

Suwannee 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 Suwannee 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. The District shall not be responsible, however, for payment of any local funds to any instructional personnel who may not have been paid any compensation under the STAR Plan through no fault of the District.
- D. All administrators and instructional personnel will be provided training in the use of the assessment criteria and process before the assessment takes place.
- E. The District’s obligations under this Plan are subject to and limited by the availability of funding provided by the State of Florida through its Department of Education and Florida Legislature. The District’s obligations, duties and responsibilities with respect to the STAR Plan shall be effective only for the 2006-2007 school year, and this Plan is subject to review, further bargaining, revision and negotiation for any period after the conclusion of the 2006–2007 school year. The District may in its sole discretion, but in no event shall be obligated, to provide monies or funding with respect to this STAR Plan over and above what is appropriated and disbursed to the District by the State of Florida, except as provided in Section II. E. and II. M.

- F. This STAR Plan shall be deemed to be amended to comply with such regulations, statutory revisions and technical memoranda as may be promulgated by the State of Florida through its Department of Education and other applicable agencies and made applicable to the District.
- G. The Suwannee County School Board and the United Teachers of Suwannee County, expressly represent that they are authorized by law to negotiate and approve the terms and conditions of this STAR Plan.

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 minimum five percent (5%) bonus calculated on the individual's 2006-2007 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.

* The tax liability for social security and medicare will be deducted from the STAR funds, including both employee and employer portions. The District shall not be required to use non-STAR Plan funds to match or pay any taxes, withholding, social security, or medicare expenses which may be related to the payment and receipt of STAR Plan funds.

- B. FCAT teachers (grades 4-10) will be placed in a silo by elementary, middle or secondary levels. If a teacher's assignment includes any class linked to course numbers in reading and/or math (FCAT), then that teacher will be placed in the appropriate FCAT silo.
- C. Non-FCAT teachers will be placed in a silo based on the majority of their teaching assignments. If a teacher's assignment includes any class linked to course numbers in reading and/or math (FCAT), then that teacher will be placed in the appropriate FCAT silo.
- 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. All qualifying instructional personnel will be included in the STAR pay performance system. Qualifying instructional personnel who are not included in STAR proviso language (only pre-k and adult vocational instructors serving non-high school students) will be paid out of local funds but not to exceed the total sum of \$15,000.
- F. 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. The exception to this rule is instructional personnel employed after the beginning of the school year and prior to the October FTE period. 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. Neither substitute instructional personnel nor part-time instructional personnel will be included.
- G. If additional dollars are available and awarded, funds will be shared equally among the top 25% of teachers who are eligible in each silo based on percentage increments
- H. Any recalculated funds from the state received after April 1, 2007 will be distributed in the same manner as previously described in "G".
- I. Teachers will be evaluated based on a 300 point scale of which 150 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".
- J. An instructional employee may receive no more than one (1) satisfactory rating on the performance appraisal system in a category to be eligible for the STAR bonus. Any rating below satisfactory in any category on the final performance appraisal system disqualifies the teacher for the STAR award.
- K. A teacher who qualifies in the top 25 % for student performance does not automatically qualify for bonus pay. A teacher must be in the top 25% of their silo and meet the criteria as stated in "J". To remain eligible, an instructional employee must receive higher than a satisfactory rating in student growth and achievement.
- L. In the event of a tie at the bottom of the top 25% of the teachers in each silo, all affected teachers may qualify for the award. Funding depends on remaining STAR funds or recalculated STAR funds received from the state.

- M. 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. Notice of an appeal will be made within 5 working days of posting of star eligibility. The appeals process shall consist of a panel that shall be appointed by the Superintendent. Further appeal for denial of performance pay shall be through the grievance procedure contained in the Collective Bargaining Agreement between the United Teachers of Suwannee County and the School Board of Suwannee County.

