



School Operations

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December 11, 2013

Beth Driscoll, NBCT, M.Ed.
Pay for Performance Task Force
Arizona Department of Education Bin 45
1535 West Jefferson Street
Phoenix, Arizona 85007

To Whom It May Concern:

The Classroom Site Fund Pay for Performance Compensation Plan submission for Amphitheater Public Schools for 2013-2014 is attached for review. In this submittal, I have included the responses for each section of the rubric, and a copy of our 2013-2014 Plan. The District 301 Plan was approved by the Amphitheater Governing Board on December 8, 2009. (See note below.)

If you have further questions, please contact me.

Sincerely,

Dr. Roseanne Lopez
Chief Academic Officer Elementary Education
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rlopez@amphi.com

Note: Quote from Governing Board Secretary, Margaret Harris, "Following your presentation of the item to the Board at the 12/8/09 Board meeting, the item was approved, as submitted. "A motion was made by Mrs. Clymer to approve the revised District 301 Plan, as submitted. The motion was seconded by Dr. Loomis, and it passed unanimously, 5-0."



A) Tom Horne
Superintendent of
Public Instruction

Submission Guidelines for Classroom Site Fund Pay for Performance Compensation Plan

This plan is due to the Arizona Department of Education **on or before** December 31 of each year.

School District: AMPHITHEATER UNIFIED SCHOOL DISTRICT #10

Fiscal Year: 2012/2013

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

The Amphitheater plan includes student performance results on a site selected method of summative assessment in the targeted academic area for that school (e.g., NWEA MAP testing in math or reading). Each site also selects a student engagement goal and assessment. The formative assessment for this plan is in the form of a site selected student engagement goal and assessment. Teachers and administrators at each site determine the academic focus area and the focus area for student engagement. Their selection is based upon analysis of data from the previous year. The results of AIMS testing is in the area of reading or math utilized for Goal II. The 301 Site Plan aligns with the school's improvement plan which is submitted to the Arizona Department of Education through ALEAT.

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

Example goals from the 2013/2014 school year:

Teachers will reflect on student engagement during instruction and activities that require utilization of critical reading strategies. Teachers will reflect on their own instructional methods after teaching and utilizing critical reading strategies. Teachers will include student critical reading strategy assessment data in their dialogs.

Reflections will be documented through PLC meeting notes.

(SCHOOL NAME) students will maintain or exceed their participation in extra-curricular offerings or in-class participation in any of the following activities: 21st century clubs, tutoring, band, O.M., reading, math, science family/teacher nights, interactive field trips and /or by participating in a production or a computer simulation during the 2013/2014 school year. This will be measured by attendance records in extracurricular activities from fall to spring as well as participation surveys. The surveys will be given to each student attending Walker by their classroom teacher at the beginning and end of the 2013-2014 school year.

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

Example goals from the 2013/2014 school year:

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

Goal II: Each school selects a core content area from the AIMS/Stanford 10 test. The school must have at least 75% of the students maintaining or exceeding their level of performance from the previous year to receive the full pay out.

Example goals from the 2013/2014 school year:

- 75% or more of the continuously enrolled students at ___ Middle School will make one year's growth on the AIMS/Stanford 10 in Math.

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.

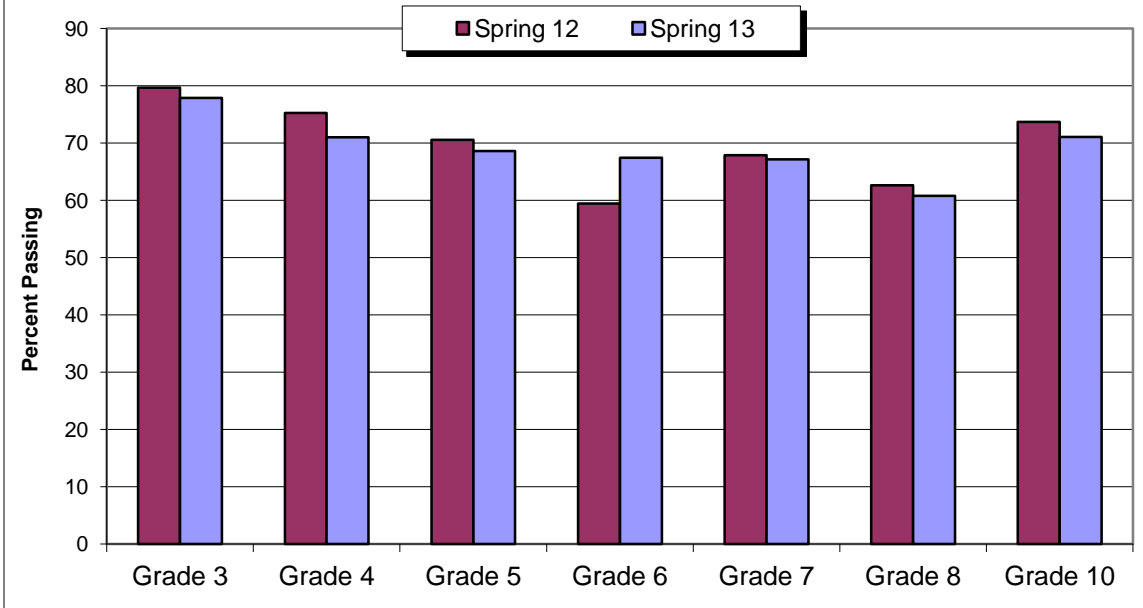
- Writing:
 - Writing was administered to Grades 5,6,7 and 10 only.
 - 59-81% of tested students passed the AIMS.
 - Mastery rates for Writing decreased or stayed the same in all grades.

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:

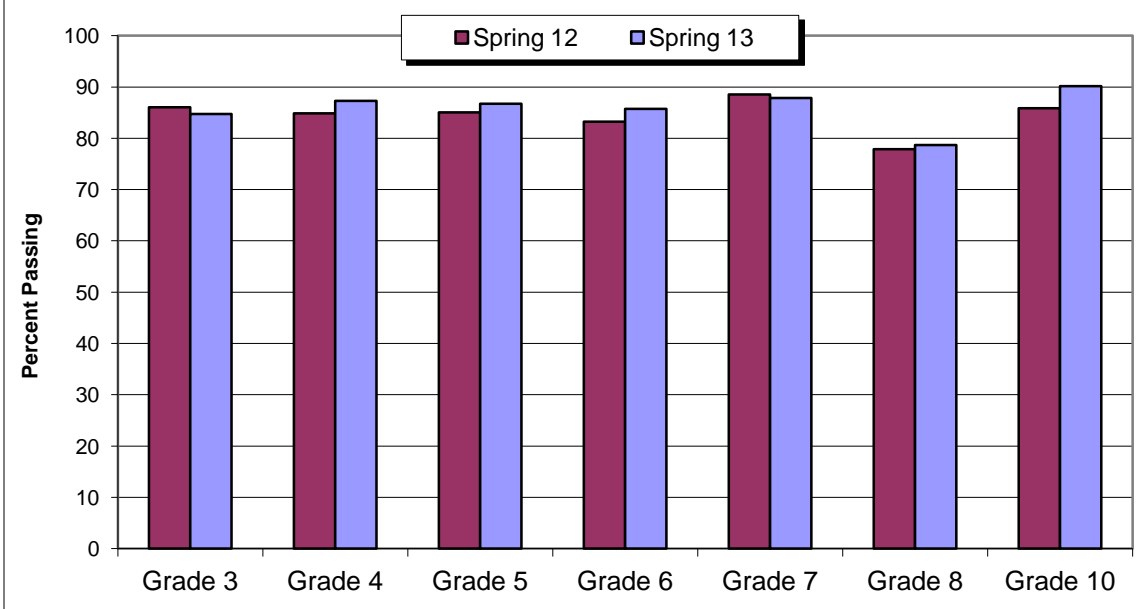
- In Math,
 - Grades 6 increased more than the state passing rate.
 - Grade 7 decreased while state passing rate increased.
 - Grades 5 and 10 decreased while state rate stayed the same.
- In Reading,
 - Grade 6 increased, but the state passing rate stayed the same.
- In Writing,
 - Grade 4 decreased 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.

