Diane Douglas
Superintendent of
Public Instruction

Submission Guidelines for
Classroom Site Fund Pay for Performance Compensation Plan

School District: AMPHITHEATER UNIFIED SCHOOL DISTRICT #10

Fiscal Year: 2018-2019

1. **Briefly summarize the district performance and school performance(s). Include evidence of your findings. Suggested evidence might include: national performance assessments, district performance assessments, building performance assessments, classroom formative and summative assessments.**

The Amphitheater plan includes student performance results on a site selected method of summative assessment in the targeted academic area for that school (e.g., NWEA MAP testing in math or reading, DIBELS Next, etc.). The formative assessment for this plan is in the form of a site selected student engagement goal and assessment. Teachers and administrators at each site determine the academic focus areas and the focus area for student engagement based upon analysis of data from the previous year. The results of State testing in the area of reading or math is utilized for Goal II. The 2019 AzMERIT results will be used for the payout for Goal II for 2019. The 301 Site Plan aligns with the school's improvement plan and the district continuous improvement plan. School improvement plans are submitted to the Arizona Department of Education through ALEAT.

Our District 301 Plan is made up of three components: Goal IA, addressing student engagement; Goal IB addressing a site selected method of assessing student academic performance; and Goal II addressing student results on State testing in either reading or mathematics. Further description of these goals are included below:

Goal IA: Each school will develop a student engagement goal and select an appropriate method of assessment. Student engagement goals may address, but not be limited to: attendance, tardiness, dropout rate, suspension rate, graduation rate, office referrals, number of students passing Advanced Placement exams, increase in the number of students involved in extracurricular activities, increased use of critical thinking instructional strategies, classroom engagement during instruction, etc.

Sample goals:

- Students will show evidence of observable student engagement behaviors during classroom activities as measured by the 'Effective Learning Environments Observation Tool' (ELEOT) from the AdvancED accreditation system.

- (SCHOOL NAME) students will maintain or exceed their participation in extra-curricular offerings or in-class participation in any of the following activities: 21st century clubs, tutoring, band, O.M., reading, math, science family/teacher nights, interactive field trips and /or by participating in a production or a computer simulation during the 2018-2019 school year. This will be measured by attendance records in extracurricular

activities from fall to spring as well as participation surveys. The surveys will be given to each student attending (SCHOOL NAME) by their classroom teacher at the beginning and end of the 2015-2016 school year.

Goal IB: Each school will establish a student achievement goal and an appropriate approved assessment to measure student progress toward that goal. The goal must be met at an 80% or higher level.

Sample Goal:

- Our goal is that 80% of continuously enrolled students at ___ School will exhibit Fall-to-Spring RIT growth on the MAP level tests that are within one and a half standard deviations from the national norm growth expectation in the Reading Strand of Comprehending Informational Text. For grades K-1 who do not take the MAP Level Testing, our goal is that 80% of our continuously enrolled students will exhibit gains on the district-approved DIBELS testing measured from fall to spring.

Goal II: Each school selects a core content area from the AzMERIT State Assessment. The school must have at least 75% of the students maintaining or exceeding their level of performance from the previous year to receive the full pay out.

2. Provide evidence of measures of academic progress included in the plan that supports the Arizona Academic Standards. Suggested evidence might include: summative assessments, criterion-referenced tests, performance assessments, school-wide assessments, and formative and summative assessments.

The AzMERIT results are utilized to determine teacher success with Goal II. The AzMERIT is closely aligned with the Arizona College and Career Readiness Standards. All of the site selected methods of assessment are also tied closely to the Arizona College and Career Readiness Standards. For Goal I, schools select a method of assessment to monitor growth. Most all elementary and middle schools choose the NWEA MAP test in the area of Reading or Math for this section. DIBELS Next is chosen by several schools for grades K and 1. High schools do not have one consistent standardized test given to all students. Each of the high schools have developed a test that assesses one or more standards or skills that the school level plan addresses.

3. Are there any other measures of academic progress used within the Pay for Performance Plan? For example: report cards, progress reports, formative and summative assessments.

Each school chooses a site selected method of assessing student achievement. The choices most often made at the schools include:

Student Engagement Assessment Examples	**Student Achievement (Formative and Summative) Examples**
• Student progress on report cards or progress reports • Increase in actual student engagement in classroom activities as measured by peer or administrative observation • Student engaged time on reading, writing or math activities • Increases in student engagement in	• NWEA Measures of Academic Progress (at some sites) • DIBELS Next (at some sites) • School-wide assessments at each high school (Reading, math or writing) • Everyday Math and/or

extracurricular activities	Reading Street assessments

4. **Briefly discuss dropout and/or graduation rates if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not.**

Each high school examines their drop out or graduation rate as a component of Goal IA and will document the methods and/or activities they employ to reduce dropout rates or increase graduation rates. This discussion and analysis takes place at the time that the school plan is developed.

5. **Briefly discuss attendance rates within the district/school if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not. The intent of this element is student attendance rates NOT teacher attendance rates.**

Each school will examine attendance rates and will document methods and/or activities they employ to increase attendance rates. Our attendance rates, in general, are quite good district-wide. Where attendance rates are below 95%, schools are addressing the issue with incentives and parent education. Some site plans directly address attendance rate if the rate is below 95%.

6. **Does the district plan include rates of school quality by parents? Suggested evidence would be district or school-wide parent surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.**

A parent climate survey is given each year to gather parent perceptions of the quality of their child's school. The survey results are utilized in the formation of the school improvement plan. The 301 Site Plan is in alignment with the school improvement plan. The Amphitheater School District utilizes the parent version of the AdvancED survey annually. This is a component of our systems accreditation. The survey data is utilized, in part, to determine the performance of each school and each teacher in the "Group A" category for teacher evaluation. As the teacher evaluation "label" is now a part of the pay out, and we utilize parent surveys as a portion of the overall rating, we meet this criteria.

7. **Does the district plan include rates of school quality by students? Suggested evidence would be district or school-wide student surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.**

Each school has the option of including ratings of school quality by students as a portion of the school engagement goal, Goal IA. The parent climate survey includes questions that directly address the student perceptions of the quality of their school. The AdvancED surveys, administered annually, include survey participation for students at all levels K-12. We do not use student surveys directly as part of our 301 plan, however, student survey responses from the AdvancED process last year are guiding our work this year as an entire school system.

8. **In the development of the plan, were teachers and administrators included in the process? If so, provide a brief summary of their role.**

Teachers and administrators designed the Amphitheater 301 Performance Pay Plan in its entirety. Both teachers and administrators serve on the "301 Oversight Committee". Further, each school develops their own 301 Site Plan. The development of the plan at the school level is led by one or more teachers and involves a committee of teachers at each school. Every staff member has an opportunity to provide input to the plan and adjustments are made accordingly. Each school administrator oversees the 301 Site Plan process and provides input as needed. A 301

Contact person is appointed at each school. They are responsible for writing the site plan, coordinating participation and reporting results. After the plan is written, each participant signs an agreement form. This form serves as the required "vote". Each school sends one or more representatives to a plan writing training annually. These representatives share information with all teachers at their site.

9. Was the approval of the plan based on an affirmative vote of at least 70% of the teachers eligible to participate in the performance plan? If so, provide evidence of this. If not, provide a rationale as to why this was not included.

The Amphitheater Governing Board held a Public Hearing on the Performance Pay Plan on April 11, 2006. At that time the Governing Board approved a waiver of this requirement. The rationale for the waiver was that teachers were, and continue to be, actively involved in the development and implementation of the 301 Site Plans. Plan approval occurs at each site every year. Each participant signs a participation agreement form. This serves as documentation of the "vote" on the plan. District-wide, participation in 301 Site Plans is between 98%-100% annually. This has been consistent over time.

10. Summarize the appeals process for teachers who have been denied performance based compensation. If there is not an appeals process, provide a rationale as to why there is not one.

Each school shall have the opportunity to appeal from situations in which the school does not attain its Goal I and/or its Goal II. Appeals shall be based upon extenuating circumstances which substantially interfered with or precluded a school from attaining the goal(s). Appeals shall be in writing and must be demonstrated and supported by data and rationale. Appeals will be reviewed and determined through the following process.

a.. The written appeal request will be submitted to the District's Performance Pay Office within ten (10) workdays of notification to the school of the level of attainment achieved by the school under Goal I and Goal II. The appeal request shall include, at a minimum:

i. A general explanation of the basis for the appeal;
ii. Data supporting the appeal and demonstrating extenuating circumstances that *substantially interfered with or precluded* a school's achievement of a goal(s) under the 301 Plan;
iii. The school's requested solution; and
iv. Rationale for the requested solution, related to the data.

b. The District 301 Oversight Committee shall meet and review the written appeal and shall make a recommendation to the Associate Superintendent for approval or denial based upon the data and rationale presented in the appeal. In addition to the criteria stated above, the committee shall also consider the following additional factors in making its recommendation:

i. Evidence the school made significant progress toward the goal;
ii. Validity of the stated reason for not completely meeting the goal(s);
iii. The extent to which extenuating circumstances were unforeseeable and directly impacted the school's achievement of the goal(s);
iv. The school's interventions or efforts in response to the extenuating circumstances; and
v. Interests of consistency and fairness for all schools.

c. The 301 Oversight committee shall submit a written recommendation and rationale to the Associate Superintendent, who shall have the discretion to make the final determination of the appeal after considering the

recommendations of the 301 Oversight Committee. The Associate Superintendent shall notify the principal of the decision on the appeal.

d. The decision of the Associate Superintendent shall be final and is not subject to further appeal or grievance.

The plan also includes a provision that teachers who have been recommended for non-renewal for inadequate classroom performance are not eligible for monies from the performance-based plan. Non-renewal would be recommended based on administrative evaluation of classroom performance. District policy states that the results of any evaluation which would result in a loss of income may be appealed. The appeal procedures are available in the district policy manual.

11. Does the district plan include a method to evaluate its effectiveness? If so, provide details of it. If not, provide a rationale as to why there is not an evaluation of the district plan.

A 301 Oversight Committee made up of a) four (4) district administrators, b) a representative from the Amphitheater Education Association, and c) three (3) certified staff members, one from each corresponding feeder pattern who serve as the main evaluators of the 301 Plan effectiveness. While the design, implementation, and evaluation of each plan will occur at the site level, the Oversight Committee reviews plans and make recommendations to the superintendent for approval and reviews results presented by the schools to determine whether or not schools have met their goals. The purpose of the Oversight Committee will be to monitor adherence to statutory requirements of the Performance-Based Compensation portion of Proposition 301, to monitor accountability and consistency between plans, to disseminate information, and make recommendations to modify the performance-based plan.

All sites submit their plan for Oversight Committee review by mid-October each year. The committee provides feedback to the school representatives for plan improvements as needed. The committee meets again to review all site plan results and evaluates the effectiveness of the site activities and efforts. Quantitative evaluation criteria are in place to ensure consistency. The pay for performance coordinator oversees the implementation of the district 301 plan and makes recommendations to senior staff with regard to plan effectiveness.

12. Provide a summary of the professional development programs that are aligned with the elements of the district performance based compensation system.

A 301 Site Plan Writing Workshop is held for school coordinators each year. The training includes information on how to write measurable goals and how to develop site plans which are relevant, meaningful and meet the requirements of Arizona State Law.

As a part of the 301 Site Plan, schools are required to submit a site specific professional development plan which aligns with their plan goals. Time is set aside at each school every year for development activities which prepare teachers with strategies and methods that will be necessary to meet the goals set forth by the plan. Each school site has designated "early out" days with scheduled professional development. Since 301 Plans and School Improvement Plans are aligned, the professional development is designed with both plans in mind. Each school site provides a detailed professional development plan and calendar to the School Operations office each year.

13. Provide documentation to show how classroom site fund dollars are allocated.

Classroom Site Fund: 011-Base Salary (20%)
This portion of the fund is used to increase the base salaries of teachers.
Classroom Site Fund: 012-Performance Pay (40%)
This fund pays the performance pay to teachers each year based on the school site plan. Schools develop a plan which includes an engagement goal and a goal with a site-based assessment measure. In addition, a goal is written to address one of the areas of the AzMERIT.
Classroom Site Fund: 013-Other (40%)
This category gives the district some discretion on how to utilize the funds in the best interest of the needs of students. The option that Amphitheater has chosen this year is:

- **Teacher Salaries**

Overall: *100% of the revenues received for 301 by Amphitheater have gone directly to teachers in the form of performance pay and base salary.*

Distribution: Fund 011 and 013 are currently built in to the teacher's regular contracted salary amounts. Fund 012, the performance pay element, is distributed to participating teachers in a lump sum payment in late October or early November of every year. It is based on the school-based 301 plan results from the previous school year. All participants in the plan from the previous school year are paid regardless of their status with the district in October or November (e.g., retired, resigned, etc.). The amount of the payout varies each year based on the accumulation of the fund. The entire fund is distributed according to the degree of accomplishment of the school plan. The 301 Oversight Committee reviews all results of the plans in September of each year prior to making recommendations to the Governing Board for pay out approval. The distribution of the performance pay for 2017-2018 occurred on October 26, 2018.

14. Explain how the performance plan is tied directly to the classroom performance of individual teachers.

Individual teachers play a key role in the success of students on site based methods of assessment and on the final results of all standardized testing. Our current Amphitheater Teacher Performance Evaluation System requires each teacher to examine student data, utilize appropriate assessment techniques and complete long-term plans as a regular expectation for their job. Assessments utilized in the plan (i.e., NWEA MAP testing, DIBELS Next) are disaggregated to the individual teacher level and examined. Goal IA, the School Engagement Goal, requires every teacher to gather data to document progress toward the site specific goal. This data is analyzed at the end of the year and stored at each school site. Individual teachers must all contribute to their 301 Site Plan in order to participate and receive performance compensation. Although the 301 payout is linked to the results of the whole school, each teacher is fully engaged in the process. Specialist teachers submit statements detailing their contribution to the site 301 Plan.

The performance classifications of teachers are utilized to determine 33% of the performance pay. Since the full amount of the pay varies by year due to fluctuations in sales tax revenue, the actual dollar amount of this portion of the pay will vary from year to year.

The performance classifications and the percentage of the overall available dollars attainable that will make up the 33% is as follows:

Highly Effective Performance Classification: 100% of the available funds
Effective Performance Classification: 95% of the available funds
Developing Performance Classification: 85% of the available funds
Ineffective Performance Classification: $0

Example:
Total Amount Available Per Participant: $2500

33% of the total amount: $825
Highest amount available to a teacher designated as Highly Effective: $2500
Highest amount available to a teacher designated as Effective: $2458.75
Highest amount available to a teacher designated as Developing: $2376.25
Highest amount available to at teacher designated as Ineffective: $0

67% of the total performance pay available would be paid out based on the results of the school plan.

