

Amphitheater Unified School District #10



Career Ladder Reapplication November 15, 2011

ARIZONA CAREER LADDER PROGRAM

STATEMENT OF ACTION TAKEN
WITH RESPECT TO CAREER LADDER FUNDING:
INCREASE IN THE BASE LEVEL AND QUALIFYING TAX RATE

FISCAL YEAR 2012

The **Amphitheater Unified School District** is authorized by virtue of an affirmative program approval vote of the State Board of Education to calculate the base level for participation in the Career Ladder Program up to a specified percent or dollar amount. A corresponding calculation will be made in the district Qualifying Tax Rate in the computation of the district's Equalization Assistance. The district Governing Board must confirm the percent calculated in the base level for the current fiscal year.

The state Board of Education is to be notified of the decision.

The district Governing Board has taken the following action:

In accordance with ARS 15-918.04 and ARS 15-918.05, the district Governing Board established a percent of 4% in the district base level for the Career Ladder Program, at a public meeting held on

October 4, 2011

(date)

Diane L. Borow

Signature: Governing Board Clerk or Designee

October 4, 2011

Date

Please return by November 15, 2011

Beth Driscoll
Education Program Specialist
Career Ladder Program
Arizona Department of Education
1535 West Jefferson, Bin #45
Phoenix, AZ 85007

Career Ladder Program Application

Fiscal Year: **2012-2013**

1. COVER SHEET

School District: Amphitheater Unified School District #10

Current program phase: Effective at **4.0%** funding.

The 2011-2012 Career Ladder Program plan and handbook are submitted as reflective of program plans, and needs to request funding for fiscal year 2012-2013. The evaluation data from November 1, **2010**, through November 1, **2011**, are submitted to verify 2011-2012 plan authenticity and any changes made or proposed.

Check all that apply

- ☒ Apply for program approval to remain at current funding level during fiscal year **2012-2013**.
- ☐ Apply to maintain an additional incentive program (Complete Section 9).
- ☐ Apply to create a new additional incentive program to begin in 2012-2013 as specified in A.R.S. §15-918.02.B.1-2 (Complete Section 9).

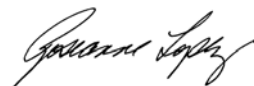
Note: All initial or significant plans for an additional incentive component program must be approved by the state Career Ladder Advisory Committee prior to implementation. Approval may be requested at the time of yearly program approval or at a regularly scheduled CLAC meeting. Initial or revised approved plans will be effective the following fiscal year (by order of the State Board of Education, May 19, 1997).

- ☐ Apply for the program waiver specified in A.R.S. §15-918.03.5.a-d (Complete Section 10).

Note: The Arizona Department of Education must be contacted prior to a district submitting an application for a waiver. Applying for a waiver **does not** exempt annual application requirements.

Required Signatures:

(Plan will not be accepted without signatures)



District Career Ladder Director

Date

Roseanne Lopez, Ed.D., Executive Director, Organizational Support

October 26, 2011



Typed name and title

District Superintendent

Date

Vicki Balentine, Ph.D., Superintendent

October 26, 2011

Typed name and title

Career Ladder Program Application

Fiscal Year: **2012-2013**

2. STATEMENT OF ASSURANCE

Reference A.R.S. §15-918.B, p. 1

The Amphitheater Unified School District School District No. 10

assures the State Board of Education that it will

- Implement all eligible program activities.
- Maintain adequate documentation to fulfill Career Ladder program requirements per A.R.S. §15-918, as updated by 1992, 1994, 1995, 1996, and 1997 legislation and augmented by program implementation requirements of the State Board of Education.
- Provide program reports and other information as requested.
- Maintain adequate documentation for audit and monitoring purposes.
- Immediately inform the State Board of Education or Career Ladder Director of any major program changes.
- Expend approved funds only for authorized (legal) program purposes.
Note: Districts may only spend Career Ladder monies for expenses directly related to the Career Ladder program, including but not limited to salaries and benefits for teachers on the Career Ladder, evaluation, training, program administration, supplies, and capital items. Districts may not use Career Ladder monies for salary increases for teachers not on the Career Ladder or for other district expenses not directly related to the implementation of the Career Ladder program (by order of the State Board of Education, May 19, 1997 [A.R.S. §15-918.04, State Board Requirements, p. 11]).

Signature of District Superintendent



Date

Vicki Balentine, Ph.D., Superintendent

Typed Name and Title

October 26, 2011

Career Ladder Program Application

Fiscal Year: 2012-2013

3. INDIVIDUAL COMPONENT PROGRAM PARTICIPATION

Reference A.R.S. §15-918.03.4, p. 9*

Numbers should reflect current year as of November 1, 2011

A. Career Ladder participants

- 464 1. Number of teachers **placed** in 2011-2012 and **receiving** Career Ladder addenda
- 0 2. Number of other teachers **currently qualifying** (applying) for placement and **not receiving** Career Ladder addenda
- 464 3. **TOTAL PARTICIPANTS (add lines 1, 2)**
- 850 4. Number of teachers in the district
- 386 5. Number of ineligible (due to revised legislative language and/or Career Ladder program criteria)

B. Eligible teachers

- 467 1. Total number of eligible teachers, including participants from section A (The difference between A4 and A5.)
- 3 2. Total number of eligible teachers choosing not to participate in Career Ladder. (The difference between B1 and A3).

C. Career Ladder participation rate

99.4 % (A3 divided by B1)

D. Participation

- 100% 1. What was your participation rate in 2010-2011?
- 89% 2. What was your participation rate in 2009-2010?
- Yes 3. If there are extenuating circumstances (such as numerous retirements, resignations) that have impacted the participation rate, please explain.
- 20 4. How many schools in your district?
- 20 5. How many schools have at least one teacher participating in the individual component?

Career Ladder Program Application

Fiscal Year: 2012-2013

4. EXECUTIVE SUMMARY

Reference – See CLAC *Reapplication Review Checklist* for §15-918 citations

- The executive summary is a stand alone document which provides the reader a brief overview of a district's Career Ladder program.
- The summary must be no more than four pages in length.
- Each of the 13 categories listed below must be labeled.
- Each category should be described and explained with further depth and scope in the district's Career Ladder handbook, or the questions listed before or after each labeled category in Section 5 must be answered.
- Do not refer to other portions of this application in lieu of writing something in each labeled category.
 - A. Introduction and statement of the district's Career Ladder mission
 - B. Structure of the Career Ladder program (excluding additional incentive component)
 - C. Provisions for placement and advancement (on levels/steps)
 - D. Evaluation of teacher performance (instructional skills with students)
 - E. Evaluation of teacher's pupil progress (teacher accountability for pupil academic progress)
 - F. Higher Level Instructional Responsibilities (at all levels/steps)
 - G. Program administration (including steering committee, staff, etc.)
 - H. Periodic program evaluation, review, and refinement (data sources and improvement processes)
 - I. Professional development/leadership opportunities for teachers
 - J. Communication model (information dissemination process throughout the year)
 - K. Compensation system (separate salary schedule, addenda to contract, and caps)
 - L. Structure of additional incentive component (if applicable)
 - M. Impact of Career Ladder program on pupil progress (contributions and influence)*

*Explain further in Section 7. Analysis of Pupil Progress, not Section 5

A. Introduction and statement of the district's Career Ladder mission

The mission of the Amphitheater Career Ladder Program is to bring out the best in students by bringing out the best in teachers. This will be accomplished by providing compensation and recognition based on quality standards, while fostering professional service and growth.

Vision Statement: Amphitheater Career Ladder is a catalyst in collaborative learning communities dedicated to continuous improvement. We will see community members:

- Accessing and sharing information
- Discussing educational issues
- Assuming leadership roles
- Making changes based on data
- Expressing job satisfaction
- Operating in a cooperative environment free of fear
- Taking ownership of the learning community

B. Structure of the Career Ladder program (excluding additional incentive component)

The framework of Amphitheater's Career Ladder Program consists of modules and levels. A teacher's performance at a level is defined by the program performance standards established for each developmental level: Instructional Skills, Student Outcomes and Action Research. The modules include: Residency (On hold 2010/2011), Entry to Instructional Skills, Instructional Skills (On hold for 2012/2013), Entry to Student Outcomes, Student Outcomes, Entry to Action Research, and Collaborative Action Research. The additional options for qualifying staff at the Collaborative Action Research level are the Mentor Option and the Staff Development Option.

C. Provisions for placement and advancement (on levels/steps)

No one is offered placement at this time due to legislative action which prohibits our district from adding participants to the Career Ladder.

Career Ladder advancement is based on successfully meeting the standards of performance for each module. Advancement occurs when teachers successfully complete the requirements for their level. An opportunity to move (Fast Track) from Entry to Instructional Skills to Entry to Student Outcomes is available. As the program phases out, there will be reduced opportunity for movement due to budget constraints imposed by the legislature.

D. Evaluation of teacher performance (instructional skills with students)

The teacher evaluation instrument identifies five domains; Designing and Planning Instruction, Assessing and Analyzing Student Learning, Creating and Sustaining the Learning Environment, Implementing and Adjusting Instruction and Professional Responsibilities. Two Instructional Support Leaders and a site administrator each observe during designated two week time frames for the Entry to Instructional Skills and the Instructional Skills levels. District and Career Ladder ratings are determined through a consensus process and communicated to the teacher at a ratings conference. A written narrative accompanies and supports the ratings. Additionally, Career Ladder Instructional Support Leaders may provide two formative evaluation cycles for teachers new to the profession. **Teachers at the Student Outcomes and Collaborative Action Research levels of the ladder are evaluated by their building administrator.**

E. Evaluation of teacher's pupil progress (teacher accountability for pupil academic progress)

Each teacher submits a plan to increase student achievement. The plan is based on an academic outcome that can be measured throughout the year. Teachers are required to document pre-and post-assessment, instructional strategies, modifications, interpretation of student data and reflection on their students' achievement. Teachers are expected to identify evidence of 21st Century Skills (See Appendix A) in actual student work. Two Instructional Support Leaders and/or portfolio readers review and evaluate the student achievement plans.

F. Higher Level Instructional Responsibilities (at all levels/steps)

The Amphitheater Career Ladder Program is a developmental program that fosters increased expertise in instructional skills, student achievement analysis, professional growth, and leadership responsibilities. Teachers are expected to attend training sessions designed to increase their skills of planning, communication, assessment, differentiation, classroom management, data collection and analysis for student learning, 21st Century Skills integration, collaboration, instructional strategies and research. All training sessions are designed to support and assist with district and school goals. As teachers progress in the program, they are offered opportunities to mentor, provide staff development, be observed for effective teaching practices as well as conduct research which applies to the classroom. Further, at the CAR level of the ladder teachers take on the responsibility of facilitation of their collaborative group. Each group must submit a Group Proposal which outlines a research question and a plan for the year.

G. Program administration (including steering committee, staff, etc.)

The Career Ladder program is governed by a Steering Committee. The committee is composed of a representative from each school site, a Governing Board member, an

administrator and a parent. The committee is facilitated by the Career Ladder Director and meets at least three times per year. The coordinator, Instructional Support Leaders and secretarial staff coordinate Career Ladder operations.

H. Periodic program evaluation, review, and refinement (data sources and improvement processes)

Teachers are formally asked to provide their opinions of the program through reflections, surveys, and the Steering Committee. Opinions offered provide direction for modifications of the program. The Steering Committee reviews the data and makes recommendations for program changes.

I. Professional development/leadership opportunities for teachers

Teacher quality is dependent upon high quality, on-going, job-embedded professional development. Amphitheater Career Ladder uses a developmental model for increasing teacher competence. All teachers on the career ladder and those applying for placement develop a Professional Growth Plan. Teachers at all levels of the ladder are expected to attend training relevant to their level and module. Teachers at the highest level of the ladder have an array of training session choices which are designed to align with their professional growth plans and their school improvement plans. Career Ladder teachers have opportunities to present workshops, work as an Instructional Support Leader and serve as mentors. Teachers at the highest level of the ladder are expected to participate in a leadership role in a professional learning group. Professional development is offered district wide on topics relevant to the focus (e.g., collaboration, classroom assessment). Another important asset to the Career Ladder teachers is the Professional Library. Teachers are free to check-out a number of up to date resources for study and implementation in the classroom.

J. Communication model (information dissemination process throughout the year)

Communication is the cornerstone to our efforts toward continuous improvement. Orientations are held in either the Spring or the Fall to update participants on program requirements. Steering Committee site representatives attend meetings and pose questions from their schools. The Career Ladder program maintains a thorough web site with program requirements and forms. Emails, memos and telephone contacts continue to ensure good and timely communication. Instructional Support Leaders are assigned to one home base school (although they may travel to several) where they serve as a direct contact for participants.

K. Compensation system (separate salary schedule, addenda to contract, and caps)

Due to the phase out of Career Ladder by the Arizona Legislature, adjustments to the compensation system will be implemented for the 2012/2013 school year. We are researching single stipend amounts for the remaining levels of the ladder. Due to decreased funding, the old formula is no longer valid. The stipends may look something like these samples:

Samples:

ESO: \$2300

SO: \$2760

ECAR: \$2600

CAR: \$3700

These stipends will be subject to change depending upon the actual budget we receive. Due to decreasing student enrollment, our budget has had considerable fluctuation. Should the published stipends change (up or down) all participants will be notified of the changes with ample time to make decisions regarding their participation.

L. Structure of additional incentive component (if applicable)

N/A

M. Impact of Career Ladder program on pupil progress (contributions and influence)*

Amphitheater students had a higher average passing rate on AIMS/Stanford DPA in most subject areas and grade levels than the average for the State of Arizona (see charts in Section 7). Most changes in the district results were consistent with changes seen state-wide. School Improvement Plans as well as 301 Site Plans focus on identified areas of weakness. Career Ladder teachers' plans focus on areas requiring improvement thereby supporting district goals and objectives.

