

SPECIAL TEACHERS ARE REWARDED
“STAR” Plan
2006-2007

This plan is submitted to the Florida Department of Education as this districts pay for performance system, pursuant to Sections 1012.22 and 1012.34, Florida Statutes and proviso language from 2006 state budget.

I. Legal Context

- A. Instructional personnel, as defined by 1012.01(2)(a) – (d), F.S., shall be considered eligible for participation in the STAR award program for the 2006-2007 school year.
- B. The district appraisal system shall be found to be in full compliance with the provisions of 1012.34, F.S. Specifically, the following guiding principles apply:
 - 1. The requirements of 1012.34(2)(a) – (f), F.S., were considered and incorporated in the development of our appraisal system.
 - 2. The requirements of 1012.34(3) have been incorporated inasmuch as student growth and achievement constitute fifty percent (50%) of the overall performance score. The remaining percentage of performance incorporates the requirements of 1012.34(3)(a) 2 – 7. These items are included in the appropriate job context performance category.
 - 3. The requirements of 1012.34(3)(a) which states, “The assessment must be based upon sound educational principles and contemporary research...” have been met.
- C. Instructional personnel are not required to apply for participation in STAR.
- D. All administrators and instructional personnel will be provided training in the use of the assessment criteria and process before the assessment takes place.

II. Process for Determining Teacher Ranking and Performance Appraisal

- A. A minimum of twenty-five percent (25%) of the instructional personnel at the elementary, middle and secondary schools will be provided a five (5%) bonus calculated on the individual’s base annual salary, provided at least twenty-five (25%) at each school level designation meets the other criteria of the STAR program.
- B. Instructional personnel will be divided into instructional groups entitled “silos”. These silos place instructional personnel in job-alike groups so that there is fairness based on job type and assessment type.

- C. Silos will be created to ensure that no fewer than four (4) individuals are in a silo.
- D. Using the state's value table model for determining improved student achievement, the instructional personnel will be ranked within each silo.
- E. If instructional personnel fall into more than one silo, the individual will be rewarded for the silo for which there is the highest score.
- F. If additional dollars are available and awarded, funds will be shared equally among the top 25% of eligible instructional personnel based on percentage increments.
- G. In the event of a tie, additional dollars provided by the state would be used to pay the additional cost. If these funds are unavailable local funds will be used.
- H. Any recalculated funds from the state received after April 1, 2007 will be distributed in the same manner as preciously described.
- I. Instructional personnel will be evaluated based on a 300 point scale of which 150 points will be based on improved student performance. Therefore, improved student performance constitutes fifty percent (50%) for STAR awarded eligibility. A copy of the district's performance appraisal summary detailing the point system is included as **Appendix "A"**.
- J. An instructional employee may receive no more than one (1) satisfactory rating to be eligible for the STAR bonus. Any rating below satisfactory disqualifies the teacher for the STAR award.

III. Specific Assessment Requirements

- A. Improved student performance is defined by the state developed value tables for FCAT areas and district developed value tables for non-FCAT areas.
- B. Improved student achievement of students will be measured by appropriate assessment instruments for that silo as follows:
 - 1. Improved student performance for qualifying Pre-Kindergarten teachers shall be determined by pre and posttest on scores on the Developmental Indicators Assessment of Learning – 3rd Edition (DIAL-3) utilizing a value table based on the expectations and achievement levels on DIAL-3.
 - 2. Improved student performance for qualifying for Kindergarten and first grade teachers shall be determined by pre and posttest scores on the D.I.B.E.L.S. utilizing a value table based on the expectations and achievement levels on DIBELS.

3. Improved student performance for qualifying teachers in second and third grade shall be measured by gains on the SAT 10, using the previous year's scores as the baseline and utilizing a value table based upon percentile breaks.

4. Improved student performance for qualifying teachers of fourth and fifth grade shall be measured by FCAT Reading using the state's value table.

For teachers who could qualify for both reading and math, placement in a silo will be based on which area (reading or math) value table's results provides the teacher with the highest achievement results.

5. Improved student performance for qualifying teachers of fourth and fifth grade shall be measured by FCAT Math using the state's value table.

For teachers who could qualify for both reading and math, placement in a silo will be based on which area (reading or math) value table's results provides the teacher with the highest achievement results.

6. Improved student performance for qualifying teachers of sixth, seventh and/or eighth grade classes that are linked by course code numbers to reading and/or core academic courses (science and/or social studies) shall be determined by FCAT Reading and the state's value table.

7. Improved student performance for qualifying teachers of sixth, seventh and/or eighth grade math classes shall be determined by FCAT Math and the state's value table.

8. Improved student performance for qualifying teachers of ninth and/or tenth grade classes and/or FCAT (reading) re-takes that are linked by course code number to reading and/or academic courses (science and/or social studies) shall be determined by FCAT Reading and the state's value table.