Amphitheater 2018 Data Summary

The following achievement data summary includes:

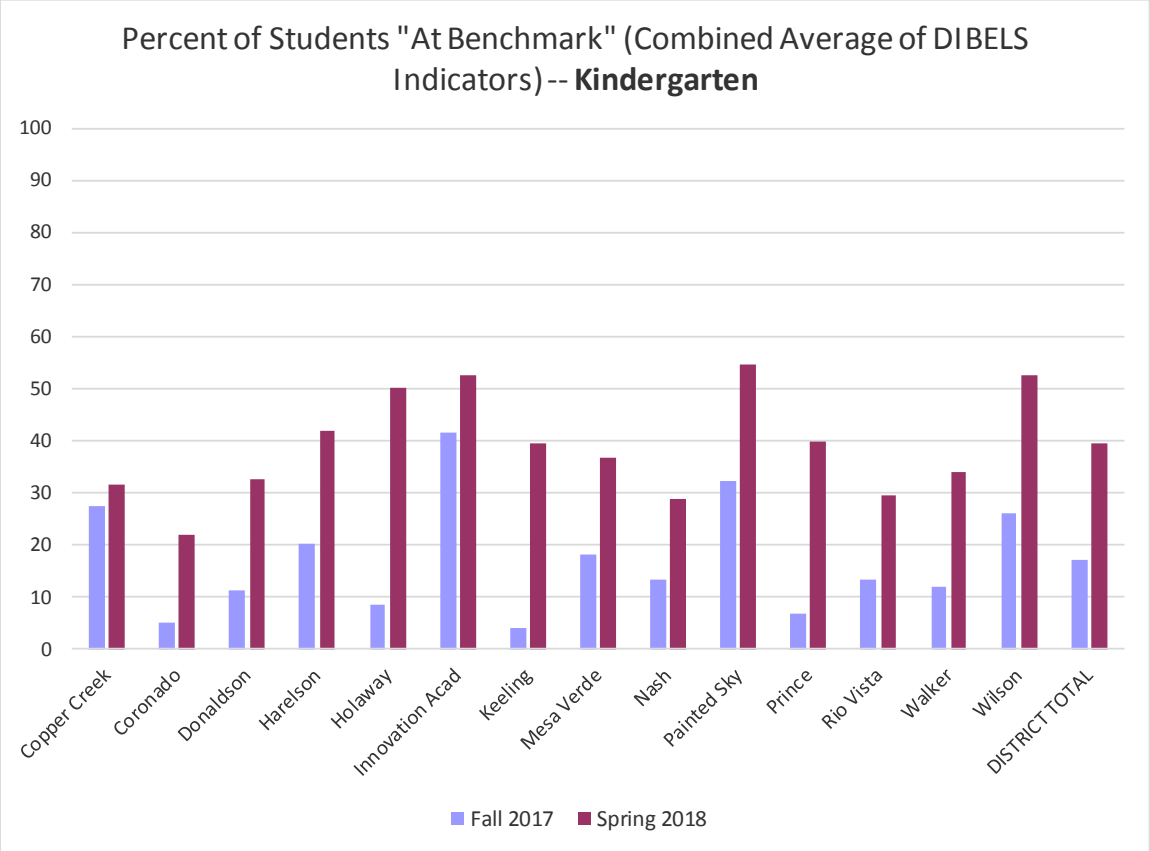
- **Fall 2017 to Spring 2018 DIBELS "At Benchmark" for kindergarten and first grade students.**
- **Two years of AzMERIT data for grades 3-8 and high school end of course assessments**
- **Mobility Rate**
- **English Language Learner Rate**

Summary of DIBELS Data for 2017-18

The following summaries and charts describe the results of University of Oregon's Dynamic Instrument for Basic Early Literacy (DIBELS) student assessment. Given to Kindergarten and First grade students, DIBELS indicators measure whether a student is "At Benchmark," "Approaching Benchmark," or "Significantly At Risk." The charts below provide the percent of students "At Benchmark" for both Fall and Spring assessment windows, by grade level.

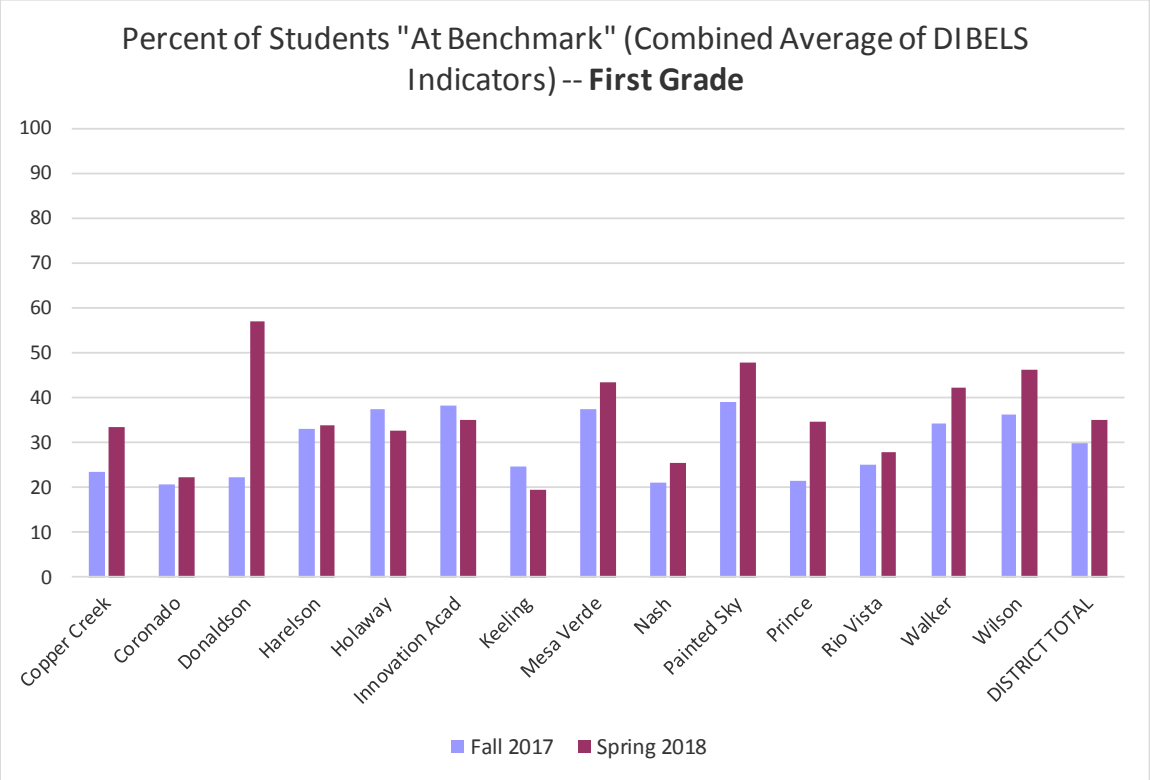
Kindergarten Results

- Overall, 40% of Kindergarten students were "At Benchmark" by Spring 2018; up from 17% in Fall 2017.
- From Fall to Spring, all elementary schools showed an increase in the percent of Kindergarten students "At Benchmark".
- Holaway had the largest increase – 50% of Kindergarten students were "At Benchmark" at Spring, up from 9% in Fall. Keeling and Prince also showed large increases – by Spring, 39-40% of Kindergarten students were "At Benchmark", up from Fall rates of <10%
- Four (4) schools were above 50% "At Benchmark" by Spring 2018: Holaway, Innovation Academy, Painted Sky, and Wilson.
- The percent of students "At Benchmark" by Spring 2018 ranged from 22% to 55%



First Grade Results

- Overall, 35% of First Grade students were “At Benchmark” by Spring 2018; up only slightly from Fall 2017.
- From Fall to Spring, most schools (10 out of 14) showed an increase in the percent of First Grade students “At Benchmark”. Donaldson had the largest increase (+35 percentage points).
- Three (3) schools had decreases in percent of First Grade students “At Benchmark”: Keeling had the largest decrease (-5 percentage points).
- Only Donaldson was above 50%; four (4) other school were above 40%.
- The percent of students “At Benchmark” by Spring 2018 ranged from 20% to 57%



Summary of Longitudinal District-Level AzMERIT Data

The following summaries and charts describe the changes in proficiency rates on the Arizona state achievement test, the AzMERIT. Grades 3-8 take the End-of-Year AzMERIT assessment, while students taking select high school level English and Math courses take the End-of-Course AzMERIT assessment. The assessment is available both as computer-based and paper-based tests.

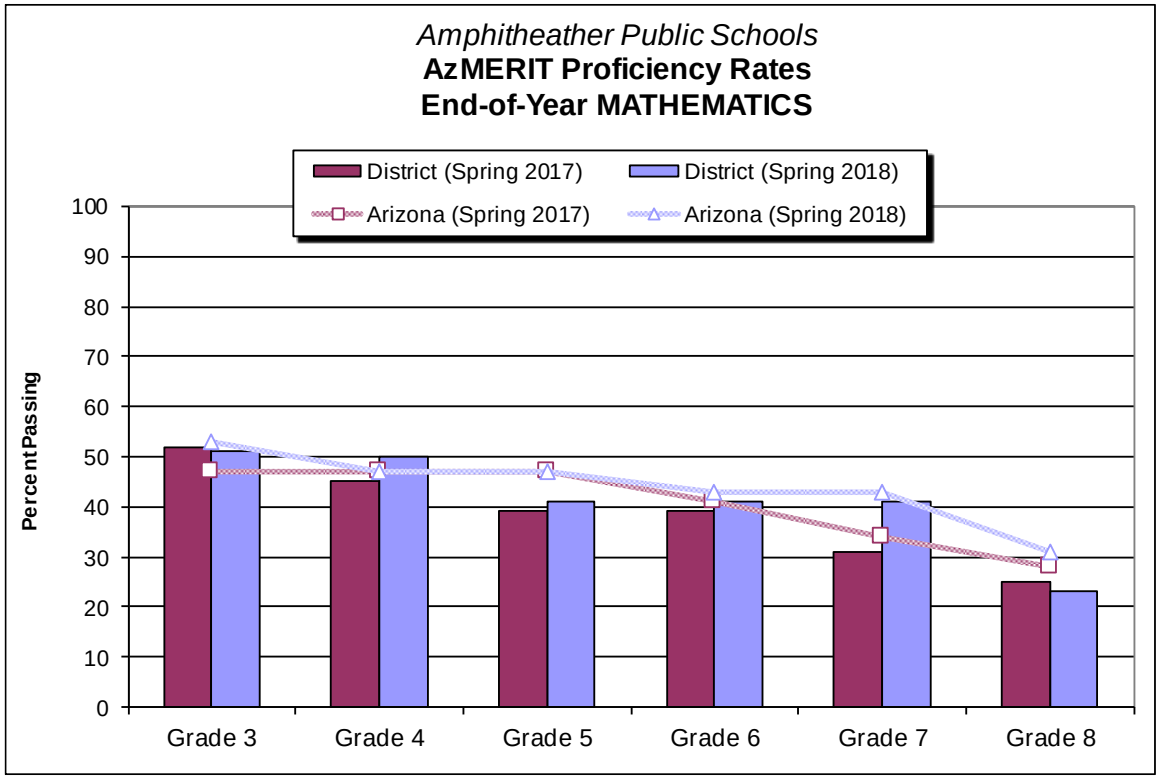
The proficiency rates are the percentage of students with either "Proficient" or "Highly Proficient" scores for Spring 2017 and Spring 2018.

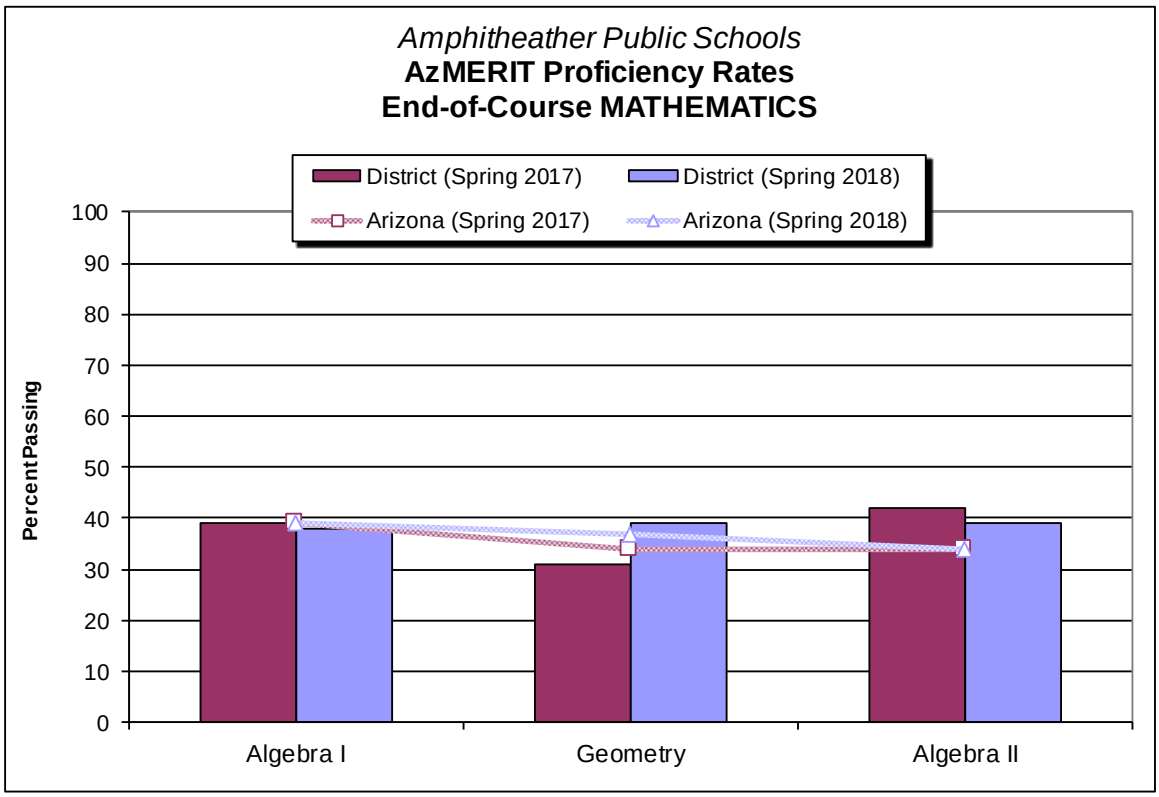
- End-of-Year Mathematics (Grades 3-8):
  - 23-51% of tested students were proficient on the AzMERIT in 2018
  - Proficiency rates decreased in Grades 3 and 8
  - The largest increase in proficiency rates over 2017 occurred in Grade 7 (by 10 percentage points); the largest decrease in proficiency rates occurred in Grade 8 (-2 percentage points)
  - Proficiency rates were below the Arizona state average in all grades except for Grade 4 (which was +3 percentage points higher than the Arizona rate)

