



School District of Lee County Special Teachers Are Rewarded (STAR) Outstanding Administrator Performance Pay Program ADMINISTRATIVE PERSONNEL

Plan Overview

According to Florida Statute 1012.22(1)(c)4, the “adopted salary schedule must allow school administrators and instructional personnel who demonstrate outstanding performance to earn a 5 percent supplement in addition to their individual salary.” Further, Florida Statute 1012.34(3) stipulates that “the assessment of instructional personnel and school administrators must be primarily based on student performance. . . The assessment must primarily use data and indicators of improvement in student performance.”

The Outstanding Administrator Performance Pay Program is a compensation system designed to reward outstanding administrators in accordance with state requirements. This program creates the designation of “outstanding administrator” for the purposes of recognizing and rewarding exceptional educational leaders.

The Administrative Component of the Special Teachers Are Rewarded Outstanding Teacher Performance Pay Program for 2006 – 2007 is aligned with the requirements outlined in State STAR proviso program language. **Specifically the School District of Lee County STAR program provides for the following:**

1. Eligibility - All school-based administrative personnel are automatically eligible to receive rewards for improved student achievement without having to apply.
2. The Outstanding Administrator Performance Pay Program utilizes the Administrative Performance Assessment instrument to screen applicants.
 - a. Qualifying administrators must have received a satisfactory evaluation for the current AND previous year.
 - b. Qualifying administrators must receive at least 110 points on the Administrative Performance Assessment instrument. Scores below 110 are not eligible for performance pay.
 - c. Qualifying administrators must receive no more than one rating of meets expectations and no rating below the meets expectation level in the *Professional Responsibilities* section.
 - d. Qualifying administrators using Form A must have 1's (meets expectations) on all compliance issues such as budget, inventory, and personnel procedures in the *General Responsibilities* section to be eligible for performance pay.
3. Only school-based administrators are eligible to receive Outstanding Administrator Performance Pay.
4. Recipients of Outstanding Administrator Performance Pay will receive a supplement equivalent to 5% of base salary in accordance with F.S. 1012.22.
5. Determination of number of rewards - The district plan shall utilize funds received under this program for rewards of at least 5 percent of the base pay for the best performing 25 percent of school-based administrative personnel.

SECTION I: Administrative Performance Assessment Instrument

The components of the Administrative Performance Assessment Instrument will be incorporated into the STAR plan for Administrators. The Administrative Performance Assessment Instrument is based on an evaluation process spanning the school year and includes performance indicators in three critical areas. These areas include *Professional Responsibilities*, *Performance Objectives* (to include School Improvement Plan performance), and *General Responsibilities*. The assessment documents outstanding and high performing administrative performance as well as performance which meets or falls below performance expectations. The Professional Responsibilities component has five possible performance levels to include the following: Outstanding, High Performing, Satisfactory, Needs Improvement and Unsatisfactory.

SECTION II: Evidence of Improved Student Learning

Determination Methodology:

School-based administrative personnel with school-wide responsibilities will use school-wide FCAT data in Reading and Mathematics as an indicator for student learning gains for the school to which the administrator is assigned.

1. Value tables developed by the State of Florida or similar model will be utilized for district administered norm referenced tests. Student achievement data utilized in STAR determination will undergo a value table conversion. State developed FCAT value tables will be used for FCAT achievement data. District developed value tables will be used for 1) norm referenced test data, 2) district or state developed course exams, and 3) situations where the previous year's FCAT reading is used for a pretest.
2. Administrator scores will be tallied using the scores from the Administrative Performance Assessment Instrument Summary and the School-Wide Student Learning Summary and combined for a Total Composite score. The top 25% of school-based administrators will receive performance of equivalent to 5% of their base pay for each the following areas: Elementary, Middle and High School.