9. Improved student performance for qualifying teachers of ninth and/or tenth grade math class and/or FCAT (math) retakes, shall be determined by FCAT Math and state's value table.

10. Improved student performance for qualifying teachers who may also teach eleventh and/or twelfth grade classes will be measured partially (1/2) by the FCAT Reading or Math scores using the state's value table of the individual students assigned to that teacher and partially (1/2) by a Sunshine State Standards/end of the course test developed by the NEFEC region for that particular course.

A district developed value table will be utilized to measure growth on the Sunshine State Standards/end of the course test.

11. Improved student performance for qualifying teachers of Vocational courses (grades 9-12) and Enrichment teachers (grades 6-8) will be measured partially (1/2) by the FCAT Reading scores, using the state's value tables of the individual student assigned to that teacher and partially (1/2) by a Sunshine State Standard/end of the course test developed by the NEFEC region for that particular course. For qualifying teachers of vocational courses (grades 11 & 12) improved student performance will be measured by FCAT reading scores as a pre-test (last reading score either 10th grade or retake) and by a Sunshine State Standard/and or the course test developed by the NEFEC region for that particular course. A district developed value table will be utilized to measure growth on the Sunshine State Standard end of the course test.
12. Improved student performance for qualifying teachers of Exceptional Student (grades PreK-12) who will have their improved student performance measured by an alternative assessment determined by the goal page of the student's Individual Education Plan (IEP).

Documentation of alternative assessment will be maintained to measure age appropriate growth for the students taking an IEP approved alternative assessment.

13. Improved student performance for qualifying teachers in special areas (grades PreK-12) such as, physical education, music, and JROTC, will be determined partially (1/2) by the FCAT Reading scores for the individual students assigned to that teacher and partially (1/2) by a Sunshine State Standard/end of course test developed by NEFEC region for that course with previous year's reading scores or SSS/course test being used as the pre-test. Improved student performance for students Prek-3 (1/2) partial determination will use the DIBELS, SAT 10, or PALS for Pre & Posttest for appropriate grade levels and partially (1/2) by a Sunshine State Standard/end of course test developed by NEFEC region for that course. For qualifying teachers of grade 11 & 12 courses, improved student performance will be measured by either course pre-test or FCAT Reading scores (last reading scores either 10th grade or retake) and by a Sunshine State Standard/end of the course test developed by the NEFEC region for that particular course. The state's value table will be utilized to measure the FCAT Reading scores and a district developed value table will be utilized to measure growth on the Sunshine State Standard/end of the course test.
14. Improved student performance for qualifying auxiliary instructional personnel (grades PreK-12), such as reading

coaches, guidance counselors, media specialists, and teachers on special assignment, shall be determined by the FCAT improvement in reading composite scores utilizing the state's value table for the students for which that are assigned. For those personnel who are responsible for students in PreK-3, PALS, DIBELS, SAT 10 will also be used in the determination of improved student performance using previously designated pre-test and posttest.

15. Improved student performance for qualifying teachers of 5th, 8th, or 11th grade shall be measured by FCAT Science using a district developed value table using previous year FCAT reading scores as the pre-test. All other science teachers will be included in the appropriate grade level FCAT reading groupings.
- C. The district will be participating regionally with other NEFEC districts to develop end-of-course/Sunshine State Standards tests. This will occur near the start of 2006-2007 school year and will be refined over time. A regional committee of teachers, principals, and district level staff will review the validity and reliability of the assessments to determine alignment with the standards, including challenging grade level content and critical thinking skills.
 - D. The district testing coordinator will develop appropriate testing and security procedures.
 - E. School level administrators will be rewarded for improved student performance using local dollars.

Submitted this _____ day of _____, 2006

Silo (Grouping)

All assessments will be using a value table based on achievement levels of pre and posttests, provided by the state or district constructed with the assistance of NEFEC.