III. Specific Assessment Requirements

- A. Improved student performance will be measured using 2006-2007 state developed value tables for FCAT areas; district developed value tables; or district developed value tables for pre- and post-test (district /state) in non-FCAT areas. A teacher must be teaching at least 10 students to be included in the state provided FCAT analysis. District will provide the analysis using the state's value table for those teachers with less than 10 students.
- B. **For 2006-2007 only**, in the absence of pre-test data for non-FCAT subjects, FCAT Reading 2005-2006 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 each 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 district developed value tables 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 pre-test and utilizing district developed value tables. 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 and 5 shall be measured by FCAT reading and/or math using the 2006-2007 state developed value tables. 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 of grades K-5 (music, physical education) will be determined partially (1/2) by the FCAT reading scores or ½ SAT 10 reading scores for individual students assigned to that teacher and partially (1/2) by a Sunshine State Standards/end of course test approved by the District for that course. The 2006-2007 state developed value table will be utilized to measure the FCAT reading scores and district developed value tables will be utilized to measure student growth on SAT 10 reading and Sunshine State Standards/end of course test.
5. Improved student performance for school-level support teachers of grades Pre-K through 5 (reading coaches, guidance counselors, media specialists, resource teachers, school-level teachers on special assignment, ESE facilitation, etc.) shall be determined by FCAT or SAT 10 improvement in reading or math scores for the students they serve, utilizing the 2006-2007 state or district developed value tables.
6. Improved student performance for teachers of grades 6, 7, and 8 linked by course numbers in math and reading shall be determined by FCAT and the 2006-2007 state developed value tables.
7. Improved student performance for teachers of grades 6, 7, and 8 not linked by course numbers to reading and math, including science and social studies teachers, shall be determined partially (1/2) by the FCAT reading scores of the individual students assigned to that teacher and partially (1/2) by Sunshine State Standards/end of course test approved by the District for that particular course. The 2006-2007 state developed value table will be utilized to measure the FCAT reading scores and a district developed value table(s) will be utilized to measure growth on the Sunshine State Standards/end of course test.
8. Improved student performance for special area teachers of grades 6, 7, and 8 (music, art, physical education) will be determined partially (1/2) by the FCAT reading scores for individual students assigned to that teacher and partially (1/2) by a Sunshine State Standards/end of course test approved by the District for that course. The 2006-07 state developed value table(s) will be utilized to measure the FCAT reading scores and a district developed value table(s) will be utilized to measure student growth on the Sunshine State Standards/end of course test.
9. Improved student performance for school-level support teachers of grades 6, 7, and 8 (reading coaches, guidance counselors, media specialists, resource teachers, school-level teachers on special assignment, ESE facilitation, etc.) shall be determined by FCAT improvement in reading or math scores for the students they serve, utilizing the 2006-2007 state or district developed value tables.

10. Improved student performance for teachers of grades 9 and 10 linked by course numbers in math and reading shall be determined by FCAT and the 2006-2007 state developed value tables.
11. Improved student performance for teachers of grades 9 and 10, not linked to course numbers in reading and math, including science and social studies teachers, 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 approved by the District for that particular course. The 2006-2007 state developed value table(s) will be utilized to measure the FCAT reading scores for grades 9 and 10. Improved student performance for non-FCAT teachers of grades 11 and 12 shall be determined by district developed value tables based on the most recent FCAT reading score (pre-test) and SSS/end course test (post-test).
12. Improved student performance for teachers of grades 11 and 12 will be measured partially (1/2) by the FCAT reading or math scores of the individual students assigned to that teacher as FCAT retakes and partially (1/2) by a Sunshine State Standards/end of course test developed by the District for that particular course. The district developed value table will be utilized to measure the FCAT reading or math scores and district developed value tables will be utilized to measure growth on the Sunshine State Standards/end of course test.
13. Improved student performance for special area teachers of grades 9, 10, 11, and 12 (music, art, physical education) will be determined partially (1/2) by the FCAT reading scores for individual students assigned to that teacher and partially (1/2) by a Sunshine State Standards/end of course test approved by the District for that course. The 2006-2007 state developed value table(s) will be utilized to measure the FCAT reading scores for grades 9 and 10. The district developed value tables will be utilized to measure the FCAT reading scores for grades 11 and 12. The district developed value tables will be utilized to measure growth on the Sunshine State Standards/end of course test.
14. Improved student performance for school-level support teachers of grades 9, 10, 11, and 12 (reading coaches, guidance counselors, media specialists, resource teachers, school-level teachers on special assignment, ESE facilitation, etc.) shall be determined by FCAT improvement in reading or math scores for the students they serve, utilizing the 2006-2007 state or district developed value tables.

15. Improved student performance for teachers of exceptional student education (ESE) students in grades K through 12 (not required to take the FCAT or SAT 10), shall be measured by an alternative assessment. Data for each objective and documentation of on-going observations/informal assessment/student work samples will be used. District developed value tables will be utilized to measure improved student performance.
 16. Improved student performance for adult and support teachers serving high school students in grades 9, 10, 11, and 12 through the Suwannee Hamilton Technical Center, will be determined partially (1/2) by the FCAT reading scores for individual students assigned to that staff member and partially (1/2) programmatic standards set by the Council on Occupational Education (C.O.E.) for completion, placement, and licensure or end of the course exams. The 2006-2007 state developed value table(s) will be utilized to measure the FCAT reading scores for grades 9 and 10. The district developed value tables will be utilized to measure the FCAT reading scores for grades 11 and 12. The district developed value tables will be utilized to measure growth for course assignments.
 17. Improved student performance for district-level support (district-level teachers on special assignment, homebound teachers, homeless liaison, psychologist, social workers, staffing specialists, etc.) shall be determined by FCAT improvement reading scores for the students they serve, utilizing the 2006-2007 state developed value tables. District-level support teachers will be placed in a silo together.
 18. Improved student performance for teachers of adult vocational students and/or adult education students will be determined by programmatic standards set by the Council on Occupational Education (C.O.E.), for completion, placement, and licensure or end of course exam. District developed value tables will be utilized to measure improved student performance.
- D. The district may be participating regionally with other districts to develop end-of-course/Sunshine State Standard tests. This may occur near the start of 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 21st day of December, 2006.