**Average AIMS Passing Rates
Amphitheater Public Schools
MATHEMATICS**

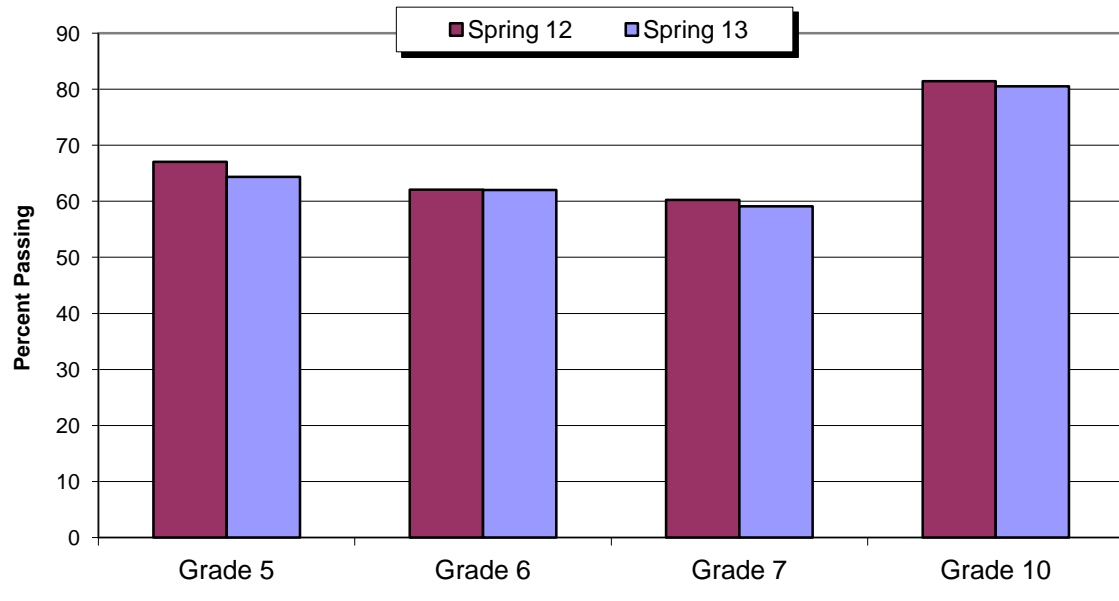


**Average AIMS Passing Rates
Amphitheater Public Schools
READING**



AIMS Writing suspended
for Grades 3, 4, and 8

Average AIMS Passing Rates Amphitheater Public Schools WRITING

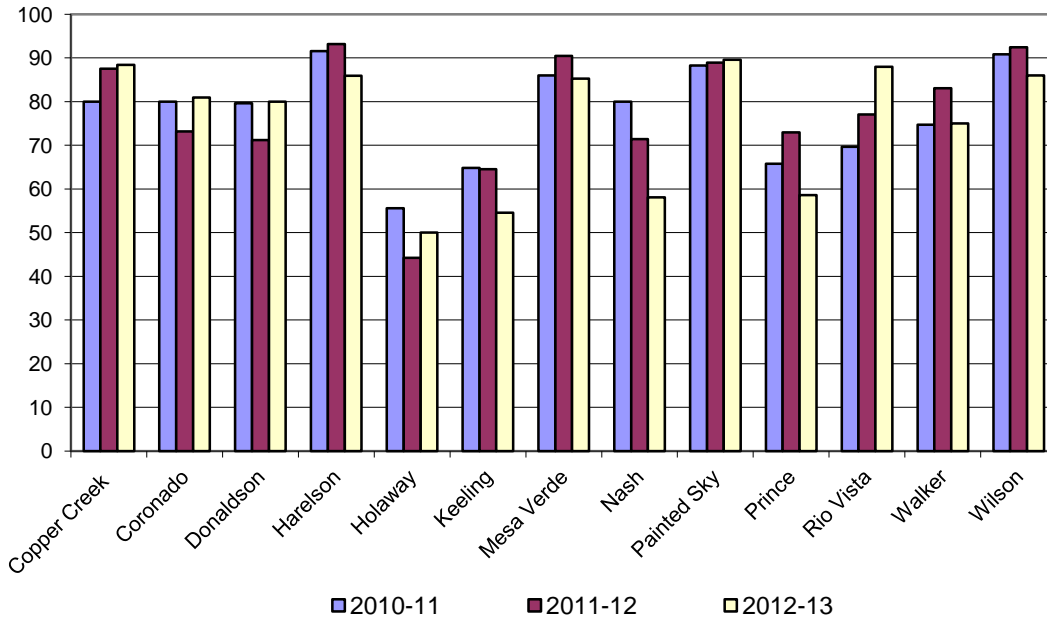


Third Grade Results

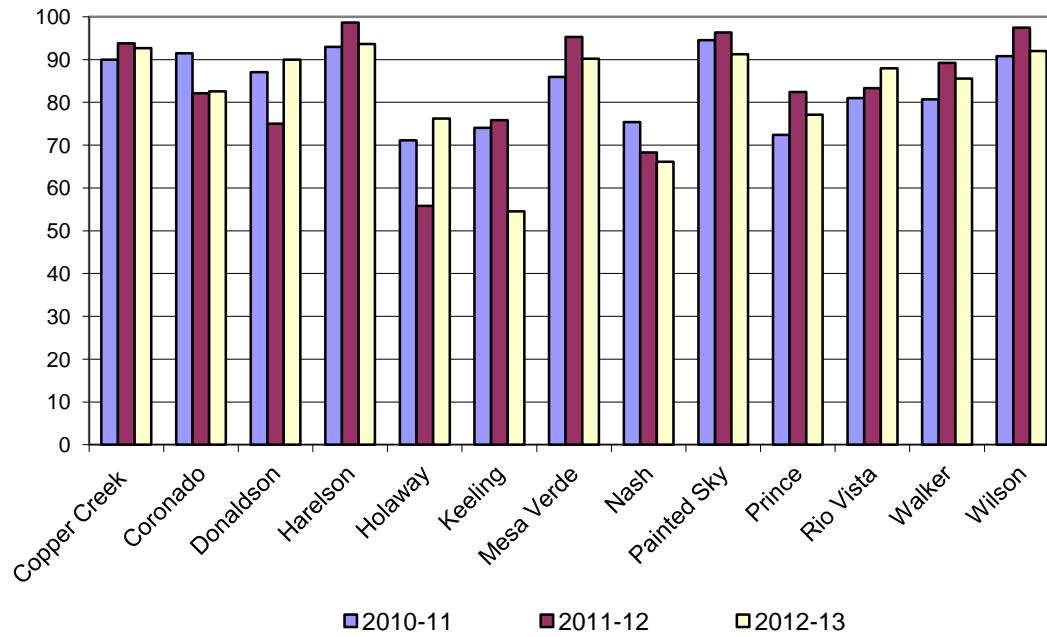
- In Math, six (of 13) schools showed increases in mastery rates from 2012 levels.
 - The largest increase in mastery rates was at Rio Vista (+10%); the largest decreases were at Prince (-14%) and Nash (-13%).
 - Three-year trend: Mastery rates at seven school have fallen to below 2011 rates: Harelson, 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 3rd grade in 2013.