This year it was noted by Senior Staff members that new teachers to the district may be struggling with getting the student growth necessary. This may be due in part to the cut backs in Career Ladder support due to the imposed phase out.

Career Ladder Program Application

Fiscal Year: **2012-2013**

5. MAINTENANCE OF PROGRAM REQUIREMENTS Reference A.R.S. §15-918.02

Use the following categories to document continued maintenance of program requirements. Cite page numbers from your 2011-2012 handbook that thoroughly explain each of the labeled program requirements and/or answer the question(s) listed before or after each category. Please label or write the question before each response. The 2011-2012 handbook must be submitted as part of your application.

Requirement	Page Number(s)
A. Career Ladder Mission	3
B. Structure of Career Ladder program (excluding additional incentive component)	5, 6
C. Provisions for placement and advancement for each level/step. Include an overview graphic of all levels and steps if not included in your handbook.	5,6,7,13

The following questions apply to D, E, and F.

- Who and how do they determine that criteria are met in each of the three required placement components: classroom performance, higher level instructional responsibilities, and student academic progress?
- How do you ensure inter-rater reliability in the placement process? Please describe training for persons involved in the placement process or refer to specific pages in your handbook.

D. Evaluation of teacher performance for each level	18-90
E. Evaluation of teacher's pupil progress for each level	19,20,39-41,44,49-51, 57, 60, 72-73
F. Evaluation of higher level instructional responsibilities	19,20,39-41,44,49-51, 57, 60, 72-73
G. Program administration/steering committee (which includes teachers, administrators, a school board member, and a parent), pg. 6, §15-918.02A.6a	17
H. Periodic program evaluation, review, and refinement (explains survey and data sources and collection)	6
I. Professional development/leadership opportunities for currently placed and applying	19,20,39-41, 44,49-51, 57, 60, 72-73
J. Communication model (how information is disseminated throughout the year)	6, www.amphi.com
K. Compensation system (provide a chart with levels/steps, salaries, and caps) <ul style="list-style-type: none"> • How are addenda to contract determined? 	10
L. Structure of additional incentive component (if applicable)	N/A
M. Appeals process	37, 93-96

Who and how do they determine that criteria are met in each of the three required placement components: classroom performance, higher level instructional responsibilities, and student academic progress?

- Instructional Support Leaders and building administrators evaluate teacher classroom performance within a two-week evaluation window. A team of three evaluators meet to formulate consensus ratings on instructional skills (EIS and IS Modules). **Teachers at the upper levels of career ladder are evaluated for classroom performance by their building administrator.**
- Higher level instructional responsibilities are documented in a teacher portfolio which are collected and read by portfolio readers. The readers are peer evaluators who utilize criteria to assess teacher progress in their module. Components of the portfolios are reviewed three times per year.
- Student academic progress is monitored by the teacher throughout the year. Instructional Support Leaders meet with teachers in "dialogue sessions" where student results are discussed and a plan is set forth to increase student achievement. Teachers at the highest level of the ladder include detailed student achievement plans, results of the plan and reflections on the results in their portfolios which are reviewed and evaluated by teachers who are trained as portfolio readers.

How do you ensure inter-rater reliability in the placement process? Please describe training for persons involved in the placement process or refer to specific pages in your handbook.

Instructional Support Leaders received approximately 40 hours of training prior to the start of each school year where inter-rater reliability of evaluation of classroom performance is the focus. Portfolio readers are trained each year including reliability sessions to ensure fair and consistent evaluation. All evaluators within the Amphitheater School District received twelve hours of training on the teacher evaluation instrument. The purpose of the training was to increase inter-rater reliability.

How does the use of Career Ladder funds for professional development contribute to or influence student achievement?

All Career Ladder funds spent on professional development are tied directly to school and district goals toward improving student achievement. Recently, funds have been spent on materials for teachers to use in studies on classroom assessment practices and curriculum alignment. Program funds are also spent on development opportunities which assist teachers in understanding and utilizing student data to inform and improve their instruction throughout all levels of the ladder.

During the 2009-2010 and the 2010-2011 school years, Career Ladder offered "Relevant Training Sessions" to all participants. The sessions were led by Instructional Support Leaders, and teachers at the CAR Staff Development Option level. Career ladder funds pay the salaries of Instructional Support Leaders who not only serve as presenters for these sessions but work one to one with teachers regarding examining student achievement and instructional practices at the school sites.

Career Ladder Program Levels and Modules 2011-2012

THREE INSTRUCTIONAL LEVELS

SEVEN DEVELOPMENTAL MODULES

COLLABORATIVE ACTION RESEARCH

Collaborative groups with individual portfolios based on research questions which tie to school improvement plans. Classroom instructional skills observations conducted by school administration.

Collaborative Action
Research Module

Entry to Collaborative
Action
Research Module

STUDENT OUTCOMES

- Student Outcomes Plan with evaluative dialogue sessions
- Classroom instructional skills observations by school administration

Student Outcomes
Module

Entry to Student
Outcomes Module

INSTRUCTIONAL SKILLS

Classroom observations with feedback and ATPES evaluations

Instructional Skills
Module

Entry to
Instructional Skills
Module
Required for experienced
teachers new to the district

Residency
Module
Required for new teachers
(On hold for 2010/2011)

This level phased out due to legislative action by 2012/2013

Refer to the Career Ladder website for requirements at each level.
<http://www.amphi.com/departments/careerladder/home.html>

Career Ladder Program Application

Fiscal Year: 2012-2013

6. PROGRAM EVALUATION, REVIEW, AND REFINEMENT

Reference §15-918.02, pps. 6-7; 5.c, p.10

Please note that when referencing a survey, the following must be included for evaluation context:

- number of surveys distributed
- number of surveys returned
- percentage of surveys returned
- blank copy of survey
- survey data

In the analysis, you may then use percentages of the number returned. Do not include raw data or actual respondents' surveys. Include only a thorough analysis/summary of the data.

What did you say you were going to do?

- A. Include the projected program refinements/revisions from your district's fiscal year 2011-2012 application (Section 6 D, as stated in previous year's application). This should be copied exactly as previously stated.

What progress did you make on these refinements?

- B. Briefly summarize the progress to date on the projected program refinements/revisions (Item A above in previous application) from your district's fiscal year 2011-2012 application.

What analysis have you done since your application last November and on what data was it based?

- C. Briefly summarize your program evaluation analysis, activities, and corresponding data since your application in November 2010. C should be separate from A and B, thus it is more current.

After reviewing the data analysis since last November, what refinements do you plan to make/implement during 2011?

- D. State/describe projected program refinements/revisions based on item C and/or additional program changes as a result of surveys, qualitative data, or district goals/direction.

A. (Copied from last year's application)

Based on these results, our program development work will focus on instructional practices, refining the portfolio process, and offering more opportunities for teachers to receive and integrate feedback on their instruction and their outcomes.

We hope that we will have the opportunity to continue this successful performance pay program in the future and look forward to the support of the legislature in this regard.

B. Progress to Date on the Proposed Refinements

Instructional Practices

Teachers at the Student Outcomes level and the Collaborative Action Research level all participate in collaborative groups. The groups focus on a question/topic which has direct impact on instructional practices. Teachers share their practices with one another and then receive feedback on the implementation.

Refining the Portfolio Process

The portfolio process for teachers was improved by limiting the number of forms to fill out and reducing the number of questions on the forms. This has caused a focus of teacher reflection on the topics that matter most.

Receiving and Integrating Feedback

Teachers at the CAR level are now given the opportunity to conduct a peer review of their portfolio mid-year. This process has been met with strong support. Teachers meet with other teachers at the same level of the ladder for the review process. This is different from their annual submissions of the portfolios to a "blind reader" process.

C. Program Evaluation Activities

A survey was distributed in the Fall of 2010 and the Fall of 2011 (See Career Ladder Participant Survey below). The survey results help to formulate important program improvements. Additionally, all training sessions are evaluated by the participants and the resulting data is reviewed by the director in an on-going basis. Participants can forward questions and concerns to the director throughout the year.

D. Projected Refinements

The phase-out of the Career Ladder program presents interesting challenges. We will continue to focus on student achievement and improvement of classroom instructional process for the remaining years of the program. The steering committee is interested in building and leaving a legacy behind for teachers who are newer to the profession. Discussions with the committee are on-going regarding how to expand the mentoring component while at the same time respecting the need to maintain stipends to teachers at the highest levels possible. Additionally, we will continue to seek ways for teachers to be held accountable without unnecessary paperwork. Our goal is to maintain program integrity and to allow teachers to focus on instruction, assessment and ultimately student learning.

Other refinements pending based on survey results.

Career Ladder Participant Survey

1. Default Section

*1. What is your current position in the district?

☐ Regular classroom teacher ☐ SPED teacher ☐ ELD teacher ☐ Specialist ☐ Counselor

*2. How long have you been in your current position?

☐ 1-3 years ☐ 4-6 years ☐ 7-10 years ☐ 10+ years

3. How long have you been teaching?

☐ 1-3 years ☐ 4-6 years ☐ 7-9 years ☐ 10+ years

4. What is your experience level with the Career Ladder Program in Amphitheater?

☐ 1-3 years ☐ 4-6 years ☐ 6-9 years ☐ 10-14 years ☐ 15+ years

5. Please respond to the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
The Career Ladder Program improves my instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Career Ladder Program promotes teacher self assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer evaluation is a meaningful and valuable aspect of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Career Ladder Program provides me with knowledge and skills to become a better teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The current student outcomes/student achievement component positively impacts student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Career Ladder Program promotes student attainment of state standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Career Ladder Program encourages teacher documentation of student data to monitor student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Career Ladder Program encourages teaching higher level thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Do you believe the Career Ladder Program has helped to keep quality teachers in the classroom?

☐ Yes ☐ No

7. Which of the following play the biggest role in retaining teachers?

☐ Compensation increases ☐ Professional development
☐ Collaboration with colleagues ☐ Other

Other (please specify)

Career Ladder Participant Survey

8. Please respond to the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
Career Ladder Communications (e.g., web site, memos) are informative, clearly written and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Ladder Communications are easily accessible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Ladder staff are available to me to answer my questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Ladder staff are responsive to my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How would you rate your level of understanding of the requirements for placement and advancement on the career ladder?

- ☐ Understand completely
- ☐ Understand
- ☐ I need more information to fully understand
- ☐ I don't understand at all

*10. What level of the Career Ladder are you currently participating?

- | | |
|-----------------------------------------------------------|---------------------------------------------------------------------|
| <input type="radio"/> Entry to Instructional Skills (EIS) | <input type="radio"/> Entry to Collaborative Action Research (ECAR) |
| <input type="radio"/> Instructional Skills (IS) | <input type="radio"/> Collaborative Action Research (CAR) |
| <input type="radio"/> Entry to Student Outcomes (ESO) | <input type="radio"/> CAR Option: Staff Development |
| <input type="radio"/> Student Outcomes (SO) | <input type="radio"/> CAR Option: Mentor |

2. CAR Level Only

1. To what extent has your collaborative action research improved student achievement in your classroom?

- ☐ Great extent
- ☐ Some extent
- ☐ No effect

Optional comment

Career Ladder Participant Survey

2. To what extent has collaborative action research improved your instructional practice?

- ☐ Great extent
☐ Some extent
☐ No affect

Other (please specify)

3. To what extent has your CAR group worked together to improve the instructional practices of all group members?

- ☐ Great extent
☐ Some extent
☐ No effect

Optional comment

4. To what extent does the Career Ladder Portfolio and resulting feedback assist you in your professional practice?

- ☐ Great extent
☐ Some extent
☐ No effect

Other (please specify)

3. ECAR Only

To gather data specifically for this level of the Career Ladder.

Career Ladder Participant Survey

1. To what extent do you feel prepared to move to the CAR level of Career Ladder based on your experience with ECAR this year?

- ☐ Great extent
☐ Some extent
☐ No effect

Optional comment

2. To what extent has your short experience with action research had an affect on student achievement?

- ☐ Great extent
☐ Some extent
☐ No effect

4. ESO and SO Participants Only

To collect specific information for these levels of the Career Ladder.

1. To what extent has your development of a student outcomes plan and monitoring student results affected the achievement of your students?

- ☐ Great extent
☐ Some affect
☐ Cannot tell the extent
☐ No effect

2. To what extent have the Student Outcomes Dialogue sessions helped you think through your plans and your data analysis?

- ☐ Great extent
☐ Some extent
☐ No effect

5. EIS/IS Participants Only

To collect specific information for this Career Ladder level.

Career Ladder Participant Survey

1. The classroom observations and resulting conferences for Career Ladder have helped me to analyze and reflect on my teaching.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Optional comment

2. I have made modifications to my teaching practices based on the feedback I have received at this level of the Career Ladder.

- ☐ Yes
- ☐ No

Provide detail (optional)

6.

Thank you for your participation. Your answers to this survey will provide valuable information for improvement of the Career Ladder program in Amphitheater Public Schools. The data from the results of this survey is submitted to the State of Arizona along with the Career Ladder Reapplication.

Note: Results of this survey are pending. The survey is open until November 1, 2011. Survey results will be entered here upon analysis.

