

The School Board of Sarasota County Special Teachers are Rewarded (STAR) PLAN for 2006-2007

Pursuant to Sections 1012.22 and 1012.34, F.S., and the 2006 legislative proviso language, The School Board of Sarasota County developed this plan for submission to the State Board of Education for review and approval. An advisory committee, comprised of teachers, principals, central administrative staff, and union leadership worked collaboratively to design a comprehensive and equitable STAR Plan to identify and reward Sarasota County's highest performing 25% of instructional personnel with bonus pay as per the requirements of the STAR legislation.

All school-based instructional personnel, as defined by s.1012.01 (1) (a – d), F.S. at K – 12 schools, are automatically eligible for consideration for STAR without the need to apply. As required, 50% of the STAR score is based on improved student achievement and 50% on the results of the annual appraisal of professional competencies.

The STAR Plan components, including the methodology for determining improved student achievement and the calculation of the top 25% of instructional personnel, are described in the identified sections below.

Instructional Personnel Groupings

Working under the assumption that high quality, effective teachers can be found in all grade levels, content areas and types of schools, The School Board of Sarasota County made the determination to create meaningful instructional personnel groupings for the purpose of calculating STAR rankings. The advisory committee established divisions within each of the elementary, middle, and high school groups. They established further divisions based on teaching assignments in order to offset any effects that may result due to the use of different assessment tools and methods of calculating improved student achievement. In general, the district subdivided instructional personnel based on whether the individuals have classroom or non-classroom assignments. If they have classroom duties, the committee further delineated whether personnel teach FCAT tested subject areas or only non-FCAT tested subject areas. Finally, the committee further subdivided the instructional personnel groups by their primary courses (e.g., World History) or grade levels taught (e.g., grade 1), and the common assessments used for their students. Flow charts representing the groupings and subdivisions are provided in Appendix A.

Assessments Used to Measure Student Achievement

In general, the primary assessment will be the FCAT Sunshine State Standards (SSS) for students in grades 3 – 11 who have FCAT SSS Reading, Mathematics, and/or Science results. In most cases, FCAT results from the prior year will serve as the "pretests" for the current year. Locally-administered commercial tests or district developed/procured end-of-year subject area assessments will be used to assess students' performance in other

content areas, not measured by the FCAT, as well as for other grade levels that are not part of the state's FCAT program.

The summary charts in *Appendix B* provide the assessments to be used by grade and subject areas within elementary, middle, and high school levels.

District-Developed Standardized Subject Area Exams

When FCAT data are not available, the district will develop and administer subject area exams. District work groups, comprised of curriculum and assessment staff and school-site subject area teachers, will design and develop or procure the district subject area exams. Established standards for test development and/or item selection will be followed at all phases, including test blueprint and item specification development, item writing and review, and test construction.

In 2006-07, student achievement on the end-of-course district exams will be determined based on the district value-added tables using students' prior year FCAT Achievement Level scores on the specified content area and the performance levels attained on the specified post assessment measures. (See Appendix B.)

Methods to Determine "Gains" or Improved Student Achievement

The district will employ district-developed value added tables following the state's model. Value tables assign points based on each student's achievement by his/her change in relative performance status from one year to the next. In accordance with Value Theory, the committee chose to value significant improvements more highly than modest improvements. A decline in performance is attributed no value or represents a deduction. The district will develop value tables for FCAT subject areas and for all other non-FCAT areas.

Value Tables

Based on actual student data, the District will create frequency tables to determine the likelihood of each student outcome, and value points will be set for each. For example, the following value points might correspond to the following outcomes: a student who scored a Level 1 in 2006 and then scores a Level 3 in 2007 would receive 350 points; a student who declines from a Level 4 to a Level 3 would receive (minus) -150 points, and a student who remains at a Level 1 is given zero (0) or no points. Each student will be associated with a value point based on his or her performance from one year to the next. Value points for students will then be linked to the teacher by a class or course and are summed and divided by the number of students in that particular class (or across sections of the same course for that teacher). Each teacher will be awarded an average value score for his/her primary course, subject area, or grade. To eliminate the differences in student outcomes due to the use of different assessment tools, teachers will be ranked (from lowest to highest) based on their value point "score" within the respective grouping of all other teachers who teach the same course. Each person's percentile ranking will later be converted to STAR points. An example of value table calculations for a high school

teacher based on his/her students' prior year FCAT their 2007 scores on the FCAT and the end-of-year exam scores is provided in Appendix C.

Criteria for Analysis

Teachers' ratings will be based on their primary course groupings if there is a minimum of ten students with valid pre-and post assessment scores. An exception to the ten student minimum will be made for low frequency courses. For example, self-contained ESE teachers will be ranked on their students' performance regardless of class size. All teachers' student achievement ratings will be based on the students whom they instruct in the fourth quarter of the academic year. A student's score will be included in the analysis only if (1) that student was enrolled in the class for both FTE survey 2 and survey 3 (for annual non block courses); (2) the student was enrolled for FTE Survey 3 for second semester courses; or (3) the student was present more than 24 days of the fourth quarter for quarter classes.

All teachers and school-based instructional personnel will participate in STAR if they are actively employed for 91 or more instructional days for the academic year.

Instructional Personnel Annual Appraisal System

The current Teacher Performance Appraisal System (TPAS) was formerly aligned with the requirements of the STAR program. There are six domains each for Classroom Teachers and Non-Classroom Teachers, as follows:

CLASSROOM TEACHERS	NON-CLASSROOM TEACHERS
I. Student Performance	I. Instructional Impact on Student Performance
II. Classroom Management	II. Program Management
III. Subject Area Knowledge and Instructional Planning	III. Professional-Technical Knowledge and Planning
IV. Delivery of Instruction and Use of Technology in the Classroom	IV. Service Delivery and Use of Technology
V. Evaluation of Instruction	V. Evaluation of Services
VI. Professional Behaviors	VI. Professional Behaviors and Relationships

The advisory committee updated the summative teacher assessment forms to identify the key dimensions and indicators that are aligned with Florida Statutory requirements, the Accomplished Practices, and NeXt Generation teacher performance behaviors (see Appendix D). There are four versions of the summative annual appraisal form for all Instructional Personnel:

1. TPAS Evaluation for Classroom Teachers, Level I (for all teachers employed on Annual Contracts).
2. TPAS Evaluation for Classroom Teachers, Level II (for all teachers employed on Professional Services Contracts).
3. TPAS Evaluation for Non-Classroom Instructional Personnel, Level I (for all instructional personnel who do not have classroom duties and have not yet received their Professional Service Contract).
4. TPAS Evaluation for Non-Classroom Instructional Personnel, Level II (for all instructional personnel who do not have classroom duties and are employed on a Professional Services Contract).

The District has identified specific indicators for each of the domains for the two groups of instructional personnel: classroom teachers and instructional personnel with non-classroom duties (e.g., data, literacy, and technology coaches; guidance counselors, school psychologists, etc.).

TPAS Rating Categories and Evaluation Criteria

The TPAS evaluates teacher performance based on their demonstrated competencies in the six domains listed above. Each of the six areas will be evaluated and rated based on five performance levels: Outstanding, Excellent, Satisfactory, Needs Improvement, and Unsatisfactory.

The advisory committee developed rubrics to define expectations for classroom and non-classroom teaching personnel. These will be used to assist administrators with the performance appraisal process. The rubrics illustrate the distinctions for the five performance levels.

Each performance level is associated with a numerical rating. The District will sum across the indicators and domains for a total number of points on the annual appraisal. The District will rank each person based on the total number of points received within elementary, middle, and high school levels for each TPAS instructional group.

Computing the Total STAR Score

Each instructional personnel member will have two equally weighted components which comprise the total STAR score: a student achievement component and an annual appraisal component. The percentile ranking for the student achievement component and the annual appraisal component are converted to a STAR Point Value using the *Percentile Ranking to STAR Point Conversion Table*.

Percentile Ranking to STAR Point Conversion			
Percentile Ranking	STAR Points Awarded	Percentile Ranking	STAR Points Awarded
99 th	500	74 th	250
98 th	490	73 rd	240
97 th	480	72 nd	230
96 th	470	71 st	220
95 th	460	70 th	210
94 th	450	69 th	200
93 rd	440	68 th	190
92 nd	430	67 th	180
91 st	420	66 th	170
90 th	410	65 th	160
89 th	400	64 th	150
88 th	390	63 rd	140
87 th	380	62 nd	130
86 th	370	61 st	120
85 th	360	60 th	110
84 th	350	59 th	100
83 rd	340	58 th	90
82 nd	330	57 th	80
81 st	320	56 th	70
80 th	310	55 th	60
79 th	300	54 th	50
78 th	290	53 rd	40
77 th	280	52 nd	30
76 th	270	51 st	20
75 th	260	50 th	10
		49 th and below	0

For each instructional personnel member, the total number of STAR points awarded based on the results of the annual appraisal component (0 – 500) will be added to the total

number of STAR points awarded on the student improvement component (0 – 500), to create the Total STAR score (0 – 1000).

