

**Amphitheater Unified School District #10**



**Career Ladder Reapplication  
November 15, 2013**

# Career Ladder Program Application

Fiscal Year: **2014-2015**

## 1. COVER SHEET

**School District:** Amphitheater Unified School District, #10

Current program phase: Effective at **1.0%** funding.

The 2013-2014 Career Ladder Program plan and handbook are submitted as reflective of program plans, and needs to request funding for fiscal year 2014-2015. The evaluation data from November 1, 2012, through November 1, 2013, are submitted to verify 2013-2014 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 **2014-2015**.

Apply to maintain an additional incentive program (Complete Section 9).

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### **Required Signatures:**

(Plan will not be accepted without signatures)

\_\_\_\_\_  
District Career Ladder Director

\_\_\_\_\_  
Date

Roseanne M. Lopez, Ed.D., Chief Academic Officer Elementary Education K-5

Typed name and title

\_\_\_\_\_  
District Superintendent

\_\_\_\_\_  
Date

Patrick Nelson, Superintendent

Typed name and title

# Career Ladder Program Application

Fiscal Year: 2014-2015

## 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

Patrick Nelson, Superintendent

Typed Name and Title

# Career Ladder Program Application

Fiscal Year: **2014-2015**

## 3. INDIVIDUAL COMPONENT PROGRAM PARTICIPATION

Reference A.R.S. §15-918.03.4, p. 9\*

Numbers should reflect current year as of November 1, **2013**

### A. Career Ladder participants

326 1. Number of teachers placed in **2013-2014** and receiving Career Ladder addenda

0 2. Number of other teachers participating and not receiving Career Ladder addenda

326 3. **TOTAL PARTICIPANTS (add lines 1, 2)**

837 4. Number of teachers in the district

511 5. Number of ineligible (due to revised legislative language and/or Career Ladder program criteria)

### B. Eligible teachers

326 1. Total number of eligible teachers, including participants from section A (the difference between A4 and A5)

0 2. Total number of eligible teachers choosing not to participate in Career Ladder (the difference between B1 and A3)

### C. Career Ladder participation rate

100 % (A3 divided by B1)

### D. Participation

98% 1. What was your participation rate in **2012-2013**?

99.4% 2. What was your participation rate in **2011-2012**?

Yes 3. If there are extenuating circumstances (such as numerous retirements, resignations) that have impacted the participation rate, please explain (**Phase out plan has cut stipends**)

20 4. How many schools in your district?

20 5. How many schools have at least one teacher participating in the individual component?

0 6. How many schools are district-sponsored charter schools (still added in D4)

# Career Ladder Program Application

Fiscal Year: **2014-2015**

## 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 2013-2014 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 2013-2014 handbook **must be submitted** as part of your application.

| Requirement  | Page Number(s)                                    |
|--|---|
| A. Career Ladder Mission   | 3 in Handbook                                     |
| B. Structure of Career Ladder program (excluding additional incentive component)   | 5, 6, 7 in Handbook<br>14 in Reapplication        |
| C. Provisions for placement for each level/step. Include an overview graphic of all levels and steps if not included in your handbook. | 5, 6, 7, 18-84 in Handbook<br>14 in Reapplication |

*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 <ul style="list-style-type: none"> <li>• How many levels/steps in your program? Briefly describe the differences <b>or</b> refer to specific pages in your handbook that describe the performance criteria at each level/step.</li> </ul> | 7, 18-84 in Handbook   |
| E. Evaluation of teacher's pupil progress for each level  | 86, 87 in Handbook     |
| F. Evaluation of higher level instructional responsibilities  | 18-84 in Handbook      |
| G. Program administration/steering committee (which includes teachers, administrators, a school board member, and a parent), pg. 6, §15-918.02A.6a  | 16 in Handbook         |
| H. Periodic program evaluation, review, and refinement (explains survey and data sources and collection)  | 9, 10 in Reapplication |
| I. Professional development/leadership opportunities for currently placed <ul style="list-style-type: none"> <li>• How does the use of Career Ladder funds for professional development contribute to or influence student achievement?</li> </ul>  | 6, 18-84 in Handbook   |
| J. Communication model (how information is disseminated throughout the year)  | 6 in Handbook          |
| K. Compensation system (provide a chart with levels/steps, salaries, and caps) <ul style="list-style-type: none"> <li>• How are addenda to contract determined?</li> </ul>  | 10 in Handbook         |
| L. Structure of additional incentive component (if applicable)  | N/A                    |
| M. Appeals process  | 93-96 in Handbook      |

**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?**

**Classroom Performance:** All teachers are evaluated by site level administrators utilizing the Amphitheater Teacher Evaluation System (ATPES) which includes a substantial percentage (50%) attributed to student academic progress. If teachers score a rating of “1” on any indicator, they must be evaluated further by Career Ladder for continued participation in the program.

**Higher Level Instructional Responsibilities:** Since the Phase Out is in place, most all teachers remaining on the ladder are on the top level. All teachers on the ladder must take on a leadership role in their collaborative group, become a mentor, conduct staff development or become a curriculum leader. All of these activities constitute “Higher Level Instructional Responsibilities”.

**Student Academic Progress:** All Career Ladder teachers write and implement a Student Achievement Plan that is peer reviewed at the beginning of the year and again with student results at the end of the year. In addition to the Student Achievement Plan, the teacher evaluation system (ATPES) includes student progress data for teachers and schools based on a three year student growth analysis.

*Note: All of these components will remain unchanged throughout the Phase Out process. All modifications to the program due to the Phase Out specifically avoided these required components.*

**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.**

All teacher evaluators participate in required training annually which includes inter-rater reliability sessions on evaluation of classroom teaching performance. In addition, all teachers who serve as “portfolio readers” attend the same training to ensure that each participant receives fair and consistent review and feedback.

## Career Ladder Program Levels and Modules 2013-2014

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

**This level phased out due to legislative action by 2012/20**

Instructional Skills  
Module  
(on hold)

Entry to  
Instructional Skills  
Module  
Required for experienced  
teachers new to the district  
(on hold for 2012/2013)

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

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: **2014-2015**

## 6. PROGRAM EVALUATION, REVIEW, AND REFINEMENT

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

Please note if 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

Do not include raw data or actual respondents' surveys. Include only a thorough analysis/summary of the data.

- A. Briefly summarize progress to date on program refinements/revisions from your district's fiscal year **2013-2014** application.
- B. Briefly describe and give rationale for the program refinements/revisions for the remainder of the Career Ladder program (current through 2014-2015 school year).
- C. \*\*If funding is expected to sustain the program beyond the 2014-2015 school year, provide a description and rationale for program refinements/revisions for the remainder of the program. (This should not exceed the 2015-2016 school year).



**The Career Ladder Survey will not be given this year. We will not be making any further adjustments to the program due to the Phase Out.**

**A. Briefly summarize progress to date on program refinements/revisions from your district's fiscal year 2013-2014 application.**

We have reduced the requirements for submittal of documentation by reducing the number of required question prompts for teachers. Participants submit only certain documents which are critical to the fidelity of the program and provide evidence of compliance with state law. We have maintained our mentoring program for teachers new to the profession; however, the new teachers do not receive a stipend. Our Steering Committee felt it was critical to "leave a legacy" by providing services to our newest staff. Our district, like many others, is in the process of a full revision of curriculum in reading and mathematics to be in alignment with the Arizona College and Career Ready Standards (Common Core). We purchased all new material in these subject areas K-12. We saw an opportunity for teacher leadership in these areas and developed a Curriculum Leadership Module for the final two years of Career Ladder. Teachers who have taken on this higher level responsibility will be committed to the tasks listed in the module for the last two years of Career Ladder.

**B. Briefly describe and give rationale for the program refinements/revisions for the remainder of the Career Ladder program (current through 2014-2015 school year).**

*Reduction in paperwork:* Teachers are able to provide us with the information we need to maintain program integrity and fidelity with fewer responses to questions. Some questions were redundant and others were unnecessary. We also needed to reduce the paperwork burden since there were substantial cuts to the administrative costs for the program. We were able to reduce the size of the submittal, maintain peer review and accomplish the tasks of monitoring participant work to maintain high standards and expectations of quality performance.

*Retention of the Amphi Mentoring Program:* The Amphi Career Ladder Steering Committee voted to keep and to refine the Amphi Mentoring Program in order to prepare our teachers new to the profession as a "legacy" for the Career Ladder program. Mentees do not receive Career Ladder funds. A part of the Amphi Mentoring Program is the Effective Teaching Conference. The Career Ladder sponsored the Effective Teaching Conference in August of 2013. The conference offered the following sessions:

- Getting Started: Classroom Management – Setting the Stage for Success
- Sounds Like a Plan!: Planning for Success
- Differentiation: Meeting the Needs of All Learners
- The Business Side of Teaching: Tyler SIS
- Technology: Work SMARTer not Harder
- Common Core/Curriculum: Hit the Ground Running
- Student Engagement: It doesn't happen by accident!
- Creative & Critical Thinking: What does cognitive demand really mean?
- Special Education for General Education Teachers: What does a Classroom teacher need to know?
- Nuts and Bolts for Amphitheater Special Education Teachers
- Assessment for Maximizing Student Performance: Did they get it?

Following the conference, all teachers new to the profession were assigned a mentor and an Instructional Support Leader (ISL). Second year teachers were also offered services of an ISL. Each new teacher will receive the following services:

- Four (4) after school cohort meetings by feeder pattern
- Instructional Support Leader (ISL) support (non-evaluative)
- On-line collaboration and support (optional)

*Inclusion of the new Curriculum Leadership Module for the CAR Level of Career Ladder:* The implementation of new standards has provided an opportunity for teachers to develop and show their leadership skills for the final two years of Career Ladder. This group of teachers are assisting other teachers in their building with the implementation of completely new curriculum and materials in the areas of Reading and Mathematics. Teacher leadership is critical to our success and we believe that this module will allow teachers to take on much needed higher level responsibilities.

The loss of Career Ladder will have a very heavy impact on our district and the financial and professional lives of the teachers who have met the requirements and have remained in the program.

**C. \*\*If funding is expected to sustain the program beyond the 2014-2015 school year, provide a description and rationale for program refinements/revisions for the remainder of the program. (This should not exceed the 2015-2016 school year).**

Amphitheater will not be sustaining the program beyond the 2014/2015 school year.

# Career Ladder Program Application

Fiscal Year: **2014-2015**

## 7. ANALYSIS OF PUPIL PROGRESS

Reference §15-918.03.5.b, p. 10

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. Include the contributing factors in Career Ladder criteria that impact overall district pupil progress.

- A. Describe how the Career Ladder program supports the implementation of state and federal mandates using indicators of pupil progress.
- B. Include 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.) including the contributing factors in Career Ladder criteria that have impacted /influenced pupil progress.
  - When analyzing the district data, what areas of progress stand out? To what specifically do you attribute the progress?
  - When analyzing the district data, what areas lacked the desired progress or lacked progress in general? What is planned to strengthen these areas?
  - Explain how subgroups, such as English Language Learners, Exceptional Students, migrant students, or students with low socio-economics performed. What is a Career Ladder program plan for improving the achievement of these learners?

## Career Ladder Program Application

### 7. Analysis of Pupil Progress

A. Describe how the Career Ladder program supports the implementation of state and federal mandates using indicators of pupil progress.

Each Career Ladder participant on the second and third levels of the ladder is required to establish a Student Achievement Plan and maintain records of interventions and extensions for every student toward the accomplishment of that plan. All plans are tied to student needs and school goals.

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 student achievement data.

### **Summary of Longitudinal District-Level AIMS Data**

The following summaries and charts describe the change in mastery rates on the Arizona State proficiency test the AIMS. The numbers are the percentage of students with either “Meets” or “Exceeds” scores for 2010-11, 2011-12, and 2012-13 school years. District-wide, on average, from Spring 2012 to Spring 2013:

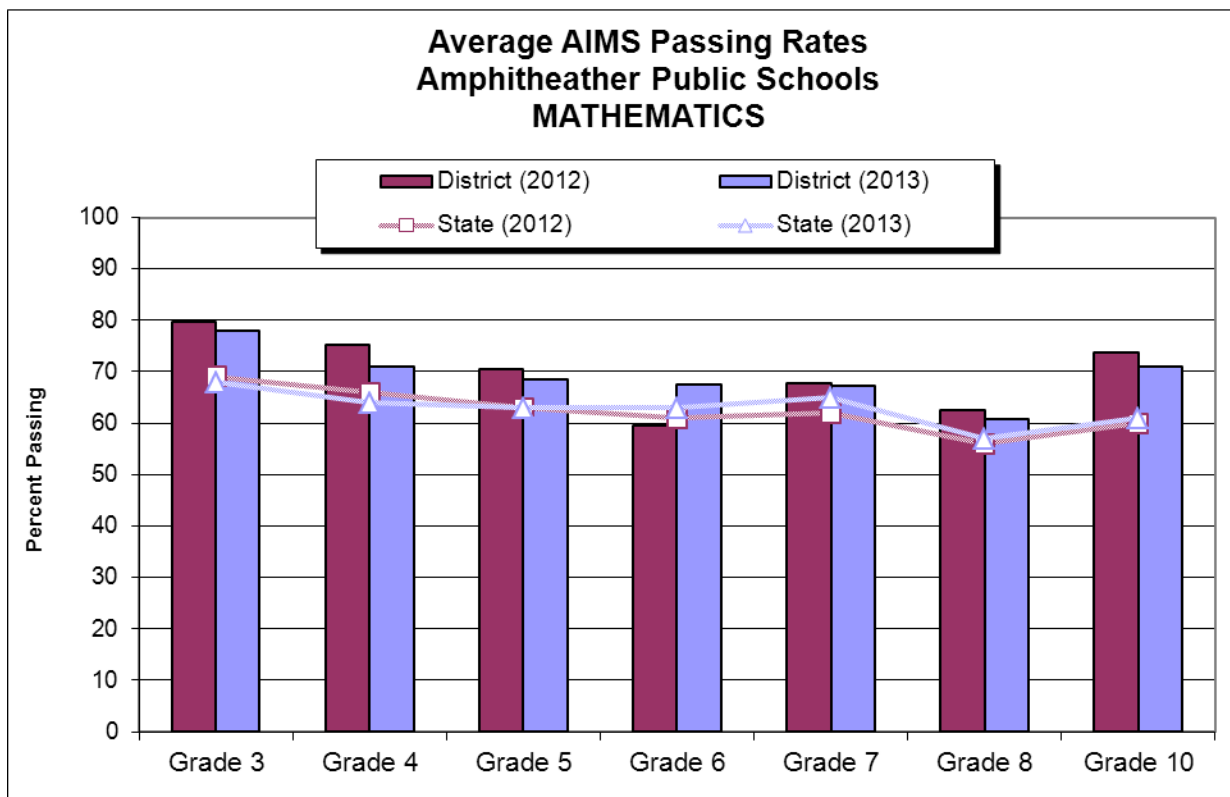
- Mathematics:
  - 61-78% of tested students passed the Math AIMS.
  - Mastery rates for Mathematics decreased in all grades, except Grade 6.
  - The largest decreases in mastery rates over 2012 occurred in Grades 4 and 10.
- Reading:
  - 79-90% of tested students passed the Reading AIMS.
  - Mastery rates for Reading increased for Grades 4, 5, 6, 8, and 10 (decreasing only in Grades 3 and 7).
  - The largest increase in mastery rates over 2012 occurred in Grade 10.
- Writing:
  - Writing was administered to Grades 5,6,7 and 10 only.
  - 59-81% of tested students passed the AIMS.
  - Mastery rates for Writing decreased or stayed the same in all grades.

