

**AMENDMENT TO CONTRACT BETWEEN  
DADE COUNTY PUBLIC SCHOOLS  
AND  
UNITED TEACHERS OF DADE  
JULY 1, 1982 - JUNE 30, 1985**

APPENDIX E

RULES AND REGULATIONS GOVERNING SALARY SCHEDULES, SUPPLEMENTS, AND VARSITY ATHLETICS

XII. INCENTIVE PAY PLAN

D. QUALITY INSTRUCTION INCENTIVES PROGRAM

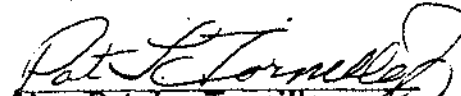
The Board and Union agree to implement, for the 1984-85 fiscal year only, a Quality Instruction Incentives Program, pursuant to Florida Statutes Ch. 231.532, contingent on all of the following:

1. Ratification of the program by both the Board and Union, pursuant to \$,447.309, prior to October 1, 1984;
2. Receipt by the school district of a certificate of compliance indicating formal Department of Education approval;
3. Receipt by the school district of allocated or reallocated funds from the State Quality Instruction Incentives Trust Fund sufficient to fully fund the program.

The Dade County Public Schools/United Teachers of Dade Quality Instruction Incentives Program's rules and procedures shall be specified in a plan document developed jointly by the parties and shall become Appendix M of this contract.

  
Mr. Thomas A. Cerra  
Chief Negotiator  
Dade County Public Schools

9/8/84  
Date

  
Mr. Pat L. Tornillo  
Chief Negotiator  
United Teachers of Dade

9/8/84  
Date

DADE COUNTY PUBLIC SCHOOLS/UNITED TEACHERS OF DADE CONTRACT

APPENDIX M

QUALITY INSTRUCTION INCENTIVES PROGRAM  
...IMPLEMENTING F.S., CHAPTER 231.532

The Dade County Public Schools (DCPS) and the United Teachers of Dade (UTD) reaffirm their commitment to educational excellence and, therefore, enter into the following agreement which is designed to further increase levels of achievement for all students.

PART I -- MERITORIOUS SCHOOLS

Section 1. Implementation Agreement

- A. The Board and the Union agree to implement the Quality Instruction Incentives Program (QUIIP) for the 1984-85 school year only. Participation in the program shall be for the purpose of further enhancing the performance of students and of providing economic incentives to eligible personnel. The program shall be free from racial or other prohibited discrimination.
- B. Three categories of schools shall be eligible to participate for 1984-85: elementary schools, middle/junior high schools, and senior high schools. Each school, regardless of socio-economic status or grade level, shall have an equal chance to be recognized as meritorious.
- C. The parties further agree that, since baseline data required by law do not exist for the district's regional vocational centers, adult schools, and other selected special school centers, a joint DCPS/UTD QUIIP Committee (as established in Section 7) shall discuss development of a plan whereby these centers and schools may be eligible to participate in subsequent years.

Section 2. Voluntary Participation

- A. Participation in the program shall be completely voluntary.
- B. Participation or non-participation shall have no effect on the individual employee's contractual status; nor shall it be considered a factor in the assessment of an employee's performance.
- C. There shall be no action taken by DCPS against any employee or school because of participation or non-participation in the program.

- D. For purposes of voting on QUIIP participation, eligible employees shall be defined as school-site employees who are members of the UTD bargaining unit and school-site administrators.
- E. A school will participate in the program only if approved by an affirmative vote of a 2/3 (two-thirds) majority of eligible employees at the school, as defined in Section 2-D, in a secret ballot election. Specific procedures for conducting the election shall be mutually agreed upon by DCPS and UTD and shall guarantee that all eligible school-site employees are given the opportunity to vote. Eligible itinerant employees shall vote at the school site to which they are assigned for payroll purposes. No such vote shall be conducted prior to the district's receipt of a Certificate of Compliance, unless mutually agreed to by the parties.
- F. An eligible employee at a participating school may elect, as an individual, not to participate. Such employee shall provide notification of such intention within 10 calendar days of the school-site vote to participate, by completing a form to be jointly developed by DCPS and UTD, and shall thereby waive the right to any and all awards as specified in Section 3. Said form shall be forwarded to the district's Payroll Section. After the ten-day period has elapsed, the option to participate in the program shall no longer be available to eligible school-site employees who have non-participation forms on file.
  - 1. In order to receive a share award as outlined in Section 3, an eligible full-time employee would have to be on the participating school's payroll for at least eight of the ten school months during the 1984-85 school year. Eligible employees on the school's payroll less than that time would be eligible for a pro-rata share, as determined by the QUIIP Committee.
  - 2. Persons not present at the time the payment is made (due to transfer within the district, retirement, or approved leave) shall remain eligible for payment.
  - 3. All other issues related to eligibility, participation, and/or payment shall be determined by the QUIIP Committee.

### Section 3. Recognition and Share Awards

- A. For purposes of this section, eligible employees at participating schools shall be defined as including, but not limited to, all participating school-site employees who are:
  - 1. Members of the UTD bargaining unit.
  - 2. Members of the UOPD/UTD bargaining unit.
  - 3. Administrators.
  - 4. Full-time maintenance, custodial, and cafeteria personnel.
  - 5. Other employees, as agreed to by the parties.

B. Share awards to employees shall be made no later than October 31, 1985 from allocations received from the State Quality Instruction Incentives Trust Fund.

