Agenda Item No.: J.4

MARANA
UNIFIED SCHOOL DISTRICT

Governing Board Agenda Item

Meeting Date:	November 12, 2026
From:	Kristin Reidy, Assistant Superintendent
Subject:	2026-2027 Performance-Based Pay Plan
Priority:	To recruit, retain, and support highly effective staff, teachers, and leaders

Consent [] Action [X] Discussion []

Background:

The purpose of this agenda item is to seek approval for the Marana Unified School District Performance-Based Pay (PBP) Plan for the 2026-2027 school year.

Only minor changes have been made to the proposed PBP Plan for the 2026-2027 school year, including:

- The school year was updated throughout.
- To account for possible school letter grade cut score accountability point shifts, under "**Component Three – Student Achievement (School Level)"** the description was changed **from** "Teacher's work location (school) must achieve a "C" or "D" AND show improvement in the total points as determined by the Arizona Department of Education" **to** "Teacher's work location (school) must achieve a "C" or "D" AND be an active participant in Project Momentum activities to support school improvement".

These changes have been reviewed and approved by the Marana Education Association Executive Team, Marana Unified School District PBP Committee Members, and District legal counsel.

A.R.S. 15-977 requires at least seventy percent (70%) of eligible teachers to vote to approve the plan. The revisions to the plan were presented to Marana Unified School District teachers in an email from me on September 29, 2026. Teachers were then asked to vote to approve or not approve. To date, 605 teachers have voted to approve, 2 have voted not to approve, and 247 teachers have not voted.

Attached is the proposed Performance Based Pay Plan for 2026-2027 for your consideration and approval.

Recommended Motion:

I move that the Governing Board approve the 2026-2027 Performance-Based Pay Plan as presented.

Approved for transmittal to the Governing Board: _____

Dr. Daniel Streeter, Superintendent

Questions should be directed to: Kristin Reidy, Assistant Superintendent
Phone: (520) 682-4757

2026-2027

MARANA UNIFIED SCHOOL DISTRICT

PERFORMANCE-BASED PAY PLAN

MARANA
UNIFIED SCHOOL DISTRICT

GENERAL INFORMATION

Mission Statement: The Marana Unified School District's Performance Pay Plan seeks to effectively and efficiently acknowledge and reward teacher performance that positively impacts student achievement.

Guiding Principles:

- The plan should be aligned to the District's strategic plan/initiatives.
- The plan should encourage cooperation and collaboration among teachers at each school and throughout the District.
- Professional development should be aligned to the plan.
- Professional development should be sustained, curriculum-embedded, intensive and classroom-based.
- All available student achievement data will be analyzed to determine the target area for improvement.
- All eligible teachers in the District should have the opportunity to qualify for performance-based compensation, even if the area or level they teach is not the specific area targeted for improvement.
- MUSD's Performance-Based Pay Plan has been revised to allow the money available to go to teachers who are eligible to receive Performance-Based Pay (PBP), keeping the costs associated with the administration and implementation of the plan to a minimum.

Annual Review

Each year, the Performance Pay Committee will evaluate the plan and revise it based on recommendations from teachers at individual school sites and administrators. The committee will also review any issues and/or concerns from the prior year. The committee will document how many teachers completed each component of the plan. After the committee makes final recommendations for revisions, teachers will vote to accept or reject the new plan.

Eligible teachers shall include those employees on the current teacher salary schedule that meet the State's definition of a teacher eligible to earn Proposition 301 Performance Pay. The plan will be approved if 70% of eligible teachers who participate in the plan vote to approve it and the Governing Board approves the plan.

Performance Pay Compensation

- Performance pay is not guaranteed when a teacher signs a teaching contract.
- To be eligible for performance pay, a recipient is required to meet the criteria specified in the description of the District's Performance Based Pay Plan. Only that criterion is rewarded, regardless of other things that a teacher may do that are noteworthy.
- Performance pay must be viewed as "variable pay" or "pay at-risk". The amount of money that a teacher may earn will fluctuate from one year to the next, depending on the

money that is generated by Arizona sales tax, the number of students and teachers in the District, and the extent to which the teacher meets all of the eligibility requirements described in this document, and the amount of carryover funds.

