

# **Union County School District**

## **Special Teachers Are Rewarded (STAR)**

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**SPECIAL TEACHERS ARE REWARDED**  
**“STAR” Plan**  
**2006-2007**

This plan is submitted to the Florida Department of Education as Union County's 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 percent (5%) bonus calculated on the individual's base annual salary, provided that at least twenty-five percent (25%) at each school

level designation meets the other criteria of the STAR program. Within each divisional group (elementary, middle, high), teachers will be divided into instructional groups entitled "silos". These silos place teachers in job-alike groups so that there is fairness based on job type and assessment type. Silos will be created to ensure that no fewer than four individuals are in a silo. Using the state's 2006-2007 value table model for determining improved student achievement or the district developed value tables for non-FCAT assessments, the teachers will be ranked within each silo.

- B. FCAT teachers (grades 4-10) will be placed in a silo by elementary, middle or secondary levels.
- C. Non-FCAT teachers will be placed in a silo by elementary, middle and secondary levels as identified in narrative IIIC. Teachers will be placed by elementary, middle, and secondary levels.
- D. A copy of the district's STAR Ranking and Assessment Silo system detailing the placement of instructional personnel in the appropriate silo is included as Appendix A.
- E. Teachers can qualify in only one silo. If a teacher falls into more than one silo, the highest rank will be counted.
- F. All full-time instructional personnel will be included in the pay for performance system. Qualifying instructional personnel who are not defined by 1012.01(2)(a) –(d), F.S. will be paid from local funds. (i.e. Pre-K)
- G. After the top twenty five percent (25%) of instructional personnel are awarded the bonus pay, the top twenty five percent (25%) of administrators will be awarded a 5% bonus.
- H. Full-time instructional personnel eligible for the STAR bonus pay must have been on the school board payroll and actively employed for the entire contract year. Actively employed is considered present and engaged in the student achievement process as described in their job assignment. Instructional personnel who have been granted extended leave with or without pay for more than 30 days between October 1 and March 30 are excluded from the STAR bonus pay plan. Instructional personnel employed after the beginning of school year and prior to the first FTE period will be an exception to this rule. Part-time instructional personnel will not be included.

- I. If additional dollars are available and awarded, funds will be shared equally among the top 25% of teachers in each silo that is eligible, based on percentage increments.
- J. Any recalculated funds from the state received after April 1, 2007 will be distributed in the same manner as previously described.
- K. In the event of a tie within the top 25% of teachers in each silo, all affected teachers will qualify for the award. The additional cost will be paid from local funds or from monies received if other district STAR plans are not accepted. The district will continue down the list to pay the five percent (5%) bonus to teachers who qualify.
- L. Teachers will be evaluated based on a 100 point scale of which 50 points will be based on improved student performance. Therefore, improved student performance constitutes fifty percent (50%) for STAR award eligibility. A copy of the district's performance appraisal summary detailing the point system and the job categories is included as Appendix "B".
- M. A teacher who qualifies in the top 25 % for student performance does not automatically qualify for bonus pay. The total score on the performance appraisal evaluation determines the ranking in each silo, providing the teacher has met the criteria as stated in "M".
- N. An instructional employee may receive no more than one (1) satisfactory rating to be eligible for the STAR bonus. Any rating below satisfactory in any category on the performance appraisal system disqualifies the teacher for the STAR award.
- O. Instructional personnel will be provided an appeals process in the event an instructional personnel staff member believes an error has been made in the calculation of his or her students' achievement scores. Teachers will be made aware of the appeals process that will be developed with the cooperation of the Union County Teachers Organization.

### **III. Specific Assessment Requirements**

- A. Improved student performance will be measured using 2006-2007 state developed value tables for FCAT areas and district developed value tables for non-FCAT areas. A teacher must be teaching at least 10 students to be included in the analysis.

