to Staff Schools

Intent: Three year plan to incent *Effective* and *Highly Effective* teachers to move to and remain at Title I eligible schools identified as Hard to Staff Schools.

Budget: Funded by the Teacher Incentive Fund (TIF) Grant. \$1,450,000.00 a year for 13-14, 14-15 and 15-16 school years has been set aside to payout teachers serving in an identified Hard to Staff School and Hard to Staff Subject areas within these schools.

Hard to Staff Schools Index - Identifying Hard to Staff Schools:

The Education Commission of the States, a national organization of state representatives that provides educational research summaries, reports “Hard to Staff” schools are those “that have a particularly difficult time finding and retaining adequately trained teachers who are effective with their student populations.” These schools, whose students have the greatest need for our most capable professionals, are also the schools most likely to be left with ill-prepared principals and under-qualified, inexperienced teachers.

The National Education Association (NEA) states that Hard to Staff Schools:

- have difficulty in finding and retaining qualified, effective teachers
- are high-poverty inner-city schools or rural schools
- have high teacher turnover rates
- have high percentage of relatively new teachers because more experienced teachers, whose seniority gives them greater choice, tend to go elsewhere
- tend to have higher percentages of students who are performing below grade level on end-of-grade tests
- have higher percentages of students who are eligible for free lunch
- have higher percentages of students who are ethnic minorities

For the purpose of defining Hard to Staff Schools, the School District of Lee County has identified 12 dimensions that are aligned with current research on the characteristics of “Hard to Staff” schools.

1. % of ESE students (rank)
2. % of New Teachers (less than 3 years-current experience) (rank) (*weighted dimension*)
3. Teacher Turnover Rate (rank) (*weighted dimension*)
4. % of Students Meeting High Standards in Reading (rank)
5. % of Students Meeting High Standards in Math (rank)

6. % of Students Meeting High Standards in Writing (rank)
7. % of Students Eligible for Free/Reduced Lunch (rank)
8. Student Mobility Rate (rank)
9. % of Ethnic Minority Students (rank)
10. % of Limited English Proficiency Students (rank)
11. Geographic Isolation (index - proximity to teacher population by postal code)
12. Current Performance State School Grade (index - letter grade)

Using these dimensions, each school receives a numerical index of Hard to Staff. The methodology was developed in-house in collaboration with the District's Career Ladder Committee. The most current available data for each school is used in determining either a ranking or numerical index for each of the dimensions. Data will not necessarily be mined from the same fiscal year due to timing of availability, *e.g.* high school grades.

- Rankings for the rank appropriate dimensions will be assigned from 1 (lowest) to 83 (or maximum count of schools). Typically, lower ranked schools have lower percentages for the given dimension and higher ranked schools have higher percentages for the given dimension.
- Numerical indexes are assigned to the Geographic Isolation and Current Performance State School grade dimensions. Schools located in postal codes where fewer active instructional employees live will have higher indexes than those located in postal codes where a greater percentage of instructional employees live. Schools with lower State School Grades will have higher numerical indexes than school with higher State School Grades.
- A Hard to Staff Index and Rating is calculated for each school based on the collective rankings and numerical indexes of each dimension with consideration to additional weighting of Teacher Turnover and Percentage of New Teachers.
- An Overall Hard to Staff Rank is assigned to each school based on their rating. The lowest rated school will be ranked one. The highest rated school will be rated the maximum count of schools.
- The lowest Overall Hard to Staff Rank (1) represents the least hard-to-staff staff while the highest Overall Hard to Staff Rank represents the most Hard to Staff School.

The top five schools on the index were selected to receive hard to serve funds for 13-14. These schools would be locked in for three years and then be reevaluated for eligibility after three years: East Lee County High, James Stephens International Academy, Franklin Park, Fort Myers Middle, Lehigh Acres Middle.

Eligibility:

- Final previous total evaluation of *Effective* or *Highly Effective*; including itinerant and part time teachers.
- Paid out half at FTE survey two and half at FTE survey three. Hard to Staff Supplements are considered bonuses and not a component of retirement.



2016-2017

School District of Lee County

Hard to Staff Schools

Intent: Three year plan to incent *Effective* and *Highly Effective* teachers to move to and remain at Title I eligible schools identified as Hard to Staff Schools.

Budget: Funded by various sources. Pending program approval, for 16-17, 17-18 and 18-19 school years has been set aside to payout teachers serving in an identified Hard to Staff School and Hard to Staff Subject areas within these schools.

