



# Citrus County Schools STAR Plan



## **Introduction**

Sections 1012.22 and 1012.34 of Florida Statutes and proviso language from the 2006 state budget require a performance pay plan for school administrators and instructional personnel. The Citrus County Special Teachers Are Rewarded (STAR) Plan is the system of pay for performance that has been selected for submission by Citrus County.

This system is based primarily on criteria that measures improved student performance through learning gains as established by FCAT scores and assessment in non-FCAT areas. In addition, other measures of teacher performance will be utilized that are consistent with accomplished practices of high performing educators.

For the purpose of the Citrus County STAR Plan, the District Performance Appraisal Summative Instrument will serve as the qualifying criteria to be eligible for the STAR Bonus (see Appendix B – STAR FLOW CHART). Student achievement measures, that include FCAT and end of course tests are part of the items teachers use to monitor student progress, are addressed through Standard 4 of the District Performance Appraisal System. Standard 4 incorporates the Assessment, Critical Thinking and Diversity Accomplished Practices.

A collaborative process involving classroom teachers, school and district administrators, subject area specialists, as well as a Citrus County School Board member was utilized in the design and development of the Citrus County STAR Plan. The process has been submitted for review and approval by the District's leadership bargaining team and the Citrus County Education Association bargaining team. The leadership bargaining team and the Citrus County Education Association bargaining team are referred to in this document as the "parties to the Agreement."

Implementation of the Citrus County STAR Plan is contingent on full funding by the State of Florida.

## **Elements of the STAR Program**

### **A. Compliance Criteria:**

In compliance with the provisions of the STAR proviso language, the following STAR Plan criteria apply:

1. Instructional personnel are rewarded based primarily on student achievement over the course of the year. Teachers are neither penalized nor rewarded based on where their students began the year academically.
2. Achievement of Exceeds Expectations or Exemplary Performance ratings on at least 4 of the 5 Citrus County Performance Appraisal Standards, and no more than 1 Achieves Expectations rating on the 5 County Performance Appraisal Standards is the first qualification for instructional staff to be considered for the STAR Bonus. (APPENDIX B – STAR FLOW CHART).
3. The second qualification for eligibility to receive the bonus is improved student achievement as measured by using the district/state approved value tables.

4. Instructional personnel receiving any Improvement Needed, Unacceptable or more than one Achieves Expectation on the Summative Assessment Instruments shall not be eligible to receive the bonus (APPENDIX B – STAR FLOW CHART).
5. The top 25% of eligible instructional personnel as measured by the approved district/state value tables shall receive the 5% bonus (see APPENDIX A - STAR Proportion Table).
6. Instructional personnel are eligible no matter the performance rating of the school.

## **B. Implementation Criteria:**

In implementing the STAR plan the following criteria apply:

1. All instructional personnel as defined by s 1012.01 (1)(a)-(d) are included in this plan document.
2. All levels of instruction in K-12 programs and ESE Pre-K instructors are eligible.
3. No application shall be required.
4. Individuals receiving the reward shall be entitled to a bonus of 5% of their base salary (not to exceed 196 days). Such bonuses shall not be a part of the base pay, and, as such, shall not be eligible to be credited toward retirement. An individual is entitled to no more than one bonus.
5. Parties agree to the use of the current rated assessment format as a basis for determining “Exceeds Expectations” or “Exemplary Performance” to qualify for bonuses under the STAR Plan. Candidates may have no more than one “Achieves Expectations” rating with all other ratings above the “Achieves Expectations” level on their Performance Appraisal Summative Assessment to be eligible for STAR.
6. The annual learning gains portion of the process will be determined by value tables established by the Citrus County Department of Research and Accountability modeled after the Florida Department of Education value tables. Annual learning gains will be defined at the school and classroom level for educators through (See pre- and post-test listed in Appendix C, Tables 1, 2 and 3):
  - FCAT scores where FCAT is administered in the subject area;
  - Locally administered nationally norm-referenced assessments for which gains can be calculated if FCAT is not administered in that subject area (e.g. DIBELS);
  - A standardized, district-administered test (hereafter referred to as SDAT) that can measure value-added student learning gains in other non-FCAT areas (e.g. Fine Arts, Career Technical, K-2, 11-12, Health, Physical Education, etc.) For the 2006-2007 school year only, a district approved and administered post-test may be used to measure student achievement for those same areas.
7. For all non-classroom instructional personnel (guidance, media, school psychologists, etc.), annual learning gains will be determined by a composite of overall performance of students that they serve at either the school or district level (contingent on job responsibilities) as measured by state FCAT data. The Citrus County Department of Research and Accountability will calculate composite learning gains by school utilizing the value tables and pre- and post-test listed in Appendix C, Tables 1, 2 and 3.
8. The parties to the Agreement shall resolve any disputes arising as a result of this new system.
9. Pay for Performance disputes shall be exempt from the grievance procedure of the Agreement.
10. In order to be eligible for consideration in the STAR Plan, an employee must have been a full-time member of the instructional staff during the majority of the current instructional