Amphitheater Public Schools
AIMS Mastery Rates: 3rd Grade Math



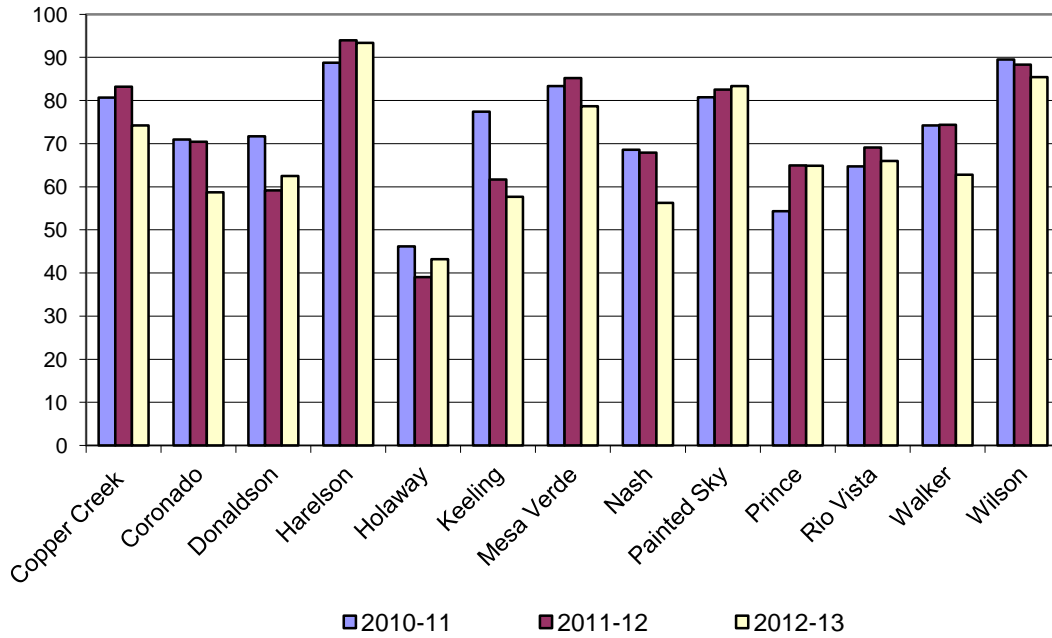
Amphitheater Public Schools
AIMS Mastery Rates: 3rd Grade Reading



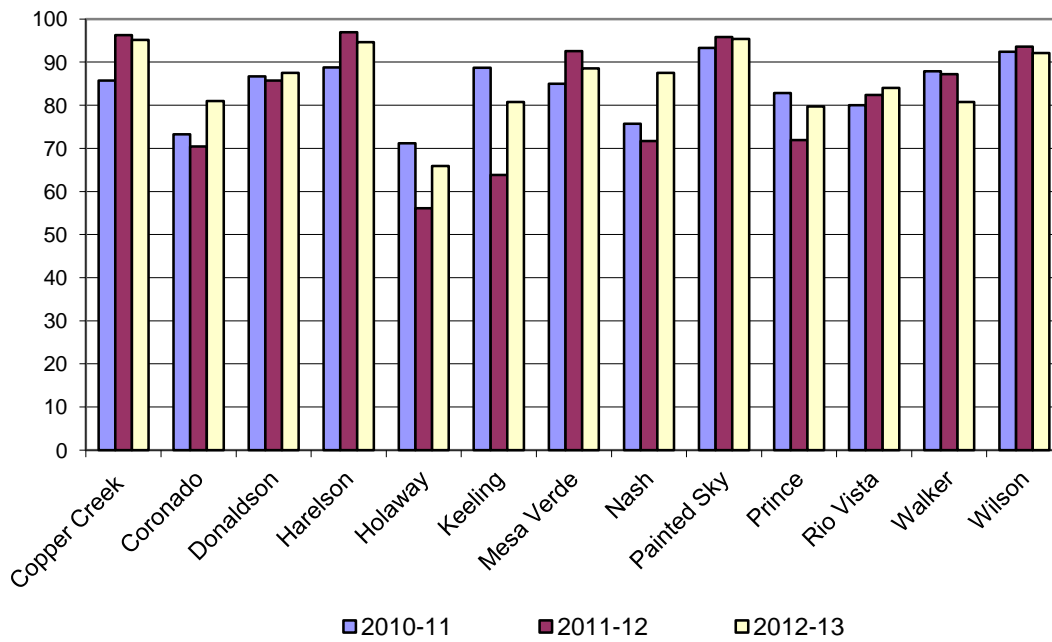
Fourth Grade Results:

- 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 4th grade in 2012-13

Amphitheater Public Schools
AIMS Mastery Rates: 4th Grade Math



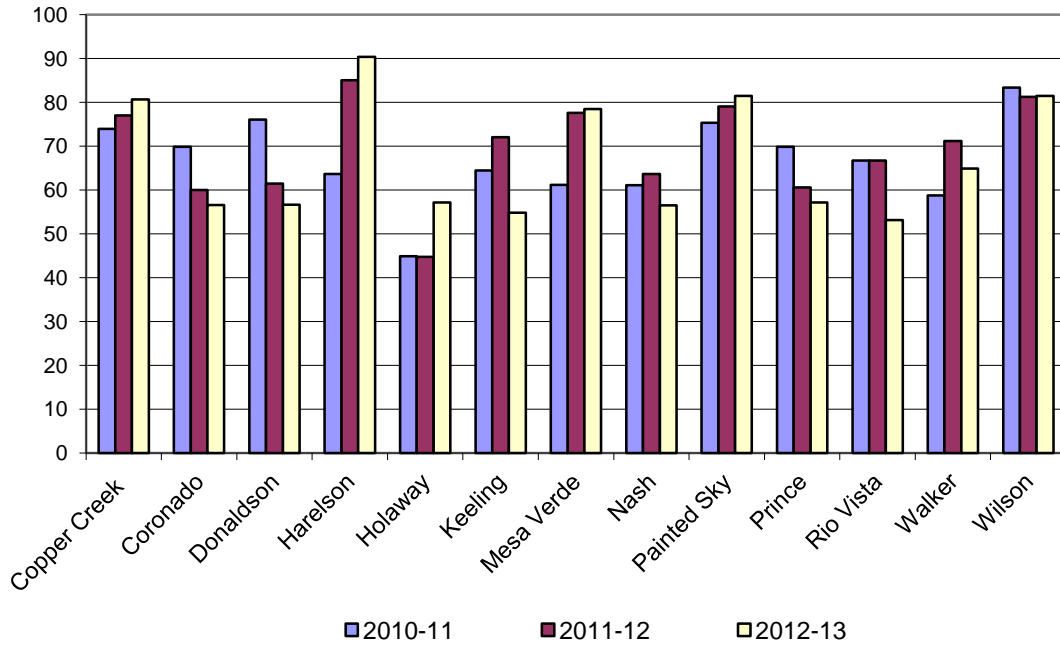
Amphitheater Public Schools
AIMS Mastery Rates: 4th Grade Reading



