

**DISTRICT SCHOOL BOARD OF PUTNAM COUNTY  
SPECIAL TEACHERS ARE REWARDED  
“STAR” PLAN  
2006-2007**

This plan is submitted to the Florida Department of Education as Putnam County’s pay for performance system(STAR Plan), 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 the 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, the teachers will be ranked within each silo.

- B. If additional dollars are available and awarded, funds will be distributed using the existing rank orderings for elementary , middle, and high school to reward teachers from the top 26% of teachers downward calculated on the individual's base salary until those additional funds are consumed . When funds are not capable of being equally distributed across those eligible at a percentile after the 25<sup>th</sup> percentile , remaining funds will be equally re-distributed among all eligible recipients at the qualifying percentiles above the percentile in question .
- C. In the event of a tie, the district will pay the additional cost from local funds.
- D. Any recalculated funds from the state received after April 1, 2007 will be distributed in the same manner as previously described in item II.B.
- E. FCAT teachers for grades 4-10 will be placed in a silo by elementary , middle , and high school levels and by reading or math .
- F. Non-FCAT teachers will be placed in a silo based on the majority of their teaching assignments . Such teachers will be then placed accordingly to the elementary , middle , and high school levels for appropriate ranking .
- G. A copy of the district's STAR Ranking and Assessment Silo System detailing the placement of instructional personnel in the appropriate silo in included as Appendix "A" .
- H. All instructional personnel evaluated by a school site administrator will be included in the STAR pay for performance system . Instructional personnel who are not defined by 1012.01(2) (a)-(d),F.S. will not participate in the STAR pay for performance program (ie Pre-K or Adult Vocational instructors) .
- I. 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 instruction and achievement process as described in their job assignment . Instructional personnel who have been granted extended leave with or without pay are excluded from the STAR bonus pay plan. Instructional personnel employed after the beginning of the school year

and prior to the October FTE period will be an exception to this rule . Part-time instructional personnel will not be included .

- J. In the event of ties in ratings , all affected teachers will qualify for the reward . The additional costs will be paid from remaining STAR funds or recalculated Star funds received from the state , or from local funds when state funding is depleted .
- K. 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 indicators of job performance is included as Appendix “B”.
- L. An instructional employee may receive no more than one (1) effective rating(which is comparable to satisfactory using the district’s evaluation instrument) to be eligible for the STAR bonus. Any rating below effective (satisfactory) disqualifies the teacher for the STAR award.
- M. A teacher who qualifies in the top 25% for student performance does not automatically qualify for bonus pay . The sum of student performance and employee evaluation scores will provide a total score for the teacher which will be used for rank orderings to determine the top 25% of teachers within the silos , instructional levels , and the district .
- N. Instructional personnel will be provided an appeals process in the event an eligible teacher believes an error has been made in the calculation of his or her students’ achievement or overall evaluation scores . Teachers will be informed of this appeals process which will be developed with the participation and agreement of the Putnam Federation of Teachers of Putnam County , Florida . When appeals are validated the district will provide a bonus to effected appellants with remaining STAR or district funds .

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

- A. Improved student performance is defined by 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 ESE Pre—k, kindergarten, and first grade teachers shall be determined by pre- and post-test scores on the DIBELS and/or DIAL-R, utilizing district

developed value tables based on the expectations and achievement levels of DIBELS and/or DIAL-R .

2. Improved student performance for teachers of grades 2 and 3 shall be measured by gains on the SAT 10/FCAT NRT in reading or mathematics , using the previous year's scores as a pre-test score 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 ranking score will be counted .
3. Improved student performance for teachers of grades 4 and 5 shall be measured by using FCAT reading or math scores (whichever is highest) using the 2006-2007 state value table.If the teacher qualifies in the top 25% in one or both areas the highest rank will be counted .
4. Improved student performance for teachers of grades 6-10 linked by course numbers in math and reading shall be determined by FCAT and the 2006-2007 state value table. If the teacher qualifies in the top 25% in one or both areas the highest ranking will be counted .
5. Improved student performance for teachers in grades 6-10, linked to course numbers in science, social science, and vocational classes 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 test developed by the district or provided by the state for that particular course. The 2006-2007 state 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/end of course test. Both values will then be numerically averaged to provide an overall growth score for each teacher .
6. Improved student performance for teachers of grades 11 and 12 will be measured by scores obtained with a Sunshine State Standards/end of course test developed by the district or provided by the state for that particular course. A district developed value table will be utilized to measure growth on the Sunshine State Standards/end of course test.
7. Improved student performance for teachers of exceptional student education (ESE), whose students are required to take the FCAT, will be measured by FCAT reading or math composite scores of the individual students assigned to that teacher. The 2006-2007 state value table shall be used to measure student growth.
8. Improved student performance for teachers of exceptional student education (ESE), whose students are not required to take the FCAT, shall be measured by an alternative assessment determined by the goal page of the student's Individual Education Plan (IEP). A portfolio will be maintained to measure growth for the students taking an IEP approved alternative assessment .Data for each objective and documentation of on-going observations/informal assessment/student work samples must be maintained throughout the year.

9. Improved student performance for school level support teachers (guidance counselors, media specialists, CRT) shall be determined by the overall assigned student FCAT improvement in reading and math composite scores utilizing the 2006-2007 state value table. Such teachers will use FCAT reading scores of assigned students utilizing the 2006-2007 state value tables for the purpose of deriving their improved student performance scores .
  10. Improved student performance for district wide support teachers (teachers on assignment, social workers, psychologists, staffing specialists, homebound teachers and others evaluated by a school site administrator) shall be determined by assigned student FCAT improvement in reading and math composite scores utilizing the 2006-2007 state value table.
  11. Improved student performance for special area teachers (music, art, PE, and technology) shall be determined partially (1/2) by the FCAT improvement in reading scores for the students they serve and partially (1/2) by a Sunshine State Standards/end of course test developed by the district or provided by the state for that course. Both values will then be numerically averaged to provide an overall growth score for each teacher . The 2006-2007 state value table will be utilized to measure the reading and math scores and a district developed value table will be utilized to measure growth on the Sunshine State Standards/end of course test.
- C. The district will be participating regionally with other NEFEC districts to develop end-of-course/Sunshine State Standard tests. This will occur during the 2006-2007 school year and will be refined over time. Additionally , if and when the state provides end of course/Sunshine State Standards tests the district will use the most appropriate of the two tests available to measure the content . 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.
- D. The district testing coordinator will develop appropriate testing and security procedures.

Submitted this   6th   day of   December  , 2006