Career Ladder Program Application

Fiscal Year: 2012-2013

7. ANALYSIS OF PUPIL PROGRESS

Reference §15-918.03.5.b, p. 10

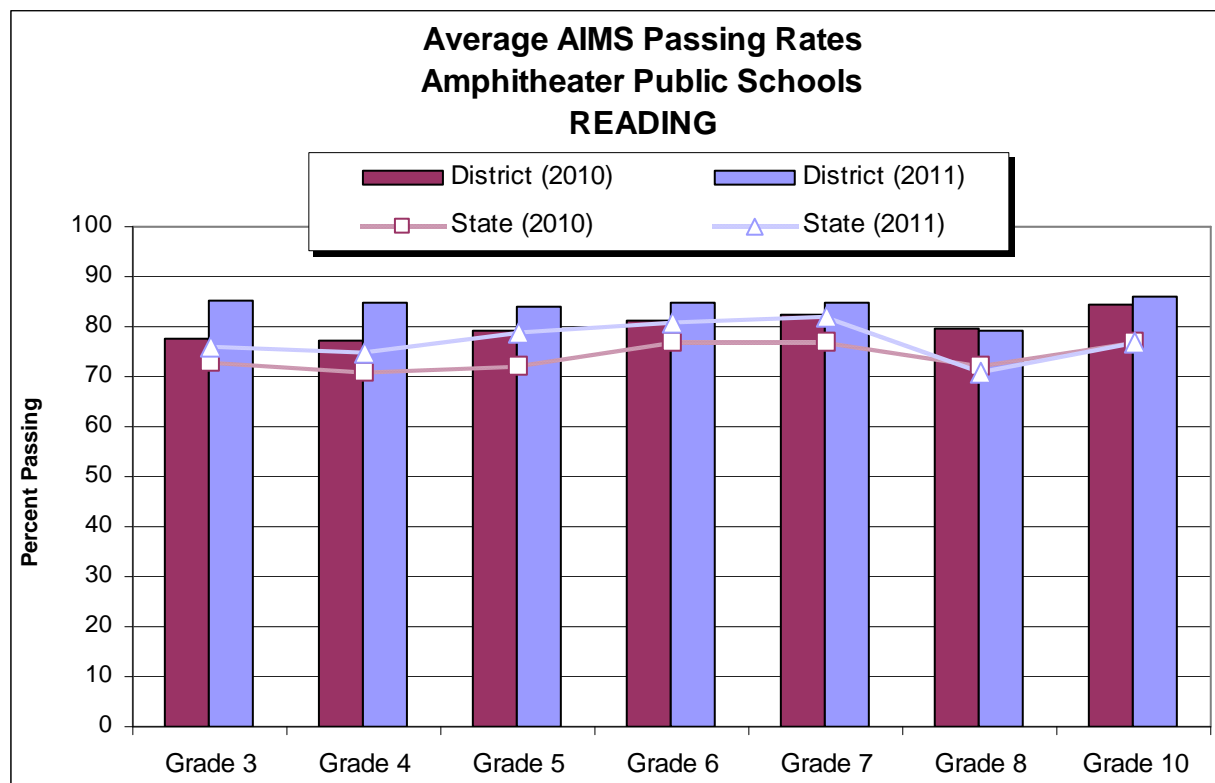
- A. Describe how the Career Ladder program supports the implementation of state and federal mandates using indicators of pupil progress.
- B. Include longitudinal district-level AIMS data and an analysis (data disaggregation) of factors (such as significant subgroups [ELL population, etc.], mobility rate of students and teacher population, professional development implemented district-wide, Arizona School Improvement Plans, etc.) impacting the pupil progress data.
- C. You may include additional data from district assessments that further explain factors that impact pupil progress.

Narrative should substantiate, to the extent possible, growth or decline in pupil progress and factors that influenced the results. Analysis should elaborate on causes and trends beyond just listing the disaggregated data in graph form. It should also include the contributing factors in Career Ladder criteria that impact overall district pupil progress.

Summary of Longitudinal District-Level AIMS Data

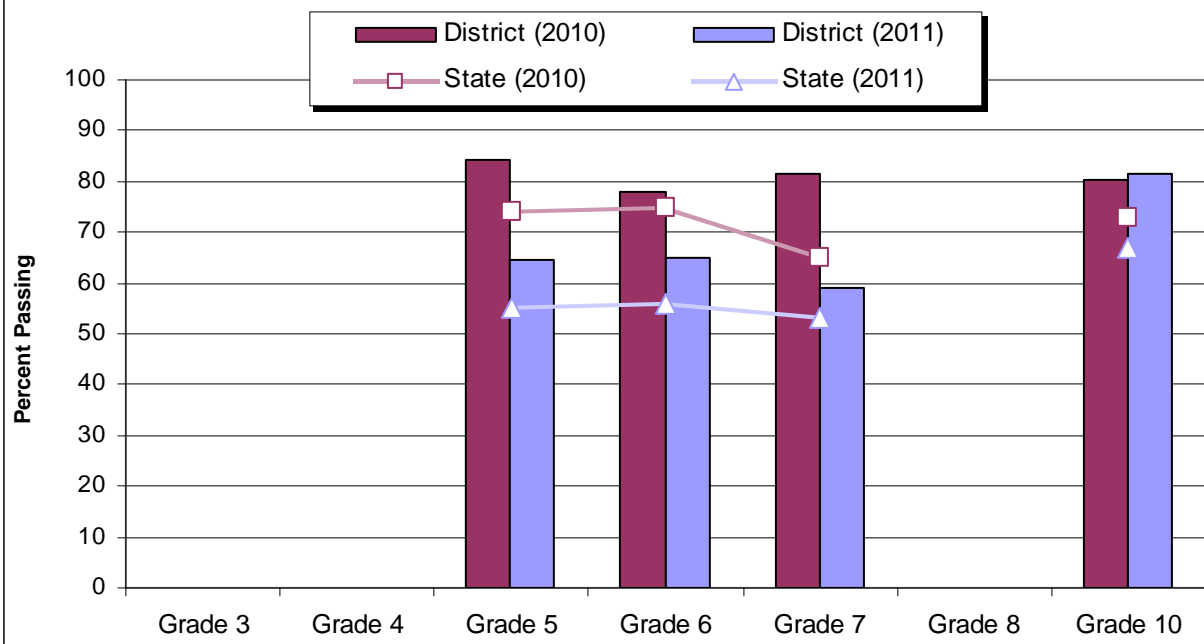
The following summaries and charts describe the change in mastery rates on the Arizona State proficiency test, AIMS. The numbers are the percentage of students with either “Meets” or “Exceeds” scores for the 2009/2010 and the 2010/2011 school years.

- Mastery rates for Reading increased for all levels with the exception of 8th grade which decreased slightly
- All grades levels exceeded the State mastery rates
- Grades 3 and 4 demonstrated the greatest gains in passing rates in Reading
- All grade levels decreased in mastery rates for Writing, however, all grade levels were above the State master rates. This is due in large part to a change in the content of the test.
- Grades 3, 4, 7 and 10 show some gains in the area of Math

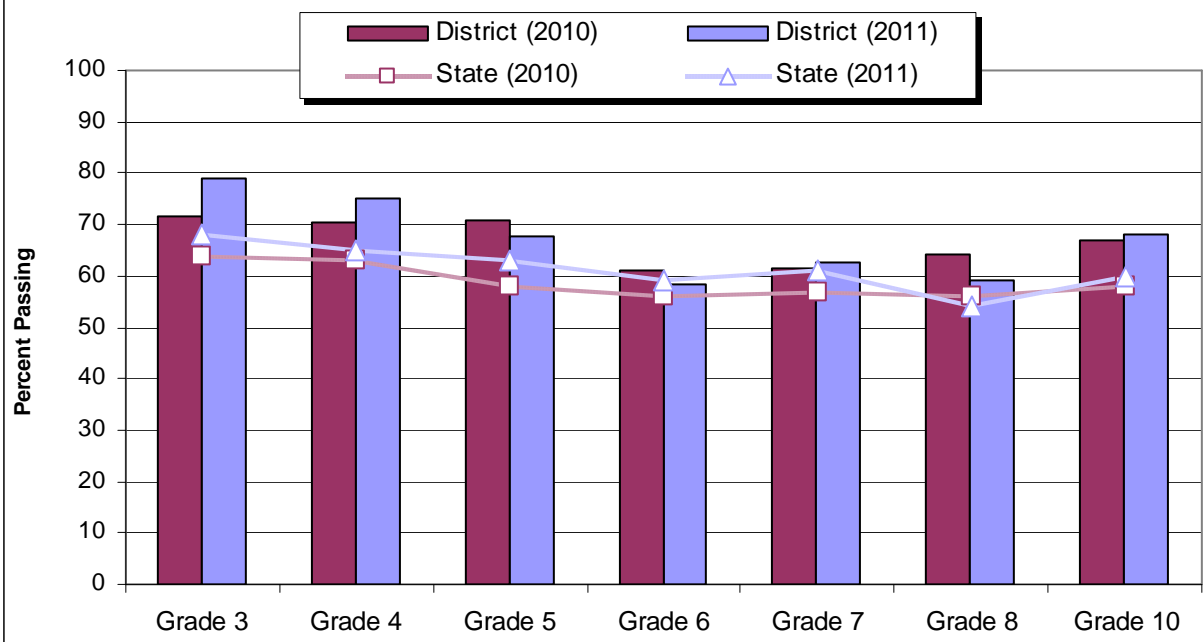


AIMS Writing is suspended for
Grades 3, 4, and 8.

Average AIMS Passing Rates Amphitheater Public Schools WRITING

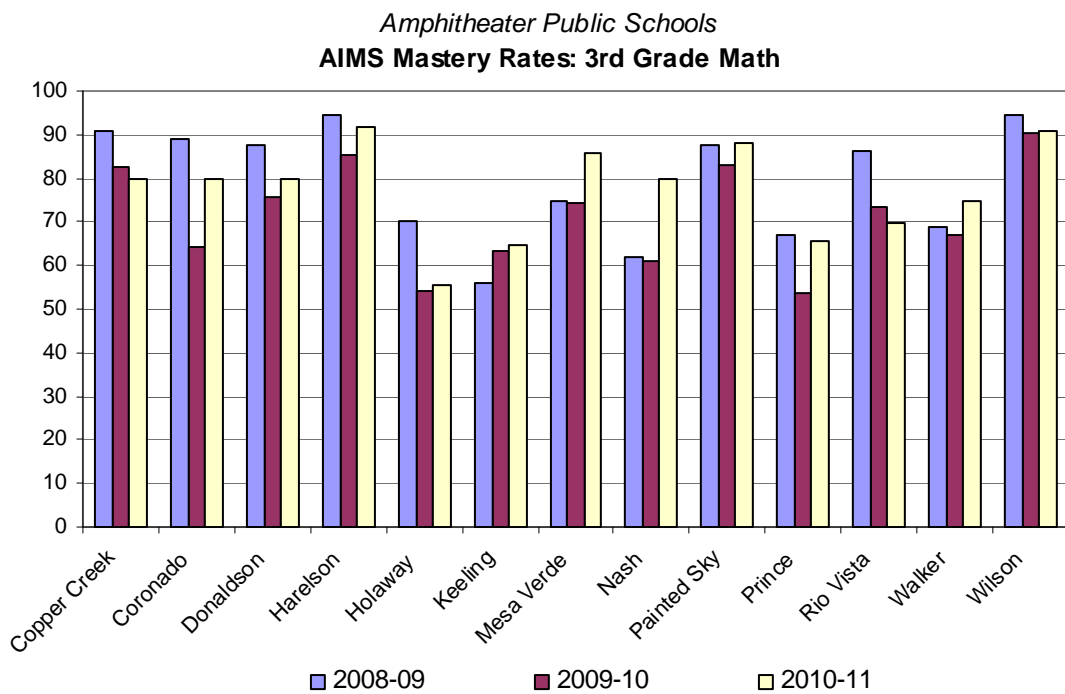
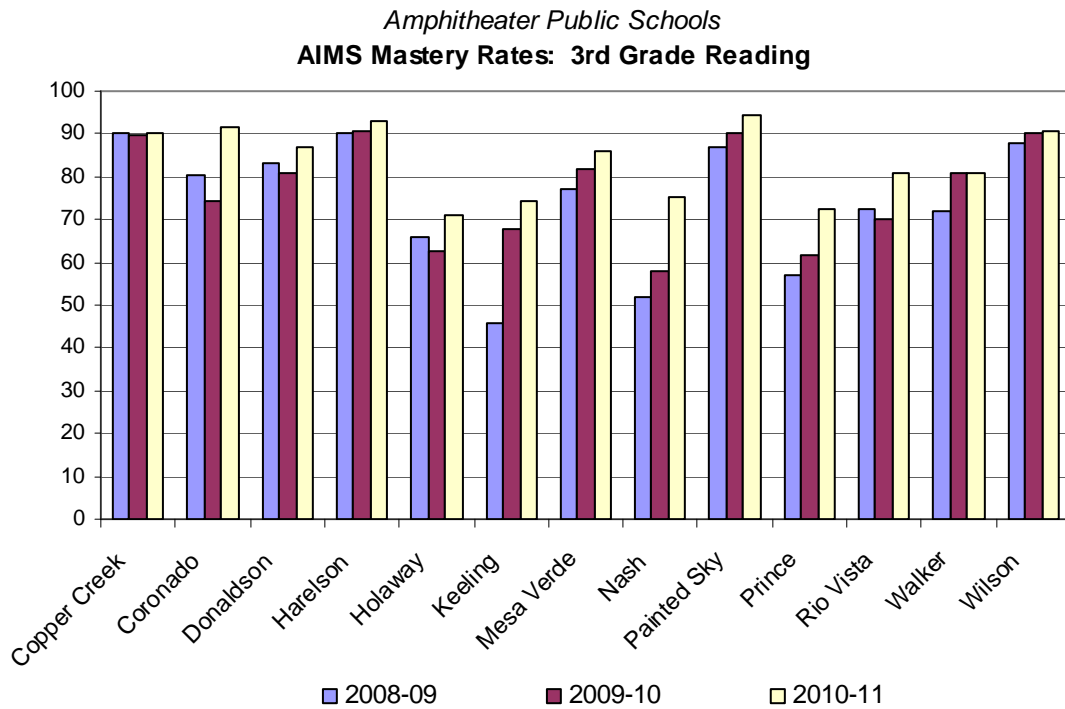