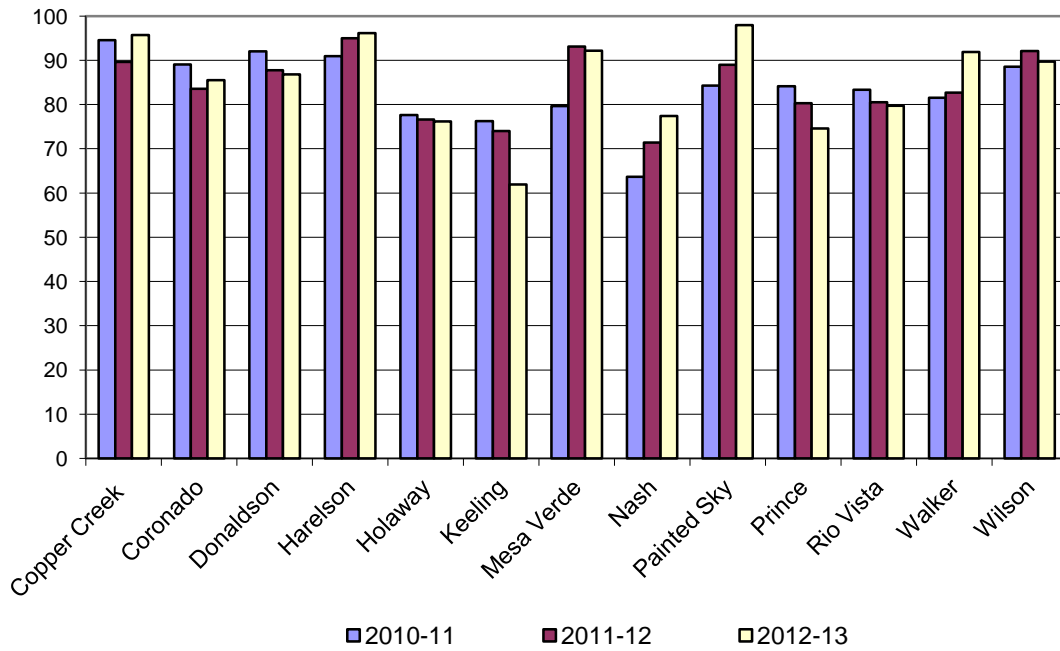
Fifth Grade Results:

- 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%.

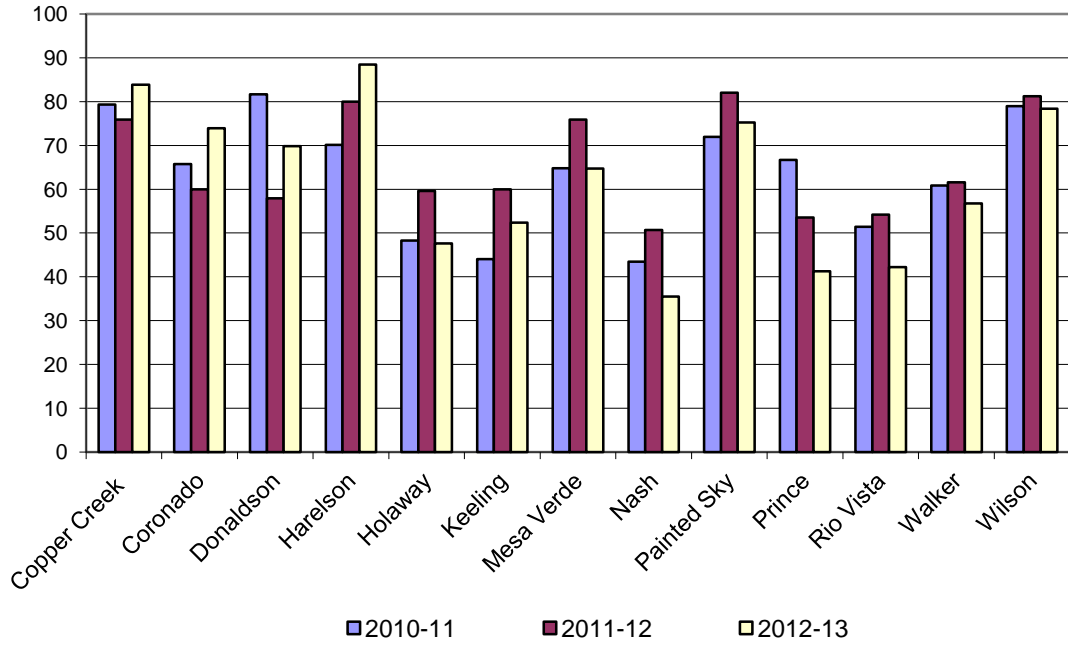
Amphitheater Public Schools
AIMS Mastery Rates: 5th Grade Math



Amphitheater Public Schools
AIMS Mastery Rates: 5th Grade Reading



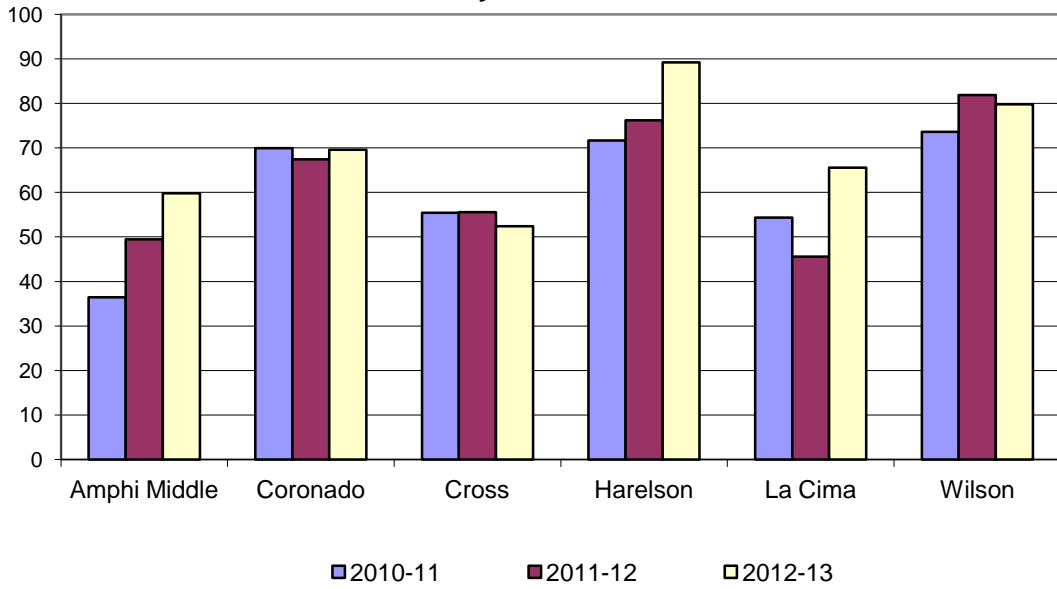
Amphitheater Public Schools
AIMS Mastery Rates: 5th Grade Writing