C. Specific recognition and/or share awards shall be provided as follows:

1. Each participating school shall receive a banner.
2. Each participating employee and student shall receive an appropriate certificate, pin, or other such individual recognition.
3. There shall be three categories of participating schools in which participating employees are eligible for share awards. For the purposes of the program these schools shall be referred to as: Quality (Q) schools, Excellent (E) schools, or Educational Excellence (E<sup>2</sup>) schools.

a. Q Schools shall be determined by:

- (1) achieving the upper quartile of participating district schools at comparable grade level groups (i.e., elementary, middle/junior high, senior high) as measured by student gain in verbal and quantitative achievement on the 1985 administration of the Stanford Achievement Test, and
- (2) achieving at least an 80% participation of eligible students or maintaining the 1983-84 rate, whichever is greater, on a standardized physical fitness test during the 1984-85 school year.

b. E Schools shall be selected from the Q schools:

Said selection shall be based on attainment, by the end of the 1984-85 school year, of the following district goal:

- (1) Elementary level -- Improvement in student attendance over 1983-84 for the plan year.
- (2) Middle/Junior High School level -- Improvement in student attendance over 1983-84; or improvement in subject area tests, when appropriate tests in multiple and diverse academic subject areas are available and baseline district data are established.
- (3) Senior High School level -- Improvement in student attendance and dropout rate over 1983-84; or improvement in subject area tests, when appropriate tests in multiple and diverse academic subject areas are available and baseline district data are established.

c. E<sup>2</sup> Schools shall be selected from the E Schools:

Said selection shall be based on attainment of a school student achievement standard selected by each faculty,

which shall consist of school-site certificated personnel. For the purpose of this section, each faculty shall identify one standard related to student achievement (see Appendix I for examples).

4. Shares in Q, E, and E<sup>2</sup> schools shall be awarded to all participating full-time, certificated employees. Full-time certificated itinerant employees who are assigned to a Q, E, or E<sup>2</sup> school less than full-time and eligible, certificated part-time employees assigned to such schools shall be eligible for prorata shares.
5. A share for participating certificated personnel shall be no less than \$500 in Q schools, \$750 in E Schools, and \$1,500 in E<sup>2</sup> schools. However, shares may increase subject to additional allocations to the district and by mutual agreement of the parties (see Appendix II).
6. Shares for participating non-certificated personnel shall be as specified in Appendix II.

#### Section 4. Technical Review Panel and Educational Excellence Awards Committee

- A. A TECHNICAL REVIEW PANEL shall be established to review the data, methodology, and results of the Statistical Procedures for Determining the Upper Quartile (see Appendix III). This panel shall consist of three members with recognized expertise in testing and statistical research procedures. One member shall be appointed by the Superintendent of Schools, one by the Executive Vice-President of UTD, and one shall be selected by mutual agreement of the Superintendent of Schools and the Executive Vice-President of UTD. Its findings and recommendations shall be reported to the QUIIP Committee (as established in Section 7).
- B. There shall also be established a blue ribbon EDUCATIONAL EXCELLENCE AWARDS COMMITTEE of five persons: two designated by the Superintendent of Schools, two designated by the Executive Vice-President of UTD, and a fifth person selected by mutual agreement of the Superintendent of Schools and the Executive Vice-President of the UTD. This committee shall have the responsibility of reviewing all data consistent with F.S., Ch. 231.532, Sect. 3-F (1,2,3), and making the selection of Q, E, and E<sup>2</sup> schools. No member of the EDUCATIONAL EXCELLENCE AWARDS COMMITTEE shall be an employee of DCPS or UTD. The TECHNICAL REVIEW PANEL shall provide assistance to this committee.

#### Section 5. Guidelines for Development of Participating School Implementation Plans

- A. Each participating school shall develop an implementation plan consisting of strategies for the achievement of the appropriate QUIIP goals required in Section 3.

- B. Said implementation plan shall be jointly developed by the faculty council and the school principal (and/or designee), with maximum involvement of eligible and participating employees. A copy of this plan shall be distributed to all participating employees prior to implementation and shall be made available to parents and other interested individuals and groups.
- C. Said implementation plan shall be in compliance with applicable provisions of the DCPS/UTD labor contract and F.S., Ch. 231.532 and shall be for the 1984-85 school year only.
- D. Said implementation plan shall then be submitted to the QUIIP Committee for confirmation that the plan complies with applicable provisions of the contract and F.S., Ch. 231.532, and must be accompanied by verification of an affirmative vote of eligible personnel and the date on which said vote was conducted.
- E. In order for a school to participate in the program, said implementation plan shall be submitted to the QUIIP Committee within 30 calendar days of the school district's receipt of a Certificate of Compliance.
- F. Faculty council members at participating schools shall receive compensatory time equivalent to the time worked beyond the regular work day in developing this plan. Such compensatory time, not to exceed one workday, shall only be utilized on subsequent teacher planning days or after student dismissal time, and shall require prior notice to and approval of the supervising administrator. Approval shall not be arbitrarily withheld.

#### Section 6. Administrative Support for Participating Schools

Administrative support for participating schools shall include, but not be limited to:

- A. Maintaining class size/class load, as specified in Article VI of the DCPS/UTD labor contract.
- B. Avoiding split classes and/or combination classes, as specified in Article IX of the DCPS/UTD labor contract.
- C. Enforcing the student discipline code, as specified in Article VIII of the DCPS/UTD labor contract.
- D. Limiting non-teaching duties, as specified in Article V of the DCPS/UTD labor contract.
- E. Increasing joint faculty/administration decision-making, as specified in Article VII of the DCPS/UTD labor contract.
- F. Assuring adequate materials, as specified in Article XXIV of the DCPS/UTD labor contract.