Average AIMS Passing Rates Amphitheater Public Schools MATHEMATICS

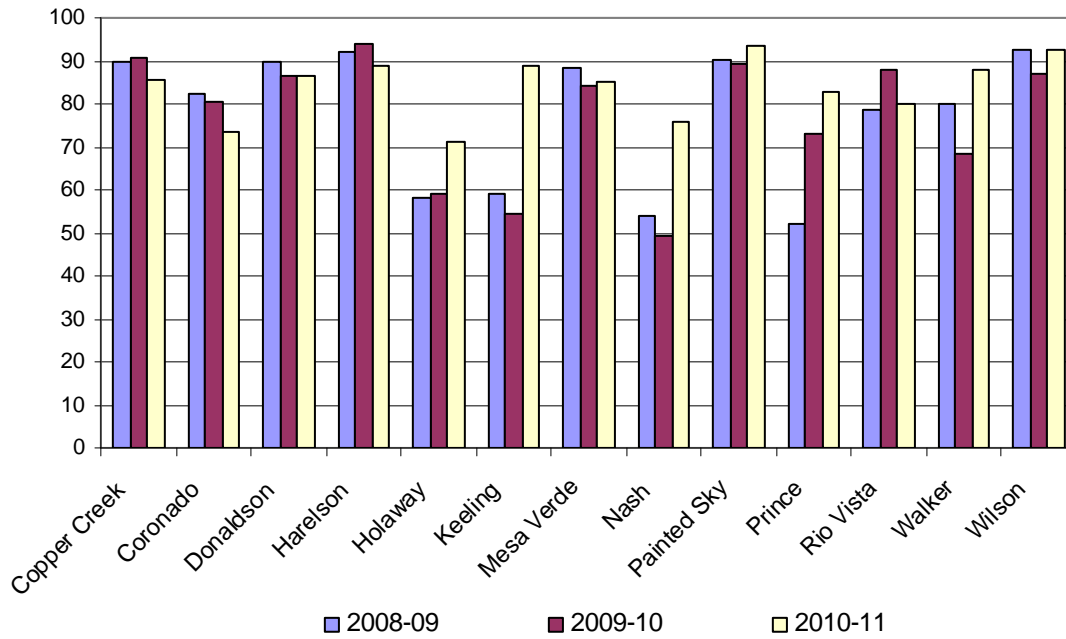


AIMS Mastery Rates by Grade Level and School

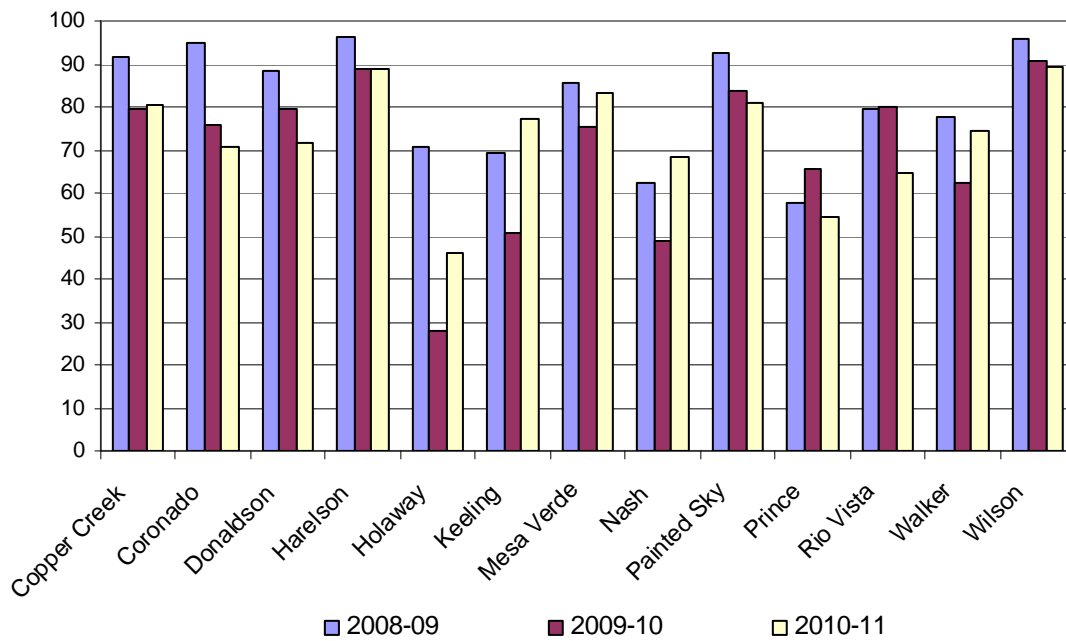
The following charts show the AIMS Mastery Rates for Reading, Math and Writing by grade level and school.



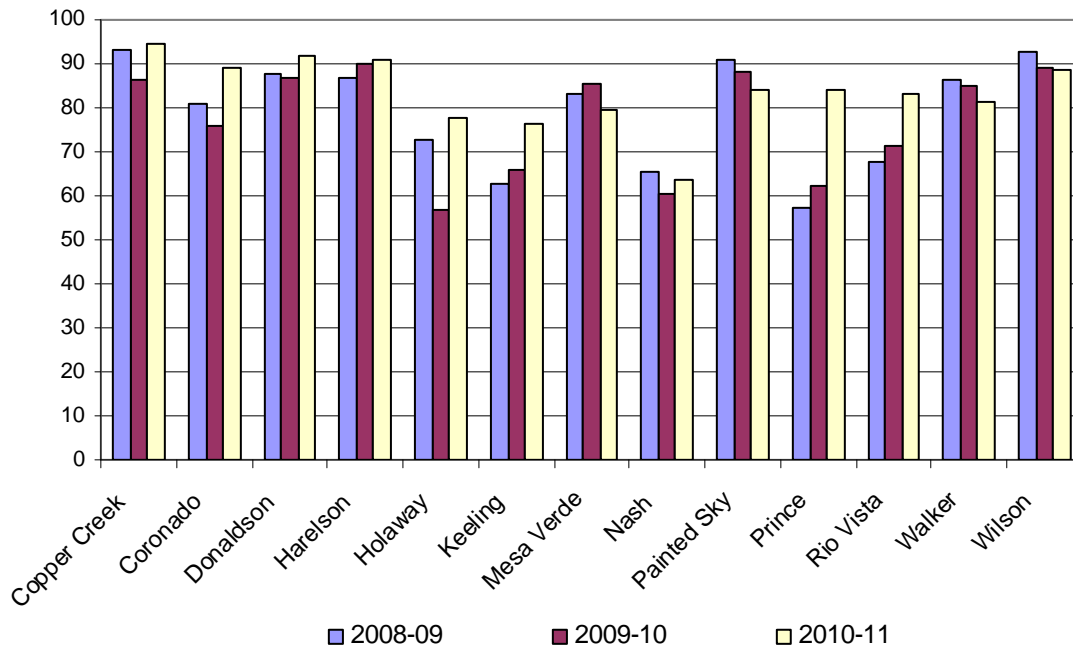
Amphitheater Public Schools
AIMS Mastery Rates: 4th Grade Reading



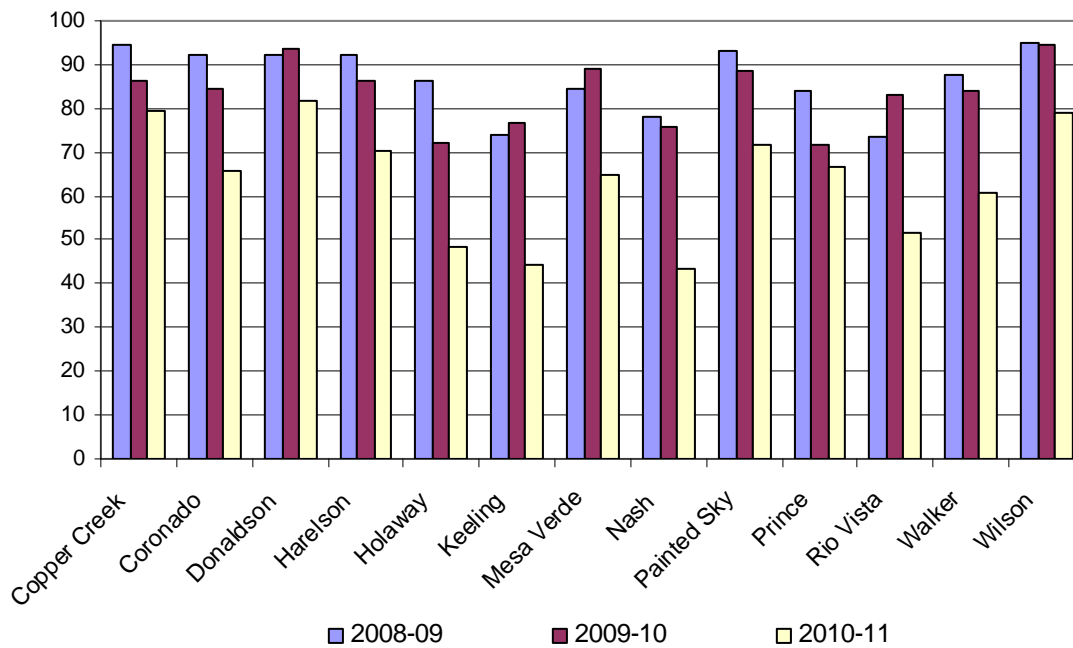
Amphitheater Public Schools
AIMS Mastery Rates: 4th Grade Math



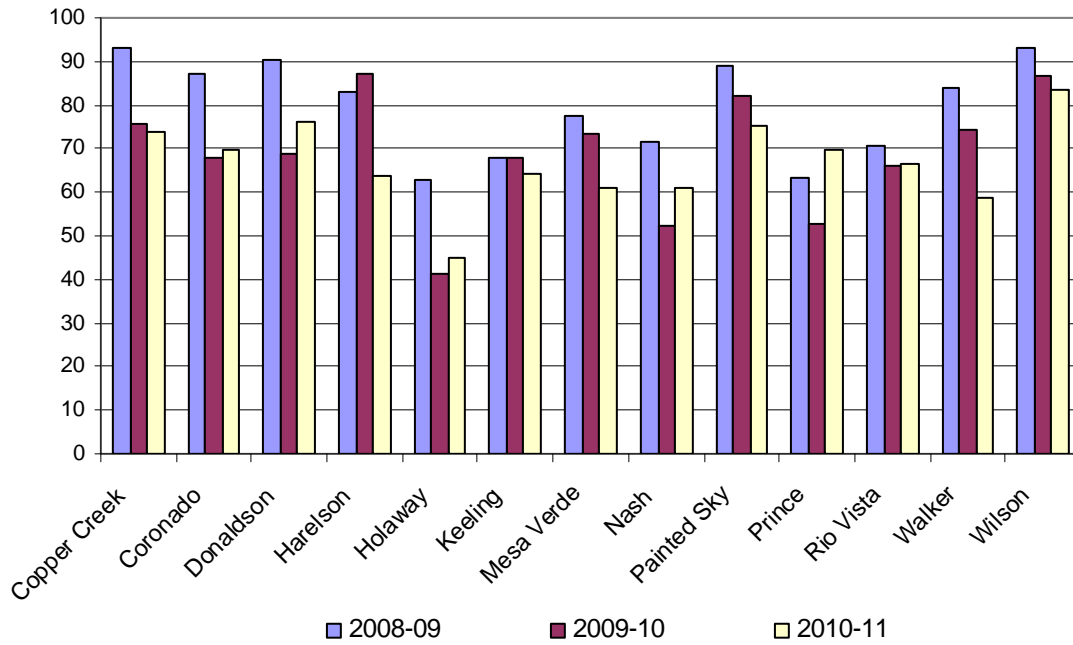
Amphitheater Public Schools
AIMS Mastery Rates: 5th Grade Reading



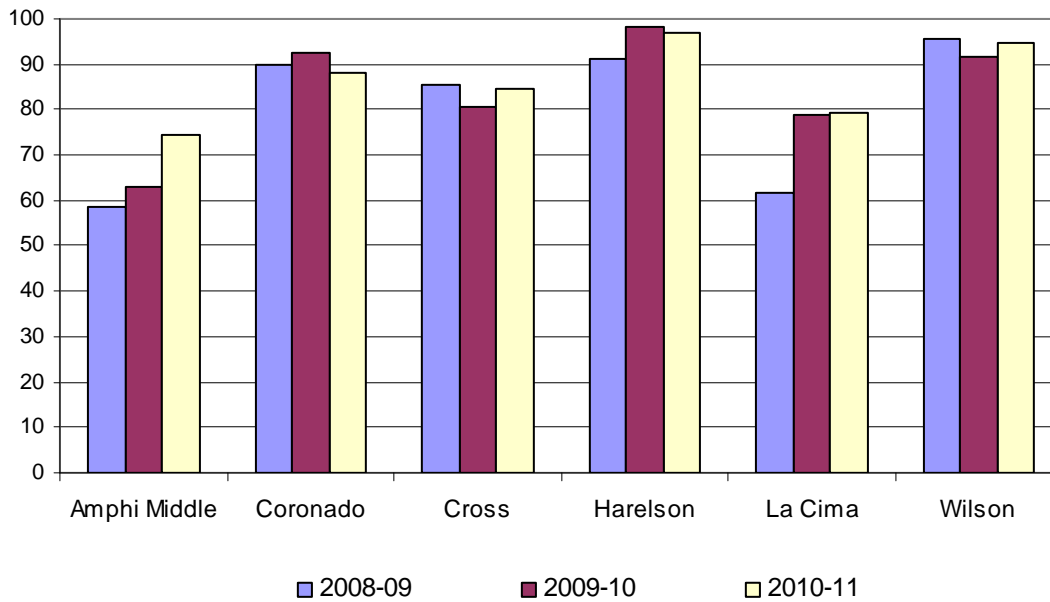
Amphitheater Public Schools
AIMS Mastery Rates: 5th Grade Writing