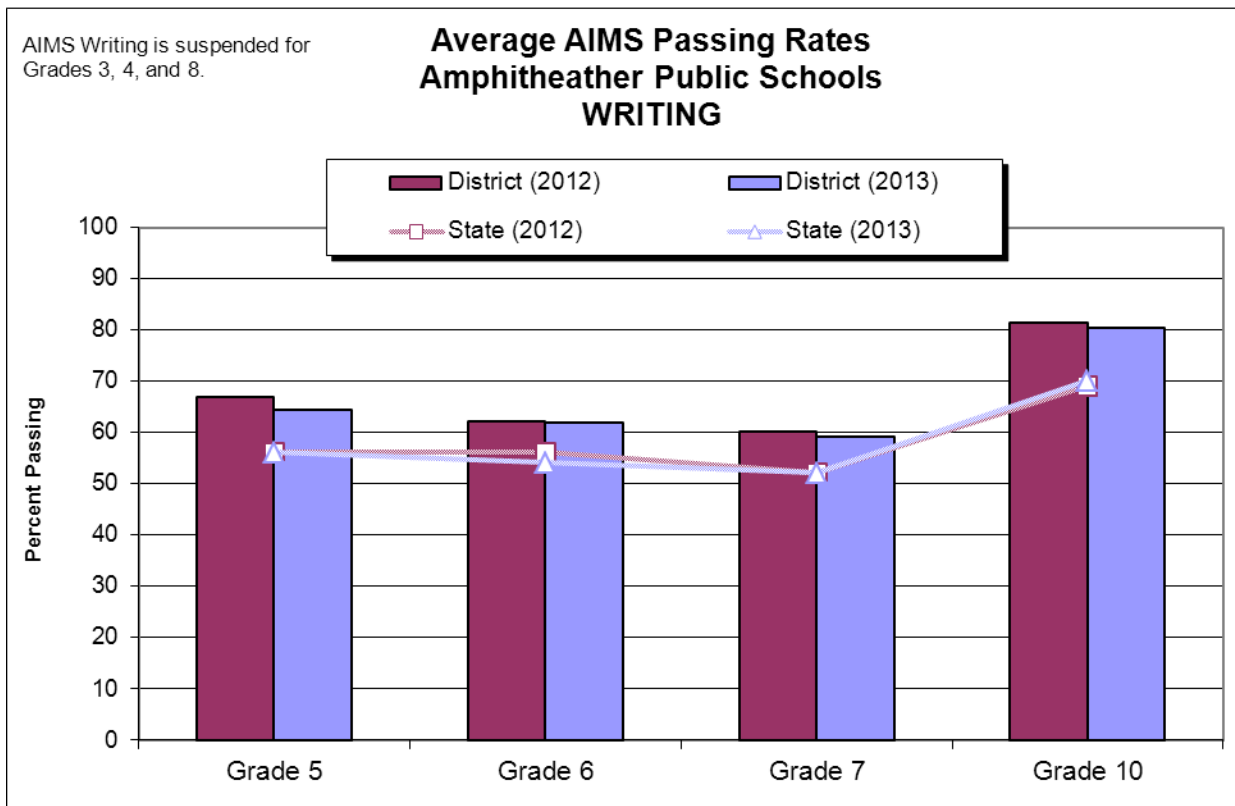
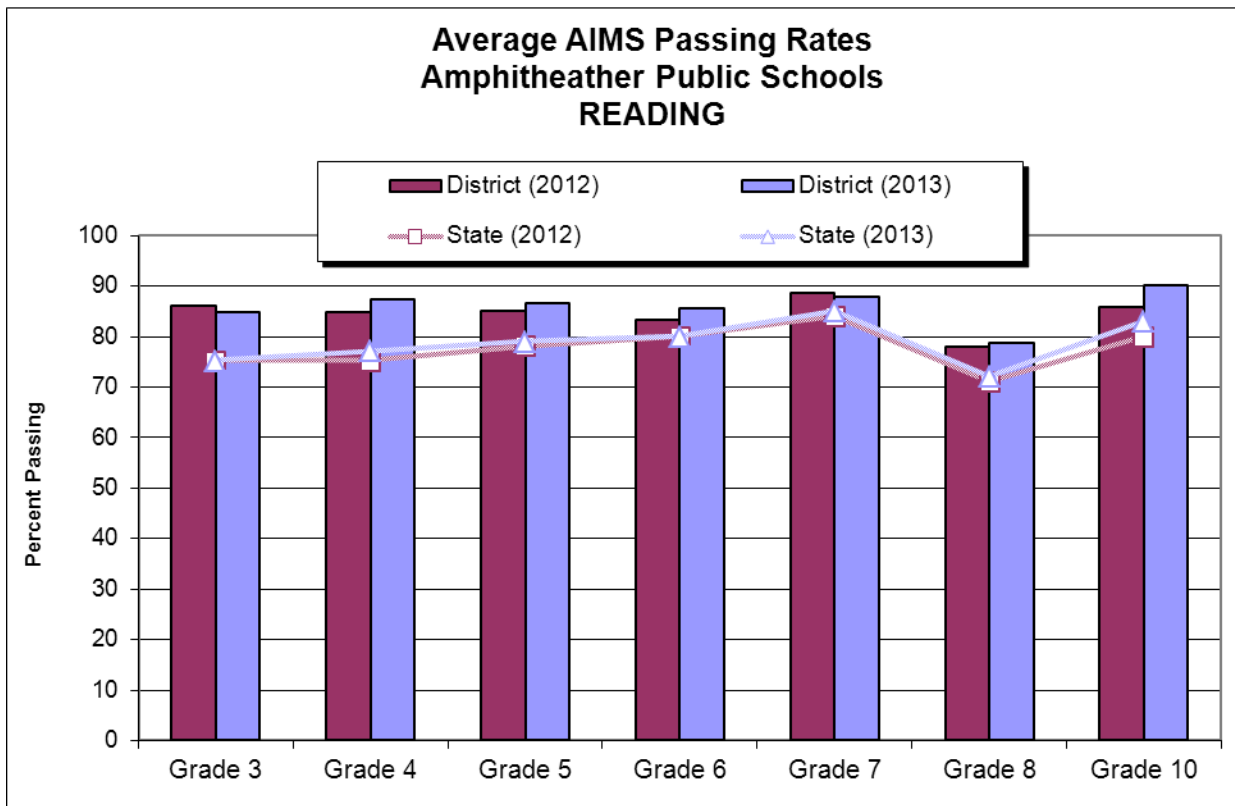
In 2013, district mastery rates were at or above the state average in all grades and subjects. Changes in district mastery rates from 2012 generally paralleled the state’s data. The following cases were exceptions:

- In Math,
  - Grades 6 increased more than the state passing rate.
  - Grade 7 decreased while state passing rate increased.
  - Grades 5 and 10 decreased while state rate stayed the same.
- In Reading,
  - Grade 6 increased, but the state passing rate stayed the same.
- In Writing,

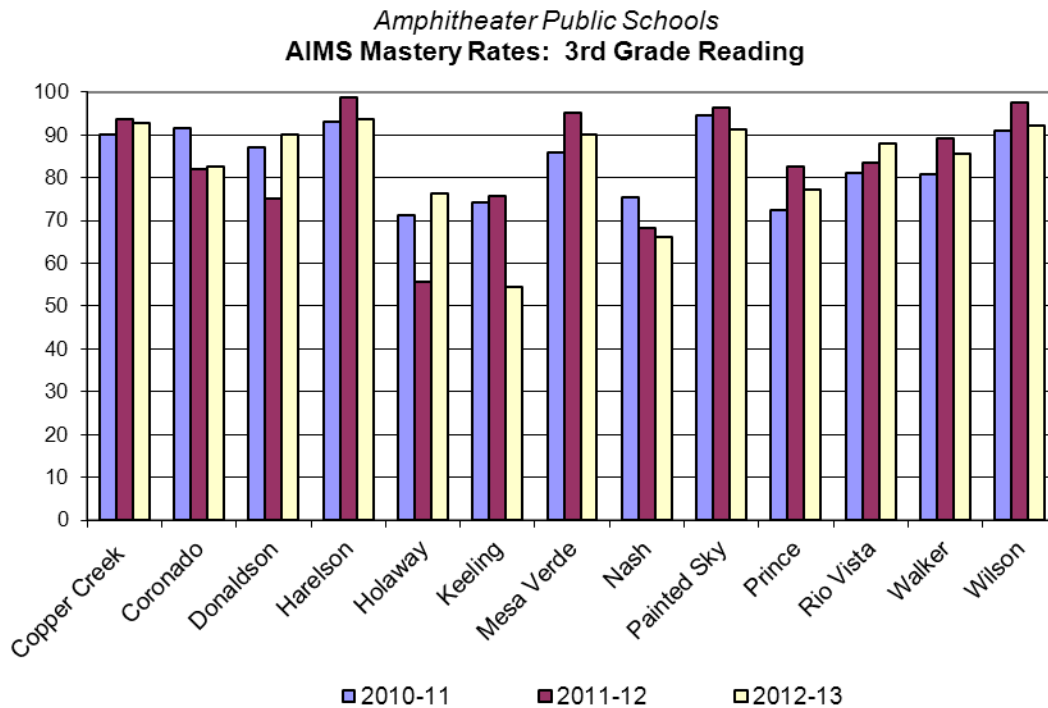
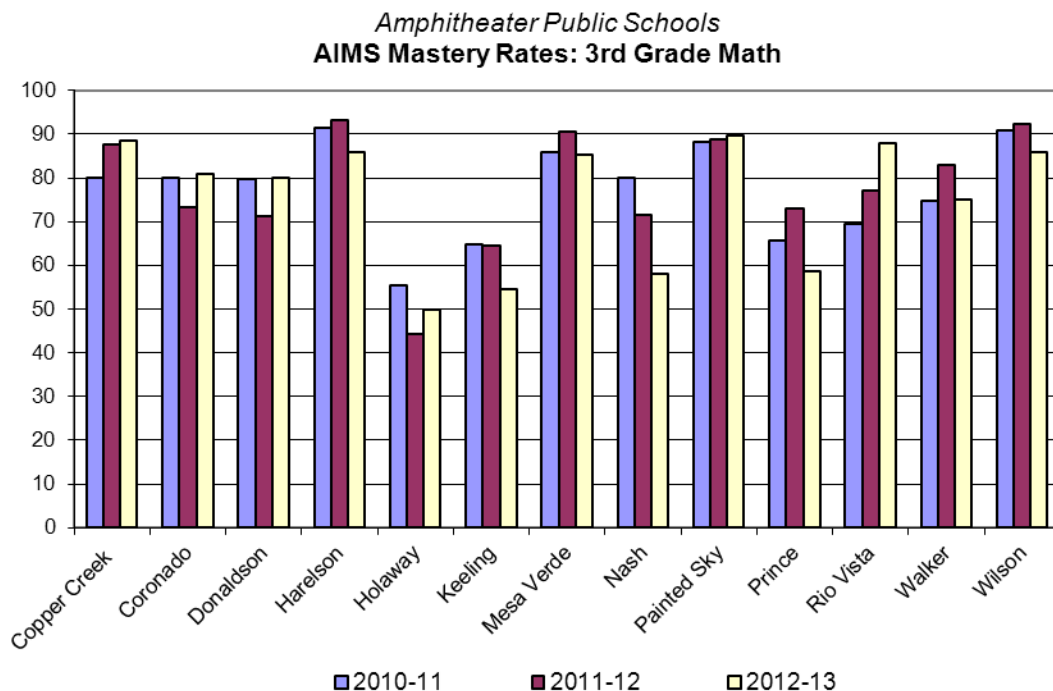
- Grade 4 decreased while the state passing rate stayed the same
- Grade 6 stayed the same while the state rate decreased.

To improve Writing scores, the district continued implementing a writing assessment in twelve schools for grades K-8.





