

Amphitheater Unified School District #10



Career Ladder Reapplication November 15, 2012

ARIZONA CAREER LADDER PROGRAM

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

FISCAL YEAR 2013

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

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

The district Governing Board has taken the following action:

In accordance with ARS 15-918.04 and ARS 15-918.05, the district Governing Board established a percent of 3% in the district base level for the Career Ladder Program, at a public meeting held on

October 2, 2012
(date)



Signature: Governing Board Clerk or Designee

October 2, 2012
Date

Please return by November 15, 2012

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

Career Ladder Program Application

Fiscal Year: **2013-2014**

1. COVER SHEET

School District: Amphitheater Unified School District, #10

Current program phase: Effective at **3.0%** funding.

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

Check all that apply

☒ Apply for program approval to remain at current funding level during fiscal year **2013-2014**.

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

☐ Apply to create a new additional incentive program to begin in 2013-2014 as specified in A.R.S. §15-918.02.B.1-2 (Complete Section 9).

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

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

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

Required Signatures:

(Plan will not be accepted without signatures)


District Career Ladder Director

11/5/2012
Date

Roseanne Lopez, Ed.D., Executive Director, Elementary Education
Typed name and title


District Superintendent

11-5-12
Date

Patrick Nelson, Superintendent
Typed name and title

Career Ladder Program Application

Fiscal Year: 2013-2014

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]).

Patrick Nelson

Signature of District Superintendent

11-5-12

Date

Patrick Nelson, Superintendent

Typed Name and Title

Career Ladder Program Application

Fiscal Year: **2013-2014**

3. INDIVIDUAL COMPONENT PROGRAM PARTICIPATION

Reference A.R.S. §15-918.03.4, p. 9*

Numbers should reflect current year as of November 1, **2012**

A. Career Ladder participants

- 391 1. Number of teachers **placed** in 2012-2013 and **receiving** Career Ladder addenda
- 0 2. Number of other teachers **currently qualifying** (applying) for placement and **not receiving** Career Ladder addenda
- 391 3. **TOTAL PARTICIPANTS (add lines 1, 2)**
- 855 4. Number of teachers in the district
- 455 5. Number of ineligible (due to revised legislative language and/or Career Ladder program criteria)

B. Eligible teachers

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

C. Career Ladder participation rate

98 % (A3 divided by B1)

D. Participation

- 99.4% 1. What was your participation rate in 2011-2012?
- 100% 2. What was your participation rate in 2010-2011?
- No 3. If there are extenuating circumstances (such as numerous retirements, resignations) that have impacted the participation rate, please explain.
- 20 4. How many schools in your district?
- 20 5. How many schools have at least one teacher participating in the individual component?

Career Ladder Program Application

Fiscal Year: **2013-2014**

4. EXECUTIVE SUMMARY

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

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

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

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

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

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

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

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

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

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

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

Career Ladder advancement is based on successfully meeting the standards of performance for each module. Advancement occurs when teachers successfully complete the requirements for their level. As the program phases out, there will be reduced opportunity for movement due to budget constraints imposed by the legislature.

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

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

Teachers at the Student Outcomes and Collaborative Action Research levels of the ladder are evaluated by their building administrator.

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

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

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

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

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

The Career ladder program is governed by a Steering Committee. The committee is composed of a representative from each school site, a Governing Board member, an administrator and a parent. The committee is facilitated by the Career Ladder Director and meets at least three times per year. The coordinator, Instructional Support Leaders and secretarial staff coordinate Career Ladder operations.

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

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

I. Professional development/leadership opportunities for teachers

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

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

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

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

Due to the phase out of Career Ladder by the Arizona Legislature, adjustments to the compensation system were implemented for the 2012/2013 school year. We now have “base” stipends that will be our pay out targets. The base and actual stipends will be adjusted as the Career Ladder completes the phase out process.

CAREER LADDER MODULE BASE STIPENDS FOR 2012-2013

	Base Stipend	Actual Stipend
Instructional Skills	\$2,000.00	\$1,432.50
Entry to Student Outcomes	\$2,300.00	\$2,196.50
Student Outcomes	\$2,600.00	\$2,483.00
Entry to Collaborative Action Research	\$2,750.00	\$2,626.25
Collaborative Action Research	\$3,700.00	\$3,533.50

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

L. Structure of additional incentive component (if applicable)

N/A

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

Pupil progress data shows Amphitheater students at or above the State average in reading and math at all levels. (See Analysis of Student Progress.) In addition, all Career Ladder teachers complete a student achievement plan with specific course student learning objectives. These plans and intense level of monitoring of student data have increased student achievement in these courses.

This year it was noted by Senior Staff members that new teachers to the district may be struggling with getting the student growth necessary. As a result, a mentoring program similar to the Career Ladder Residency Module was instated for 2012/2013. This new model will remain in place for 2013/2014.

Career Ladder Program Application

Fiscal Year: **2013-2014**

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 2012-2013 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 2012-2013 handbook **must be submitted** as part of your application.

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

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"> • How many levels/steps in your program? Briefly describe the differences or refer to specific pages in your handbook that describe the performance criteria at each level/step. 	7, 18-84 Handbook
E. Evaluation of teacher's pupil progress for each level	86, 87 Handbook
F. Evaluation of higher level instructional responsibilities	18, 84 Handbook
G. Program administration/steering committee (which includes teachers, administrators, a school board member, and a parent), pg. 6, §15-918.02A.6a	17, Handbook
H. Periodic program evaluation, review, and refinement (explains survey and data sources and collection)	15-33 Reapplication
I. Professional development/leadership opportunities for currently placed and applying <ul style="list-style-type: none"> • How does the use of Career Ladder funds for professional development contribute to or influence student achievement? 	9, Reapplication
J. Communication model (how information is disseminated throughout the year)	9, Reapplication
K. Compensation system (provide a chart with levels/steps, salaries, and caps) <ul style="list-style-type: none"> • How are addenda to contract determined? 	10, Handbook
L. Structure of additional incentive component (if applicable)	N/A
M. Appeals process	92-95 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?

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

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

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

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

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

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

Career Ladder Program Levels and Modules 2012-2013

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)

Career Ladder Program Application

Fiscal Year: **2013-2014**

6. PROGRAM EVALUATION, REVIEW, AND REFINEMENT

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

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

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

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

What did you say you were going to do?

- A. Include the projected program refinements/revisions from your district's fiscal year **2012-2013** application (Section 6 D, as stated in previous year's application). This should be copied exactly as previously stated.

What progress did you make on these refinements?

- B. Briefly summarize the progress to date on the projected program refinements/revisions (Item A above in previous application) from your district's fiscal year **2012-2013** application.

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

- C. Briefly summarize your program evaluation analysis, activities, and corresponding data since your application in November 2011. C should be separate from A and B, thus it is more current.

After reviewing the data analysis since last November, what refinements do you plan to make/implement during 2012-2013?

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

A. (Copied from last year's application)

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

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

B.

Focus on Student Achievement and Improvement of Classroom Instructional Process

Amphitheater Career Ladder supported over 100 Professional Learning Communities by providing the groups with protocols to examine student work, student assessments and lesson design. Further, the collaborative groups conducted book studies on texts that focused on student assessment and student engagement. The Career Ladder office offered Relevant Training Sessions for teachers designed to have the participants take new knowledge back to their collaborative groups for consideration and implementation in the classroom.

Mentoring New Teachers

The Career Ladder sponsored the Effective Teaching Conference in August of 2012. The conference offered the following sessions:

- Getting Started: 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
- Survive and Thrive!: The Spotlight is on You!
- Planning for the 21st Century Classroom: What do you think?
- 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
- On Site Mentor Support

Each second year teacher will be offered the following services:

- Two (2) after school cohort meetings (organization to be determined)
- Instructional Support Leader (ISL) Support (non-evaluative)
- On-line Collaboration and Support (Optional)

Program Integrity and Reduction of Paperwork

Teachers are maintaining their portfolio of work, however, they are only submitting key components for review by the “readers”. We have eliminated redundancies in paperwork and question prompts and have reduced the volume of information that is submitted for review. Teachers are appreciative of these changes.

C.

A survey was distributed to the 391 participants in October of 2012 which is an 85% rate of return. The survey results help to formulate important program improvements and to check on component effectiveness. Additionally, all training sessions are evaluated by the participants and the resulting data is reviewed by the program director and the presenters. Participants in Amphi Career Ladder are encouraged to forward any questions or concerns to the director throughout the year. Survey results are included in this reapplication.

D.

The Amphi Career Ladder program will be refined for one final time. We are considering the final transition toward “no program” and are discussing possibilities for the last year. The possibilities include recognizing and allowing a wider range of “higher level responsibilities” or, leadership opportunities for participants, decreasing prompts in the required paper work and having participants submit information earlier in the year as we approach the final days of the program. Our professional development will focus on integration of the Common Core State Standards, utilizing data to improve instruction, induction of new teachers and implementation of research based instructional strategies. Our district will be in the process of a curriculum revision that is bigger than any other we have seen in several years. As a result, we need to support these district goals and efforts with the short amount of time and the ever decreasing amount of money we have in the Career Ladder program. 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.

Career Ladder Participant Survey

1. Default Section

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

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

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

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

3. How long have you been teaching?

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

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

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

5. Please respond to the following statements.

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

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

☐ Yes
 ☐ No

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

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

Other (please specify)

Career Ladder Participant Survey

8. Please respond to the following statements.

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

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

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

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

- ☐ Entry to Instructional Skills (EIS)
- ☐ Instructional Skills (IS)
- ☐ Entry to Student Outcomes (ESO)
- ☐ Student Outcomes (SO)
- ☐ Entry to Collaborative Action Research (ECAR)
- ☐ Collaborative Action Research (CAR)
- ☐ CAR Option: Staff Development
- ☐ CAR Option: Mentor

2. CAR Level Only

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

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

Optional comment

Career Ladder Participant Survey

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

☐ Great extent

☐ Some extent

☐ No affect

Other (please specify)

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

☐ Great extent

☐ Some extent

☐ No effect

Optional comment

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

☐ Great extent

☐ Some extent

☐ No effect

Other (please specify)

3. ECAR Only

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

Career Ladder Participant Survey

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

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

Optional comment

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

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

4. ESO and SO Participants Only

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

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

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

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

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

5. EIS/IS Participants Only

To collect specific information for this Career Ladder level.

Career Ladder Participant Survey

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

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

Optional comment

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

- ☐ Yes
- ☐ No

Provide detail (optional)

6.

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

Career Ladder Participant Survey






1. What is your current position in the district?

		Response Percent	Response Count
Regular classroom teacher		64.9%	216
SPED teacher		13.5%	45
ELD teacher		4.8%	16
Specialist		15.6%	52
Counselor		1.2%	4
answered question			333
skipped question			0






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

		Response Percent	Response Count
1-3 years		18.9%	63
4-6 years		15.6%	52
7-10 years		23.7%	79
10+ years		42.3%	141
answered question			333
skipped question			0

3. How long have you been teaching?

		Response Percent	Response Count
1-3 years		0.0%	0
4-6 years		7.8%	26
7-9 years		17.4%	58
10+ years		74.8%	249
answered question			333
skipped question			0



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

		Response Percent	Response Count
1-3 years		2.4%	8
4-6 years		19.8%	66
6-9 years		28.2%	94
10-14 years		23.7%	79
15+ years		25.8%	86
answered question			333
skipped question			0





5. Please respond to the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree	Rating Average	Response Count
The Career Ladder Program improves my instructional practice.	0.9% (3)	4.2% (14)	57.1% (190)	37.8% (126)	3.32	333
The Career Ladder Program promotes teacher self assessment.	1.2% (4)	1.2% (4)	37.3% (124)	60.2% (200)	3.57	332
Peer evaluation is a meaningful and valuable aspect of the program.	1.5% (5)	8.7% (29)	48.0% (160)	41.7% (139)	3.30	333
The Career Ladder Program provides me with knowledge and skills to become a better teacher.	1.8% (6)	4.8% (16)	54.2% (180)	39.2% (130)	3.31	332
The current student outcomes/student achievement component positively impacts student achievement.	1.2% (4)	3.6% (12)	49.5% (164)	45.6% (151)	3.40	331
The Career Ladder Program promotes student attainment of state standards.	1.5% (5)	3.9% (13)	49.4% (163)	45.2% (149)	3.38	330
The Career Ladder Program encourages teacher documentation of student data to monitor student progress.	1.5% (5)	0.9% (3)	33.4% (111)	64.2% (213)	3.60	332
The Career Ladder Program encourages teaching higher level thinking skills.	1.2% (4)	0.6% (2)	41.8% (138)	56.4% (186)	3.53	330
answered question						333
skipped question						0

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

		Response Percent	Response Count
Yes		88.8%	294
No		11.8%	39
answered question			331
skipped question			2





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

		Response Percent	Response Count
Compensation increases		90.0%	296
Collaboration with colleagues		35.6%	117
Professional development		18.2%	60
Other		4.9%	16
Other (please specify)			33
answered question			329
skipped question			4







8. Please respond to the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree	Rating Average	Response Count
Career Ladder Communications (e.g., web site, memos) are informative, clearly written and helpful.	1.8% (6)	3.0% (10)	61.7% (205)	33.4% (111)	3.27	332
Career Ladder Communications are easily accessible.	1.2% (4)	3.3% (11)	51.2% (170)	44.3% (147)	3.39	332
Career Ladder staff are available to me to answer my questions.	0.9% (3)	2.1% (7)	54.5% (181)	42.5% (141)	3.39	332
Career Ladder staff are responsive to my needs.	0.9% (3)	1.8% (6)	54.2% (179)	43.0% (142)	3.39	330
answered question						332
skipped question						1




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

		Response Percent	Response Count
Understand completely		66.5%	220
Understand		32.3%	107
I need more information to fully understand		0.9%	3
I don't understand at all		0.3%	1
answered question			331
skipped question			2




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

		Response Percent	Response Count
Instructional Skills (IS)		0.0%	0
Entry to Student Outcomes (ESO)		1.2%	4
Student Outcomes (SO)		4.2%	14
Entry to Collaborative Action Research (ECAR)		7.5%	25
Collaborative Action Research (CAR)		79.9%	266
CAR Option: Staff Development		1.5%	5
CAR Option: Mentor		5.7%	19
answered question			333
skipped question			0