- G. Avoiding out-of-field teaching assignments, as specified in Article IX of the DCPS/UTD labor contract.
- H. Reducing classroom interruptions, as specified in Article XXIII of the DCPS/UTD labor contract.

Section 7. Quality Instruction Incentives Program (QUIIP) Committee

- A. There shall be established a DCPS/UTD Quality Instruction Incentives Program (QUIIP) Committee which shall serve to assure the orderly and equitable implementation of this program and to establish additional guidelines and definitions as may be necessary.
- B. The QUIIP committee shall consist of six persons: three persons appointed by Superintendent of Schools and three appointed by the Executive Vice-President of UTD.
- C. The QUIIP committee shall review the selected school student achievement standards and implementation plans submitted by participating schools to insure that they are in compliance with applicable provisions of the DCPS/UTD labor contract and F.S., Ch. 231.532.
- D. The QUIIP committee shall respond to inquiries from participating employees and schools related to the program and shall receive and adjudicate any appeals related to its implementation. This procedure shall be utilized in lieu of the procedures specified in Appendix A of the DCPS/UTD labor contract.
- E. Subsequent to the completion of the plan year, the committee shall prepare a report on the program's experience to be submitted to the Superintendent of Schools and the Executive Vice President of UTD. Such report may include recommendations for subsequent modification of the program.

Section 8. Definitions

For the purposes of the Quality Instruction Incentives Program, the following definitions shall apply:

- A. School -- An organizational unit headed by a principal with the primary function being the direct instruction of students.
- B. Certificate of Compliance -- Formal Florida Department of Education approval of the DCPS/UTD Quality Instruction Incentives Program.
- C. Certificated Personnel -- Employees who hold a Florida Teaching Certificate and who are employed in positions requiring certification.
- D. Part-time/Hourly and Half-day Instructional Personnel -- Employees in the K-12 day program who are employed by DCPS to teach one or more classes on a daily basis for at least eight of ten months in the 1984-85 school year.

- E. Non-Certificated Personnel -- Full-time employees who hold positions which do not require a Florida Teaching Certificate.
- F. Administrators -- School-site principals and assistant principals in the K-12 day program.
- G. Faculty Council -- Defined in Article VII of the DCPS/UTD labor contract.
- H. Plan Year -- Fiscal year 1984-85.

Section 9. Commitment to the Program

The parties recognize the potential of this program for the continued enhancement of excellence in public education and pledge their full cooperation toward maximizing its success.

In recognition of the time-consuming nature of this commitment to effective and orderly implementation of the contract and to enhance the cooperative relationship between DCPS and UTD, the number of pool days stipulated in Section 7 of Article XXVIII of the labor contract are doubled for the term of the contract.

Section 10. Implementation Costs

Costs associated with implementation of the DCPS/UTD Quality Instruction Incentives Program which are beyond normal district operational costs shall be funded by the DCPS allocation received from the State of Florida for this program. Such costs shall be reported to the QUIIP Committee and shall become a part of the committee's final report.

Section 11. Program Amendments

The parties stipulate that, by mutual agreement, this program may be amended to comply with state law or State Board of Education rules, regulations, and guidelines.



## PART II -- QUALITY INSTRUCTION INCENTIVES PROGRAM

The Board and Union agree that the DCPS/UTD Quality Instruction Incentives Program (QUIIP) shall also provide additional incentive awards to eligible employees, based upon one or more of the following categories:

### Section 1. Outstanding Attendance

- A. Good Attendance Incentive as specified in Article XIV, Section 10,C of the DCPS/UTD labor contract.
- B. Terminal Pay, as specified in Article XIV, Section 22 of the DCPS/UTD labor contract.

### Section 2. Critical Teacher Shortage - Subject Area

- A. Incentive Pay Plan, as specified in Appendix E, Section XII, B3 of the DCPS/UTD labor contract.

### Section 3. Critical Teacher Shortage - School Site

- A. High Priority Location Teaching Assignment, as specified in Appendix E, Section XII, B1 of the DCPS/UTD labor contract.
- B. Graduate Certificate Program, as specified in Appendix E, Section XII, C of the DCPS/UTD labor contract.
- C. Urban Education Program, as specified in Appendix E, Section XII, C of the DCPS/UTD labor contract.

### Section 4. Tuition Reimbursement

- A. Eight Semester Hours In-Field, as specified in Appendix E, Section V of the DCPS/UTD labor contract.

### Section 5. Salary Incentives

- A. Extended School Day - Salary Incentive Supplements for Mathematics, Science, and Computer Education, as specified in Appendix E, Section I, B,13 of the DCPS/UTD labor contract.

## POSSIBLE SCHOOL STUDENT ACHIEVEMENT STANDARDS

The following are for illustrative purposes only. Each participating school faculty may identify any standard related to student achievement that is determined to be relevant and/or needed by the particular school.

- Increase enrollment in upper level science, mathematics, and foreign language courses.
- Increase enrollment in honors and advanced placement classes.
- Improve students' writing skills through a school-wide writing enhancement program.
- Improve students' computer literacy.
- Increase the number of female and minority students in classes where they have traditionally been under-represented.
- Improve students' scores on the State Student Assessment Test, Part I.
- Improve passage rate on the State Student Assessment Test, Part II.
- Improve students' mathematic performance.
- Improve students' reading performance.
- Increase the number of students in the Academic Scholars Program.
- Increase the number of vocational program completers.
- Improve the job placement rate for vocational program completers.
- Improve students' knowledge of geography of the county, state, nation, and world.
- Increase students' understanding and awareness of government and current events.
- Increase the number of students exiting English for Speakers of Other Languages (ESOL) programs with independent language competency.