**Third Grade Results:**

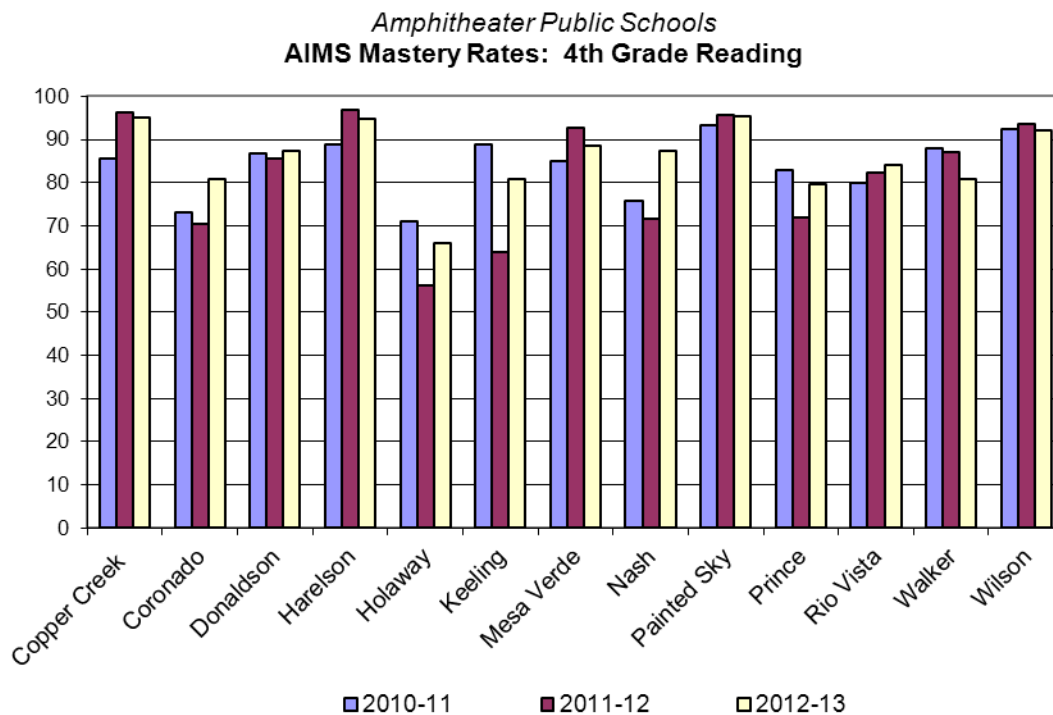
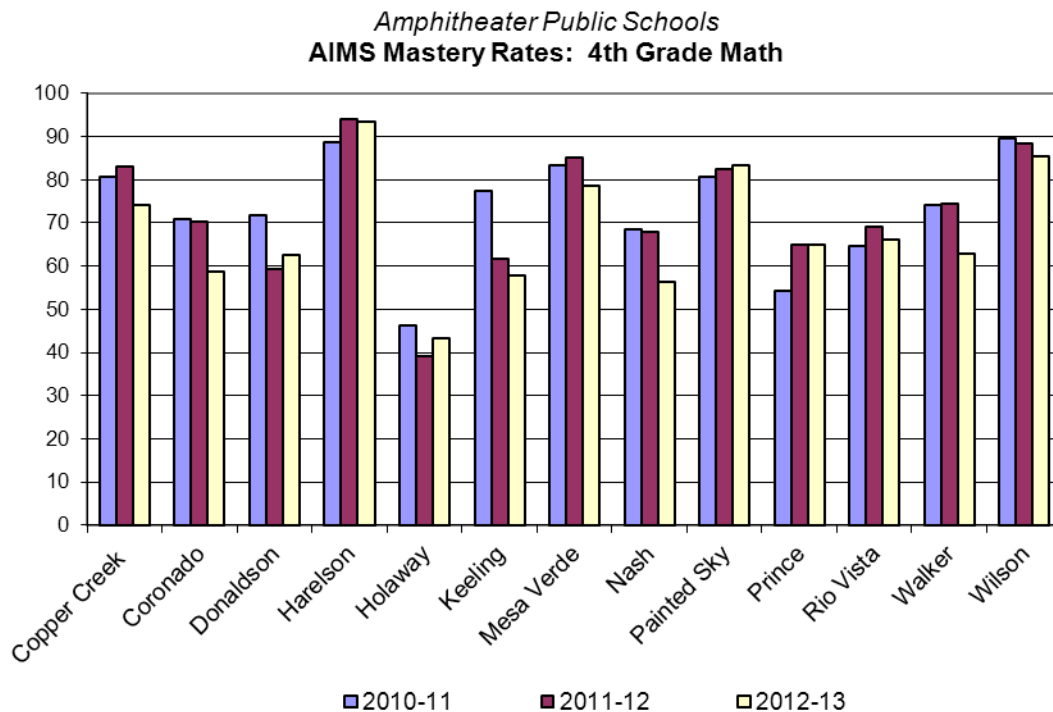


## Third Grade Summary

- In Math, six (of 13) schools showed increases in mastery rates from 2012 levels.
  - The largest increase in mastery rates was at Rio Vista (+10%); the largest decreases were at Prince (-14%) and Nash (-13%).
  - Three-year trend: Mastery rates at seven school have fallen to below 2011 rates: Harelson, Holaway, Keeling, Mesa Verde, Nash, Prince, and Wilson.
  - Three-year trend: Three schools have consistent increases across all three years: Copper Creek, Painted Sky, and Rio Vista.
  - No schools had mastery rates at or above 90% in 2013.
- In Reading, nine (of 13) schools showed decreases in mastery rates from 2012 levels.
  - The largest increases were at Holaway (+20%) and Donaldson (+15%); the largest decrease was at Keeling (-21%).
  - Three-year trend: All but three have higher passing rates in 2013 than in 2011.
  - Three-year trend: Only Rio Vista has had consistent increases across all three years.
  - The following schools had mastery rates at or above 90%: Copper Creek, Donaldson, Harelson, Mesa Verde, Painted Sky, and Wilson.
- Writing was not tested in 3<sup>rd</sup> grade in 2013.



**Fourth Grade Results:**

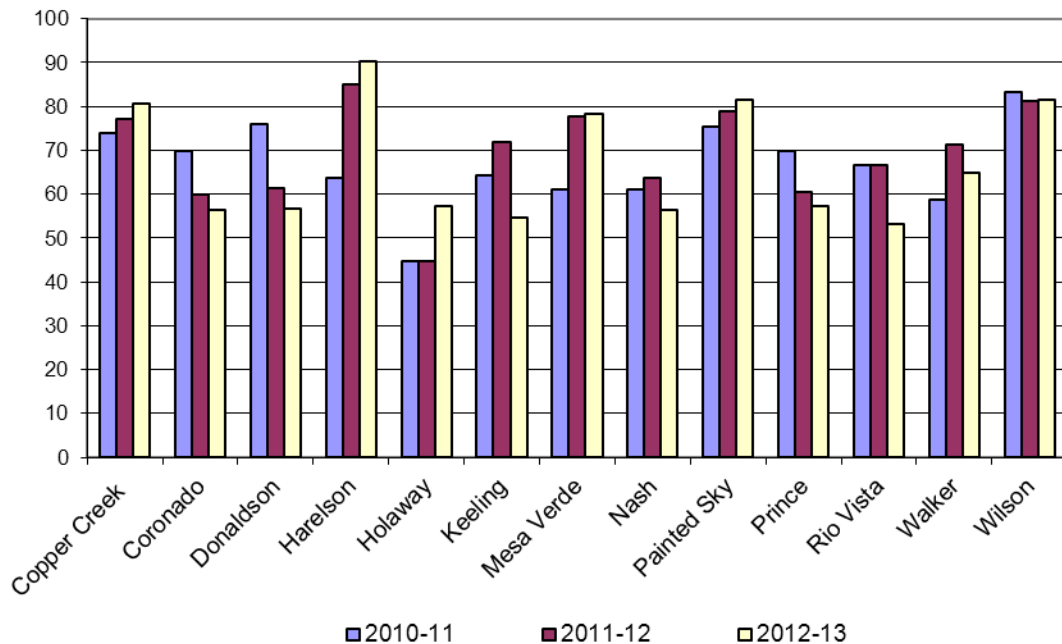


## Fourth Grade Summary

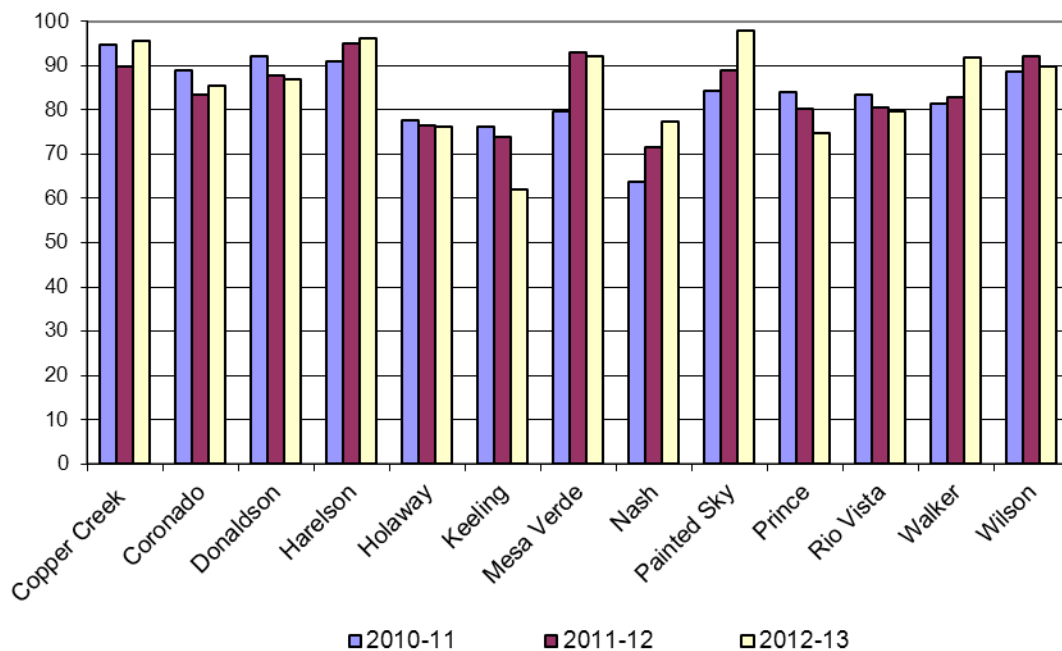
- In Math, three (of 13) schools showed increases in mastery rates from 2012 levels: Donaldson, Holaway, and Painted Sky.
  - The largest decreases were at Coronado and Nash (both were -12%) and Walker (-11.5%); the largest increase was at Holaway (+4%).
  - Three-year trend: four schools have higher passing rates in 2013 than in 2011.
  - Three-year trend: Only Painted Sky had consistent increases across all three years. On the flipside, Coronado, Keeling, Nash, Walker, and Wilson have all decreased consistently since 2011.
  - The following schools had mastery rates at or above 90%: Harelson (only).
- In Reading, seven (of 13) schools showed increases in mastery rates from 2012 levels.
  - The largest increases were at Keeling (+17%) and Nash (+16%); the largest decrease was at Walker (-6%).
  - Three-year trend: Seven schools have higher passing rates in 2013 than in 2011.
  - Three-year trend: Only Rio Vista had consistent increases across all three years; Walker decreased across all three years.
  - The following schools had mastery rates at or above 90%: Copper Creek, Harelson, Painted Sky, and Wilson.
- Writing was not tested in 4<sup>th</sup> grade in 2012-13