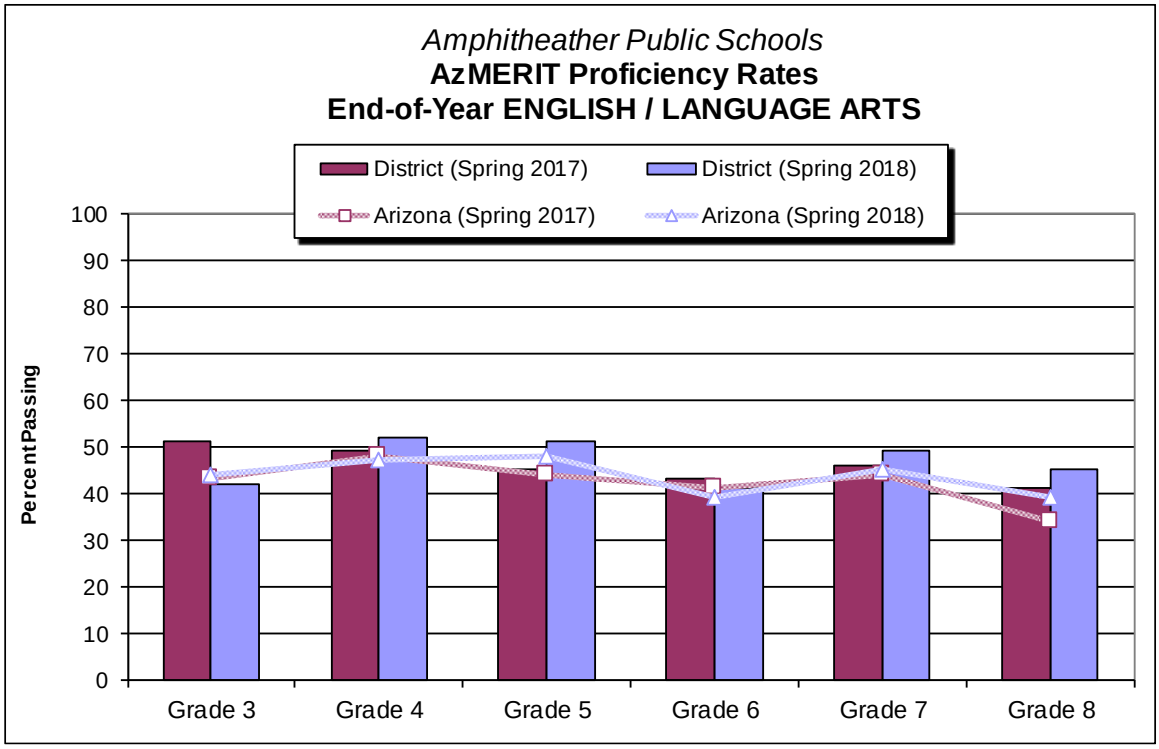
- End-of-Course Mathematics (High School):
  - 38-39% of tested students were proficient on the AzMERIT in 2018
  - Proficiency rates increased in Geometry only (by 8 percentage points), reversing a trend
  - The largest decrease in proficiency rates between 2017 and 2018 occurred in Algebra II (by -3 percentage points)
  - Proficiency rates were at or above the Arizona state average, except in Algebra I (which was lower than the state rate by 1 percentage point)

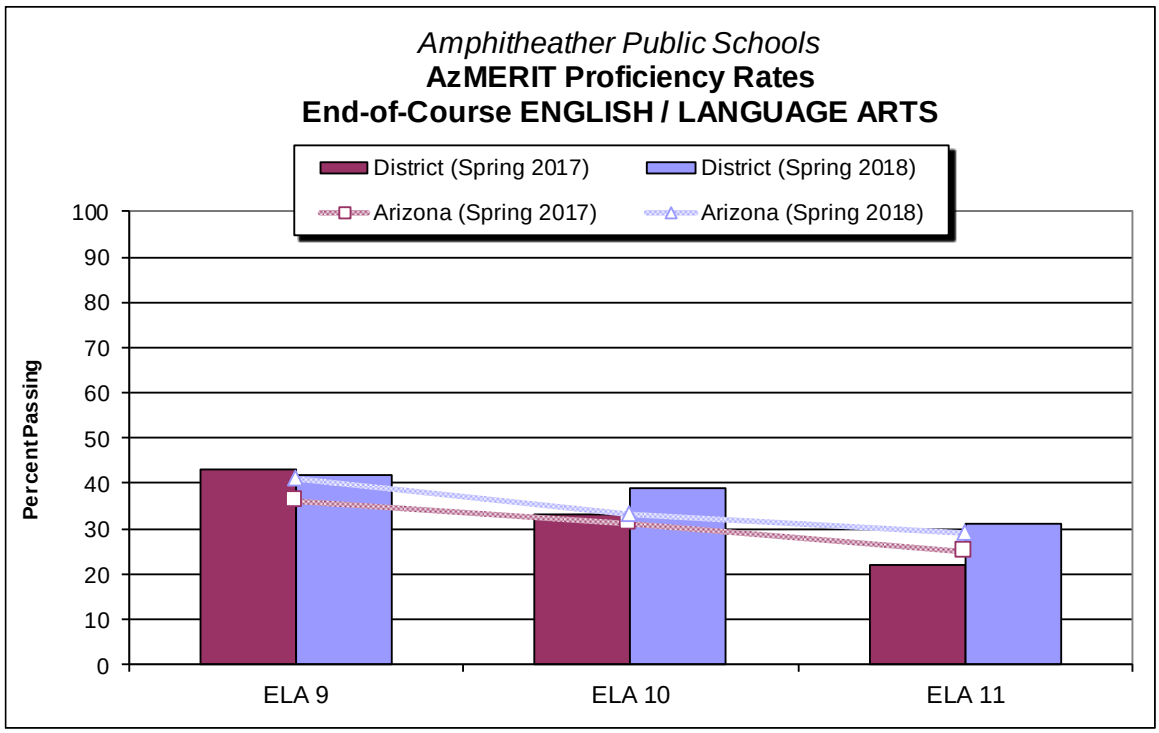
- End-of-Year English/ Language Arts (Grades 3-8):
  - 41-52% of tested students were proficient on the AzMERIT in 2018
  - Proficiency rates increased over 2017 for all grades except Grades 3 and 6
  - The largest increase in proficiency rates over 2017 occurred in Grade 5, with a gain of 6 percentage points; the largest decrease in proficiency rates was in Grade 3 (-9 percentage points)
  - Proficiency rates were at or above the Arizona state average for all grades except Grade 3 (-2 percentage points below the state rate

- End-of-Course English/ Language Arts (High School):
  - 31-42% of tested students were proficient on the AzMERIT in 2018
  - Proficiency rates increased over 2017 in ELA 10 and ELA 11
  - The largest increase in proficiency over 2017 was in ELA 11 (9 percentage points)
  - Proficiency rates were at or above the Arizona state rate for all three End-of-Course ELA tests.


Amphitheather Public Schools
AzMERIT Proficiency Rates
End-of-Year MATHEMATICS
District (Spring 2017)
District (Spring 2018)
Arizona (Spring 2017)
Arizona (Spring 2018)
Percent Passing
100
90
80
70
60
50
40
30
20
10
0
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

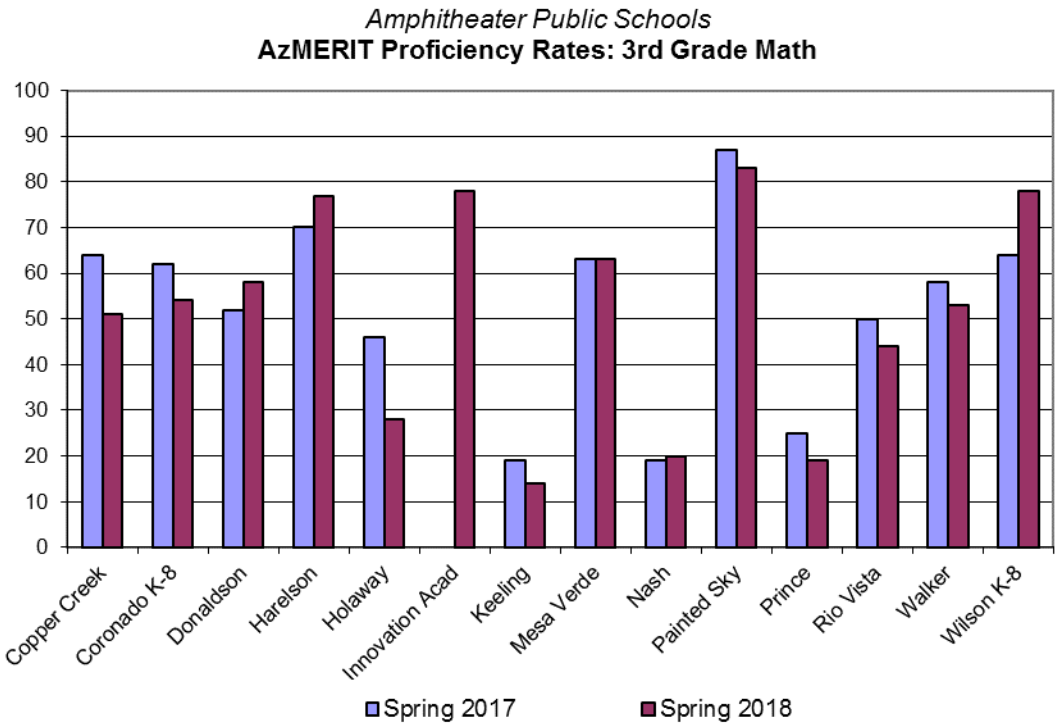

Amphitheather Public Schools
AzMERIT Proficiency Rates
End-of-Course MATHEMATICS
District (Spring 2017)
District (Spring 2018)
Arizona (Spring 2017)
Arizona (Spring 2018)
Percent Passing
100
90
80
70
60
50
40
30
20
10
0
Algebra I
Geometry
Algebra II


Amphitheather Public Schools
AzMERIT Proficiency Rates
End-of-Year ENGLISH / LANGUAGE ARTS
District (Spring 2017)
District (Spring 2018)
Arizona (Spring 2017)
Arizona (Spring 2018)
Percent Passing
100
90
80
70
60
50
40
30
20
10
0
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

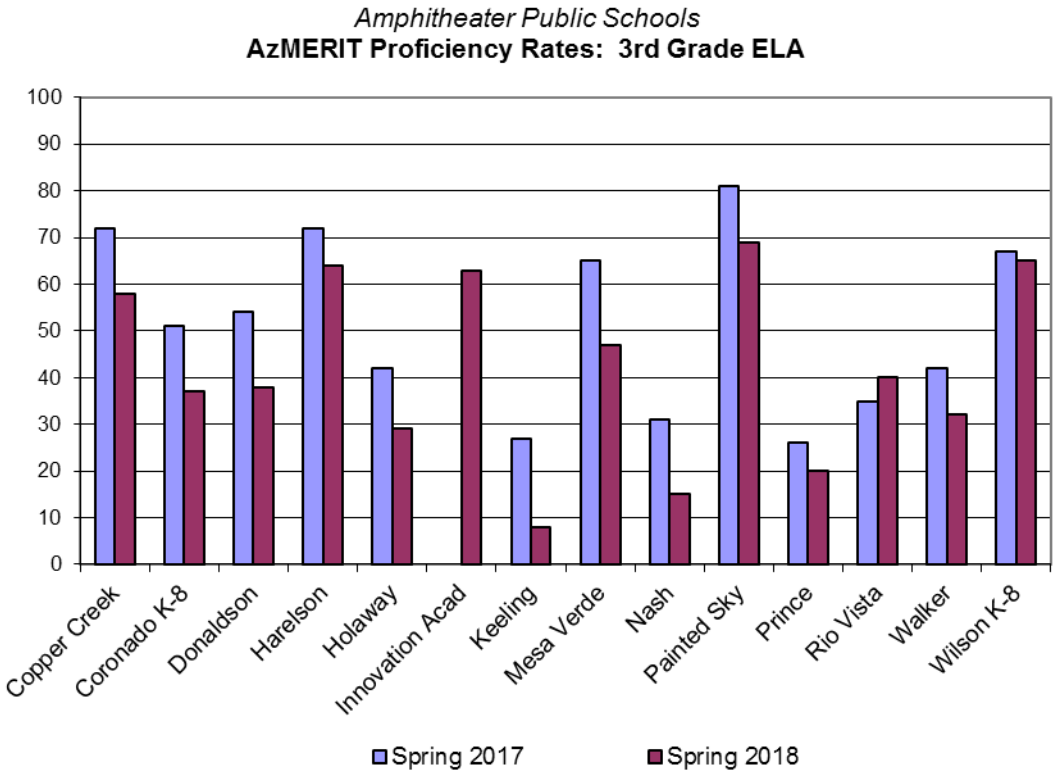

Amphitheather Public Schools
AzMERIT Proficiency Rates
End-of-Course ENGLISH / LANGUAGE ARTS
District (Spring 2017)
District (Spring 2018)
Arizona (Spring 2017)
Arizona (Spring 2018)
Percent Passing
100
90
80
70
60
50
40
30
20
10
0
ELA 9
ELA 10
ELA 11

Third Grade AzMERIT End-of-Year Results

- In Math:
  - Four (4) of 14 schools showed increases in proficiency rates from 2017 levels
  - The largest increases in proficiency rates were:
    - Wilson (+14 percentage points)
    - Harelson (+7 percentage points
  - The largest decreases in proficiency rates were:
    - Holaway (-18 percentage points)
    - Copper Creek (-13 percentage points)
  - One school – Painted Sky – had proficiency rates above 80% in 2018. Three (3) other schools were at or above 70%: Harelson, Innovation Academy, and Wilson.
  - Two schools – Keeling and Prince – had proficiency rates below 20%
  - Proficiency rates ranged from 14% to 83%