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

		Response Percent	Response Count
Great extent		54.7%	157
Some extent		42.9%	123
No effect		2.4%	7
Optional comment			26
answered question			287
skipped question			46




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

		Response Percent	Response Count
Great extent		61.8%	176
Some extent		35.1%	100
No affect		3.2%	9
	Other (please specify)		18
	answered question		285
	skipped question		48




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

		Response Percent	Response Count
Great extent		53.2%	151
Some extent		45.1%	128
No effect		1.8%	5
	Optional comment		24
	answered question		284
	skipped question		49




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

		Response Percent	Response Count
Great extent		37.5%	108
Some extent		52.4%	151
No effect		10.4%	30
Other (please specify)			19
answered question			288
skipped question			45





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

		Response Percent	Response Count
Great extent		54.2%	13
Some extent		41.7%	10
No effect		8.3%	2
Optional comment			2
answered question			24
skipped question			309




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

		Response Percent	Response Count
Great extent		36.0%	9
Some extent		52.0%	13
No effect		12.0%	3
answered question			25
skipped question			308

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

		Response Percent	Response Count
Great extent		33.3%	6
Some affect		50.0%	9
Cannot tell the extent		11.1%	2
No effect		5.6%	1
answered question			18
skipped question			315

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

		Response Percent	Response Count
Great extent		50.0%	9
Some extent		38.9%	7
No effect		11.1%	2
answered question			18
skipped question			315

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

		Response Percent	Response Count
Strongly agree		0.0%	0
Agree		0.0%	0
Disagree		0.0%	0
Stongly disagree		0.0%	0
Optional comment			0
answered question			0
skipped question			333

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

	Response Percent	Response Count
Yes	0.0%	0
No	0.0%	0
Provide detail (optional)		0
answered question		0
skipped question		333

Career Ladder Program Application

Fiscal Year: 2013-2014

7. ANALYSIS OF PUPIL PROGRESS

Reference §15-918.03.5.b, p. 10

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

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

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

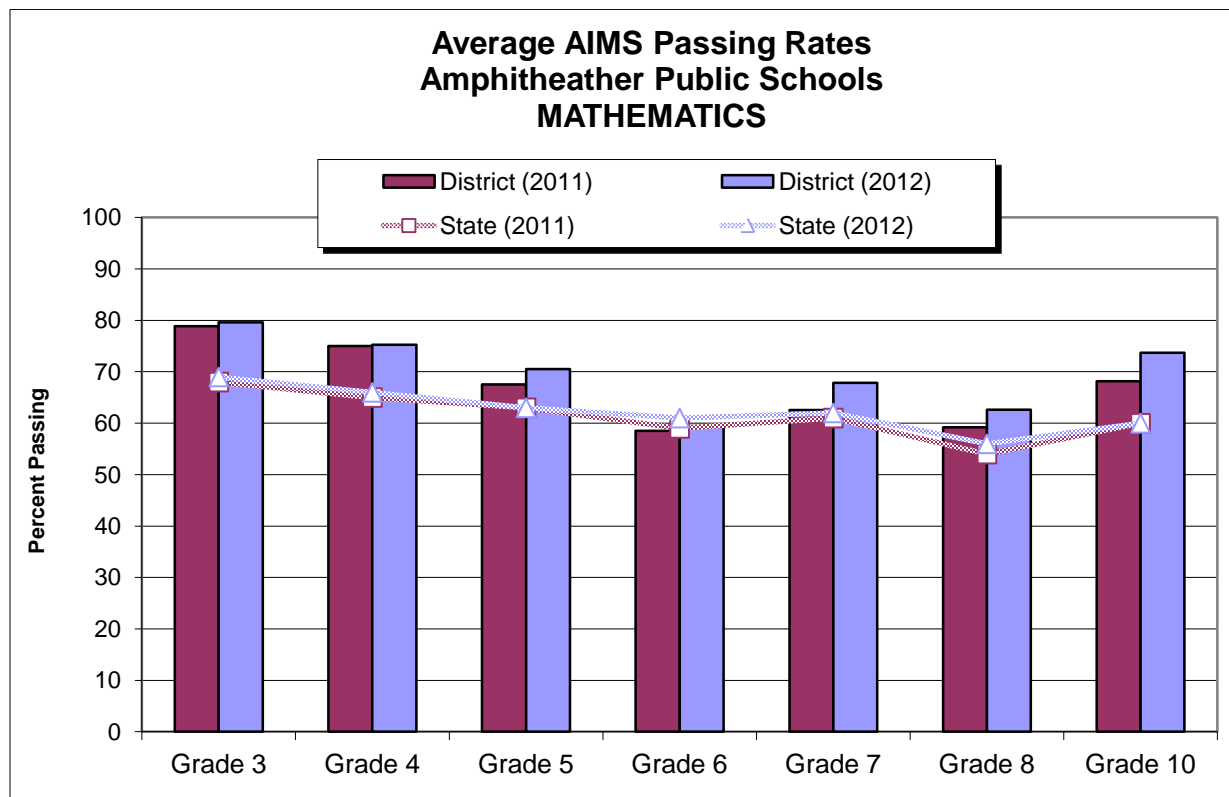
The following summaries and charts describe the change in mastery rates on the Arizona State proficiency test the AIMS. The numbers are the percentage of students with either “Meets” or “Exceeds” scores for 2009-10, 2010-11, and 2011-12 school years. District-wide, on average, from Spring 2011 to Spring 2012:

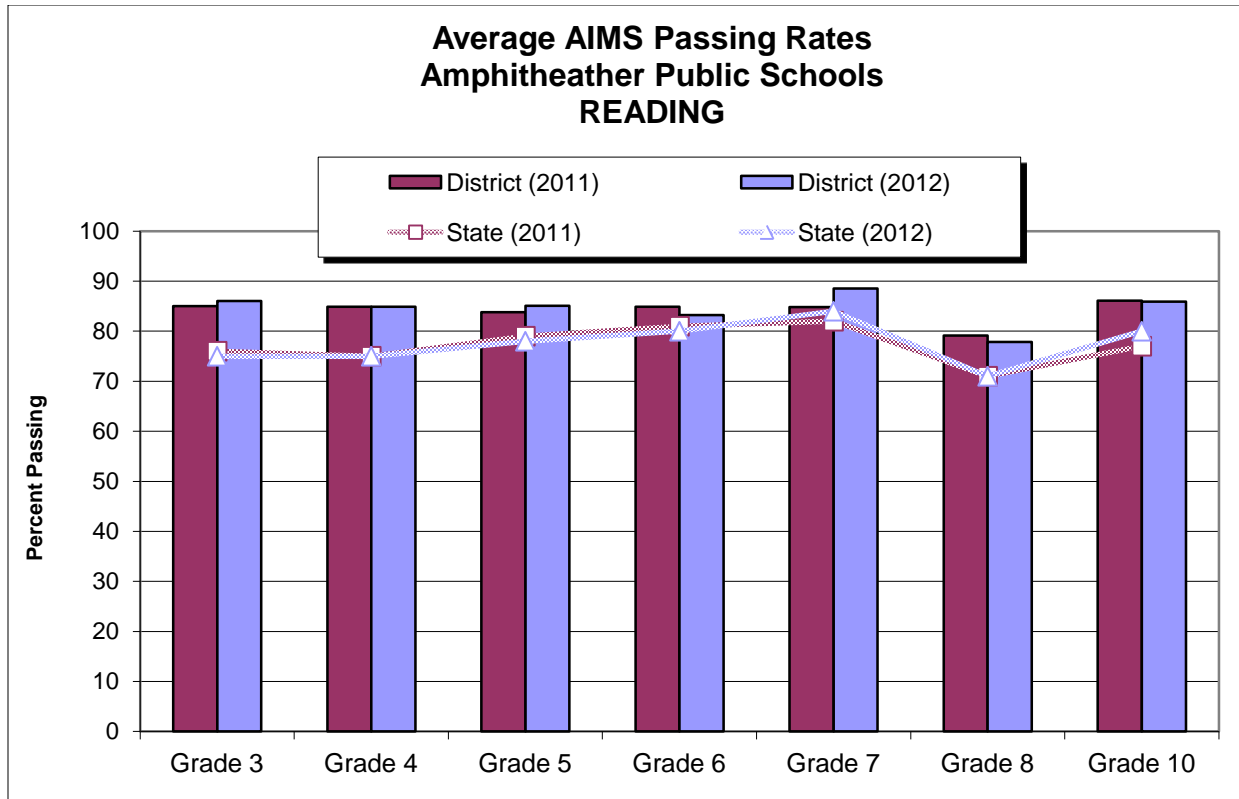
- Mathematics:
 - 60-80% passed the AIMS.
 - Mastery rates for Mathematics increased in all grades.
 - The largest increases in mastery rates over 2010-11 occurred in 7th and 10th grades.
- Reading:
 - 78-89% of tested students passed the AIMS.
 - Mastery rates for Reading increased for 3rd, 5th, and 7th grades.
 - The largest increase in mastery rates over 2010-11 occurred in 7th grade.
- Writing:
 - Writing was administered to grades 5,6,7 and 10 only.
 - 60-82% of tested students passed the AIMS.
 - Mastery rates for Writing increased or stayed the same in all grades except 6th.

In 2011-12, district mastery rates were at or above the state average in all grades and subjects. Increases and decreases over 2010-11 generally paralleled state-level mastery rates. The following cases were exceptions:

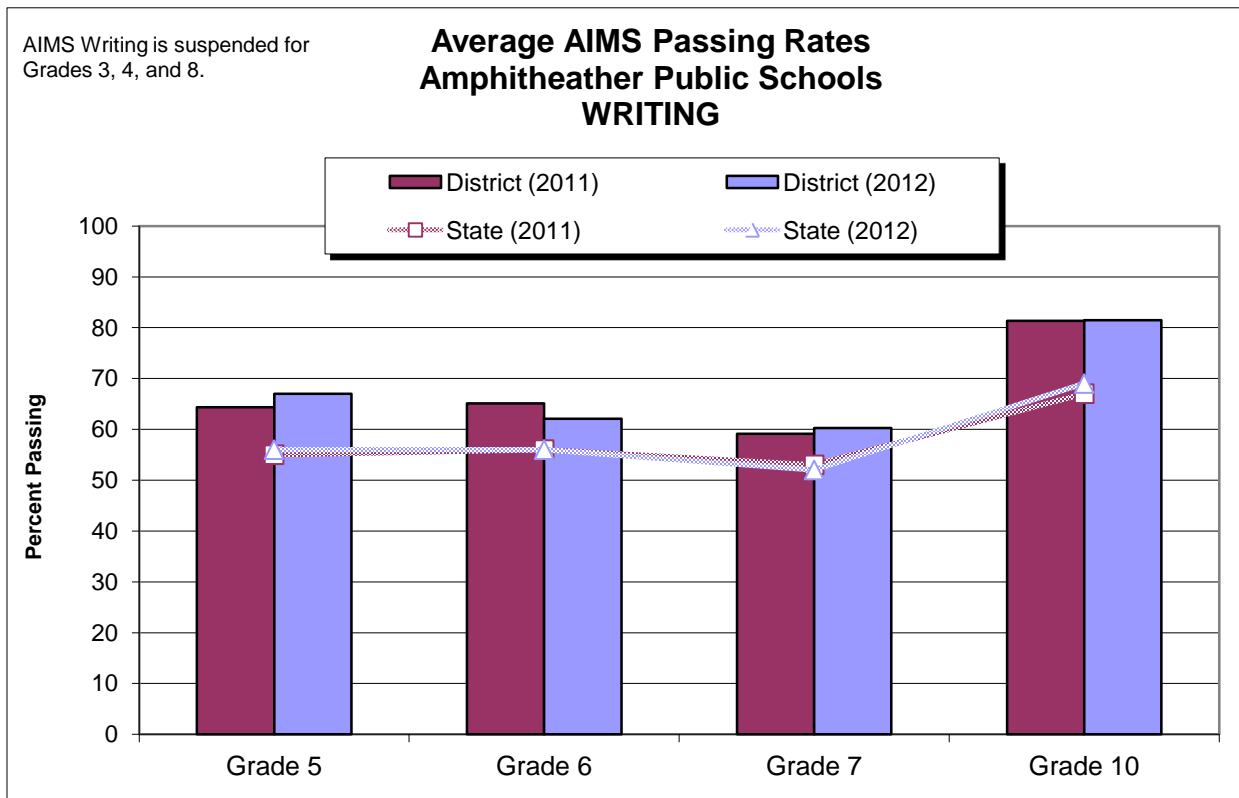
- In Math, Grades 5 and 7 increased, but the state average decreased/ stayed the same.
- In Reading, Grade 10 stayed the same, but the state average increased.
- In Writing, Grade 7 increased while the state average decreased. Also, Grade 10 stayed the same, but the state average decreased.

