ADDENDUM D: TEACHER EVALUATION

Whereas, the parties agree that the assessments used to evaluate teachers, including but not limited to the new FAST, state required End of Course (EOC) assessments, other standardized assessments, including nationally recognized standardized assessments, industry certification examinations, and district-developed common assessments, are not yet fully validated all instructional employees will receive a student learning growth score of no lower than 1.0 "Developing" subject to provisions of Article XXIII – Teacher Evaluation in the Teacher Contract.

The three components of teacher evaluation are (1) observation and data/records relating to job performance, (2) student performance, and (3) a professional growth plan, weighted within the parameters of F.S. 1012.34.

Student Performance

1. Non-classroom teachers assigned to specific schools or multiple schools will have their student performance scores calculated by using the learning target assigned to the students they serve. (Examples: academic coaches, athletic directors, guidance counselors, staffing specialists, speech therapists, school psychologists, media specialists, occupational therapists, physical therapists, etc.)

2. Student performance scores for classroom teachers teaching semester-long classes will be calculated based on student data from both semesters.

3. Student performance scores for classroom teachers teaching alternative education/DJJ with less than 10 students will be calculated based on the District score.

4. After 15 absences, the teacher-shall have the option of removing a student from his/her roster during the Survey 3 roster verification process.

5. First year ELL students who have been in attendance for less than one year will be considered in the same manner as FDOE does for determining school grades. They will be assessed but will not count in the Student Growth Measure.

6. The performance level standards for K-2 will be determined by measuring the median Student Growth Percentile in STAR Reading and/or STAR Math based on the component form jointly decided upon by teacher and principal to include the following criteria.

Performance Score		Reading*	Math*
3	Highly Effective	55 - 100	55 - 100
2	Effective:	30 - 54	30 - 54
1	Needs Improvement:	15 - 29	15 – 29
0	Unsatisfactory:	0 - 14	0 - 14

*Ratings and score ranges are subject to ratification by the United Teachers of Monroe (UTM) and approval by the Monroe County School Board

a. Secondary school level classroom teachers who teach three or more preparations will receive three additional student learning advancement points.

b. For teachers who teach across multiple assessment areas, scores will be weighted based on the number of courses.

Attachment A
Monroe County School District
Advanced Placement Assessment Matrices

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean PSAT NPR less than 75	Mean PSAT NPR 75-80	Mean PSAT NPR 81-85	Mean PSAT NPR 86-90	Mean PSAT NPR 91-95	Mean PSAT NPR 96-100
Students scoring 2 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 2 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 2 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 2 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 2 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 2 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 2 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 2 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 2 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

AP Courses utilize the most recent PSAT National Percentile Rank to establish the prior achievement of the class/cohort of students. Specific courses use specific PSAT scores as follows:

Advanced Placement Course	PSAT Reading	PSAT Math	PSAT Reading or Math (whichever is lower)
Art-History of Art	X		
Art-Drawing Portfolio			X
Biology	X		
Calculus AB		X	
Calculus BC		X	
Capstone Research	X		
Capstone Seminar	X		
Chemistry			X
Comparative Government and Politics	X		
Computer Science Principles			X
Computer Science A			X
English Language and Composition	X		
English Literature and Composition	X		
Environmental Science	X		
European History	X		
Human Geography	X		
Macroeconomics			X
Microeconomics			X
Music Theory			X
Physics 1			X
Physics 2			X
Psychology	X		
Spanish Language & Culture (or any other foreign language)	X		
Spanish Literature & Culture	X		
Statistics		X	
Studio Art Two-Dimensional Design Portfolio			X
Studio Art Three-Dimensional Design Portfolio			X
United States History	X		
United States Government and Politics	X		
World History	X		

Attachment B

Monroe County School District FSA

End of Course Assessments, NGSSS End of Course Assessments and Statewide Science Assessments Matrices by Course