# APPENDIX II

## Section 1. Quality Instruction Incentives Program

### A. Distribution of Share Payments

1. A full share shall be \$1,500.
2. Full and partial share payments shall be distributed as follows:

	<u>E<sup>2</sup> Schools</u>	<u>E Schools</u>	<u>Q Schools</u>
◦ Full-time Certificated Personnel Including School-Site Administrators	Full Share (\$1,500)	One-Half Share (\$750)	One-Third Share (\$500)
◦ Full-time Teacher Aides/Assistants	One-Half Share (\$750)	One-Quarter Share (\$375)	One-Sixth Share (\$250)
◦ Full-time Secretarial/ Clerical Personnel	One-Quarter Share (\$375)	One-Eighth Share (\$187.50)	One-Twelfth Share (\$125)
◦ Other Full-time Personnel	.15 Share (\$225)	.075 Share (\$112.50)	.05 Share (\$75)

3. In accordance with federal law, share payments shall be subject to income tax and FICA withholding.
4. Share payments shall be paid from the district allocation of the State Quality Incentives Trust Fund no later than October 31, 1985.
5. In the event that total share payments to be distributed under the sixty school share model delineated in Section 1 (A-2) above are less than \$2,500,000, the amount of all share payments shall be increased using the full and partial share model delineated in Section 1 (A-2) above until total share payments are equal to or greater than \$2,500,000.
6. In the event that total costs of this plan, including share payments and resulting state retirement costs exceed the district trust fund allocation, the numbers of schools shall be adjusted by the QUIIP Committee on a proportional basis among E<sup>2</sup>, E, and Q schools. In no event will the Board be required to use funds for this program other than those received from the State Quality Instruction Incentives Trust Fund.

Section 2. Program Funding

1. The district allocation(s) received from the Quality Instruction Incentives Trust Fund shall be first utilized to fund the share payment model defined in Section 1-A, including state retirement costs, provided that the number of schools eligible for share payment shall not exceed the following numbers by category:

	<u>E<sup>2</sup> Schools</u>	<u>E Schools</u>	<u>Q Schools</u>	<u>Total</u>
Elementary Schools	7	14	21	42
Middle/Junior High Schools	2	4	6	12
Senior High Schools	<u>1</u>	<u>2</u>	<u>3</u>	<u>6</u>
TOTAL	10	20	30	60

2. District allocations received from the Quality Instruction Incentives Trust Fund in excess of funds required to fund the Meritorious School Program model shall be appropriated as follows:

<u>Amount of State Funds Received by Dade County Public Schools</u>	<u>Appropriations to Meritorious School Program (Part I)</u>	<u>Appropriations to Quality Instructional Incentives Program Part II)</u>
Funds above Cost of Sixty School Meritorious Program Model up to \$5,000,000	None	100%
Funds in excess of \$5,000,000	51%	49%

3. Appropriations to the Meritorious School Program (Part I) resulting from State allocations in excess of \$5,000,000, but less than \$6,000,001, shall be utilized to increase share payments to eligible certificated and administrative personnel in E and E<sup>2</sup> schools at the ratio of two times a share increase to E<sup>2</sup> schools compared to E schools until the allocation is fully utilized.
4. Appropriations to the Meritorious School Program (Part I) resulting from the allocation of State funds in excess of \$6,000,001, shall be utilized to increase the share payments of all eligible participants using the share model delineated in Section 1 (A-2) until the allocation is fully utilized.

## PROPOSED STATISTICAL PROCEDURES FOR SELECTING LEVEL ONE AND LEVEL TWO MERITORIOUS SCHOOLS

The procedures described here are those to be used in identifying the Step 1 (Q) and Step 2 (E) schools in the 1984-85 DCPS/UTD Quality Instruction Incentives Program (QUIIP).

The functions of the first step include: (1) identifying those approximately 42 elementary, 12 middle/junior high, and six senior high schools which are in the uppermost quartile on the residual (actual-minus-expected) 1985 Stanford Achievement Test results; (2) conducting further screening of these 60 schools to determine if at least 80% of their eligible students participated in a standardized physical fitness test during the school year; and (3) conducting such secondary analyses as are necessary to insure that results for the schools are unbiased and are free of socio-economic and grade-level influences.

Schools meeting the criteria established in this first step will be designated "Q" schools. The functions of the second screening step are to identify those approximately 21 elementary, six middle/junior high, and three senior high "Q" schools with the most positive improvement on a third variable. For elementary and middle/junior high schools, the criterion variable is attendance rate improvement. For senior high schools, the variable is a composite of dropout rate reduction and attendance rate improvement. (For middle/junior and senior high schools, improvement in subject area test results, from diverse academic areas and for which base-line district data exist, may be substituted for the attendance and/or dropout criteria.) As was the case in the initial screening, secondary analyses will be conducted to insure lack of bias and freedom from socio-economic and grade configuration influences. The approximately 30 schools meeting the above criteria will be designated "E" schools.

The two steps discussed above will be conducted by the three-person Technical Review Panel, supported by OEA staff and equipment.

To more explicitly identify the variables and statistical procedures to be used in the secondary analyses referenced above, a series of trial analyses will be conducted during 1984-85, using 1982-83 and 1983-84 data. The Technical Review Panel is responsible for resolving all methodological (statistical and measurement) issues identified in these trial analyses. The focus of the resolution will be to remove the influence of factors which affect the criterion variables, e.g., Stanford test results, over which the schools have little or no control and to specifically remove the influence of socio-economic and grade configuration factors.