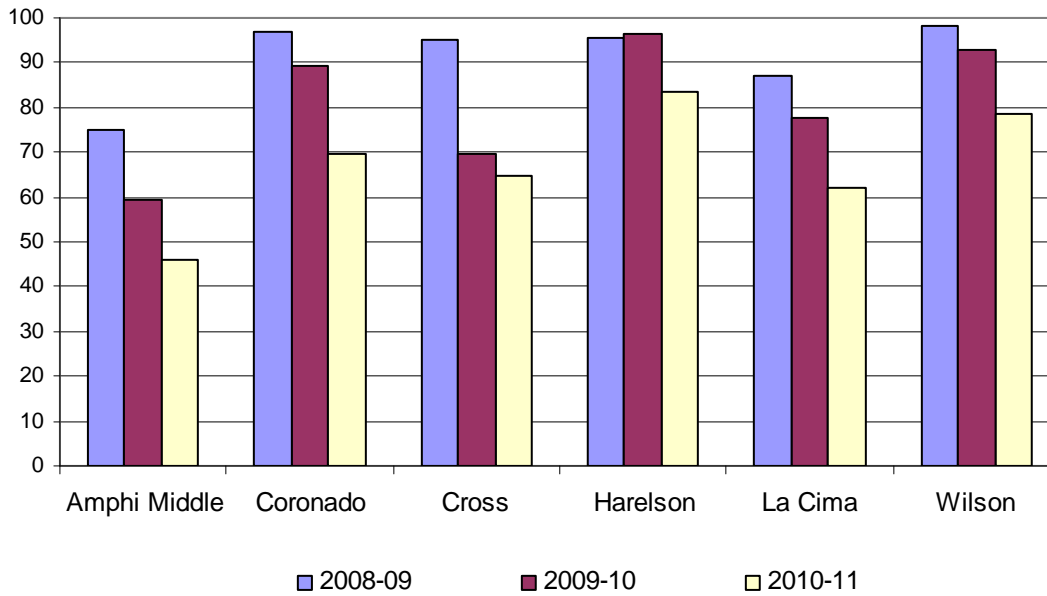
Amphitheater Public Schools
AIMS Mastery Rates: 5th Grade Math



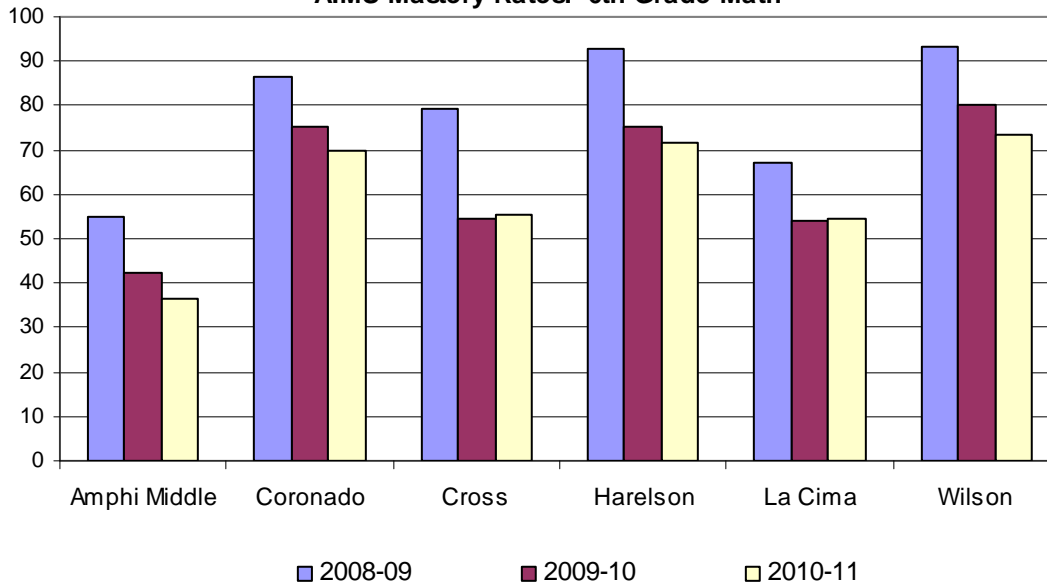
Amphitheater Public Schools
AIMS Mastery Rates: 6th Grade Reading



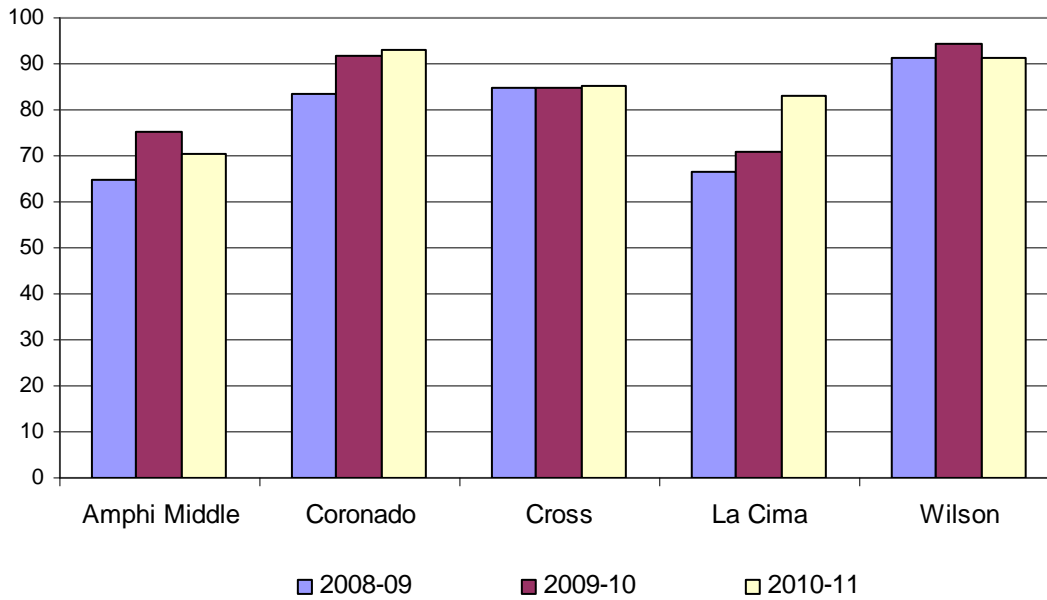
Amphitheater Public Schools
AIMS Mastery Rates: 6th Grade Writing



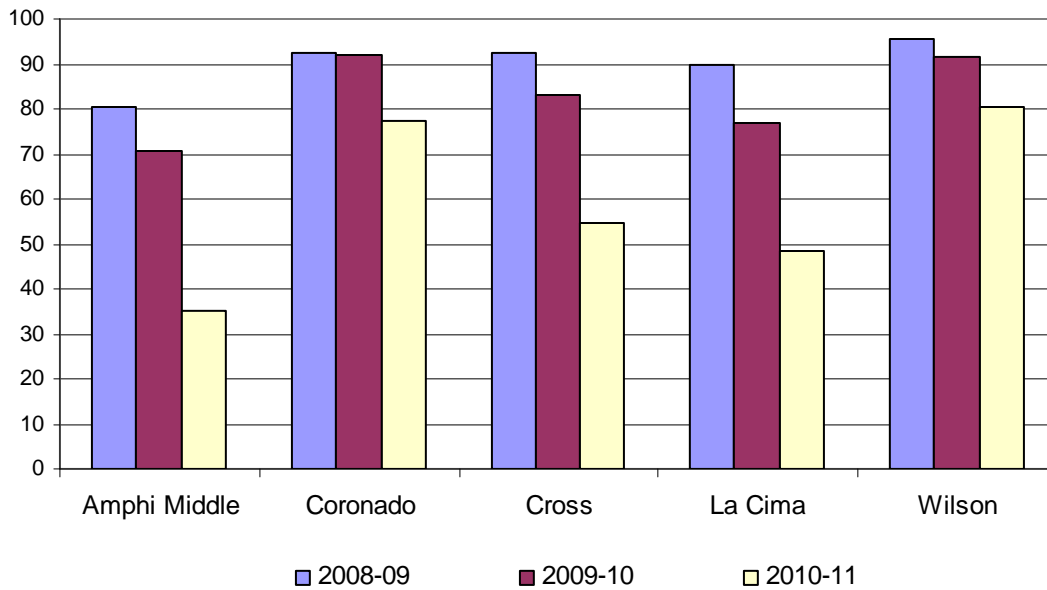
Amphitheater Public Schools
AIMS Mastery Rates: 6th Grade Math



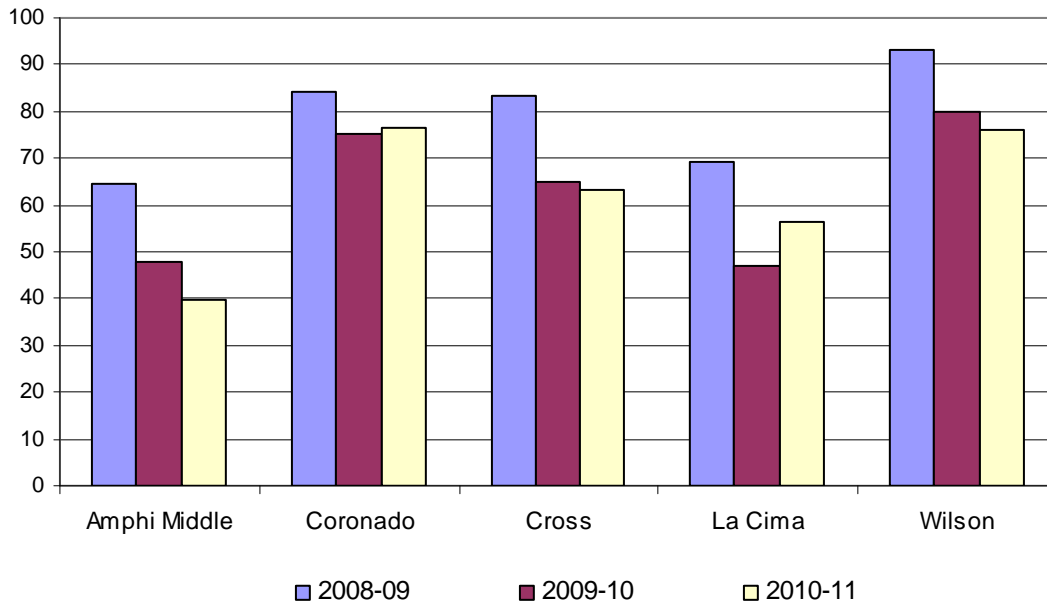
Amphitheater Public Schools
AIMS Mastery Rates: 7th Grade Reading



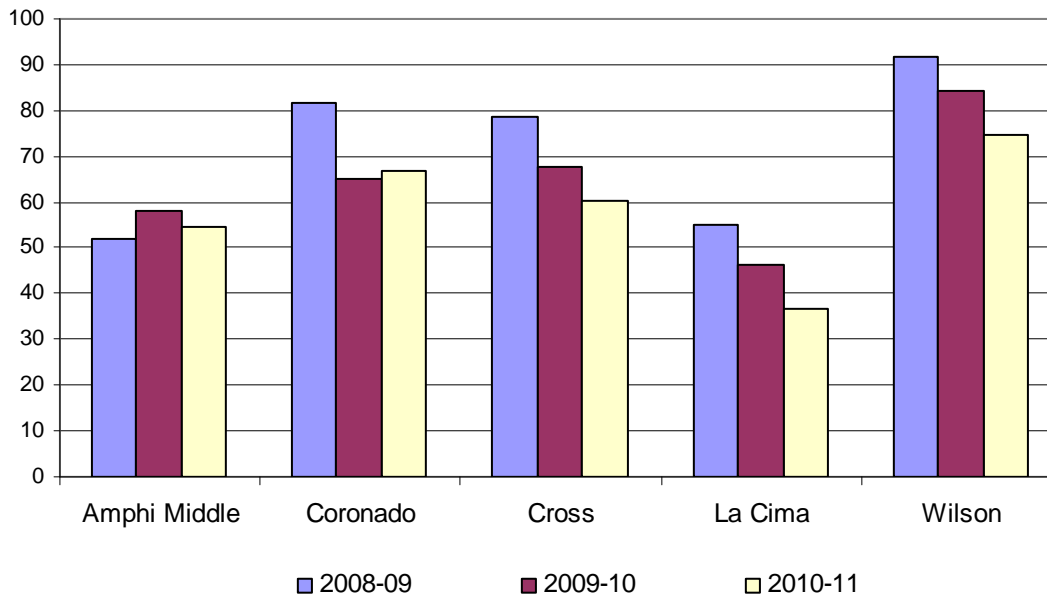
Amphitheater Public Schools
AIMS Mastery Rates: 7th Grade Writing



