



**DESOTO COUNTY SCHOOL DISTRICT
SPECIAL TEACHERS ARE REWARDED PLAN (STAR)
2006-2007**

The School District's STAR Plan is developed for submittal to the Department of Education pursuant to sections 1012.22 and 1012.34, Florida Statutes and proviso language from the 2006 state budget. This Plan is the result of the collective bargaining process utilized in DeSoto County and will replace the 2005-06 Instructional and Administrative Performance Pay Plans.

To comply with the provision of the S.T.A.R. proviso language, the following criteria are established:

- The STAR Plan will reward instructional personnel based on improved student achievement over the course of the year and without regard to school-wide performance or the achievement history of the students to which they are assigned.
- Improved student achievement is the primary evaluation factor constituting of at least 50% of the eligibility for receipt of the award.
- The top twenty five percent of eligible instructional personnel by elementary, middle, and secondary levels will receive the reward.
- Average or below average instructional personnel shall not be eligible for consideration.
- High performing instructional personnel at poorly- rated schools are eligible.
- Low performing instructional personnel at highly- rated schools are not eligible.

Teacher Evaluation

Teacher Name: _____

Location: _____

Meets Contract Year Requirement: _____

Meets Data Requirement: _____

Evaluation criteria from §1012.34	Total Points Possible	Evaluation Ratings and Points (Maximum listed)		Points Earned
1. Performance of Students – Student Achievement Score (Reference #6 on page 5)	100	Points determined on value table calculations.	0-100	
2. Ability to Maintain Appropriate Discipline Classroom Environment 5 Grouping 5 Diversity 5	15	Outstanding	15	
		High Performing	12	
		Satisfactory	9	
		Needs Improvement	6	
3. Knowledge of Subject Matter Knowledge of Subject Matter 5 Communication: Learning Objectives 5 Communication: Presenting Content 5 Reading 5	20	Outstanding	20	
		High Performing	16	
		Satisfactory	12	
		Needs Improvement	8	
4. Ability to Plan and Deliver Instruction, and Use of Technology in the Classroom Instructional Plans 5 Lesson Pacing 5 Learning Activities 5 Technology 5	20	Outstanding	20	
		High Performing	16	
		Satisfactory	12	
		Needs Improvement	8	
5. Ability to Evaluate Instructional Needs Assessment 5 Communication: Questioning 5 Communication: Feedback 5	15	Outstanding	15	
		High Performing	12	
		Satisfactory	9	
		Needs Improvement	6	
6. Ability to Establish and Maintain a Positive Relationship with Students’ Families Role of Teacher 5 Human Development and Learning 5 Ethics 5	15	Outstanding	15	
		High Performing	12	
		Satisfactory	9	
		Needs Improvement	6	
7. Other Responsibilities Critical Thinking 5 Continuous Improvement 5	10	Outstanding	10	
		High Performing	8	
		Satisfactory	6	
		Needs Improvement	4	
		Unsatisfactory	2	
Total Points Earned				
Outstanding Performance– 170 - 195 Points High Performance - 132- 169 Points Satisfactory Performance– 98 – 131 Points Low Performance - 60-97 Points Unsatisfactory Performance – 59 or below Points				

Implementation Requirements:

1. All instructional personnel as defined by s. 1012.01 (1) (a)-(d) are included in this STAR plan and all levels of instruction in PK-12 schools are eligible. Pre-K teachers who generate FEFP funding are included.
2. Instructional staff must be employed at the same location by date certain of the Survey 2 FTE week (October). Teachers who are on approved leave during the year must meet the two formal observations requirement.
3. All classroom instructional personnel and specials teachers will be evaluated using the *Teacher Evaluation Plan*. A Teaching Skills, Knowledge, & Responsibilities Score will be earned on items 2-7 on page 2 and given to teachers prior to May 15, 2007. Student Achievement Score (Item 1) will be determined based on specific criteria addressed in this plan. The total of both scores will be determined on/before June 30, 2007.
4. Guidance Counselors, Media Specialists, Social Workers, and Other certified personnel will be evaluated using the Evaluation Form applicable to that position and the scores determined prior to May 15, 2007. Student Achievement (item 1) will be determined based on criteria addressed in this plan. Student performance scores will be determined on/before June 30, 2007.
5. Teachers who are contracted to serve at multiple sites will have a score determined by a value table using the scores of the students they serve.
6. Each teacher will be given a total score. The top 25 percent of instructional personnel at the elementary level district-wide, the top 25 percent at the middle school and the top 25 percent at high school will receive a 5% bonus calculated on base pay. Such bonus shall not become part of their base pay and shall not be eligible to be credited toward retirement. From the remaining funds the following disbursements will be made in the order listed:
 - a. The top 25% of school based administrative staff will be rewarded at the rate of 5%.
 - b. The funds remaining after the school based administrative staff disbursement will be allocated at 5% per tier to teachers as long as the entire tier can be paid.
 - c. Thereafter, the final tier will be paid at a rate that would allow the entire tier to benefit at the same percentage rate.
 - d. Should funds remain once all eligible teachers have been rewarded, with no others being eligible, those who have been rewarded will receive additional funds such that all receive the same additional percentage rate.
7. No teacher with more than one "Satisfactory" score on items 2-7 above will be eligible for the STAR bonus. Any rating of "Needs Improvement" or "Unsatisfactory" disqualifies a teacher for the STAR award.
8. Each Principal will supply a list of teachers who meet the compliance criteria for the performance portion of the STAR program. A committee will be established at each school to determine the student achievement score for each eligible teacher. Each committee will consist of two members appointed by the Superintendent and two members appointed by the DeSoto County Teachers' Association.
9. On or before June 15, all eligible teachers will be notified by the school based administrator as to their status relative to the top 25%.
10. Disputes arising as a result of the STAR Plan will be resolved through the DCTA's appeals process. The teacher will have the option of receiving his/her value table score with data by one of the following: email, U. S. Postal service, or personally picking up the table at the school. Data sources will be available at the appropriate school. The teacher will have 10 working days after the receipt of the value table score to initiate an appeal.