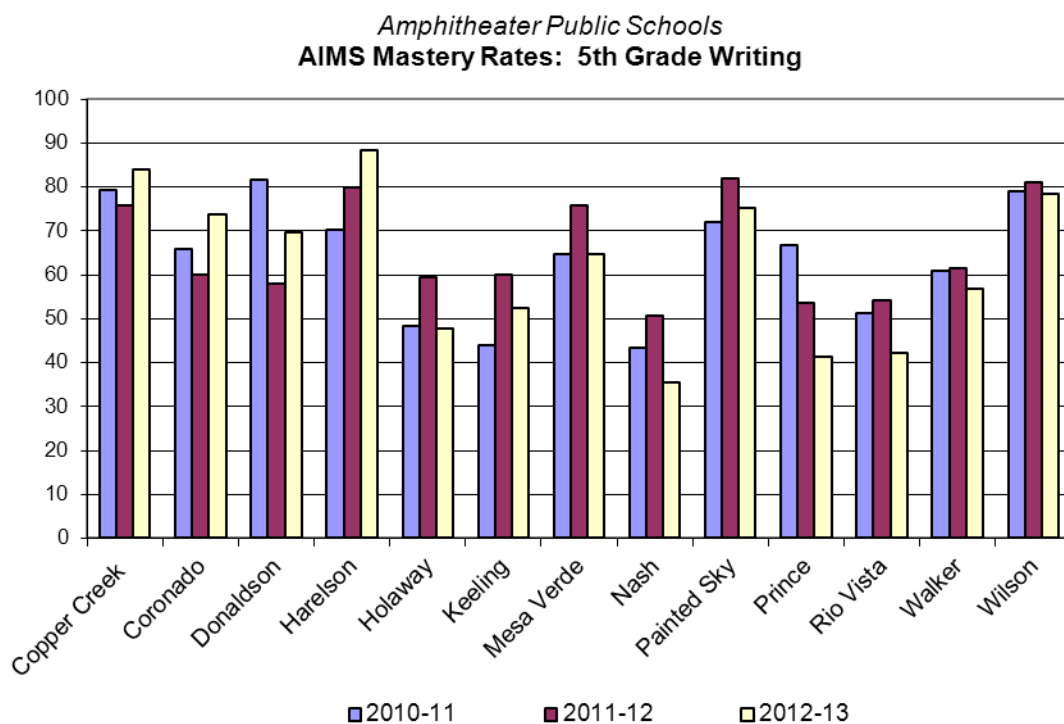
**Fifth Grade Results:**

*Amphitheater Public Schools*  
**AIMS Mastery Rates: 5th Grade Math**



*Amphitheater Public Schools*  
**AIMS Mastery Rates: 5th Grade Reading**



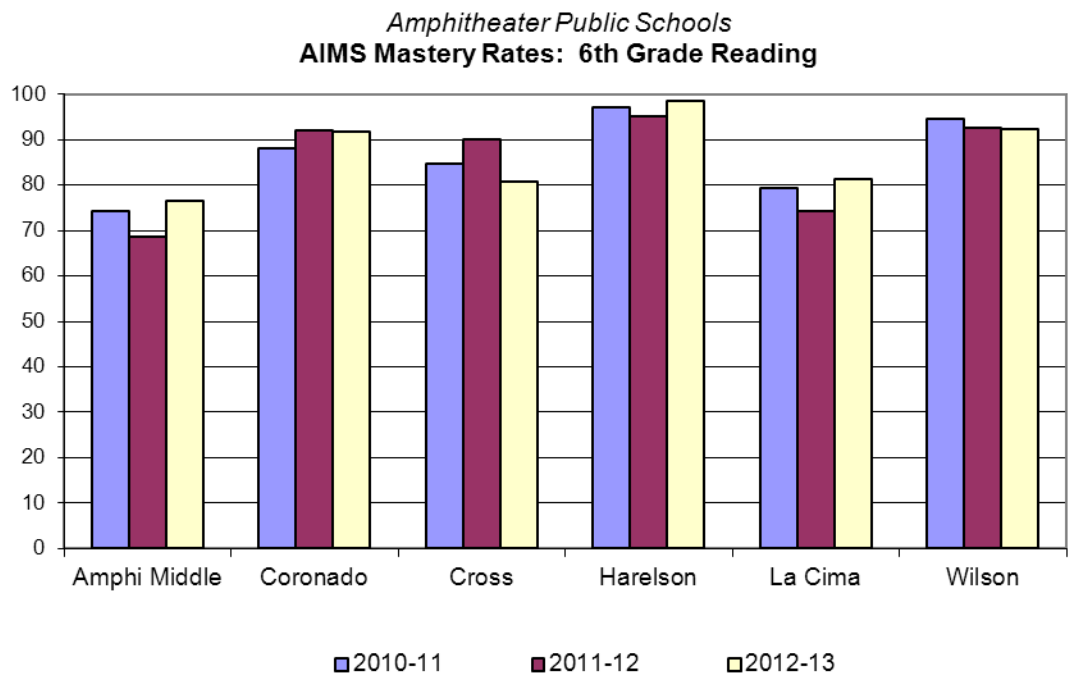
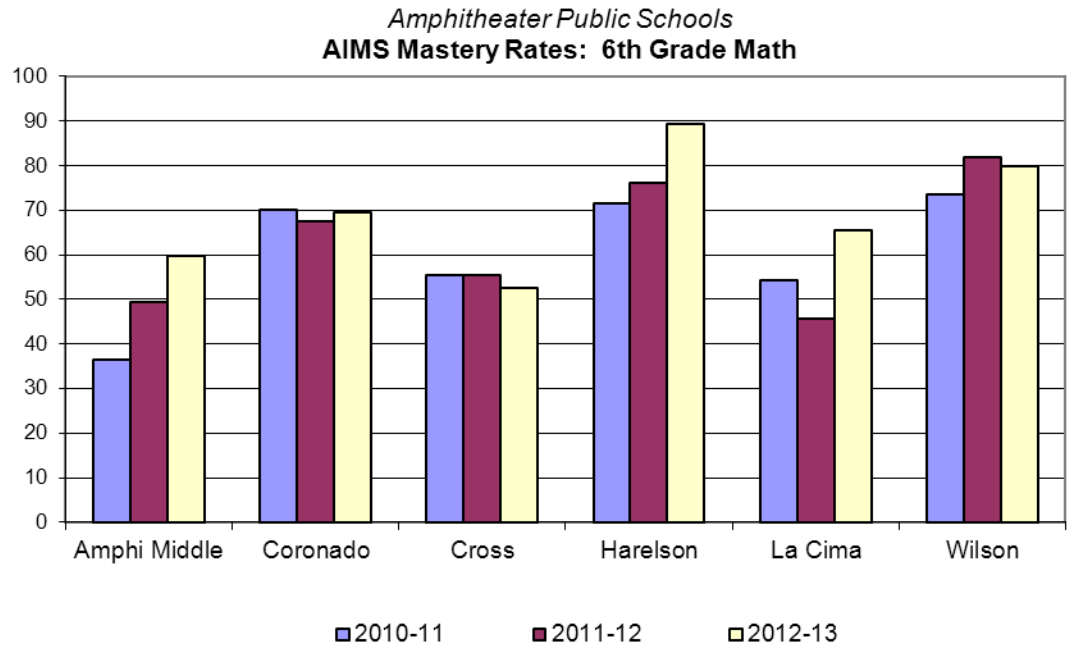


### Fifth Grade Summary

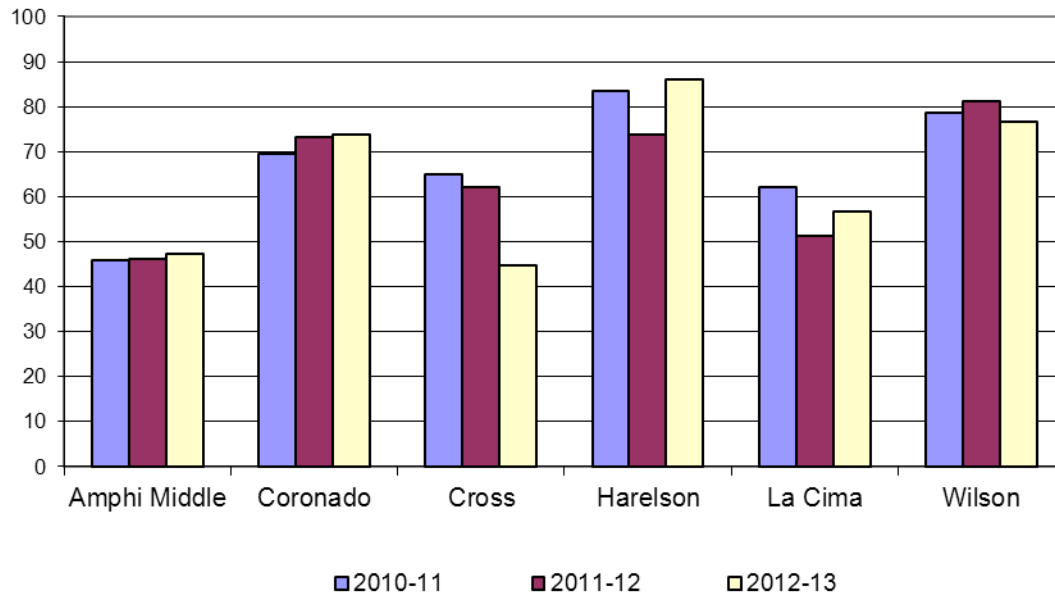
- In Math, six (of 13) schools showed increases in mastery rates from 2012 levels. The largest increase was at Holaway (+12.5%); the largest decreases were at Keeling (-17%) and Rio Vista (-13.5%). Three-year trends: five schools had higher passing rates in 2013 than in 2011 and four schools had consistent increases across all three years: Copper Creek, Harelson, Mesa Verde, and Painted Sky. The following schools had mastery rates at or above 90%: Harelson (only).
- In Reading, six (of 13) schools showed increases in mastery rates from 2012 levels. The largest increases were at Painted Sky and Walker (both +9%); the largest decrease was at Keeling (-12%). Three-year trend: six schools have higher passing rates in 2013 than in 2011 and four had consistent increases across all three years: Harelson, Nash, Painted Sky, and Walker. The following schools had mastery rates at or above 90%: copper Creek, Harelson, Mesa Verde, Painted Sky, Walker, and Wilson.

In Writing, four (of 13) schools showed increases in mastery rates from 2012 levels, while five schools had double-digit decreases in mastery rates. The largest increases were at Coronado (+14%), and Donaldson (+12%); the largest decreases were at Nash (-15%); Holaway, Prince, and Rio Vista (all were -12%); and Mesa Verde (-11.5%). Three-year trend: five schools have higher mastery rates than in 2011, but no schools had mastery rates above 90%.

**Sixth Grade Results:**



*Amphitheater Public Schools*  
**AIMS Mastery Rates: 6th Grade Writing**

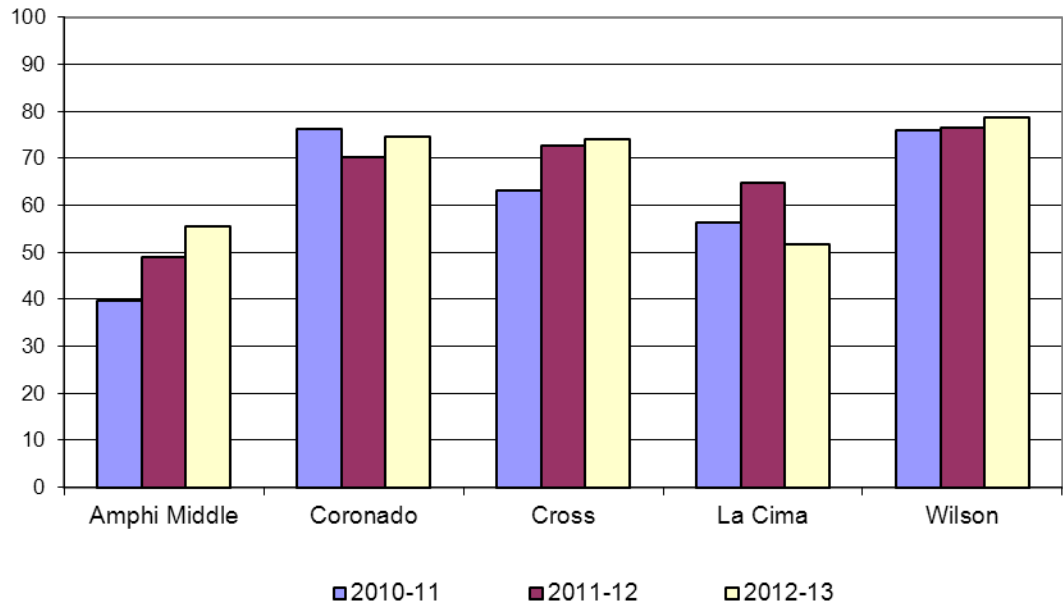


### Sixth Grade Summary

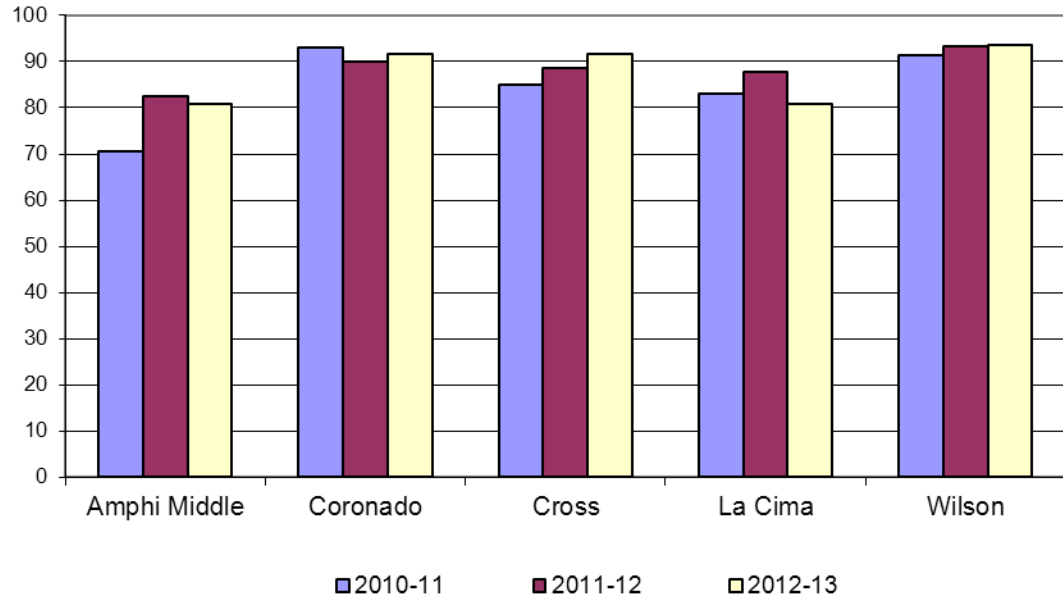
- In Math, four (of 6) schools showed increases in mastery rates from 2012 levels. The largest increases were at La Cima (+20%) and Harelson (+13%). The decreases were very small: less than -3%. Three-year trend: four schools have higher passing rates in 2013 than in 2011 (Amphi Middle, Harelson, La Cima, and Wilson) and two schools (Amphi Middle and Harelson) have consistently increased over the past three years. The following schools had mastery rates at or above 90%: none, but Harelson and Wilson had a mastery rates above 80%.
- In Reading, three (of 6) schools showed increases in mastery rates from 2012 levels: the largest increases were in Amphi Middle (+8%) and La Cima (+7%). The largest decrease was at Cross (-9%). Three-year trend: four schools have higher passing rates in 2013 than in 2012 (Amphi Middle, Coronado, Harelson, and La Cima) but no schools have consistently increased over the past three years. Three schools had mastery rates at or above 90%: Coronado, Harelson, and Wilson. Harelson's rate was 98.5%
- In Writing, four (of 6) schools showed increases in mastery rates from 2012 levels (Amphi Middle, Coronado, Harelson, and La Cima). The largest increase was at Harelson (+12%); the largest decrease was at Cross (-18%). Three-year trend: three schools have higher passing rates in 2013 than in 2011 (Amphi Middle, Coronado, and Harelson) and one school – Coronado – has consistently increased over the past three years. The following schools had mastery rates at or above 90%: none, but Coronado, Harelson, and Wilson had mastery rates above 70%.