Grade Level(s)	Pretest	Posttest
PreK	DIAL-3	DIAL-3
Kindergarten-1st Grade	DIBELS	DIBELS
2nd – 3rd Grade	SAT 10 (previous year)	SAT 10 (current year)
4th – 5th Grade Reading	FCAT Reading (previous year)	FCAT Reading (current year)
4th – 5th Grade Math	FCAT Math (previous year)	FCAT Math (current year)
6th – 8th Grade Reading (All Social Studies; 6 th & 7 th Grade Science)	FCAT Reading (previous year)	FCAT Reading (current year)
6th – 8th Grade Math	FCAT Math (previous year)	FCAT Math (current year)
9th – 10th Grade Reading (All Social Studies & Science)	FCAT Reading (previous year)	FCAT Reading (current year)
9th – 10th Grade Math	FCAT Math (previous year)	FCAT Math (current year)
11th – 12th Grade Reading & Math	½ FCAT Reading or Math (previous year) ½ SSS/course test or last available FCAT Reading or Math score if SSS/course test isn't available	½ FCAT Reading or Math (current year) ½ SSS/course test (end of year)
6th – 12th Grade Vocational	½ FCAT Reading (previous year) ½ SSS/course test or last available FCAT Reading or Math score if SSS/course test isn't available	½ FCAT Reading (current year) ½ SSS/course (end of year)
Grades K-12 ESE	Alternative Assessment Instrument (either pretest or previous year Alternative Assessment)	Alternative Assessment Instrument (end of year)
Grades K-12 Special Areas	½ FCAT Reading scores (previous year) PALS, DIBELS, & SAT 10 ½ SSS/course test or last available FCAT Reading score if SSS/course test isn't available	½ FCAT Reading scores (current year) PALS, DIBELS, & SAT 10 ½ SSS/end of year course test developed by NEFEC
Grades PreK – 12 Auxiliary	FCAT Reading scores (previous year) PALS, DIBELS, & SAT 10	FCAT Reading scores (current year) PALS, DIBELS, & SAT 10
5th, 8th & 11th Grade Science (All other Science instructional personnel will be in appropriate reading level)	FCAT Reading (previous year)	FCAT Science (current Year)

**Special Teachers Are Rewarded
(STAR)**

DIXIE DISTRICT SCHOOLS

2006-2007 School Year

Appendix "A"
SCHOOL DISTRICT OF DIXIE COUNTY
INSTRUCTIONAL EMPLOYEE
PERFORMANCE APPRAISAL SUMMARY

Name _____ Position _____

School/Dept. _____ School Year _____

1. PLANNING/PREPARATION	Unsatisfactory	Needs Improvement	Satisfactory	Very Effective	Outstanding
2. CLASSROOM MANAGEMENT	Unsatisfactory	Needs Improvement	Satisfactory	Very Effective	Outstanding
3. ASSESSMENT/EVALUATION	Unsatisfactory	Needs Improvement	Satisfactory	Very Effective	Outstanding
4. INTERVENTION/DIRECT SERVICES	Unsatisfactory	Needs Improvement	Satisfactory	Very Effective	Outstanding
5. TECHNOLOGY	Unsatisfactory	Needs Improvement	Satisfactory	Very Effective	Outstanding
6. COLLABORATION	Unsatisfactory	Needs Improvement	Satisfactory	Very Effective	Outstanding
7. STAFF DEVELOPMENT	Unsatisfactory	Needs Improvement	Satisfactory	Very Effective	Outstanding
8. PROFESSIONAL RESPONSIBILITIES	Unsatisfactory	Needs Improvement	Satisfactory	Very Effective	Outstanding

POINT VALUES for JOB CATEGORIES #1 - #8

- AREA 1.** All categories at *Outstanding* (In order to rate an overall evaluation of *Outstanding*, Category #9 rating must be at *satisfactory* or higher). 150 Points _____
- AREA 2** All categories at or above *Very Effective* 125 Points _____
- AREA 3.** One (1) category at *Satisfactory* and all other categories at or above *Very Effective* (In order to be eligible for this point value, Category #9 must be *Needs Improvement* or higher). 109 Points _____
- AREA 4** Two (2) categories or more at *Satisfactory* and all other categories at or above *Satisfactory* 65 Points _____
- AREA 5.** One (1) category at *Needs Improvement* and all other categories at or above *Satisfactory* 50 Points _____
- AREA 6.** One (1) category at *Unsatisfactory* or two (2) categories at *Needs Improvement* and all other categories at or above *Satisfactory* 25 Points _____
- AREA 7.** Three (3) or more categories (cumulative) at *Needs Improvement* or *Unsatisfactory* 0 Points _____

POINT VALUES for JOB CATEGORY #9

Point values will correspond to value table actual figures.

Any points beyond 150 will be calculated at 150. Any negative value will be calculated at 0.

Unsatisfactory	Needs Improvement	Satisfactory	Very Effective	Outstanding
(49 or Below) Low 30%	(50-94) 70%	(95-110) 50%	(111-124) TOP 35%	(125-150) TOP 25%
_____	_____	_____	_____	_____

OVERALL EVALUATION

Overall evaluation will be calculated by adding point value in Job Category 1-8 and point value in Job Category 9.

Unsatisfactory	Needs Improvement	Satisfactory	Very Effective	Outstanding
(74 or Below)	(75-129)	(130-219)	(220-244)	(245-300)
_____	_____	_____	_____	_____

This evaluation has been discussed with me. _____ Yes _____ No Attachment Comments _____

Signature of Evaluatee
12.11.2006

Date

Signature of Evaluator

Date

APPENDIX “A”