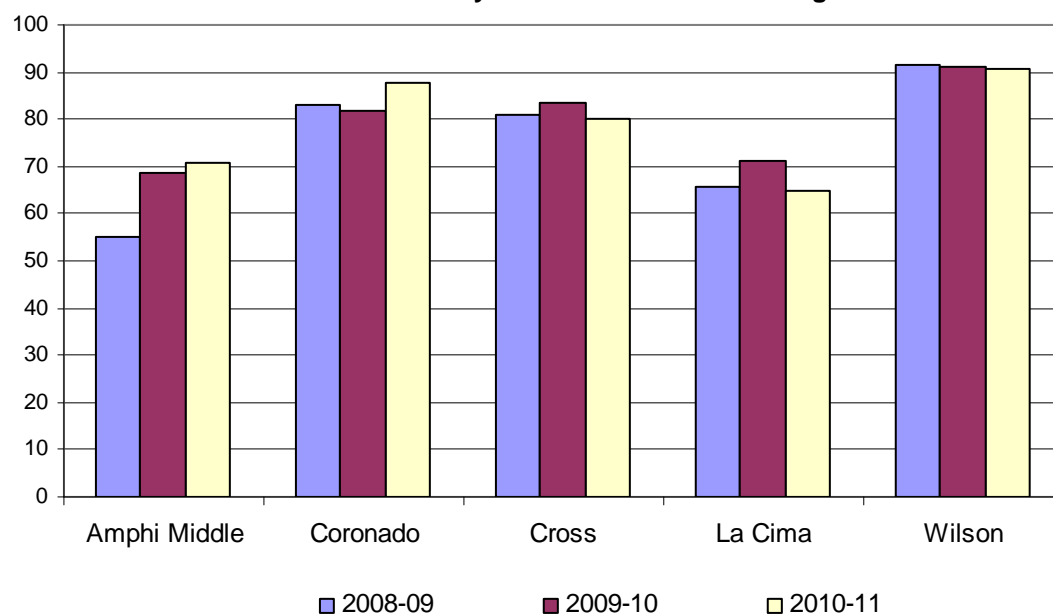
Amphitheater Public Schools
AIMS Mastery Rates: 7th Grade Math



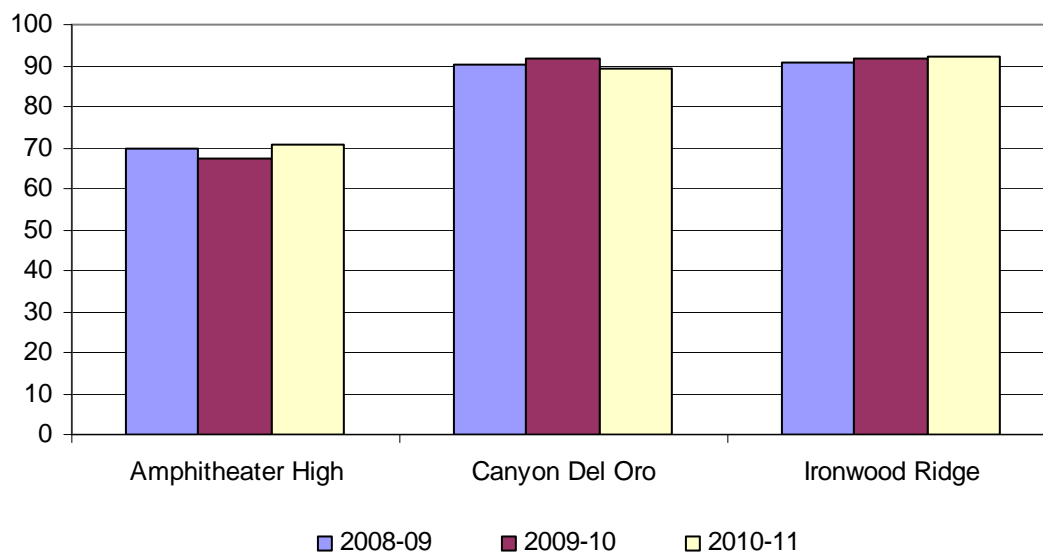
Amphitheater Public Schools
AIMS Mastery Rates: 8th Grade Math



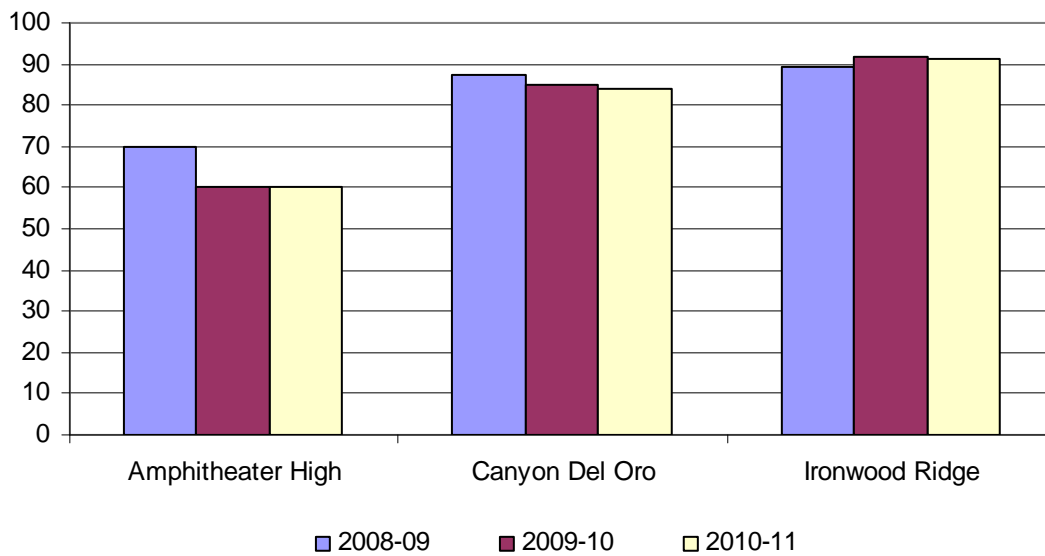
Amphitheater Public Schools
AIMS Mastery Rates: 8th Grade Reading



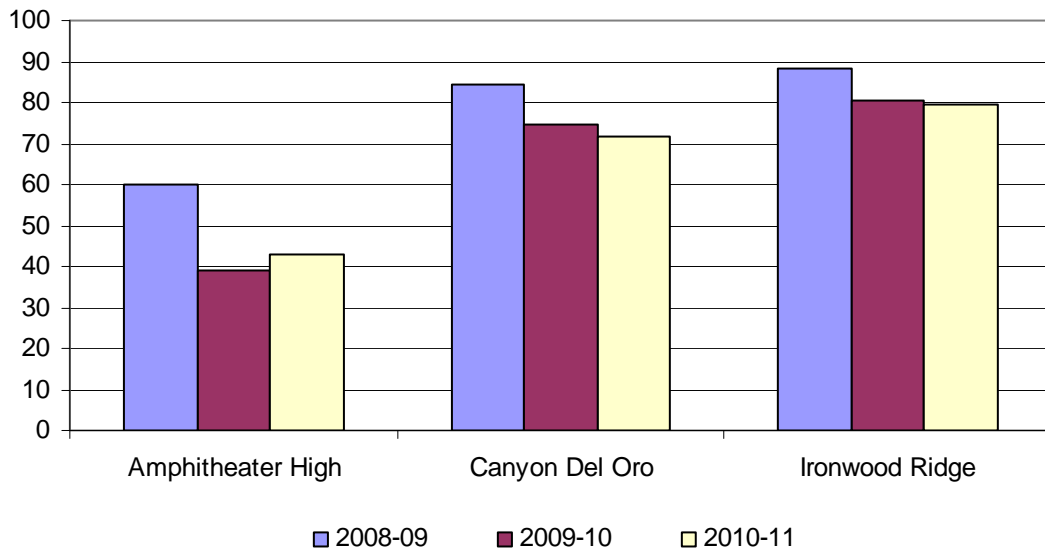
Amphitheater Public Schools
AIMS Mastery Rates: 10th Grade Reading



Amphitheater Public Schools
AIMS Mastery Rates: 10th Grade Writing



Amphitheater Public Schools
AIMS Mastery Rates: 10th Grade Mathematics

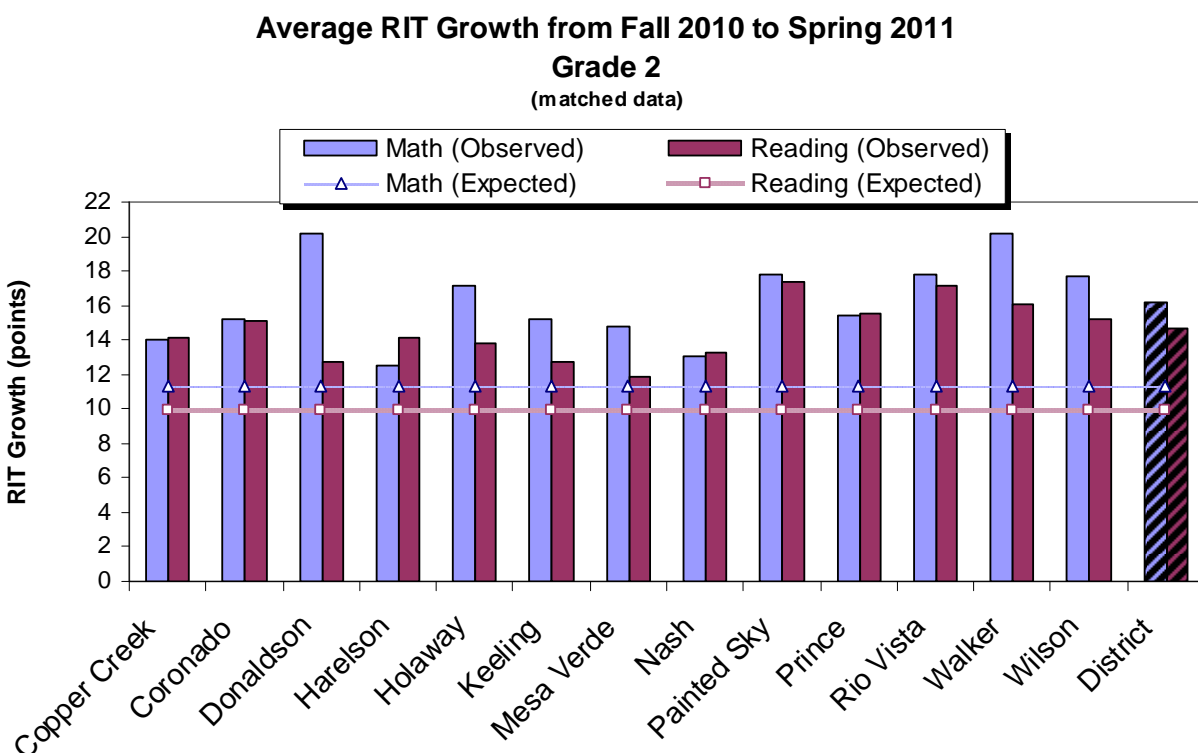


A. You may include additional data from district assessments that further explains factors that influence pupil progress.

Students in grades 2-8 (and 9th grade at some sites) in Amphitheater Schools take the NWEA Measures of Academic Progress (MAP), a state-aligned computerized adaptive assessment. Students test at least two times a year on MAP which provides teachers and students alike timely and useful information about their achievement and growth.

MAP data has been used in a variety ways to influence instruction, both at the classroom and district levels. For example, the district completed a predictive analysis study to determine the likelihood of students passing AIMS based on their Fall MAP scores, enabling schools and teachers to identify those at-risk for not passing AIMS early in the school year.

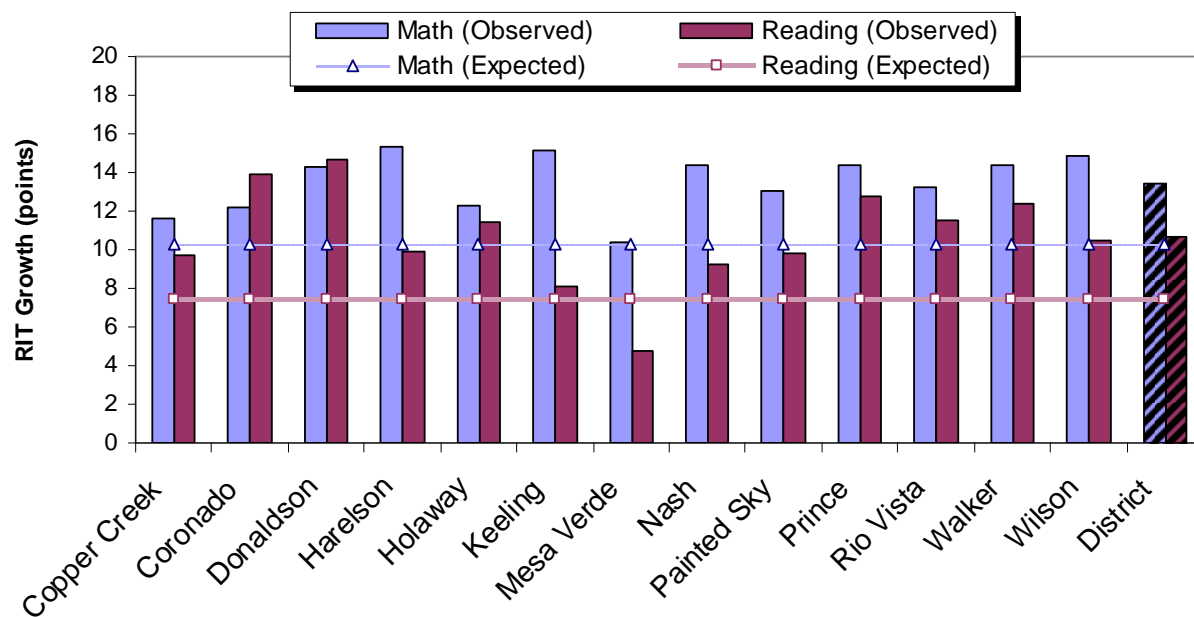
For this analysis, student performance on the MAP test was matched from Fall 2010 to Spring 2011. Students' RIT scores were compared and a RIT growth metric was calculated. The charts below illustrate the average RIT growth between Fall 2010 and Spring 2011 by subject, grade, and school.