**Seventh Grade Results:**

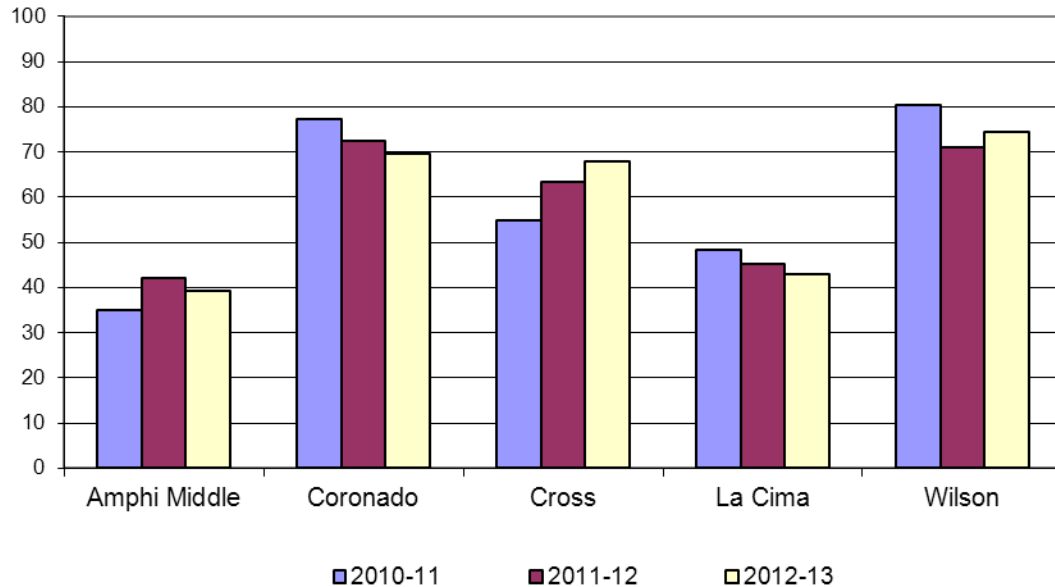
*Amphitheater Public Schools*  
**AIMS Mastery Rates: 7th Grade Math**



*Amphitheater Public Schools*  
**AIMS Mastery Rates: 7th Grade Reading**



*Amphitheater Public Schools*  
**AIMS Mastery Rates: 7th Grade Writing**



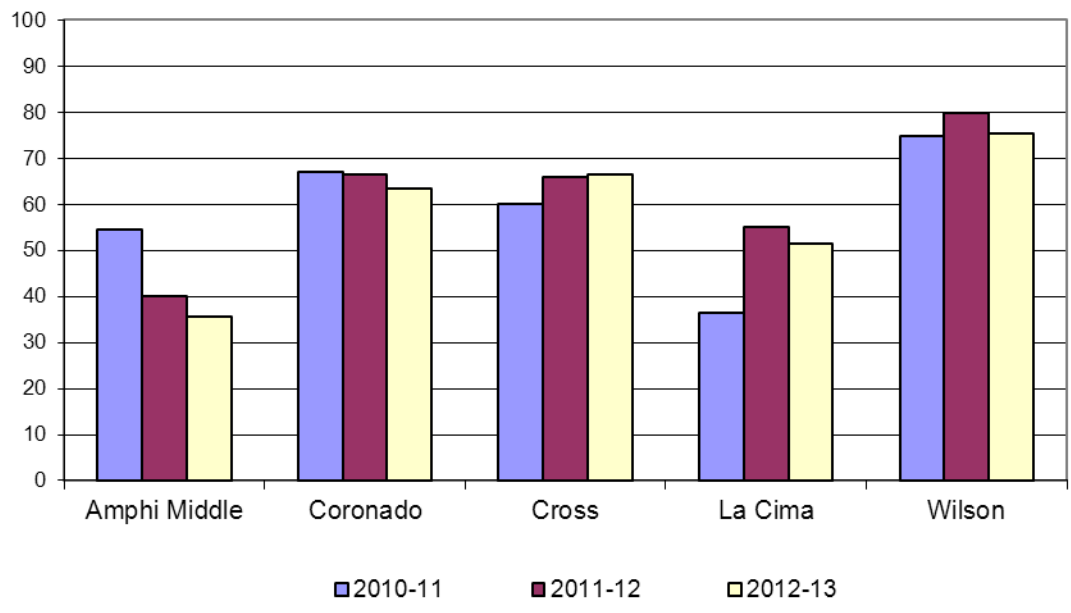
### Seventh Grade Summary

- In Math, four (of five) schools showed increases in mastery rates from 2012 levels. The largest increase was at Amphi Middle (+6%); the largest decrease was at La Cima (-13%). Three-year trend: three schools have higher passing rates in 2013 than in 2011 (Amphi Middle, Cross, and Wilson) and those same three schools have shown consistent increases across the past three years. The following schools had mastery rates at or above 90%: none, but Coronado, Cross, and Wilson had mastery rates at or above 70%.
- In Reading, three (of five) schools showed increases in mastery rates from 2012 levels, but the gains were small. The largest increase was at Cross (+3%); the largest decrease was at La Cima (-7%). Three-year trend: three schools have higher passing rates in 2013 than in 2011 (Amphi Middle, Cross, and Wilson) and both Cross and Wilson have shown consistent increases over the past three years. The following schools had mastery rates at or above 90%: Coronado, Cross, and Wilson.
- In Writing, only two (of five) schools showed increases in mastery rates from 2012 levels: Cross (+5%) and Wilson (+4%). The largest decreases were at Amphi Middle and Coronado (both were -3%). Three-year trend: two schools had higher passing rates in 2013 than in 2011 (Amphi Middle and Cross) and only Cross has consistently increased over the past three years (Coronado and La Cima have consistently decreased). The following schools had mastery rates at or above 90%: none, but Coronado and Wilson had mastery rates above 70%.

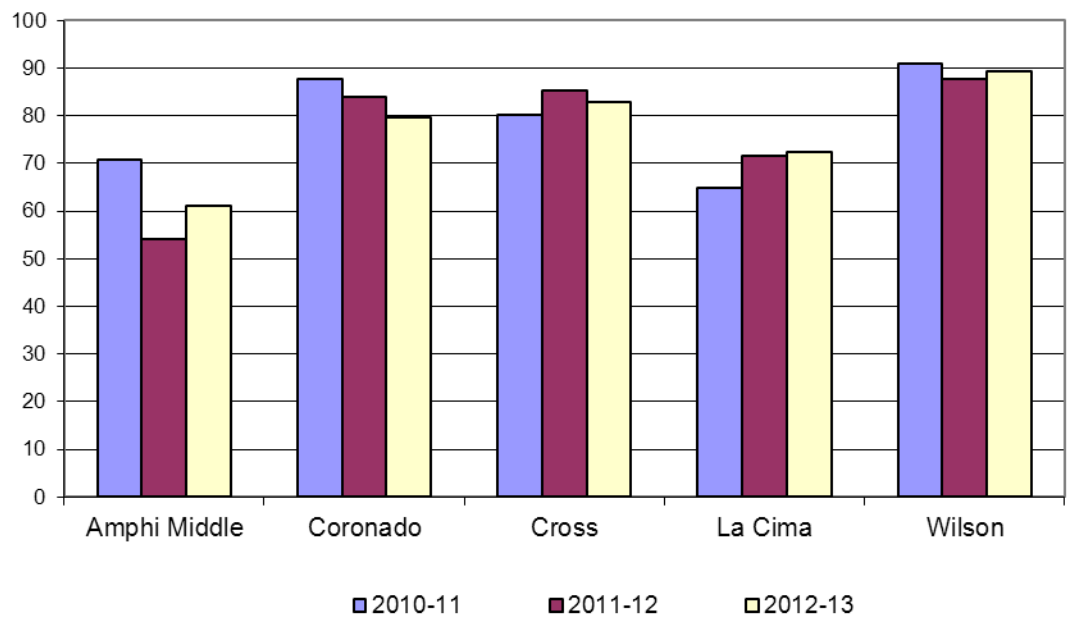


**Eighth Grade Results:**

*Amphitheater Public Schools*  
**AIMS Mastery Rates: 8th Grade Math**



*Amphitheater Public Schools*  
**AIMS Mastery Rates: 8th Grade Reading**

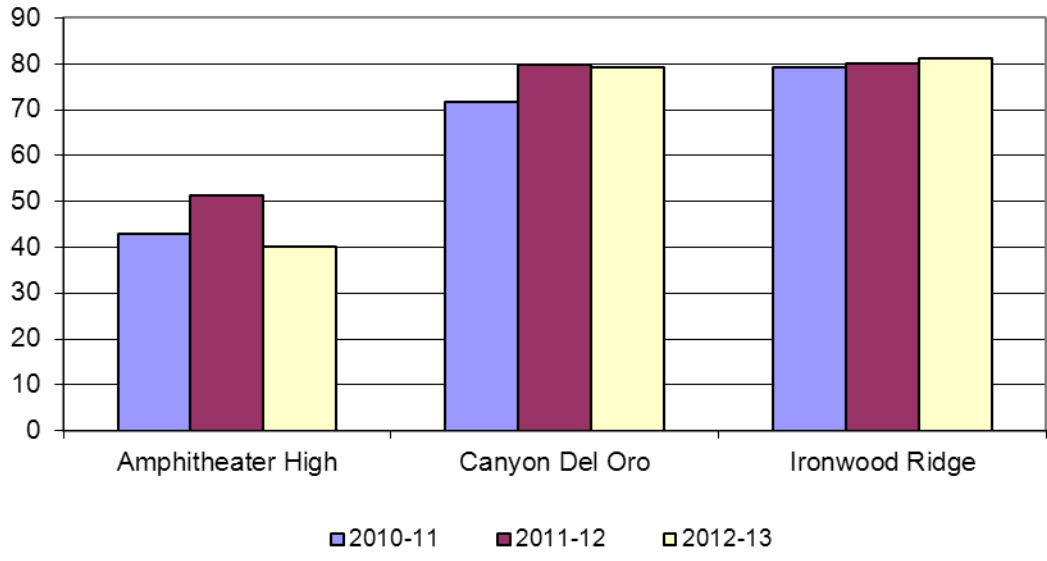


## Eighth Grade Summary

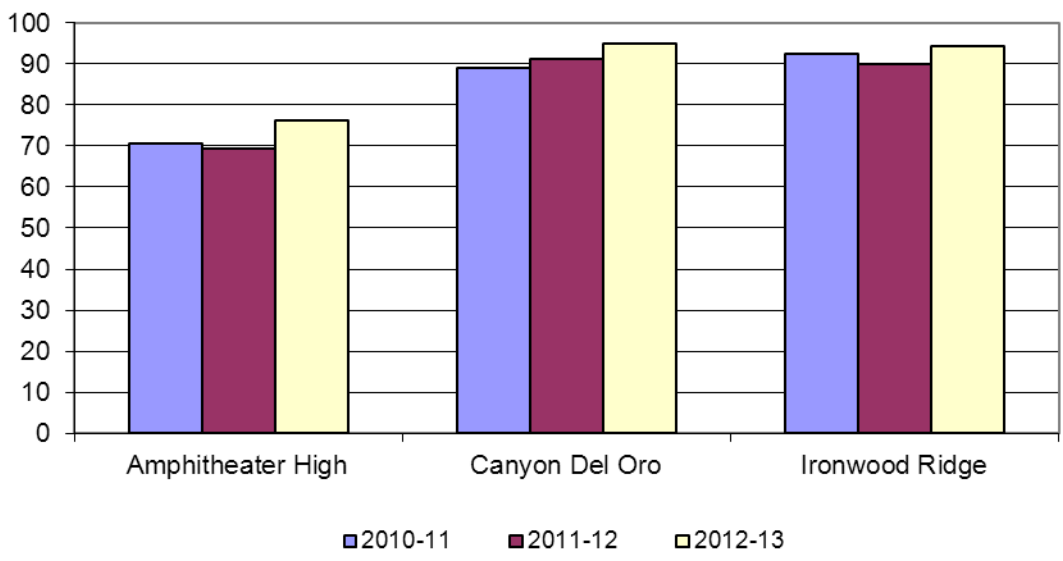
- In Math, most of the five schools decreased in mastery rates from 2012 levels.
  - Only Cross increased in mastery rates, but less than 1%. The largest decreases were about -4%, seen at Amphi Middle, La Cima, and Wilson.
  - Three-year trend: three schools (Cross, La Cima, and Wilson) had higher passing rates in 2013 than in 2011.
  - Three-year trend: Only Cross has consistently increased over the past three years; both Coronado and Amphi Middle have consistently decreased.
  - The following schools had mastery rates at or above 90%: none, but Wilson had a mastery rate above 70%. Amphi Middle's passing rate was under 40%.
- In Reading, three (of five) schools showed increases in mastery rates from 2012 levels: Amphi Middle, La Cima, and Wilson.
  - The largest increase was at Amphi Middle (+7%); the largest decrease was at Coronado (-5%).
  - Three-year trend: two schools have higher passing rates in 2013 than in 2011: Cross and La Cima.
  - Three-year trend: only La Cima has consistently increased over the past three years; Coronado has consistently decreased.
  - The following schools had mastery rates at or above 90%: none, but Coronado, Cross, and Wilson had mastery rates above 80%.
- Writing was not tested in 8<sup>th</sup> grade in 2012-13.