year. The majority (99 days) is defined as working one day more than half of the current instructional year (196 days).

11. For the 2006-2007 school year only, the student achievement from the second term (in a block schedule) or the 2007 semester (for semester courses) will be used for calculation of post-test data for classroom teachers with an indirect FCAT link (Category III - Appendix A – STAR Proportion Table) utilizing a district developed value table.
12. Bonus payments shall be encumbered no later than June 30<sup>th</sup>.

### **C. Classification of Instructional Positions (Appendix A – STAR Proportion Table).**

All instructional positions are first divided into three levels from which 25% would receive the 5% STAR Bonus:

- a. Elementary school
- b. Middle school
- c. High school

The positions are next divided into three categories from which 25% would receive the 5% STAR Bonus:

1. Category I – Classroom Instructor with a Direct FCAT Link
2. Category II – Non-classroom Instructor with an Indirect FCAT Link
3. Category III – Classroom Instructor with an Indirect FCAT Link

The positions are then divided into groups based on teaching and content area responsibilities (see groupings denoted by an italicized capital letters {e.g. *A. B. C. etc.*} in each of the boxes shown in Appendix A – STAR Proportion Table) from which 25% would receive the 5% STAR Bonus. The groupings are based on the types of pre and post-tests used to determine the greatest gains in student achievement (see Appendix C - Methods of Determining Student Achievement for STAR – Tables 1, 2 and 3). The STAR task force will have the authority to make minor adjustments to the groupings as necessary, or to establish additional grade level or subject area teacher groupings.

### **D. Eligibility**

All K-12 instructional personnel will be eligible for Pay for Performance (STAR) as defined by s 1012.01(1)(a)-(d), F.S.

### **Instructional Positions With a Direct Link to FCAT Scores (see APPENDIX B - Flowchart)**

Instructional staff members who have the responsibility of teaching students in content areas that are considered directly linked to the FCAT assessment shall be eligible for Pay for Performance (STAR) as follows:

1. The first criterion to be considered for the STAR Performance Pay Bonus is verification of an overall Exceeds Expectations or Exemplary Rating on the instructor's performance appraisal Summative Assessment for the current school year as specified in the APPENDIX B - Flowchart.
2. Final determination for the Pay for Performance (STAR) bonus shall be made using annual learning gains as determined by scores received on the FCAT administration for 2006-2007. The state recommended value table will be utilized to rank teachers linked to the FCAT tests.

Instructional staff having a direct link to FCAT scores include: classroom teachers of language arts/reading and math, grades 4-10; and science and social studies at the secondary level.

**Non-classroom Instructional Positions With an Indirect Link to FCAT Scores (see APPENDIX B - Flowchart)**

Instructional staff members who do not have classes shall be eligible for participation in the STAR Plan based on annual learning gains of the students assigned to their school or center, or in some cases the District as follows:

1. The first criterion to be considered for the STAR Performance Pay bonus is verification of an overall Exceeds Expectations or Exemplary Rating on the instructor's performance appraisal Summative Assessment for the current school year as specified in the APPENDIX B - Flowchart.
2. Final determination for Pay for Performance (STAR) bonus shall be made using composite scores of all their students' annual learning gains reflecting significant growth as determined by the scores received on the FCAT administration for the 2006-2007 school year.