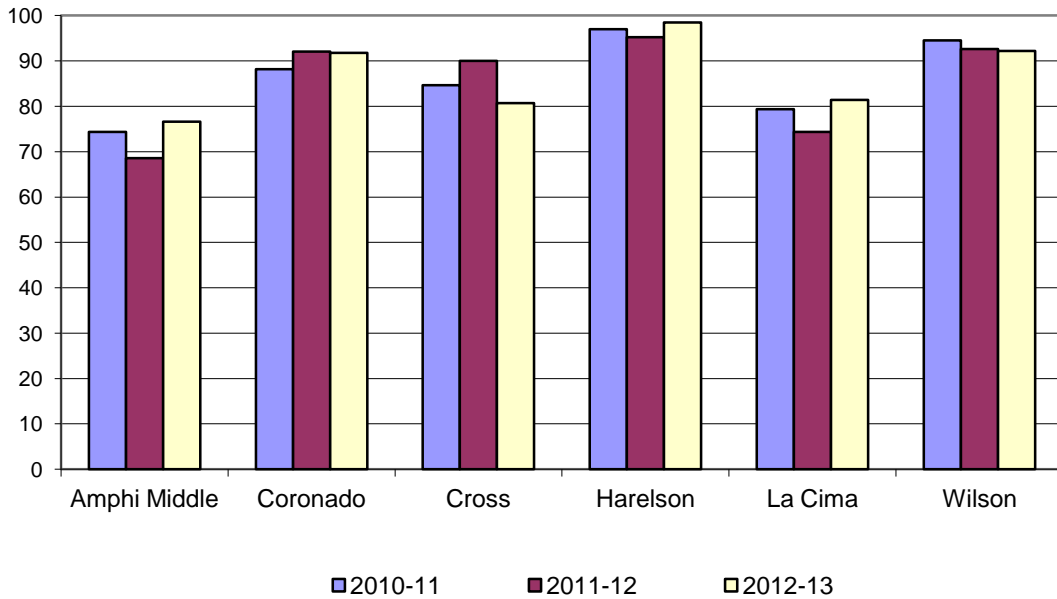
Sixth Grade Results:

- 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%.

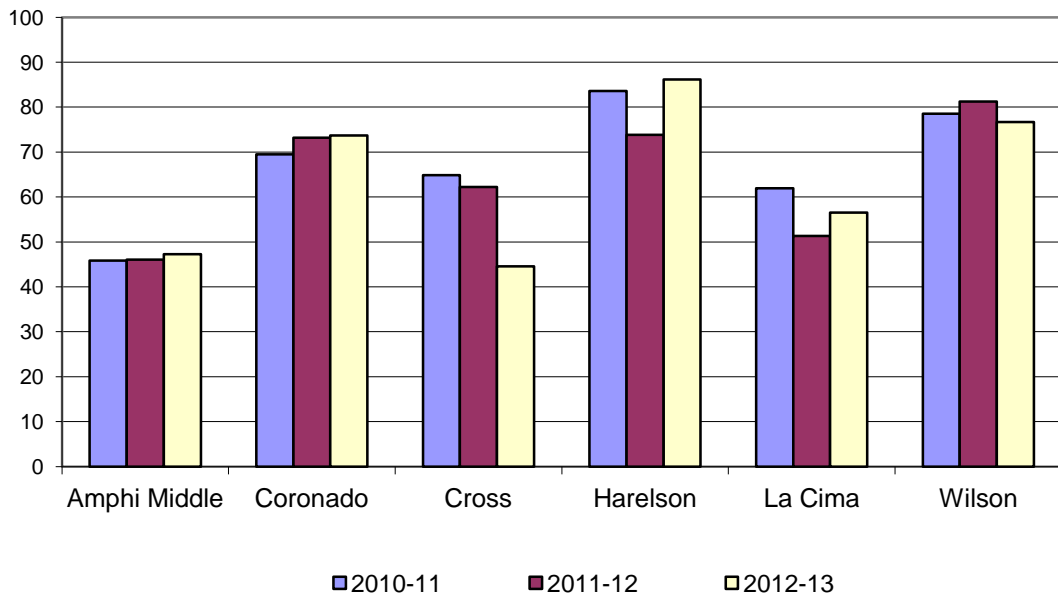
Amphitheater Public Schools
AIMS Mastery Rates: 6th Grade Math



Amphitheater Public Schools
AIMS Mastery Rates: 6th Grade Reading



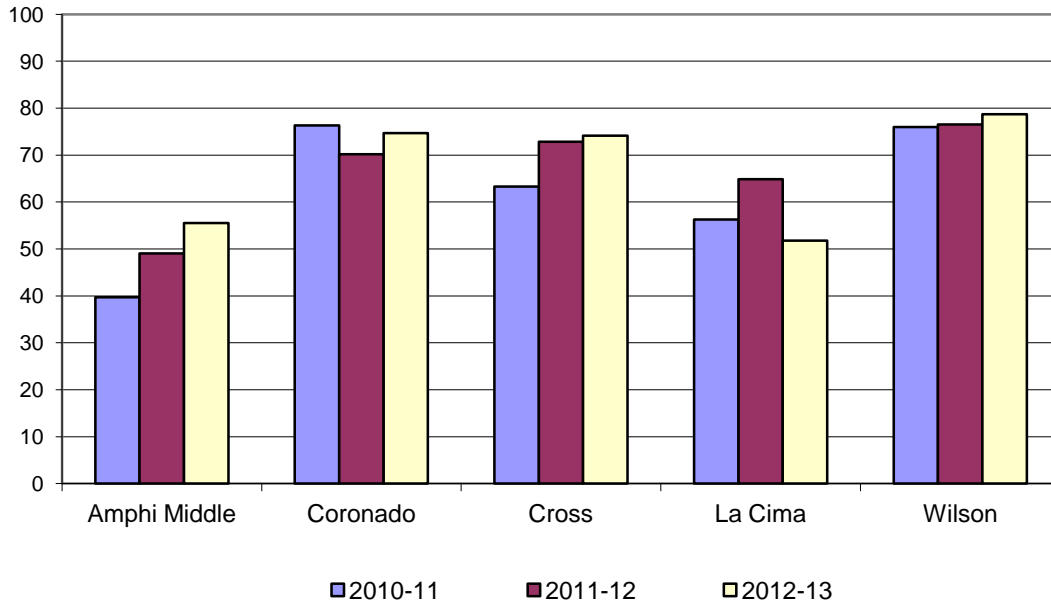
Amphitheater Public Schools
AIMS Mastery Rates: 6th Grade Writing



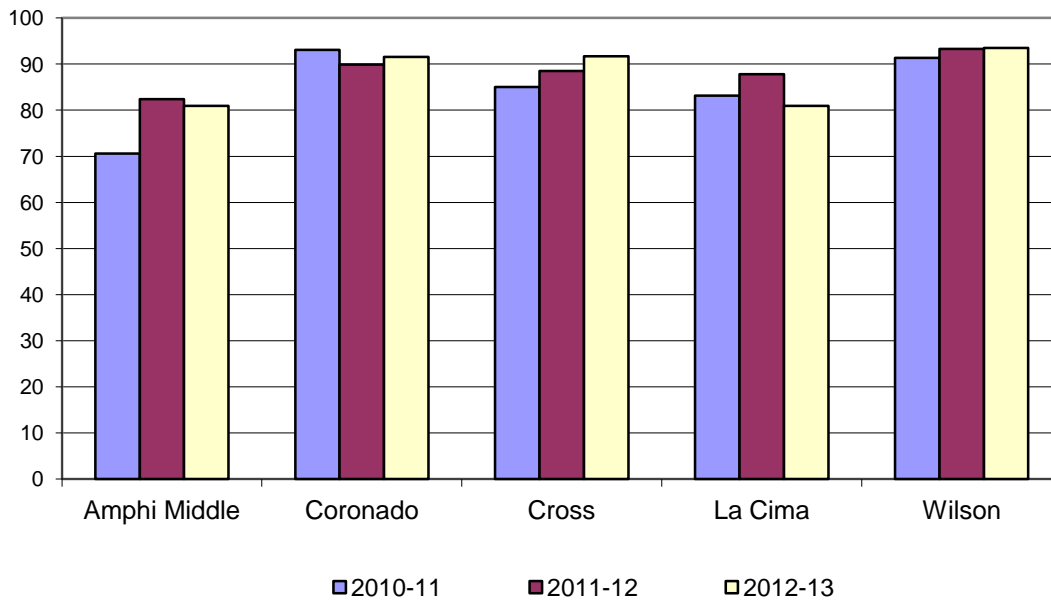
Seventh Grade Results:

- 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%.