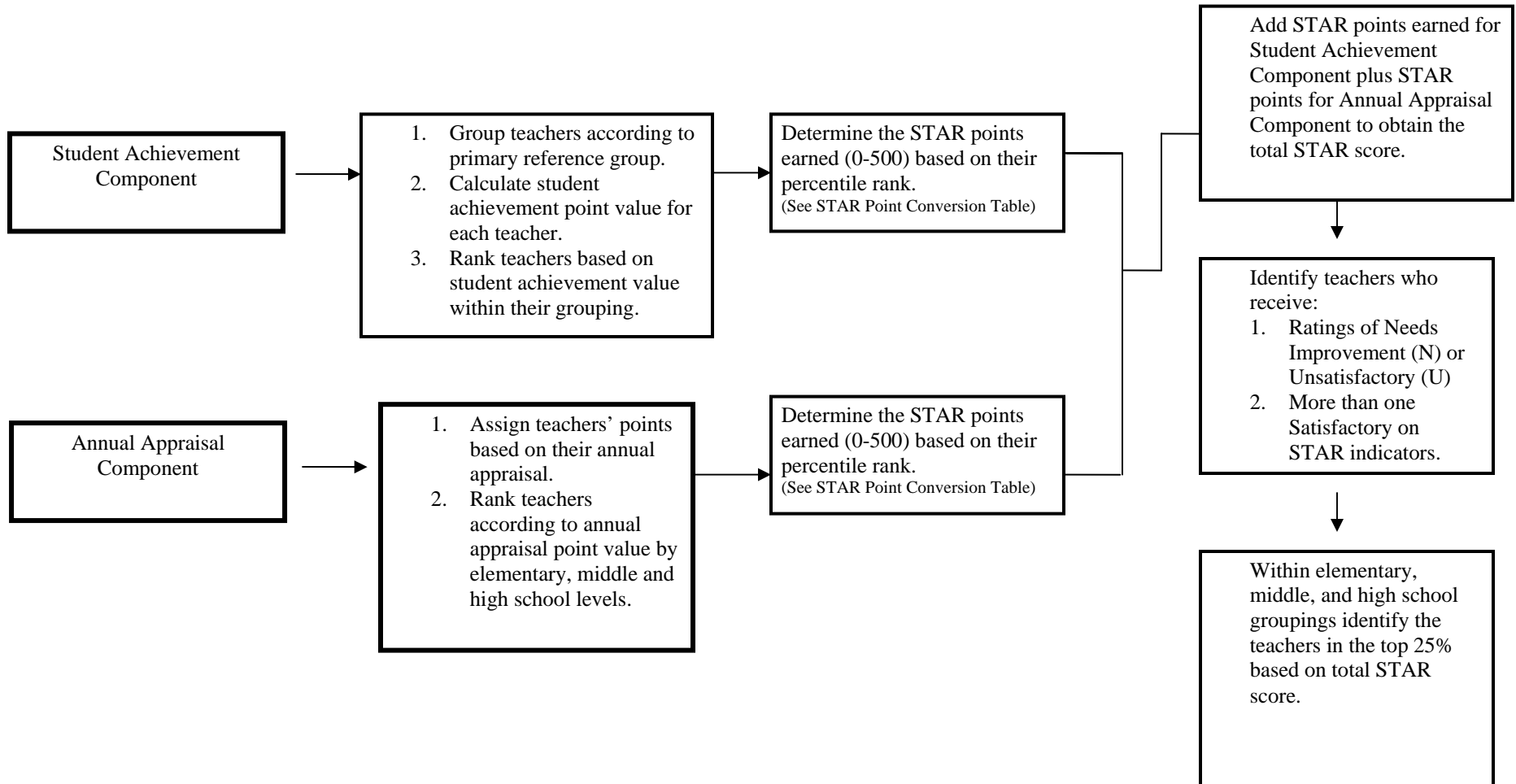
Student Achievement STAR Points Possible 0 – 500	+	Annual Appraisal STAR Points Possible 0 - 500	=	TOTAL STAR SCORE Possible 0 - 1000
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An example of the process used to determine the total STAR score for a 5th grade teacher is shown in Appendix E.

Identifying Top 25% for STAR Bonus

The District will rank personnel based on the Total STAR Score within elementary, middle, and high school levels. All instructional personnel, who have no more than one satisfactory rating (on the STAR designated indicators) and no rating of “needs improvement” (N) or “unsatisfactory” (U) on their 2006-07 annual appraisal, will be eligible for consideration of the STAR award. As per 1012.34, F.S. and the STAR proviso language, instructional personnel who have received a N, U, or more than one satisfactory rating on the annual appraisal are not eligible for the STAR award and will be removed from the ranked list. Instructional personnel whose Total STAR Score is in the top 25% of the elementary, middle, and high school levels will receive the STAR award. The flow chart diagram on the next page below depicts the process.

The School Board of Sarasota County Process to Identify STAR – Eligible Instructional Personnel



Distribution of STAR Awards

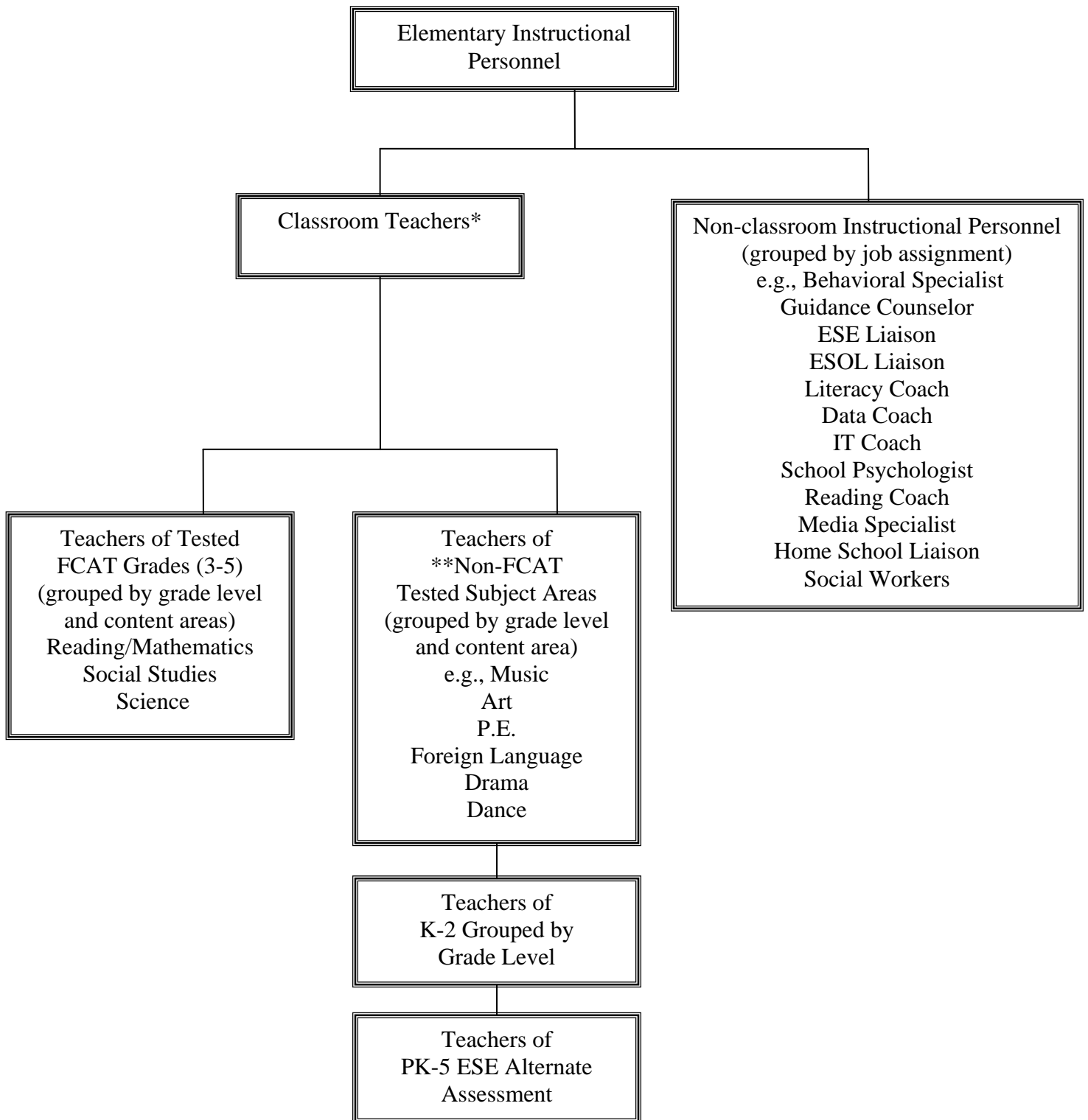
STAR awards shall be distributed from the district's STAR allocation for 2006-07. All instructional personnel who meet the STAR requirements and are ranked in the top 25% will receive a STAR award. The dollar amount of the award will be equal to five percent (5%) of the individual's annual base salary. If the allocated dollars exceed funding requirements for the top 25%, the additional funds will be distributed in equal amounts, not to exceed 5% of the individuals' base salary, to instructional personnel whose total STAR score ranked 26th at the elementary, middle, and high school levels. Remaining funds will then be distributed to the next percentage of top performing instructional personnel. This process will continue until all STAR funds are exhausted. The STAR awards are NOT eligible to be credited towards retirement.