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

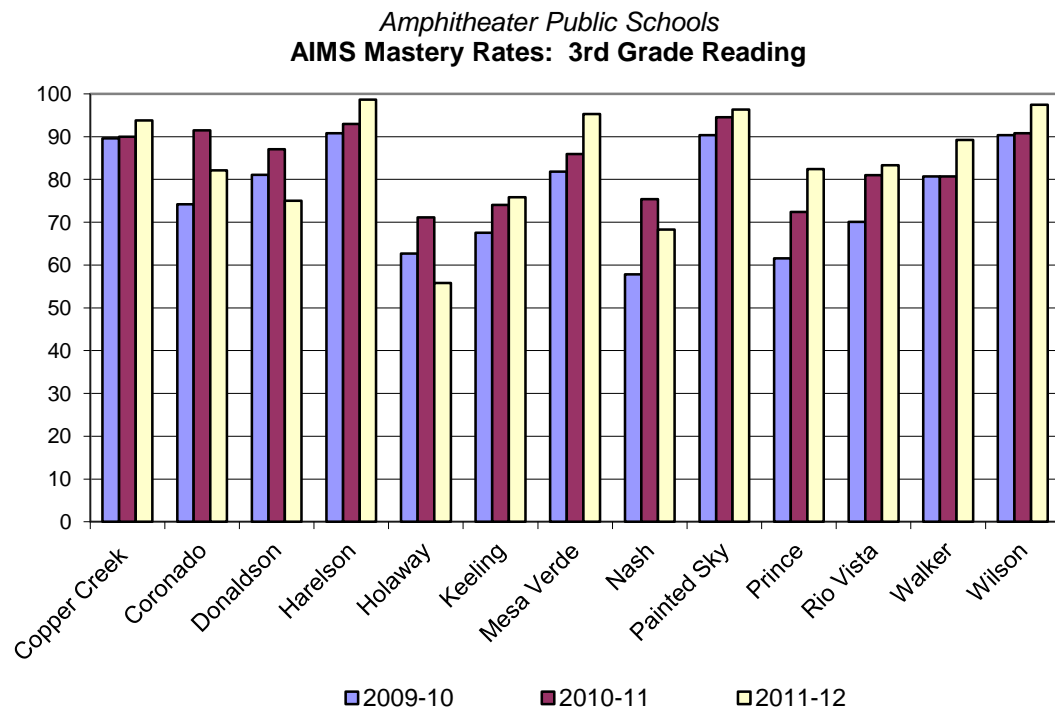
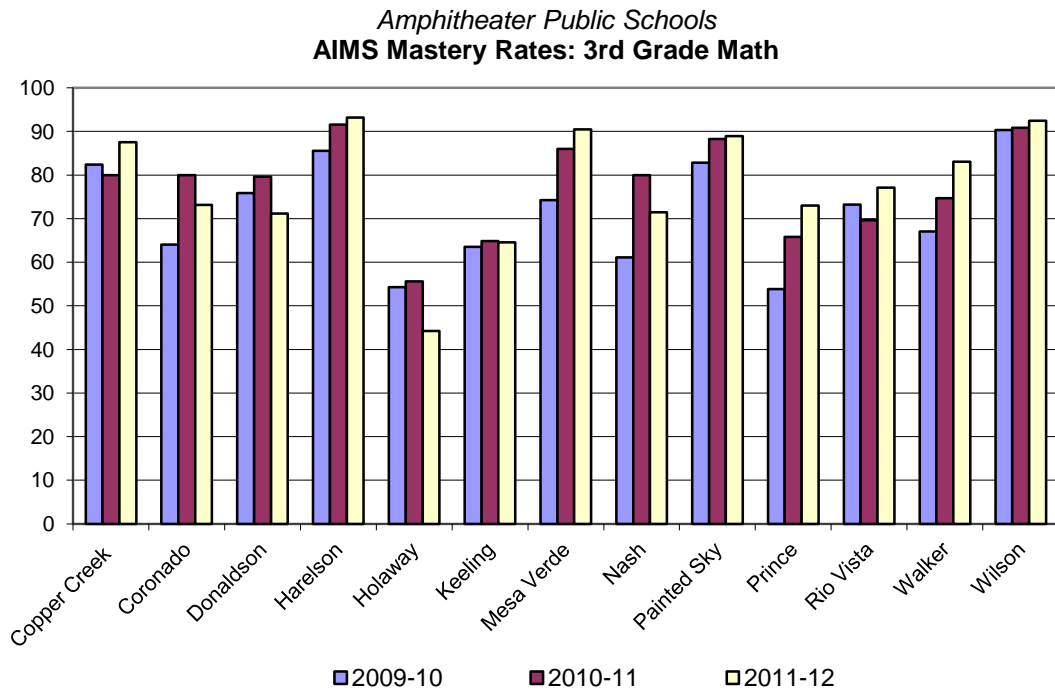




AIMS Writing is suspended for
Grades 3, 4, and 8.



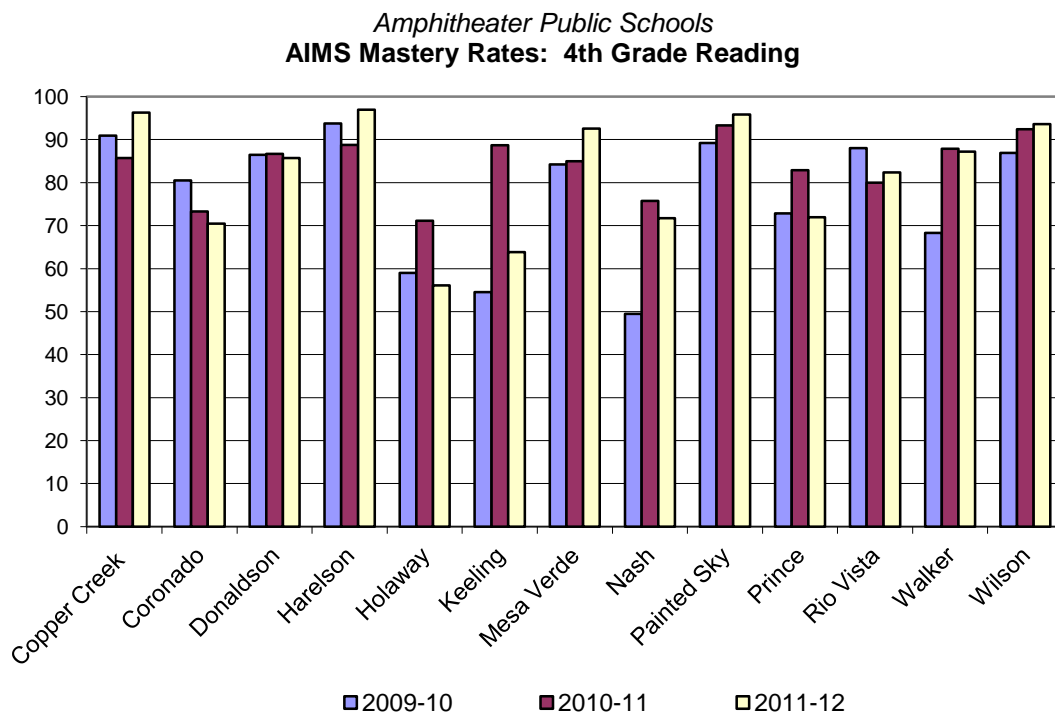
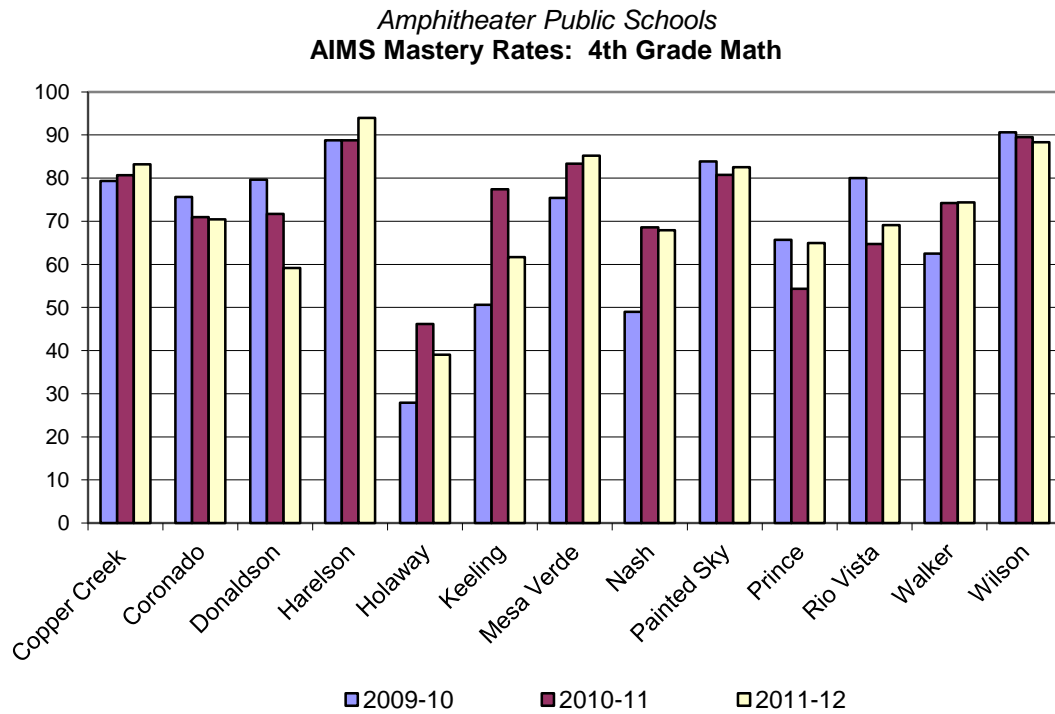
Third Grade Results:



Third Grade Summary

- In Math, eight schools showed increases in mastery rates from 2011 levels.
 - The largest increases were at Copper Creek and Walker (both +8%); the largest decreases were at Holaway (-11%) and Nash (-9%).
 - Three-year trend: all but two schools (Donaldson and Holaway) have higher passing rates in 2012 than in 2010.
 - The following schools had mastery rates at or above 90%: Harelson, Mesa Verde, and Wilson.
- In Reading, nine schools showed increases in mastery rates from 2011 levels.
 - The largest increases were at Prince (+10%), Mesa Verde and Walker (both +9%); the largest decreases were at Coronado (-9%) and Holaway (-15%).
 - Three-year trend: all but two schools (Donaldson and Holaway) have higher passing rates in 2012 than in 2010.
 - The following schools had mastery rates at or above 90%: Copper Creek, Harelson, Mesa Verde, Painted Sky, Walker, and Wilson.
- Writing was not tested in 3rd grade in 2011-12.

Fourth Grade Results:

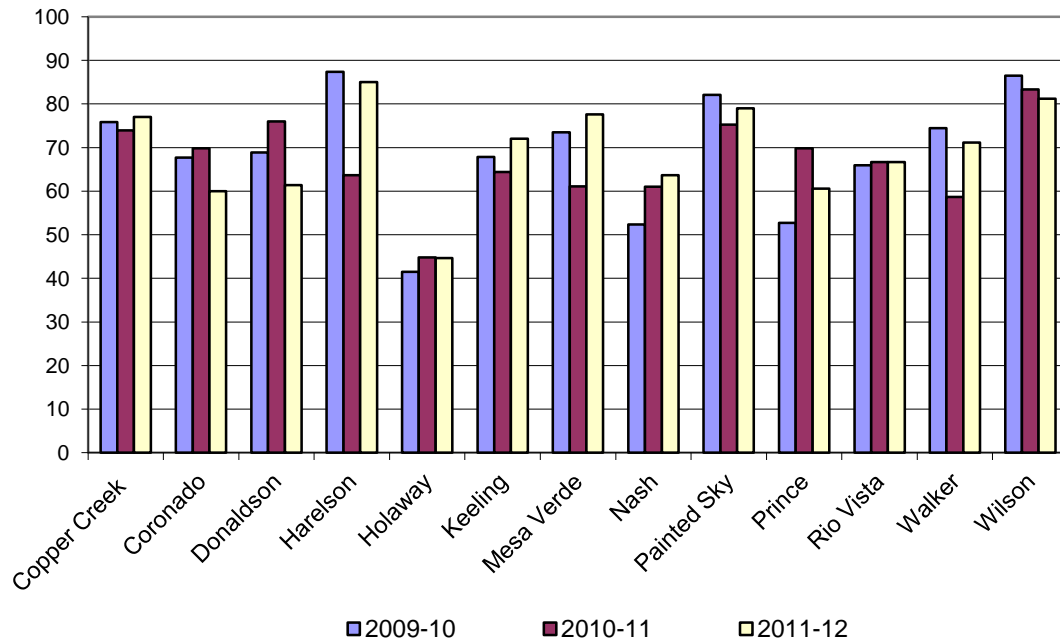


Fourth Grade Summary

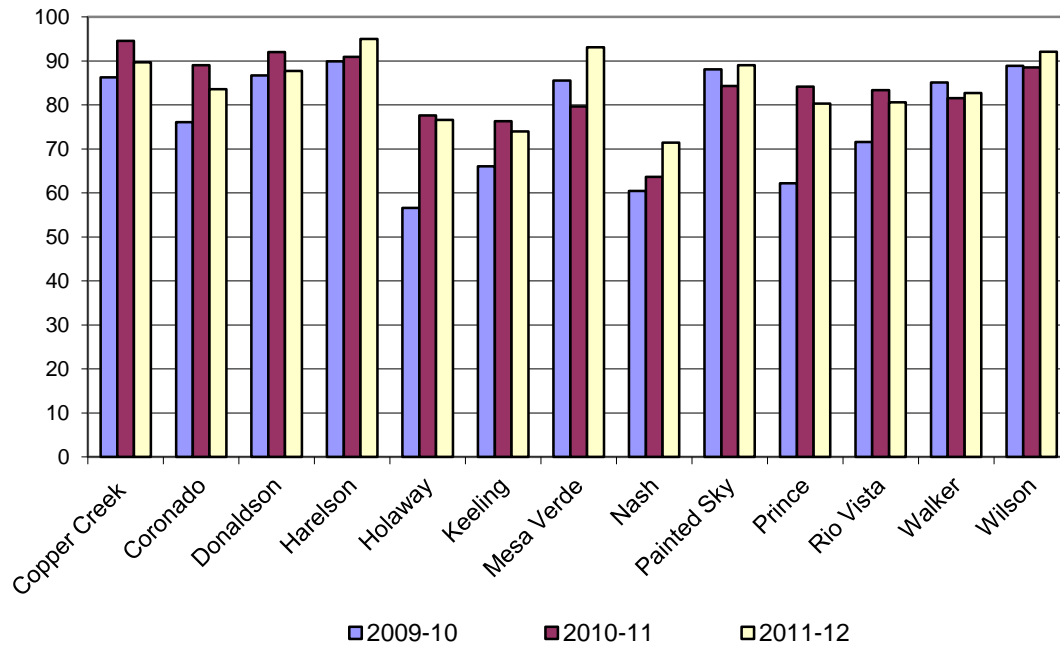
- In Math, six schools showed increases in mastery rates from 2011 levels.
 - The largest increases were at Prince (+11%) and Harelson (+5%); the largest decreases were at Keeling (-16%) and Donaldson (-12%).
 - Three-year trend: seven schools have higher passing rates in 2012 than in 2010.
 - The following schools had mastery rates at or above 90%: Harelson.
- In Reading, six schools showed increases in mastery rates from 2011 levels.
 - The largest increases were at Copper Creek (+11%), Harelson, and Mesa Verde (both +8%); the largest decreases were at Holaway (-15%) and Keeling (-24%).
 - Three-year trend: eight schools have higher passing rates in 2012 than in 2010.
 - The following schools had mastery rates at or above 90%: Copper Creek, Harelson, Mesa Verde, Painted Sky, and Wilson.
- Writing was not tested in 4th grade in 2011-12.