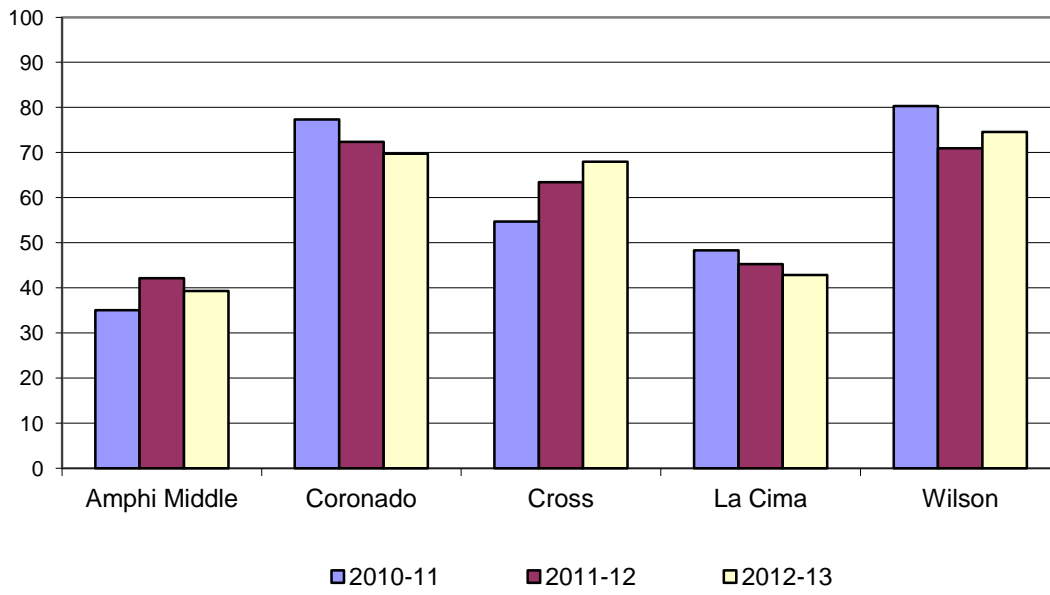
Amphitheater Public Schools
AIMS Mastery Rates: 7th Grade Math



Amphitheater Public Schools
AIMS Mastery Rates: 7th Grade Reading



Amphitheater Public Schools
AIMS Mastery Rates: 7th Grade Writing



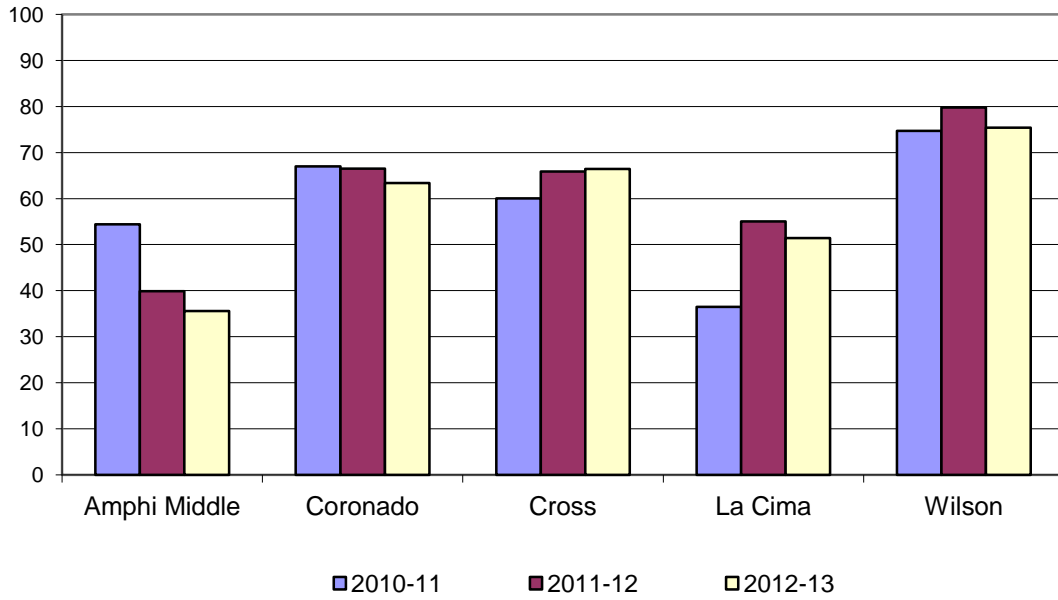
Eighth Grade Results:

- 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%.

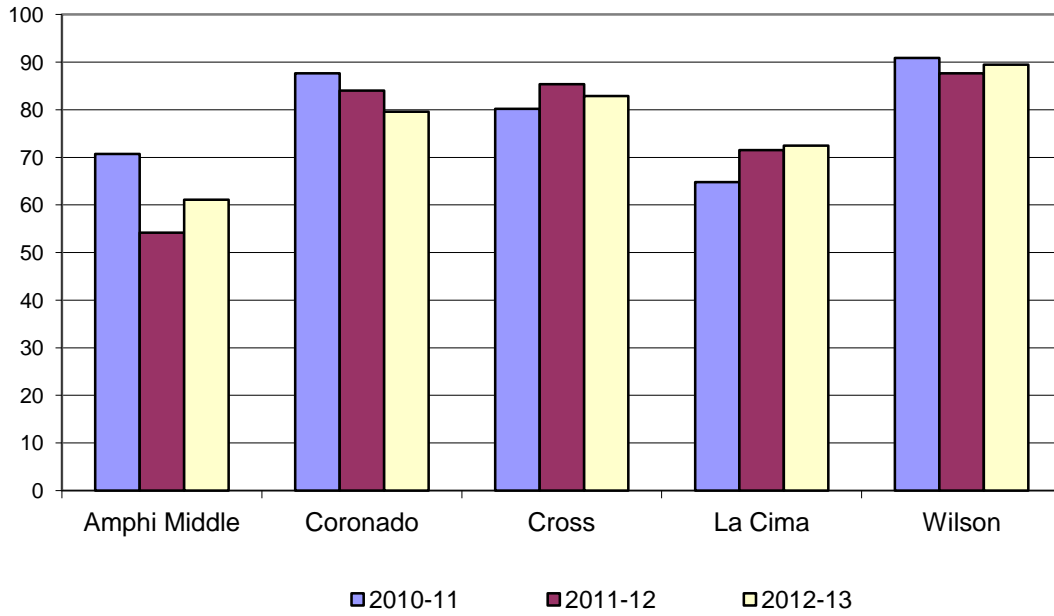
- In Reading, three (of five) schools showed increases in mastery rates from 2012 levels: Amphi Middle, La Cima, and Wilson.
 - The largest increase was at Amphi Middle (+7%); the largest decrease was at Coronado (-5%).
 - Three-year trend: two schools have higher passing rates in 2013 than in 2011: 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 8th grade in 2012-13.