Average RIT Growth from Fall 2010 to Spring 2011

Grade 3

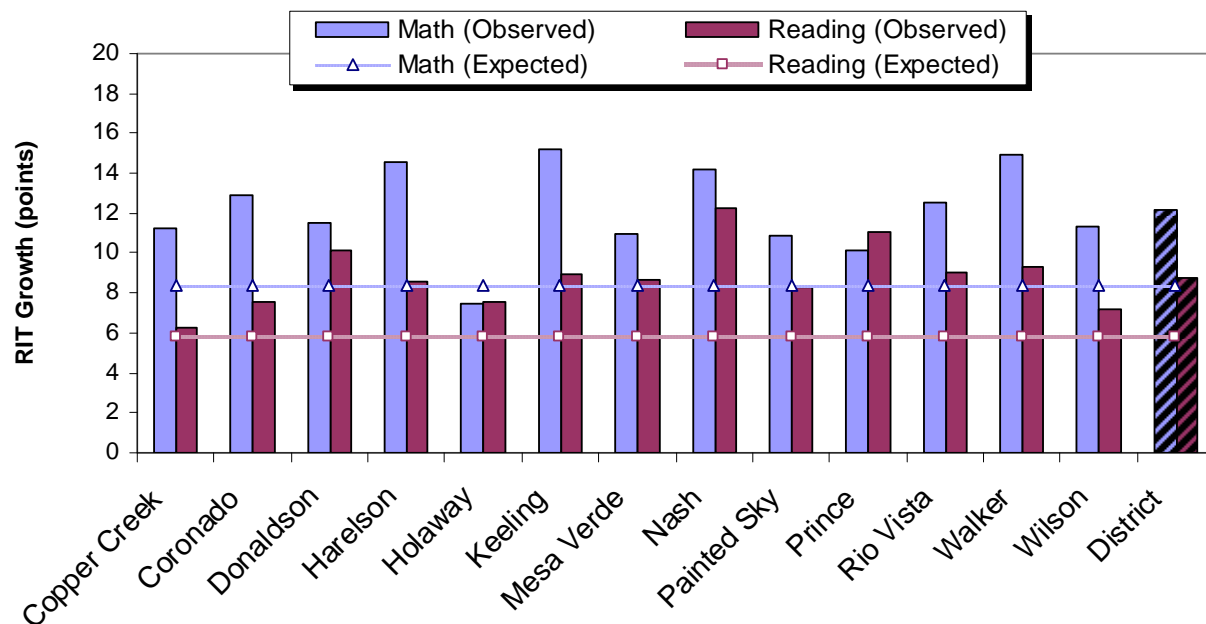
(matched data)



Average RIT Growth from Fall 2010 to Spring 2011

Grade 4

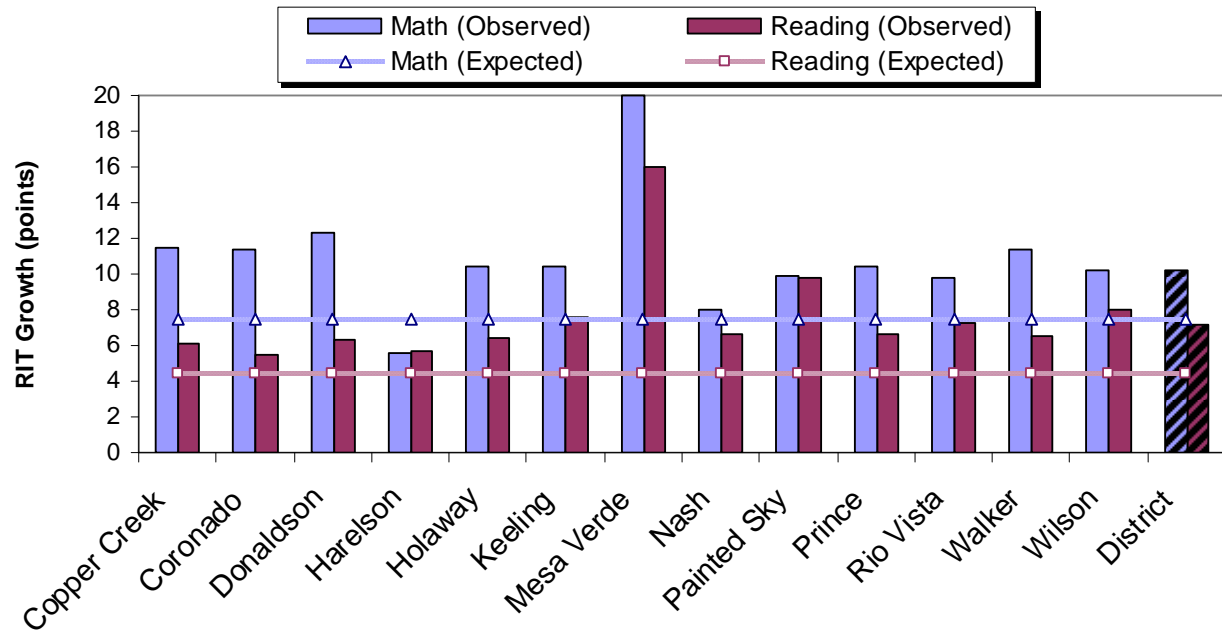
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Average RIT Growth from Fall 2010 to Spring 2011

Grade 5

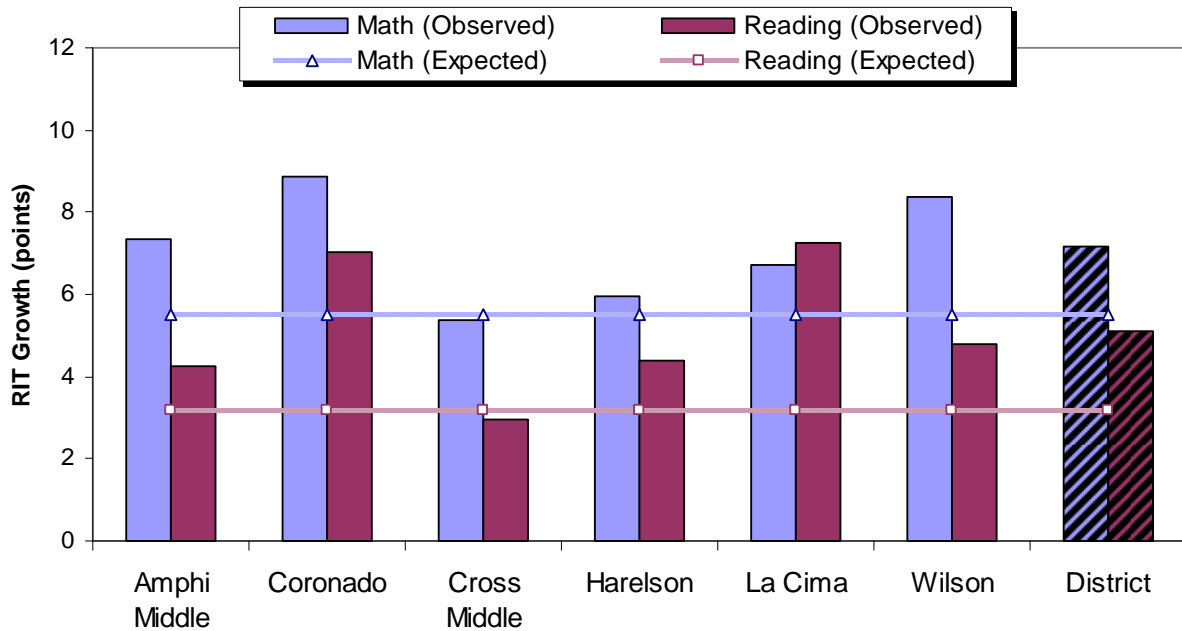
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Average RIT Growth from Fall 2010 to Spring 2011

Grade 6

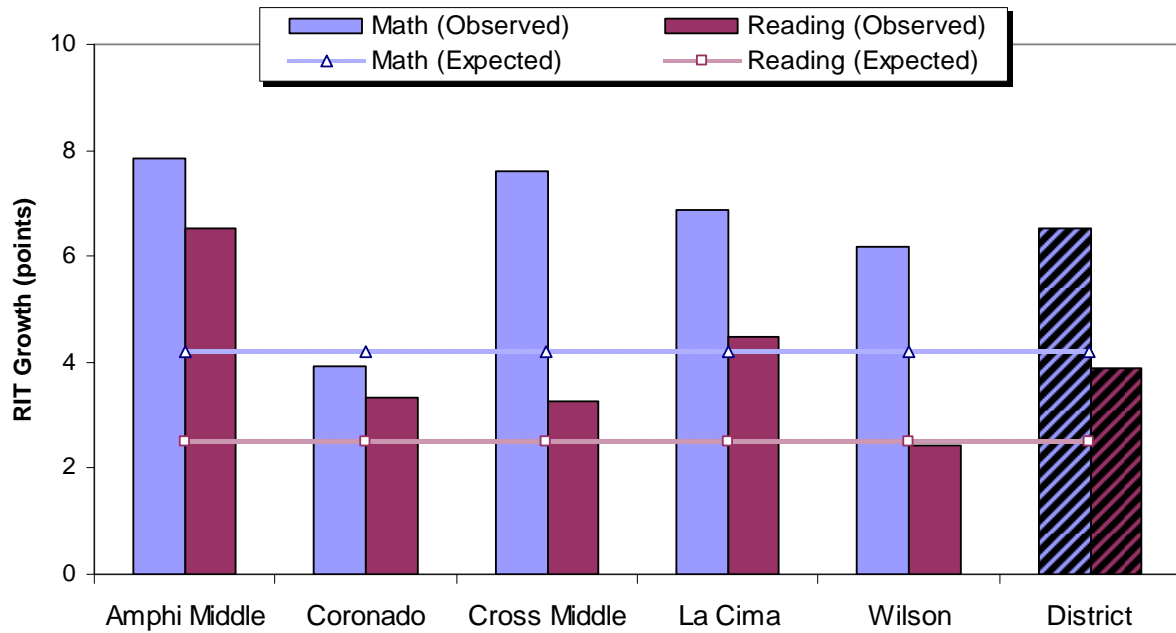
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Average RIT Growth from Fall 2010 to Spring 2011

Grade 7

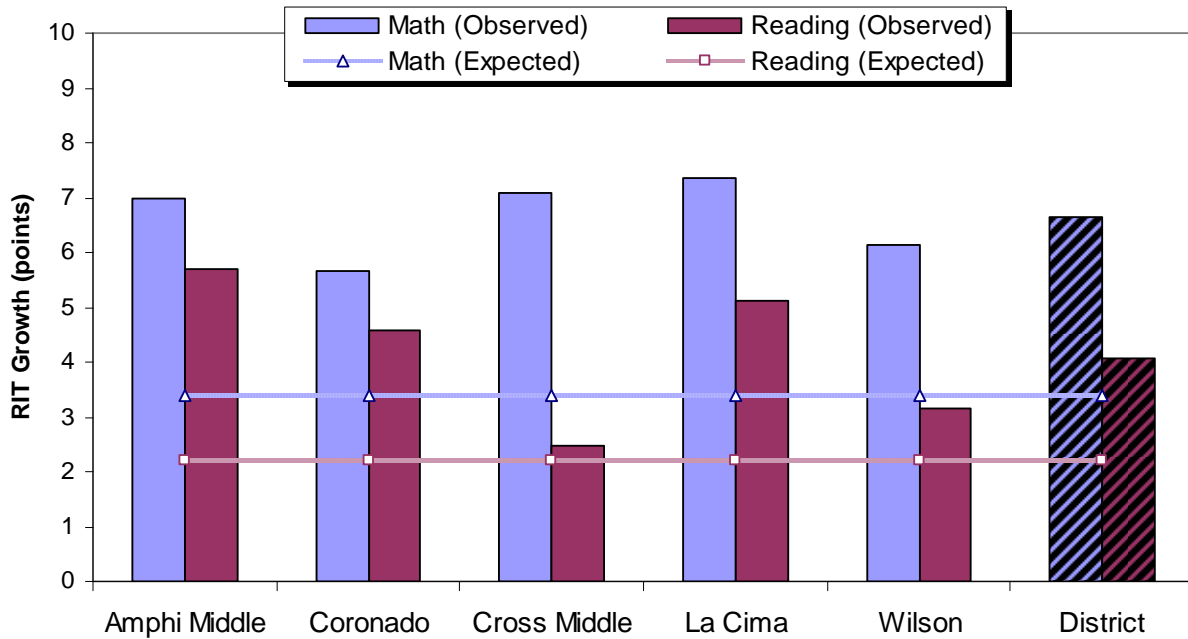
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Average RIT Growth from Fall 2010 to Spring 2011