Civics EOC Matrix

	Average FSA-ELA Scores for the cohort of students assigned					
	Mean Prior FSA-ELA Score less than 2.5	Mean Prior FSA-ELA Score 2.5-2.99	Mean Prior FSA-ELA Score 3.0 - 3.49	Mean Prior FSA-ELA Score 3.5 - 3.99	Mean Prior FSA-ELA Score 4.0 - 4.49	Mean Prior FSA-ELA Score 4.5 - 5.0
Percent of students scoring level 3 and above is 100% and percentage of students scoring level 4 & 5 is greater than 75%	3	3	3	3	3	3
Percent of students scoring level 3 and above is 90% or greater and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	3	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is greater than than 50%	3	3	3	2	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is less than 50%	3	3	2	2	2	2
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 10%	3	2	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 20%	2	2	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is greater than 20%	2	2	2	1	1	0
Students scoring 3 and above is less than 50% and students scoring level 1 is less than 20%	2	2	1	1	0	0
Students scoring 3 and above is less than 50% and students scoring level 1 is greater than 20%	1	1	1	0	0	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 20%	0	0	0	0	0	0

US History EOC Matrix

	Mean prior national percentile rank of the cohort of students assigned					
	Mean Prior NPR on PSAT-Read less than 50	Mean Prior NPR on PSAT-Read 50-59	Mean Prior NPR on PSAT-Read 60-69	Mean Prior NPR on PSAT-Read 70-79	Mean Prior NPR on PSAT-Read 80-89	Mean Prior NPR on PSAT-Read above 80
Percent of students scoring level 3 and above is 100% and percentage of students scoring level 4 & 5 is greater than 75%	3	3	3	3	3	3
Percent of students scoring level 3 and above is 90% or greater and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	3	3	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	2	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is less than 50%	3	3	2	2	2	2
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 10%	3	2	2	2	2	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 15%	2	2	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is greater than 15%	2	2	2	1	1	0
Students scoring 3 and above is less than 50% and students scoring level 1 is less than 15%	2	2	1	1	0	0
Students scoring 3 and above is less than 50% and students scoring level 1 is greater than 15%	1	1	1	0	0	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 15%	0	0	0	0	0	0

Biology EOC Matrix

	Mean prior national percentile rank of the cohort of students assigned					
	Mean Prior NPR on PSAT-READ less than 50	Mean Prior NPR on PSAT-Read 50-59	Mean Prior NPR on PSAT-Read 60-69	Mean Prior NPR on PSAT-Read 70-79	Mean Prior NPR on PSAT-Read 80-89	Mean Prior NPR on PSAT-Read above 80
Percent of students scoring level 3 and above is 100% and percentage of students scoring level 4 & 5 is greater than 75%	3	3	3	3	3	3
Percent of students scoring level 3 and above is 90% or greater and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	3	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is greater than than 50%	3	3	3	2	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is less than 50%	3	3	2	2	2	2
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 10%	3	2	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 20%	2	2	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is greater than 10%	2	2	2	1	1	0
Students scoring 3 and above is less than 50% and students scoring level 1 is less than 20%	2	2	1	1	0	0
Students scoring 3 and above is less than 50% and students scoring level 1 is greater than 10%	1	1	1	0	0	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 10%	0	0	0	0	0	0

Grade 5 and Grade 8 Science

	Most Recent FSA Read below 2.0	Most Recent FSA Read 2.0-2.49	Most Recent FSA Read 2.5-2.99	Most Recent FSA Read 3.0-3.49	Most Recent FSA Read 3.5-3.99	Most Recent FSA Read 4.0+
Percent of students scoring level 3 and above is 90% or greater and percentage of students scoring level 4 & 5 is greater than 40%	3	3	3	3	3	3
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is greater than 40%	3	3	3	3	3	2
Percent of students scoring level 3 and above is greater than 65% and percentage of students scoring level 4 & 5 is greater than 40%	3	3	3	3	2	2
Percent of students scoring level 3 and above is greater than 65% and percentage of students scoring level 4 & 5 is less than 40%	3	3	3	2	2	2
Students scoring 3 and above is greater than or equal to 55% and students scoring level 1 is less than 15%	3	2	2	2	2	2
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 15%	3	2	2	2	2	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is greater than 15%	2	2	2	2	1	1
Students scoring 3 and above is less than 45% and students scoring level 1 is less than 15%	2	2	2	1	1	0
Students scoring 3 and above is less than 45% and students scoring level 1 is greater than 15%	1	1	1	1	0	0
Students scoring 3 and above is less than 35%	0	0	0	0	0	0

