
STAR

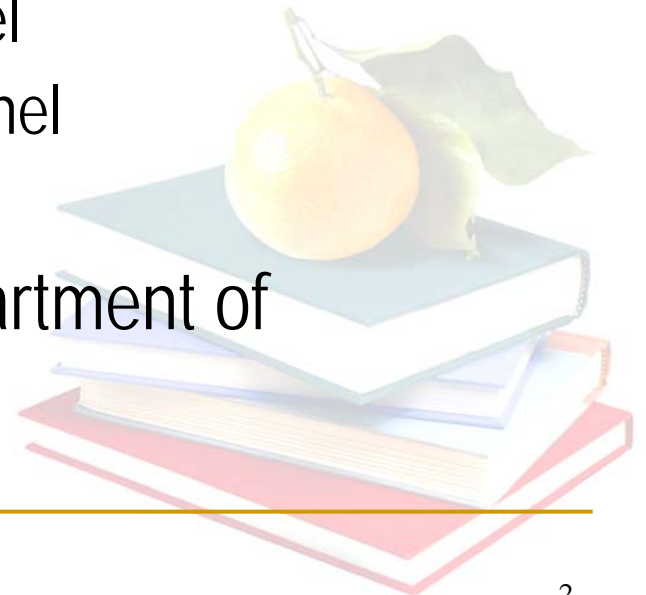
Special Teachers Are Rewarded

Overview of 2006-07 Legislative Appropriation



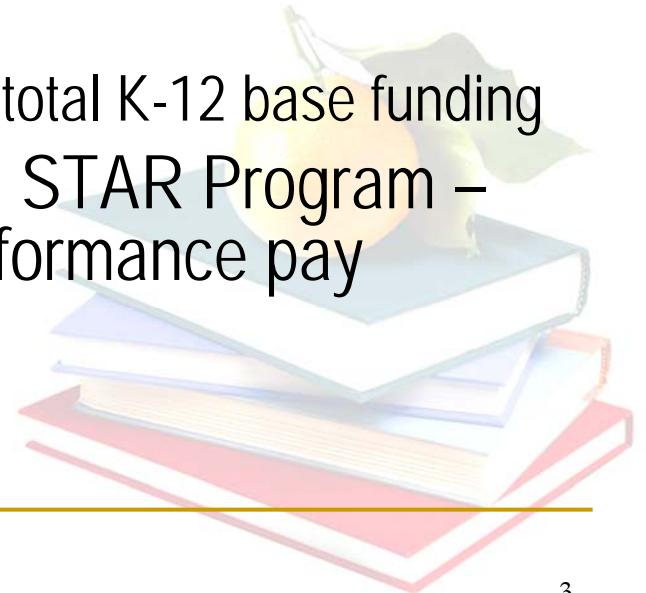
STAR Overview

1. General Purpose and Timelines
2. District STAR Plan Requirements
3. District STAR Plan Options
4. District STAR Plan Evaluation Requirements
 - ❑ Reading and Mathematics Personnel
 - ❑ Science and Social Science Personnel
 - ❑ All Other Instructional Personnel
5. State Board of Education and Department of Education Responsibilities



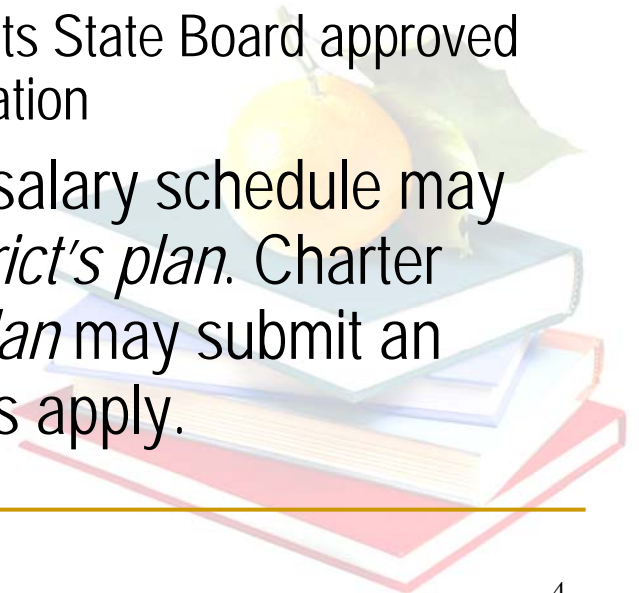
General Purpose and Timelines

- \$147.5 million appropriation to be distributed to districts for performance pay awards to instructional personnel
 - Includes all instructional personnel as defined in s. 1012.01(2)(a) – (d), FS
 - Includes all K-12 schools in each district
 - STAR implements performance pay in accordance with s. 1012.22, FS
 - District allocation = its portion of the state total K-12 base funding
- District choice whether to participate in STAR Program – not a choice whether to implement performance pay required in s. 1012.22, FS