Personnel who are eligible to receive the STAR awards will be notified no later than June 30, 2007. Eligibility for the STAR award is determined annually.

APPENDIX A

Instructional Personnel Groupings Elementary, Middle, and High School Levels

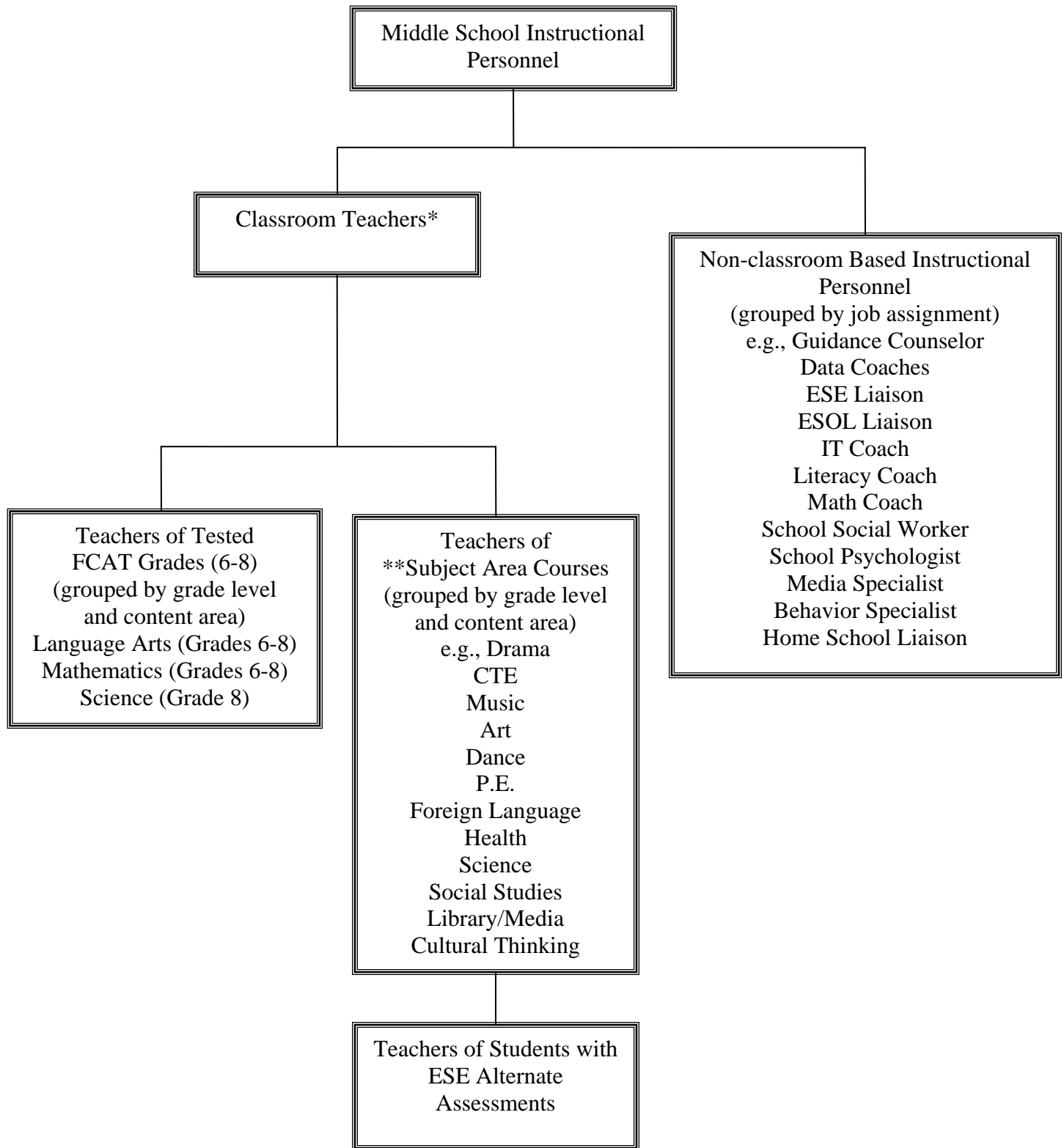
ELEMENTARY INSTRUCTIONAL PERSONNEL GROUPINGS



*Teachers will be linked by course code to their primary areas of instruction for grouping purposes.

**The non-FCAT tested teacher groups listed are not exhaustive.

MIDDLE SCHOOL INSTRUCTIONAL PERSONNEL GROUPINGS

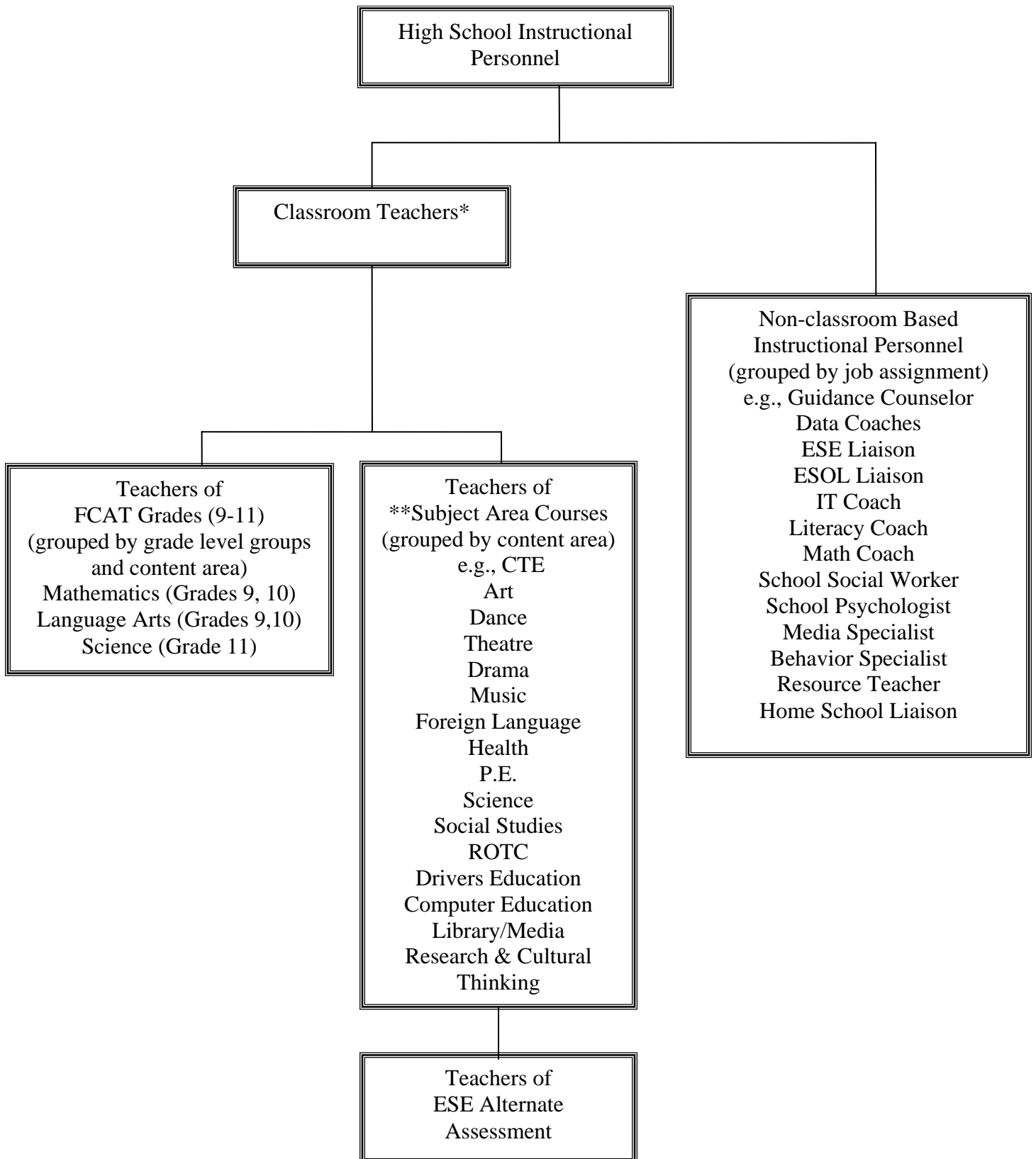


*Teachers will be linked by course code to their primary areas of instruction for grouping purposes.