Instructional staff having an indirect link to FCAT Scores include: guidance counselors, media specialists, curriculum specialists, etc. (See Appendix A, Category II)

**Classroom Instructional Positions With an Indirect Link to FCAT (see APPENDIX B - Flowchart)**

Instructional staff members who do not have a direct or indirect link to FCAT test scores shall be eligible for participation in the STAR Plan based on student growth as measured by a District-approved assessment that is consistent with the Sunshine State Standards **or** locally administered nationally norm-referenced assessment for which gains can be calculated if FCAT is not administered in that subject area (e.g. DIBELS) as follows:

1. The first criterion to be considered for the Star Performance Pay Bonus is verification of an overall Exceeds Expectations or Exemplary Rating on the instructor's performance appraisal Summative Assessment for the current school year as specified in the APPENDIX B - Flowchart.
2. Final determination for Pay for Performance (STAR) bonus shall be made using the District-approved tests that are consistent with the appropriate state standards **or** locally administered nationally norm-referenced assessment for which gains can be calculated (i.e. DIBELS) for the 2006-2007 school year.

Instructional staff within this category include: teachers in grades K-2, 11, 12, and teachers of Fine Arts, Career and Technical Education, Physical Education, etc. (See Appendix A, Category III)

**E. Tie Scores (see APPENDIX B – Flowchart)**

Resolution of determining who receives the Performance Pay bonus when instructors have tie scores will be through a systematic lottery conducted by the School Board. The instructors with ties will be assigned numbers to maintain confidentiality. All with ties will be drawn and ranked based on the order drawn. The 5% Star Bonuses will be awarded starting with the first drawn tie

and continued sequentially until all available STAR allocated funds are used or all tie positions receive the bonus. After the top 25% of school-based administrators receive the 5% bonus if additional monies are allocated through STAR, the instructors with the next highest scores (after the initial 25% have been determined) will be awarded the bonus until all additional allocated state funds are used.

## **F. Purpose, Criteria and Procedures for Determining Student Achievement Relative to STAR**

### **Purpose**

Determination of how instructional personnel will be rank ordered in the STAR pay for performance plan is related directly to two factors: what tests will be used to measure student achievement and how the assessment measures will be calculated.

The purpose of this section is to identify what student performance tests will be used and how the results from those tests will be used to determine student learning gains. Learning gains and the comparison of learning gains between groups of students (classrooms) will serve as the basis in which to rank order instructional personnel for STAR.

### **Criteria**

In order to determine classroom-learning gains the following criteria will be used.

1. In order to determine learning gains, at least 80% of a teacher's students must have post-test data identified in Appendix C – Tables 1,2, and3.
2. Learning gains will be based on comparing pre with post-test results.
3. Prior FCAT data will be used as a pre-test for all three categories identified in Appendix A (STAR Proportion Table) for the 2006-2007 year only. For instructional personnel included in Category III (Classroom Instructor With an Indirect FCAT Link), data from 2006-07 standardized District-administered tests will be used for pre-test purposes beginning with the 2007-2008 school year. If FCAT data is not available for pre-test purposes, then other district-identified tests will be used. (e.g. DIBELS for grades kindergarten, one and two.)
4. FCAT or FAAR data will be used as a post-test for instructional personnel who are included in Categories I and II (Appendix A). Data from district approved Standardized District Administered Tests (to be developed) will be used as the post-test for instructional personnel who are included in Category III (Appendix A).
5. Gain in ESE students not participating in the FCAT will be determined using the Florida Alternative Assessment (FAAR)
6. A model using the State of Florida developed value tables will be used as a basis for comparing FCAT achievement with district approved tests.