THE SCHOOL DISTRICT OF LEE COUNTY
ADMINISTRATIVE PERFORMANCE ASSESSMENT INSTRUMENT
FORM A: (for Principals)

APPRAISAL INFORMATION

Name:	
School:	
Position: Principal	Months in This Position: 0
Date of Appraisal:	Apply to Fiscal Year: 07
Appraisal Period Start: July 1, 2006	Appraisal Period End: June 30, 2007
Evaluating Supervisor:	

SCHOOL DEMOGRAPHIC INFORMATION (IF APPLICABLE)

Total Student Enrollment:	Percentage Eligible for Free or Reduced Price Lunch:	Minority Percentage:	ESOL Percentage:
	%	%	%
ESE Percentage (excluding gifted):	ESE Percentage (part-time gifted only):	ESE Percentage (full-time gifted only):	Student Mobility:
%	%	%	%
Student Stability:	ESEA Title I School or Program:	Current School Grade:	AYP Status:
%	Not Title I Supported		Did Not Meet AYP

Special Notes or Considerations Regarding School Demographics (if any):

PERFORMANCE APPRAISAL GUIDELINES

This performance appraisal is an important tool in the School District of Lee County's overall performance management process and employee development. The supervisor should appraise the employee's overall performance primarily on whether the employee's performance produced the desired results in each of the key functions of the job during this appraisal period. Descriptive terms, such as improving, consistent, and declining, are key in recording accurate performance records.

This appraisal instrument is used to document assessment in several different dimensions of administration and leadership:

Professional Responsibilities: Generalized competencies in modern management, leadership, and quality assurance that employees must demonstrate to perform successfully in large and growing public organization. Assessment for professional responsibilities includes **Part 1: Professional Measures.**

Personal Responsibilities: Specific competencies, goals, or commitments that employees have identified in collaboration with the evaluating supervisor. These responsibilities are unique to each employee and are likely to vary from year to year. Assessment of personal responsibilities includes **Part 2: Performance Measures.**

General Responsibilities: Competencies and/or commitments that employees must demonstrate to perform their jobs. The responsibilities may be weighted. Some areas will have a greater impact than others and should be considered accordingly. These areas are assessed based on standards developed by the Department responsible for monitoring performance. Assessments for general responsibilities include **Part 3: Accountability and Compliance Measures for Instructional Leadership Practices, Part 4: Accountability and Compliance Measures for Personnel Practices, Part 5: Accountability and Compliance Measures for Financial Practices, and Part 6: Accountability and Compliance Measures for Business Practices.**

PROFESSIONAL RESPONSIBILITIES

Part 1: Professional Measures

Assessment ratings for professional measures are based on the following scale:

Indicators	Rating
Outstanding - Consistently Exceeds Expectations: The employee consistently exceeds all the expectations for responsibilities and objectives, skills, abilities, and commitment required for the job. The employee possesses superior knowledge of major aspects of the total job and has had experience in each of these areas. This rating is used as special recognition for extraordinary accomplishments that have significant impact on the organization.	4
High Performing - Frequently Exceeds Expectations: The employee achieves and frequently exceeds expectations for responsibilities and objectives. Demonstrates necessary skills, abilities, and commitment required for the job. The employee possesses a working knowledge of the major aspects of the total job and has had experience in each of these areas. This rating is for unusually effective employees who perform above what is normally expected.	3
Satisfactory - Meets Expectations: The employee generally meets established expectations for responsibilities and objectives. Demonstrates required skills, abilities, and commitment for the job. The employee possesses some knowledge of the major aspects of the job and has had experience in many of these areas. This rating describes the employee whose overall performance is satisfactory, and any minor areas where performance should have been better were counterbalanced by performance beyond expectations.	2
Needs Improvement - Partially Meets Expectations: The employee does not always meet all expectations for responsibilities and objectives identified for the job. The employee possesses most necessary knowledge, skills, abilities required for the job, but additional training or commitment is required. This rating describes the employee who meets only the very minimum position requirements and whose performance could be improved.	1
Unsatisfactory - Below Expectations: The employee does not meet expectations for responsibilities and objectives. Does not demonstrate necessary knowledge, skills, abilities, and commitment required for the total job. This rating describes the employee who has not kept pace with changing requirements, whose successes have been only occasional, or whose performance has been deteriorating. Immediate and substantial improvement is needed in order to have continued employment. A performance improvement plan needs to be developed.	0