**The non-FCAT tested teacher groups listed are not exhaustive.

APPENDIX A-3

HIGH SCHOOL INSTRUCTIONAL PERSONNEL GROUPINGS



*Teachers will be linked by course code to their primary areas of instruction for grouping purposes.

**The non-FCAT tested teacher groups listed are not exhaustive.

APPENDIX B

2006-2007 Assessments and Methods

To Determine Improved Student Achievement

Elementary, Middle, and High School

2006-2007 ASSESSMENTS & METHODS TO DETERMINE IMPROVED STUDENT ACHIEVEMENT
ELEMENTARY

Grade/subject area/ course	Pre - Assessment	Post - Assessment	Method to determine gains or improved achievement *
Grade K Reading	DIBELS	Oral Reading Fluency (ORF) – Readers DIBELS – Non Readers	Value Table based on Fall Pre-test of Kindergarten DIBELS to Spring post-test of DIBELS /ORF
Grade 1 Reading and Mathematics	ORF	Stanford Achievement Test, 9 th Ed. (SAT – 9) Norm-referenced Test (NRT) Reading and Mathematics	Value Table based on 2006 ORF to 2007 Grade 1 SAT Reading; Value Table based on 2006 ORF to 2007 Grade 1 SAT Math. Results of the reading and math value tables will each contribute ½ toward the weighted average value score.
Grade 2 Reading and Mathematics	SAT-9 NRT Reading and Mathematics (ORF for students lacking SAT scores)	SAT-9 NRT Reading and Mathematics	Value Table based on 2006 Grade 1 SAT to 2007 Grade 2 SAT Reading; Value Table based on 2006 SAT to 2007 Grade 2 SAT Math. Results of the reading and math value tables will each contribute ½ toward the weighted average value score.
Grade 3 Reading and Mathematics	SAT – 9 NRT Reading and Mathematics	FCAT Sunshine State Standards (SSS) Reading and Mathematics	Value Table based on 2006 Grade 2 SAT to 2007 Grade 3 SAT Reading; Value Table based on 2006 SAT to 2007 Grade 3 SAT Math. Results of the reading and math value tables will each contribute ½ toward the weighted average value score.
Retained Grade 3 Reading and Mathematics	SAT – 10 NRT Reading and Mathematics	FCAT SSS Reading and Mathematics	Value Table based on 2006 Grade 3 SAT to 2007 Grade 3 FCAT Reading; Value Table based on 2006 SAT to 2007 Grade 3 SAT Math. Results of the reading and math value tables will each contribute ½ toward the weighted average value score.
Grades 4 and 5 Reading and Mathematics	FCAT SSS Reading and Mathematics	FCAT SSS Read and Mathematics	Value Table based on 2006 grades 3/4 FCAT to 2007 grades 4/5 FCAT Reading; Value Table based on 2006 grades 3/4 FCAT to 2007 grades 4/5 FCAT Math. Results of the reading and math value tables will each contribute ½ toward the weighted average value score.

*Classroom teachers: Data is included for students for whom instructional personnel have specific responsibilities.
 Non-classroom instructional personnel: Data is included for all students school-wide.

Elementary School Continued			
Grade/subject area/ course	Pre - Assessment	Post - Assessment	Method to determine gains or improved achievement *
Grades 4 and 5 Reading Only Science Only Social Studies Only	FCAT SSS Reading	FCAT SSS Reading	Value Table based on 2006 grades 3/4 FCAT Reading to 2007 grades 4/5 FCAT Reading.
Grades 4 and 5 Mathematics Only	FCAT SSS Mathematics	FCAT SSS Mathematics	Value Table based on grades 3/4 Spring 2006 FCAT to grades 4/5 Spring 2007 FCAT Mathematics.
Special Areas: Music, Art, PE, Foreign Language, Dance, Drama	FCAT SSS Reading	District-developed subject area end-of-year (EOY) exam and FCAT SSS Reading	Value Table based on 2006 FCAT Reading to 2007 FCAT Reading; Value Table based on 2006 FCAT Reading to 2007 EOY subject area exam. Results of the reading and subject area value tables will each contribute ½ toward the weighted average value score.
ESE (non-FCAT and FCAT Tested)	Alternate Assessment (AA) or FCAT grades 3 – 4, or SAT grade 2 Reading and Mathematics	Alternate Assessment (AA) or FCAT SSS, grades 3 - 5 Reading and Mathematics	Value Table based on 2006 AA or FCAT Reading to 2007 AA or FCAT Reading; Value Table based on 2006 AA or FCAT Math to 2007 AA or FCAT Math; Results of the reading and math area value tables will each contribute ½ toward the weighted average value score. The combined average will also be weighted by the proportion of students with AA and FCAT outcome scores.
Not linked to course code: (e.g., Behavioral Specialist, Guidance Counselor, ESE Liaison, Literacy Coach, Data Coach, IT Coach, School Psychologist, Reading Coach, Media Specialist, Home School Liaison, Social Workers)	FCAT SSS Reading and Mathematics	FCAT SSS Reading and Mathematics	Value Table based on 2006 grades 3/4 FCAT to 2007 grades 4/5 FCAT Reading for all students school-wide; Value Table based on 2006 grades 3/4 FCAT to 2007 grades 4/5 FCAT Math for all students school-wide. Results of the reading and math value tables will each contribute ½ toward the weighted average value score.
* Classroom teachers: Data is included for students for whom instructional personnel have specific responsibilities. Non-classroom instructional personnel: Data is included for all students school-wide.			

**2006-2007 ASSESSMENTS & METHODS TO DETERMINE IMPROVED STUDENT ACHIEVEMENT
MIDDLE SCHOOL**

Subject area/ course	Grade	Pre - Assessment	Post - Assessment	Method to determine gains or improved achievement *
Language Arts	Grade 6 - 8	FCAT SSS Reading	FCAT SSS Reading	Value Table based on 2006 grades 5/6/7 FCAT Reading to 2007 grades 6/7/8/ FCAT Reading.
Mathematics	Grades 6 - 8	FCAT SSS Mathematics	FCAT SSS Mathematics	Value Table based on 2006 grades 5/6/7 FCAT Mathematics to 2007 grades 6/7/8/ FCAT Mathematics.
Social Studies	Grade 6 – 8	FCAT SSS Reading	FCAT SSS Reading and District Social Studies EOY exam	Value Table based on 2006 grades 5/6/7 FCAT Reading to 2007 6/7/8/ FCAT Reading; Value Table based on 2006 FCAT Reading to 2007 EOY social studies exam. Results of the reading and subject area value tables will each contribute ½ toward the weighted average value score.
Science	Grade 6 and 7	FCAT SSS Reading	FCAT SSS Reading and District EOY Science exam	Value Table based on 2006 grades 5/6 FCAT Reading to 2007 grades 6/7 FCAT Reading; Value Table based on 2006 FCAT Reading to 2007 EOY science exam. Results of the reading and subject area value tables will each contribute ½ toward the weighted average value score.
	Grade 8	FCAT SSS Reading	FCAT SSS Science	Value Tables based on 2006 grade 7 FCAT Reading to 2007 grade 8 FCAT Science.
Electives: (e.g., Drama, CTE, Music, Art, Dance, PE, Foreign Language, Health, Library/Media, Critical Thinking)	All Grades	FCAT SSS Reading	FCAT SSS Reading and District-developed subject area EOY exam	Value Table based on 2006 grades 5/6/7 FCAT Reading to 2007 6/7/8/ FCAT Reading; Value Table based on 2006 FCAT Reading to 2007 EOY social studies exam. Results of the reading and subject area value tables will each contribute ½ toward the weighted average value score.

*Classroom teachers: Data is included for students for whom instructional personnel have specific responsibilities.
Non-classroom instructional personnel: Data is included for all students school-wide.

Middle School Continued				
Subject area/ course	Grade	Pre - Assessment	Post - Assessment	Method to determine gains or improved achievement*
ESE (non-FCAT and FCAT Tested)	All Grades	Alternate Assessment (AA) or FCAT, Reading and Mathematics	Alternate Assessment (AA) or FCAT, Reading and Mathematics	Value Table based on 2006 AA or FCAT to 2007 AA or FCAT Reading. Value Table based on 2006 AA or FCAT to 2007 AA or FCAT Math. Reading and Mathematics will each contribute 50 percent toward a weighted average value score. The combined average will also be weighted by the proportion of students with AA and FCAT outcome scores.
Not linked to course code: (e.g. Guidance Counselor, Data Coach, ESE Liaison, ESOL Liaison, IT Coach, Literacy Coach, Math Coach, School Social Worker, School Psychologist, Media Specialist, Behavior Specialist, Home School Liaison)	n/a	FCAT SSS Reading and Mathematics	FCAT SSS Reading and Mathematics	Value Table based on 2006 grades 5/6/7 FCAT to 2007 grades 6/7/8 FCAT Reading for all students school-wide; Value Table based on 2006 grades 5/6/7 FCAT to 2007 grades 6/7/8 FCAT Math for all students school-wide. Results of the reading and math value tables will each contribute ½ toward the weighted average value score.
*Classroom teachers: Data is included for students for whom instructional personnel have specific responsibilities. Non-classroom instructional personnel: Data is included for all students school-wide.				