Geometry End of Course

	Average FSA-EOC Scores for the cohort of students assigned					
	Mean Prior Algebra EOC Score less than 2.5	Mean Prior Algebra EOC Score 2.5-2.99	Mean Prior Algebra EOC Score 3.0 - 3.49	Mean Prior Algebra EOC Score 3.5 - 3.99	Mean Prior Algebra EOC Score 4.0 - 4.49	Mean Prior Algebra EOC Score 4.5 - 5.0
Percent of students scoring level 3 and above is 100% and percentage of students scoring level 4 & 5 is greater than 75%	3	3	3	3	3	3
Percent of students scoring level 3 and above is 90% or greater and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	3	3	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is greater than than 50%	3	3	3	3	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is less than 50%	3	3	3	2	2	2
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 10%	3	3	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 15%	3	2	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is greater than 15%	2	2	2	1	1	0
Students scoring 3 and above is less than 50% and students scoring level 1 is less than 15%	2	2	1	1	0	0
Students scoring 3 and above is less than 50% and students scoring level 1 is greater than 10%	1	1	1	0	0	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 15%	0	0	0	0	0	0

Grade 3 Matrix

	STAR Median SGP 0-14	STAR Median SGP 15-29	STAR Median SGP 30-54	STAR Median SGP 55-100
Percent of students obtaining a learning advancement is 100%	3	3	3	3
Percent of students obtaining a learning advancement is above 90%	3	3	3	3
Percent of students obtaining a learning advancement is above 80%	3	3	3	3
Percent of students obtaining a learning advancement is above 70%	3	3	3	3
Percent of students obtaining a learning advancement is above 60%	3	3	3	3
Percent of students obtaining a learning advancement is above 50%	3	3	2	2
Percent of students obtaining a learning advancement is above 40%	3	2	2	2
Percent of students obtaining a learning advancement is above 30%	2	2	2	1
Percent of students obtaining a learning advancement is above 20%	1	1	1	0
Percent of students obtaining a learning advancement is below 19.49%	0	0	0	0

Learning Advancement:
1. Obtain a level 3, 4, or 5 on PM 3 and/or remain a level 3, 4, or 5 on PM 3
2. Students below a level 3 who advance from one subcategory in level 1 or 2 to a higher subcategory from PM 1 to PM 3.
**add 1% per retained student in the class (indicated by the level 1 score in FSA column)

Grades 4-10 Matrix

	Mean Prior FAST Score less than 2.5	Mean Prior FAST Score 2.5-2.99	Mean Prior FAST Score 3.0 - 3.49	Mean Prior FAST Score 3.5 - 3.99	Mean Prior FAST Score 4.0 - 4.49	Mean Prior FAST Score 4.5 - 5.0
Percent of students obtaining a learning advancement is 100%	3	3	3	3	3	3
Percent of students obtaining a learning advancement is above 90%	3	3	3	3	3	2
Percent of students obtaining a learning advancement is above 80%	3	3	3	3	2	2
Percent of students obtaining a learning advancement is above 70%	3	3	3	2	2	2
Percent of students obtaining a learning advancement is above 60%	3	3	2	2	1	1
Percent of students obtaining a learning advancement is above 50%	3	2	2	2	1	1
Percent of students obtaining a learning advancement is above 40%	2	2	2	1	1	0
Percent of students obtaining a learning advancement is above 30%	2	2	1	1	0	0
Percent of students obtaining a learning advancement is above 20%	1	1	1	0	0	0
Percent of students obtaining a learning advancement is below 19.49%	0	0	0	0	0	0

Learning Advancement:
1. Obtain a level 3, 4, or 5 on PM 3 and/or remain a level 3, 4, or 5 on PM 3.
2. Students below a level 3 who advance from one subcategory in level 1 or 2 to a higher subcategory from PM1 to PM3.