### **Procedures**

The following procedures will be used for rank ordering instructional personnel for the purpose of awarding STAR performance pay:

1. All eligible staff will be divided into levels, then categories, and further into groupings as described in Section C (Classification of Instructional Positions -Appendix A – STAR Proportion Table) on page 3.

2. Their eligibility for STAR Performance Pay will be based on student achievement performance from their highest rated category.
3. All student achievement data used as pre-test and post-test measures of achievement will be converted using value tables. The state developed FCAT value table will be used for FCAT achievement data. District developed value tables will be developed for standardized district administered tests.
4. Instructional personnel who have students assigned specifically to them will be assigned a student performance value based on the State of Florida or a district developed value table for their students.
5. 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.
6. Standardized District-Administered Tests (SDAT) scores will be converted to a level using a value table created by the Citrus County School Board (CCSB) Research and Accountability Department modeled after the state developed value tables . A value table will be created for all SDATs.

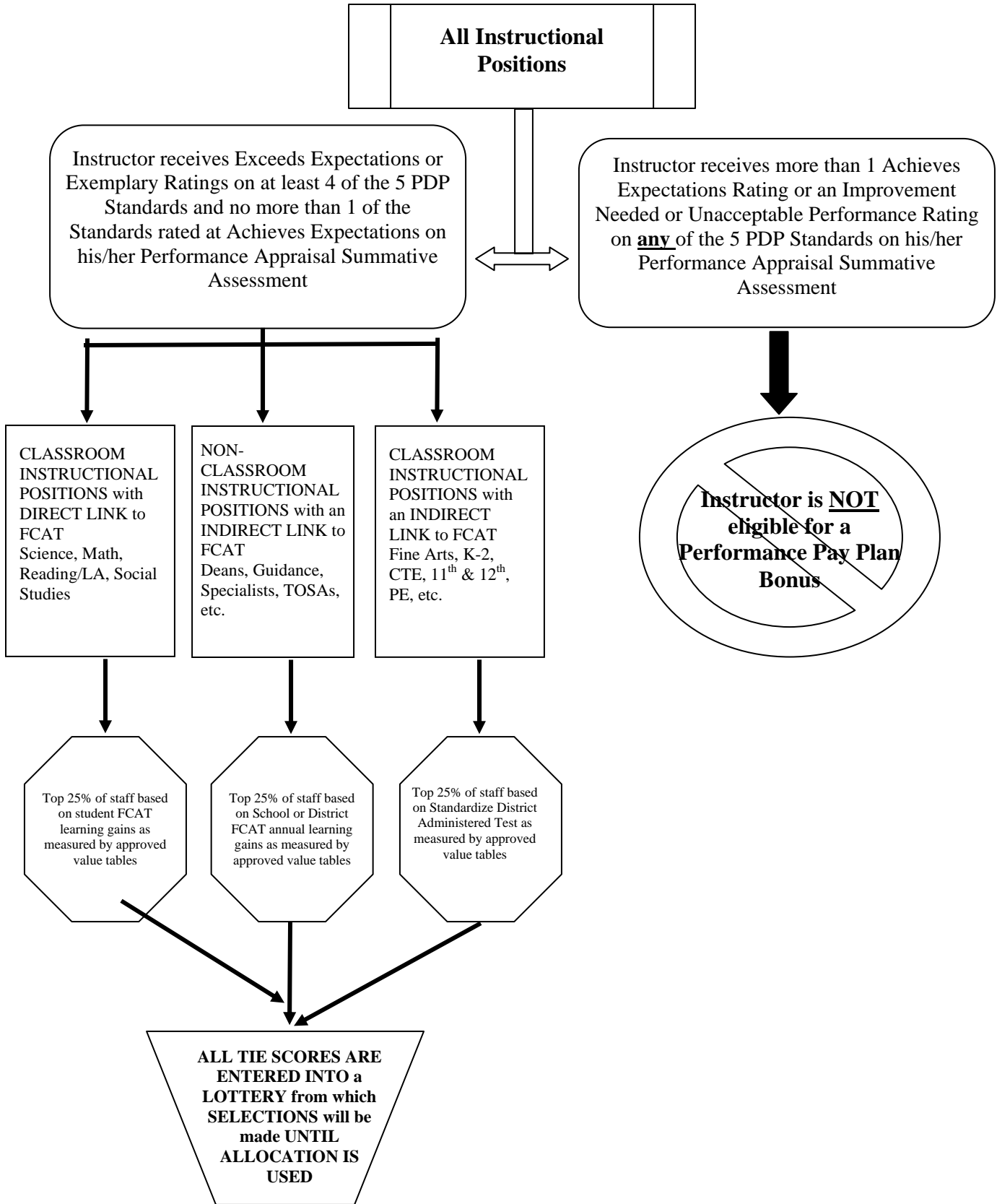
All teachers will be rank ordered based on their final performance values. Rankings will be determined for each group of teachers as previously described in Section C (page 3) and illustrated in Appendix A - STAR Proportion Table. After awarding the top 25% of the instructional staff a 5% bonus, the top 25% of school-based administrators will be awarded the 5% bonus based on improved student achievement using the State's developed value table. All monies left over and recalculated dollars will go to award those teachers with the highest total points, continuing through the list until the available state funds are exhausted.