In those cases where the Technical Review Panel has doubt about the status of a factor, for example, a generic and positive effect due to the State Compensatory Education Program, the decision will be referred to the QUIIP Committee for resolution. At the end of Step 2, identification of the "E" schools, the Technical Review Panel will have completed its responsibilities.

An outline of the procedures for calculating the Stanford residual means (in Step 1) is now presented.

The residual school means will be developed along the lines of the Similarity Indices used by the Testing Department from 1972 through 1981 to analyze Stanford school means. The process compares the achievement of each individual student to the average achievement of the group of all similar students throughout the district. This "similar group" for each student will be defined according to factors known from earlier research to be uniquely associated with student achievement gains but over which the schools have little or no control. Among these factors are the student's test score from the previous year, sex, ethnic membership, and grade.

Consider as an example the case of an individual student with a 1984 Stanford percentile score in reading comprehension of say 56, and whose previous (1983) score was also 56.\* In order to know whether this represents an improvement on the student's part, more must be known about the student. Suppose the student is a black female in the fourth grade. The similar group for this student consists of all black female students in the district who are currently in the fourth grade, and who scored in the 56 percentile on the Stanford reading comprehension in 1983. Suppose further that the average score for this group for 1984 is 52. This is the score expected of every member of that group, the original student included. Since the student's score was 56 in 1984, she scored four points above what she was "expected" to score, and this +4 is her residual score.

Whenever a student's actual score is higher than the similar group's average, that student's residual score will be positive; if the actual score is lower, the residual will be negative.

The school's actual-minus-expected is the average residual score of all students in the school; it represents the extent to which all students in the school score above (or below) their similar cohorts in other schools throughout the district. It is in this sense that the school's residual mean represents "the degree to which actual aggregate student scores on the standardized achievement tests (Stanford)...exceed predicted scores" (Act, p. 6 line 31 - p. 7, lines 1-3). Earlier research has shown that residual means computed as described above were generally free of socio-economic influences; that is, schools drawing from high socio-economic (SES) census tracts (1970) were no more likely to have positive residual means than schools drawing from low SES tracts. Freedom from SES influence is, of course, a requirement of the Act (p.7, lines 6-8).

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\*Because of their familiarity, percentile scores are used in the example. For technical reasons, scale scores will be used in the analyses.

The practice in previous years had been to compute the residual means separately for each subtest and grade. The Act, however, requires use of a school mean. To arrive at the school mean, the grade-level (Stanford) residual means will be standardized and then averaged to produce a single residual mean for each school. This mean will represent the comparative performance of all students in the school who have two consecutive years of Stanford scores.

A second series of regression-based, school-level analyses will be conducted to determine if there are school characteristics (such as those contained in the District and School Profiles), which are uniquely associated with the school's residual means. These factors will include such characteristics as school size, percent of students receiving free or reduced price lunches, and number of library books. If it is found, for example, that students with access to more library books consistently achieve higher Stanford scores, then schools with larger libraries may enjoy an unfair advantage. A list of such relationships, if any are found, will be compiled and reviewed by the Technical Review Panel. As earlier noted, if the Technical Review Panel is in doubt regarding the status of these relationships, the issues will be referred to the QUIIP Committee for resolution.

**RATIFICATION/PARTICIPATION  
DCPS/UTD  
QUALITY INSTRUCTION INCENTIVES PROGRAM**

RATIFICATION/PARTICIPATION NOTIFICATION	WHO VOTES/ PARTICIPATES	REQUIREMENTS	IMPACT
<p><b>Contract Ratification:</b></p> <ul style="list-style-type: none"> <li>- Pursuant to F.S., Ch. 447.309,</li> <li>- Pursuant to F.S., Ch. 231.532</li> </ul>	<ul style="list-style-type: none"> <li>- All bargaining unit members of UTD/FEA/United AFT, Local 1974, AFL-CIO (UOPD/UTD unit members excluded)</li> </ul>	<p>Simple majority of those voting</p> <p>(Contract ratification is an internal Union function)</p>	<p style="text-align: center;">IF</p> <p>YES <span style="float: right;">NO</span></p> <p style="text-align: right;">No District QUIIP Program</p>
<p><b>School-Site Program Secret Ballot</b></p>	<ul style="list-style-type: none"> <li>- All K-12 day school employees who are members of UTD bargaining unit (UOPD/UTD unit members excluded), and</li> <li>- School-site administrators</li> </ul>	<p>2/3 majority of eligible voting employees pursuant to Appendix M of the DCPS/UTD labor contract</p>	<p style="text-align: center;">IF</p> <p>YES <span style="float: right;">NO</span></p> <p style="text-align: right;">No School QUIIP Program</p>
<p><b>Individual Employee Option Pursuant to F.S., Ch. 231.532 and Appendix M of the DCPS/UTD labor contract.</b></p>	<ul style="list-style-type: none"> <li>- All school-site employees who are eligible to participate may choose to do so or to opt out.</li> </ul>	<p><b>NONE: Individual Decision</b></p> <p>Participation shall be completely voluntary. Individual employees who do not wish to participate in the program shall provide such notification pursuant to Appendix M of the DCPS/UTD labor contract.</p>	<p style="text-align: center;">IF</p> <p>YES <span style="float: right;">NO</span></p> <p style="text-align: right;">No Individual Participation</p> <p>Participation in QUIIP</p>

