

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 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-Added 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. The analysis for non-classroom teachers and instructional personnel who serve students school-wide will be based on all students enrolled in both FTE surveys who have two years of scores.

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).

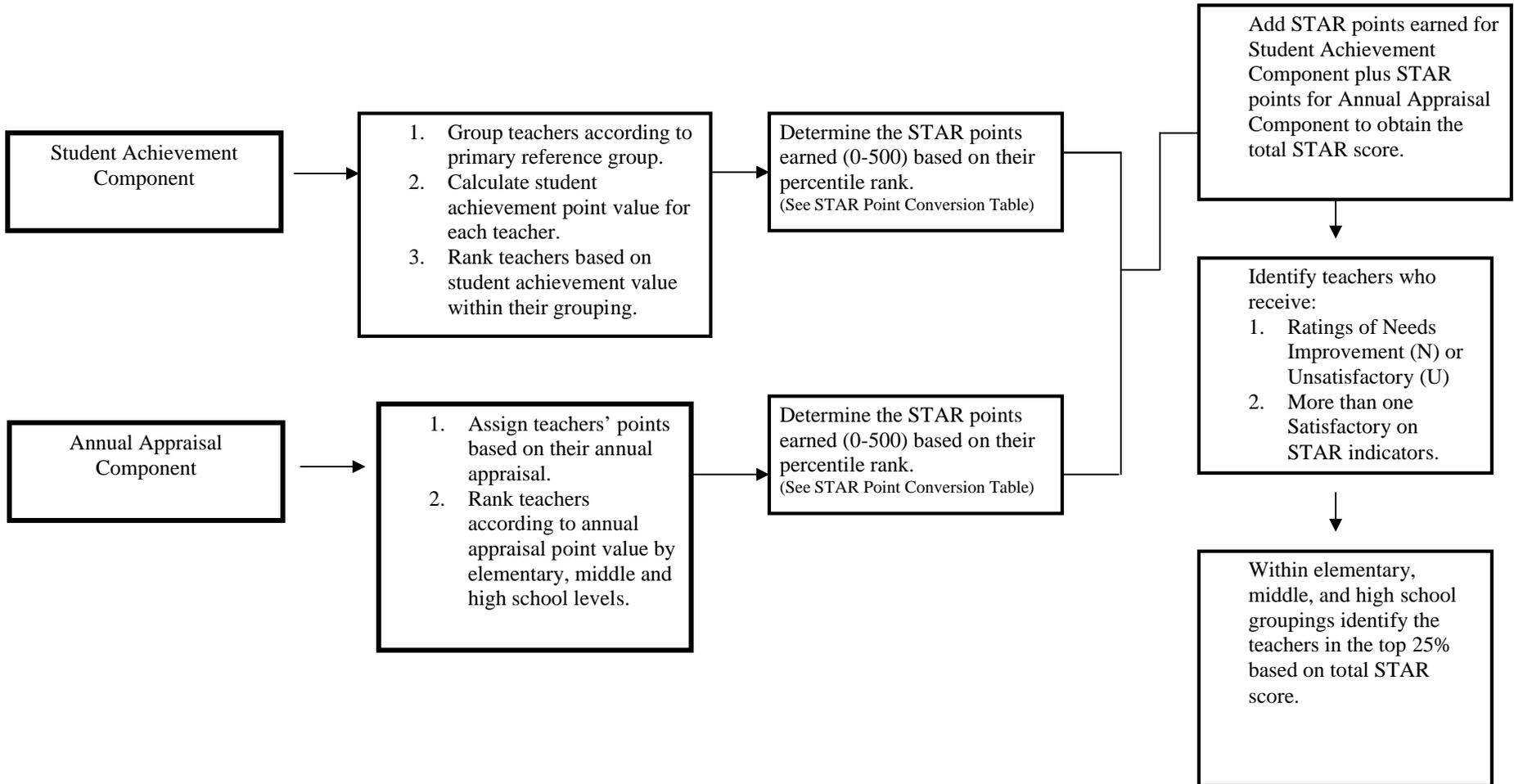
Student Achievement STAR Points Possible 0 – 500	+	Annual Appraisal STAR Points Possible 0 - 500	=	TOTAL STAR SCORE Possible 0 - 1000
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An example of the process used to determine the total STAR score for a 5th grade teacher is shown in Appendix E.

Identifying Top 25% for STAR Bonus

The District will sort personnel's Total STAR Score from highest to lowest 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 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.