Algebra Matrix

	Mean Prior FAST Score less than 2.5	Mean Prior FAST Score 2.5-2.99	Mean Prior FAST Score 3.0 - 3.49	Mean Prior FAST Score 3.5 - 3.99	Mean Prior FAST Score 4.0 - 4.49	Mean Prior FAST Score 4.5 - 5.0
Percent of students scoring level 3 and above is 100% and percentage of students scoring level 4 & 5 is greater than 75%	3	3	3	3	3	3
Percent of students scoring level 3 and above is 90% or greater and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	3	3	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	3	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is less than 50%	3	3	3	2	2	2
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 10%	3	3	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 15%	3	2	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is greater than 15%	2	2	2	1	1	0
Students scoring 3 and above is less than 50% and students scoring level 1 is less than 15%	2	2	1	1	0	0
Students scoring 3 and above is less than 50% and students scoring level 1 is greater than 15%	1	1	1	0	0	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 15%	0	0	0	0	0	0

*1% subtracted from the percent of Level 1 students for every student on the verified roster who previously took Algebra 1A.

PSAT Matrix						
	Mean Prior FAST/BEST Score less than 2.5	Mean Prior FAST/BEST Score 2.5-2.99	Mean Prior FAST/BEST Score 3.0 - 3.49	Mean Prior FAST/BEST Score 3.5 - 3.99	Mean Prior FAST/BEST Score 4.0 - 4.49	Mean Prior FAST/BEST Score 4.5 - 5.0
Mean PSAT NPR 85-100	3	3	3	3	3	3
Mean PSAT NPR 75-84	3	3	3	3	3	2
Mean PSAT NPR 60-74	3	3	3	3	2	2
Mean PSAT NPR 45-59	3	3	2	2	2	2
Mean PSAT NPR 30-44	3	2	2	2	2	1
Mean PSAT NPR 20-29	2	2	2	2	1	1
Mean PSAT NPR 10-19	2	2	2	1	1	0
Mean PSAT NPR 0-9	1	1	1	0	0	0

SAT Matrix

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean PSAT NPR less than 64	Mean PSAT NPR 65-69	Mean PSAT NPR 70-74	Mean PSAT NPR 75-79	Mean PSAT NPR 80-84	Mean PSAT NPR 85-100
Mean SAT NPR 85-100	3	3	3	3	3	3
Mean SAT NPR 75-84	3	3	3	3	3	2
Mean SAT NPR 60-74	3	3	3	3	2	2
Mean SAT NPR 45-59	3	3	2	2	2	2
Mean SAT NPR 30-44	3	2	2	2	2	1
Mean SAT NPR 20-29	2	2	2	2	1	1
Mean SAT NPR 10-19	2	2	2	1	1	0
Mean SAT NPR 0-9	1	1	1	0	0	0

All matrices are subject to ratification by the bargaining unit and approval by the School Board of the MCSD.

*Teachers may be categorized into more than one type as listed below

Student Performance			
Instructional Type	**Grade**	**Assessment 2023-2024**	**Notes**
Type 1	Pre K ESE	Unique Learning Systems (ULS)	The percent of rostered students that have made growth using the Unique Learning Systems (ULS) 60% or more making growth - Highly Effective 40-59% Effective 20-39%, Needs Improvement Below 20 % Unsatisfactory Teachers and Principals will need to meet and agree on the student roster and the growth target.
Type 2	Kindergarten – 2, Elementary Special Areas (K-2)	STAR EARLY LITERACY or STAR Reading and/or Math	STAR: Median SGP for STAR Math and/or STAR Reading OR Median SGP STAR Early Lit.
Type 3	Grade 4-12 and Elementary Special Areas (4-5), 6-12 non-tested electives and non-tested core courses	FAST Reading and/or Math PSAT for 9,10, SAT for 11-12, 9, 10 ELA	Grades 4-10 Reading and/or Math FAST scale score growth, Grades 9-10 PSAT, Grades 11-12 SAT- See Matrix