**APPENDIX A**  
**STAR PROPORTION TABLE**  
*(Formula for determining 25% of instructional staff to receive Star Award)*

<b>LEVEL</b>	<b><u>CATEGORY I</u> CLASSROOM INSTRUCTOR DIRECT FCAT/FAAR LINK</b>	<b><u>CATEGORY II</u> NON-CLASSROOM INSTRUCTOR INDIRECT FCAT LINK</b>	<b><u>CATEGORY III</u> CLASSROOM INSTRUCTOR INDIRECT FCAT LINK</b>
<b>ELEMENTARY SCHOOL</b> <i>25% of Elementary School Teachers</i>	<i>25% from each of these Elementary Groups:</i> <b>A. - Kindergarten</b> <b>B. - Grades 1-3 General teachers</b> <b>C. -Grade 4-5 General teachers</b> <b>D- ESE teachers</b>	<i>25% from each of these Elementary Groups</i> <b>A. - Guidance Counselors</b> <b>Curriculum Specialists</b> <b>Media Specialists</b> <b>Technology Specialists</b> <b>Literacy Coaches</b> <b>School Psychologists</b> <b>School Social Workers</b> <b>B. - ESE Specialists</b> <b>C. – District Instruction Related Specialists</b>	<i>25% from each of these Elementary Groups</i> <b>A. - Music teachers</b> <b>B. - Art teachers</b> <b>C. – P.E. teachers</b> <b>D. – ESE Pre-K teachers</b>
<b>MIDDLE SCHOOL</b> <i>25% of Middle School Teachers</i>	<i>25% from each of these Middle School Groups:</i> <b>A. – Grades 6-8 Reading, Language Arts, Social Studies, Grades 6-7 Science teachers</b> <b>B. – Grade 8 Science teachers</b> <b>C. – Grade 6-8 Math teachers</b> <b>D. ESE teachers</b>	<i>25% from each of these Middle School Groups</i> <b>A. - Guidance Counselors</b> <b>Curriculum Specialists</b> <b>Media Specialists</b> <b>Technology Specialists</b> <b>Literacy Coaches</b> <b>School Psychologists</b> <b>School Social Workers</b> <b>Job Coaches</b> <b>B. – ESE Specialists</b> <b>C. – District Instruction Related Specialists</b>	<i>25% from each of these Middle School Groups</i> <b>A. - Career/Technical teachers</b> <b>B. - Foreign Language teachers</b> <b>C. – PE/Health teachers</b> <b>D. – Music Teachers</b> <b>E. – Art teachers</b>
<b>HIGH SCHOOL</b> <i>25% of High School Teachers</i> <i>(Includes WTI instructors who serve at least 10 secondary students*)</i>	<i>25% from each of these High School Groups:</i> <b>A. – Grades 9-10 Reading teachers</b> <b>Language Arts teachers</b> <b>Social Studies teachers</b> <b>B. – Grades 9-10 Math teachers</b> <b>C. – Grade 11 Science teachers</b> <b>D. – ESE teachers</b>	<i>25% from each of these Middle School Groups</i> <b>A. - Guidance Counselors</b> <b>Curriculum Specialists</b> <b>Media Specialists</b> <b>Technology Specialists,</b> <b>Literacy Coaches</b> <b>Deans</b> <b>School Psychologists</b> <b>School Social Workers</b> <b>Job Coaches</b> <b>Assessment Specialists</b> <b>B. – ESE Specialists</b> <b>C. – District Instruction Related Specialists</b>	<i>25% from each of these Middle School Groups</i> <b>A. - Career/Technical teachers</b> <b>B. - Foreign Language teachers</b> <b>C. – PE/Health teachers</b> <b>D. – Music Teachers</b> <b>E. – Art teachers</b> <b>F. – Language Arts 11-12</b> <b>G. – Mathematics 11 – 12</b> <b>H. – Science 9 – 10</b> <b>I. – Social Studies 11 -12</b> <b>J. – Science 12</b>
<b>DISTRICT &amp; MULTIPLE SCHOOL</b> <i>Come from the 25% of the School(s) they primarily serve</i>	<i>Example:</i> <b>Horizon Teacher comes from 25% of High School Allocation for this category</b>	<i>Examples:</i> <b>TOSA’s for Math, Science and other areas will come from 25% of the school level for this category from which they are assigned by their supervisor</b>	

