

## 301 Pay for Performance Planning for SY 2012 – 2013 School Year

Continued training and implementation of EEI Initiative need not be contingent upon 301 funds for next school year. Therefore, as a District in Corrective Action, the 301 Committee endeavored to create a plan that would be an “Engine of Growth” in improving student achievement, teacher performance and school and District standing within current accountability systems. Below is beginning information regarding the design plan for next year.

### Part One: Student Achievement Improvement

Student Achievement Improvement, will be worth 1/3 of the Pay for Performance stipend. This portion of the plan will ask schools to identify a group of students (10% of the student enrollment ) who have not yet reached benchmark or AIMS mastery on previous assessments in reading or math. The goal is to reward this portion (1/3) of the stipend to school staff that move the identified students to their next level of achievement or beyond. This group will be selected from the following school populations:

- K-3 students have not made benchmark as determined by DIBELS and/or (another assessment)
- 4<sup>th</sup> – 12<sup>th</sup> grade students who have not passed the AIMS in reading and/or mathematics.

Identification of students and the targeted subject area for each student will be made by the 301 eligible employees\* participating in the PLC. This PLC will be responsible for the selected students’ progress. Administrators may provide input into student selection and subject area targets, but the final decision about the student selection will be made by the PLC members.

The chart below (Fig. 1) will demonstrate how points are earned.

From	To	Points Earned
<b>Non benchmark in DIBELS (beg yr. BOY )</b>	Benchmark in DIBELS (end of year EOY)	1 pt.
<b>Approaching the Standard AIMS Reading or Math*</b>	AIMS Mastery	1 pt.
<b>Falls Far Below Reading or Math*</b>	Approaching the Standard AIMS Reading or Math	1 pt.
<b>Falls Far Below Reading or Math*</b>	AIMS Mastery	2 pts.

\*School must identify the subject area for each identified student at BOY.

Note: Schools are encouraged to select students from all grade levels.

For a school to meet the performance level in this portion of the plan, it will need to have an ending score equal or greater to one half the remaining\* N.

\*This factor was included to account for student mobility. A plan is currently being discussed to address instances where, if at any time in the year, the initial identified N falls to below 50% due to student attrition.

$$\frac{\text{IDENTIFIED N on Day 17 ( = to 10\% of student enrollment on 17<sup>th</sup> day )}}{2} = \# \text{ of points needed}$$

For example:

School N has 1000 students on Day # 17. That school would need to specifically identify 100 students for improvement on tests listed in figure 1. To calculate how many points that school would need, you would take 10% of 1000 = 100, then divide that by 2 = 50. That school would need to earn 50 points according to the formula.

$$\frac{100}{2} = 50$$

### Part Two: Professional Learning Community (PLC) Work

The second part, entitled, Professional Learning Community Work (PLC), will be worth 2/3rds of the pay for performance stipend, and will call upon teachers at all levels and across all subject areas to work with the following students to improve student achievement:

- selected K-3 students have not made benchmark as determined by DIBELS and/or
- selected 4<sup>th</sup> – 12<sup>th</sup> grade students who have not passed the AIMS in reading and/or mathematics.

Once the group has been identified, school created PLCs will develop and implement strategies to support students in gaining mastery in areas in need of development. The number of PLCs created at each school will be the decision of the school site. At this point, the criteria for the PLC work has not been established. Criteria, however, will be included in the plan and will include such things as number of meeting hours required and suggested work endeavors. We expect that some of this meeting time will take place during Wednesday professional development.

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Please note that this plan is still in development and by no means have all the details been worked through. The 301 Committee acknowledges that certain schools have extenuating circumstances which present particular challenges to the student achievement portion of the plan. These challenges may include student health issues, exceptional special needs and extremely high levels of achievement. These schools, listed below, will have the opportunity to submit an Option B plan which will be reviewed and approved by the 301 Committee with the appropriate level school leadership office. Criteria for Option B has not yet been developed, but will require improvement in student achievement. These schools currently include: University HS, Mary Meredith, Project MORE, Howenstine, TAP & Direct Link.

### For Input and Questions:

We welcome **input into the plan**. Please send your thoughts/ideas to [301Feedback@tusd1.org](mailto:301Feedback@tusd1.org) . Know that your input WILL BE REVIEWED AND CONSIDERED.

Should you have any **questions about the specifics of the plan** as contained in this document, please contact one of your 301 committee representatives.

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