

**CALHOUN DISTRICT SCHOOL
SPECIAL TEACHERS ARE REWARDED
STAR PLAN
2006-2007**

The Calhoun County School District STAR Plan provides a one-time award of 5% of base pay to the best performing 25% of instructional personnel in grades PreK-12. In order to be eligible for consideration in the STAR Plan, an employee must have been employed by the district by September 1, 2006 and work the remainder of the school year. All instructional personnel are automatically eligible to receive the award for improved student achievement without having to apply.

To be eligible to receive a STAR Award, instructional personnel can receive no more than one "satisfactory" rating on any section of the Instructional Performance Appraisal. Teachers who receive an "unsatisfactory" or "needs improvement" rating on any section of the Instructional Performance Appraisal will be ineligible for the STAR award.

This plan provides awards to the top 25% of the elementary school level instructional personnel district-wide (PreK-5), top 25% middle school level instructional personnel district-wide (6-8), and the top 25% high school level instructional personnel district-wide (9-12). Teachers who teach multiple subjects will be provided the opportunity to receive only one award. Teachers who teach both reading and mathematics assessed by FCAT will be awarded based on their highest ranking.

All school-based teachers will be divided into groups: Elementary, Middle and High School. All eligible staff at each level (elementary, middle school, and high school) will then be divided into instructional groups based on their teaching assignment(s). Teachers may be included in more than one group. Their eligibility for the STAR award will be based on their highest rating. The instructional groups are reading, mathematics, and non-FCAT.

Improved student achievement will constitute 50% of the Instructional Performance Appraisal. The other categories that will be considered for the remaining 50% are:

- Ability to Maintain Appropriate Discipline;
- Knowledge of Subject Matter;
- Ability to Plan and Deliver Instruction and Use Technology in the Classroom;
- Ability to Evaluate Instructional Needs;
- Ability to Establish and Maintain a Positive Relationship with Student's Families; and
- Adheres to State, District, and School Policies and Promotes the School Vision and Mission.

Rating codes used for the Instructional Performance Appraisal are: Outstanding, High Performing, Satisfactory, Needs Improvement, and Unsatisfactory.

STAR awards will be encumbered no later than June 30, 2007. Any additional STAR funds received by Calhoun County School Board as the result of remaining funds or a possible Florida Department of Education recalculation after April 1, 2007, will be used to continue to provide 5% awards to school level instructional personnel beyond the top 25% up to top 35% of each instructional group. In case of additional remaining funds, money will be evenly divided among the original top 25% recipients from each instructional group.

Plan for Determining Improved Student Achievement 2006-2007

1. Student achievement for year long courses will only be based on data of students who have a pretest and were enrolled during FTE Surveys 2 and 3. For single semester courses, student achievement will be based on data of students who have a pretest and were enrolled during FTE Survey 2 or 3.
2. Reading and mathematics pretests for students in grade 12 will be the Stanford 10 Achievement Test and will be administered in January 2007. The FCAT NRT, given in tenth grade, will serve as the pretest for grade 11 students. The reading and mathematics post-test for students in grades 11 and 12 will be the Stanford 10 Achievement Test and will be administered by May 2007. Test security and test administration will follow similar guidelines as those used with FCAT and other Norm Referenced Test.
3. ESE teachers, including speech therapists, will follow the same guidelines as those listed for basic teachers. However, evaluation of student achievement for ESE teachers whose total student population is measured through alternate assessment will be based on student performance measured through the alternate assessment.
4. Evaluation of student achievement for music, physical education, foreign language, career or vocational and similar instructional positions will be based on content area and standardized assessments. Content area assessments will constitute 50% of the student performance category for the students assigned to their classrooms whose learning they impact. Their students' FCAT Reading or SAT 10 Reading scores will constitute the other 50%.
5. Non-FCAT teachers have developed a database of questions for the content area assessments. Test questions are linked to the Sunshine State Standards for the individual courses. A uniform district pre and post-test will be generated from the test bank. Content area pre-tests will be administered no later than January 2007 and post-tests will be administered no later than May 2007. For the 2007-2008 school year, pre-tests will be administered no later than September 30, 2007. Test security and test administration will follow similar guidelines as those used for FCAT and other Norm Referenced Tests.
6. Evaluation of student achievement for teachers working in the CARE program will be based on the students who attended their program for FTE Survey 2 and 3. Teachers working in the CARE program will follow the same guidelines as those listed for basic teachers.

7. Evaluation of student achievement for media, reading coaches, and Title 1 teachers will be based 100% on school-wide FCAT Reading scores based on a school wide value table. If there are situations where one or more teachers from the group listed above serve a select group of students, that select group of students will be considered the target group for that teacher or teachers.
8. Evaluation of student achievement for guidance counselors will be based 100% on the school-wide average of FCAT Reading and Math scores based on a school-wide value table.