Performance of Students – Student Achievement

Guidelines

The following guidelines will be used in determining the rank order of the instructional personnel based on the measures of student achievement for Special Teachers are Rewarded (STAR) program.

1. At least 80% of the students must have post test data. The teachers' value tables will be developed using the students they serve who have pre and post test data.
2. Prior FCAT data will be used as a pretest. If not available, prior NRT data will be used as a pretest.
3. If FCAT data are available, they must be used to determine student gains.
4. When FCAT data are not available, a standardized test (which includes a national norm referenced test, criterion referenced test, or commercial product) will be used. If none of these are available, a course specific achievement test aligns with the Sunshine State Standards will be used.
5. Gain in ESE students not participating in FCAT will be determined using the alternate assessment indicated in the IEP.
6. Instructional Personnel with school wide responsibilities (Guidance Counselors, Media Specialists, Reading Coaches, etc.) will use school wide FCAT data as the indicator of improved student achievement for the students they serve.
7. Teachers in Non-core Academic subject areas will use 50% FCAT scores and 50% subject area assessments as the indicator of student achievement. Subject area assessments will be developed by the district if there is no standardized assessment available. These tests must be aligned to the Sunshine State Standards for the appropriate course and grade
8. A model using the State of Florida developed value tables will be created for subject area tests and standardized tests.

Ranking Instructional Personnel

In order to rank instructional personnel for the purpose of awarding STAR performance pay, the following procedures will be followed:

1. All school based teachers will be divided into grade level groups: Elementary, Middle, and High.
2. All staff at each grade level group (Elementary, Middle, and High) will then be divided into instructional groups based on their teaching assignment(s). Teachers may be included in more than one group. Eligibility for STAR performance pay will be based on their highest rating. The instructional groups will include: Reading, Mathematics, Science, Social Studies, ESE Academic Teachers, Non-core Academic Teachers (such as Physical Education, Art, Foreign Language, Music, Technical/Career Education, ROTC), Instructional Support (Media Specialists, Guidance, Social Workers, Psychologists, and Reading Coaches). At the elementary level, each grade level will form a subgroup for the reading and math groups.
3. All student achievement data used as pretest and posttest measures 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 tests and subject area assessments. **Tables A-1 through A-3** list the proposed data that will be used as a pretest and posttest for each grade level and instructional category.

4. Instructional Personnel who have students assigned specifically to them will be assigned a student achievement value based on the State of Florida or district value table for their students. The value table structure is based on the likelihood that student increases in achievement levels will occur. Teachers receive points for moving students up one or more levels. 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 decrease to level 4. Points are deducted for students in levels 4 or below who decrease in level. Subject area assessment scores will be converted to a level using **Table B**. A value table will then be developed for all subject area assessments.
5. School wide student achievement values will be developed for instructional personnel who are responsible for the entire student body, such as Guidance Counselors and Media Specialists. (If such personnel are responsible for specific groups of students, the scores of those students will be used instead of the school wide scores). Using FCAT data, a student achievement value will be developed for the entire school using the same procedures that will be used for teachers with assigned students. Teachers in non-core academic areas such as PE, Art, and Music, will have a student achievement value that places half the value on their students' FCAT scores and half the value on the subject area assessment.
 - a. Teachers with both mathematics and reading values will be ranked on both the reading and mathematics values. The highest ranking will be used to determine awards.
 - b. The student achievement value will be based on all students with pretest and posttest achievement data. The level may be determined using FCAT, standardized, or subject area assessments in the sequence identified above.
6. Each group indicated in item 2 of this section will have a separate computation for the student achievement points. Student Achievement Points will be based on a proportion setting the highest achieved score from the value tables equal to 100 points and comparing the other scores in the group to that score proportionately.