Fifth Grade Results:

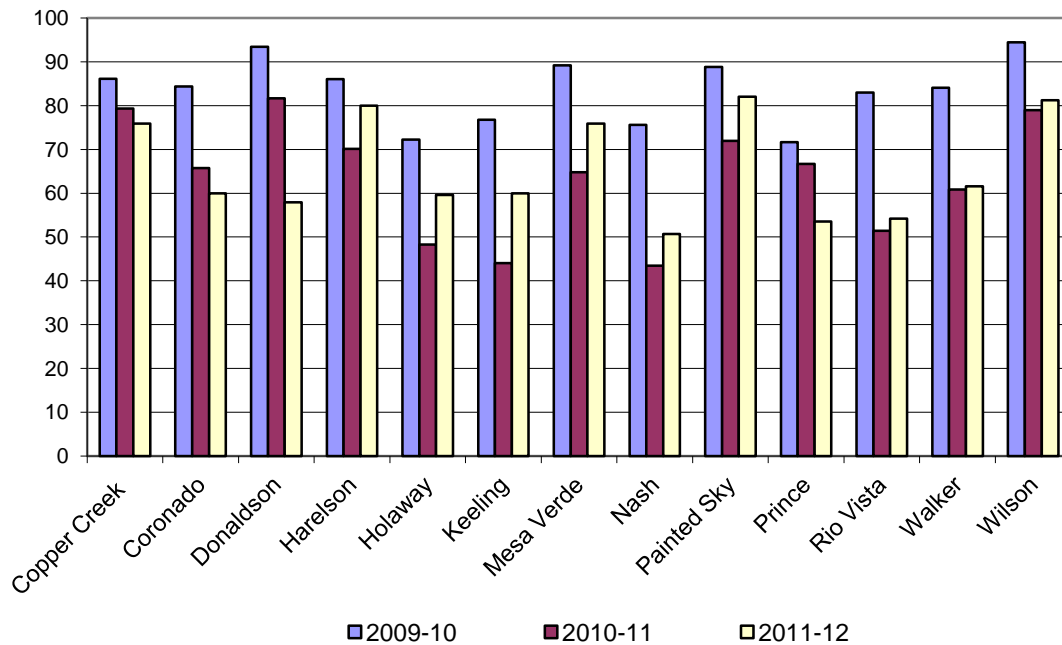
Amphitheater Public Schools
AIMS Mastery Rates: 5th Grade Math



Amphitheater Public Schools
AIMS Mastery Rates: 5th Grade Reading



Amphitheater Public Schools
AIMS Mastery Rates: 5th Grade Writing

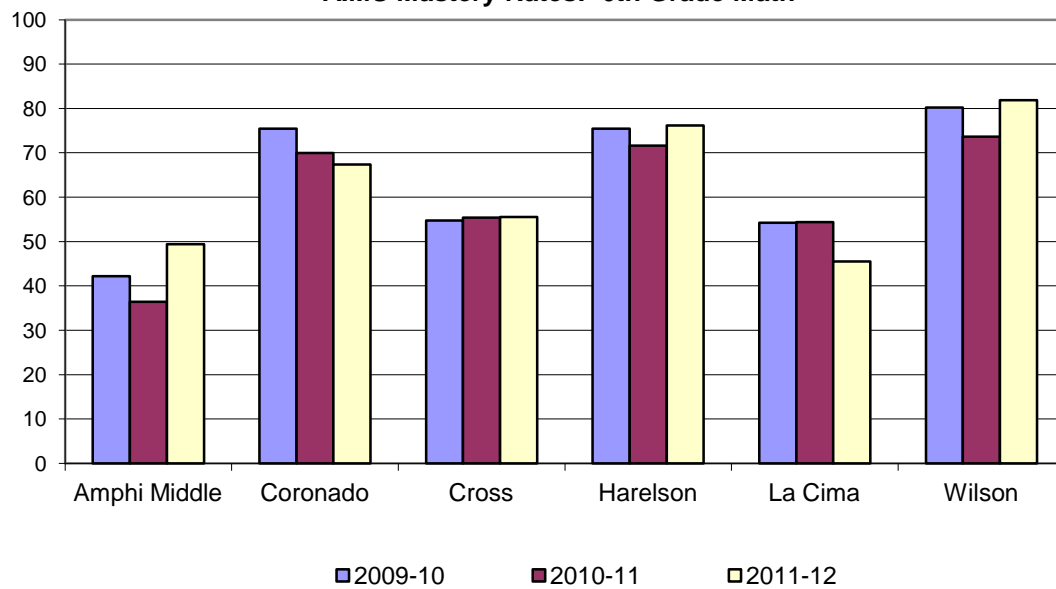


Fifth Grade Summary

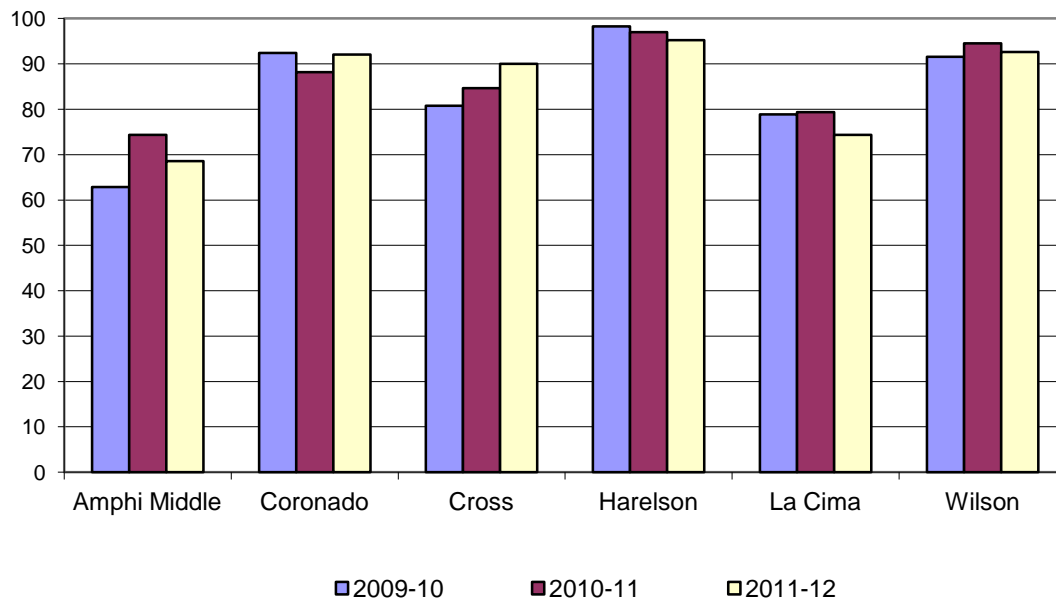
- In Math, seven schools showed increases in mastery rates from 2011 levels. The largest increases were at Harelson (+21%), Mesa Verde (+16%), and Walker (+12%); the largest decreases were at Donaldson (-15%), Coronado (-10%), and Prince (-9%). Three-year trend: seven schools have higher passing rates in 2012 than in 2010. The following schools had mastery rates at or above 90%: none, but both Harelson and Wilson had mastery rates above 80%.
- In Reading, six schools showed increases in mastery rates from 2011 levels. The largest increases were at Mesa Verde (+13%) and Nash (+8%); the largest decreases were at Coronado (-6%) and Copper Creek (-5%). Three-year trend: twelve schools have higher passing rates in 2012 than in 2010 (only Walker is lower). The following schools had mastery rates at or above 90%: Copper Creek, Harelson, Mesa Verde, and Wilson.
- In Writing, nine schools showed increases in mastery rates from 2011 levels. The largest increases were at Keeling (+16%), Holaway (+11%), and Painted Sky (+10%); the largest decreases were Donaldson (-24%) and Prince (-13%). Three-year trend: The Writing test was changed to include multiple choice questions between the 2010 and 2011 administrations, so it is no surprise that scores are still lower in 2012 than in 2010. The following schools had mastery rates at or above 90%: none, but Harelson, Painted Sky, and Wilson had mastery rates above 80%.

Sixth Grade Results:

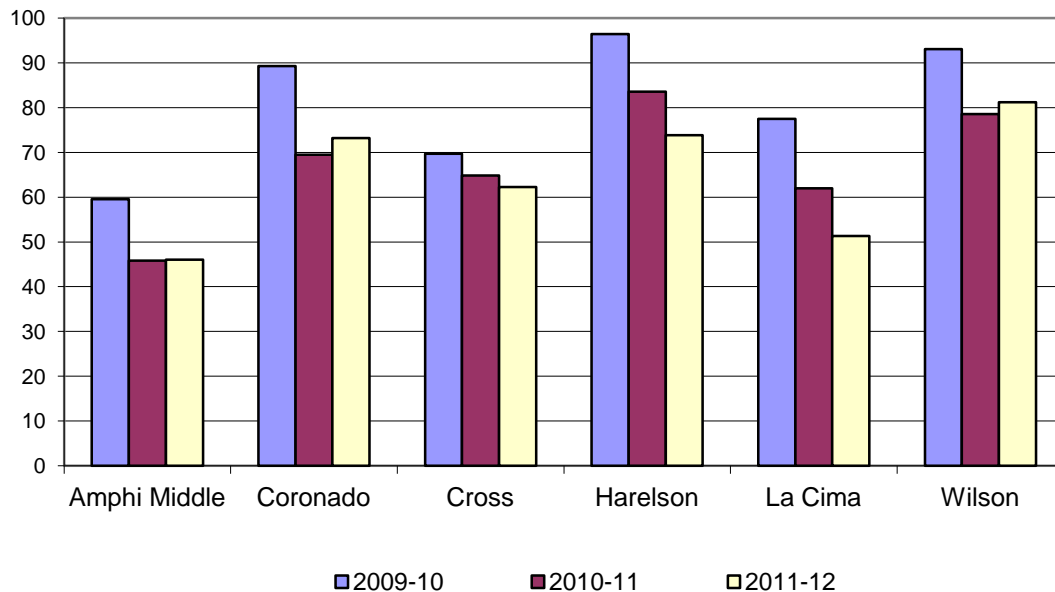
Amphitheater Public Schools
AIMS Mastery Rates: 6th Grade Math



Amphitheater Public Schools
AIMS Mastery Rates: 6th Grade Reading



Amphitheater Public Schools
AIMS Mastery Rates: 6th Grade Writing

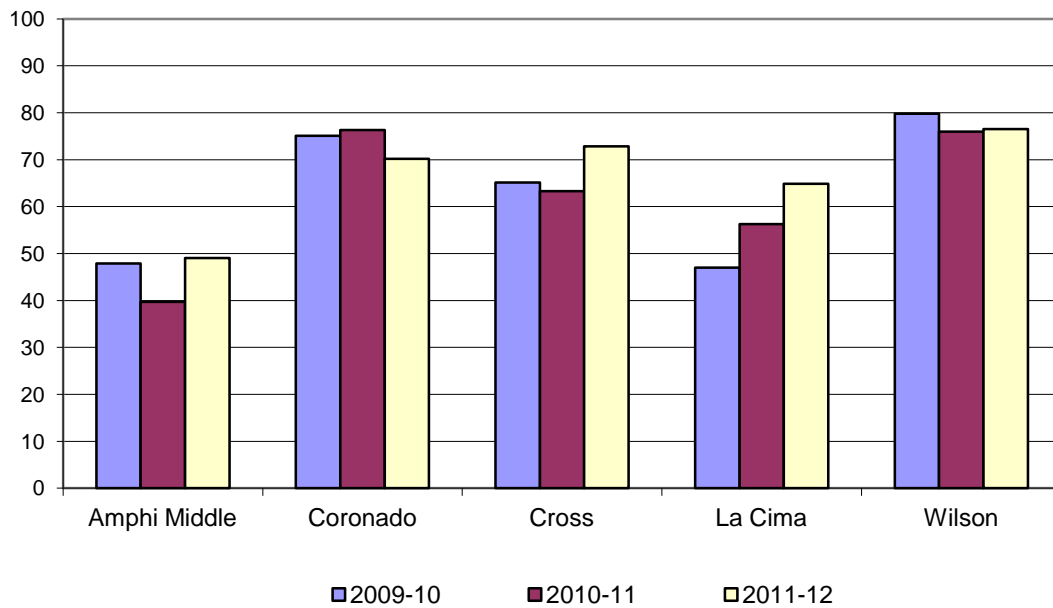


Sixth Grade Summary

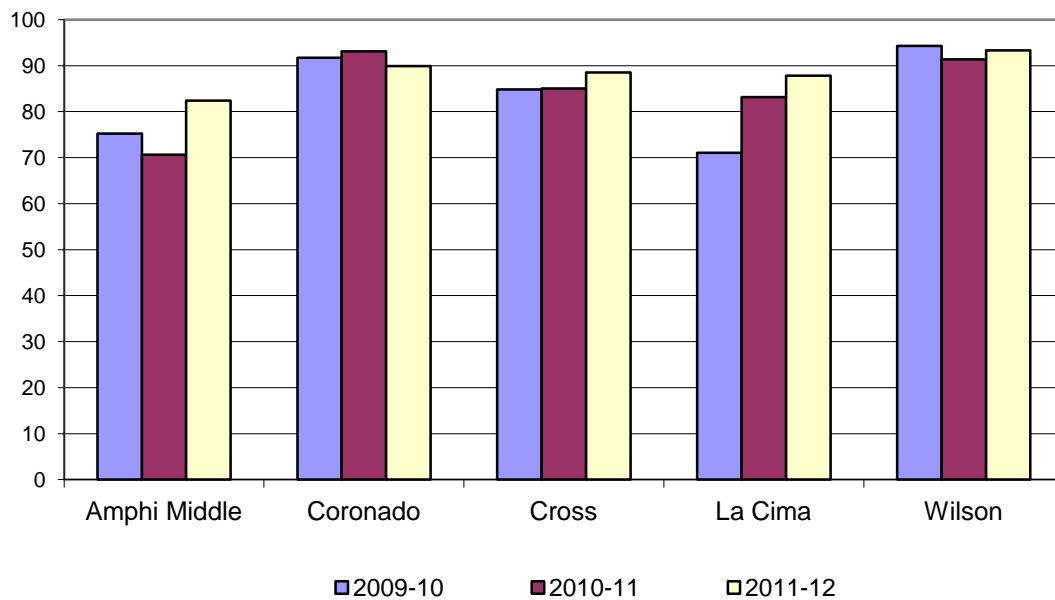
- In Math, three schools showed increases in mastery rates from 2011 levels. The largest increases were at Amphi Middle (+13%) and Wilson (+8%); the largest decrease was at La Cima (-9%). Three-year trend: four schools have higher passing rates in 2012 than in 2010. The following schools had mastery rates at or above 90%: none, but Wilson had a mastery rate above 80%.
- In Reading, only two schools showed increases in mastery rates from 2011 levels: Coronado (+4%) and Cross (+5%). The largest decrease was at Amphi Middle (-6%). Three-year trend: three schools have higher passing rates in 2012 than in 2010: Amphi Middle, Cross, and Wilson. All but two schools had mastery rates at or above 90%. Amphi Middle and La Cima were around 70%.
- In Writing, three schools showed increases in mastery rates from 2011 levels (Amphi Middle, Coronado, and Wilson). The largest decreases were at Harelson (-10%) and La Cima (-11%). Three-year trend: The Writing test was changed to include multiple choice questions between the 2010 and 2011 administrations, so it is no surprise that all schools have mastery rates that are still lower in 2012 than in 2010. The following schools had mastery rates at or above 90%: none, but Coronado, Harelson, and Wilson had mastery rates above 70%.