- The amount allocated to each eligible teacher will be calculated by adding the total amount of money the District anticipates for the fiscal year to the previous year's carryover funds, then dividing by the number of teachers eligible for Performance Based Pay, and disbursed according to the guidelines in the section on eligibility.

Eligibility

A. A teacher who is employed under a full-time teaching contract and who meets the definition of "teacher" according to Arizona Revised Statutes ("A.R.S.") § 15-977 will receive a full portion of the Performance Based Pay allotment if all other criteria are met.
B. Teachers must participate in implementing the Performance Based Pay Plan and provide direct instruction to students regularly to receive the maximum PBP allocated per teacher.
C. Teachers who work less than full-time will have their PBP prorated in proportion to the time employed under a teaching contract.
D. A teacher who takes leave days will receive performance pay prorated by the number of unpaid leave days.
E. Teachers with Emergency Certificates are eligible for PBP.
F. To be eligible for Performance Based Pay during a given school year, a teacher must (1) perform his/her teaching responsibilities for a minimum of 45 teacher report days during that school year, (2) remain employed by the District as a teacher on the last day that teachers are generally employed during that school year, and (3) otherwise fulfill the terms of his or her teaching contract that school year. All other eligibility requirements must also be met during employment.
G. The following are ineligible for Performance Based Pay:
    a. Substitute teachers
    b. Teachers on loan outside the District
    c. Teachers on full-time release from their teaching assignment (these teachers are eligible for the equivalent of Performance Based Pay funded through M and O, contingent on meeting all requirements of the plan)

Disbursement

The District will distribute funds allocated for Performance Based Pay by Proposition 301 by the end of the fiscal year (June 30).

PERFORMANCE PAY PLAN FOR 2026-2027

Component One – Professional Growth (50% of Performance Pay)

Professional Growth topics may be prescribed by District administration to align with District focus areas.

MUSD District Areas of Focus 2026-2027

Sustain Efforts in HRS Level One: Safe, Supportive, and Collaborative Schools

- Working in Collaborative Teams and Minimizing Disruptive Student Behavior

Continue Efforts in HRS Level Two: Effective Teaching in Every Classroom

- Core Instructional Practices

HRS Level Three: Implementation of Curricular Units and Increase Assessment Literacy

- Implement MUSD Curriculum and Increase Assessment Literacy

A teacher must accumulate a minimum of 40 hours of participation in collaborative team meetings, site/district professional learning opportunities (summer 2026, before/after school, early release Fridays, Professional Development Day, and Professional Learning and Collaboration Days), and documented efforts related to district focus areas.

Participation hours and documentation of efforts related to the district areas of focus will be maintained in a shared folder or drive and will be verified by the evaluator.

Requirement 1 - Sustain Efforts in HRS Level One: Safe, Supportive, and Collaborative Schools

- Demonstrate participation in the school's school climate plan developed by each site's building leadership team
- Work designated as designing, developing, and achieving one of the Guiding Questions of a PLC must be documented in each team's agenda and archived in each team's shared folder or drive. Topics may be prescribed by District administration to align with District Areas of Focus

Requirement 2 – Launch HRS Level Two: Effective Teaching in Every Classroom

- Actively participate in site and/or district professional learning that develops and/or refines key instructional practices aligned with the district instructional model, Gradual Release of Responsibility Model (GRR)
- At least one growth goal for each teacher will be an instructional goal associated with the district instructional model, the Gradual Release of Responsibility (GRR) Model. The evaluator must approve the growth area and document it on each teacher's Professional Learning and Leadership Log. Work completed in Areas of Growth will count towards the professional growth requirement of PBP.