**2006-2007 ASSESSMENTS & METHODS TO DETERMINE IMPROVED STUDENT ACHIEVEMENT
HIGH SCHOOL**

Subject area/ course	Grades	Pre - Assessment	Post - Assessment	Method to determine gains or improved achievement *
Language Arts	9 & 10	FCAT SSS Reading	FCAT SSS Reading	Value Table based on 2006 grades 8/9 FCAT Reading to 2007 grades 9/10 FCAT Reading.
	11 & 12	FCAT SSS Reading	District Lang Arts EOY exam	Value Table based on 2005 or 2006 grade 10 FCAT Reading to 2007 EOY Language Arts exam at the appropriate grade level
Mathematics	9 & 10	FCAT SSS Mathematics	FCAT SSS Mathematics	Value Table based on 2006 grades 8/9 FCAT Mathematics to 2007 grades 9/10 FCAT Mathematics
	11 & 12	FCAT SSS Mathematics	District Mathematics EOY exam	Value Table based on 2005 or 2006 grade 10 FCAT Mathematics to 2007 EOY Math exam at the appropriate grade level
Social Studies	9 & 10	FCAT SSS Reading	District Social Studies EOY exam and FCAT Reading	Value Table based on 2006 grade 8/9 FCAT Reading to 2007 grades 9/10 Reading; and Value Table based on 2006 grade 8/9 FCAT Reading to 2007 EOY Social Studies exam at the appropriate grade level. Results of the reading and subject area value tables will each contribute ½ toward the weighted average value score.
Social Studies	11 & 12	FCAT SSS Reading	District Social Studies EOY exam	Value Tables based on Spring FCAT 2006 Reading and performance level on the district EOY Social Studies exam
Science	9 - 10	FCAT SSS Reading	District Science EOY exam and FCAT SSS Reading	Value Table based on 2006 grade 8/9 FCAT Reading to 2007 grades 9/10 Reading; and Value Table based on 2006 grade 8/9 FCAT Reading to 2007 EOY Science exam at the appropriate grade level. Results of the reading and subject area value tables will each contribute ½ toward the weighted average value score.

High School Continued				
Subject area/ course	Grades	Pre - Assessment	Post – Assess.	Method to determine improved achiev. *
Science	11	FCAT SSS Reading	FCAT SSS Science	Value Table based 2006 grade 10 FCAT Reading to 2007 Grade 11 FCAT Science
	12	FCAT SSS Science	District Science EOY exam	Value Table based on 2006 grade 11 FCAT Science to 2007 grade 12 District EOY Science Exam
Electives: (e.g., Art, Dance, Music, Foreign, Language, Health, P.E., ROTC, Drivers Education, Computer Education, Library/Media)	ALL Grades	FCAT SSS Reading	District-developed EOY exam specific to subject area	Value Table based on 2006 grades 8/9/10 FCAT Reading to 2007 9/10/11/12 EOY subject area studies exam. Results of the reading and subject area value tables will each contribute ½ toward the weighted average value score.
All Grades	ESE (non-FCAT and FCAT)	Alternate Assessment (AA) and FCAT	Alternate Assessment (AA) and FCAT	Value Table based on 2006 AA or FCAT to 2007 AA or FCAT Reading. Value Table based on 2006 AA or FCAT to 2007 AA or FCAT Math. Reading and Mathematics will each contribute 50 percent toward a weighted average value score. The combined average will also be weighted by the proportion of students with AA and FCAT outcome scores
Not linked to course code: (e.g., Guidance Counselor, Data Coaches, ESE Liaison, ESOL Liaison, IT Coach, Literacy Coach, Mathematics Coach, School Social Worker, School Psychologist, Media Spec., Behavior Spec., Resource Teacher, Home School Liaison)	NA	FCAT SSS Reading and Mathematics	FCAT SSS Reading and Mathematics	Value Table based on 2006 grades 8/9 FCAT to 2007 grades 9/10 FCAT Reading for all students school-wide; Value Table based on 2006 grades 8/9 FCAT to 2007 grades 9/10 FCAT Math for all students school-wide. Results of the reading and math value tables will each contribute ½ toward the weighted average value score.
*Classroom teachers: Data is included for students for whom instructional personnel have specific responsibilities. Non-classroom instructional personnel: Data is included for all students school-wide.				

APPENDIX C

Sample Value Table Calculation

High School World History Teacher

**SAMPLE VALUE TABLE CALCULATION for a
HIGH SCHOOL WORLD HISTORY TEACHER with 96 10th GRADE STUDENTS**

VALUE TABLES BASED ON FCAT PRETEST AND FCAT POSTEST								VALUE TABLES BASED ON FCAT PRETEST AND SUBJECT AREA EXAM						
High School FCAT Reading Value Table								Subject Area Exam Value Table						
GRADE 9 2006 FCAT READING	GRADE 10 2007 FCAT READING ACHIEVEMENT LEVEL						AVG. Score	GRADE 9 FCAT READING	GRADE 10 END OF COURSE EXAM					AVG. Score
	Low 1	High 1	2	3	4	5			F	D	C	B	A	
Low 1	0	100	455 *	550	700	800	100	1	0	110	150	195	245	100
High 1	-50	50	180	245	445	500	100	2	-100	90	130	150	200	100
2	-100	-50	95	175	385	435	100	3	-125	-75	110	135	195	100
3	-150	-100	-95	120	210	250	100	4	-130	-85	-45	130	180	100
4	-175	-150	-125	-80	130	205	100	5	-140	-90	-30	90	175	100
5	-250	-200	-150	-75	45	135	100	All Levels						
CROSSTAB OF FCAT ACHIEVEMENT LEVEL FROM SY 06 TO SY 07								CROSSTAB OF ACHIEVEMENT LEVEL FROM FCAT SY 06 TO SUBJECT AREA SY						
Actual Student Outcomes based on Students with FCAT Pre - Test and Post - Test Data								Actual Student Outcomes based on Students with FCAT Pre-Test and World History Post-Test Data						
GRADE 9 2006 FCAT	GRADE 10 2007 FCAT READING						TOTAL	GRADE 9 FCAT	GRADE 10 END OF COURSE EXAM					TOTAL
	Low 1	High 1	2	3	4	5			F	D	C	B	A	
Low 1	2	1	3 *	3	2	1	12	1	2	12	5	4	0	23
High 1	1	0	1	1	8	1	12	2	3	4	6	4	2	19
2	4	3	2	6	9	2	26	3	0	3	4	6	5	18
3	2	3	2		8	5	20	4	0	0	4	5	4	13
4		2	5	2	1	2	12	5	0	1	4	3	8	16
5	2	2	5	3	2	0	14	All Levels	5	20	23	22	19	89
All Levels	11	11	18	15	30	11	96							
VALUE POINTS								VALUE POINTS						
Number of Students in Each Outcome X the Value*								Number of Students in Each Outcome X the Value*						
GRADE 9 FCAT	GRADE 10 FCAT READING						TOTAL	GRADE 9 FCAT	GRADE 10 END OF COURSE EXAM					TOTAL
	Low 1	High 1	2	3	4	5			F	D	C	B	A	
Low 1	0	100	1365 *	1650	1400	800		1	0	1320	750	780	0	
High 1	-50	0	180	245	3560	500		2	-300	360	780	600	400	
2	-400	-150	190	1050	3465	870		3	0	-225	440	810	975	
3	-300	-300	-190	0	1680	1250		4	0	0	-180	650	720	
4	0	-300	-625	-160	130	410		5	0	-90	-120	270	1400	105
5	-500	-400	-750	-225	90	0		All Levels	-300	1365	1670	3110	3495	
All Levels	-1250	-1050	170	2560	10325	3830	152							

VALUE SCORE = WEIGHTED AVERAGE = $(152 * 96) + (105 * 89) / 185 = 129$

* Multiply the number of students each Outcome Cell (i.e. frequency) by the Value of Each Outcome to Calculate the Value Points. (e.g. 3 Students X 455 Value = 1365 Value Points).