- *WTI instructors and any other CCSB instructors who serve K-12 students a portion of the time would receive a corollary portion of any STAR Performance Pay Bonus to which they are entitled.*

**APPENDIX B  
FLOWCHART  
Instructional Position Eligibility for the STAR Performance Pay Plan Bonus**



**APPENDIX C (Elementary School)**  
**Methods of Determining Student Achievement for STAR**  
**TABLE 1**

Primary Data Elements to Determine Student Achievement Gains: 2006 – 2007

Grouping		Elementary School Level		
		Grade Level	Pre-test	Post-test
Kindergarten	<i>I A.</i>	K	Dibels	Dibels/Emergent Reader Assessment
Reading/Language Arts	<i>I B.</i>	1	Dibels	Dibels
	<i>I B.</i>	2	Dibels	Dibels
	<i>I B.</i>	3	Dibels	Dibels
	<i>I C.</i>	4-5	FCAT Reading or Math	FCAT Reading or Math
Guidance*	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
Media Specialists	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
PE	<i>III C.</i>	All	FCAT Reading Data	Standardized District Administered Test (SDAT)
ESE	<i>I D.</i>	All	FCAT/FAAR Data	FCAT/FAAR Data
Music	<i>III A.</i>	All	FCAT Reading Data	(SDAT)
School Social Workers	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
School Psychologists*	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
Literacy Coaches	<i>II A.</i>	All	FCAT School ReadingData	FCAT School Reading Data
ESE Specialists	<i>II B.</i>	All	FCAT/FAAR Data	FCAT/FAAR Data
ESE PreK	<i>III D.</i>		SDAT	SDAT
District Instruction Related Specialists	<i>II C.</i>		Appropriate FCAT Reading or Math Data	Appropriate FCAT Reading or Math Data
Art	<i>III B.</i>		FCAT Reading Data	(SDAT)

\*Based on their assigned students when appropriate.