**Primary Data Elements to Determine Student Achievement
for 2006-2007**

Elementary Grades		
	Pretest	Posttest
Pre-Kindergarten/Handicapped	DIAL 3	DIAL 3
Kindergarten/ESE/Title 1	DIBELS	DIBELS
First Grade/ESE/Title 1	DIBELS	DIBELS
Second Grade/ESE/Title 1	1 st Grade Stanford 10 Reading	Stanford 10 Reading
Third Grade/ESE/Title 1	2 nd Grade Stanford 10 Reading	FCAT NRT Reading
Grades 4/5 Reading/ ESE/Title1	FCAT Reading	FCAT Reading
Grades 4/5 Math/ ESE/Title1	FCAT Math	FCAT Math
Grades 4/5 Science	50% FCAT Reading NRT/50% District Test	50% FCAT Reading NRT/50% District Test
Grades 4/5 Social Studies	50% FCAT Reading NRT/50% District Test	50% FCAT Reading NRT/50% District Test
Grades 4/5 Self-Contained/ESE	FCAT Reading or FCAT Math	FCAT Reading or FCAT Math
ESE Self-Contained	FCAT/FAAR Data	FCAT/FAAR Data
Guidance	Average of School-wide FCAT Reading & Mathematics Data	Average of School-wide FCAT Reading & Mathematics Data
Media Specialist	School FCAT Reading	School FCAT Reading
PE*	50% FCAT Reading School Data/50%Presidential Physical Fitness for grades 4 & 5	50% FCAT Reading School Data/50%Presidential Physical Fitness for grades 4 & 5
Music*	50%FCAT Reading School Data/50%District Test	50%FCAT Reading School Data/50%District Test
Reading Coaches	FCAT School Reading Data	FCAT School Reading Data
Curriculum Coordinator/ General Support	FCAT School Reading Data	FCAT School Reading Data
*Data is included for students for whom instructional personnel have specific responsibilities.		
Middle Grades		
Reading/Language Arts/ESE/Title 1	FCAT Reading	FCAT Reading
Mathematics/ESE	FCAT Math	FCAT Math
Science/ESE	FCAT Reading	FCAT Reading
Social Studies/ESE	FCAT Reading	FCAT Reading
ESE Self-Contained	FCAT/FAAR Data	FCAT/FAAR Data
Media Specialist	School FCAT Reading	School FCAT Reading
Guidance	Average of School-wide FCAT Reading & Mathematics Data	Average of School-wide FCAT Reading & Mathematics Data
PE*	50% FCAT Reading School Data/50%Presidential Physical Fitness	50% FCAT Reading School Data/50%Presidential Physical Fitness
Music*	50% FCAT Reading School Data/50%District Test	50%FCAT Reading School Data/50%District Test
Reading Coaches	FCAT School Reading Data	FCAT School Reading Data
Curriculum Coordinator/ General Support	FCAT School Reading Data	FCAT School Reading Data
*Data is included for students for whom instructional personnel have specific responsibilities.		

High School			
	Grade Level	Pretest	Posttest
Reading/Language Arts/ ESE	9-10	FCAT Reading	FCAT Reading
	11	FCAT Reading NRT	Stanford 10 Reading
	12	Stanford 10 Reading	Stanford 10 Reading
Mathematics/ESE	9-10	FCAT Math	FCAT Math
	11	FCAT Math NRT	Stanford 10 Math
	12	Stanford 10 Math	Stanford 10 Math
Science/ESE	9-10	FCAT Reading	FCAT Reading
	11	FCAT Reading NRT	Stanford 10 Reading
	12	Stanford 10 Reading	Stanford 10 Reading
Chemistry/Physics/ESE	9-10	FCAT Math	FCAT Math
	11	FCAT Math NRT	Stanford 10 Math
	12	Stanford 10 Math	Stanford 10 Math
Social Studies/ESE	9-10	FCAT Reading	FCAT Reading
	11	FCAT Reading NRT	Stanford 10 Reading
	12	Stanford 10 Reading	Stanford 10 Reading
PE*	9-10	50% FCAT Reading /50%Presidential Physical Fitness	50% FCAT Reading /50%Presidential Physical Fitness
	11	50% FCAT Reading /50%Presidential Physical Fitness	50% Stanford 10 Reading/50%Presidential Physical Fitness
	12	50% Stanford 10 Reading/50%Presidential Physical Fitness	50% Stanford 10 Reading/50%Presidential Physical Fitness
Music*	9-10	50% FCAT Reading/50% District Test	50% FCAT Reading/50% District Test
	11	50% FCAT Reading NRT/50% District Test	50% Stanford 10 Reading/50% District Test
	12	50% Stanford 10 Reading/50% District Test	50% Stanford 10 Reading/50% District Test
Foreign Language*	9-10	50% FCAT Reading/50% District Test	50% FCAT Reading/50% District Test
	11	50% FCAT Reading NRT/50% District Test	50% Stanford 10 Reading/50% District Test
	12	50% Stanford 10 Reading/50% District Test	50% Stanford 10 Reading/50% District Test
Vocational/Career Education/ Driver's Education*	9-10	50% FCAT Reading/50% District Test	50% FCAT Reading/50% District Test
	11	50% FCAT Reading NRT/50% District Test	50% Stanford 10 Reading/50% District Test
	12	50% Stanford 10 Reading/50% District Test	50% Stanford 10 Reading/50% District Test
ESE Alternative Assessment	9-12	FAAR Data	FAAR Data
Media Specialist	All	School FCAT Reading	School FCAT Reading
Guidance	All	Average of School-wide FCAT Reading & Mathematics Data	Average of School-wide FCAT Reading & Mathematics Data
Reading Coaches	All	FCAT School Reading Data	FCAT School Reading Data
Curriculum Coordinator/ General Support	All	FCAT School Reading Data	FCAT School Reading Data
*Data is included for students for whom instructional personnel have specific responsibilities.			