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APPENDIX IV



# PLEASE POST

MEMORANDUM

September 13, 1984  
M342

TO: All DCPS Work Locations

FROM: Leonard Britton  
Superintendent of Schools

Pat L. Tornillo  
Executive Vice President, United Teachers of Dade

SUBJECT: QUALITY INSTRUCTION INCENTIVES PROGRAM  
(MERITORIOUS SCHOOLS)

The 1984 Florida Legislature enacted legislation authorizing the establishment of a local option district Quality Instruction Incentives \*Program. Some of the fundamental requirements in the law are as follow:

- The program must be negotiated and ratified by both the teachers' bargaining unit and the local school board.
- All participating schools, regardless of socio-economic differences and grade levels, must have an equal chance to be recognized as meritorious schools.
- Procedures for selection of meritorious schools must be fair and non-biased.
- School and individual participation in the program must be voluntary.
- A standard or standards, in addition to achievement of gains in the upper quartile on a standardized test in verbal and quantitative student achievement, must be included in the plan.
- Participating schools must compare actual gains against a statistically predicted gain for their students.
- Non-instructional personnel and school-site administrators may participate in the meritorious school program.

On Saturday, September 8, 1984 the Dade County Public Schools (DCPS) and the United Teachers of Dade (UTD) reached tentative agreement at the collective bargaining table on an amendment to the current DCPS/UTD labor contract establishing a Meritorious Schools Program. Ratification of this agreement by the School Board has been scheduled for September 19, 1984 and for the UTD bargaining unit on September 18-20, 1984. Upon ratification, the plan must be submitted to the Florida Department of Education for approval. This must occur no later than October 1, 1984.

QUALITY INSTRUCTION INCENTIVES PROGRAM  
(MERITORIOUS SCHOOLS)

September 13, 1984

Page 2

The negotiated contract amendment authorizes up to a total of 60 participating schools to become eligible for share awards. Such awards will be distributed pursuant to the following criteria:

Quality (Q) Schools:

- Achieving the upper quartile of participating district schools at comparable grade level groups (i.e., elementary, middle/junior high, senior high) as measured by student gain in verbal and quantitative achievement on the 1985 administration of the Stanford Achievement Test; and,
- Achieving at least an 80% participation of eligible students or maintaining the 1983-84 rate, whichever is greater, on a standardized physical fitness test during the 1984-85 school year.

Excellent (E) Schools:

Selection shall be based on attainment, by the end of the 1984-85 school year, of the following district goal:

- Elementary School level -- Improvement in student attendance over 1983-84 for the plan year.
- Middle/Junior High School level -- Improvement in student attendance over 1983-84; or improvement in subject area tests, when appropriate tests in multiple and diverse academic subject areas are available and baseline district data are established.
- Senior High School level -- Improvement in student attendance and dropout rate over 1983-84; or improvement in subject area tests, when appropriate tests in multiple and diverse academic subject areas are available and baseline district data are established.

Educational Excellence (E<sup>2</sup>) Schools:

- Selection shall be based on attainment of a school student achievement standard selected by each faculty, which shall consist of school-site certificated personnel. For the purpose of this section, each faculty shall identify one standard related to student achievement (see Appendix I for examples).

Shares in Q, E, and E<sup>2</sup> schools shall be awarded to all participating full-time, certificated employees. Full-time, certificated, itinerant employees who are assigned to a Q, E, or E<sup>2</sup> schools less than full-time and eligible, certificated, part-time employees assigned to such schools shall be eligible for prorata shares.

QUALITY INSTRUCTION INCENTIVES PROGRAM  
(MERITORIOUS SCHOOLS)

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A share award for participating certificated personnel shall be no less than \$500 in Q schools, \$750 in E schools, and \$1,500 in E<sup>2</sup> schools. However, shares may increase subject to additional state allocations to the district. Such awards will be made by October 1, 1985.

In order to facilitate implementation of the Meritorious Schools Program, three ad hoc committees will be established:

◦ Quality Instruction Incentives Program (QUIIP) Committee

- Will serve to insure the orderly and equitable implementation of this program and shall receive and adjudicate any appeals related to its implementation.

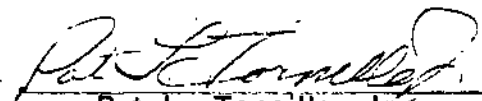
◦ Technical Review Panel

- Will review all of the data, methodology, and statistical information in order to make technical recommendations to the QUIIP Committee.

◦ Educational Excellence Awards Committee

- Shall have the responsibility for reviewing all data, consistent with applicable state statutes, and making the selection of Q, E, and E<sup>2</sup> schools. No member of this committee shall be an employee of DCPS or UTD.

This program has the potential to become a model for the State of Florida and, perhaps, the Nation. It is important for all DCPS employees to know that the School Board, the Superintendent of Schools, and UTD are totally committed to the success of this jointly-developed program and strongly encourage full and active participation by all eligible employees.



Pat L. Tornillo, Jr.  
UTD Executive Vice President



Leonard Britton  
Superintendent of Schools

LB/TAC/OJV:lv  
Attachment

cc: School Board Members

## POSSIBLE SCHOOL STUDENT ACHIEVEMENT STANDARDS

The following are for illustrative purposes only. Each participating school faculty may identify any standard related to student achievement that is determined to be relevant and/or needed by the particular school.