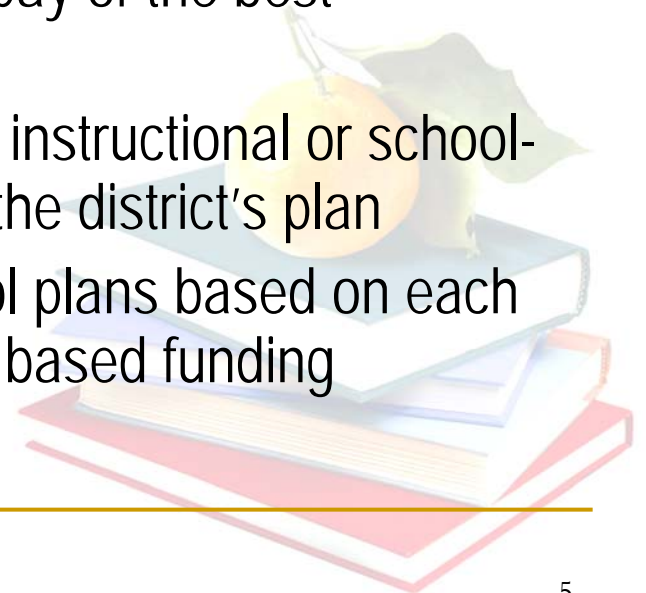
General Purpose and Timelines

- Districts choosing to implement STAR must meet these timelines:
 - December 31, 2006 – Deadline for submitting a comprehensive STAR Plan to the State Board for approval
 - March 1, 2007 - Deadline for submitting a revised STAR Plan in the event the State Board determines a plan needs revisions
 - April 1, 2007 – Deadline for a district to adopt its State Board approved STAR Plan to receive funds from the appropriation
- Charter schools that do not follow district salary schedule may submit a separate proposal *with their district's plan*. Charter schools whose districts *do not submit a plan* may submit an independent proposal. The same timelines apply.



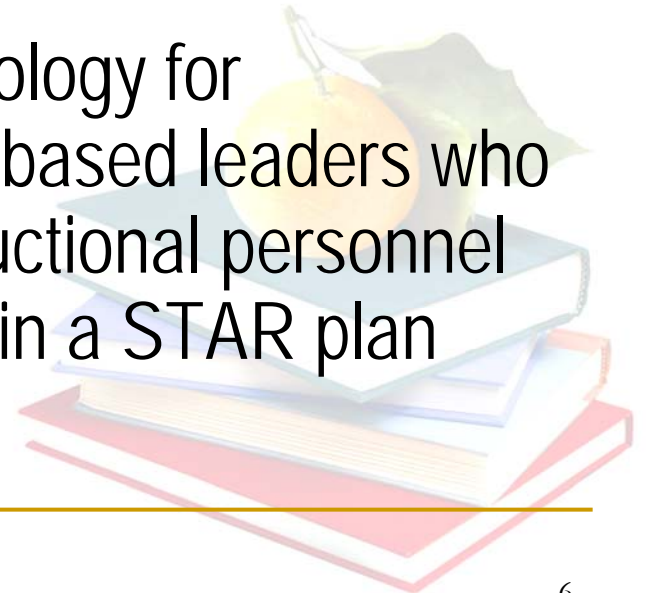
District STAR Plan Requirements

- Include rewards for elementary, middle and high school instructional personnel
- Include an instructional personnel evaluation based on the performance of their students
- Include all instructional personnel as eligible without an application
- Distribute awards of at least 5% of the base pay of the best performing 25% of instructional personnel
- Use any remaining funds to award additional instructional or school-based administrative personnel based upon the district's plan
- Distribute awards for approved charter school plans based on each school's proportion of the district's total K-12 based funding