Hard to Staff Schools Index - Identifying Hard to Staff Schools:

The Education Commission of the States, a national organization of state representatives that provides educational research summaries, reports “Hard to Staff” schools are those “that have a particularly difficult time finding and retaining adequately trained teachers who are effective with their student populations.” These schools, whose students have the greatest need for our most capable professionals, are also the schools most likely to be left with ill-prepared principals and under-qualified, inexperienced teachers.

The National Education Association (NEA) states that Hard to Staff Schools:

- have difficulty in finding and retaining qualified, effective teachers
- are high-poverty inner-city schools or rural schools
- have high teacher turnover rates
- have high percentage of relatively new teachers because more experienced teachers, whose seniority gives them greater choice, tend to go elsewhere
- tend to have higher percentages of students who are performing below grade level on end-of-grade tests
- have higher percentages of students who are eligible for free lunch
- have higher percentages of students who are ethnic minorities

For the purpose of defining Hard to Staff Schools, the School District of Lee County has identified 12 dimensions that are aligned with current research on the characteristics of “Hard to Staff” schools.

13. % of ESE students (rank)

14. % of New Teachers (less than 3 years-current experience) (rank) (*weighted dimension*)

15. Teacher Turnover Rate (rank) (*weighted dimension*)

16. % of Students Meeting High Standards in Reading or District average for schools with no data
17. % of Students Meeting High Standards in Math or District average for schools with no data
18. % of Students Meeting High Standards in Writing or District average for schools with no data (rank)
19. % of Students Eligible for Free/Reduced Lunch (rank)
20. Student Mobility Rate (rank)
21. % of Ethnic Minority Students (rank)
22. % of Limited English Proficiency Students (rank)
23. Geographic Isolation (index - proximity to teacher population by postal code)
24. Current Performance State School Grade/School Improvement Rating Converted to Letter Grade (index - letter grade)

Using these dimensions, each school receives a numerical index of Hard to Staff. The methodology was developed in-house in collaboration with the District's Career Ladder Committee. The most current available data for each school is used in determining either a ranking or numerical index for each of the dimensions. Data will not necessarily be mined from the same fiscal year due to timing of availability, *e.g.* high school grades.

- Rankings for the rank appropriate dimensions will be assigned from 1 to 86 (or maximum count of schools). Typically, lower ranked schools have fewer challenges for the given dimension than higher ranked schools.
- Numerical indexes are assigned to the Geographic Isolation and Current Performance State School grade dimensions. Schools located in postal codes where fewer active instructional employees live will have higher indexes than those located in postal codes where a greater percentage of instructional employees live. Schools with lower State School Grades will have higher numerical indexes than school with higher State School Grades. Alternative measures will be used for schools who do not receive State School Grades.
- A Hard to Staff Index and Rating is calculated for each school based on the collective rankings and numerical indexes of each dimension with consideration to additional weighting of Teacher Turnover and Percentage of New Teachers. The schools with the highest ratings are the hardest to serve.
- An Overall Hard to Staff Rank is assigned to each school based on their rating. The highest rated school will be ranked one. The lowest rated school will be rated the maximum count of schools.
- The lowest Overall Hard to Staff Rank (1) represents the most hard-to-staff staff while the highest Overall Hard to Staff Rank represents the least Hard to Staff School.

The top five schools on the index were selected to receive hard to staff funds and eleven additional DA schools indicated below beginning in 16-17. These schools would be locked in for three years and then will be reevaluated for eligibility after three years.

Hard to Staff: Colonial Elementary, Fort Myers Middle, Manatee Elementary, James Stephen Intl. Academy, and Edgewood Academy

Additional Schools: Bonita Springs Elementary, East Lee County High, Franklin Park Elementary, Harns Marsh Middle, Lehigh Acres Middle, Lehigh Elementary, Orange River Elementary, Ray V. Pottorf Elementary, Sunshine Elementary and Tortuga Preserve Elementary

Eligibility:

- Final previous total evaluation of *Effective* or *Highly Effective*; including itinerant and part time teachers.
- Paid out half at FTE survey two and half at FTE survey three. Hard to Staff Supplements are considered bonuses and not a component of retirement.

Hard to Staff Subjects



2015-2016

School District of Lee County

Hard to Staff Subjects

Intent: Three year plan to incent teachers who teach in Hard to Staff Schools and in Hard to Staff Subject areas.