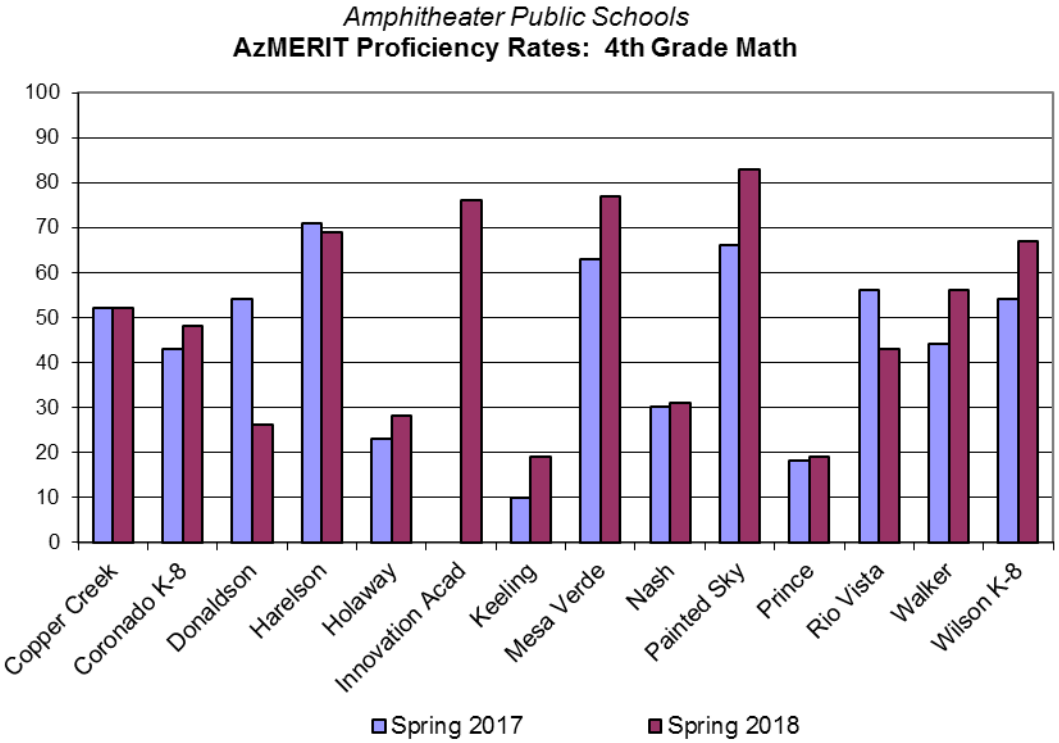


- In English/ Language Arts:
    - Twelve (12) of 14 schools showed decreases in proficiency rates from 2017 levels
    - The largest decreases in proficiency rates were:
        - Keeling (-19 percentage points)
        - Mesa Verde (-18 percentage points), reversing last year's trend
        - Donaldson and Nash (-16 percentage points)
    - The only increase in proficiency rates was at Rio Vista (+5 percentage points)
    - One school – Painted Sky – had a proficiency rate near 70% in 2018. Three (3) other schools were at or above 60%: Harelson, Innovation Academy and Wilson
    - Two schools – Keeling and Nash – had proficiency rates below 20%
    - Proficiency rates ranged from 8% to 69%

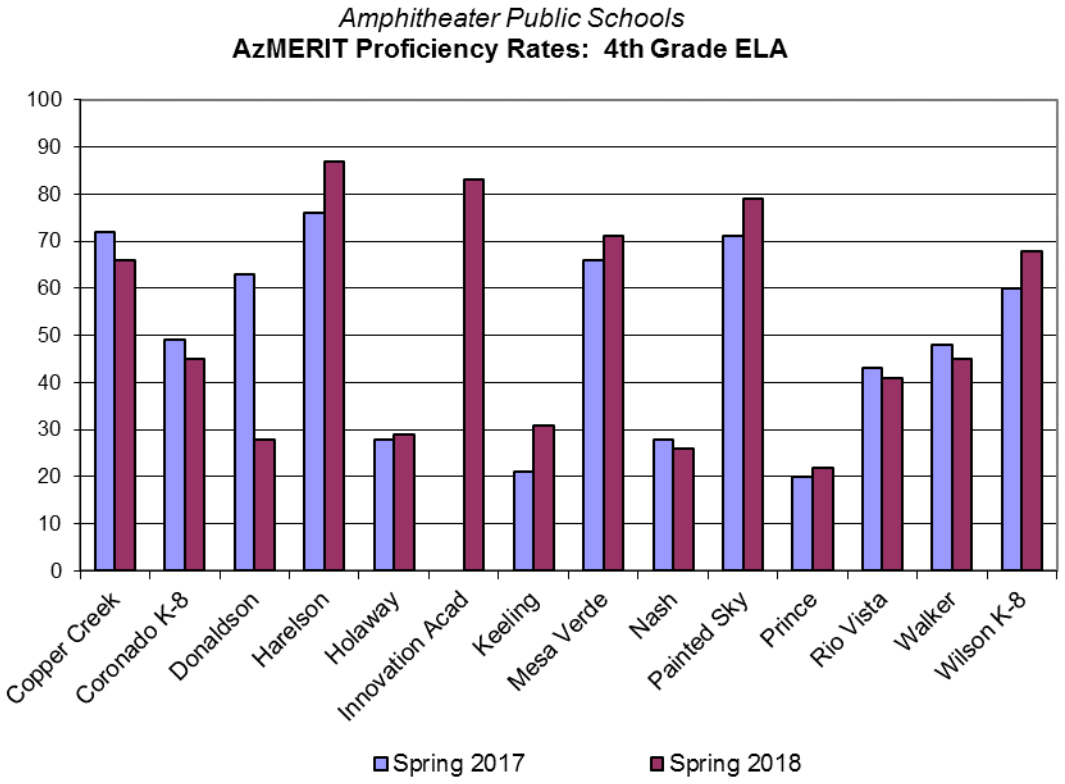


Fourth Grade AzMERIT End-of-Year Results:

- In Math:
  - Nine (9) schools showed increases in proficiency rates from 2017 levels – five more schools than last year!
  - The largest increases in proficiency rates were:
    - Painted Sky (+17 percentage points)
    - Mesa Verde (+14 percentage points)
  - The largest decreases in proficiency rates were:
    - Donaldson (-28 percentage points)
    - Rio Vista (-13 percentage points)
  - Only one school – Painted Sky – had a proficiency rate above 80% in 2018. One other school – Mesa Verde – had a proficiency rate above 70%
  - Two schools – Keeling and Prince – had proficiency rates of less than 20%
  - Proficiency rates ranged from 19% to 83%

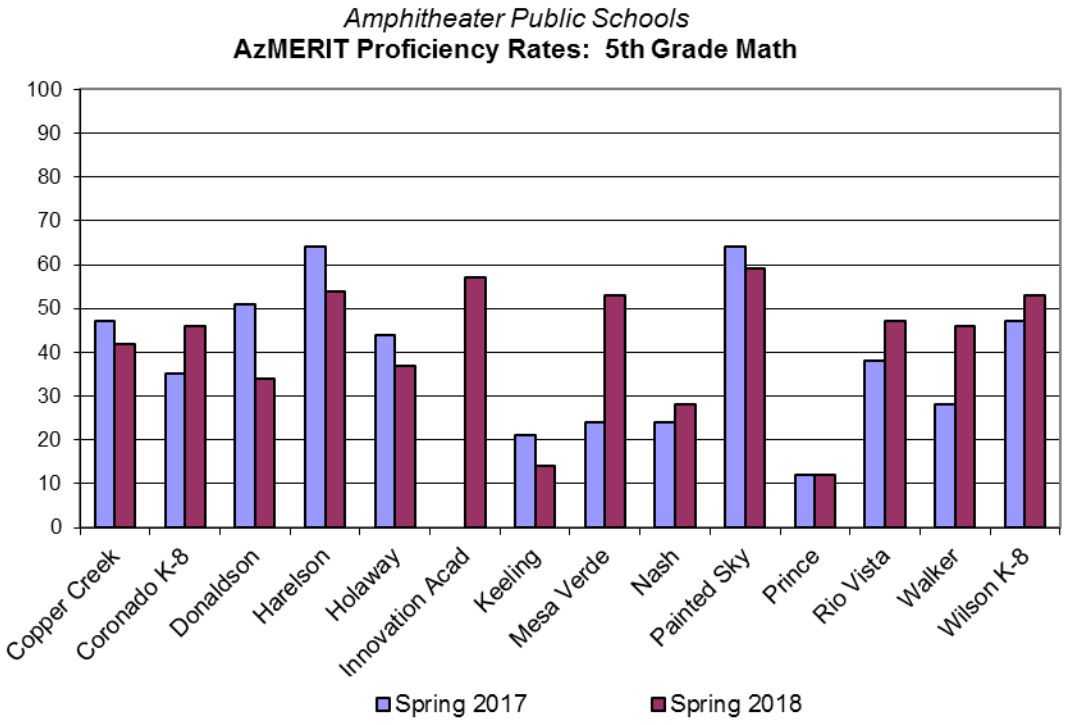


- In English/ Language Arts:
    - Seven (7) schools showed increases in proficiency rates from 2017 levels – one school more than last year
    - The largest increase in proficiency rate over 2017 was:
        - Harelson (+11 percentage points)
    - The largest de crease in proficiency rate from 2017 was:
        - Donaldson (-35 percentage points)
    - Two (2) schools had proficiency rates above 80% in 2018: Harelson and Innovation Academy. Two (2) other schools had a proficiency rate above 70%: Painted Sky and Mesa Verde.
    - Proficiency rates ranged from 22% to 87%

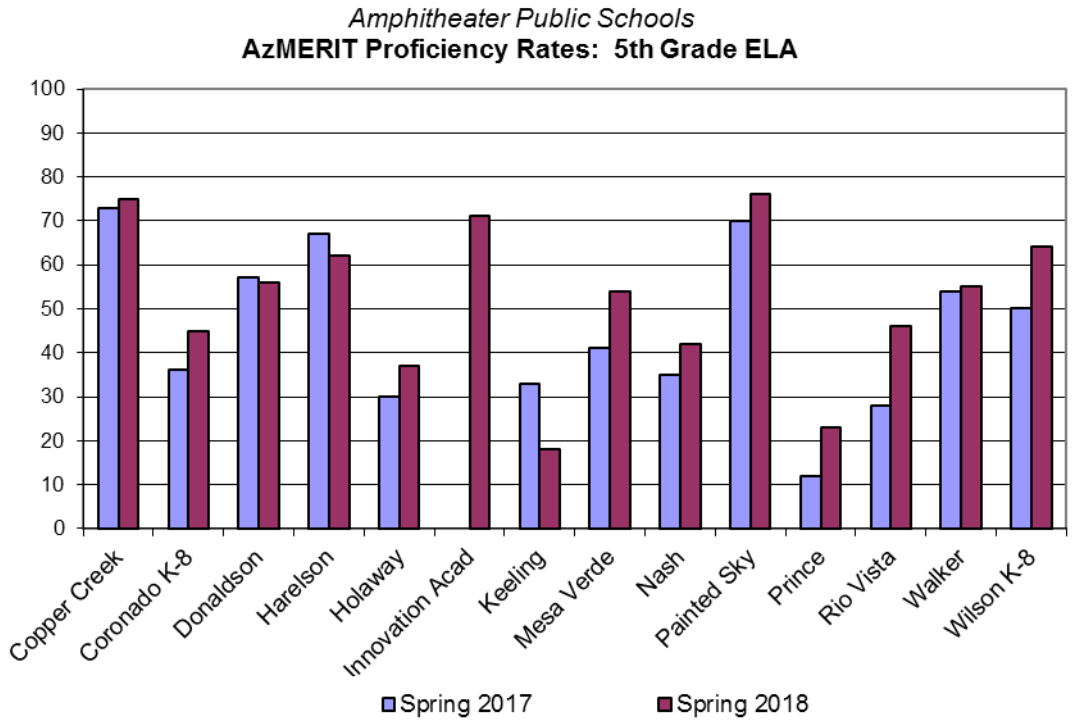


Fifth Grade AzMERIT End-of-Year Results:

- In Math:
    - Six (6) schools showed increases in proficiency rates from 2017 levels
    - The largest increases in proficiency rates were:
        - Mesa Verde (+29 percentage points)
        - Walker (+18 percentage points)
    - The largest decreases in proficiency rates were:
        - Donaldson (-17 percentage points)
        - Harelson (-10 percentage points)
    - Three schools – Harelson, Mesa Verde, and Painted Sky – had proficiency rates above 50% in 2018.
    - One school – Prince – had a 12% proficiency rate, unchanged from last year.
    - Proficiency rates ranged from 12% to 59%

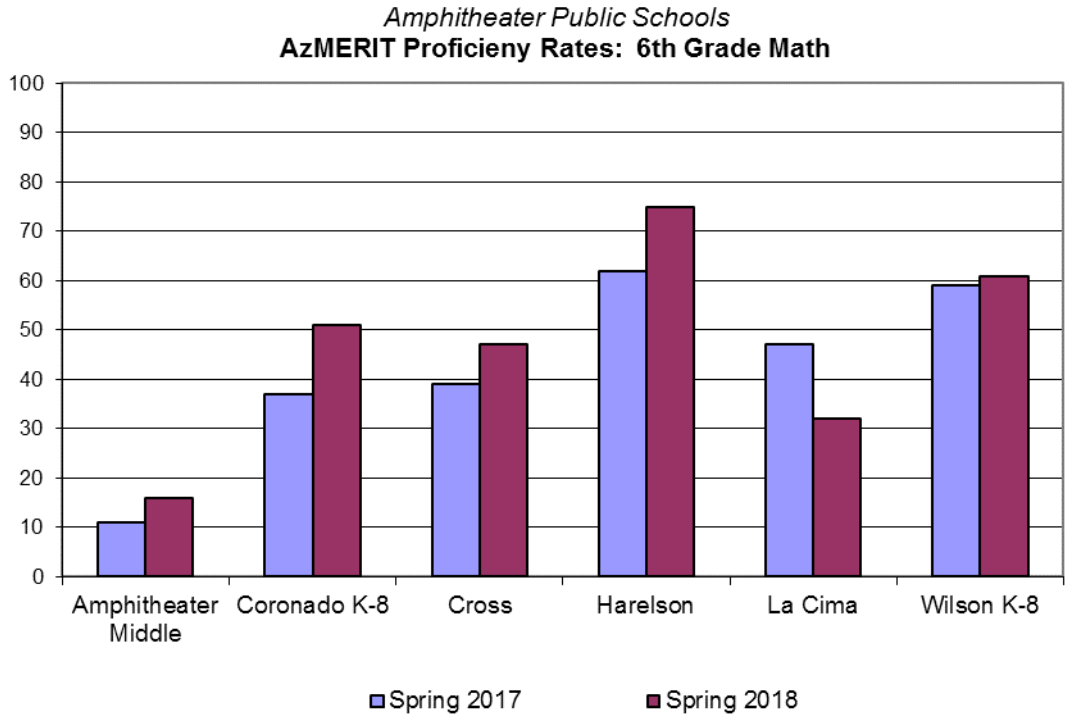


- In English/ Language Arts:
    - Ten (10) schools showed increases in proficiency rates from 2017 levels – four more than last year!
    - The largest increases in proficiency rates were:
        - Rio Vista (+18 percentage points), a positive reversal from last year
        - Wilson K-8 (+14 percentage points)
    - The largest decrease in proficiency rates was at Keeling (-15 percentage points)
    - Three schools – Copper Creek, Innovation Academy, and Painted Sky – had proficiency rates above 70% in 2018. Two other schools were at or above 60%: Harelson and Wilson.
    - One school – Keeling – had a proficiency rate below 20%
    - Proficiency rates ranged from 18% to 76%