District STAR Plan Options

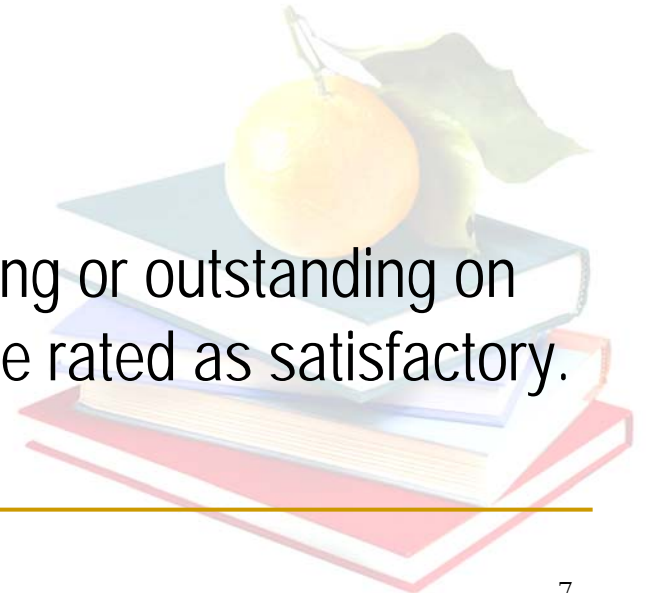
- A district's plan may include information from the district's instructional personnel assessment system
- A district may select an instructional personnel evaluation instrument for purposes of STAR from existing instruments or develop a new instrument
- District plans may include a methodology for performance pay awards for school-based leaders who supervise or directly assist the instructional personnel whose student achievement results in a STAR plan award



STAR Instructional Personnel Evaluation

General Requirements

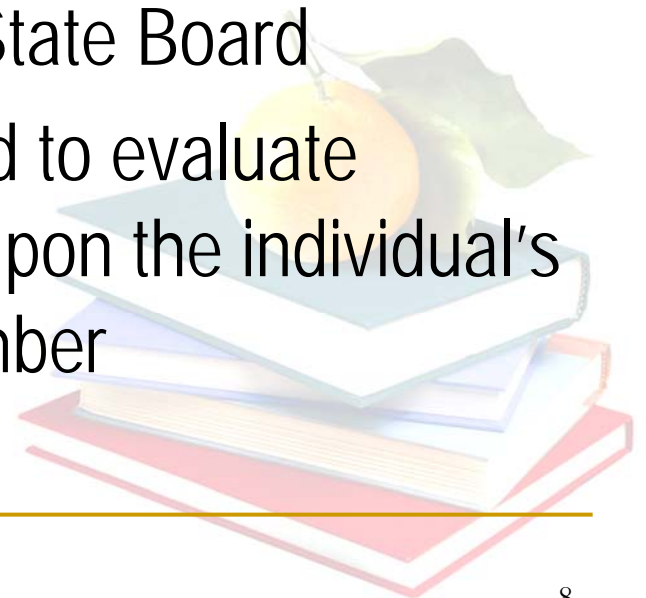
- The primary determining factor must be the evaluation of improved student achievement
- All factors must be scored using five categories similar to:
 - Unsatisfactory
 - Needs improvement
 - Satisfactory
 - High-performing
 - Outstanding
- Awardees must be rated as high-performing or outstanding on every factor, except that one factor may be rated as satisfactory.



STAR Instructional Personnel Evaluation

Student Performance

- Each district school board must determine the method(s) used to evaluate student performance
- Methods must measure student performance over the course of the year
- Methods must be approved by the State Board
- Determination of the method(s) used to evaluate student performance is dependent upon the individual's link to a content area by course number



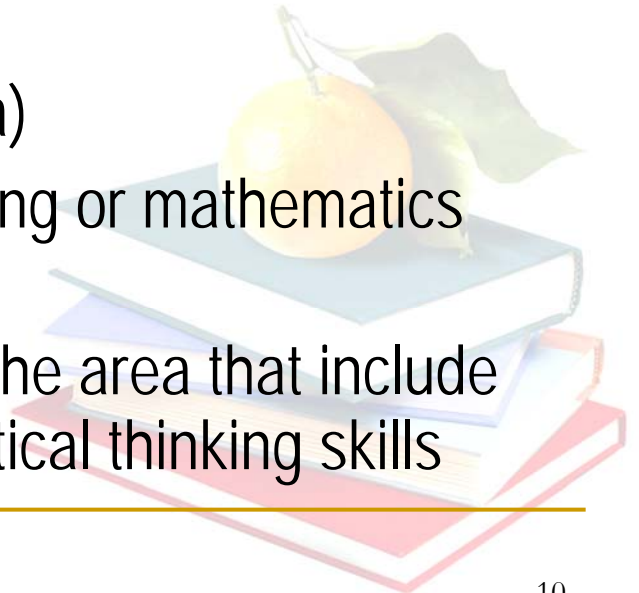
STAR Instructional Personnel Evaluation Reading and Mathematics Personnel

- Includes all instructional personnel linked by course numbers to instruction in reading and math
- Improved student achievement must be measured by a standardized test



STAR Instructional Personnel Evaluation Secondary Science and Social Science Personnel