EXPECTATION DESCRIPTION	RATING
Leadership	
1. Develops, implements, and/or supports a unit vision and mission.	<input type="checkbox"/> Focus Area
2. Models collaborative leadership and effectively involves stakeholders.	<input type="checkbox"/> Focus Area
3. Directs thoughtful, appropriate, and effective change efforts.	<input type="checkbox"/> Focus Area
Professional Orientation	
4. Demonstrates commitment to improvement and collaboration.	<input type="checkbox"/> Focus Area
5. Models and maintains a level of respect by and for colleagues.	<input type="checkbox"/> Focus Area
6. Maintains currency in related areas of professional knowledge and skills.	<input type="checkbox"/> Focus Area
Communication	
7. Communicates appropriately and effectively to colleagues and coworkers.	<input type="checkbox"/> Focus Area
8. Communicates appropriately and effectively to customers.	<input type="checkbox"/> Focus Area
9. Communicates effectively in varied means, methods, and media.	<input type="checkbox"/> Focus Area
Information and Analysis	
10. Identifies and collects data for high-quality decision-making.	<input type="checkbox"/> Focus Area
11. Analyzes and interprets data to improve plans, processes, and systems.	<input type="checkbox"/> Focus Area
12. Disseminates timely and accurate data to stakeholders appropriately.	<input type="checkbox"/> Focus Area
Strategic Planning and Management	
13. Implements and/or supports an effective strategic planning processes.	<input type="checkbox"/> Focus Area
14. Works toward achieving unit goals to support and align with district goals.	<input type="checkbox"/> Focus Area
15. Allocates and leverages resources effectively.	<input type="checkbox"/> Focus Area
Customer Focus	
16. Strives to develop positive relationships with all customers.	<input type="checkbox"/> Focus Area
17. Establishes processes and methods to respond to customer requirements.	<input type="checkbox"/> Focus Area
18. Establishes processes to measure customer needs and levels of satisfaction.	<input type="checkbox"/> Focus Area
Professional Measures Subtotal	0
Comments:	

PERFORMANCE OBJECTIVES

Part 2: Unit and Individual Goals

Expectations selected to be accomplished by a particular date. They are based on goals and objectives identified by a principal or department manager. They have been identified as being necessary to enhance the functional operations of the individual's area of responsibility for the upcoming performance cycle. Objectives must be measurable and must be agreed to by the administrator's evaluator.

It is recommended that the evaluating supervisor and the employee choose two goals aligned with the Individual School Improvement Plan or Department Deployment Plan. The third goal should be an individual goal aligned with the Strategic Plan.

Assessment ratings for unit and individual goals are based on the following scale:

Indicators	Rating
Fully Achieved: The goal was fully realized in every meaningful way and by all objective measures. This rating is used to identify highly-effective use of goal-setting and goal attainment processes.	3
Substantially Achieved: The goal was largely realized. The objective measures may have technically fallen short of what was intended, but there is ample evidence of substantial improvement. This rating is used to identify effective use of goal-setting and goal attainment processes.	2
Partially Achieved: There is evidence of improvement, but objective measures are short of what was intended. Goal-setting and goal attainment processes were used, but with limited success.	1
Not Achieved: There is no evidence of improvement, and objective measures are unchanged or worsened. This rating is used to identify ineffective or incomplete goal-setting and goal attainment processes.	0

GOAL	MEASURABLE OBJECTIVE	MEASURED RESULTS	APPRAISAL RATING
1			
2			
3			
<i>Unit and Individual Goals Subtotal</i>			0

Comments:

GENERAL RESPONSIBILITIES

Part 3: Accountability and Compliance Measures for Instructional Leadership Practice

INSTRUCTIONAL LEADERSHIP PRACTICES	PERFORMANCE STANDARD <i>Typical Indicators (documentation)</i>	APPRAISAL RATING <i>Meets requirement = 1 Below expectation = 0</i>
Literacy Leadership	Evidence of Reading Leadership Team (membership, agenda, minutes)	
Literacy Leadership	Reading in the content area instruction occurring (lesson plans)	
Literacy Leadership	Timely submission of state-required monitoring forms	
Coaching for Instructional Improvement	Four walk-throughs per classroom teacher (Documentation such as CWT Web Report or cards)	
Professional Development	Evidence of training for instructional staff in research-based instructional practices (Inservice records)	
<i>Instructional Leadership Practices Subtotal</i>		0