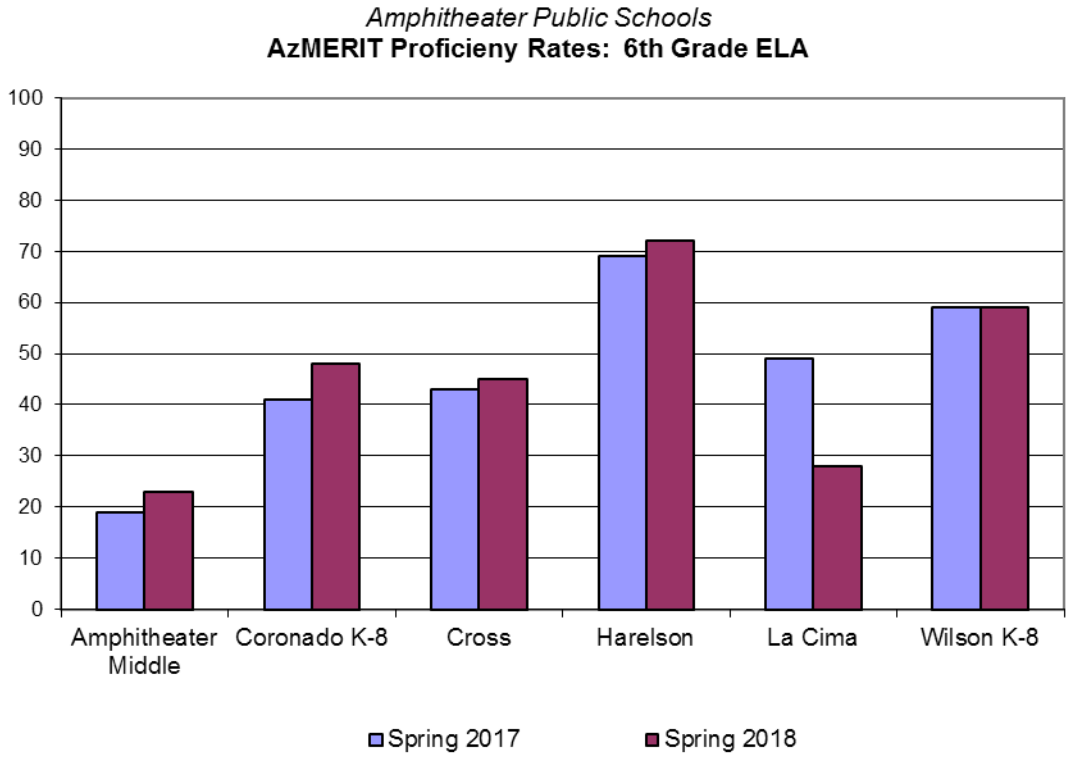


Sixth Grade AzMERIT End-of-Year Results:

- In Math:
    - Five (5) of six schools showed increases in proficiency rates from 2017 levels
    - The largest increases in proficiency rates were:
        - Coronado (+14 percentage points)
        - Harelson (+13 percentage points)
    - The largest decrease in proficiency rates was:
        - La Cima (-15 percentage points)
    - One school – Harelson – had a proficiency rate above 70% in 2018. Two schools – Coronado and Wilson – had proficiency rates above 50%.
    - One school – Amphi Middle – had a proficiency rate below 20%
    - Proficiency rates ranged from 16% to 75%

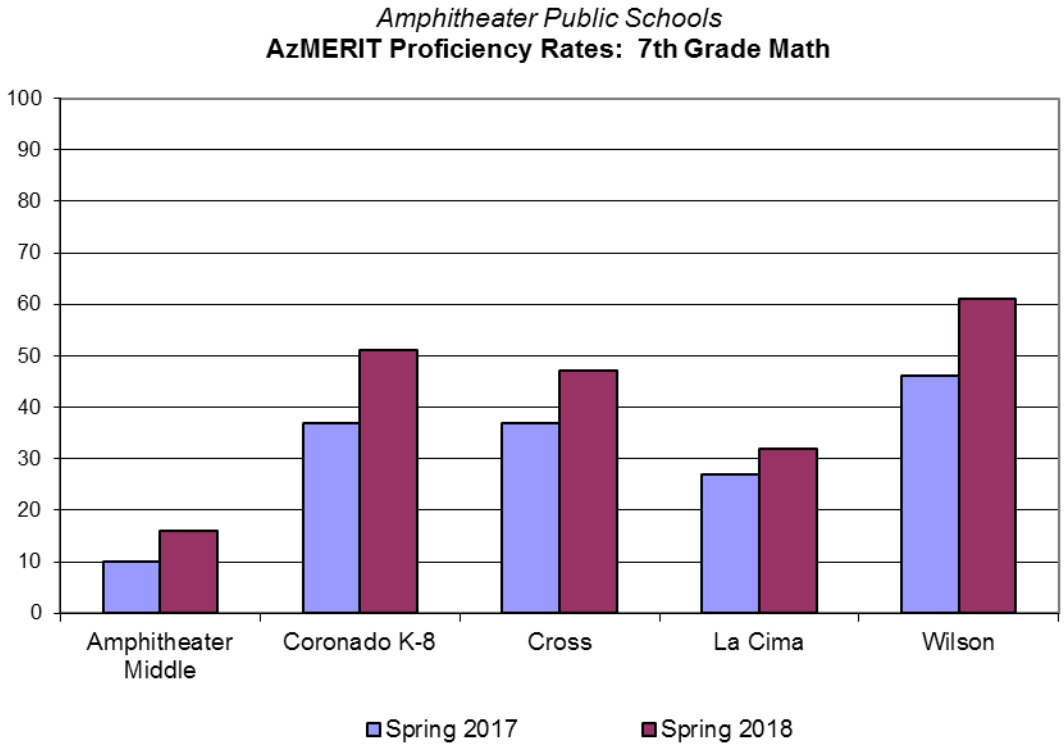


- In English/ Language Arts:
    - Four (4) of six schools showed increases in proficiency rates from 2017 levels
    - The largest increase in proficiency rates was:
        - Coronado (+7 percentage points)
    - The largest decrease in proficiency rates was:
        - La Cima (-21 percentage points)
    - Two schools – Harelson and Wilson – had proficiency rates at or above 60% in 2018.
    - Proficiency rates ranged from 23% to 72%

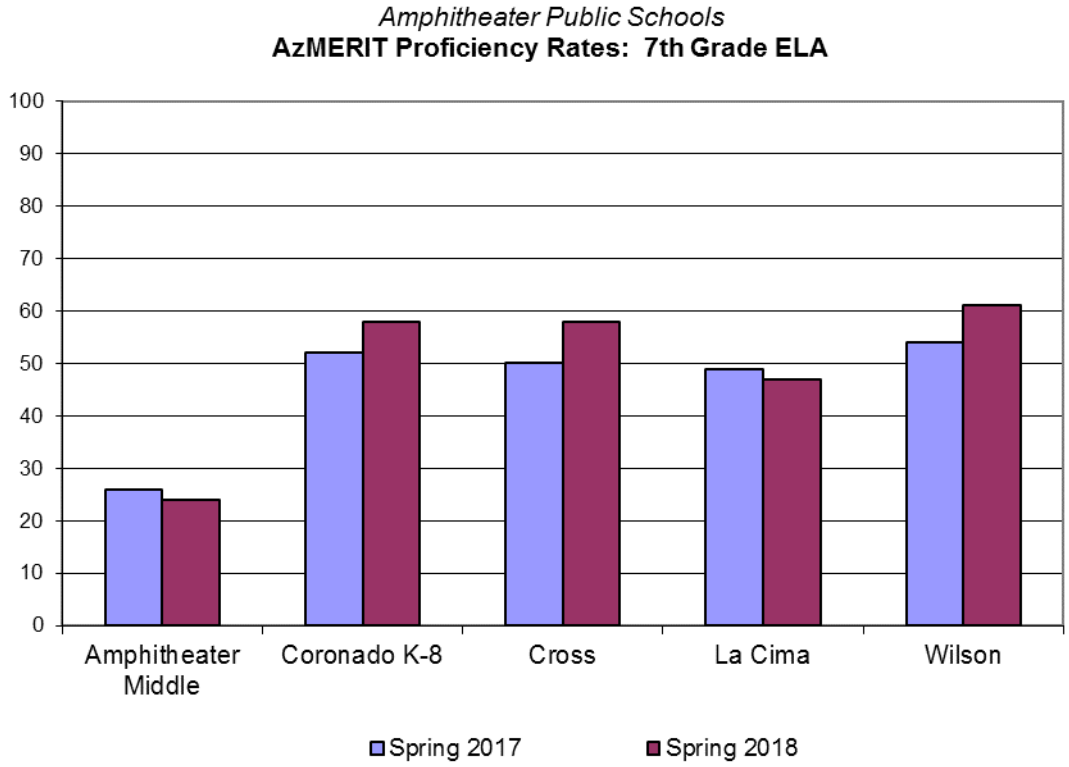


Seventh Grade AzMERIT End-of-Year Results:

- In Math:
  - All five (5) middle schools showed increases in proficiency rates from 2017 levels
  - The largest increase in proficiency rate was:
    - Wilson (+15 percentage points)
    - Coronado (+10 percentage points)
  - Only one school – Wilson – had a proficiency rates above 60% in 2018, but two others – Coronado and Cross – had proficiency rates around 50%
  - One school – Amphi Middle – had a proficiency rate below 20%
  - Proficiency rates ranged from 16% to 61%

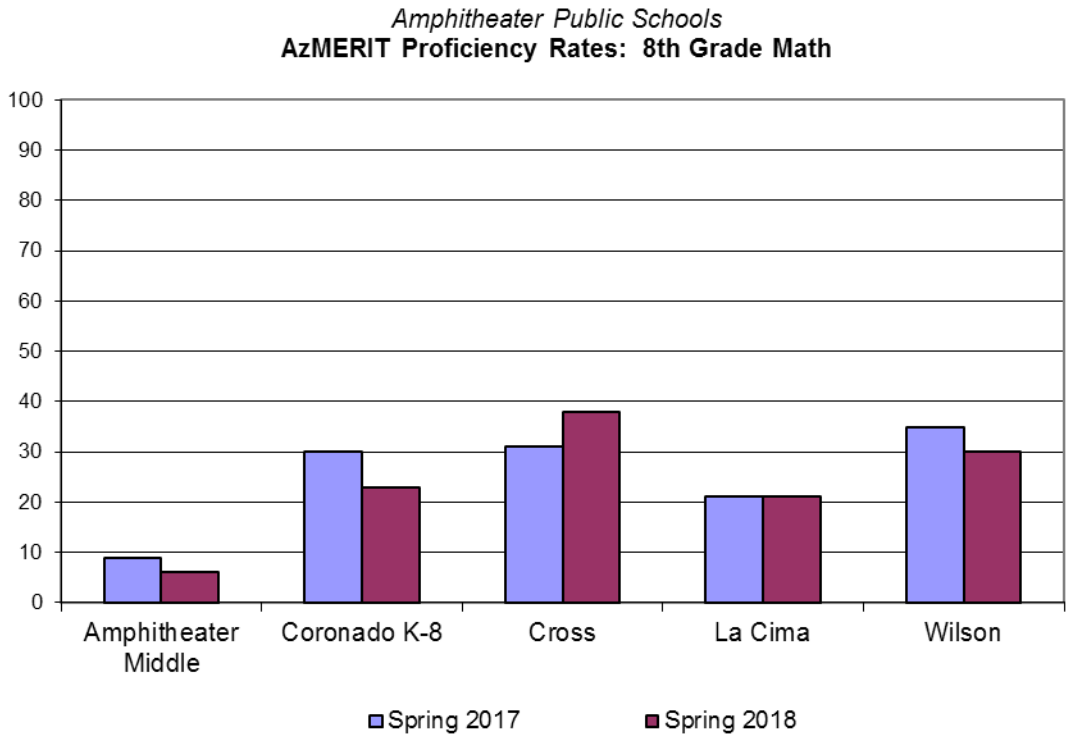


- In English/ Language Arts:
  - Three (3) of five schools showed increases in proficiency rates from 2017 levels
  - The largest increases in proficiency rate was:
    - Cross (+8 percentage points)
  - The two schools whose proficiency rate decreased – Amphi Middle and La Cima – only showed decreases of 2 percentage points
  - Three schools – Coronado, Cross, and Wilson – had proficiency rates near 60% in 2018
  - Proficiency rates ranged from 24% to 61%

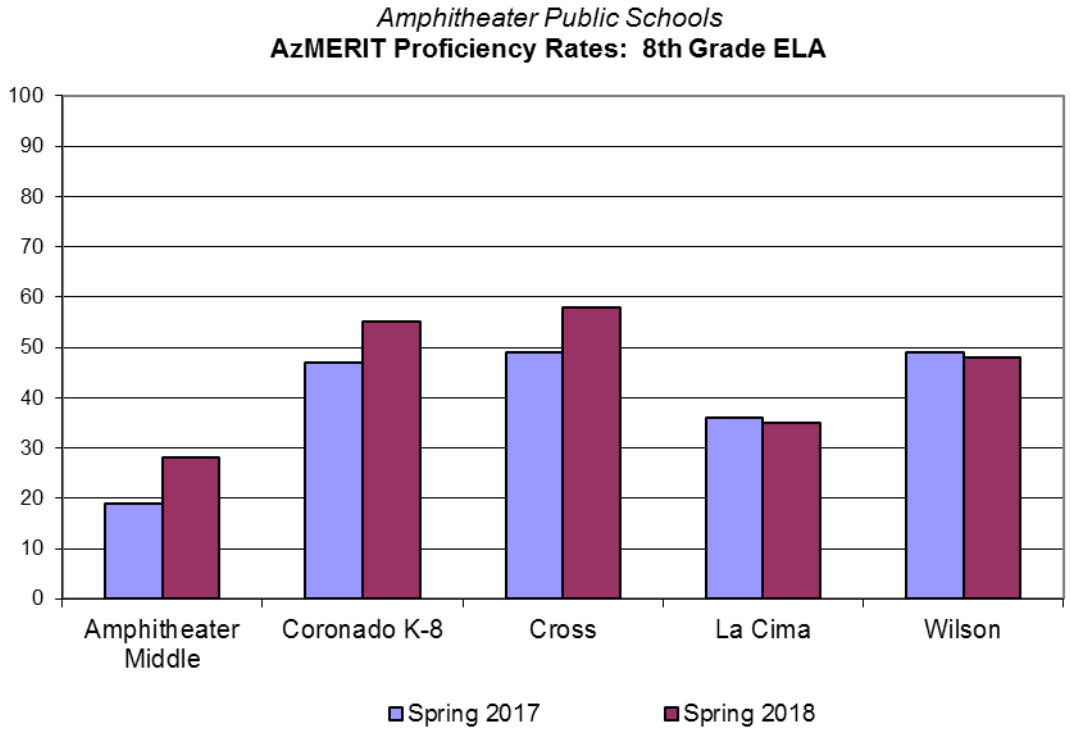


Eighth Grade AzMERIT End-of-Year Results:

- In Math:
  - Two (2) of five schools increased from or stayed the same as 2017 levels
  - The largest increase in proficiency rate was:
    - Cross (7 percentage points), reversing a trend
  - The largest decrease in proficiency rate was:
    - Coronado (-7 percentage points)
  - Two schools – Cross and Wilson – had proficiency rates at or above 30% in 2018
  - One school – Amphi Middle – had a proficiency rate below 10%
  - Proficiency rates ranged from 6% to 38%