EXAMPLE: The top value score in your group is 153. Another teacher in the group has a value table score of 126. The student achievement points for this second teacher will be determined as follows:

$$126/153 = x/100$$

$$(126/153) * 100 = x$$

$$82.3594 = x$$

The student achievement points for the second teacher equal 82.
7. The Principal will combine the Performance Score on the Teacher Evaluation Form with the Student Achievement Score provided by the school committee to determine the total score. The principals at Middle and High will determine which teachers are in the top 25% of all teachers at their schools (only one of each in the district). The three elementary principals will review all elementary school data and determine the top 25% of all teachers at the elementary level.
8. Due to the lateness of receiving FCAT and norm referenced data, time may not allow for immediate corrections to the data before the end of the fiscal year, June 30, 2007. After identifying the top 25% of instructional personnel for STAR awards, if data corrections could indicate additional instructional personnel may be eligible for inclusion in the initial round of awards, STAR award money will be encumbered for the personnel prior to moving to rounds two and/or three for awarding remaining/additional money.

Table A-19
School District of DeSoto County
Primary Data Elements to Determine Student Achievement Gains: 2006-2007 Elementary

	Grade(s)	Pretest	Posttest
Pre-K	Pre-K	LAP	LAP
Kindergarten	K	DIBELS	DIBELS
Reading/Language Arts	1	DIBELS	DIBELS
	2	SAT 10	SAT 10
	3	SAT 10	FCAT NRT Reading
	4-5	FCAT Reading	FCAT Reading
Mathematics	1-3	NA (06-07) SAT 10 (07-08)	NA (06-07) SAT 10 (07-08)
	4-5	FCAT Mathematics	FCAT Mathematics
Science	1-3	SAT 10 Reading	Subject Area Test
	4-5	FCAT Reading	Subject Area Test
PE/Art/Music (Each accounts for 50% of points)	All	FCAT Reading and Math Subject Area Test**	FCAT Reading and Math Subject Area Test
Computer Lab	All	FCAT Reading	FCAT Reading
Foreign Language	All	FCAT Reading	FCAT Reading
ESE/ESOL	All	FCAT Reading and Math	FCAT Reading and Math
School Social Workers	All	FCAT Reading and Math	FCAT Reading and Math
School Psychologists	All	FCAT Reading and Math	FCAT Reading and Math
Guidance	All	FCAT School Data	FCAT School Data
Media Specialists	All	FCAT School Reading Data	FCAT School Reading Data
Reading Coaches	All	FCAT School Reading Data	FCAT School Reading Data
School Administrators	All	FCAT School Data	FCAT School Data

***NOTE:** Unless otherwise indicated, data is based on students served. All FCAT and SAT 10 pretest data will be from the prior year.

**For 2006-2007 only, FCAT data will be used in the absence of a subject area test for the pretest. Subject area tests must be standardized.

Table A-2
School District of DeSoto County
Primary Data Elements to Determine Student Achievement Gains: 2006-2007 Middle

	Grade(s)	Pretest	Posttest
Reading/Language Arts	6-8	FCAT Reading	FCAT Reading
Mathematics	6-8	FCAT Mathematics	FCAT Mathematics
Science	6-8	FCAT Reading	Subject Area
Social Studies	6-8	FCAT Reading Subject Area	Subject Area Subject Area
ESE/ESOL	6-8	FCAT Reading and Math Data/Alternate Assessment	FCAT Reading and Math Data/Alternate Assessment
Foreign Language (Each accounts for 50% of points)	6-8	FCAT Reading Subject Area Test**	FCAT Reading Subject Area Test
PE/Art/Music (Each accounts for 50% of points)	6-8	FCAT Reading Data Subject Area Test**	FCAT Reading Data Subject Area Test
Technical/Career Education (Each accounts for 50% of points)	6-8	FCAT Reading Data Subject Area Test**	FCAT Reading Data Subject Area Test
School Social Workers	6-8	FCAT Reading and Math	FCAT Reading and Math
Guidance	6-8	FCAT Reading and Math	FCAT Reading and Math
School Psychologists	6-8	FCAT Reading and Math	FCAT Reading and Math
Media Specialists	6-8	FCAT School Reading Data	FCAT School Reading Data
Reading Coaches	6-8	FCAT School Reading Data	FCAT School Reading Data
School Administrators	6-8	FCAT School Data	FCAT School Data

***NOTE:** Unless otherwise indicated, data is based on students served. All FCAT pretest data will be from the prior year.

