

## KYRENE PERFORMANCE PAY PLAN For the 2008/2009 School Year

<i>Program Name:</i>
Kyrene Performance Pay Plan
<i>Type of Program:</i>
Group-based performance award
<i>Belief Statement:</i>
The Kyrene School District believes that all teachers within the District support and contribute to the academic growth of our students.
<i>Outcomes:</i>
<ol style="list-style-type: none"> <li>1. Rewards teachers for outstanding student performance, based on measurable student achievement and parent satisfaction</li> <li>2. Enhances collegiality</li> <li>3. Encourages positive school and community relations</li> </ol>
<i>Program Goal(s):</i>
<ol style="list-style-type: none"> <li>1. To maintain* or increase** students' achievement in reading, writing, and mathematics.</li> <li>2. To maintain or increase positive relationships between staff and parents.</li> </ol> <p style="margin-left: 20px;">* Maintain percentage is defined throughout this document as plus or minus 5 percentage points of comparison level. ** Increase percentage is defined throughout this document as a simple numerical increase.</p>
<i>Program Description:</i>
<p>This program is a group-based performance award <b><i>estimated at</i></b> \$2000* annually per teacher from 301 Legislation. The District recognizes that our student outcomes are the joint product of many people working together. This program explicitly encourages district staff to work together toward common goal of improving student achievement.</p> <p>The group-based performance award consists of two parts: an Achievement Award and a Parent Satisfaction Award. The Achievement Award is based on district-wide assessment results in reading, writing, and math. The entire Achievement Award (\$1600) is earned when assessment results indicate that 9 out of 12 indicators of success have been achieved. A prorated portion of the Achievement Award will result if less indicators of success are achieved. (An alternative program is available for teachers who were not present during the achievement period.) The entire Parent Satisfaction Award (\$400) is earned when district-wide survey data indicates that the high percentage of parents reporting satisfaction with the Kyrene School District has been maintained or increased. These awards will be paid in two installments. Separate checks will be issued for the performance plan earnings. Compensation will not be added to regular paychecks.</p> <p>* Exact amount will vary depending on the program in which the teacher is participating, their level of FTE, and contract length. The amounts provided herein (\$1600 and \$400) are based on an expected amount of projected sales tax revenues. Should the projected amounts not materialize, the amounts shall be reduced pro rata based upon the actual funds received.</p>

*Program Elements:*

- The achievement award compensated in the 2008/2009 school year will be determined on test results indicating student performance in 2007/2008.
- The parent satisfaction award compensated in the 2008/2009 school year will be based upon results from a survey conducted in the spring of 2009.
- Payout for the performance pay should occur in two parts. The first payment of 40% will occur in December and would reflect of one-half of the achievement of the academic goals for the prior school year. A second payment for student achievement and the Parent Survey will occur in late spring to reflect the total of 100% for a full time teacher who has been employed all year.
- The Steering Committee of the Performance Pay Task Force, in cooperation with the Curriculum and Assessment Department, will review the standards for achievement of the goal areas in student achievement and parent satisfaction.
- An Alternative Kyrene Pay for Performance Plan (AKPPP) for teachers not present during the period of student achievement will be offered. This program is optional for new employees or those on leave the previous school year. The alternative program is intended to substitute for the achievement award. It is not to replace the parent satisfaction component.

The Curriculum and Assessment Department will sponsor the Alternative Kyrene Pay for Performance Plan program. They will offer six hours of coursework in the areas of curriculum and assessment to each teacher enrolled in the program. In addition, each teacher will participate in two follow-up assignments after the coursework. Teachers will be required to design and implement a plan for instruction and assessment and then will analyze and reflect on their collected data.

**AKPPP 08-09**

**Class Session One:** This class will center on information about Career Ladder learning targets including the four target types, power targets, and how to write a broad outcome. There will be two hands on activities about target types and power targets. By the end of session one, teachers will leave with a draft of section 1 and 2 of a Career Ladder Student Outcomes Plan of their AKPPP project.

Homework: Type up sections 1 and 2 and bring to class 3 targets they taught first semester.

**Class Session Two:** This class will begin with a review of targets and target types. Teachers will share at their table the targets they brought, target types and whether or not they are power targets. While doing that, instructors will check sections 1 and 2 of the Career Ladder Student Outcomes Plan and will award points for each section.

The focus of this session two is on methods of assessments, using quality assessment tools and collecting data. There are hands on activities to learn about assessment methods and assessment tools. At the end of this class, participants will walk out with a draft of section 3 of a Career Ladder Student Outcomes Plan.

Homework: Type up section 3. Design the assessment tool to match the target that will be assessed. Deliver the instruction and the assessment to the students. Create a data collection sheet with data.

**Class Session Three:** Review best assessment practices and do a hands-on group activity that has students analyze a student achievement plan. While they are working on this, instructors walk around and check every section 3 of the Career Ladder Student Outcomes Plan including the assessment tool and the data collection sheet.