**Tenth Grade Results:**

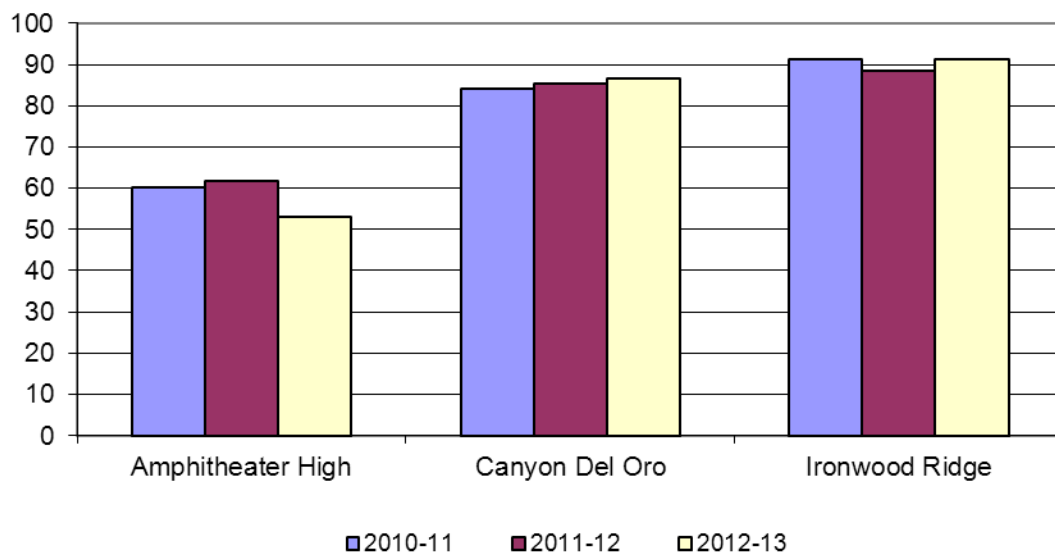
*Amphitheater Public Schools*  
**AIMS Mastery Rates: 10th Grade Mathematics**



*Amphitheater Public Schools*  
**AIMS Mastery Rates: 10th Grade Reading**



*Amphitheater Public Schools*  
**AIMS Mastery Rates: 10th Grade Writing**



### Tenth Grade Summary

- The mastery rates for 10th grade Math increased Ironwood Ridge only. The largest decrease was at Amphi High (-11%). Ironwood Ridge has a mastery rate above 80%; Amphi High's mastery rate was half of that (40%).
- Mastery rates in Reading increased for all three schools. The largest increase was at Amphi High (+7%). Both Canyon del Oro and Ironwood Ridge had mastery rates at or above 90%.
- Writing scores in 10th grade increased slightly at Canyon del Oro (+1%) and Ironwood Ridge (+3%) but decreased at Amphi High (-9%). Ironwood Ridge had a mastery rate of over 90%.
- Three year trends: Ironwood Ridge has consistently increased in mastery rates in Math across all three years; Canyon del Oro has consistently increased in Reading and Writing.
- Ironwood Ridge increased across all AIMS subjects, Canyon del Oro increased in Reading and Writing, and Amphi High increased in Reading only.
- The greatest disparity across schools' mastery rates occurred in Math – 40 percentage points separated the schools with the highest and lowest mastery rates.

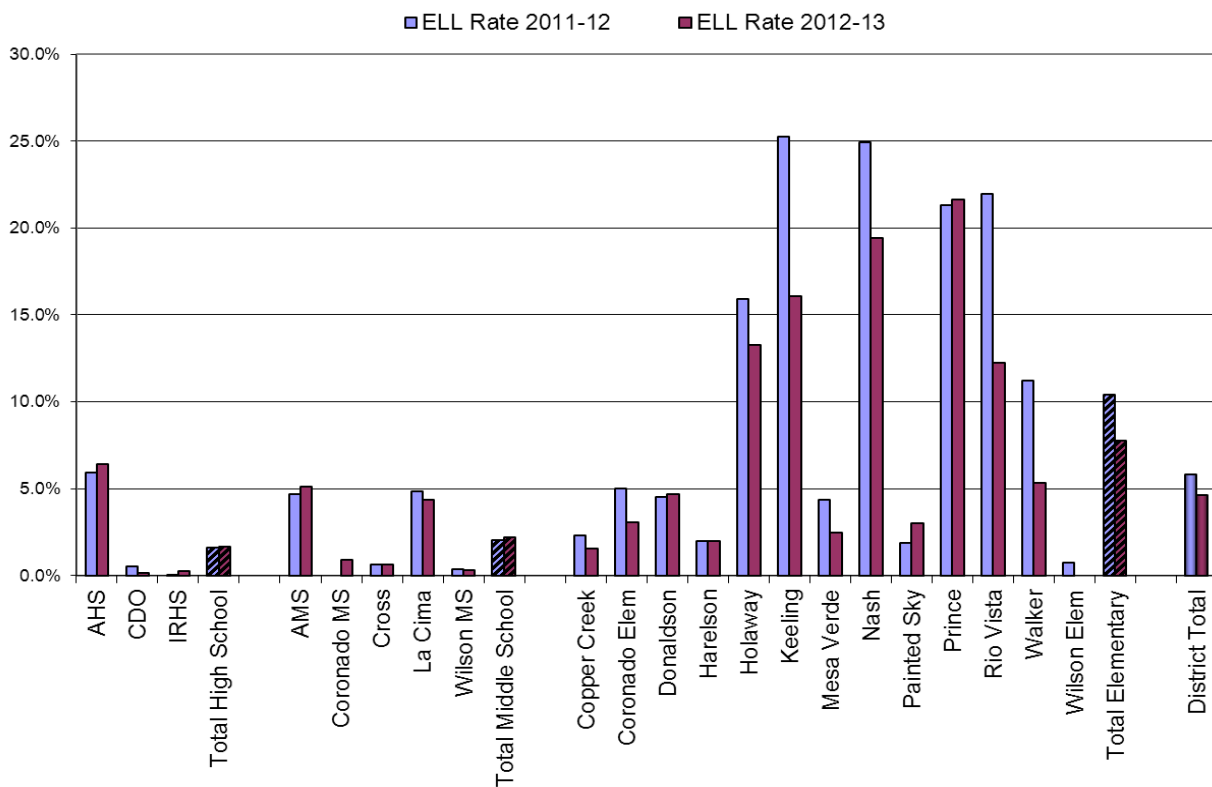
**Summary of English Language Learner Data**

District-wide and in most schools, the *percent* of ELL students<sup>1</sup> enrolled at each school has decreased over 2012 levels. However, the ELL rate increased slightly in seven schools: Amphi High, Ironwood Ridge, Amphi Middle, Coronado, Donaldson, Painted Sky, and Prince – but those increases were small.

The largest decreases were at Rio Vista (-11%) and Keeling (-9%).

As a percent of enrollment, elementary schools have the highest ELL rates. Not surprisingly, the schools with the highest ELL population tend also to be the schools with the lowest passing rates on AIMS: Holaway, Keeling, Nash, Prince, and Rio Vista.

Amphitheater Public Schools  
**English Language Learners Rate by School**



<sup>1</sup> Does not include students who were reclassified from an ELL status.

**Summary of Mobility Data**

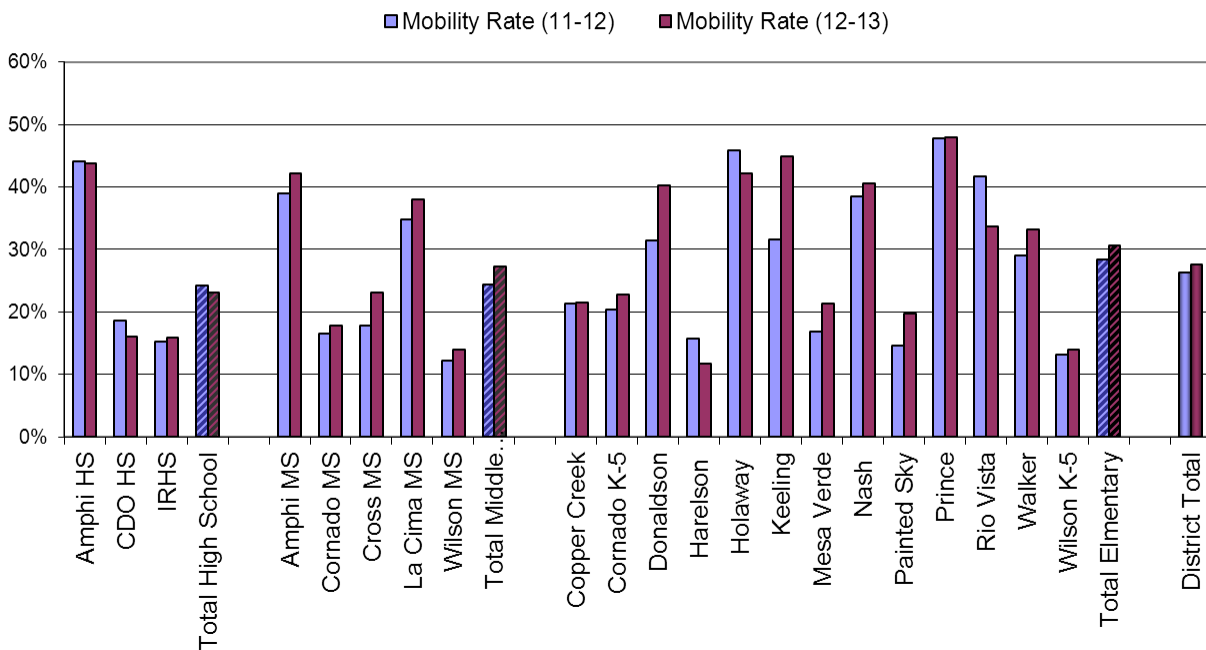
Overall, the district’s mobility rate<sup>2</sup> increased at elementary and middle schools over 2012 levels. By school, mobility rates continued to be highest at the schools in the southern part of the Amphitheater School District boundaries: Amphi High, Amphi Middle, La Cima, Donaldson, Holaway, Keeling, Nash, Prince, and Walker.

Seven schools (Amphi High, Amphi Middle, Donaldson, Holaway, Keeling, Nash, and Prince) had mobility rates of 40% or higher. By grade level, elementary schools have the highest mobility – on average, over 30%.

Increases in mobility rates can also be observed at schools with traditionally low mobility rates: Ironwood Ridge, Cross MS, Wilson K-8, Mesa Verde, and Painted Sky.

The mobility rate for the district for 2012-13 was over 25%.

**Amphitheater Public Schools  
Mobility Rate by School**



<sup>2</sup> Mobility is calculated as follows: (Entries after the First Day + Reentries + Withdrawals) / (First Day Enrollment + Entries after the First Day) \* 100.  
 Reapplication (Rev. 9/16/13 BD) Amphitheater Public Schools Section 8

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

Students at Amphi 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 2012 to Spring 2013. Students' RIT scores were compared and a RIT growth metric was calculated. The charts below illustrate the average RIT growth between Fall 2012 and Spring 2013 by subject, grade, and school.

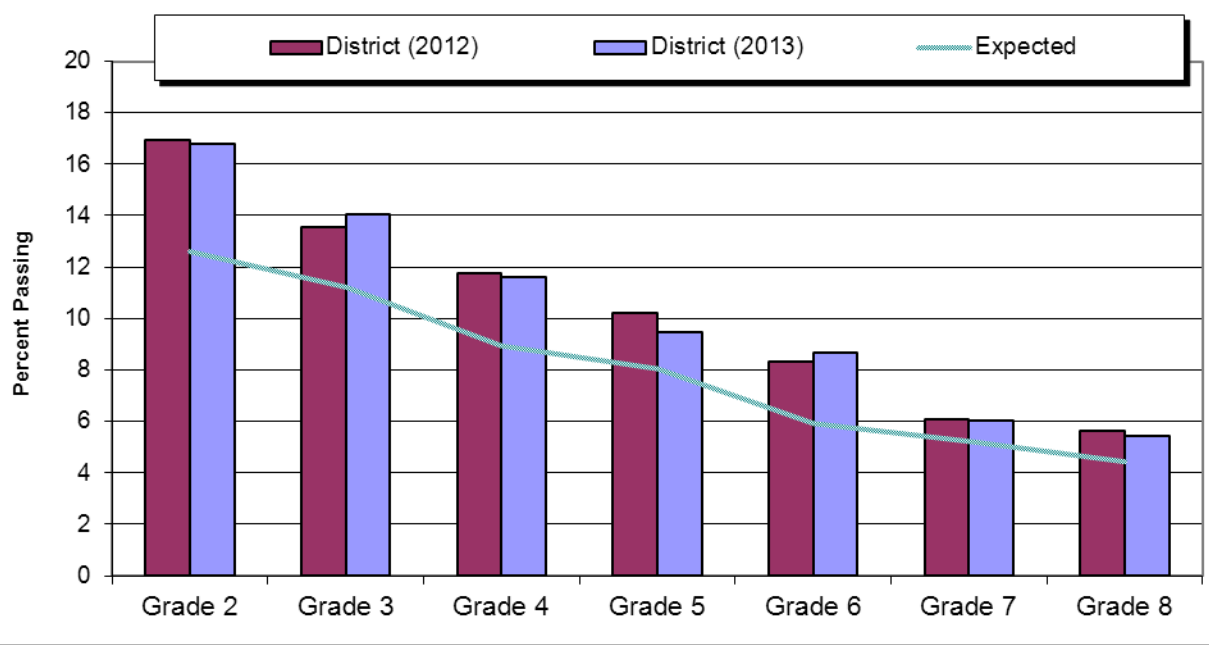
### **Summary of MAP Data**

District level RIT growth averages are higher than “typical” or “expected” growth observed among national data in all grades for both Math and Reading. RIT growth in Math tends to be higher than in Reading for all grades.