**For 2006-2007 only, FCAT data will be used in the absence of a subject area test for the pretest. Subject area tests must be standardized.

Table A-3

**School District of DeSoto County
Primary Data Elements to Determine Student Achievement Gains: 2006-2007 High**

	Grade Level	Pretest	Posttest
Language Arts	9-10	FCAT Reading	FCAT Reading
	11-12	FCAT Reading	Subject Area Test
Reading	9-12	FCAT Reading	FCAT Reading
Mathematics	9-10	FCAT Mathematics	FCAT Mathematics
	11-12	FCAT Reading	Subject Area Test
Science	9-12	FCAT Reading	Subject Area Test
Social Studies	9-12	FCAT Reading	Subject Area Test
ESE/ESOL	9-12	FCAT Reading and Math	FCAT Reading and Math
PE/Art/Music (Each accounts for 50% of points)	9-12	FCAT Reading	FCAT Reading Subject Area Test
Foreign Language (Each accounts for 50% of points)	9-12	FCAT Reading Data	FCAT Reading Data Subject Area Test
Technical/Career Education/ROTC (Each accounts for 50% of points)	9-12	FCAT Reading Data	FCAT Reading Data Subject Area Test
School Social Workers/Dean/Athletic Director	9-12	FCAT Reading and Math	FCAT Reading and Math
Guidance	9-12	FCAT School Data	FCAT School Data
Media Specialists	9-12	FCAT School Reading Data	FCAT School Reading Data
School Psychologists	9-12	FCAT School Data	FCAT School Data
Reading Coaches	9-12	FCAT School Reading Data	FCAT School Reading Data
School Administrators	9-12	FCAT School Data	FCAT School Data

***NOTE:** Unless otherwise indicated, data is based on students served. All FCAT pretest data will be from the prior year.

****For 2006-2007 only, FCAT data will be used in the absence of a subject area test for the pretest. Subject area tests must be standardized.**

**Table B
School District of DeSoto County
Conversion of Subject Area Assessment Percent Correct Scores to Levels**

	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%

ADMINISTRATIVE STAFF

Principals and assistant principals at the elementary, middle and high school levels shall be eligible to receive a 5% bonus calculated on the administrator's base pay, if the following requirements are met:

1. Administrators must receive an assessment for the 2006-07 school year that reflects an overall "High Performance" score of 71-88 or above. No more than one "Satisfactory" rating may be received in order to qualify. A maximum of 95 points can be obtained in the assessment
2. Administrators will receive points based on the school value table for reading on FCAT. This will be converted to a percent score following the same procedure as detailed for teachers. The percent score will be converted to a point score.
3. The scores in item 1 and item 2 above will be combined to reflect the total score. The maximum number of points an administrator can receive is 195 points.
4. School level administrators will be placed in two groups: 1) Principals and 2) Assistant Principals. The top twenty five percent of the district's school-based administrators, at both levels, shall be paid the bonus from the funds remaining after the top 25% of instructional bonuses have been paid.
5. The Superintendent will use the results of the Administrator Evaluation with the points for student achievement based on value tables to determine recipients of STAR performance pay in each of the two groups, principals and assistant principals.

Administrator Evaluation**Administrator:** _____**Location:** _____

Principal Competencies	Total Points Possible	Evaluation Ratings and Points		Points Earned
1. Proactive Orientation	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
2. Decisiveness	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
3. Commitment to Vision and Mission	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
4. Interpersonal Sensitivity	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
5. Information Search and Analysis	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
6. Concept Formation	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
7. Conceptual Flexibility	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
8. Managing Interaction	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
9. Impact/Persuasiveness	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	

		Needs Improvement	2	
		Unsatisfactory	1	
10. Concern for the School's/District's Reputation	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
11. Tactical Adaptability	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
12. Achievement Orientation	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
13. Management Control	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
14. Developmental Orientation	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
15. Organizational Ability	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
16. Delegation Competence	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
17. Self-Presentation	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
18. Written Communication	5	Outstanding	5	
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
19. Organizational Sensitivity	5	Outstanding	5	
		High Performing	4	

		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
Competencies Score	95			
Student Achievement Score	100			
Total Score:	195			

Competencies Score Ratings:

Outstanding Performance Score of 89-95

High Performance Score of 71-88

Satisfactory Performance Score of 57-70

Low Performing Score 39-56

Unsatisfactory Score 38 or below

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