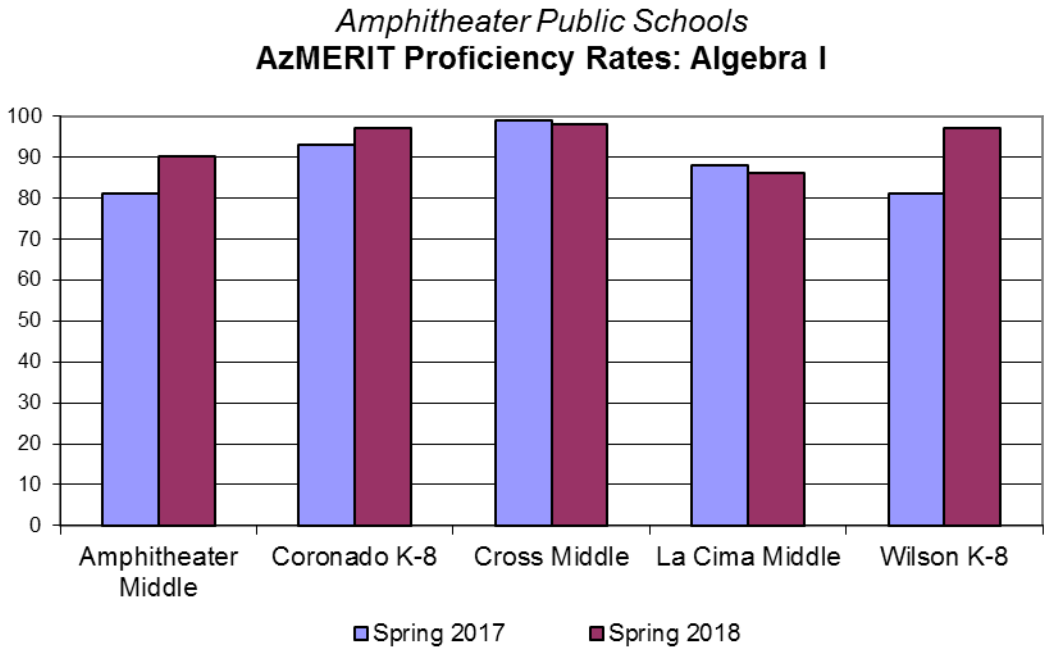
- In English/ Language Arts:
    - Three (3) schools showed an increases in proficiency rates from 2017 levels: Amphi Middle, Coronado, and Cross
    - The largest increase in proficiency rates were at:
        - Amphi Middle (+9 percentage points)
        - Cross (+9 percentage points)
    - Both schools who had a decrease in proficiency rates decreased only slightly (by 1 percentage point)
    - Two schools – Coronado and Cross – had proficiency rates above 50% in 2018
    - Proficiency rates ranged from 28% to 58%



AzMERIT End-of-Course Results: Middle School Mathematics

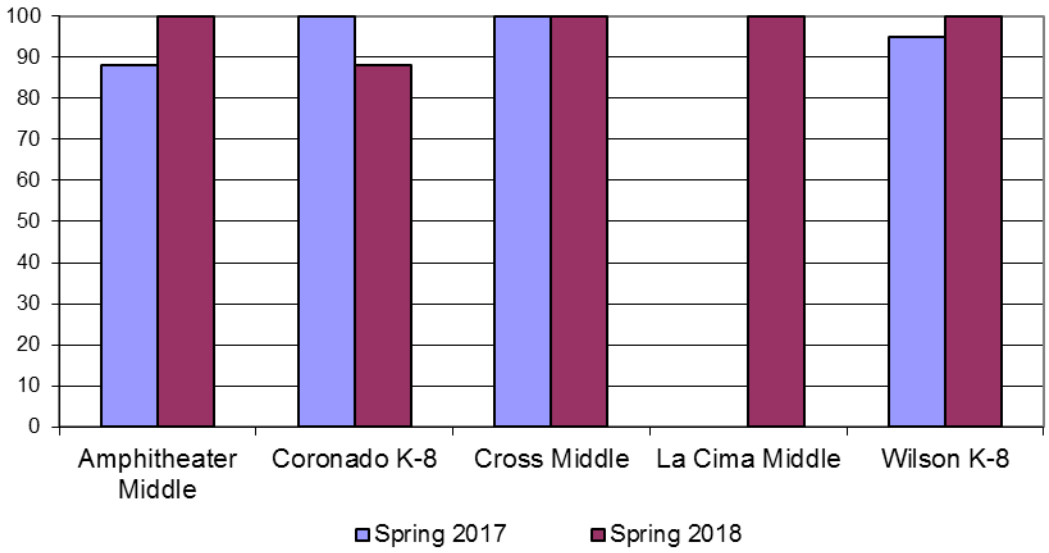
All students taking certain high school-level math courses (Algebra I, Geometry, or Algebra II) are required to take the AzMERIT End-of-Course test, even if they were still enrolled in middle school grades. Scores for middle school students taking the AzMERIT End-of-Course Math test are presented separately from the high school students.

- For Algebra I:
  - Three of five schools showed increases in proficiency rates over 2017.
  - Four schools had proficiency rates at or above 90%
  - Decreases in proficiency rates occurred at two schools, but only by -1-2 percentage points
  - The largest increases in proficiency rates was at Wilson (+16 percentage points)
  - Proficiency rates ranged from 86% to 98%
- For Geometry:
  - All middle school Geometry proficiency rates in 2018 were above 88%
  - One school decreased from 2017 rates (Coronado), two schools increased (Amphi Middle and Wilson), and Coronado stayed the same.
  - Proficiency rates ranged from 88% to 100%
- Too few middle school students took the Algebra II assessment to make any generalizations



Amphitheater Public Schools

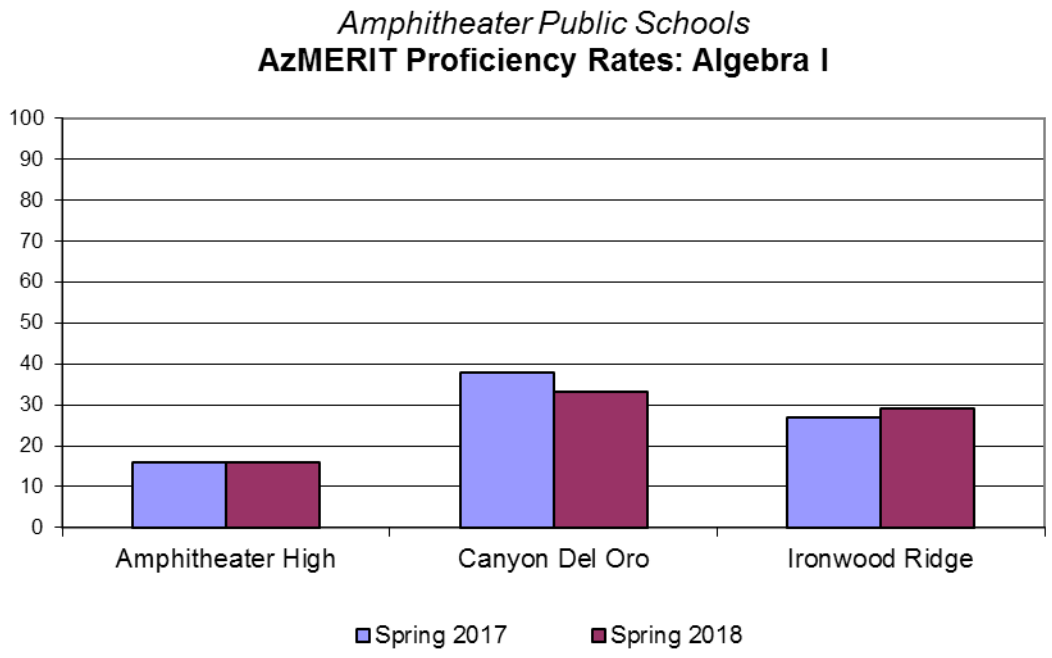
AzMERIT Proficiency Rates: Geometry



AzMERIT End-of-Course Results: High School Mathematics

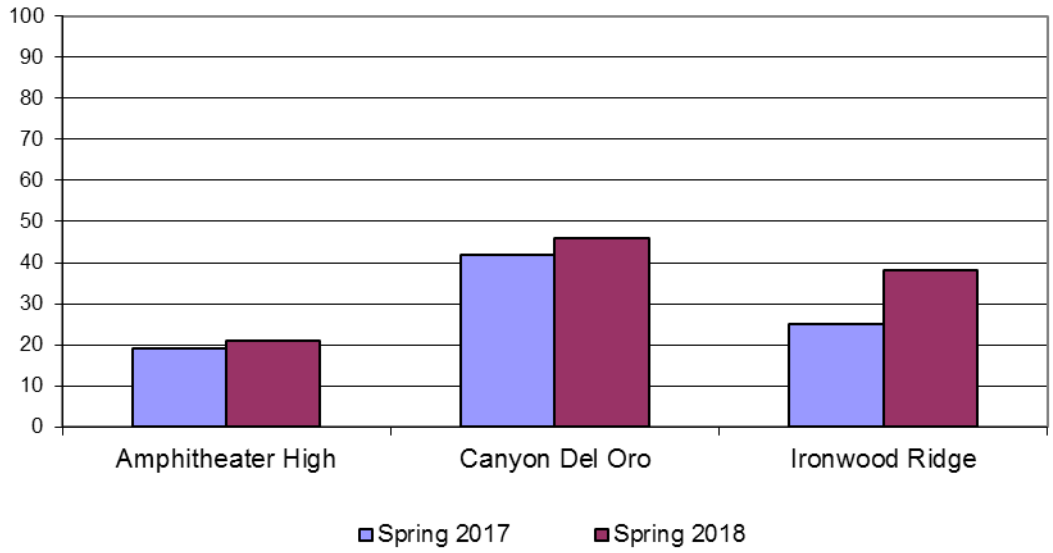
Students finishing credits in certain high school-level math courses (e.g., Algebra I, Geometry, and Algebra II) are required to take the AzMERIT End-of-Course Mathematics test.

- For Algebra I:
    - Only Ironwood Ridge schools showed an increase in proficiency rates from 2017 levels for Algebra I. Amphi High remained the same
    - The largest increase in proficiency rate was a modest 2 percentage points; the largest decrease was -5 percentage points
    - Only Canyon del Oro had a proficiency rate above 30%
    - Proficiency rates ranged from 16% to 33%
- For Geometry:
    - All three high schools showed increases in proficiency rates from 2017
    - The largest increase in proficiency rate was a whopping 13 percentage points, for Ironwood Ridge
    - Only Canyon del Oro had a proficiency rate above 40%
    - Proficiency rates ranged from 21% to 46%
- For Algebra II:
    - All high schools showed modest decreases in proficiency rates from 2017 levels
    - Only Canyon del Oro had a proficiency rate above 50%
    - Proficiency rates ranged from 30% to 53%