Budget: Funded by the Teacher Incentive Fund Grant, only teachers at the hard to staff schools are eligible for this supplement.

SDLC Hard to Staff Subject Index:

The intent is to incent teachers to teach in subject areas that are the hardest for the Lee County principals to staff and fulfill the statutory requirement.

- Each SDLC classroom instructional job code receives a numerical index of hard to staff
- The methodology was developed in-house in collaboration with the District's Career Ladder Committee
- This supplement has an additional eligibility requirement: teachers must be highly qualified teachers with at least one job code identified as an SDLC Hard to Staff Subject area.

The Committee selected 6 key dimensions:

Number of staff by job code*

Number of new hires by job code*

FLDOE Critical Shortage Area

Number of probationary releases first semester by job code*

Principal Perceptions of hard to hire job codes

* 3-year average

The initial step of the District *Hard to Staff Subject* methodology takes into account whether or not the subject is identified by the Florida Department of Education as a Critical Shortage Area, the three year average of the number of staff in a job code, the three year average of the number of new hires for a job code, and the three year average of the number of probationary teachers released during the first semester by job code.

The final ranking includes principal perceptions of Hard to Staff Subject areas collected through principal surveys The Hard to Staff Subjects for FY16 are as follows:

308450	TCH Physics Sec
300550	TCH Chemistry Sec
303200/303250	TCH ESE Speech-Lang Path/CCC
302700	TCH ESE Emotional/BehaviorDis
302850	TCH ESE IntellectIDisabilities
302600	TCH ESE AutismSpectrumDisorder
308100	TCH Math Sec
308250	TCH Music Secondary
302750	TCH ESE Hearing Impaired
306350	TCH Gifted General Science M/J
303350	TCH ESE VaryingExceptionality
303150	TCH ESE SpecificLearnDisabled
303050	TCH ESE Pre-K Handicapped

Eligibility:

- Final previous total evaluation of effective or highly effective; including part time teachers.
- Paid out half at FTE survey two and half at FTE survey three. Hard to Staff Supplements are considered bonuses and not a component of retirement.



2016-2017

School District of Lee County

Hard to Staff Subjects

Intent: Three year plan to incent teachers who teach in Hard to Staff Schools and in Hard to Staff Subject areas.

Budget: Funded by the Teacher Incentive Fund Grant, only teachers at the hard to staff schools are eligible for this supplement.

SDLC Hard to Staff Subject Index:

The intent is to incent teachers to teach in subject areas that are the hardest for the Lee County principals to staff and fulfill the statutory requirement.

- Each SDLC classroom instructional job code receives a numerical index of hard to staff
- The methodology was developed in-house in collaboration with the District's Career Ladder Committee
- This supplement has an additional eligibility requirement: teachers must be highly qualified teachers with at least one job code identified as an SDLC Hard to Staff Subject area.

The Committee selected 6 key dimensions:

Number of staff by job code*

Number of new hires by job code*

FLDOE Critical Shortage Area

Number of probationary releases first semester by job code*

Principal Perceptions of hard to hire job codes

Number of qualified applicants by job code

* 3-year average

The initial step of the District *Hard to Staff Subject* methodology takes into account whether or not the subject is identified by the Florida Department of Education as a Critical Shortage Area, the three year average of the number of staff in a job code, the three year average of the number of new hires for a job code, and the three year average of the number of probationary teachers released during the first semester by job code.

The final ranking includes principal perceptions of Hard to Staff Subject areas collected through principal surveys for FY16 are as follows:

308050 TCH Math M/J

300550 TCH Chemistry Sec

303200/303250 TCH ESE Speech-Lang Path/CCC

302700 TCH ESE Emotional/BehaviorDis

302850 TCH ESE IntellectIDisabilities

302600 TCH ESE AutismSpectrumDisorder

308100 TCH Math Sec

308250 TCH Music Secondary

302750 TCH ESE Hearing Impaired

306200 TCH Gifted English M/J

303350 TCH ESE VaryingExceptionality

303150 TCH ESE SpecificLearnDisabled

303050 TCH ESE Pre-K Handicapped

306350 TCH Gifted General Science M/J

Eligibility:

- Final previous total evaluation of effective or highly effective; including part time teachers.
- Paid out half at FTE survey two and half at FTE survey three. Hard to Staff Supplements are considered bonuses and not a component of retirement.