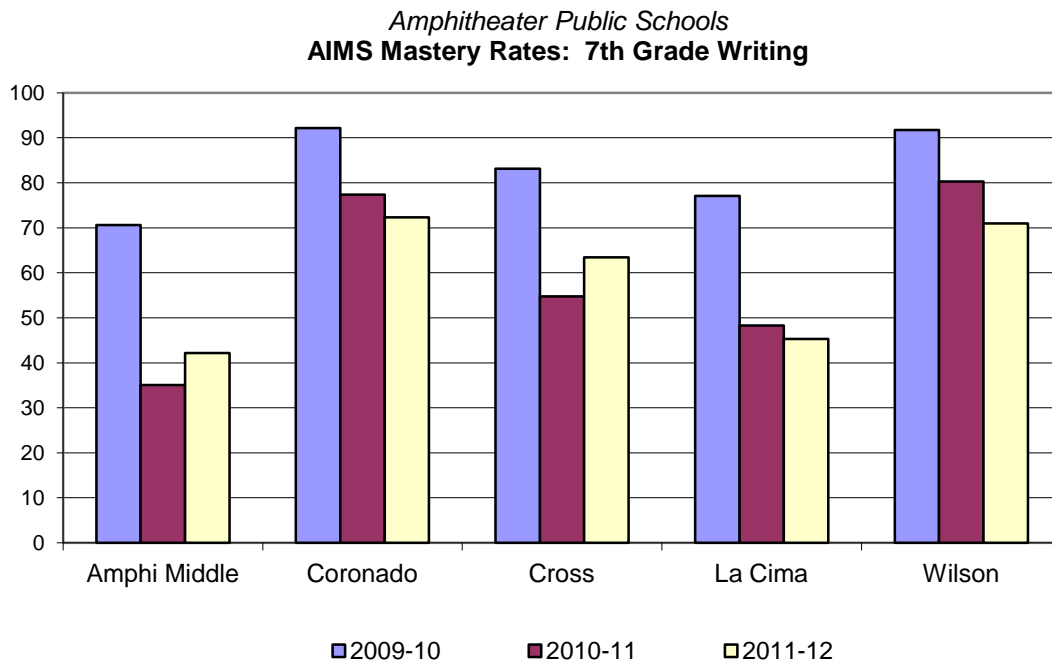
Seventh Grade Results:

Amphitheater Public Schools
AIMS Mastery Rates: 7th Grade Math



Amphitheater Public Schools
AIMS Mastery Rates: 7th Grade Reading



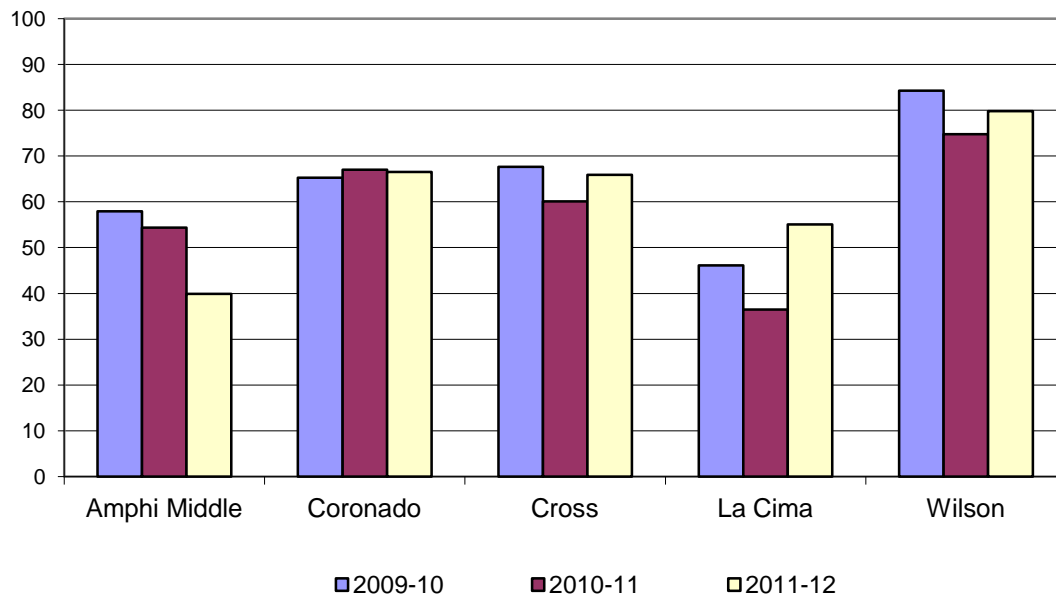


Seventh Grade Summary

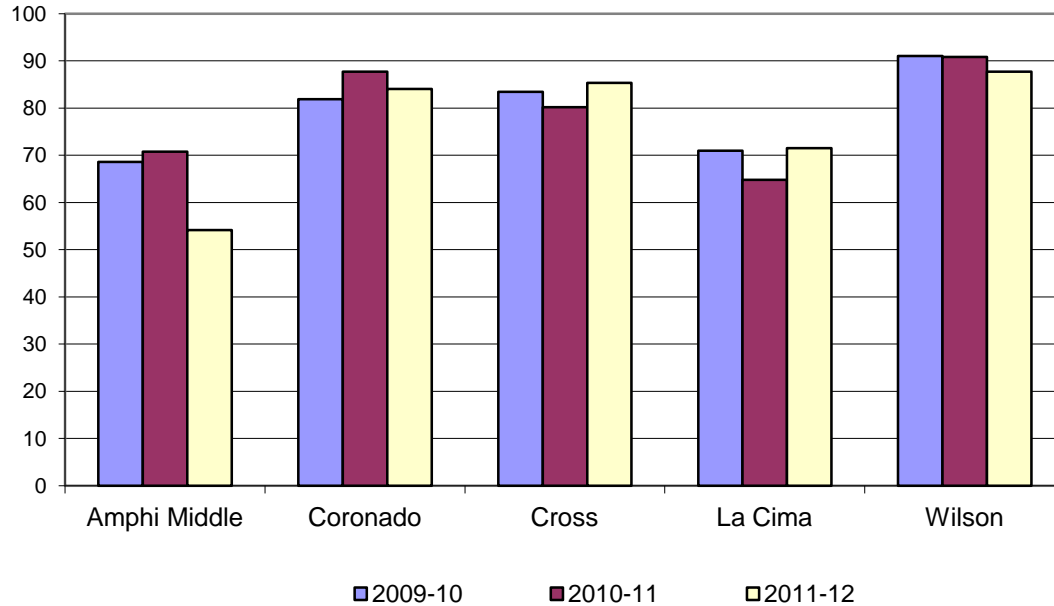
- In Math, four of five schools showed increases in mastery rates from 2011 levels. The largest increases were at Cross (+10%) and Amphi Middle (+9%); the only decrease was at Coronado (-6%). Three-year trend: three of five schools have higher passing rates in 2012 than in 2010 – both Coronado and Wilson did not. 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, four of five schools showed increases in mastery rates from 2011 levels. The largest increase was at Amphi Middle (+12%); the only decrease was at Coronado (-3%). Three-year trend: three schools have higher passing rates in 2012 than in 2010 – Amphi Middle and Wilson do not. The following schools had mastery rates at or above 90%: Coronado and Wilson.
- In Writing, only two schools showed increases in mastery rates from 2011 levels: Amphi Middle (+8%) and Cross (+9%). The largest decrease was at Wilson (-9%). Three-year trend: The Writing test was changed to include multiple choice questions between the 2010 and 2011 administrations, so it is no surprise that all schools have mastery rates that are still lower in 2012 than in 2010. 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

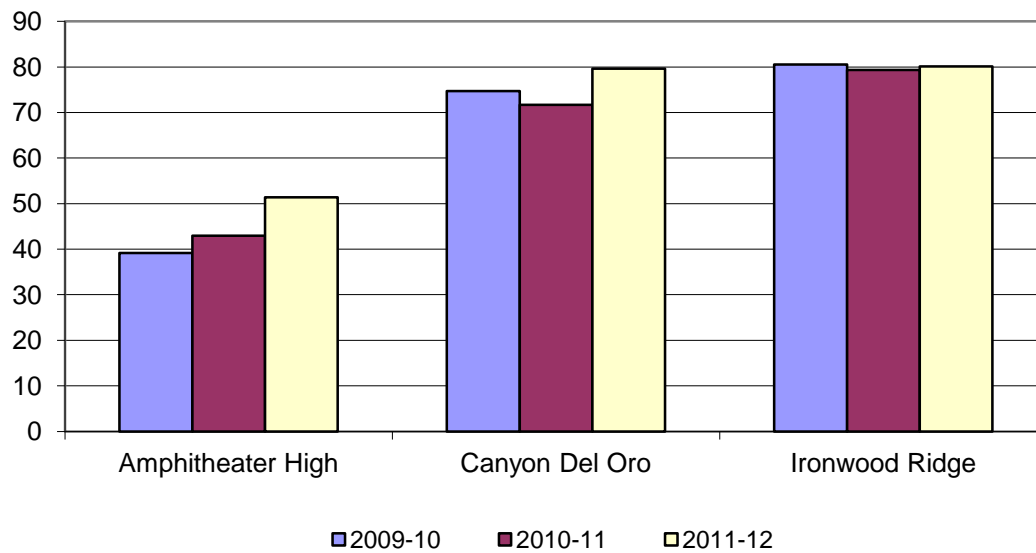


Eighth Grade Summary

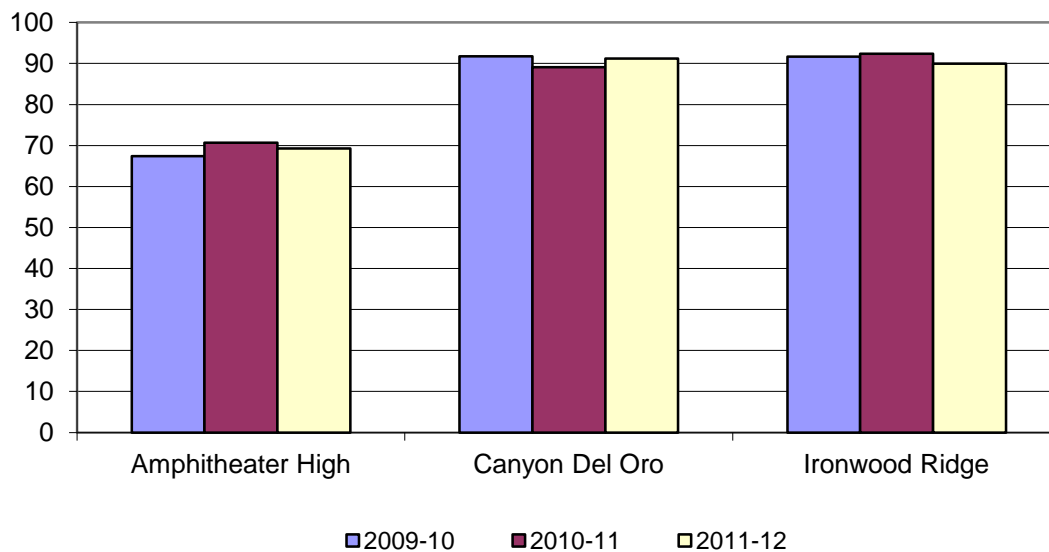
- In Math, three schools showed increases in mastery rates from 2011 levels: Cross, La Cima, and Wilson.
 - The largest increase was at La Cima (+18%); the largest decrease was at Amphi Middle (-17%).
 - Three-year trend: two schools (Coronado and La Cima) had higher passing rates in 2012 than in 2010.
 - The following schools had mastery rates at or above 90%: none, but Wilson had a mastery rate above 80%.
- In Reading, two schools showed increases in mastery rates from 2011 levels.
 - The only increases were at Cross (+5%) and La Cima (+6%); the largest decrease was at Amphi Middle (-17%).
 - Three-year trend: three schools have higher passing rates in 2012 than in 2010: Coronado, Cross, and La Cima.
 - 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 8th grade in 2011-12.