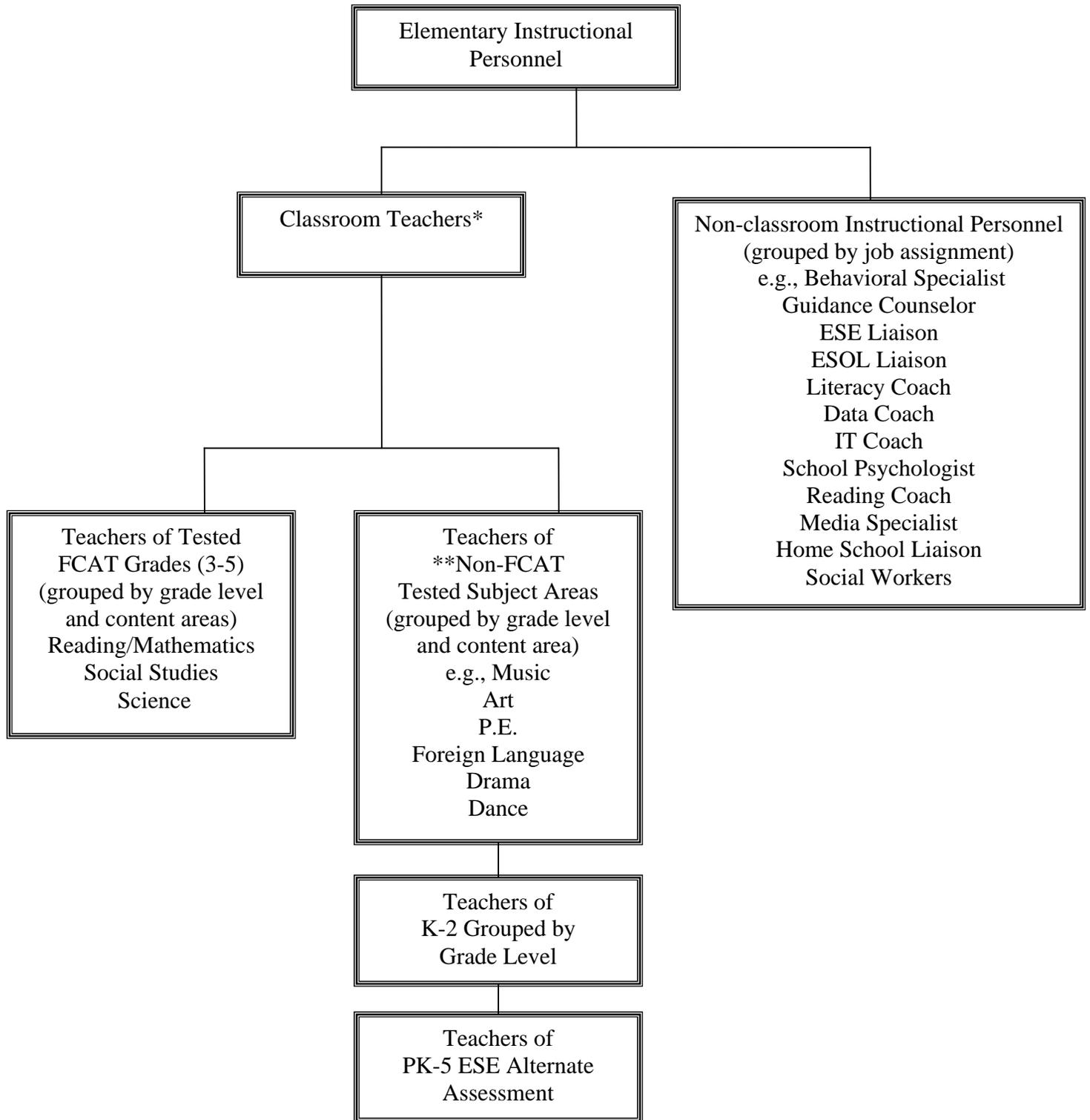
Personnel who are eligible to receive the STAR awards will be notified no later than June 30, 2007. Eligibility for the STAR award is determined annually.