APPENDIX D

DRAFT Instructional Annual Evaluation Forms

- Instructional Annual Evaluation – Level I
- Instructional Annual Evaluation – Level II
- Non-Classroom Instructional Annual Evaluation – Level I
- Non-Classroom Instructional Annual Evaluation – Level II

TPAS

INSTRUCTIONAL ANNUAL EVALUATION - LEVEL I

Name: _____ Employee Inservice ID: _____

School: _____

Directions: Complete the ratings for each dimension as follows: O= Outstanding E= Excellent S=Satisfactory
Please use ink and print legibly N= Needs Improvement U=Unsatisfactory

I. STUDENT PERFORMANCE (Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)	(Circle the appropriate rating score in each area)									
	FALL					SPRING				
	O	E	S	N	U	O	E	S	N	U
a. Uses data to guide area of focus, group students, or target instruction. **	5	4	3	1	0	5	4	3	1	0
b. Monitors student progress using district school/classroom data.	5	4	3	1	0	5	4	3	1	0
c. Demonstrates measurable improvements in student performance. **	5	4	3	1	0	5	4	3	1	0
d. Selects relevant professional development activities intended to improve instructional effectiveness and student performance.	5	4	3	1	0	5	4	3	1	0
TOTAL (MAX 20)					TOTAL (MAX 20)					

II. CLASSROOM MANAGEMENT (Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)	(Circle the appropriate rating score in each area)									
	FALL					SPRING				
	O	E	S	N	U	O	E	S	N	U
a. Establishes, explains, models, and exhibits classroom rules and procedures.		3	2	1	0		3	2	1	0
b. Establishes and maintains consistent standards for acceptable student behavior. **	4	3	2	1	0	4	3	2	1	0
c. Corrects student misconduct using appropriate techniques.		3	2	1	0		3	2	1	0
d. Uses class time effectively and maintains instructional momentum.		3	2	1	0		3	2	1	0
e. Monitors students to remain on task. **	4	3	2	1	0	4	3	2	1	0
f. Uses and maintains equipment, materials and classroom property.		3	2	1	0		3	2	1	0
TOTAL (MAX 20)					TOTAL (MAX 20)					

III. SUBJECT AREA KNOWLEDGE & INSTRUCTIONAL PLANNING (Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)	(Circle the appropriate rating score in each area)									
	FALL					SPRING				
	O	E	S	N	U	O	E	S	N	U
a. Assesses the entry level knowledge of students and progression of student performance.		3	2	1	0		3	2	1	0
b. Sets high expectations for students and provides rigor and relevance in instructional lessons that are aligned to district and state curriculum standards and objectives/benchmarks. **	4	3	2	1	0	4	3	2	1	0
c. Selects/develops and sequences related learning activities appropriate for the instructional objectives and student learning needs.		3	2	1	0		3	2	1	0
d. Selects and uses appropriate resources and learning materials for planned instructional activities.		3	2	1	0		3	2	1	0
e. Identifies and plans for the instructional needs of exceptional, ESOL and 504 students.		3	2	1	0		3	2	1	0
f. Recognizes and values the diverse cultures of students and families in planning for instruction. **	4	3	2	1	0	4	3	2	1	0
TOTAL (MAX 20)					TOTAL (MAX 20)					

IV. DELIVERY OF INSTRUCTION & USE OF TECHNOLOGY IN CLASSROOM (Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)	(Circle the appropriate rating score in each area)									
	FALL					SPRING				
	O	E	S	N	U	O	E	S	N	U
a. Presents subject matter accurately and effectively using technology where appropriate. **	4	3	2	1	0	4	3	2	1	0
b. Stimulates and directs student thinking and checks comprehension through the use of higher-order questioning techniques.		3	2	1	0		3	2	1	0
c. Holds students accountable for independent work, groupwork, homework and gives appropriate feedback.		3	2	1	0		3	2	1	0
d. Uses a variety of research-based instructional strategies such as cooperative learning and differentiated instruction to meet instructional objectives as well as individual student needs. **	4	3	2	1	0	4	3	2	1	0
e. Uses instructional grouping options (individual, small group, large group, computer-based) as appropriate for planned instructional purposes.		3	2	1	0		3	2	1	0
f. Provides reteaching, remediation or enrichment opportunities to ensure mastery & motivation for all students to achieve their learning outcomes.		3	2	1	0		3	2	1	0
TOTAL (MAX 20)					TOTAL (MAX 20)					

V. EVALUATION OF INSTRUCTION (Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)	(Circle the appropriate rating score in each area)									
	FALL					SPRING				
	O	E	S	N	U	O	E	S	N	U
a. Analyzes performance data to diagnose strengths and weaknesses, measure progress, and determine trends.		3	2	1	0		3	2	1	0
b. Uses multiple methods of ongoing formative and summative assessments to measure student mastery of essential knowledge and skills.		3	2	1	0		3	2	1	0
c. Integrates assessment data from multiple sources to plan, evaluate and revise effective instruction that meets the needs of all students. **	4	3	2	1	0	4	3	2	1	0
d. Engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback.		3	2	1	0		3	2	1	0
e. Designs assessments to measure student mastery of essential knowledge and skills. **	4	3	2	1	0	4	3	2	1	0
f. Designs grading and evaluation criteria that support the students' understanding of their performance in relationship to the learning goal(s).		3	2	1	0		3	2	1	0
TOTAL (MAX 20)					TOTAL (MAX 20)					

VI. PROFESSIONAL BEHAVIORS (Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)	(Circle the appropriate rating score in each area)									
	FALL					SPRING				
	O	E	S	N	U	O	E	S	N	U
a. Collaborates with school personnel, parents, other professionals, and agency representatives, acknowledging different points of view. **	4	3	2	1	0	4	3	2	1	0
b. Operates as a team member and/or assumes a leadership role.		3	2	1	0		3	2	1	0
c. Works positively to support and achieve school improvement goals. **	4	3	2	1	0	4	3	2	1	0
d. Interacts with colleagues, school, district personnel, families and other community members in an ethical and professional manner.		3	2	1	0		3	2	1	0
TOTAL (MAX 20)					TOTAL (MAX 20)					

<p>SUMMARY:</p> <p>Pursuant to Sarasota County School board Instructional Collective Bargaining Agreement and Florida Statutes, the DOE has approved the District's STAR program. To be eligible for this program, a teacher must: (1) have no rating of "N" or "U" on any indicator, and (2) have no more than one "Satisfactory" rating on any indicator marked with a double asterisk (**). The Spring evaluation will be used to determine eligibility for STAR. Instructional personnel are expected to exceed ratings in their performance and to strive to achieve Outstanding ratings in the STAR competencies. The score for achieving all satisfactory ratings is 72 out of 120 and is the minimum expected standard for all teachers.</p>	<p>TOTAL Sections I-VI (MAX 120) Final Rating:</p> <p>114-120 Outstanding OVERALL "O" 90-113 Excellent OVERALL "E" 72-89 Satisfactory OVERALL "S" 24-71 Needs Improvement OVERALL "N" < 24 Unsatisfactory OVERALL "U"</p> <p>circle one -</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>E</td><td>S</td><td>N</td><td>U</td> </tr> </table>	O	E	S	N	U
O	E	S	N	U		

<p>TEACHER'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):</p> <p style="text-align: right;">Signatures of Teacher</p>	<p>I hereby certify that this teacher qualifies for the State of Florida STAR consideration.</p>	<table border="1" style="width: 100%;"> <tr> <td>YES</td> <td>NO</td> </tr> </table>	YES	NO
YES	NO			
<p>EVALUATOR'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):</p> <p style="text-align: right;">Signatures of Administrator</p>	<p>Fall Date: _____</p> <p>Spring Date: _____</p>			