Tenth Grade Results:

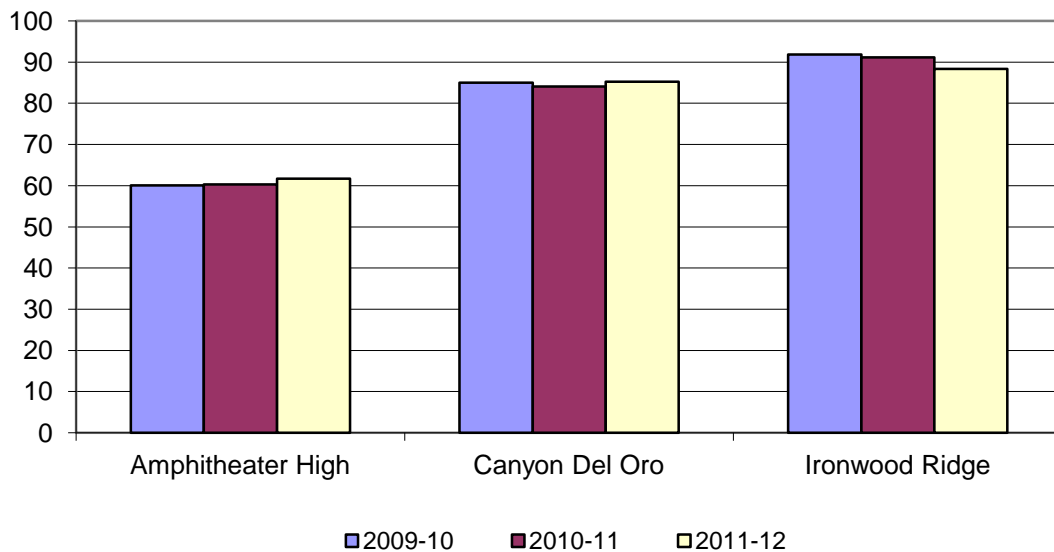
Amphitheater Public Schools
AIMS Mastery Rates: 10th Grade Mathematics



Amphitheater Public Schools
AIMS Mastery Rates: 10th Grade Reading



Amphitheater Public Schools
AIMS Mastery Rates: 10th Grade Writing



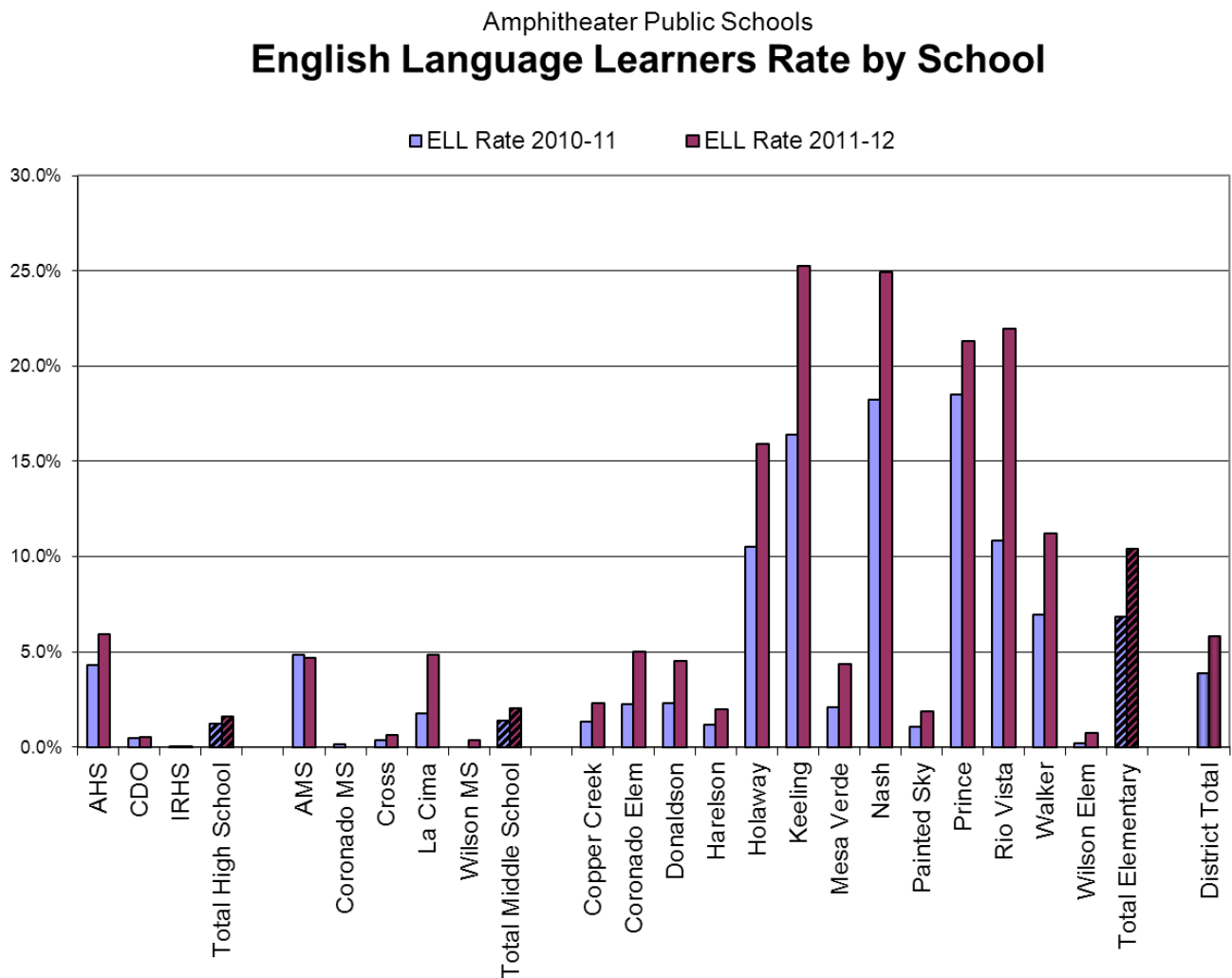
Tenth Grade Summary

- The mastery rates for 10th grade Math increased at all three schools, but increased the most at Amphi High. The school with the highest mastery rate was Ironwood Ridge (80%).
- Mastery rates in Reading increased slightly at Canyon del Oro and decreased slightly at Amphi High and Ironwood Ridge. Both Canyon del Oro and Ironwood Ridge had mastery rates at or above 90%.
- Writing scores in 10th grade increased slightly at Amphi High and Canyon del Oro, but decreased slightly at Ironwood Ridge. Ironwood Ridge had a mastery rate of over 90%.
- Canyon del Oro increased across all AIMS subjects. Amphi High increased in Math and Writing; Ironwood Ridge showed an increase in Math only.
- The greatest disparity across schools' mastery rates occurred in Math – 29 percentage points separated the schools with the highest and lowest mastery rates.

Summary of English Language Learner Data

District-wide and in many schools, the *percent* of ELL students¹ enrolled at each school has increased over 2011 levels in all but two schools: Amphi Middle and Coronado Middle (both decreased <1%). The largest increases were at Rio Vista (+11%), Keeling (+8%), and Nash (+7%).

As a percent of enrollment, elementary schools have the highest ELL rates. 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.



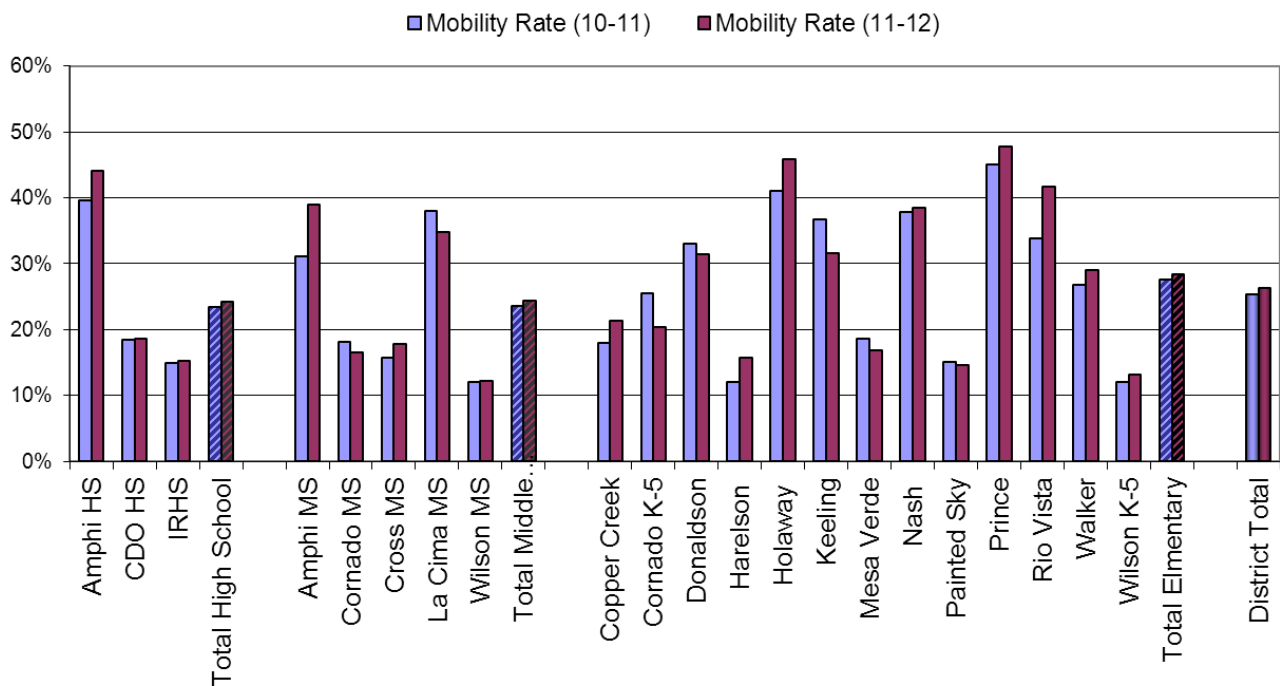
¹ Does not include students who were reclassified from an ELL status.

Summary of Mobility Data

Overall, the district's mobility rate² increased at elementary, middle and high school 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, Holaway, Keeling, Nash, Prince, and Rio Vista. Four schools (Amphi High, Holaway, Prince, and Rio Vista) had mobility rates of 40% or higher. By grade level, elementary schools have the highest mobility – on average, over 25%.

Increases in mobility rates can be observed at schools with traditionally low mobility rates: Ironwood Ridge, Cross MS, Wilson K-8, and Harelson. La Cima, Donaldson, and Keeling showed decreases in mobility rates; however, they are all still above 30%.

**Amphitheater Public Schools
Mobility Rate by School**



² Mobility is calculated as follows: (Entries after the First Day + Reentries + Withdrawals) / (First Day Enrollment + Entries after the First Day) * 100.

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 2011 to Spring 2012. Students' RIT scores were compared and a RIT growth metric was calculated. The charts below illustrate the average RIT growth between Fall 2011 and Spring 2012 by subject, grade, and school.

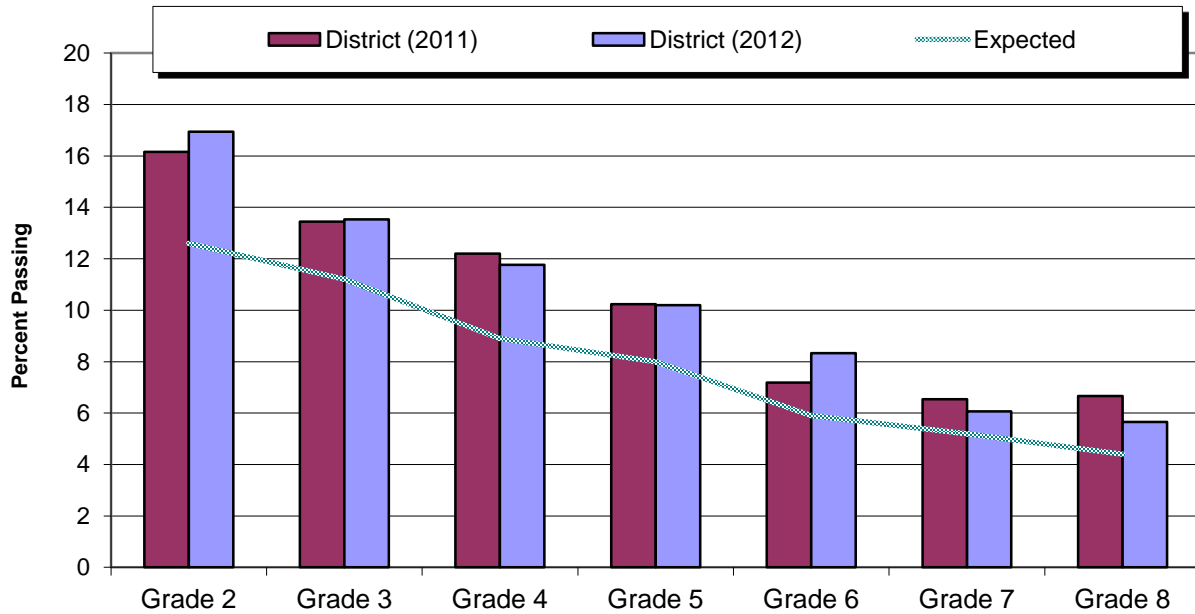
Summary of MAP Data

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.

