

P K Yonge DRS Plan

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 P. K. Yonge’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 100% of the overall performance score. The instructional personnel appraisal system incorporates the requirements of 1012.34(3)(a) 2 – 9. These items are included in the appropriate job context performance category. The individual teacher rating will determine eligibility for the STAR bonus as indicated in narrative II P.
 - 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 trained to use the assessment criteria and process before 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 III C. 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 instructional personnel will be included in the pay for performance system.
- 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. Instructional personnel eligible for the STAR bonus pay must have been on the 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 working 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.

- I. If additional dollars are available and awarded, funds will be shared equally among the top 25% of teachers in each silo that are eligible and among the top 25% of administrators that are 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.
- L. Instructional personnel (K-5) will have 100% of their ranking based on value table data for improvement in reading or math.
- M. Instruction personnel (6 – 10, reading, language arts and math) will have 100% of their ranking based on value table data for improvement in reading or math.
- N. All other instructional personnel (6-12) will have 50% of their ranking based on value table data for improvement in reading and 50% of their ranking based on FCAT SSS pre-post test value table data for end of course assessment.
- O. All support personnel will have 100% of their ranking based on value table data for improvement in reading of students who are assigned to them
- P. 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.
- Q. 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 United Faculty of Florida (UFF) 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.

- 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 will be measured by appropriate assessment instruments for that silo as follows:
1. Improved student performance for kindergarten and first grade teachers shall be determined by pre- and post-test scores on DIBELS utilizing a district-developed value table based on the expectations and achievement levels of DIBELS.
 2. Improved student performance for second and third grade teachers shall be determined by pre- and post-test scores on DIBELS and the Gates-MacGintie Diagnostic Reading Test utilizing a district-developed value table based on the expectations and achievement levels of DIBELS and Gates.
 3. Improved student performance for fourth and fifth grade teachers shall be determined by FCAT reading and math scores of assigned students using the 2006-2007 state developed value table.
 4. Improved student performance for K-5 special area and support teachers shall be determined by improved student performance on DIBELS (K-3), Gates (2-3), FCAT Reading (4-5) for assigned students using district-developed and state provided value table for 2006-2007.
 5. Improved student performance for teachers of grades 6-10 linked by corresponding course numbers in math, language arts, and reading shall be determined by the FCAT reading or math scores of the individual students assigned to that teacher. The 2006-2007 state's value table will be utilized to measure the FCAT reading and math scores.
 6. Improved student performance for teachers of grades 6-8 linked by corresponding course numbers in science and social studies shall be partially (1/2) determined by the FCAT reading scores of the 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.

7. Improved student performance for special area teachers (music, physical education, art, vocational) at the secondary level (6-12) 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.
 8. Improved student performance for school-level support (reading coaches, staffing specialists, ESE inclusion teachers, guidance counselors) at the secondary level (6-12) shall be determined by FCAT improvement in reading scores of the students they are assigned, utilizing the 2006-2007 state's value table.
 9. Improved student performance for teachers of grades 9-12 (non-FCAT) math, science, and social science shall be determined partially (1/2) by the FCAT reading scores of the 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.
 10. 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 to them who are retaking the FCAT reading or math 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 for students in grades 9 & 10 and district developed value tables will be utilized to measure growth on the FCAT retakes for grades 11 & 12 and the Sunshine State Standards end of course test.
- 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.

Methods for Applying Student Test Scores to Teacher Effectiveness for STAR

Pretest and posttest measures of student achievement will be converted to common values using the State of Florida developed Value Table, where available, and from district developed value tables based on the state's model. Appendix A contains lists of proposed data that will be used as a pretest and posttest for each instructional level and instructional group.

Instructional personnel will have effectiveness values calculated based on the State of Florida or a district developed value table for their students.

District developed examination scores will be converted to a level using the following table. A value table will then be created for all district-developed instruments.

Grade Level	Level 1	Level 2	Level 3	Level 4	Level 5
All	0-59%	60-69%	70-79%	80-89%	90-99%

Instructional Personnel will be ranked within their assigned instructional level and instructional group using the value table protocol. Teachers with the highest ranking will receive star monies.

Instructional personnel, grades K-1, will have 100% of their rating based on a teacher effectiveness ranking, using value table calculation. The ranking will be based on student data where both DIBELS pretest and posttest achievement data exist.

Instructional personnel, grades 2-3, will have 100% of their rating based on a teacher effectiveness ranking, using value table calculation. The ranking will be based on student data where both DIBELS and Gates pretest and posttest achievement data exist.

Instructional personnel, grades 4-10, who teach reading, language arts or math, will have 100% of their rating based on a teacher effectiveness ranking, using value table calculation. The ranking will be based on student data where both FCAT pretest and posttest achievement data exist.

