

OSCODA AREA SCHOOLS MERIT PAY PLAN
2010-11 School Year
(May 10, 2010)

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At their Regular Meeting on March 8, 2010, the Oscoda Area Schools Board of Education established this merit pay plan that incorporates several professional standards they believe have an impact on student achievement. The Oscoda Area Schools merit pay plan is based on a point system for each of these standards. For the 2008-09, 2009-10, and 2010-11 school years, the amount designated to the entire Oscoda Education Association bargaining unit for merit pay is \$25,000 per year (this payment is not part of the salary schedule). At the end of each school year, the \$25,000 will be divided by total number of points earned by all teachers in the bargaining unit during the year to establish the dollar value for each point earned. The per-point dollar value will then be multiplied by the number of points each teacher earned to arrive at their merit pay for the year.

Corrective Action Individual Development Plan (IDP)

Teachers are not eligible for merit pay if placed on an IDP to correct behavior or instructional deficiencies at any time during the year.

Teacher Attendance.

The Board of education established that employee attendance impacts student achievement. To that end, the Board has included merit points for employee attendance to create an atmosphere and culture where perfect attendance (employee is not absent any work days) or outstanding attendance (employee is absent only up to 3 contractual personal days) is the norm.

Days Absent	Points
0	50
1	45
2	40
3	35
4	30
5	25
6	20
7	15
8	0

5 District Provided Professional Development Days (PD)

The Board established that on-going professional development of teachers impacts student achievement. To that end, the board has included merit points for teachers attending district provided professional development.

Absent from PD	Points
0	50
1	0
*Death in family (as defined by the OEA Master Agreement) will be waived.	

Self-Directed Professional Development

The board has further established that self-directed professional development of teachers is highly valued and impacts student achievement. To that end, the board has included merit points for teachers participating in professional development activities on their own time, and substantially at their own expense. To be eligible for points under this provision, a teacher must have attended all 5 district provided Professional Development days. Points will be earned June 1st, XX through May 31, XX. Courses must be completed before May 31, XX so that merit pay can be distributed at our Annual End of the Year Celebration.

Points per college credit earned	Maximum points
25	250

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Points per day of PD	Maximum points
5	100

Documentation must be provided. The maximum possible points in this section is 250 in any combination of self-directed professional development.

*Credits earned that are reimbursed up to \$100 per college credit hour will qualify for merit points if approved as per the OEA Master Agreement.

Conferences and professional development activities/training not college related are earned in increments of 7 hours and 15 minutes per day (this is our contractual work day).

Teacher Performance Evaluation

The Board established that the teacher performance evaluation is a tool that impacts student achievement. To that end, the board has included merit points for teachers based on their annual performance evaluations. Oscoda Area Schools uses Charlotte Danielson's rubric found in the 1996 publication, "Enhancing Professional Practice: A Framework for Teaching," as our teacher evaluation tool.

Domain (points/rating)	Unsatisfactory	Basic	Proficient	Distinguished
1: Planning and Preparation	0	0	60	125
2: The Classroom Environment	0	0	60	125
3: Instruction	0	0	60	125
4: Professional Responsibilities	0	0	60	125
Total Maximum Points/yr	0	0	240	500

Parent-Teacher Conferences

The Board established that involving parents in the education of their children impacts student achievement. To that end, the board has included merit points for teachers who document meeting with parents or two-way communication with parents representing 80% or more of their student's during each parent-teacher conference series.

Conference/2-way Communication	Points/Ea Series	Points This Year
90-100%	50	150
80-89%	25	75

Going Above and Beyond

The Board established that educators who go above and beyond their typical classroom instructional responsibilities impact student achievement. To that end, the board has included merit points for teachers who document leading or attending various meetings outside the school day that help inform and guide the operations and instruction of the school and/or district. Examples include department meetings, school improvement meetings, district school improvement meetings, **PLC'S, SERVICE LEADERSHIP (UNPAID POSITIONS OF RESPONSIBILITY), WEEKLY OFFICE HOURS OUTSIDE THE SCHOOL DAY, EVENT VOLUNTEER, VOLUNTEER COORDINATOR OF EVENTS.**

To be eligible for merit points under this section, employees must attend a minimum of 80% of meetings to be eligible for points. While many committees meet more often, a minimum of ten meetings per year should be scheduled by the various committees.

Committee Position	Maximum points
Chair	75/YEAR/COMMITTEE
Active Member	50/YEAR/COMMITTEE
SERVICE LEADERSHIP	75/YEAR/POSITION
WEEKLY OFFICE HOURS	5/PER TRIMESTER
EVENT VOLUNTEER	5/PER EVENT
EVENT COORDINATOR	10/PER EVENT
MISC. ACTIVITIES	2/PER EVENT
PRESENTATIONS	10/PER CONFERENCE OR EVENT
PUBLICATIONS	10/EACH
EDUCATION INNOVATION	5/EACH
	Category maximum is 300 points/yr

Student Performance on Assessments

The Board established that educators themselves have an impact on student achievement. To that end, the board has included merit points for teachers individually based on the academic achievement of their students. For 2010-11 the Northwest Evaluation Assessment will be used.

Student Achievement	%	Maximum points = 1,500
Met or exceeded NWEA target growth rate	100%	1,500 points
Within 3.0 points below target growth rate	60%	900 points

In all cases, merit points for employees with split assignments will be prorated based on the FTE allocations of their assignment during the year.

K-12 Core Content, Core Intervention, Core Blended Enrichment Teachers

Students will be assessed with the Northwest Evaluation Assessment at the beginning of the year, mid-year and at the end of the year for elementary students. High School students will be assessed at the beginning of the year and at the end of each trimester. Teachers will be awarded merit points based on classroom cohort meeting target growth rates outlined above. NWEA advises that a Social Studies assessment for 2010-11 will be available.

Special Education Teachers in grades K-12

Teachers will qualify for merit points based on student academic achievement on the Northwest Evaluation Assessment, prorated, based on the number of total grade levels or departments they serviced.

Non-NWEA Assessment Area Teachers including Physical Education, Health, Industrial/Fine Arts, Counselors, Speech, etc.

Teachers will qualify for merit points based on students meeting target growth rate in English Language Arts, prorated for the departments/grade levels the teacher services.

Where appropriate, academic growth for special education students may be measured using the Brigance.

Merit Point	Maximum	% of Total Merit Points
Attendance	50	2%
5 Days of Professional Development	50	2%
Self Directed Professional Development	250	9%
Performance Evaluation	500	18%
Parent Teacher Conferences	150	5%
Going Above and Beyond	300	11%
Student Performance on Assessments	1,500	54%
	2,800	100%

Impact thus far For Parent Teacher Conference Participation

Elementary continues to hover between 95%-100%

6th and 7th grade continues to be about 75%

8th grade increased to 85% participation

This year the HS increased from 0 teachers to 20% of our teachers were able to facilitate two-way communication with 80% or more of the parents/guardians of their students.