TPAS

INSTRUCTIONAL ANNUAL EVALUATION - LEVEL II

Name: _____		Employee Inservice ID: _____				
School: _____						
Directions: Complete the ratings for each dimension O= Outstanding E= Excellent S=Satisfactory N= Needs Improvement U=Unsatisfactory						(Circle the appropriate rating score in each area)
Please use ink and print legibly						
I. STUDENT PERFORMANCE		(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)				
		SPRING				
		O	E	S	N	U
a. Uses data to guide area of focus, group students, or target instruction.	**	5	4	3	1	0
b. Monitors student progress using district school/classroom data.		5	4	3	1	0
c. Demonstrates measurable improvements in student performance.	**	5	4	3	1	0
d. Selects relevant professional development activities intended to improve instructional effectiveness and student performance.		5	4	3	1	0
		TOTAL (MAX 20)				
II. CLASSROOM MANAGEMENT		(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)				
		O	E	S	N	U
a. Establishes, explains, models, and exhibits classroom rules and procedures.			3	2	1	0
b. Establishes and maintains consistent standards for acceptable student behavior.	**	4	3	2	1	0
c. Corrects student misconduct using appropriate techniques.			3	2	1	0
d. Uses class time effectively and maintains instructional momentum.			3	2	1	0
e. Monitors students to remain on task.	**	4	3	2	1	0
f. Uses and maintains equipment, materials and classroom properly.			3	2	1	0
		TOTAL (MAX 20)				
III. SUBJECT AREA KNOWLEDGE & INSTRUCTIONAL PLANNING		(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)				
		O	E	S	N	U
a. Assesses the entry level knowledge of students and progression of student performance			3	2	1	0
b. Sets high expectations for students and provides rigor and relevance in instructional lessons that are aligned to district and state curriculum standards and objectives/benchmarks.	**	4	3	2	1	0
c. Selects/develops and sequences related learning activities appropriate for the instructional objectives and student learning needs.			3	2	1	0
d. Selects and uses appropriate resources and learning materials for planned instructional activities.			3	2	1	0
e. Identifies and plans for the instructional needs of exceptional, ESOL and 504 students			3	2	1	0
f. Recognizes and values the diverse cultures of students and families in planning for instruction	**	4	3	2	1	0
		TOTAL (MAX 20)				
IV. DELIVERY OF INSTRUCTION & USE OF TECHNOLOGY IN CLASSROOM		(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)				
		O	E	S	N	U
a. Presents subject matter accurately and effectively using technology where appropriate	**	4	3	2	1	0
b. Stimulates and directs student thinking and checks comprehension through the use of higher-order questioning techniques			3	2	1	0
c. Holds students accountable for independent work, groupwork, homework and gives appropriate feedback.			3	2	1	0
d. Uses a variety of research-based instructional strategies such as cooperative learning and differentiated instruction to meet instructional objectives as well as individual student needs	**	4	3	2	1	0
e. Uses instructional grouping options (individual, small group, large group, computer-based) as appropriate for planned instructional purposes			3	2	1	0
f. Provides reteaching, remediation or enrichment opportunities to ensure mastery & motivation for all students to achieve their learning outcomes			3	2	1	0
		TOTAL (MAX 20)				
V. EVALUATION OF INSTRUCTION		(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)				
		O	E	S	N	U
a. Analyzes performance data to diagnose strengths and weaknesses, measure progress, and determine trends.			3	2	1	0
b. Uses multiple methods of ongoing formative and summative assessments to measure student mastery of essential knowledge and skills			3	2	1	0
c. Integrates assessment data from multiple sources to plan, evaluate and revise effective instruction that meets the needs of all students	**	4	3	2	1	0
d. Engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback			3	2	1	0
e. Designs assessments to measure student mastery of essential knowledge and skills	**	4	3	2	1	0
f. Designs grading and evaluation criteria that support the students' understanding of their performance in relationship to the learning goal(s)			3	2	1	0
		TOTAL (MAX 20)				
VI. PROFESSIONAL BEHAVIORS		(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)				
		O	E	S	N	U
a. Collaborates with school personnel, parents, other professionals, and agency representatives, acknowledging different points of view.	**	4	3	2	1	0
b. Operates as a team member and/or assumes a leadership role.			3	2	1	0
c. Works positively to support and achieve school improvement goals.	**	4	3	2	1	0
d. Interacts with colleagues, school, district personnel, families and other community members in an ethical and professional manner.			3	2	1	0
		TOTAL (MAX 20)				
SUMMARY:		TOTAL Sections I-VI (MAX 120) Final Rating:				
Pursuant to Sarasota County School board Instructional Collective Bargaining Agreement and Florida Statutes, the DOE has approved the District's STAR program. To be eligible for this program, a teacher must: (1) have no rating of "N" or "U" on any indicator, and (2) have no more than one "Satisfactory" rating on any indicator marked with a double asterisk (**). The Spring evaluation will be used to determine eligibility for STAR. Instructional personnel are expected to exceed ratings in their performance and to strive to achieve Outstanding ratings in the STAR competencies. The score for achieving all satisfactory ratings is 72 out of 120 and is the minimum expected standard for all teachers.		114-120 Outstanding OVERALL "O" 90-113 Excellent OVERALL "E" 72-89 Satisfactory OVERALL "S" 24-71 Needs Improvement OVERALL "N" < 24 Unsatisfactory OVERALL "U"				
TEACHER'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):		I hereby certify that this teacher qualifies for the State of Florida STAR consideration.		YES	NO	
		EVALUATOR'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):				
Signatures of Teacher		Signatures of Administrator				
Fall Date:		Fall Date:				
Spring Date:		Spring Date:				

DRAFT

TPAS

NON-CLASSROOM INSTRUCTIONAL ANNUAL EVALUATION - LEVEL I

Name: _____ Employee Inservice ID: _____		Check Applicable Job Title:												
		Behavior Specialist					School Counselor							
School:		ESE Liaison					School Psychologist							
		Home School Liaison					School Social Worker							
Directions: Complete the ratings for each dimension as follows: Please use ink and print legibly		O= Outstanding E= Excellent S=Satisfactory N= Needs Improvement U=Unsatisfactory												
		Specialist/Consultant/Therapist												
I. INSTRUCTIONAL IMPACT ON STUDENT PERFORMANCE		FALL					SPRING							
(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)		O	E	S	N	U	O	E	S	N	U			
a. Uses data to guide area of focus, group students, or target needed program services.		5	4	3	1	0	5	4	3	1	0			
b. Identifies student needs and provides services that target improvements in student performance.		5	4	3	1	0	5	4	3	1	0			
c. Assists instructional and administrative staff to monitoring student progress using available district and school data.		5	4	3	1	0	5	4	3	1	0			
d. Selects relevant professional development intended to improve program effectiveness and student performance.		5	4	3	1	0	5	4	3	1	0			
		TOTAL (MAX 20)												
II. PROGRAM MANAGEMENT		FALL					SPRING							
(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)		O	E	S	N	U	O	E	S	N	U			
a. Manages job responsibilities effectively and efficiently.		5	4	3	1	0	5	4	3	1	0			
b. Helps plan and provide professional development for other professionals and families/care givers.		5	4	3	1	0	5	4	3	1	0			
c. Organizes and provides resources to support school-wide instructional goals and objectives.		5	4	3	1	0	5	4	3	1	0			
d. Completes accurate records and reports in a timely manner.		5	4	3	1	0	5	4	3	1	0			
		TOTAL (MAX 20)												
III. PROFESSIONAL-TECHNICAL KNOWLEDGE & PLANNING		FALL					SPRING							
(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)		O	E	S	N	U	O	E	S	N	U			
a. Selects and implements professional development to maintain or improve effectiveness.		5	4	3	1	0	5	4	3	1	0			
b. Establishes and follows through on program priorities.		5	4	3	1	0	5	4	3	1	0			
c. Collaborates with colleagues and administrators to accomplish district, school and program goals.		5	4	3	1	0	5	4	3	1	0			
d. Selects and uses interventions, resources, assessments, materials, and activities that demonstrate sensitivity to individual, ethnic, and cultural differences.		5	4	3	1	0	5	4	3	1	0			
		TOTAL (MAX 20)												
IV. SERVICE DELIVERY & USE OF TECHNOLOGY		FALL					SPRING							
(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)		O	E	S	N	U	O	E	S	N	U			
a. Provides effective services using best practices in area of specialization.		5	4	3	1	0	5	4	3	1	0			
b. Uses current theories, techniques, and technology in program/specialization area.		5	4	3	1	0	5	4	3	1	0			
c. Is proficient in accessing and using data to enable students to achieve learning outcomes in alignment with the School/District Improvement Plan.		5	4	3	1	0	5	4	3	1	0			
d. Selects and uses interventions, resources, assessments, materials, and activities that demonstrate sensitivity to individual, ethnic, and cultural differences.		5	4	3	1	0	5	4	3	1	0			
		TOTAL (MAX 20)												
V. EVALUATION OF SERVICES		FALL					SPRING							
(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)		O	E	S	N	U	O	E	S	N	U			
a. Analyzes data within program/service to identify strengths and weaknesses.		5	4	3	1	0	5	4	3	1	0			
b. Uses multiple methods of ongoing formative and summative assessments to measure program effectiveness.		5	4	3	1	0	5	4	3	1	0			
c. Integrates assessment data from multiple sources to determine trends, make any needed program adjustments, monitor progress, and evaluate services.		5	4	3	1	0	5	4	3	1	0			
d. Engages staff /students and others in the analysis of services provided and adjusts the program based on feedback.		5	4	3	1	0	5	4	3	1	0			
		TOTAL (MAX 20)												
VI. PROFESSIONAL BEHAVIORS AND RELATIONSHIPS		FALL					SPRING							
(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)		O	E	S	N	U	O	E	S	N	U			
a. Collaborates with school personnel, parents, and other professional and agency representatives, acknowledging different points of view.		5	4	3	1	0	5	4	3	1	0			
b. Operates as a team member and/or assumes a leadership role.		5	4	3	1	0	5	4	3	1	0			
c. Responds to students, parents/caretakers, and staff in a timely and respectful manner.		5	4	3	1	0	5	4	3	1	0			
d. Engages in a variety of relevant, ongoing professional development at the school, district, state, or national levels.		5	4	3	1	0	5	4	3	1	0			
		TOTAL (MAX 20)												
SUMMARY: Pursuant to Sarasota County School board Instructional Collective Bargaining Agreement and Florida Statutes, the DOE has approved the District's STAR program. To be eligible for this program, a teacher must: (1) have no rating of "N" or "U" on any indicator, and (2) have no more than one "Satisfactory" rating on any indicator marked with a double asterisk (**). The Spring evaluation will be used to determine eligibility for STAR. Instructional personnel are expected to exceed ratings in their performance and to strive to achieve Outstanding ratings in the STAR competencies. The score for achieving all satisfactory ratings is 72 out of 120 and is the minimum expected standard for all teachers.		TOTAL Sections I-VI (MAX 120) Final Rating: _____ 114-120 Outstanding OVERALL "O" 90-113 Excellent OVERALL "E" 72-89 Satisfactory OVERALL "S" 24-71 Needs Improvement OVERALL "N" < 24 Unsatisfactory OVERALL "U" circle one -												
TEACHER'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):		I hereby certify that this teacher qualifies for the State of Florida STAR consideration. <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;"></td> <td style="width: 10%; text-align: center;">YES</td> <td style="width: 10%; text-align: center;">NO</td> </tr> </table>											YES	NO
	YES	NO												
Signatures of Teacher		EVALUATOR'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):												
Signatures of Administrator		Signatures of Administrator												
Fall Date: _____ Spring Date: _____		Fall Date: _____ Spring Date: _____												