- Increase enrollment in upper level science, mathematics, and foreign language courses.
- Increase enrollment in honors and advanced placement classes.
- Improve students' writing skills through a school-wide writing enhancement program.
- Improve students' computer literacy.
- Increase the number of female and minority students in classes where they have traditionally been under-represented.
- Improve students' scores on the State Student Assessment Test, Part I.
- Improve passage rate on the State Student Assessment Test, Part II.
- Improve students' mathematic performance.
- Improve students' reading performance.
- Increase the number of students in the Academic Scholars Program.
- Increase the number of vocational program completers.
- Improve the job placement rate for vocational program completers.
- Improve students' knowledge of geography of the county, state, nation, and world.
- Increase students' understanding and awareness of government and current events.
- Increase the number of students exiting English for Speakers of Other Languages (ESOL) programs with independent language competency.



## STATE LAW AND UTD/DCPS PROGRAM COMPONENTS

The 1984 Legislature authorized the establishment of a District Meritorious School Program. The following information specifies the legal requirements and the corresponding UTD/DCPS Program Components:

1. The State Law

The program must be negotiated and ratified by the bargaining agent (teacher union) and School Board with final Department of Education approval of the plan.

UTD/DCPS QUIIP PROGRAM

The plan has been negotiated, with tentative agreement reached on September 8, 1984. Ratification is scheduled for the 18th, 19th or 20th for UTD bargaining unit members and the 19th for the school board.

2. The State Law

All schools can participate and be eligible to win.

UTD/DCPS QUIIP PROGRAM

All elementary, middle/junior high, and senior highs are eligible. (Vocational, adult centers, and special schools are not eligible in 1984-85 because of the absence of baseline data).

3. The State Law

Participation must be voluntary.

UTD/DCPS QUIIP PROGRAM

To participate, each school must vote by a 2/3 majority in favor of participation in the program, with UTD bargaining unit members and administrators eligible to vote. However, individual teachers may still decide not to participate. There is contract protection for schools and teachers who do not participate.

4. The State Law

Only .25% of participating schools are eligible for monetary awards, with the awards based, in part, on student gains in the upper quartile on a standardized test in verbal and quantitative achievement.

UTD/DCPS QUIIP PROGRAM

In Dade, that means a possible total of 60 schools will be eligible for monetary awards. These schools will be designated, according to achievement, as Quality (Q), Excellent (E) or Educational Excellence (E<sup>2</sup>) schools. The criteria are as follows:

Q Schools -- determined by relative gain in student achievement on the Stanford Achievement Test, and by attaining at least 80 percent participation of eligible students on a standardized physical fitness test.

E Schools -- selected from the Q Schools and based on improvement in student attendance. In addition, at the senior high school level, improvement in reducing the dropout rate.

E<sup>2</sup> Schools -- chosen from the E Schools, based on development and achievement of a plan to improve student performance. Each participating school in the district -- every school aspiring to the eventual E<sup>2</sup> status -- will have the faculty and school administration working as a team to develop and implement a plan of its own choosing, a plan designed to correct and/or improve some aspect of student achievement.

(OVER)

5. The State Law

Shares will be distributed as follows:

Full-time Certificated Personnel including School-Site Administrators	Full Share (\$1,500.00)	One-Half Share (\$ 750.00)	One-Third Share (\$ 500.00)
Full-Time Teacher Aides/Assistants	One-Half Share (\$ 750.00)	One-Quarter Share (\$ 375.00)	One-Sixth Share (\$ 250.00)
Full-time Secretarial Clerical Personnel	One-Quarter Share (\$ 375.00)	One-Eighth Share (\$ 187.50)	One-Twelfth Share (\$ 125.00)
Other Full-time Personnel	.15 Share (\$ 225.00)	.075 Share (\$112.50)	.05 Share (\$ 75.00)

UTD/DCPS QUIIP PROGRAM

School-site administrators and other support personnel could also be eligible for monetary awards.

6. The State Law

Schools participating in the plan compare their gains against a statistically predicted gain.

UTD/DCPS QUIIP PROGRAM

Each participating school's standardized test scores are compared, initially, to its own scores from the previous year. This assures that every participating school has an equal chance to reach the upper quartile. These results are then measured against other schools at the same grade level groupings (i.e., elementary, middle/ junior and senior high) to determine the Q schools.

7. The State Law

At least 50% of the state dollars (Dade's estimated share is \$3 million) must be used for a meritorious school program.

UTD/DCPS QUIIP PROGRAM

Virtually 100% of Dade's initial allocation has been earmarked for this program. This was done to guarantee the amount of payments stipulated in #5 above.

8. The State Law

The remainder of the funds could be used for other incentives awards such as attendance, tuition reimbursement, supplements for the extended day program in science, math and computer education, critical teacher shortage or high priority location supplements.

UTD/DCPS QUIIP PROGRAM

If Dade's allocation from the state increases as a result of other school districts not participating, increased incentive awards will be funded.