Instructional Type	Grade	Assessment 2023-2024	Notes
Type 4	Grade 3 including Elementary Special Areas	FAST Reading and Math	See Matrix
Type 5	Gifted, ELL, ESE Resource, Inclusion	STAR (Reading/Math) (K-2) FAST PSAT/SAT	For the purposes of creating a student performance score, a roster will be created locally with the Principal. Median SGP or FAST scale score growth/PSAT/SAT. See Matrix
Type 6	Self-Contained ESE	Achievement Learning gains for FAA/FAST in applicable grade levels and courses; ULS, iStation or Early Literacy/ STAR Reading and/ or Math when FAA/FAST is not available	The percent of rostered students that have made growth (or shown proficiency) using the FAA/FAST or Unique Learning Systems (ULS)/iStation as required by grade level. 60% or more making growth - Highly Effective 40-59% Effective 20-39%, Needs Improvement Below 20 % Unsatisfactory When an FAA/FAST learning gain score is unavailable a proficiency score will be used. Teachers and Principals will need to meet and agree on the student roster, the assessment to be used and the growth target.

Instructional Type	Grade	Assessment 2023-2024	Notes
Type 7	6-12th Grade Career and Technical Education industry certifications requiring multiple sub-certifications will count percentages when partially completed	Industry Certification, or FAST/PSAT/SAT (Reading, Math or combined) when a student is ineligible to test for the industry certification or during the current school year	% of students eligible to test earning industry certification 60% or greater - Highly Effective 40-59% - Effective 25 - 39% - Needs Improvement 0 – 24% – Unsatisfactory
Type 8	6-12 music teachers	Florida School Music Association sanctioned music performance assessment (MPA) results, or FAST/PSAT/SAT	<table><tr><td>Superior or Excellent</td><td>HE</td></tr><tr><td>Good</td><td>E</td></tr><tr><td>Fair</td><td>NI/D</td></tr><tr><td>Poor</td><td>U</td></tr></table> FAST (Reading, Math or combined) scale score
Type 9	School Counselors, Academic Coaches, School Psychologists, Therapists, Speech Pathologists, Athletic Directors, Media Specialists, Staffing Specialists, and Interventionists	Schoolwide Combined ELA or Mathematics score or Districtwide score for employees that serve all schools Or Local roster and assessment agreed upon by teacher and principal as stated on IEES	Using identified school needs-any agreed upon assessment and associated metric agreed upon herein

Instructional Type	Grade	Assessment 2023-2024	Notes
Type 10	Adult General Education includes: ABE/GED/ELL/AHS ABE Beginning Literacy ABE Beginning ABE Low Intermediate ABE High Intermediate ASE Low ESL Beginning Literacy ESL Low Beginning ESL High Beginning ESL Low Intermediate ESL High Intermediate ESL Advanced	GED, TABE, CASAS	Literacy Completion Points Increase 5 scale score point increase on CASAS Percentage of students eligible to test demonstrating scale score growth of 5 pts. or greater 75% or greater - Highly Effective 50 - 74% - Effective 25 - 49% - Needs Improvement 0 – 24 - Unsatisfactory Note: Basic Ed students must reach 60 hours and ESOL students must have 70 hours of instruction. Attendance is not compulsory and after a student misses 6 consecutive class periods is withdrawn with on one (1) pass per semester.
Type 11	DJJ	Any applicable assessments	Note: The target is the number of the students as a percentage of eligible test takers successfully passing the applicable assessment period. These students are enrolled on an inconsistent basis. Basic Ed students must reach 60 hours and ESOL students must reach 70 hours of instruction.

Type 12	Teachers of: Grade 5 & 8 Science Algebra 1, Algebra 1A, Algebra 1B, Geometry/ Geometry Honors Civics Biology/Biology Honors US History/US History Honors Advanced Placement Courses	Associated State or National Assessment	See Matrices