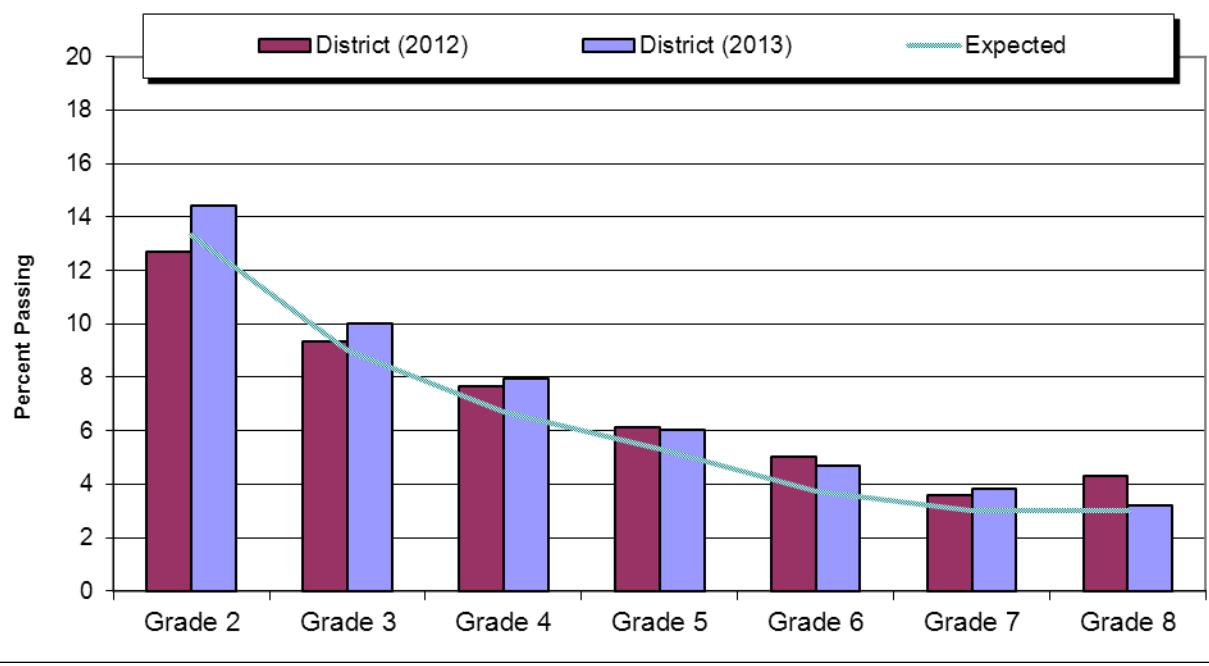
In Math, the 2013 RIT growth was *higher* than the 2012 averages for Grades 3 and 6, and even in Grade 7.

In Reading, the 2013 RIT growth was *higher* than the 2012 averages for Grades 2, 3, 4 and 7.

**Average RIT Growth from Fall 2012 to Spring 2013  
Amphitheater Public Schools  
MATHEMATICS**



**Average RIT Growth from Fall 2012 to Spring 2013  
Amphitheater Public Schools  
READING**

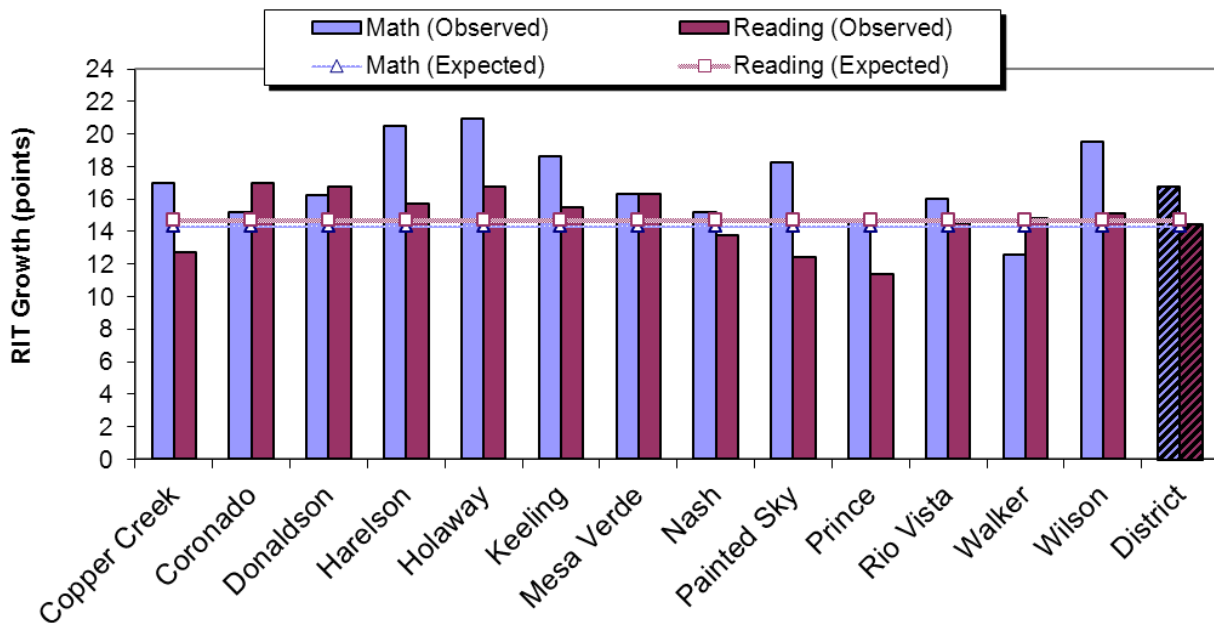




**Summary of Second Grade:**

- All schools (except one) achieved better than typical growth in Math.
- Nine (of 13) schools achieved better than typical growth in Reading.
- All schools achieved an average RIT growth of at least +10 RIT points.
- Holaway had the highest RIT growth of any school: Math was +21 points and Reading was +17 points.
- Donaldson and Walker were the only schools to show a larger increase in Reading than in Math.
- Harelson, Painted Sky, and Wilson showed very large RIT growth in Math – much larger than other schools.
- Overall, the district made typical growth in Math only.

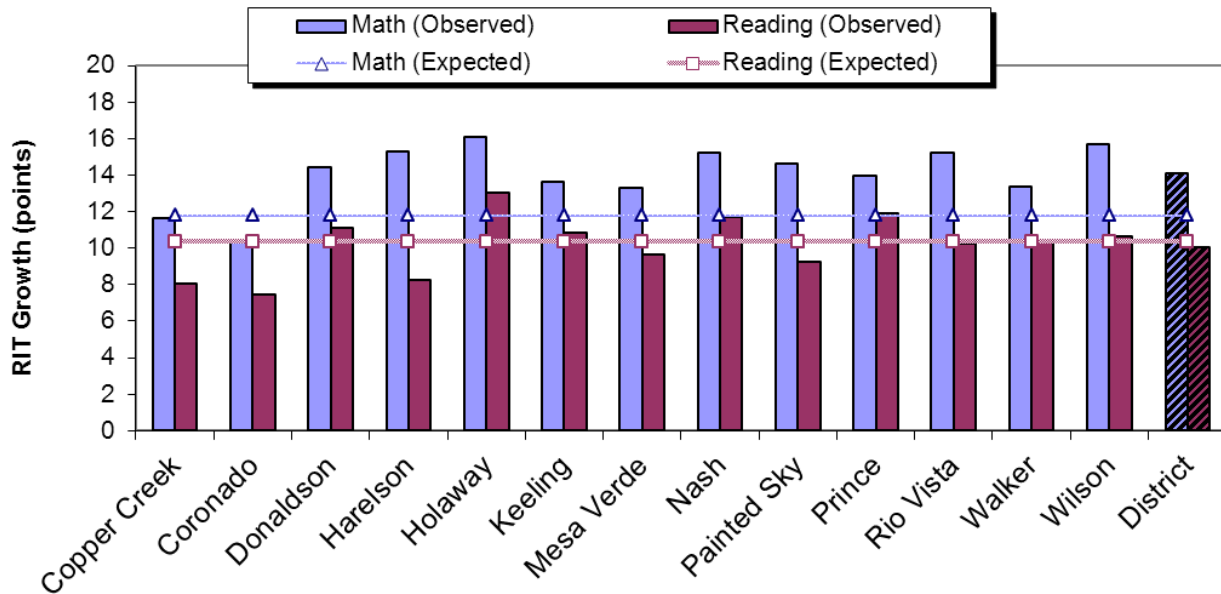
**Average RIT Growth from Fall 2012 to Spring 2013**  
**Grade 2**  
 (matched data)



**Summary of Third Grade:**

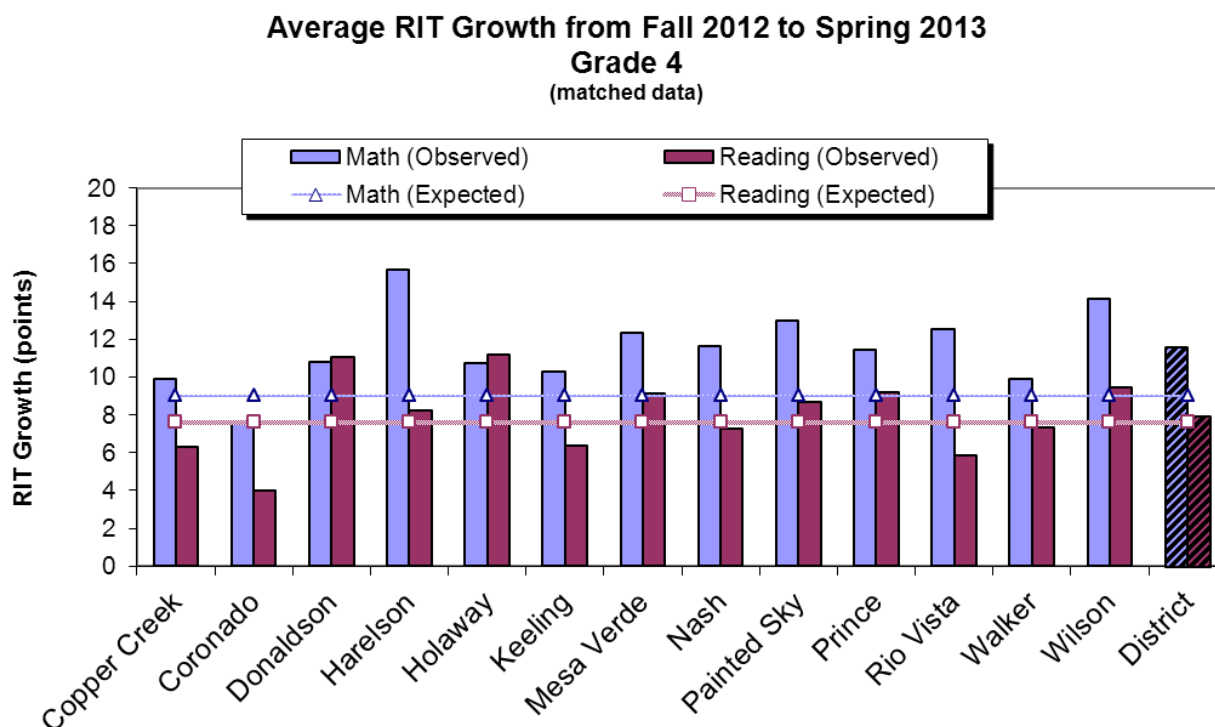
- All schools achieved better than typical growth in Math.
- Eight (of 13) schools were above typical growth in Reading.
- Growth was greater in Math than in Reading at every school.
- All schools achieved an average RIT growth of more than +10 RIT points in Math and +7 RIT points in Reading.
- Holaway showed large gains in both Math and Reading.
- The greatest gains in Math were at Holaway, Nash, Rio Vista, and Wilson.
- The greatest gains in Reading were at Holaway, Nash, and Prince.
- Overall, the district made typical growth in both Math and Reading.

**Average RIT Growth from Fall 2012 to Spring 2013  
Grade 3  
(matched data)**



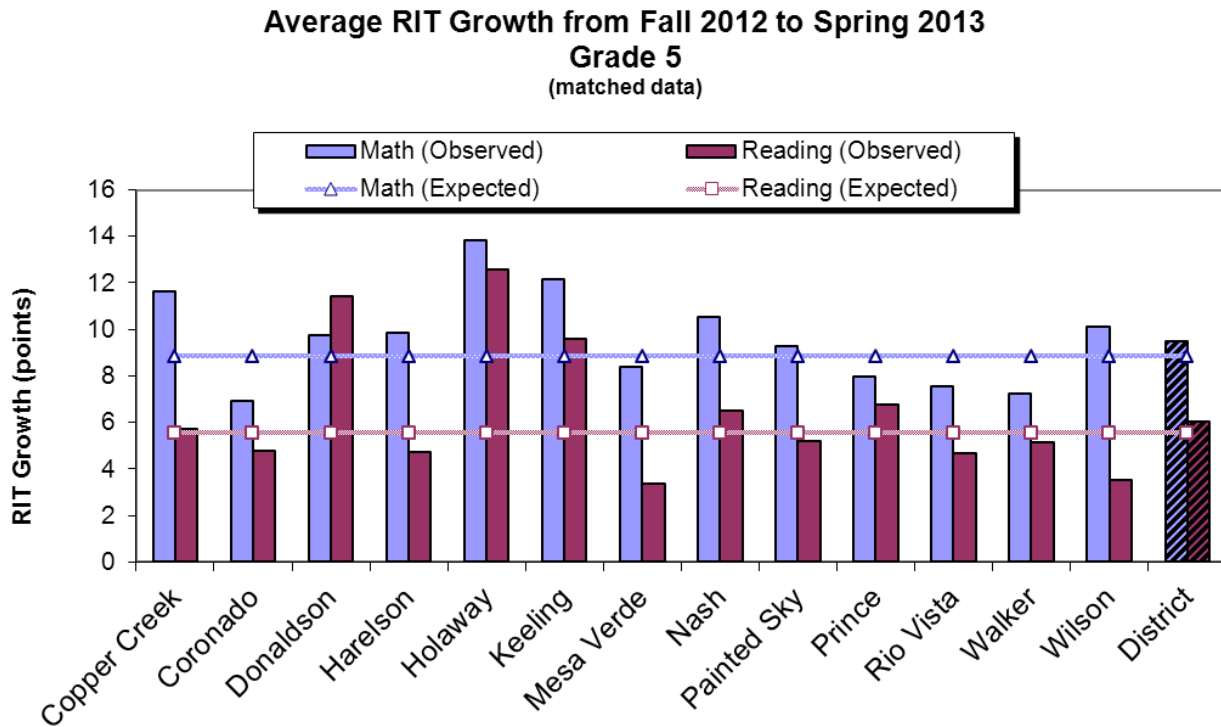
### Summary of Fourth Grade:

- Twelve (of 13) schools achieved better than typical growth in Math.
- Seven (of 13) schools achieved better than typical growth in Reading .
- Math gains were greater than Reading gains at all schools except for two: Donaldson and Holaway, which had slightly larger Reading gains than Math gains.
- All but three schools achieved an average RIT growth of more than +10 RIT points in Math and all but four schools had an average RIT growth of more than +7 RIT points in Reading.
- The greatest gains in Math were at Harelson, Wilson, and Painted Sky.
- The greatest gains in Reading were at Donaldson, Holaway, and Wilson.
- Overall, the district made typical growth in both Math and Reading.