**APPENDIX C (Middle School)**  
**Methods of Determining Student Achievement for STAR**  
**Table 2**

Primary Data Elements to Determine Student Achievement Gains: 2006 – 2007

Grouping		Middle School Level		
		Grade Level	Pre-test	Post-test
Reading/Language Arts	<i>I A.</i>	6-8	FCAT Reading	FCAT Reading
Mathematics	<i>I C.</i>	6-8	FCAT Mathematics	FCAT Mathematics
Science	<i>I A.</i>	6-7	FCAT Reading	FCAT Reading
	<i>I B.</i>	8	FCAT Reading	FCAT Science
Social Studies	<i>I A.</i>	6-8	FCAT Reading	FCAT Reading
Guidance*	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
Media Specialists	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
PE/Health	<i>III C.</i>	All	FCAT Reading Data	Standardized District Administered Test (SDAT)
ESE	<i>I D.</i>	All	FCAT/FAAR Data	FCAT/FAAR Data
Music Art	<i>III D.</i> <i>III E.</i>	All	FCAT Reading Data	(SDAT)
Foreign Language	<i>III B.</i>	All	FCAT Reading Data	(SDAT)
Technical/Career Education	<i>III A.</i>	All	FCAT Reading Data	(SDAT)
School Social Workers	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
School Psychologists*	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
Literacy Coaches	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
Technology Specialists	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
ESE Specialists	<i>II B.</i>	All	FCAT/FAAR Data	FCAT/FAAR Data
District Instruction Related Specialists	<i>II C.</i>		Appropriate FCAT Reading or Math Data	Appropriate FCAT Reading or Math Data

\*Based on their assigned students when appropriate.

**APPENDIX C (High School)**  
**Methods of Determining Student Achievement for STAR**  
**Table 3**

Primary Data Elements to Determine Student Achievement Gains: 2006 - 2007

<b>Grouping</b>		<b>High School Level</b>		
		<b>Grade Level</b>	<b>Pre-test</b>	<b>Post-test</b>
<b>Reading/Language Arts</b>	<i>I A.</i>	9	FCAT Reading	FCAT Reading
	<i>I A.</i>	10	FCAT Reading	FCAT Reading
	<i>III F.</i>	11-12	FCAT Reading	(SDAT)
<b>Mathematics</b>	<i>I B.</i>	9	FCAT Mathematics	FCAT Mathematics
	<i>I B.</i>	10	FCAT Mathematics	FCAT Mathematics
	<i>III G.</i>	11-12	FCAT Mathematics	(SDAT)
<b>Science</b>	<i>III H.</i>	9-10	FCAT Reading	(SDAT)
	<i>I C.</i>	11	FCAT Reading	FCAT Science
<b>Social Studies</b>	<i>I A.</i>	9	FCAT Reading	FCAT Reading
	<i>I A.</i>	10	FCAT Reading	FCAT Reading
	<i>III I.</i>	11-12	FCAT School Reading Data	(SDAT)
<b>Guidance*</b>	<i>I A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
<b>Media Specialists</b>	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
<b>PE/Health</b>	<i>III C.</i>	All	FCAT Reading Data	(SDAT)
<b>ESE</b>	<i>I D.</i>	All	FCAT/FAAR Data	FCAT/FAAR Data
<b>Music</b>	<i>III D.</i>	All	FCAT Reading Data	(SDAT)
<b>Art</b>	<i>III E.</i>	All	FCAT Reading Data	(SDAT)
<b>Foreign Language</b>	<i>III B.</i>	All	FCAT Reading Data	(SDAT)
<b>Technical/Career Education</b>	<i>III A.</i>	All	FCAT Reading Data	(SDAT)
<b>School Social Workers</b>	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
<b>School Psychologists*</b>	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
<b>Literacy Coaches</b>	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
<b>Deans</b>	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data
<b>ESE Specialists</b>	<i>II B.</i>	All	FCAT/FAAR Data	FCAT/FAAR Data
<b>District Instruction Related Specialists</b>	<i>II C.</i>	All	Appropriate FCAT Reading or Math Data	Appropriate FCAT Reading or Math Data
<b>Job Coaches</b>	<i>II C.</i>	All	FCAT School Reading Data	(SDAT)
<b>Science Teachers</b>	<i>III J.</i>	12	FCAT School Reading Data	(SDAT)
<b>Assessment Specialists</b>	<i>II A.</i>	All	FCAT School Reading Data	FCAT School Reading Data

\*Based on their assigned students when appropriate.