APPENDIX A

Instructional Personnel Groupings Elementary, Middle, and High School Levels

APPENDIX A-1

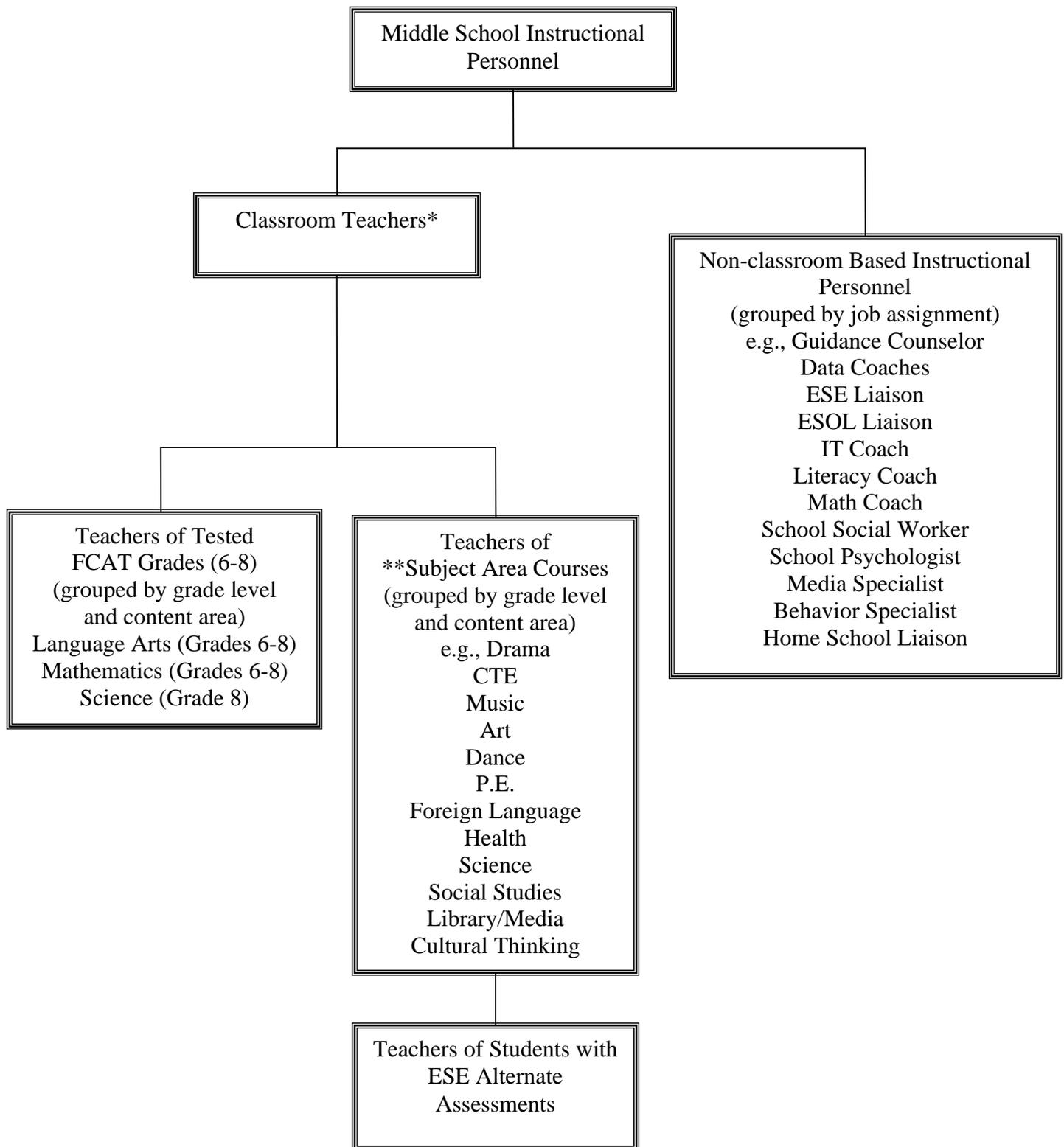
ELEMENTARY INSTRUCTIONAL PERSONNEL GROUPINGS



*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.