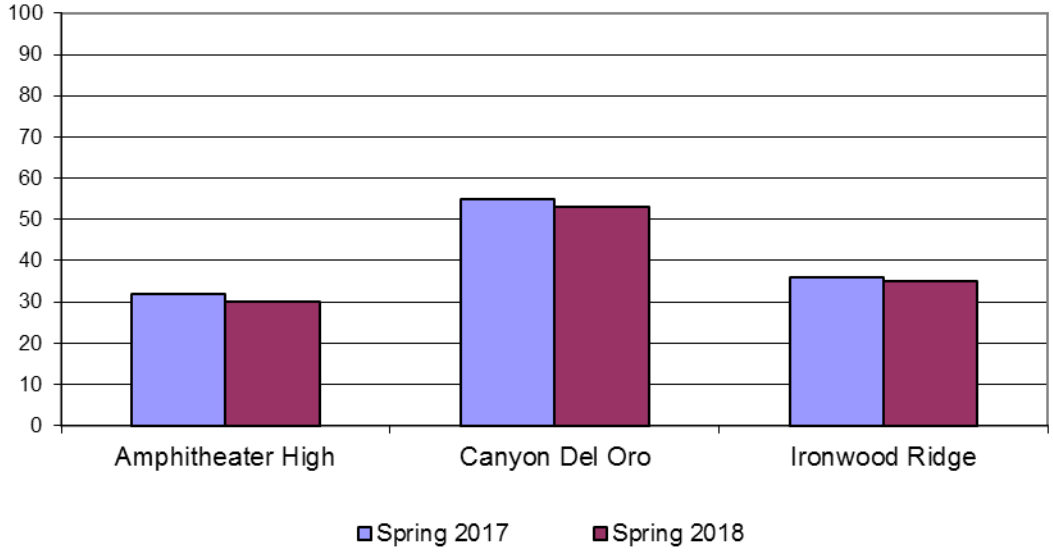
Amphitheater Public Schools

AzMERIT Proficiency Rates: Geometry



Amphitheater Public Schools

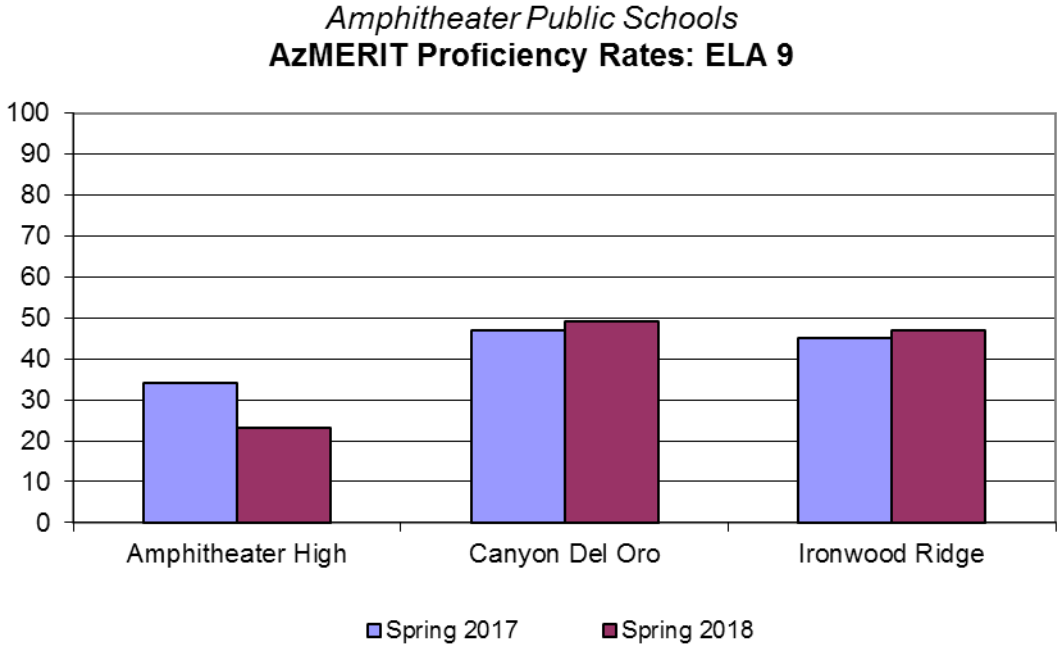
AzMERIT Proficiency Rates: Algebra II



AzMERIT End-of-Course Results: High School English/Language Arts

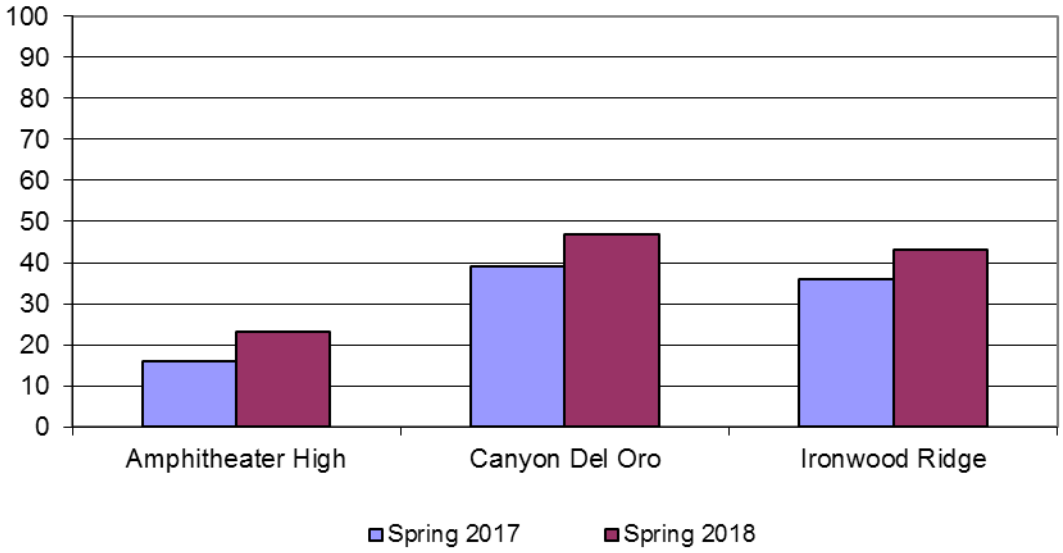
Students finishing credits in certain high school-level English courses (e.g., English 9, English 10, and English 11) are required to take the AzMERIT End-of-Course ELA test.

- For ELA 9:
  - Two of three high schools showed increases in proficiency levels from 2017 for ELA 9
  - The largest decrease in proficiency rate was at Amphi High (-11 percentage points)
  - Both Canyon del Oro and Ironwood Ridge were above a 40% proficiency rate
  - Proficiency rates ranged from 23% to 49%
- For ELA 10:
  - All three high schools showed increases in proficiency rates from 2017 levels
  - The largest increase in proficiency rate was at Canyon del Oro (+8 percentage points)
  - Both Canyon del Oro and Ironwood Ridge were above a 40% proficiency rate
  - Proficiency rates ranged from 23% to 47%
- For ELA 11:
  - Both Canyon del Oro and Ironwood Ridge showed increases in proficiency rates from 2017 levels for ELA 11
  - The largest increase was at Canyon del Oro (+16 percentage points)
  - The proficiency rate at Amphi High had a modest decrease (-1 percentage point)
  - Only Canyon del Oro was above a 40% proficiency rate
  - Proficiency rates ranged from 17% to 42%



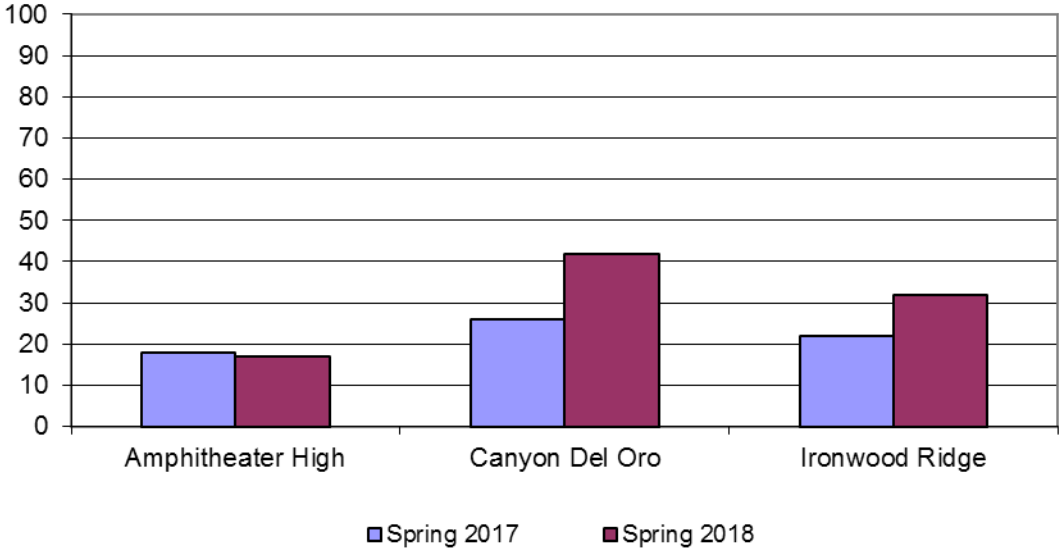
Amphitheater Public Schools

AzMERIT Proficiency Rates: ELA 10



Amphitheater Public Schools

AzMERIT Proficiency Rates: ELA 11

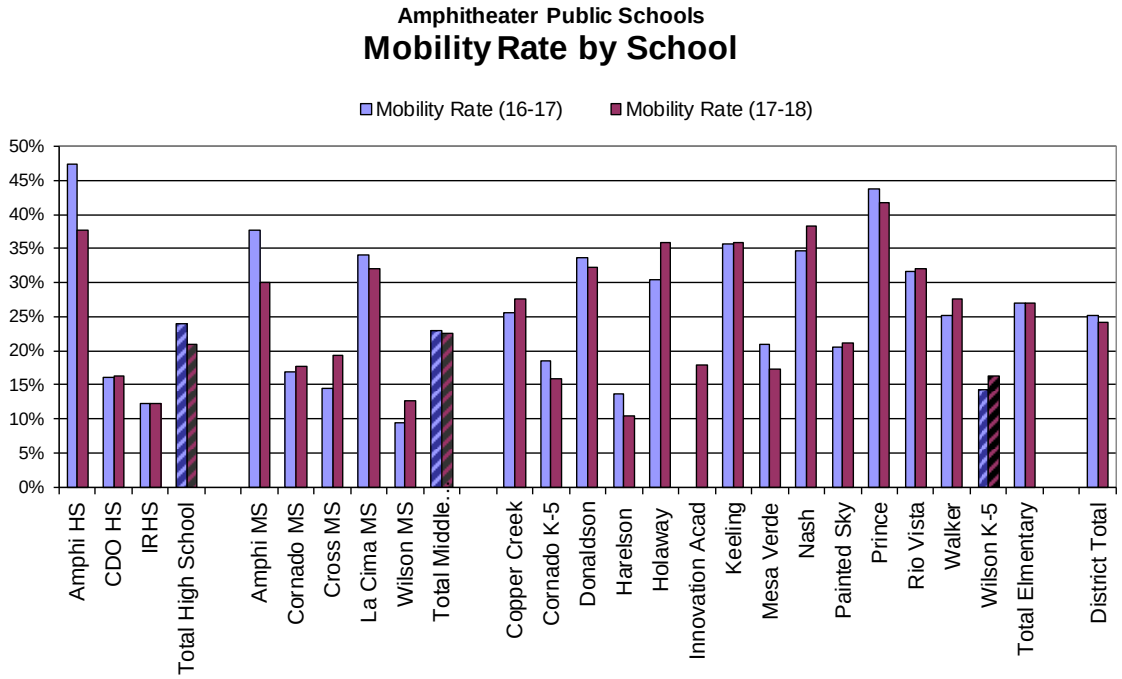


Mobility Rates

One factor that may have an influence on proficiency rates at some schools is the student mobility. The district experienced an increase in student mobility rates at both elementary and secondary grade levels. At the end of the 2017-18 school year, the District mobility rate was 24%.

Twelve (12) schools showed an increase in mobility from 2017 to 2018.

Several schools have a rate above 30%, including Prince (42%), Amphi High (38%), Amphi Middle (30%), La Cima (32%), Donaldson (32%), Holaway (36%), Keeling (36%), Nash (38%), and Rio Vista (32%).



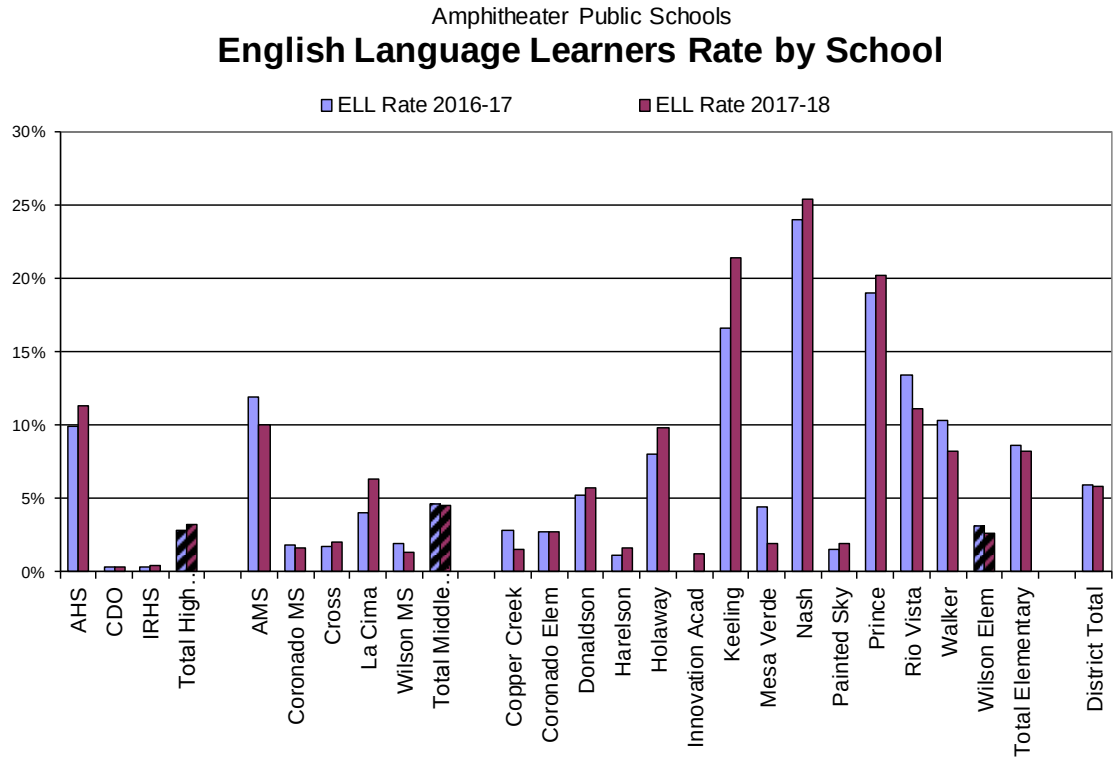
English Language Learner Rate

Another factor that may have an influence on proficiency rates at some schools is the number of students who do not speak English as their native language. The district experienced no change in English Language Learner student enrollment during 2018, remaining steady at about 6%.

Despite the overall stabilization of ELL enrollment, 14 schools showed an increase in ELL enrollment rates over the past year. Most of these increases were slight, but two schools – La Cima and Keeling – had increases of 2% and 5%. Decreases from 2017 rates were equally modest, with the largest decrease of -2.6% at Mesa Verde.

Historical data show that ELL reenrollment rates at five (5) schools is higher in 2017-18 than any other year since 2008-09. Those schools are Amphi High, Cross, Donaldson, La Cima, and Nash.

Three schools have ELL rates above 20%: Keeling (31%), Nash (25%), and Prince (20%).



Amphitheater Unified School District
301 Performance Pay Plan 2018-2019

Overview

This document describes the implementation of Performance-Based Compensation as a result of Proposition 301 for Amphitheater Public Schools. Amphitheater will implement site-based plans designed to target student achievement and student engagement and to provide teachers with professional development in support of the goals of each plan. Participation will be optional and made available to all employees who meet the statutory requirements. Although the plan will focus at the site level, compensation, consistency, accountability, and conformity with statutory requirements will occur at the district level.

Rationale

It is the goal of the Amphitheater School District that the implementation of this program and any revenues received be focused directly on student achievement, student engagement, professional development, and established district/site continuous improvement plans.

The Amphitheater Performance-Based Plan (301) requires individual sites to develop and implement plans that meet the specific needs of the students attending that school. The development and implementation of each site plan will result from collaboration of all participating employees. Each eligible participant will agree to the plan each year by signing a participation agreement. Participants can withdraw at any time. This agreement will serve as the required "vote". Participants at the site will establish a means for documenting individual participation. However, the site plan will be designed in such a manner that the results are documented on a school-wide basis.

While the design, implementation, and evaluation of each plan will occur at the site level, an Oversight Committee will review plans and make recommendations to the superintendent for approval. The purpose of the Oversight Committee will be to monitor adherence to statutory requirements of the Performance-Based Compensation portion of Proposition 301, to monitor accountability and consistency between its plans, to disseminate information and make recommendations to modify the performance-based plan.

Eligibility

Participation will be open to all certified employees who meet the statutory requirements. Participation is optional, with only those participating being eligible for additional compensation from the State funding for this plan. Itinerant employees shall identify one site for their participation in the Performance-Based Compensation Plan.

Employees will acknowledge their choice of participation in the Performance-based Compensation Plan by written affidavit by the Friday before Fall Break when site plans are due. A signature agreeing to participate in the plan will serve as a "vote" in favor of the plan. Employees will not be permitted to join the performance-based compensation plan during the course of the year unless newly hired or special circumstances occur as approved by the coordinator of the Pay for Performance Plan. Employees joining the plan late will receive prorated compensation based on their start date. Employees after the start of the spring semester, however, will not be eligible for the plan until the next fiscal year.

An employee's annual evaluation should not be affected by their decision regarding participation in the performance pay plan.

Employees who have been recommended for non-renewal for inadequate classroom performance or unprofessional conduct during the current year are not eligible for monies from the performance-based plan.

Compensation

With the intent of equalizing the performance-based compensation for each participating employee, the total funds allocated to the district will be adjusted at the district level at the end of the academic (fiscal) year to assure that participating employees with equal achievement receive equal compensation.