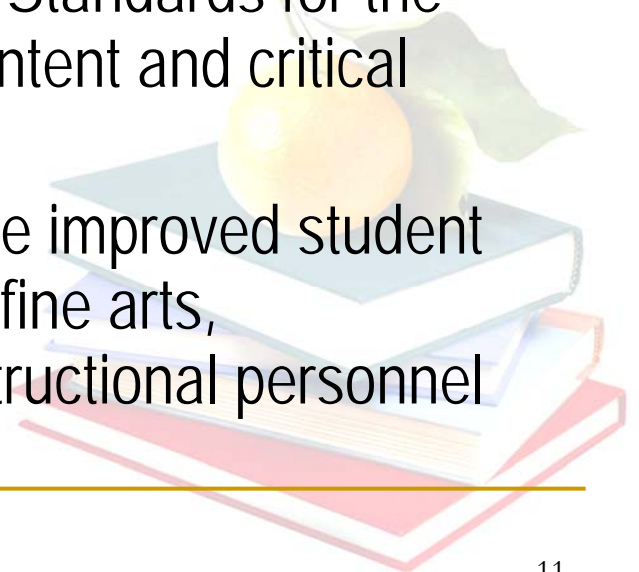
- Includes all secondary instructional personnel linked by course numbers to instruction in science or social science
- Improved student achievement may be measured by one of the following:
 - A standardized test (in the content area)
 - Their students' achievement on a reading or mathematics standardized test
 - Instruments that measure the SSS for the area that include challenging grade-level content and critical thinking skills



STAR Instructional Personnel Evaluation

All “Other” Instructional Personnel

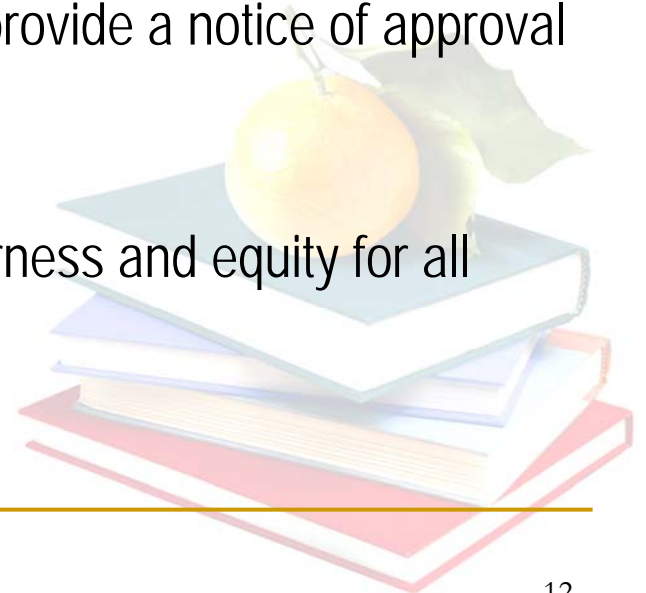
- “Other” includes personnel not linked by course number to reading, mathematics, secondary science or secondary social science
- Improved student achievement must be measured by instruments that measure Sunshine State Standards for the area, including challenging grade-level content and critical thinking skills
- Districts must develop methods to evaluate improved student achievement in “specialized” areas: ESE, fine arts, career/technical ed, etc., to include all instructional personnel



State Board of Education/DOE

Responsibilities

- State Board of Education
 - Review each district's STAR Plan (or charter school's plan if submitted independently) for approval
 - Within 45 days of receipt of each plan, provide each district or charter school with an approval notice or a notice of specific areas of the plan that need to be revised
 - For any revised plan subsequently received, provide a notice of approval or denial
- Department of Education
 - Develop model methodologies that ensure fairness and equity for all instructional personnel
 - Provide technical assistance



Incentive Pay

Changes to s. 1012.22, FS
from HB 7087 (2006)



Incentive Pay

- Beginning in 2007-2008 school districts must adopt a salary schedule with differentiated pay for instructional personnel and school-based administrators
 - Subject to negotiation
 - District-determined factors, included but not limited to:
 - Additional responsibilities
 - School demographics
 - Critical shortage areas
 - Level of job performance difficulties



Incentive Pay

- **Flexibility through the collective bargaining process to assign teachers equitably.** School districts may not assign a higher percentage than the school district average of:
 - ❑ First time teachers,
 - ❑ Temporarily certified teachers,
 - ❑ Teachers in need of improvement, or
 - ❑ Out-of-field teachersto schools graded "D" or "F" or schools with above the school district average of minority and economically disadvantaged students



Incentive Pay

- District school boards are authorized to provide salary incentives to meet equitable placement of teachers
- District school boards may not sign collective bargaining agreements that preclude the district from providing incentives