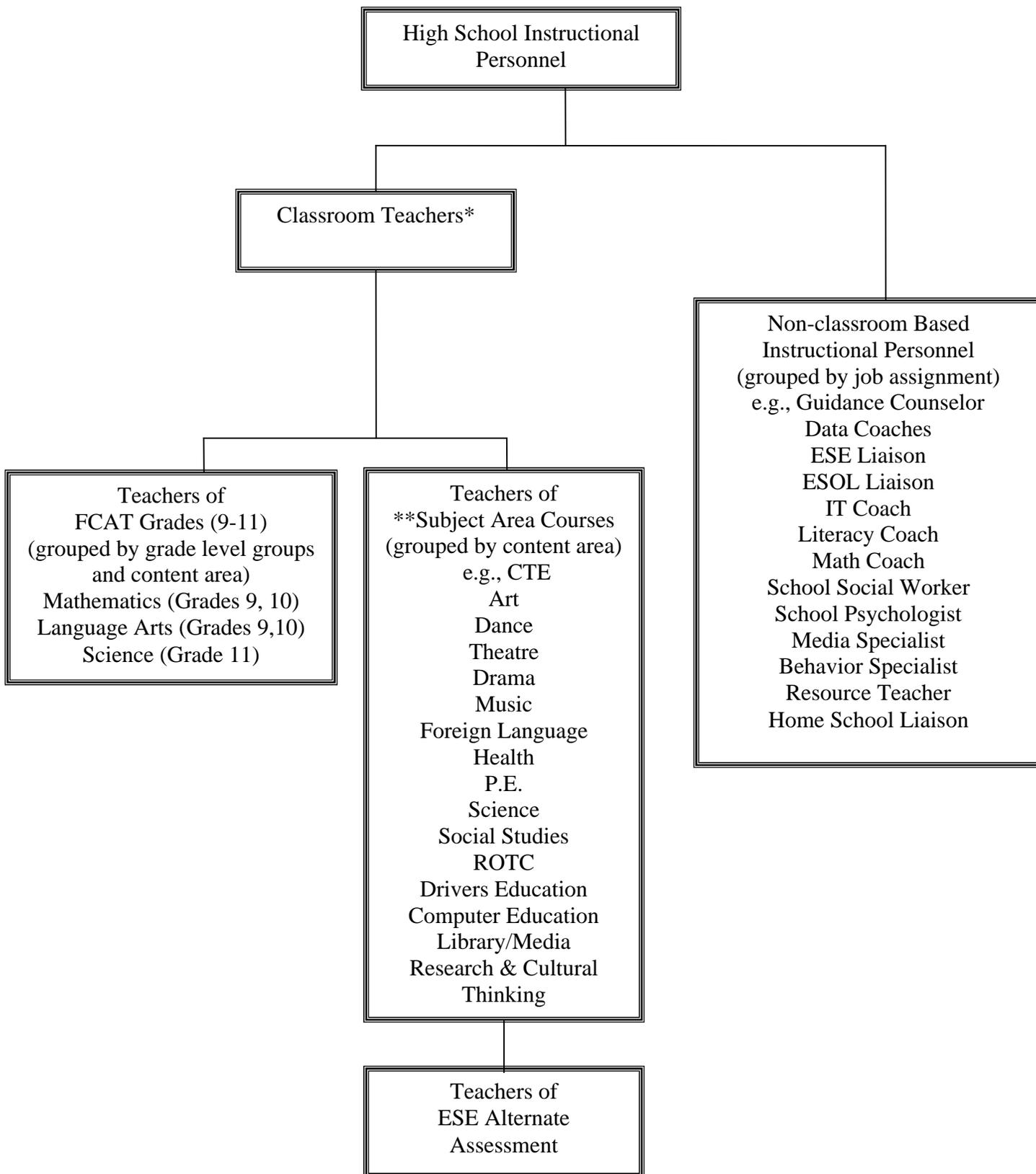
MIDDLE SCHOOL INSTRUCTIONAL PERSONNEL GROUPINGS



*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



Revised 2/2/07

*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 only for teachers of reading FCAT SSS Reading and end-of- year exam in science or social studies	Value Table based on 2006 grades 3/4 FCAT Reading to 2007 grades 4/5 FCAT Reading for reading teachers. Value Table based on 2006 FCAT Reading to 2007 EOY science or social studies exam. For teachers of science or social studies, results of the reading and subject area value tables will each contribute ½ toward the weighted average value score.
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. (Note: Value scores for Literacy/reading Coaches and Media Specialists will be based on FCAT Reading only. Selected personnel, such as Home School Liaisons, who only work with a subset of students will have value scores based only on the students they directly serve.)
* 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 subject area 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. (Note: Value scores for Literacy/reading Coaches and Media Specialists will be based on FCAT Reading only. Selected personnel, such as Home School Liaisons, who only work with a subset of students will have value scores based only on the students they directly serve.)
*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, 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. (Note: Value scores for Literacy/reading Coaches and Media Specialists will be based on FCAT Reading only. Selected personnel, such as Home School Liaisons, who only work with a subset of students will have value scores based only on the students they directly serve.)

*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							
<p align="center">VALUE SCORE = WEIGHTED AVERAGE = $(152 * 96) + (105 * 89) / 185 = 129$</p>														

* 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

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	<u>+ 480</u>
Total STAR Score	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.