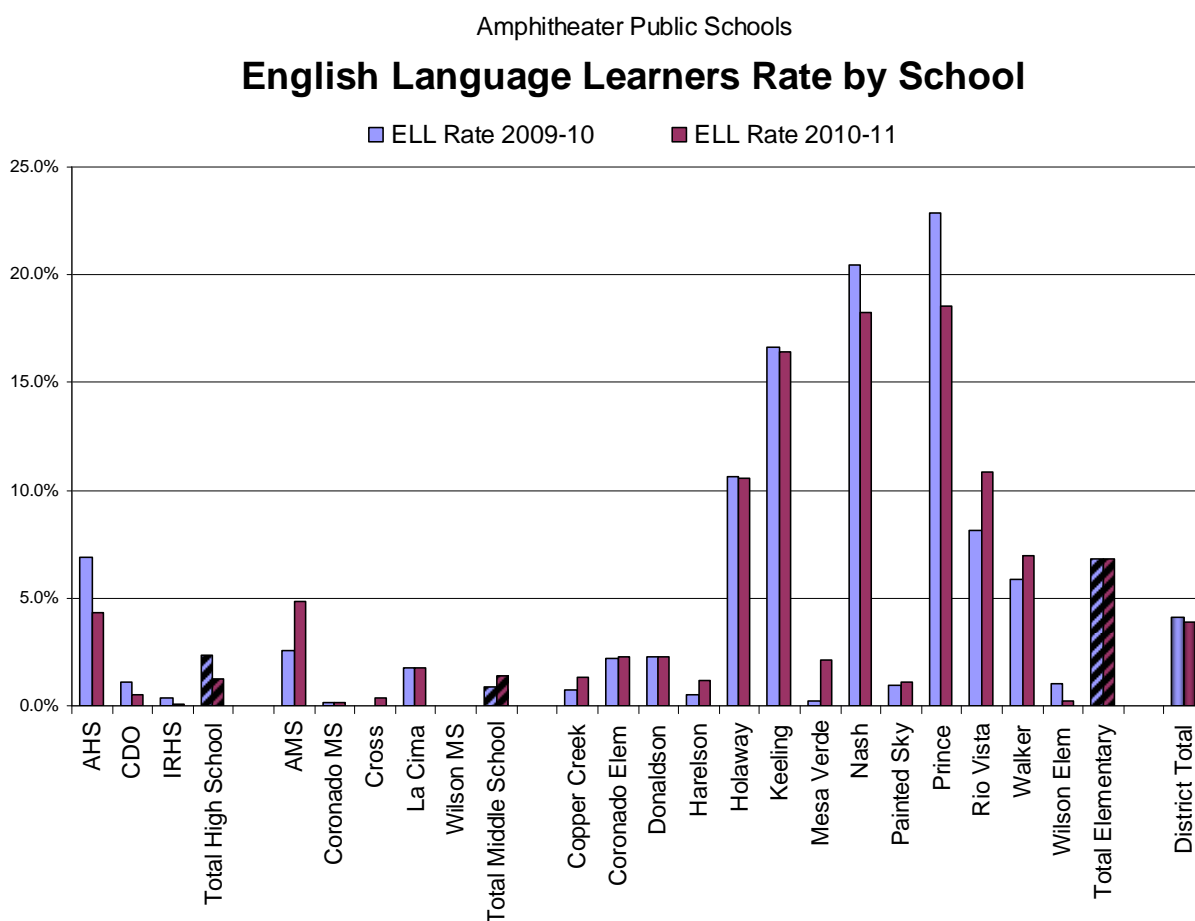
Grade 8

(matched data)



Summary of English Language Learner Data

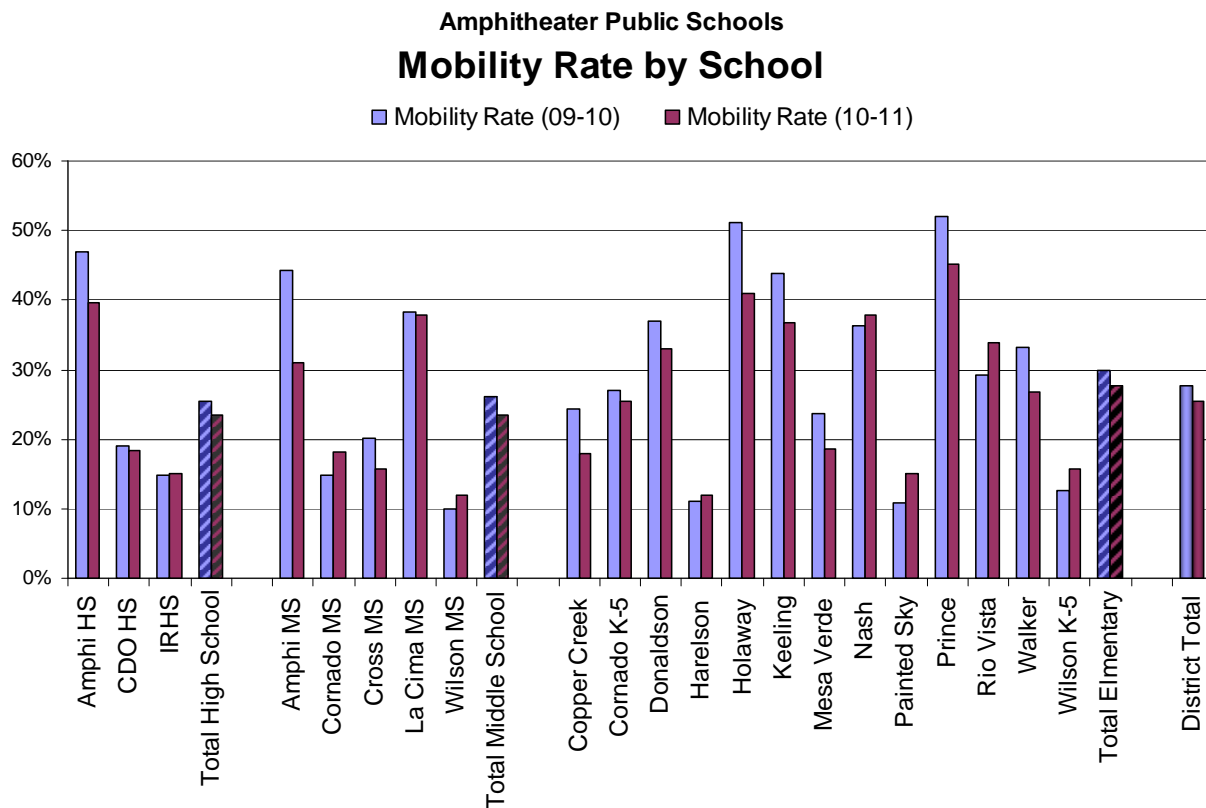
District-wide the number of ELL students¹ decreased in 2010-11 from the previous year. The largest decreases were at Nash, Prince and Amphitheater High School.



¹ Does not include students who have been reclassified from ELL status.

Summary of Mobility Data

Overall, the district's mobility rate¹ continued a downward trend. By grade level, mobility rates continued to be highest at the elementary level and lowest at the high school level, with the exception of Amphitheater High School. The highest elementary mobility rates are observed at Holaway and Prince.



Career Ladder Program Application

Fiscal Year: 2012-2013

8. BUDGET

Reference §15-918.02 and State Board Requirements, pps. 10-12

Three parts are to be included in budget data:

- Part I: Line Item Budget (includes Sections I through VIII) ****Separate Excel document**
Reference ARS 15-918 and State Board requirements in column G. Include notes in column D.
- Part II: Budget Summary
- Part III: Additional Information

More detail is better than less. Attach additional information if there is not enough space provided in the three parts. Note the line number and/or letter for ease in evaluating.

8. BUDGET (continued)

Part II: Budget Summary

Indicate the following amounts and percentages for the current year's (2011-2012) budget.

A. Teacher Addenda (Line 4 on line-item budget, Section II)

\$2,051,309 The dollar amount of Career Ladder monies spent on teacher addenda (include benefits).

78.2% The percent of Career Ladder monies (excluding Additional Incentive Component, if applicable) spent on teacher addenda. If less than 50%, please include an explanation and label as 8.11.A.

B. Staff Development (Line 9 on line-item budget, Section III)

\$385,000 The dollar amount of Career Ladder monies spent on staff development (trainers, facilities, stipends, substitutes, conferences, etc., and includes benefits)

14.7% The percent of Career Ladder monies spent on staff development. If outside the range of 5% to 15%, please include an explanation and label as 8.11.B.

C. Administration of Program §15-918.02.6.c, p. 6 (Lines 1-8 on line-item budget, Section V)

1. \$131,000 The dollar amount of Career Ladder monies spent on program administration (director or coordinator, peer evaluators, etc., and includes benefits).

5.0% The percent of Career Ladder monies spent on program administration (includes benefits).

2. \$40,000 The dollar amount of Career Ladder monies spent on classified staff (includes benefits).

1.5% The percent of Career Ladder monies spent on classified staff (includes benefits).

3. \$17,500 The dollar amount of Career Ladder monies spent on other costs (materials, printing, supplies, capital items, etc.).

0.6% The percent of Career Ladder monies spent on other costs.

D. Other Administrator Salaries – This should be \$0 and 0% as Career Ladder funds can't be used to pay administrators other than the Career Ladder director/coordinator. (Line 3 on line-item budget, Section V)

0 The dollar amount of Career Ladder monies spent on other administrator salaries (district administrators, principals etc).

0 The percent of Career Ladder monies spent on other administrator salaries.

E. Additional Incentive Component (Line 5 on line-item budget, Section VI)

0 The dollar amount of Career Ladder monies spent on the additional incentive component (includes benefits).

0 The percent of Career Ladder monies spent on the additional incentive component including benefits (not to exceed 49%, §15-918.02 and State Board Requirements, pg. 7). If the amount spent exceeds 20%, CLAC requires justification (§15-918.02 and State Board Requirements, p. 8).

All of the percentages including anticipated carryover must equal 100% or more if there was carryover from the previous year.

8. BUDGET (continued)

Part III: Additional Information

A. Carryover

\$174,810 The dollar amount of Career Ladder monies carried over from fiscal year 2010-2011.

5% The percent of Career Ladder monies carried over from fiscal year 2010-2011.
– If this amount **exceeds 5%** of the Career Ladder budget, a written explanation must be provided (CLAC guideline).

\$0 The **anticipated** dollar amount of Career Ladder monies, if any, to be carried over from fiscal year 2011-2012.

0% The **anticipated** percent of Career Ladder monies, if any, to be carried over from fiscal year 2011-2012.
– If this amount **exceeds 5%** of the Career Ladder budget, a written explanation must be provided (CLAC guideline).

B. Do you anticipate any **major** changes in the 2012-2013 budget?

☐ YES ☒ NO

If yes, **briefly** explain any major budgetary shifts.

Career Ladder Program Application

Fiscal Year: 2012-2013

9. ADDITIONAL INCENTIVE

Reference §15-918.02.B-C, pgs. 6-8

- A. Provide a 2-3 page detailed description of additional incentive program components including integration with the main Career Ladder program and support of both district and Career Ladder goals, a yearly November 1st performance assessment plan, an implementation timeline and incentive goals focused on reaching maximum school potential and enhanced pupil progress (§15-918.02 and State Board Requirements #5, pg. 7).
- B. Include a two-page-maximum description of parental quality rating conducted by the district and including questions relating to pupil progress (§15-918.02 and State Board Requirements #6, pg. 7).
- C. A separate budget and expenditure report for the additional incentive component must be provided. In addition to a current line-item budget, indicate the following (§15-918.02 and State Board Requirements #7, pg. 7).
1. 0 The dollar amount of the Career Ladder monies allocated to the additional incentive component.

0 The percent of the Career Ladder monies allocated to the additional incentive component (not to exceed 49%) (§15-918.02 and State Board Requirements #8, pg. 7).
* If this amount exceeds 20% of the district's Career Ladder funding, provide justification, including documentation detailing teacher, administrator, district steering committee and governing board member involvement in the development of the program and a vote of all district teachers, with a majority indicating support for the additional incentive program.
 2. 0 The dollar amount of the additional incentive budget allocated for the purposes of planning and development.

0 The percent of the additional incentive budget allocated for the purposes of planning and development (not to exceed 5%) (§15-918.02 and State Board Requirements #4, pg. 7-8).
 3. 0 The dollar amount of the additional incentive budget allocated for the purposes of staff development.

0 The percent of the additional incentive budget allocated for the purposes of staff development (not to exceed 10%) (§15-918.02 and State Board Requirements #4, pg. 7-8).
- D. Provide a brief summary (one-page maximum) outlining provisions for spending these funds, if schools in your district do not meet the incentive for this application year (CLAC guidelines).
- E. Include current line-item budget, reflecting the appropriate dollar amounts, budget percentages, and justifications (when necessary).

Career Ladder Program Application

Fiscal Year: 2012-2013

10. WAIVER

Reference §15-918.03.5.a-d, pg. 10

Was a waiver previously granted to your district?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
If YES, what was the date of the initial waiver? _____		

- A. Submit a complete re-application packet
- B. Provide a statement clearly outlining
 - 1. a description of the components that will be revised under the waiver
 - 2. how the proposed waiver will improve the program
 - 3. how the program improvements will enhance pupil progress
- C. Provide additional documentation of the following:
 - 1. The district has integrated its Career Ladder program with other reforms or programs that are designed to improve pupil progress.
 - 2. The district is actively evaluating and reviewing its Career Ladder program and making adjustments as necessary, including an analysis of the impact of the present program on pupil achievement.
 - 3. The Career Ladder program is strongly supported by teachers, administrators, and the governing board.
- D. If a district is applying for continuation of a previously granted waiver, the status of progress must be reported. Provide a short narrative (3-4 pages) outlining this progress.

NOTE: A district may present amendments to its Career Ladder plan at regularly scheduled CLAC meetings rather than waiting until the entire waiver period is up. Please contact the Career Ladder Office at the ADE to request inclusion on the agenda.