Amphitheater Public Schools
AIMS Mastery Rates: 8th Grade Math



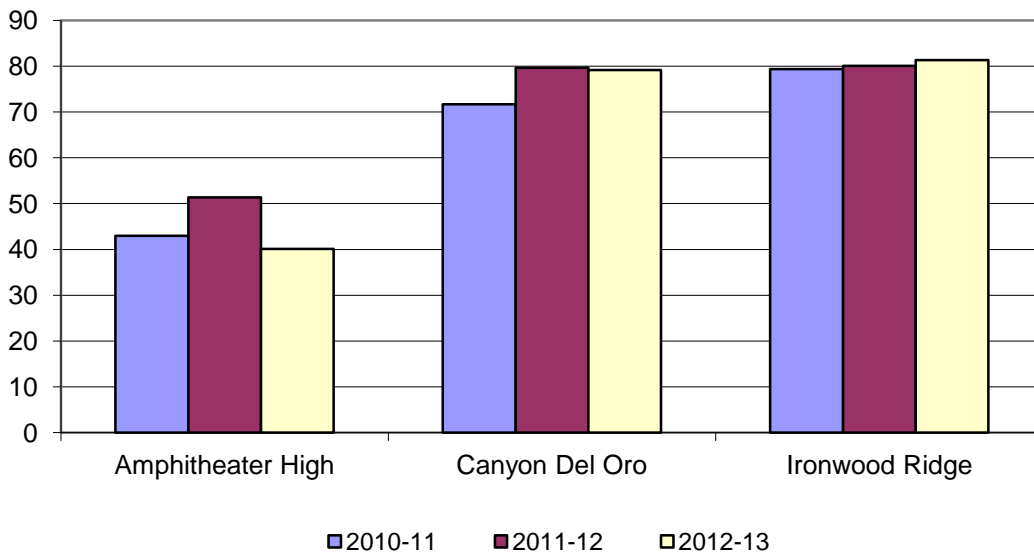
Amphitheater Public Schools
AIMS Mastery Rates: 8th Grade Reading



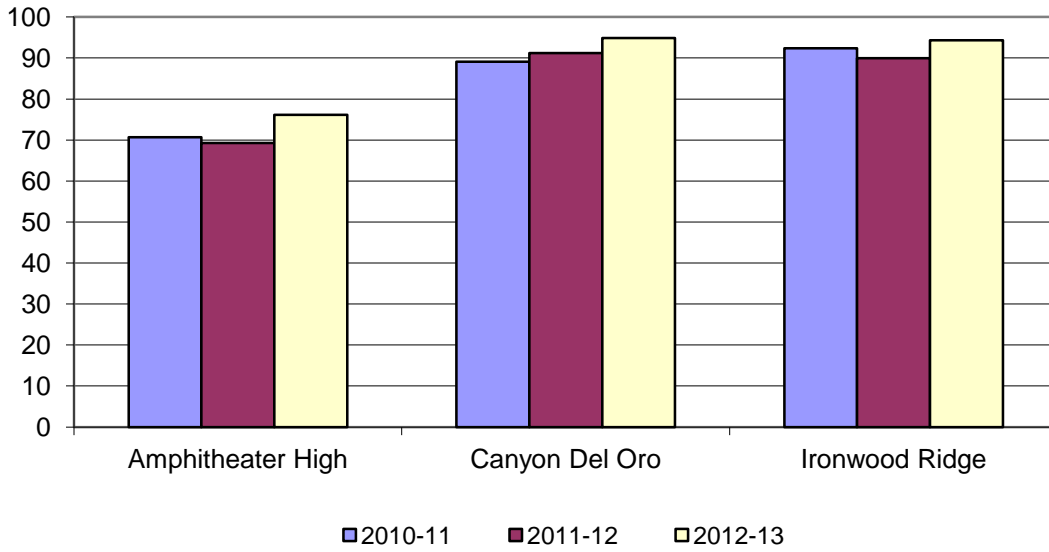
Tenth Grade Results:

- 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.

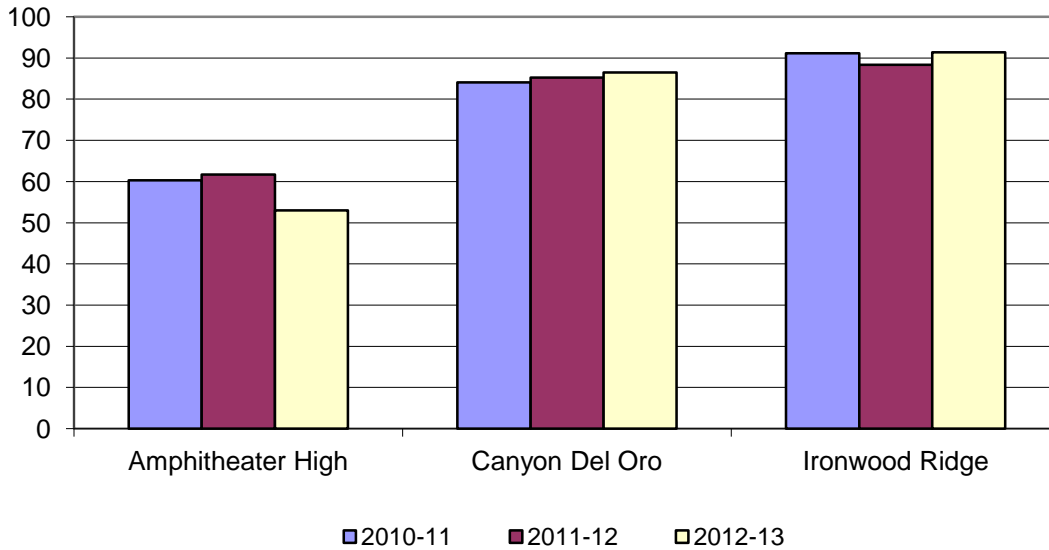
Amphitheater Public Schools
AIMS Mastery Rates: 10th Grade Mathematics



Amphitheater Public Schools
AIMS Mastery Rates: 10th Grade Reading



Amphitheater Public Schools
AIMS Mastery Rates: 10th Grade Writing



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

AIMS test results are utilized to determine the pay out for "Goal II" of the Amphitheater plan. The results are disaggregated by school. 75% of the students at the school must achieve the goal set in order for teachers to receive the full pay out. Less than 75% results in a proportionally reduced pay out. All of the site selected methods of assessment are tied closely to the Arizona College and Career Readiness Standards. For Goal I, schools select a method of assessment from which to monitor student growth. Most all elementary and middle schools choose the NWEA MAP test in the area of Reading or Math for this section.

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

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

Student Engagement Assessment Examples	Student Achievement (Formative and Summative) Examples
<ul style="list-style-type: none"> • Student progress on report cards or progress reports • Decreases in office or discipline referral rates • Increase in student engaged time in classrooms as measured by peer or administrative observation • Student engaged time on reading, writing or math activities 	<ul style="list-style-type: none"> • NWEA Measures of Academic Progress (at some sites) • DIBELS (at some sites) • School-wide assessments at each high school (Reading, math or writing) • My Math and/or Reading Street assessments

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

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

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

Each school will examine attendance rates and will document methods and/or activities they employ to increase attendance rates. Our attendance rates, in general, are quite good district-wide. This is not a major area of emphasis.

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

A parent climate survey is given each year to gather parent perceptions of the quality of their child's school. The survey results are utilized in the formation of the school improvement plan as needed. The 301 Site Plan is in alignment with the school improvement plan. This year our district is participating in the system wide accreditation process through AdvancED, which includes comprehensive surveys of stakeholder groups.

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

Each school has the option of including ratings of school quality by students as a portion of the school engagement goal, Goal IA. The parent climate survey includes questions that directly address the student perceptions of the quality of their school. The AdvancED surveys include survey participation for students at all levels K-12.

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

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

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

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

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

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

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

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

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

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

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

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

The plan also includes a provision that teachers who have been recommended for non-renewal for inadequate classroom performance are not eligible for monies from the

performance-based plan. Non-renewal would be recommended based on administrative evaluation of classroom performance. District policy states that the results of any evaluation which would result in a loss of income may be appealed. The appeal procedures are available in the district policy manual.