Comments:

Part 4: Accountability and Compliance Measures for Personnel Practices

PERSONNEL PRACTICES	PERFORMANCE STANDARD <i>Typical Indicators</i>	APPRAISAL RATING <i>Yes = 1 No = 0</i>
Human Resource Management	Evaluations/Personnel Action Forms are properly conducted and documented in accordance within established timelines and procedure.	0
Responds to Poor Performance	Effectively targets and provides coaching, intensive assistance when necessary. Effectively documents performance concerns.	0
Contract Compliance	Adheres to provisions of the collective bargaining agreements. Responds to employee contractual concerns in an appropriate and timely manner.	0
Employee skill development	Effective staff training is provided.	0
Personnel Practices Subtotal		0

Comments:

Part 5: Accountability and Compliance Measures for Financial Practices

FINANCIAL PRACTICES	PERFORMANCE STANDARD <i>Typical Indicators</i>						APPRAISAL RATING <i>Meet Expectations = 1 Below Expectations = 0</i>
Property management	<i>Loss Report</i>	\$0.00	<i>Items Missing 2 Years</i>	0	<i>Items Missing 1 Year</i>	0	0
Internal audit	<i>Findings</i>	0	<i>Repeat Findings</i>	0	<i>Audit Rating</i>		0
Financial Practices Subtotal							0

Comments:

Part 6: Accountability and Compliance Measures for Business Practices

BUSINESS PRACTICES	PERFORMANCE STANDARD <i>Typical Indicators</i>	APPRAISAL RATING <i>Meet Expectations = 1 Below Expectations = 0</i>
District budget audit	Budgets will balance with a positive reserve.	0
Budget operations	Follows proper budgetary procedures and guidelines.	0
Program compliance	Planning is in compliance and on time (e.g. SIP, IEP, SAI, PDP).	0
Program planning	Planning is linked to identified needs (e.g., SBIP, quality improvement).	0
Stewardship	Building, grounds, and equipment are well-maintained.	0
Workplace safety, security, and health quality assurance	Maintains clean, safe, secure, and healthy environment. Complies with SREF and IAQ requirements, if applicable.	0
Business Practices Subtotal		0

Comments:

ADMINISTRATOR PERFORMANCE ASSESSMENT INSTRUMENT SUMMARY

<i>Appraisal Category</i>	<i>Category Subtotal</i>	<i>Category Percentage</i>	<i>Relative Weighting</i>	<i>Calculated Result</i>
<i>Professional Responsibilities</i> Part 1: Professional Measures	0	0.00%	16.65%	0.00
<i>Performance Objectives</i> Part 2: Unit and Individual Goals	0	0.00%	16.67%	0.00
<i>General Responsibilities</i> Part 3: Accountability and Compliance Measures for Instructional Leadership Practices	0	0.00%	16.67%	0.00
<i>General Responsibilities</i> Part 4: Accountability and Compliance Measures for Personnel Practices	0	0.00%	16.67%	0.00
<i>General Responsibilities</i> Part 5: Accountability and Compliance Measures for Financial Practices	0	0.00%	16.67%	0.00
<i>General Responsibilities</i> Part 6: Accountability and Compliance Measures for Business Practices	0	0.00%	16.67%	0.00
Overall Appraisal Score – Must be at least 110 points to be eligible for STAR				0.00

SCHOOL WIDE IMPROVED STUDENT LEARNING SUMMARY

<i>School-wide Improved Student Learning</i>	<i>Calculated Result</i>
<i>Mathematics Composite</i>	0.00
<i>Reading Composite</i>	0.00
<i>Learning Gains Composite Total</i>	0.00

TOTAL COMPOSITE SCORE

<i>Total Composite Score</i>	<i>Calculated Result</i>
<i>Administrator Performance Assessment Instrument Composite</i>	0.00
<i>School-wide Improved Student Learning Composite</i>	0.00
<i>Composite Total</i>	0.00

ASSESSOR'S SIGNATURE

DATE

ASSEESSEE'S SIGNATURE

DATE

My signature does not necessarily imply agreement with the assessment, but acknowledges that I have discussed it with the assessor.