- B. In the absence of pre-test data for non-FCAT subjects, for **2006-2007 only**, the 2005-2006 FCAT reading may be used as pre-test and end of course data from non-FCAT subjects as a post-test to measure improved student achievement for the purposes of evaluating non-FCAT subject teachers. District developed value tables will be constructed to measure improved student performance.
- C. Improved student achievement of students will be measured by appropriate assessment instruments for that silo as follows:
1. Improved student performance for qualifying Pre-K (LAP-3) and kindergarten (DIBELS) teachers shall be determined by pre- and post-test scores on the DIBELS/LAP-3, utilizing a district-developed value table based on the expectations and achievement levels of DIBELS/LAP-3.
  2. Improved student performance for teachers of grades 1, 2, and 3 shall be measured by gains on the SAT 10 reading and/or math, using the previous year's scores as a pretest and utilizing a district-developed value table based upon percentile breaks. If a teacher qualifies in the top 25% in one or both areas, the highest rank will be counted.
  3. Improved student performance for teachers of grades 4 shall be measured by FCAT reading and/or math using the 2006-2007 state's value table. If a teacher qualifies in the top 25% in one or both areas the highest rank will be counted.
  4. Improved student performance for special area teachers (music, physical education, art) at the elementary school level of the students who they are assigned, will be determined partially (1/2) by the FCAT pre and post reading scores and SAT 10 for individual students assigned to that teacher and partially (1/2) by a Sunshine State Standards end of course assessment. The 2006-2007 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 Standards pre and post test end of course assessment and SAT 10.
  5. Improved student performance for school-level support at elementary school, (reading coaches, staffing specialists, homebound teachers, teachers on special assignment, guidance counselors, media specialists, and speech pathologists) shall be determined by FCAT improvement in reading or math scores of the students who they are assigned, utilizing the 2006-2007 state's value table.

6. Improved student performance for teachers of grades 5-8 linked by corresponding course numbers in math, language arts and reading shall be determined by FCAT and the 2006-2007 state's value table.
7. Improved student performance for teachers of grades 6-8 linked by corresponding course numbers in science and social studies shall be determined by the FCAT reading scores of the individual students assigned to that teacher. The 2006-2007 state's value table will be utilized to measure the FCAT reading scores.
8. Improved student performance for special area teachers (music, physical education, art, vocational) at the middle school level of the students who they are assigned, will be determined partially (1/2) by the FCAT pre and post reading scores for individual students assigned to that teacher and partially (1/2) by a Sunshine State Standards end of course assessment. The 2006-2007 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 Standards pre and post test end of course assessment.
9. Improved student performance for school-level support at middle school (reading coaches, staffing specialists, homebound teachers, teachers on special assignment, guidance counselors, media specialists, and speech pathologists) shall be determined by FCAT improvement in reading or math scores of the students who they are assigned, utilizing the 2006-2007 state's value table.
10. Improved student performance for teachers of exceptional student education (ESE) grades 5-8 linked by corresponding course numbers in math, language arts and reading shall be determined by FCAT and the 2006-2007 state's value table.
11. Improved student performance for teachers of grades 9-10 linked by corresponding course numbers in math, language arts and reading shall be determined by FCAT and the 2006-2007 state's value table.
12. Improved student performance for teachers of grades 9-10 linked by corresponding course numbers in science and social studies shall be determined by the FCAT reading scores of the individual students assigned to that teacher. The 2006-2007

state's value table will be utilized to measure the FCAT reading scores.

13. Improved student performance for teachers of grades 11 and 12 will be measured partially (1/2) by the FCAT pre and post reading or math scores of the individual students assigned who are retaking the FCAT as long as there are 10 retake students and partially (1/2) by a Sunshine State Standards/end of course test. If there are not 10 students retaking the FCAT the teacher will be measured on the performance of their students as measured by a Sunshine State Standards/end of course test. The 2006-2007 state's value table will be utilized to measure the FCAT reading or math scores and a district developed value table will be utilized to measure growth on the Sunshine State Standards/end of course test.
14. Improved student performance for special area teachers (music, physical education, art, vocational, ROTC, Health Occupations) at the high school level of the students who they are assigned, will be determined partially (1/2) by the FCAT pre and post reading scores for individual students assigned to that teacher, or for individual students assigned who are retaking the FCAT as long as there are 10 retake students and partially (1/2) by a Sunshine State Standards end of course assessment. If there are not 10 students taking retaking the FCAT the teacher will be measured on the performance of their students as measured by a Sunshine State Standards/end of course test. The 2006-2007 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 Standards pre and post test end of course assessment.
15. Improved student performance for school-level support at high school (reading coaches, staffing specialists, homebound teachers, teachers on special assignment, guidance counselors, media specialists, and speech pathologists) shall be determined by FCAT improvement in reading or math scores of the students who they are assigned, utilizing the 2006-2007 state's value table.
16. Improved student performance for teachers of exceptional student education (ESE), in grades k-12 (not required to take the FCAT or SAT 10) will be measured by an alternative assessment. Data for each objective and documentation of on-going observations, which include informal assessments of student work samples, must be maintained throughout the year.

A district developed value table for the Brigance will be utilized to measure student growth.

- D. The district will be participating regionally with other NEFEC districts to develop end-of-course/Sunshine State Standard tests. This will occur in the 2006-2007 school year and will be refined over time. A regional committee of selected 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.
- E. The district testing coordinator will develop appropriate testing and security procedures.

Submitted this \_\_\_\_\_ day of \_\_\_\_\_, 2006.