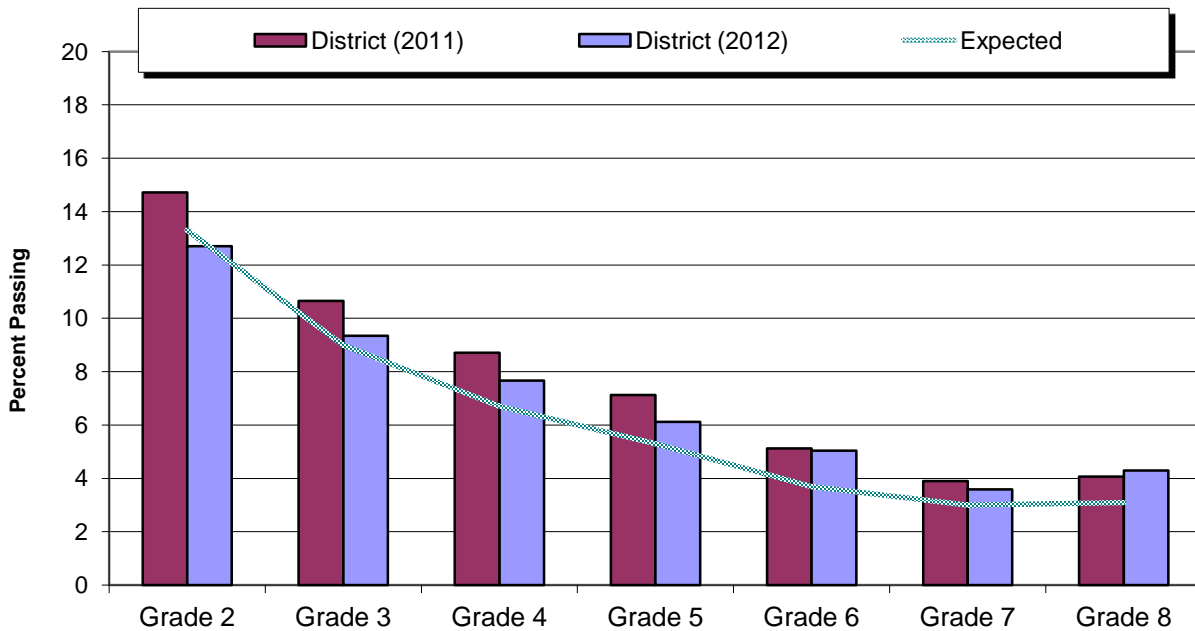
In Math, the 2012 RIT growth was *higher* for Grades 2, 3, and 5.

In Reading, the 2012 RIT growth was *lower* for all grades, except Grade 8.

**Average RIT Growth from Fall 2011 to Spring 2012
Amphitheater Public Schools
MATHEMATICS**

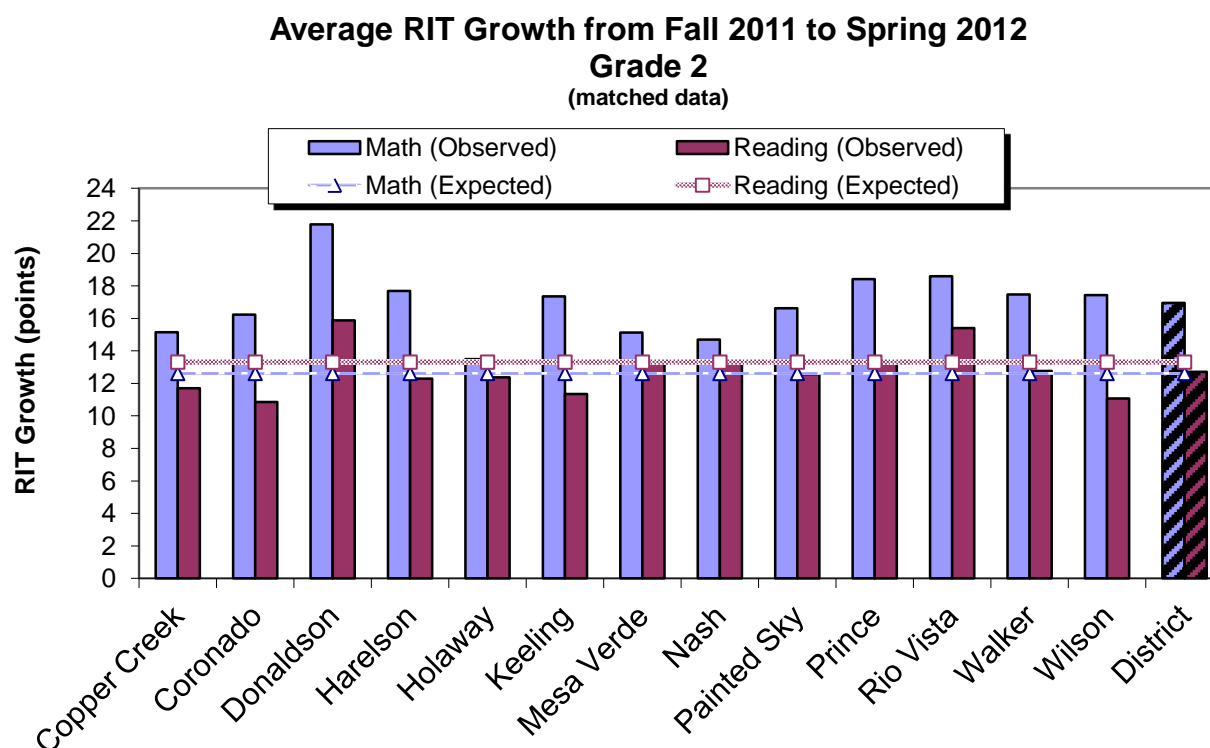


**Average RIT Growth from Fall 2011 to Spring 2012
Amphitheater Public Schools
READING**



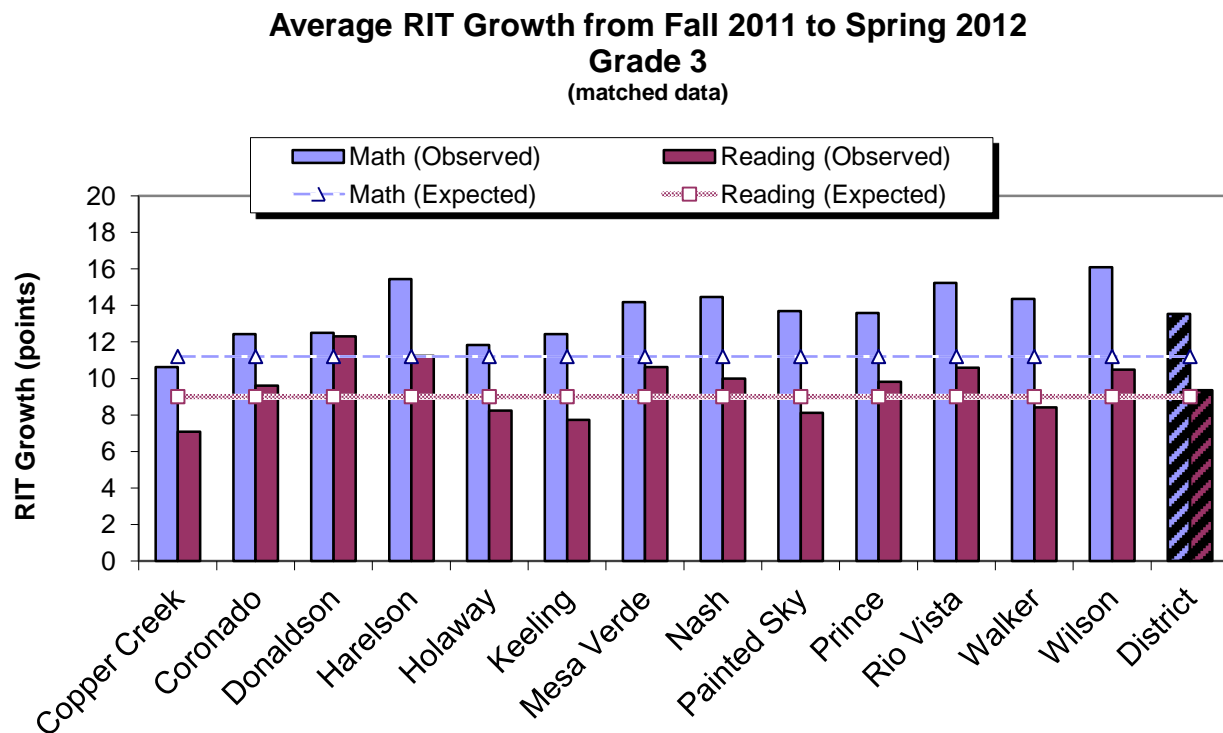
Summary of Second Grade:

- All schools achieved better than typical growth in Math, but not in Reading.
- All schools achieved an average RIT growth of at least +12 RIT points.
- Donaldson had the highest RIT growth of any school: Math was +22 points and Reading was +16 points.
- Rio Vista was the only school to show an increase in RIT points in Reading (+2 points).
- The greatest growth in both Math and Reading was at Donaldson.



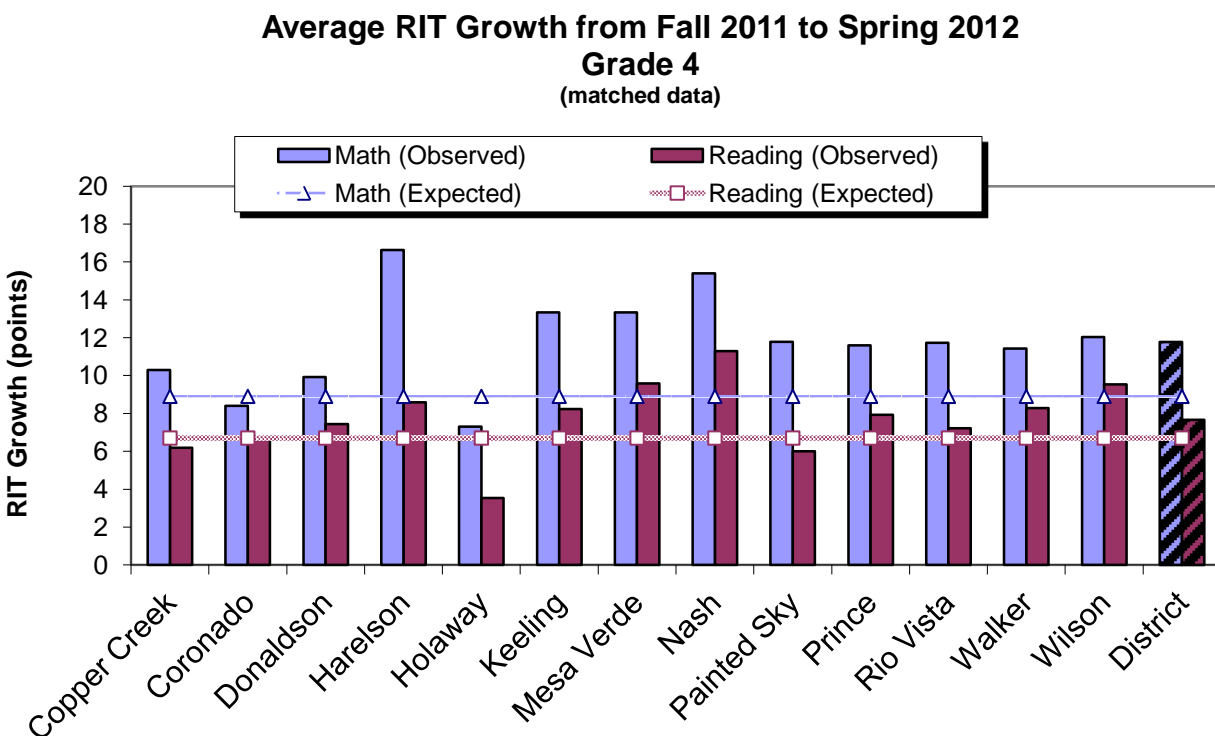
Summary of Third Grade:

- All schools achieved better than typical growth in Math, but eight 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 +11 RIT points in Math and +7 RIT points in Reading.
- The greatest gain in Math was at Wilson and the greatest gain in Reading was at Donaldson.



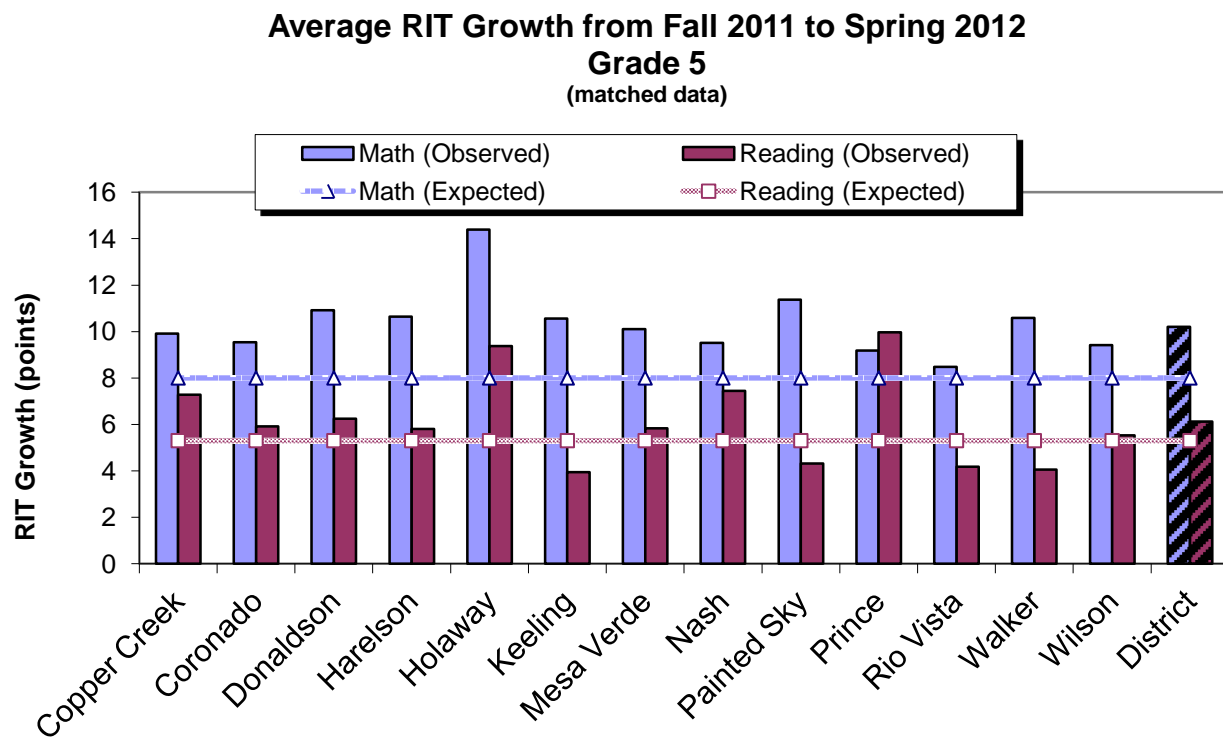
Summary of Fourth Grade:

- All but two schools achieved better than typical growth in Math; nine schools achieved better than typical growth in Reading.
- Math gains were greater than Reading gains at all schools.
- All but two schools achieved an average RIT growth of more than +10 RIT points in Math and all but three schools had an average RIT growth of more than +7 RIT points in Reading.
- The greatest gains in Math were at Harelson and Nash, and the greatest gains in Reading were at Nash, Mesa Verde, and Wilson.