All other instructional personnel, grades 6-12, will have 50% of their rating based on a teacher effectiveness ranking, using value table calculation. The ranking will be based on the reading data where both FCAT pretest and posttest achievement data exist for their assigned students. The remaining 50% of their rating will be based on a teacher effectiveness ranking, using value table calculation. The ranking will be based on the end of year course assessment, using FCAT reading as a Pre-test, and following the state example for creating the value table.

All 6-12 support teachers will have 100% of their rating based on a teacher effectiveness ranking, using value table calculation. The ranking will be based on the reading data where both FCAT pretest and posttest achievement data exist for their assigned students.

Teachers will be rank ordered based on their calculated effectiveness rating. A high school indicates a more effective teacher than does a low score. Percentile ranks will be determined for each group of teachers by instructional level and instructional group.

In the event that the test results are not received in time to make necessary corrections and calculations prior to the end of the fiscal year, June 30, 2007, STAR money will be encumbered.

P. K. Yonge Developmental Research School

Performance Appraisal Summary Instrument for Teacher Evaluation

TEACHER NAME _____ DATE _____

Rating Structure

Outstanding.....The employee consistently exemplifies the highest level of performance
Effective.....The employee usually demonstrates a high level of performance
Satisfactory.....The employee meets the expected level of performance
Needs Improvement...The employee does not consistently meet the expected level of performance
Unsatisfactory.....The employee does not meet the expected level of performance

**To be eligible for STAR one must: have no Unsatisfactory ratings
have no Needs Improvement ratings
have only one Satisfactory rating**

1. **Planning and Preparation**

Rating: Unsatisfactory Needs Improvement Satisfactory Effective Outstanding

2. **Direct Services/Intervention**

Rating: Unsatisfactory Needs Improvement Satisfactory Effective Outstanding

3. **Assessment/Evaluation**

Rating: Unsatisfactory Needs Improvement Satisfactory Effective Outstanding

4. **Student Achievement**

Rating: Unsatisfactory Needs Improvement Satisfactory Effective Outstanding

5. **Classroom Management/Administrative Duties**

Rating: Unsatisfactory Needs Improvement Satisfactory Effective Outstanding

6. **Collaboration**

Rating: Unsatisfactory Needs Improvement Satisfactory Effective Outstanding

7. Staff Development

Rating: Unsatisfactory Needs Improvement Satisfactory Effective Outstanding

8 Professional Obligations

Rating: Unsatisfactory Needs Improvement Satisfactory Effective Outstanding

9. Research

Rating: Unsatisfactory Needs Improvement Satisfactory Effective Outstanding

10. Service

Rating: Unsatisfactory Needs Improvement Satisfactory Effective Outstanding

SUMMARY

This employee is rated overall:

Unsatisfactory Needs Improvement Satisfactory Effective Outstanding

Evaluator's Signature Date

Teacher's Signature Date

Evaluation Accepted Yes_____ No_____

(Teacher may attach additional information, if desired)

EVALUATOR'S COMMENTS

P K YONGE DRS

Administrator STAR Plan

If additional STAR funds are available, after distribution to instructional personnel, the following protocol will be in place for school administrators. Any recalculation of funds after April 1, 2007, will only go to instructional personnel.

CRITERIA

School administrators must meet all of the following criteria for eligibility for STAR funds.

- Receives an Outstanding in the category of Instructional Program/Leadership Development on the summative evaluation
- Receives no more than one effective rating on all factors
- Receives an overall Outstanding on the summative evaluation
- Division ranks first in student learning gains as determined by school-wide improvement VALUE TABLE calculation

P. K. YONGE DEVELOPMENTAL RESEARCH SCHOOL
ASSISTANT PRINCIPAL EVALUATION

NAME _____

SCHOOL YEAR _____

INSTRUCTIONAL PROGRAM/LEADERSHIP/DEVELOPMENT

Rating: Unsatisfactory Area of Concern Effective Highly Effective Outstanding

PERSONNEL ACTION SERVICES

Rating: Unsatisfactory Area of Concern Effective Highly Effective Outstanding

SCHOOL OPERATIONS/DELIVERY SYSTEMS

Rating: Unsatisfactory Area of Concern Effective Highly Effective Outstanding

STUDENT SUPPORT SERVICES

Rating: Unsatisfactory Area of Concern Effective Highly Effective Outstanding

PERSONAL/PROFESSIONAL EMPLOYEE ACTIVITIES

Rating: Unsatisfactory Area of Concern Effective Highly Effective Outstanding

STUDENT GROWTH/ACHIEVEMENT

Rating: Unsatisfactory Area of Concern Effective Highly Effective Outstanding

ASSESSMENT AND OTHER SERVICES

Rating: Unsatisfactory Area of Concern Effective Highly Effective Outstanding

EVALUATOR'S COMMENTS:

Evaluator Signature

Assistant Principal Signature