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TPAS

NON-CLASSROOM INSTRUCTIONAL ANNUAL EVALUATION - LEVEL II

Name: _____		Employee Inservice ID: _____																																				
School: _____		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="5" style="text-align: center;">Check Applicable Job Title:</th> </tr> <tr> <td style="width: 20%;">Behavior Specialist</td> <td style="width: 20%;"></td> <td style="width: 20%;">School Counselor</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> <tr> <td>ESE Liaison</td> <td></td> <td>School Psychologist</td> <td></td> <td></td> </tr> <tr> <td>Home School Liaison</td> <td></td> <td>School Social Worker</td> <td></td> <td></td> </tr> <tr> <td>Tech/Literacy/Data Coach</td> <td></td> <td>Media Specialist</td> <td></td> <td></td> </tr> <tr> <td colspan="5">Specialist/Consultant/Therapist</td> </tr> <tr> <td colspan="5" style="text-align: center;">(Circle the appropriate rating score in each area)</td> </tr> </table>		Check Applicable Job Title:					Behavior Specialist		School Counselor			ESE Liaison		School Psychologist			Home School Liaison		School Social Worker			Tech/Literacy/Data Coach		Media Specialist			Specialist/Consultant/Therapist					(Circle the appropriate rating score in each area)				
Check Applicable Job Title:																																						
Behavior Specialist		School Counselor																																				
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Directions: Complete the ratings for each dimension as follows: O= Outstanding E= Excellent S=Satisfactory Please use ink and print legibly N= Needs Improvement U=Unsatisfactory																																						
SPRING																																						
I. INSTRUCTIONAL IMPACT ON STUDENT PERFORMANCE		(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)																																				
a. Uses data to guide area of focus, group students, or target needed program services.		O	E	S	N	U																																
		5	4	3	2	1																																
b. Identifies student needs and provides services that target improvements in student performance.		5	4	3	2	1																																
c. Assists instructional and administrative staff to monitoring student progress using available district and school data.		5	4	3	2	1																																
d. Selects relevant professional development intended to improve program effectiveness and student performance.		5	4	3	2	1																																
		TOTAL (MAX 20)																																				
II. PROGRAM MANAGEMENT		(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)																																				
a. Manages program effectively and efficiently		O	E	S	N	U																																
		5	4	3	2	1																																
b. Helps plan and provide professional development for other professionals and families/caregivers.		5	4	3	2	1																																
c. Organizes and provides resources to support school-wide instructional goals and objectives.		5	4	3	2	1																																
d. Completes accurate records and reports in a timely manner.		5	4	3	2	1																																
		TOTAL (MAX 20)																																				
III. PROFESSIONAL-TECHNICAL KNOWLEDGE & PLANNING		(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)																																				
a. Selects and implements professional development to maintain or improve effectiveness.		O	E	S	N	U																																
		5	4	3	2	1																																
b. Establishes and follows through on program priorities.		5	4	3	2	1																																
c. Collaborates with colleagues and administrators to accomplish district, school and program goals.		5	4	3	2	1																																
d. Selects and uses interventions, resources, assessments, materials, and activities that demonstrate sensitivity to individual, ethnic,		5	4	3	2	1																																
		TOTAL (MAX 20)																																				
IV. SERVICE DELIVERY & USE OF TECHNOLOGY		(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)																																				
a. Provides effective services using best practices in area of specialization.		O	E	S	N	U																																
		5	4	3	2	1																																
b. Uses current theories, techniques, and technology in program/specialization area.		5	4	3	2	1																																
c. Is proficient in accessing and using data to enable students to achieve learning outcomes in alignment with the School/District		5	4	3	2	1																																
d. Gives evidence of proactive collaboration between specialist and instructional staff, parents, and students.		5	4	3	2	1																																
		TOTAL (MAX 20)																																				
V. EVALUATION OF SERVICES		(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)																																				
a. Analyzes data within program/service to identify strengths and weaknesses.		O	E	S	N	U																																
		5	4	3	2	1																																
b. Uses multiple methods of ongoing formative and summative assessments to measure program effectiveness.		5	4	3	2	1																																
c. Integrates assessment data from multiple sources to determine trends, make any needed program adjustments, monitor progress,		5	4	3	2	1																																
d. Engages staff /students and others in the analysis of services provided and adjusts the program based on feedback.		5	4	3	2	1																																
		TOTAL (MAX 20)																																				
VI. PROFESSIONAL BEHAVIORS AND RELATIONSHIPS		(Point Values: O = 5 ; E = 4 ; S = 3 ; N = 1 ; U = 0)																																				
a. Collaborates with school personnel, parents, and other professional and agency representatives, acknowledging different points of		O	E	S	N	U																																
		5	4	3	2	1																																
b. Operates as a team member and/or assumes a leadership role.		5	4	3	2	1																																
c. Responds to students, parents/caretakers, and staff in a timely and respectful manner.		5	4	3	2	1																																
d. Engages in a variety of relevant, ongoing professional development at the school, district, state, or national levels.		5	4	3	2	1																																
		TOTAL (MAX 20)																																				
SUMMARY:		TOTAL Sections I-VI (MAX 120) Final Rating:																																				
Pursuant to Sarasota County School board Instructional Collective Bargaining Agreement and Florida Statutes, the DOE has approved the District's STAR program. To be eligible for this program, a teacher must: (1) have no rating of "N" or "U" on any indicator, and (2) have no more than one "Satisfactory" rating on any indicator marked with a double asterisk (**). The Spring evaluation will be used to determine eligibility for STAR. Instructional personnel are expected to exceed ratings in their performance and to strive to achieve Outstanding ratings in the STAR competencies. The score for achieving all satisfactory ratings is 72 out of 120 and is the minimum expected standard for all teachers.		114-120 Outstanding OVERALL "O" 90-113 Excellent OVERALL "E" 72-89 Satisfactory OVERALL "S" 24-71 Needs Improvement OVERALL "N" < 24 Unsatisfactory OVERALL "U"																																				
		circle one -	O	E	S	N	U																															
TEACHER'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):		I hereby certify that this teacher qualifies for the State of Florida STAR consideration. YES NO																																				
		EVALUATOR'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):																																				
Signature of Teacher	Fall Date	Spring Date	Signature of Evaluator	Fall Date	Spring Date																																	

Appendix E

Calculating Total STAR Score:

Example for a 5th grade classroom teacher

APPENDIX E

Calculating Total STAR Score: Example for a 5th grade classroom teacher

Scenario: 5th grade classroom teacher with 26 grade five students. She is responsible for providing instruction in language arts and mathematics to her students.

Step 1. Determine Student Achievement Component

- The students' scores are analyzed using a value table to assign points for Achievement Level improvements made from the 2006 to the 2007 FCAT, separately for Reading and Mathematics. The points earned for reading and math on the FCAT value tables are combined and weighted (so they each count $\frac{1}{2}$ of the total).
- The teacher receives a combined weighted average value point score of 137, which is her Student Achievement Component.
- Compared to all other 5th grade classroom teachers whose students have FCAT data, 137 falls at the 87th percentile rank.
- A percentile rank of 87 corresponds to 380 STAR points.

Step 2. Determine Annual Appraisal Component

- Summing the rating scores across all the TPAS indicators, the teacher received a total of 118 points on her annual TPAS evaluation.
- Her TPAS final rating is ranked at the 97th percentile among all other elementary teachers. The 97th percentile converts to 480 STAR points.

Step 3. Calculate Total STAR Score

- Sum the STAR points accrued on each component to determine the total STAR score:

Student Achievement STAR points	380
Annual Appraisal STAR pts	+ 480
Total STAR Score	<hr/> 860

Step 4. Ensure that teacher is eligible for STAR consideration

This teacher did not receive "Needs Improvement" or "Unsatisfactory" ratings on any indicator on her TPAS and no more than one "Satisfactory" rating, so she is eligible for STAR.

Step 5. Determine if Teacher is in the Top 25%

Compared to all other 5th grade classroom teachers across all elementary schools whose students' gains were determined on the same assessment:

- A total STAR Score of 860 falls within the top 25%.
- In this example, the 5th grade teacher will receive the STAR award.