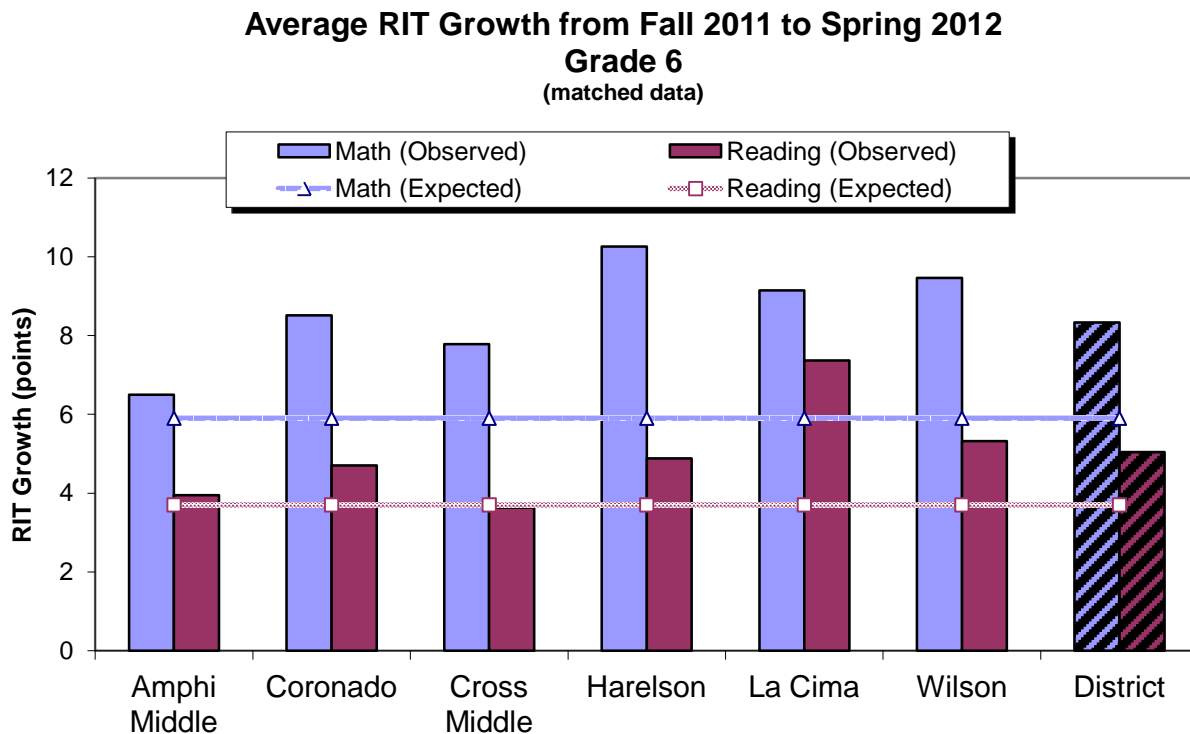
Summary of Fifth Grade:

- All schools achieved better than typical growth in Math and most schools in Reading. Four schools were below typical growth in Reading.
- Math RIT growth was higher than Reading RIT growth for all schools, except for Prince, which had a RIT growth of +9 and +10, respectively.
- All schools achieved an average RIT growth of at least +8 RIT points in Math and +4 points in Reading.
- Holaway had the highest Math RIT growth of any school +14 points. Prince had the highest Reading RIT growth: +10 points.



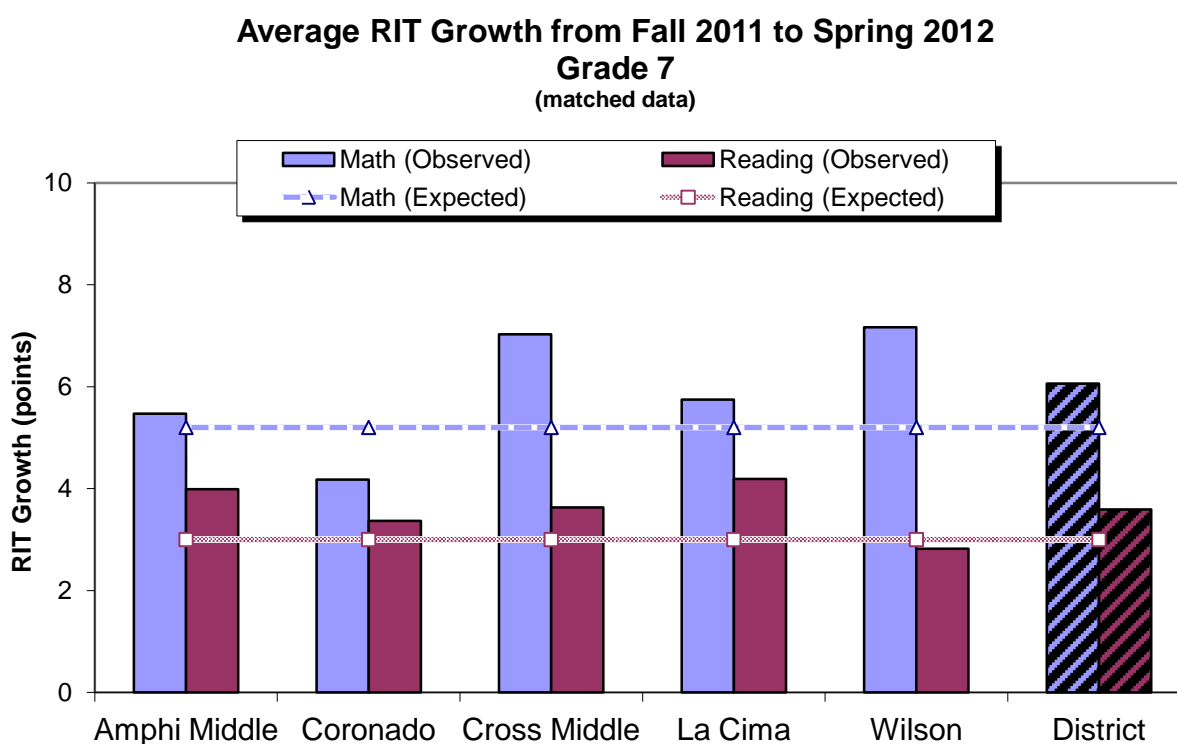
Summary of Sixth Grade:

- All six schools achieved better than typical growth in Math and Reading.
- All schools grew at least +6 RIT points in Math and five grew +5 RIT points in Reading
- Math RIT growth was higher than Reading RIT growth for all schools.
- Harelson had the highest RIT growth for Math, and La Cima had the highest growth for Reading.



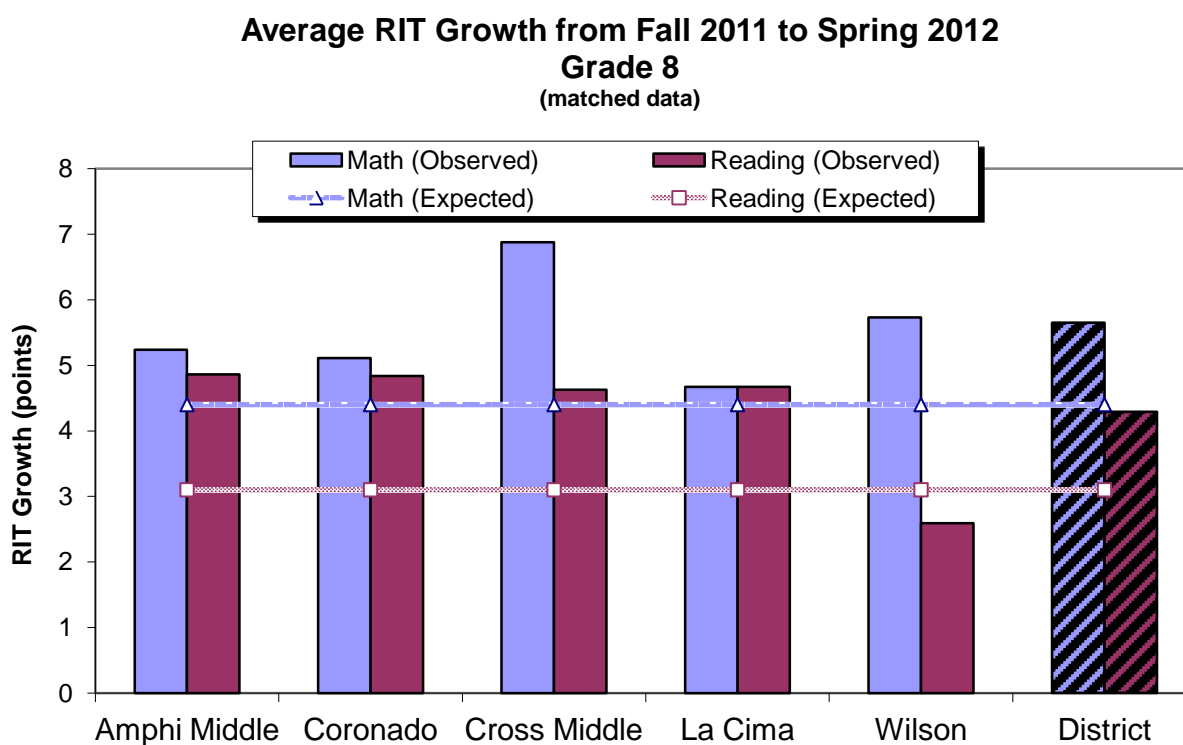
Summary of Seventh Grade:

- All five schools achieved better than typical growth in Math, and four of five scores better than typical growth in Reading.
- All schools grew at least +4 RIT points in Math and five grew +3 RIT points in Reading
- Math RIT growth was higher than Reading RIT growth for all schools.
- Wilson has the highest RIT growth for Math and La Cima has the highest for Reading.



Summary of Eighth Grade:

- All five schools achieved better than typical growth in Math; four had better than typical growth in Reading.
- All schools grew at least +4 RIT points in Math and five grew +4 RIT points in Reading.
- Math RIT growth was higher than Reading RIT growth for all schools.
- Cross had the highest RIT growth for Math and Amphi Middle and Coronado were highest in Reading.



Career Ladder Program Application

Fiscal Year: **2013-2014**

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 (2012-2013) budget.

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

\$1,372,930 The dollar amount of Career Ladder monies spent on teacher addenda (include benefits).

82.78% 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)

\$211,485 The dollar amount of Career Ladder monies spent on staff development (trainers, facilities, stipends, substitutes, conferences, etc., and includes benefits)

10.66% 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. \$130,019 The dollar amount of Career Ladder monies spent on program administration (director or coordinator, peer evaluators, etc., and includes benefits).

6.56% 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. \$23,811 The dollar amount of Career Ladder monies spent on other costs (materials, printing, supplies, capital items, etc.).

.012% The percent of Career Ladder monies spent on other costs.

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

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

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

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

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

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

8. BUDGET (continued)

Part III: Additional Information

A. Carryover

\$150,732 The dollar amount of Career Ladder monies carried over from fiscal year **2011-2012**.

7.5% The percent of Career Ladder monies carried over from fiscal year **2011-2012**.

– If this amount **exceeds 5%** of the Career Ladder budget, a written explanation must be provided (CLAC guideline).

0 The **anticipated** dollar amount of Career Ladder monies, if any, to be carried over from fiscal year **2012-2013**.

0 The **anticipated** percent of Career Ladder monies, if any, to be 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).

B. Do you anticipate any **major** changes in the **2013-2014** budget?

☐ YES ☒ NO

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

Career Ladder Program Application

Fiscal Year: **2013-2014**

9. ADDITIONAL INCENTIVE

Reference §15-918.02.B-C, pgs. 6-8

- A. Provide a 2-3 page detailed description of additional incentive program components including integration with the main Career Ladder program and support of both district and Career Ladder goals, a yearly November 1st performance assessment plan, an implementation timeline and incentive goals focused on reaching maximum school potential and enhanced pupil progress (§15-918.02 and State Board Requirements #5, pg. 7).
- B. Include a two-page-maximum description of parental quality rating conducted by the district and including questions relating to pupil progress (§15-918.02 and State Board Requirements #6, pg. 7).
- C. A separate budget and expenditure report for the additional incentive component must be provided. In addition to a current line-item budget, indicate the following (§15-918.02 and State Board Requirements #7, pg. 7).
 1. 0 The dollar amount of the Career Ladder monies allocated to the additional incentive component.
 - 0 The percent of the Career Ladder monies allocated to the additional incentive component (not to exceed 49%) (§15-918.02 and State Board Requirements #8, pg. 7).

* If this amount exceeds 20% of the district's Career Ladder funding, provide justification, including documentation detailing teacher, administrator, district steering committee and governing board member involvement in the development of the program and a vote of all district teachers, with a majority indicating support for the additional incentive program.
 2. 0 The dollar amount of the additional incentive budget allocated for the purposes of planning and development.
 - 0 The percent of the additional incentive budget allocated for the purposes of planning and development (not to exceed 5%) (§15-918.02 and State Board Requirements #4, pg. 7-8).
 3. 0 The dollar amount of the additional incentive budget allocated for the purposes of staff development.
 - 0 The percent of the additional incentive budget allocated for the purposes of staff development (not to exceed 10%) (§15-918.02 and State Board Requirements #4, pg. 7-8).
- D. Provide a brief summary (one-page maximum) outlining provisions for spending these funds, if schools in your district do not meet the incentive for this application year (CLAC guidelines).
- E. Include current line-item budget, reflecting the appropriate dollar amounts, budget percentages, and justifications (when necessary).

Career Ladder Program Application

Fiscal Year: **2013-2014**

10. WAIVER

Reference §15-918.03.5.a-d, pg. 10

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

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

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