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

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

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

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

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

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

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

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

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

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

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

Classroom Site Fund: 013-Other (40%)

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

- **Teacher Salaries**
- **AIMS Intervention**
- **Class Size Reduction**

Overall: 98% of the revenues received for 301 by Amphitheater have gone directly to teachers in the form of performance pay, base salary or pay for additional teaching responsibilities in the summer.

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

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

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

Amphitheater Unified School District **301 Performance Pay Plan 2012-2013**

Overview

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

Rationale

Amphitheater Public Schools maintains a recognized Career Ladder Program. The Amphitheater 301 Performance-Based Plan shall be independent of the Amphitheater Career Ladder.

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

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

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

Eligibility

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

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

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

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

Compensation

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

Attainment of Goal IA and Goal IB will result in qualifying teachers receiving 60% of the allocated performance dollars. Attainment of Goal II will result in teachers receiving 40% of the allocated performance dollars. In cases where achievement is less than the goal, compensation will be on a prorated basis. Compensation will be computed on a percent mastery rate achieved towards the goal. Attainment of both Goal I A&B and Goal II will result in qualifying teachers to receive 100% of the allocated performance dollars.

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

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

Upon successful completion of the program, qualifying employees of Amphitheater Public Schools will receive Goal I and/or Goal II compensation after the District has

received and analyzed applicable test data from the preceding year. The time required for analysis and processing of program results is approximately six weeks from the receipt of the test data. Goal I and/or Goal II compensation will also be made to former employees who have retired from the District prior to receipt of test data. Notwithstanding their retirement status, retirees shall receive their compensation at the same time as payment to current employees.

Participants who have left the District are eligible to receive 301 monies. It is the employee's responsibility to provide an accurate address. Checks returned to the district will be held for one year in the finance office.

Structure of the 301 Site Plan

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

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

2. Rationale of the Site Plan:

(explain the specific needs of your student population and address the benefits of the site plan)

- **School Engagement** *(one or two areas)*
- **Core Content Area**

3. Planning Committee has reviewed attendance rate (ALL SCHOOLS) and drop out or graduation rate (HS) as a consideration in the creation of this plan. YES

Attendance Rate from previous year _____

Graduation Rate _____ **OR**

Drop Out Rate _____

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

5. Goal I, Part A: School Engagement

(goal statement, site chosen measure(s), include all students, document growth)

6. Goal I, Part B: Site Method of Student Achievement Assessment

(goal statement, address one core content area, district-approved assessment(s), continuously enrolled students, 80% achievement)

7. Goal II: AIMS DPA (Stanford 10) or AIMS Analysis

*(goal statement, AIMS DPA (Stanford 10) Grades 3-8, all continuously enrolled students and 75% maintain or exceed same stanine from prior year in core content area of **Reading** or **Math**, AIMS High School—all continuously enrolled students, increase in a selected subtest passing rate or an equivalent demonstration of the standard that is approved by the ADE, core content area of **Reading**, **Writing** or **Math**)*

8. Professional Development

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

9. Support of Site Plan

- **Strategies/activities teachers will do to support plan:**
- **Means of documenting individual teacher involvement:**

10. Concerns/limitations

Reporting Results

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

Amphitheater 301 Performance Pay Plan Results
School:

1. Goal I, Part A: School Engagement

- Restate Goal
- Pre-assessment Data Results
- Post-assessment Data Results
- Briefly state supporting evidence
- Goal Met _____ YES _____ NO

2. Goal I, Part B: Site Based Assessment

- Restate Goal:
- Pre-assessment Data Results
- Post-assessment Data Results
- Briefly state supporting evidence
- Goal Met _____ YES _____ NO

3. Goal II: no data required from the site

AIMS DPA (Stanford 10)—Reading/Math or AIMS-High School—Reading, Writing, Math results are calculated and reported to the District by the Program Assessment and Evaluation Analyst

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

2. Inclusion of district and school performances

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

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

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

Goal II: Each school selects a core content area from the AIMS/Stanford 10 test. The school must have at least 75% of the students maintaining or exceeding their level of performance from the previous year to receive the full pay out.

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

AIMS test results are utilized to determine the pay out for "Goal II" of the Amphitheater plan. The results are disaggregated by school. 75% of the students at the school must achieve the goal set in order for teachers to receive the full pay out. Less than 75% results in a proportionally reduced pay out. All of the site selected methods of assessment are tied closely to the Arizona Career and College Readiness Standards.

AIMS Analysis for 301 Performance Pay Plan

Purpose:

To increase the percentage of students who pass¹ the AIMS test.

Rationale:

Because the test has not been vertically equated and AIMS is not administered each year to the same students, continuous growth cannot be measured. Instead, this model recognizes the value of increasing student achievement on the AIMS test based on data collection from the previous year.

Assumptions of the model:

- Focus is school-wide progress, not individual teacher level.
- AIMS is not administered to all students every year. Therefore, cohort analyses cannot occur.

Expected Results:

Each high school will increase the percentage of students passing the selected sub-test (math, reading, writing) of the AIMS². The percentage passing the subtest must be higher than the passing rate from the previous year.

Benefits of the model:

- School incentives recognize collective contributions of all qualifying staff members to student achievement.
- Maintains focus on academic achievement.

Concerns/Limitations:

- The model assumes the AIMS test format, content, and scoring methods will not be substantively different than the previous years.

¹ Student must meet the standard or exceed the standard. All scaled scores 500 or higher indicate passing.

² Or an equivalent demonstration of the standard that is approved by the Arizona State Department of Education.

4. Inclusion of other measures of academic progress

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

Student Engagement Assessment Examples	Student Achievement (Formative and Summative) Examples
<ul style="list-style-type: none"> • Student progress on report cards or progress reports • Decreases in office or discipline referral rates • Increase in student engaged time in classrooms as measured by peer or administrative observation • Student engaged time on reading, writing or math activities 	<ul style="list-style-type: none"> • NWEA Measures of Academic Progress (at some sites) • DIBELS (at some sites) • Six Traits of Writing Rubrics (at some sites) • Developmental Reading Assessment • School-wide assessments at each high school (Reading, math or writing) • Curriculum series benchmark assessments (e.g., My Math, Reading Street, Prentice-Hall, Carnegie)

5. Inclusion of dropout or graduation rates

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

6. Inclusion of attendance rates

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

7. Inclusion of rates of school quality by parents

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

8. Plan includes rates of school quality by students

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

9. Input from teachers and administrators

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

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

The Amphitheater Governing Board held a Public Hearing on the Performance Pay Plan on April 11, 2006. At that time the Governing Board approved a waiver of this requirement. The rationale for the waiver was that teachers were, and continue to be, actively involved in the development and implementation of the 301 Site Plans. Plan approval occurs at each site every year. Each participant signs a participation agreement form. This serves as documentation of the "vote" on the plan. District-wide, participation in 301 Site Plans is 99% with one school at 98%. This has been consistent over time.

11. Appeals process

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

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

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

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

- vi. Evidence the school made significant progress toward the goal;

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

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

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

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

12. Regular evaluation of effectiveness

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

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

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

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

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

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

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

Classroom Site Fund: 013-Other (40%)

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

- **Teacher Salaries**
- **AIMS Intervention**
- **Class size reduction**

Overall: 98% of the revenues received for 301 by Amphitheater have gone directly to teachers in the form of performance pay, base salary or pay for additional teaching responsibilities in the summer.

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

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

Teachers Receiving Ratings of “1” on the Amphitheater Teacher Performance Evaluation System

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