Plan for Determining Student Achievement for STAR Awards

A STAR Committee will be formed to rank order instructional personnel for the purpose of awarding the STAR Award. The committee will be comprised of one teacher from each of the five schools, one school based administrator, the MIS Coordinator, and Director of Curriculum and Instruction.

In order to rank order instructional personnel for the purpose of presenting the STAR Award, the following procedures will be followed:

1. All school-based teachers will be divided into groups: elementary, middle school and high school. All eligible staff at each level (elementary, middle school, and high school) will then be divided into instructional groups based on their teaching assignment(s). Teachers may be included in more than one group. Their eligibility for the STAR award will be based on their highest rating. The instructional groups are reading, mathematics, and non-FCAT.
2. All student achievement pretest and posttest data will be converted using a value table. The state developed FCAT value table will be used for FCAT achievement data. District developed value tables will be developed for norm referenced test data and district developed test.
3. Each teacher will be assigned an effectiveness value based on the State of Florida or a district developed value table for the students assigned to their classroom(s) whose learning they impact.

The value table structure is based on the likelihood that student increases in achievement levels will occur. Teachers receive points for moving a student up a level. More points are received when a student is increased more than one level. Points are also awarded for maintaining levels 2 or higher. A small number of points are granted for students in level 5 who decreased to level 4 and for increasing achievement in level 1. Points are deducted for students in levels 4 or below who decrease in level.

4. District developed examinations' scores and NRT will be converted to a level using the following table. A value table will then be created for all district developed instruments.

	Percent Correct				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Grade Levels	0-59%	60-69%	70-79%	80-89%	90-100%

5. School wide effectiveness values will be developed for teachers who are responsible for the entire student body, such as guidance or media specialist. (If such personnel are responsible for specific groups of students, the scores of those students will be used.) Using FCAT data, an effectiveness value will be developed for the entire school using the same procedures that will be used for teachers with assigned students. Teachers from areas such as PE or Music will have an effectiveness value that places half the value on their students' FCAT scores and half the value on district developed tests; these two halves will then be averaged and compared to others who are averaged.
6. Teachers working in the CARE program will be assigned an effectiveness value based on the students who attended their program for FTE Survey 2 and 3.
7. Teachers will be rank ordered based on their effectiveness value. A high score indicates a more effective teacher than does a low score. An Effectiveness Value Rank Order will be determined for each group of teachers by grade level group, Elementary, Middle, or High School and instructional group. Points will be assigned according to the position on the list.

Performance of Improved Student Achievement					
Effectiveness Value Points					
Ranked in the	Top 25%	26% to 30%	31% to 35%	36% to 49%	50% and below
Points Earned	60	35	30	12	0

Plan to Determine STAR Award Recipients

The STAR Committee will follow these steps to identify personnel who receive the STAR Award:

1. To be eligible for the STAR Award a teacher must: (1) have no section rating of “needs improvement” or “unsatisfactory” and (2) have no more than one section rating of “satisfactory”.
2. Each identified group of eligible teachers will be rank ordered based on the Grand Total Number of 120 Points on their Instructional Performance Appraisal.
3. Teachers in the top 25% of each identified group will receive the STAR Award.
4. Any additional STAR funds received by Calhoun County School Board as the result of remaining funds or a possible Florida Department of Education recalculation after April 1, 2007, will be used to continue to provide 5% awards to school level instructional personnel beyond the top 25% up to top 35% of each instructional group. In case of additional remaining funds, money will be evenly divided among the original top 25% recipients from each instructional group.
5. The STAR Committee will be authorized to review written appeals submitted from any instructional employee. If after the top 25% STAR Award recipients are identified and an employee believes that for some reason related to learning gains they should be identified as a top STAR teacher then they must appeal to the committee. Appeals to the committee must be made in writing by July 16, 2007, with sufficient documentation to assist the committee in reaching a decision. The committee must render an opinion in writing no later than August 15, 2007.