Requirement 3- Implementation of MUSD Curriculum and Increase Assessment Literacy

- Actively participate in site and/or district professional learning that develops assessment literacy
- Implement MUSD Curriculum

Component Two – Student Achievement (Classroom Level) (40% of Performance Pay)
Teacher must meet one or more of the following:

Option A – Classroom Level Data

- Achieve an Effective rating on the Student Academic Progress score of the Teacher Evaluation System

Option B – Overall Evaluation Score

- Achieve Highly Effective or Effective on the Teacher Evaluation Summative Performance Instrument

Component Three – Student Achievement (School Level) (10% of Performance Pay)
Teacher must meet one or more of the following:

Option A – School Letter Grade

- Teacher's work location (school) must achieve an "A" or "B", as determined by the Arizona Department of Education

Option B – School Improvement

- Teacher's work location (school) must achieve a "C" or "D" AND be an active participant in Project Momentum activities to support school improvement

*A teacher who transfers from an eligible school to a school that does not meet the school level criteria will not be penalized for a period of one (1) year after the time of transfer. Teachers new to the district will be held harmless for one year.

APPEALS

The appeals process is limited to Components 1 or 2, or to clarification of the language in this description of the performance pay program.

The appeals process will be as follows:

1. The evaluator shall notify the individual eligible staff in writing of his or her ineligibility for Components 1 or 2 of the performance-based pay ("PBP"). At this time, the evaluator will also notify the individual of their right to an appeal.
2. A PBP Oversight Committee shall be formed, consisting of one (1) district administrator, two (2) school site administrators, and three (3) teachers. Of the two site administrators, neither shall be from the campus that the appeal originated. Of the three teachers, one teacher shall be a member of MEA; each teacher representative must be an individual who met the performance pay eligibility requirements, and none may be from the site that the appeal originated.
3. The district administrator and the MEA president will select committee members.

4. The PBP Oversight Committee shall be formed at the point an appeal is filed to ensure that no members of the PBP Oversight Committee considering the appeal are members of the school site staff where the appeal originated.
5. Within five (5) work days of receipt of the written decision on ineligibility, the individual must send a written request to the PBP Appeals Committee through the Human Resources Department for a hearing to review the decision.
6. The PBP Appeals Committee shall conduct a review hearing no sooner than five work days and no later than 10 work days after receiving the request.
7. The individual may have a representative of his/her choice at the review hearing. The individual may present any witnesses, exhibits, or other evidence. The PBP Appeals Committee will determine the introduction of such artifacts/evidence.
8. The deadline for each step of the appeal process may be extended by mutual agreement of the two parties.
9. The PBP Appeals Committee shall render a written decision within five work days of the end of the review hearing.
10. The Appeal will be denied only if there is a majority "no" decision by the PBP Appeal Committee.
11. The PBP Appeals Committee decision shall be final.
12. Upon request, each school site shall provide the PBP Oversight Committee all related data necessary to determine eligibility for performance pay.
13. Upon request, the PBP Oversight Committee may request an interview with members of the Performance Pay Committee to gather information regarding clarification of language in the Performance Pay Program should the intent of the language be appealed.

Performance Pay Component One
Final Approval Sheet

Eligible Participant Name _____

Building Name _____

Assignment _____

Administrator _____

Component One – Professional Growth **(50% of Performance Pay)**

_____Achieved _____Not Achieved

_____ _____
Teacher Signature Administrator Signature

Component Two – Student Achievement (Classroom) **(40% of Performance Pay)**

_____Achieved _____Not Achieved

_____ _____
Teacher Signature Administrator Signature

Component Three – Student Achievement (School) **(10% of Performance Pay)**

_____Achieved _____Not Achieved

_____ _____
Teacher Signature Administrator Signature

_____ is eligible for _____% of Performance Pay.

_____ _____ _____ _____
Teacher Signature Date Administrator Signature Date