# Quality Instruction Incentives Program (QUIIP)

## SOME QUESTIONS AND ANSWERS ABOUT QUIIP

1. Q. DO I HAVE TO PARTICIPATE?  
A. No. Participation in the Quality Instruction Incentives Program (QUIIP) is totally voluntary.
2. Q. WHO MAKES THE DECISION ABOUT WHETHER MY SCHOOL WILL PARTICIPATE?  
A. A school's decision to participate must be based on a 2/3 affirmative vote in a secret ballot election of the UTD bargaining unit and administrators at that school.
3. Q. DO I HAVE TO PARTICIPATE IF MY SCHOOL VOTES TO PARTICIPATE?  
A. No. Both the state law and the proposed contract article provide an opportunity for you to opt out.
4. Q. WHAT HAPPENS IF MY SCHOOL VOTES TO PARTICIPATE BUT I DECIDE NOT TO?  
A. You waive your right to any monetary award for which your school might qualify, but the proposed contract article provides that "there shall be no actions taken by DCPS against any employee or school because of participation or non-participation in the program."
5. Q. CAN I PARTICIPATE EVEN IF MY SCHOOL VOTES NOT TO?  
A. No, because this is, by law, a school-based program.
6. Q. DO I HAVE TO APPLY FOR THIS PROGRAM?  
A. No.
7. Q. DO I HAVE TO HAVE A MASTER'S DEGREE?  
A. No.
8. Q. DO I HAVE TO TAKE A TEST?  
A. No.
9. Q. IF I VOTE "YES" ON THE RATIFICATION OF THIS PROPOSED CONTRACT ARTICLE, AM I COMMITTED TO PARTICIPATING IN THE PROGRAM?  
A. No. That vote comes later, when you and your colleagues decide, as a faculty, if your school will participate or not. There must be a 2/3 affirmative vote in order for any school to participate. As a matter of fact, there will be three votes: (1) to ratify the contract; (2) to decide whether your school will participate; and (3) your individual decision to participate.
10. Q. HOW MANY SCHOOLS WILL WIN?  
A. If every school in the district votes to participate, a total of 60 schools would qualify for some level of monetary award.
11. Q. HOW MUCH MONEY CAN I RECEIVE IF MY SCHOOL IS ONE OF THE 60 TO QUALIFY?  
A. Full-time teachers can qualify for awards ranging from at least \$500 to \$1,500 depending upon the level of qualification. Full-time paraprofessionals can qualify for at least \$250 to \$750.
12. Q. HOW WOULD THE AWARD WINNERS BE SELECTED?  
A. The criteria for qualifying are specified in item 4 of the accompanying sheet entitled, "State Law and UTD/DCPS Program Components." A blue ribbon committee of five prominent Dade County citizens (no employees of the school system or the Union) will review the data and make the final selections of schools. All eligible and participating employees in winning schools will receive the applicable monetary awards.
13. Q. WHEN WOULD WINNERS RECEIVE THE MONEY?  
A. All share payments will be paid no later than October 31, 1985.

14. Q. WHAT HAPPENS IF MY SCHOOL IS A WINNER BUT I RETIRE, OR TRANSFER, OR GO ON LEAVE BEFORE PAYMENT IS MADE IN OCTOBER OF 1985?
- A. If you transfer to another school in the district, or retire, or go on approved leave, you remain eligible for the payment. If you're on the winning school's payroll for less than eight of the ten months of the 84-85 school year, you would be eligible for a pro-rate share.
15. Q. WHAT KINDS OF THINGS ARE PARTICIPATING SCHOOLS GOING TO HAVE TO DO?
- A. The proposed contract article provides for joint development of an implementation plan by the faculty council and the principal, with maximum involvement of all participating employees. That means you are guaranteed a voice in what needs to be done and how it can best be accomplished.
16. Q. THE PROGRAM INCLUDES ONE STUDENT ACHIEVEMENT STANDARD THAT IS NOT SPECIFIED BUT IS LEFT UP TO EACH SCHOOL TO IDENTIFY. WHO DECIDES WHAT THAT STANDARD SHOULD BE?
- A. The selection of that standard is part of each faculty's implementation plan and is jointly arrived at by the faculty council and the school administration, with maximum input from the faculty.
17. Q. WHAT ASSURANCE IS THERE THAT THE QUIIP PROGRAM WILL WORK AS IT'S SUPPOSED TO?
- A. The proposed contract article establishes a joint DCPS/UTD committee to oversee the orderly and equitable implementation of the program. The committee will review the selected school achievement standards and implementation plans to be sure they comply with both the Contract and the applicable Florida statute. This committee will also receive and adjudicate any appeals related to implementation of the program.
18. Q. WHEN WILL MY SCHOOL GET TO DECIDE WHETHER OR NOT WE WANT TO PARTICIPATE?
- A. After an affirmative ratification vote, the negotiated plan must be submitted to the Department of Education for approval. When the DOE issues a "certificate of compliance" you will be notified that a vote at your school is in order. No school should attempt a participation vote or embark on any implementation plans prior to notification that the district has received this "certificate of compliance."
19. Q. IS QUIIP THE SAME THING AS THE GOVERNOR'S MASTER TEACHER PROGRAM?
- A. No. They are two entirely separate and different programs.
20. Q. ISN'T QUIIP JUST ANOTHER MERIT PAY SCHEME? WHAT MAKES IT DIFFERENT?
- A. Most merit pay plans, including the state's Master Teacher Program, pit teacher against teacher. QUIIP is a team approach. It recognizes that the entire staff of a school, working together, can make a difference. It's an approach that makes sense, and is worth a try, because it acknowledges the importance of school-site individuals in educational reform.
21. Q. WHY DOES THE PROGRAM INCLUDE MORE THAN JUST TEACHERS?
- A. Because success depends on a cooperative effort of all members of the school-site team.
22. Q. WILL THIS PROGRAM AFFECT MY EVALUATION IN ANY WAY?
- A. No. The proposed language specifically says that participation or non-participation shall not be considered a factor in assessment of an employee's performance.
23. Q. WHAT HAPPENS IF DADE GETS ADDITIONAL DOLLARS FOR THIS PROGRAM?
- A. The share payments could increase.
24. Q. WHAT HAPPENS IF DADE GETS LESS MONEY FOR THIS PROGRAM?
- A. This is extremely unlikely, but the specified amounts of the shares are, in any case, guaranteed minimums.
25. Q. DOES THE MONEY AWARDED BECOME A PART OF MY SALARY?
- A. This is a one-year program only and this is a one-time payment only.