Attainment of Goal IA and Goal IB will result in qualifying teachers receiving 60% of the allocated performance dollars. Attainment of Goal II will result in teachers receiving 40% of the allocated performance dollars. In cases where achievement is less than the goal, compensation will be on a prorated basis. Compensation will be computed on a percent mastery rate achieved towards the goal. Attainment of both Goal I A&B and Goal II will result in qualifying teachers to receive 67% of the allocated performance dollars. Pursuant to ARS 15-977, the Amphitheater District 301 Plan will include the requirement that 33% of the available funds for performance pay be based on the Amphitheater Teacher Performance Evaluation System (ATPES) performance classification of the teacher (e.g., Highly Effective, Effective, Developing, Ineffective).

Teachers who are involved for the first time will receive their sign on compensation of up to $600 at the same time as returning teachers receive their pay for performance monies. Actual compensation amounts are determined by revenue received from the state, number of participants, and the number that are successful.

Pay for performance will be based on the percentage of the employee's FTE. For example, a 2/5 employee is eligible to receive 40% of the allocated dollars for performance.

Upon successful completion of the program, qualifying employees of Amphitheater Public Schools will receive Goal I, Goal II and performance classification compensation after the District has received and analyzed applicable test data from the preceding year. The time required for analysis and processing of program results is varies dependent upon the receipt of assessment data. Goal I and/or Goal II compensation will also be made to former employees who have retired from the District prior to receipt of test data. Notwithstanding their retirement status, retirees shall receive their compensation at the same time as payment to current employees. Participants who have left the District are eligible to receive 301 monies. It is the employee's responsibility to provide an accurate address. Checks returned to the district will be held for one year in the finance office.

Structure of the 301 Site Plan

Every school submits a 301 Site Plan each year consisting of the following components:

1. Purpose of the Site Plan: *(identify targeted student achievement in **one** core content area)*

2. Rationale of the Site Plan:
(Explain the specific needs of your student population and address the benefits of the site plan)

- **School Engagement** *(one or two areas)*

- **Core Content Area**

3. Planning Committee has reviewed attendance rate (ALL SCHOOLS) and drop out or graduation rate (HS) as a consideration in the creation of this plan. YES
Attendance Rate from previous year _____
Graduation Rate _____OR
Drop Out Rate _____

4. Planning Committee has reviewed Parent Climate Surveys as a consideration in the creation of this plan. YES Focus Area (if applicable) _____

5. Goal I, Part A: School Engagement
*(Goal statement, site chosen measure(s), include **all** students, document growth)*

6. Goal I, Part B: Site Method of Student Achievement Assessment
*(Goal statement, address **one** core content area, district-approved assessment(s), continuously enrolled students, 80% achievement)*

7. Goal II: AzMERIT
*Goal Statement: In grades 3-8, 75% of all continuously enrolled students will maintain or exceed the **AZMerit** scale score from the prior year in core content area of **English Language Arts** or **Math**. For **AzMERIT End of Course Assessments in Middle Schools and High Schools**—passing rates of continuously enrolled students will be maintained or will increase from the previous year.*

8. Professional Development
- Rationale: *(address how this will support the site plan)*
- Content:
- Dates:
- Attendance Records:

9. Support of Site Plan
- Strategies/activities teachers will do to support plan:
- Means of documenting individual teacher involvement:

10. Concerns/limitations

Reporting Results

Each school must submit a report at the end of the school year. The Oversight Committee reviews the reports and the data analysis for Goal II and makes recommendations for the payout. The contents of the report are as follows:

Amphitheater 301 Performance Pay Plan Results
School:

1. Goal I, Part A: School Engagement

- Restate Goal
- Pre-assessment Data Results
- Post-assessment Data Results
- Briefly state supporting evidence
- Goal Met _____YES _____NO

2. Goal I, Part B: Site Based Assessment

- Restate Goal:
- Pre-assessment Data Results
- Post-assessment Data Results
- Briefly state supporting evidence
- Goal Met _____YES _____NO

2. Goal II: AzMERIT
   This analysis is completed by the district data department and presented to each school.

The following section addresses each plan element addressed by the Arizona Performance Based Compensation Task Force Rubric:

3. Inclusion of district and school performances

The Amphitheater plan includes student performance results on a site selected method of summative assessment in the targeted academic area for that school (i.e., NWEA MAP testing in math or reading, developmental reading assessments, writing assessments, etc.). Each site also selects a student engagement goal and assessment. The formative assessment for this plan is in the form of a site selected student engagement goal and assessment. Teachers and administrators at each site determine the academic focus area and the focus area for student engagement. Their selection is based upon analysis of data from the previous year. The results of AzMERIT testing are utilized for Goal II. The school chooses ELA or Mathematics. The 301 Site Plan aligns with the school's improvement plan.

Goal IA: Each school will develop a student engagement goal and select an appropriate method of assessment. Student engagement goals may address, but not be limited to: attendance, tardiness, dropout rate, suspension rate, graduation rate, office referrals, number of students passing Advanced Placement exams, increase in the number of students involved in extracurricular activities, etc.

Goal IB: Each school will establish a student achievement goal and an appropriate approved assessment to measure student progress toward that goal. The goal must be met at an 80% or higher level.

Goal II: AZMerit results will be used to determine the compensation for Goal II.

Inclusion of academic progress toward academic standards adopted by the state board of education

Previously, AIMS test results were utilized to determine the payout for "Goal II" of the Amphitheater plan. We are transitioning to using the results from the AzMERIT test. All of the site selected methods of assessment for Goal I are tied closely to the Arizona Career and College Readiness Standards.

4. Inclusion of other measures of academic progress

Schools have the option of including report cards and progress reports as a part of their Student Engagement Goal. Each school chooses a site selected method of assessing student achievement. The choices most often made at the schools include:

Student Engagement Assessment Examples	**Student Achievement (Formative and Summative) Examples**
• Student progress on report cards or progress reports • Increase in actual student engagement in classroom activities as measured by peer or administrative observation • Student engaged time on reading, writing or math activities • Increases in student engagement in extracurricular activities	• NWEA Measures of Academic Progress (at some sites) • DIBELS Next (at some sites) • Six Traits of Writing Rubric (at some sites) • Developmental Reading Assessment • School-wide assessments at each high school (Reading, math or writing) • Curriculum series benchmark

	assessments (e.g., Everyday Math, Reading Street, Prentice-Hall, Carnegie)

5. Inclusion of dropout or graduation rates

Each high school will analyze their drop out or graduation rate as a component of Goal IA and will document the methods and/or activities they employ to reduce dropout rates or increase graduation rates.

6. Inclusion of attendance rates

Each school will examine attendance rates and will document methods and/or activities they employ to increase attendance rates.

7. Inclusion of rates of school quality by parents

The parent survey is given each year to gather parent perceptions of the quality of their child's school. The survey results are utilized in the formation of the school improvement plan as needed. The 301 Site Plan is in alignment with the school improvement plan. Amphitheater School District completed the AdvancED accreditation process during the 2013-2014 school year and received system accreditation. We have utilized the AdvancED surveys annually. Parent surveys are included in this process.

8. Plan includes rates of school quality by students

Each school has the option of including indicators of school quality by students as a portion of the school engagement goal, Goal IA. The student survey includes questions that directly address the student perceptions of the quality of their school. Amphitheater School District completed the AdvancED accreditation process during the 2013-2014 school year and received system accreditation. We are utilizing the AdvancED surveys annually. Student surveys were included in this process.

9. Input from teachers and administrators

Teachers and administrators designed the Amphitheater 301 Performance Pay Plan in its entirety. Both teachers and administrators serve on the 301 Oversight Committee. Further, each school develops their own 301 Site Plan. The development of the plan is led by one or more teachers and involves a committee at each site. Every staff member has an opportunity to provide input to the plan and adjustments are made accordingly. Each school administrator oversees the 301 Site Plan process and provides input as needed. Upon completion of the plan, each participant signs an agreement form. This form serves as the required "vote".

10. Approval of the plans based on an affirmative vote of 70% of eligible teachers

The Amphitheater Governing Board held a Public Hearing on the Performance Pay Plan on April 11, 2006. At that time the Governing Board approved a waiver of this requirement. The rationale for the waiver was that teachers were, and continue to be, actively involved in the development and implementation of the 301 Site Plans. Plan approval occurs at each site every year. Each participant signs a participation agreement form. This serves as documentation of the "vote" on the plan. District-wide, participation in 301 Site Plans is consistently between 97% and 100%.

11. Appeals process

Each school shall have the opportunity to appeal from situations in which the school does not attain its Goal I and/or its Goal II. Appeals shall be based upon extenuating circumstances which substantially interfered with or precluded a school from attaining the goal(s). Appeals shall be in writing and must be demonstrated and supported by data and rationale. Appeals will be reviewed and determined through the following process.

a.. The written appeal request will be submitted to School Operations within ten (10) workdays of notification to the school of the level of attainment achieved by the school under Goal I and Goal II. The appeal request shall include, at a minimum:

v. A general explanation of the basis for the appeal;
vi. Data supporting the appeal and demonstrating extenuating circumstances that *substantially interfered with or precluded* a school's achievement of a goal(s) under the 301 Plan;
vii. The school's requested solution; and
viii. Rationale for the requested solution, related to the data.

b. The District 301 Oversight Committee shall meet and review the written appeal and shall make a recommendation to the Associate Superintendent for approval or denial based upon the data and rationale presented in the appeal. In addition to the criteria stated above, the committee shall also consider the following additional factors in making its recommendation:

vi. Evidence the school made significant progress toward the goal;
vii. Validity of the stated reason for not completely meeting the goal(s);
viii. The extent to which extenuating circumstances were unforeseeable and directly impacted the school's achievement of the goal(s);
ix. The school's interventions or efforts in response to the extenuating circumstances; and
x. Interests of consistency and fairness for all schools.

c. The 301 Oversight committee shall submit a written recommendation and rationale to the Associate Superintendent, who shall have the discretion to make the final determination of the appeal after considering the recommendations of the 301 Oversight Committee. The Associate Superintendent shall notify the principal of the decision on the appeal.

d. The decision of the Associate Superintendent shall be final and is not subject to further appeal or grievance.

Teachers who have been recommended for non-renewal for inadequate classroom performance are not eligible for monies from the performance-based plan. Non-renewal would be recommended based on administrative evaluation of classroom performance. District policy states that the results of any evaluation which would result in a loss of income may be appealed. The appeal procedures for individual teachers in this situation are available in the district policy manual.

12. Regular evaluation of effectiveness/committee membership structure

A 301 Oversight Committee made up of a) four (4) district administrators, b) a representative from the Amphitheater Education Association, and c) three (3) certified staff members, one from each corresponding feeder pattern will serve as the main evaluators of the 301 Plan effectiveness. While the design, implementation, and evaluation of each plan will occur at the site level, the Oversight Committee will review plans and make recommendations to the superintendent for approval and review results presented by the schools to determine whether or not schools have met their goals. The purpose of the Oversight Committee will be to monitor adherence to statutory requirements of the Performance-Based Compensation portion of Proposition 301, to monitor accountability and consistency between plans, to disseminate information, and make recommendations to modify the performance-based plan.

All sites submit their plan for Oversight Committee review by mid-October each year. The committee provides feedback to the school representatives for plan improvements as needed. The committee meets again to review all site plan results and evaluates the effectiveness of the site activities and efforts. Quantitative evaluation criteria are in place to ensure consistency. The pay for performance coordinator oversees the implementation of the district 301 plan and makes recommendations to senior staff with regard to plan effectiveness.

13. Inclusion of professional development programs that are aligned with the elements of the performance based compensation system

A 301 Site Plan Writing Workshop is held for school coordinators each year. The training includes information on how to write measurable goals and how to develop site plans which are relevant, meaningful and meet the requirements of Arizona State Law.

As a part of the 301 Site Plan, schools are required to submit a site specific professional development plan which aligns with their goals. Time is set aside at each school every year for development activities which prepare teachers with strategies and methods that will be necessary to meet the goals set forth by the plan. Each school site has designated "early out" days with scheduled professional development. Since 301 Plans and School Improvement Plans are aligned, the professional development is designed with both plans in mind. Each school site provides a detailed professional development plan and calendar to the School Operations office each year.

14. Allocation of funding according to the requirements A.R.S. 15-977

Classroom Site Fund: 011-Base Salary (20%)

This portion of the fund is used to increase the base salaries of teachers.

Classroom Site Fund: 012-Performance Pay (40%)

This fund pays the performance pay to teachers each year based on the school site plan. Schools develop a plan which includes an engagement goal and a goal with a site-based assessment measure. In addition, a goal is written to address one of the areas of the AzMERIT.

Classroom Site Fund: 013-Other (40%)

This category gives the district some discretion on how to utilize the funds in the best interest of the needs of students. The option that Amphitheater has chosen this year is as follows:

- **Teacher Salaries**

Overall: 100% of the revenues received for 301 by Amphitheater have gone directly to teachers in the form of performance pay or base salary.

15. Requirements of the plan are based on the classroom performances of an individual teacher

Individual teachers play a key role in the success of students on site based methods of assessment and on the final results of all standardized testing. Our current Amphitheater Teacher Performance Evaluation System requires each teacher to examine student data, utilize appropriate assessment techniques and complete curriculum maps as a regular expectation for their job. Formative assessments utilized in the plan (i.e., NWEA MAP testing) are disaggregated to the individual teacher level and examined. Goal IA, the School Engagement Goal, requires every teacher to gather data to document progress toward the site specific goal. This data is analyzed at the end of the year and stored at each school site. Individual teachers must all contribute to their 301 Site Plan in order to participate and receive performance compensation. Although the 301 payout is linked to the results of the whole school, each teacher is fully engaged in the process. Specialist teachers submit statements detailing their contribution to the site 301 Plan.

Teachers Receiving Ratings of "1" on the Amphitheater Teacher Performance Evaluation System
Teachers who receive a rating of "1" on any indicator or whole domain of the ATPES will not receive performance pay for the period in which they were on a plan for improvement for the rating of "1". Pay will be based on the percentage of days during the previous school year that the participant WAS NOT on a plan for improvement based on a "1" rating. If the participant was on a plan for improvement due to a rating of "1" for the entire previous school year, the participant will not be eligible for performance pay.

For the 2018-2019 District Plan, 33% of the available dollars for performance pay for a teacher will be based on the performance classification determined by the Amphitheater Teacher Performance Evaluation System (ATPES) as required by ARS 15-977. Since the full amount of the pay varies by year due to fluctuations in sales tax revenue, the actual dollar amount of this portion of the pay will vary from year to year. The classifications are and the percentage of the overall available dollars attainable that will make up the 33% are as follows:

Highly Effective Performance Classification: 100% of the available funds
Effective Performance Classification: 95% of the available funds
Developing Performance Classification: 85% of the available funds
Ineffective Performance Classification: $0

Example:
Assuming a Total Amount Available Per Participant: $2500

33% of the total amount: $825
Highest amount available to a teacher designated as Highly Effective: $2500
Highest amount available to a teacher designated as Effective: $2458.75
Highest amount available to a teacher designated as Developing: $2376.25
Highest amount available to at teacher designated as Ineffective: $0

The results of each school plan will vary the amount of the remaining 67% of the total performance pay.