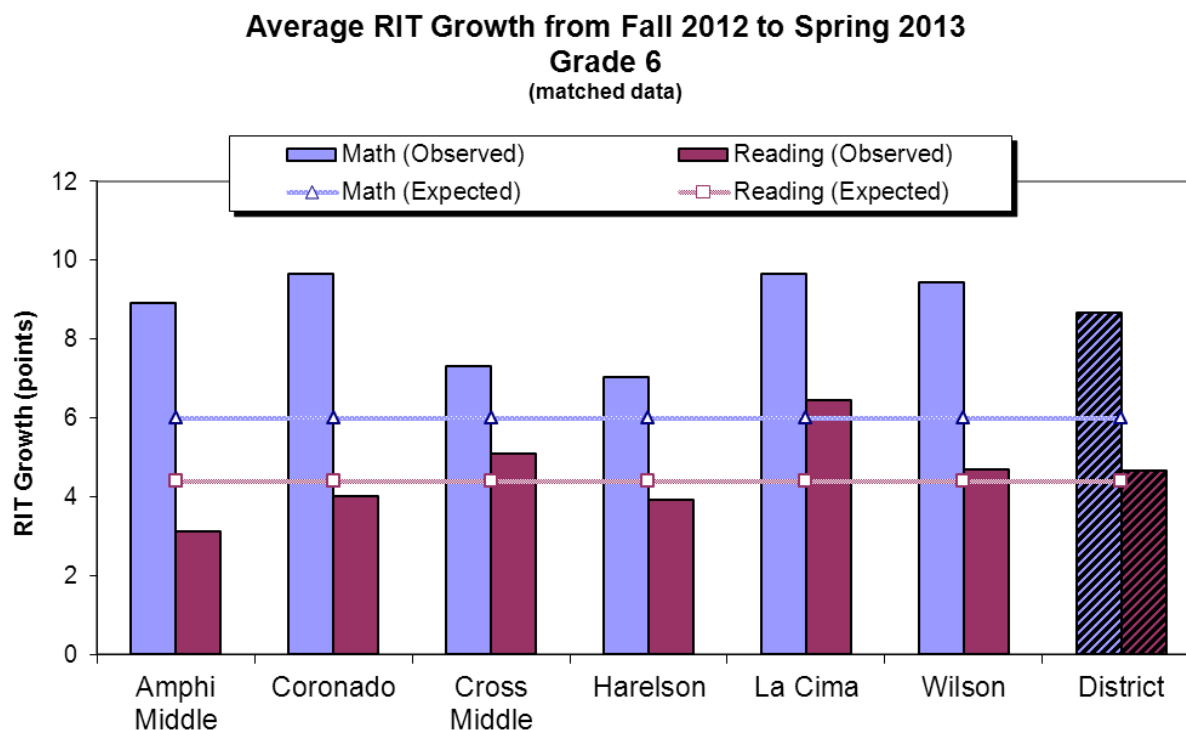
**Summary of Fifth Grade:**

- Eight (of 13) schools achieved better than typical growth in Math.
- Six (of 13) schools achieved better than typical growth in Reading.
- Math RIT growth was higher than Reading RIT growth for all schools, except for Donaldson, which had a RIT growth of +9 and +11, respectively.
- All schools achieved an average RIT growth of at least +7 RIT points in Math and most achieved a RIT growth of +4 points in Reading.
- Holaway had the highest RIT growth of any school: Math was +14 RIT points; Reading was +13 RIT points.
- The greatest gains in Math were at Holaway, Keeling, Copper Creek, and Nash.
- The greatest gains in Reading were at Holaway, Donaldson, and Keeling.
- Overall, the district made typical growth in both Math and Reading.



### Summary of Sixth Grade:

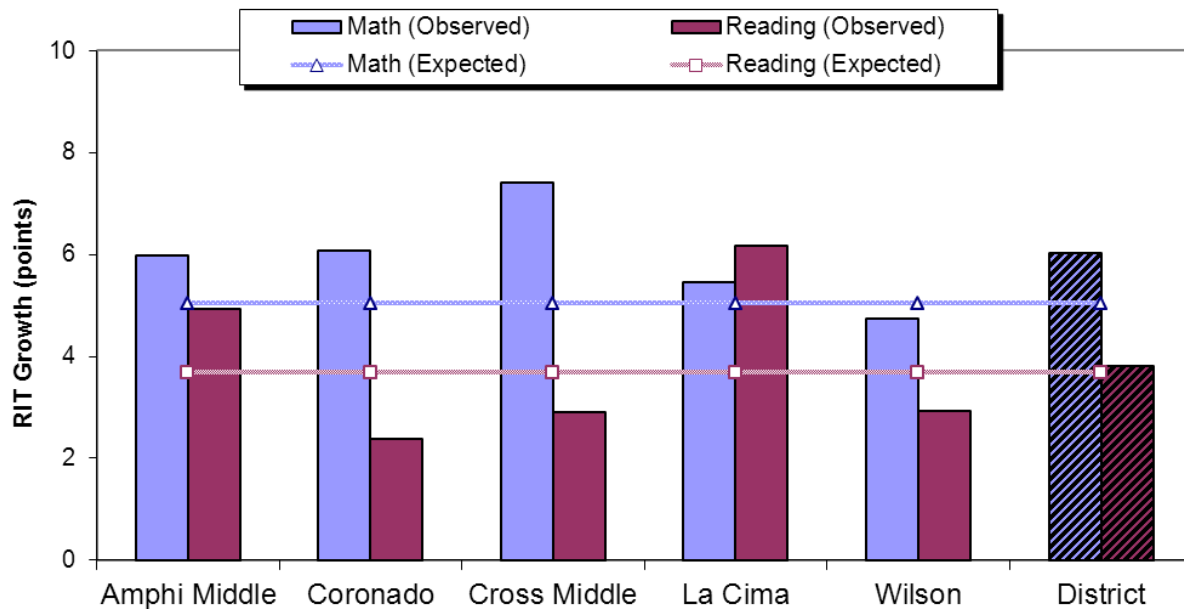
- All six schools achieved better than typical growth in Math.
- Three (of six) schools achieved better than typical growth in Reading.
- All schools grew at least +7 RIT points in Math and four schools grew +4 RIT points in Reading.
- The greatest gains in Math were at Coronado and La Cima (followed closely by Wilson).
- The greatest gains in Reading were at La Cima and Cross (followed closely by Wilson).
- Overall, the district made typical growth in both Math and Reading.



**Summary of Seventh Grade:**

- Four (of five) schools achieved better than typical growth in Math.
- Only two schools achieved better than typical growth in Reading.
- All schools grew at least +5 RIT points in Math.
- Four schools grew +3 RIT points in Reading.
- La Cima achieved higher RIT gains in Reading than in Math.
- Math RIT growth was higher than Reading RIT growth for all schools, except La Cima.
- Cross has the highest RIT growth for Math and La Cima has the highest for Reading.
- Overall, the district made typical growth in both Math and Reading.

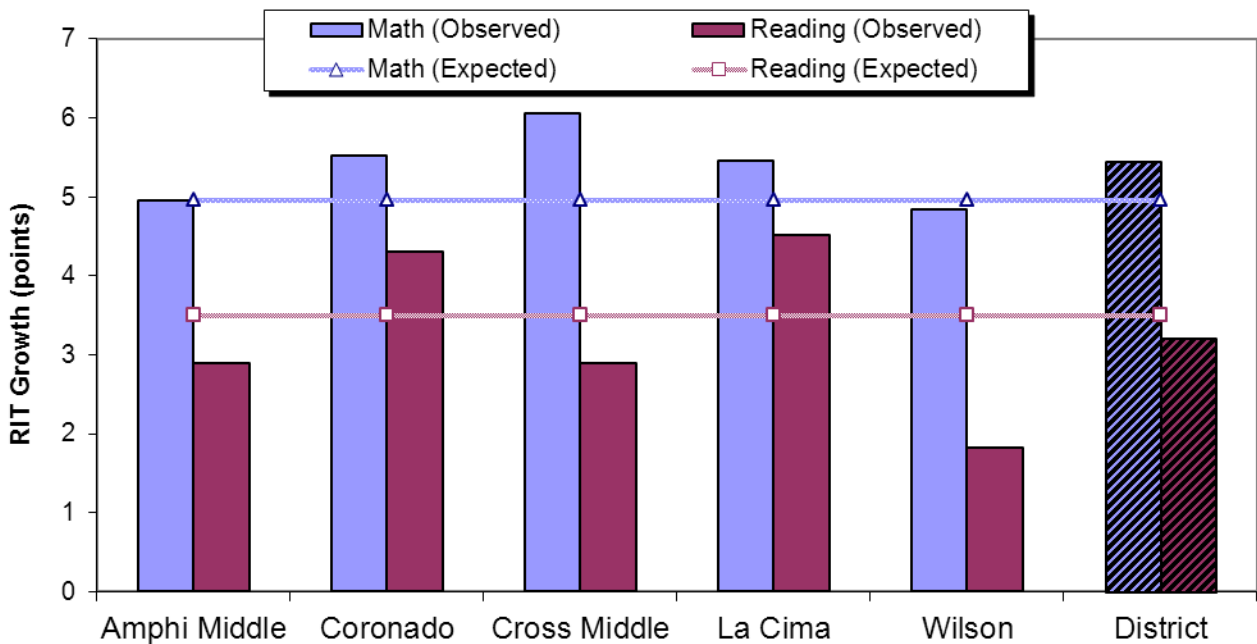
**Average RIT Growth from Fall 2012 to Spring 2013  
Grade 7  
(matched data)**



**Summary of Eighth Grade:**

- Four (of five) schools achieved better than typical growth in Math.
- Two (of five) schools had better than typical growth in Reading.
- All schools grew at least +4 RIT points in Math and four schools grew +2.5 RIT points in Reading.
- Math RIT growth was higher than Reading RIT growth for all schools.
- Cross had the highest RIT growth for Math.
- La Cima had the highest RIT growth in Reading.
- Overall, the district did not make typical growth in Reading.

**Average RIT Growth from Fall 2012 to Spring 2013**  
**Grade 8**  
 (matched data)



# Career Ladder Program Application

Fiscal Year: **2014-2015**

## 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 (2013-2014) budget.

- A. Teacher Addenda (Line 4 on line-item budget, Section II)
- \$994,168 The dollar amount of Career Ladder monies spent on teacher addenda (include benefits).
- 79% 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)
- \$212,725 The dollar amount of Career Ladder monies spent on staff development (trainers, facilities, stipends, substitutes, conferences, etc., and includes benefits)
- 17% 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. \$54,663 The dollar amount of Career Ladder monies spent on program administration (director or coordinator, peer evaluators, etc., and includes benefits).
- 4% The percent of Career Ladder monies spent on program administration (includes benefits).
2. 0 The dollar amount of Career Ladder monies spent on classified staff (includes benefits).
- 0 The percent of Career Ladder monies spent on classified staff (includes benefits).
3. \$5,064 The dollar amount of Career Ladder monies spent on other costs (materials, printing, supplies, capital items, etc.).
- .004% 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

#### Carryover

- \$54,347     The dollar amount of Career Ladder monies carried over from fiscal year **2012-2013**.
- 2.72%     The percent of Career Ladder monies carried over from fiscal year **2012-2013**.  
                   – 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 **2013-2014**.
- 0     The **anticipated** percent of Career Ladder monies, if any, to be carried over from fiscal year **2013-2014**.  
                   \*\*\*You must include a detailed budget for any funds carried over beyond the 2014-2015 school year.

## Career Ladder Program Application

Fiscal Year: **2014-2015**

### 9. ADDITIONAL INCENTIVE (Not Applicable)

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 1<sup>st</sup> 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. \_\_\_\_\_ The dollar amount of the Career Ladder monies allocated to the additional incentive component.  
 \_\_\_\_\_ 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. \_\_\_\_\_ The dollar amount of the additional incentive budget allocated for the purposes of planning and development.  
 \_\_\_\_\_ 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. \_\_\_\_\_ The dollar amount of the additional incentive budget allocated for the purposes of staff development.  
 \_\_\_\_\_ 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)