The focus of this class session is to learn how to analyze data. Using section 7 questions from the Career Ladder Student Outcomes Plan, teachers will learn how to discuss their data. Teachers will then participate in a jigsaw activity and will complete together, one section 7. Teachers will then receive information about teacher reflective practices and why they are essential in impacting student achievement.

Homework: Complete the data analysis and reflection for their project. Their entire project is due two weeks from the date of their last class.

Program timeline:

- December, 2008 – First payout for achievement data
- March 2009 – Customer Satisfaction Survey
- May 2009 – Second payout for achievement results and parent satisfaction survey
- Full pay out for AKPPP participants provided 301 goals are met

Summary of eligibility criteria:

- Must have been employed in the Kyrene School District as a teacher within the 2007/2008 school year
- Current employee\* of the Kyrene School District within the 2008/2009 school year
- May not have unsatisfactory evaluation rating within the 2007/2008 school year
- Qualify as a teacher within the Kyrene School District under 301 Legislation, that is an individual who is compensated on the teacher's salary schedule and holds a position that requires teacher certification from the State Department of Education

\* Employees' stipend amounts will be prorated according to their FTE for the 2008/2009 school year as well as the percent of time of employment within that year

Participants:

Indicators Of Success For Performance Pay

For the 2007/2008 school year, all measures will have equal weighted value.

A.D.E. Measurement of Academic Process (MAP) using the April 2008 AIMS/DPA:

- On the MAP, the district will maintain or increase the proportion of students achieving one year's growth in reading. (Comparison will be made to baseline year 2005)
- On the MAP, the district will maintain or increase the proportion of students achieving one year's growth in math. (Comparison will be made to baseline year 2005)

AIMS:

- On the AIMS-DPA, grades 3 through 8 will maintain or increase the percent of students who meet or exceed the standard in Reading on 5 out of 6 grade level measures. (Comparison

- will be made to baseline year 2005)
- On the AIMS-DPA, grades 3 through 8 will maintain or increase the percent of students who meet or exceed the standard in Writing on 5 out of 6 grade level measures. (Comparison will be made to baseline year 2005)
- On the AIMS-DPA, grades 3 through 8 will maintain or increase the percent of students who meet or exceed the standard in Math on 5 out of 6 grade level measures. (Comparison will be made to baseline year 2005)

CASS:

- On the CASS-EOG, the district will increase the percentage of proficient students in four out of seven grades or more. (Comparison will be made to baseline year 2000)  
On the district CASS-EOG, the district will maintain or reduce the percentage of Novice students in four out of seven grades or more. (Comparison will be made to baseline year 2000)

MSS:

- On the MSS-EOG, the district will increase the percentage of proficient students in five out of eight grades or more. (Comparison will be made to baseline year, grades 1-5 1998 and grades 6-8 1999)
- On the MSS-EOG, the district will maintain or reduce the percentage of novice students in five out of eight grades or more. (Comparison will be made to baseline year, grades 1-5 1998 and grades 6-8 1999)

TerraNova:

- On the Grade 2 TerraNova, the district will maintain or increase median percentile rank in reading. (Comparison will be made to baseline year 2005)
- On the Grade 2 TerraNova, the district will maintain or increase median percentile rank in math. (Comparison will be made to baseline year 2005)
- On the Grade 2 TerraNova, the district will maintain or increase median percentile rank in language. (Comparison will be made to baseline year 2005)

Parent Satisfaction Survey:

- The District will maintain or increase the percent of parents who report high levels of satisfaction on the district parental satisfaction survey

\*Maintain percentage is defined throughout this document as plus or minus 5 percentage points of comparison level.

*Compensation Plan\*:*

Kyrene Teachers present during the achievement period:

Participant financial awards for the 2008/2009 school year will be based on assessment results from the 2007/2008 school year and the 2008/2009 parental satisfaction survey. A sum of \$1600\* will be available for Achievement Awards and an estimated \$400\* for Parent Satisfaction Award for a total award potential of \$2000\*.

Kyrene Teachers not present during the achievement period:

Participant financial awards for the 2008/2009 school year will be based upon participation in an Alternative Achievement Award program. The foundation of this program is the acquisition of knowledge and skills. A sum of approximately \$1600\* will be available for Alternative Achievement Awards and \$400\* for Parent Satisfaction Award for a total award potential of \$2000\*.

\* The amounts provided herein are based on an expected amount of sales tax revenues; should these expected amounts not be realized, the District is not legally bound to remunerate these funds.

*Appeal Process:*

*Types of Appeals:*

- Disagreement regarding participant eligibility
- Disagreement regarding achievement of indicators of success

*Appeals Committee:*

1. A subcommittee with 8 members of the Performance Pay Task Force will be identified. This committee will include the Director of Curriculum and Assessment or designee, the Executive Director of Human Resources or designee, the Assistant Superintendent of Instructional Services or designee, one site administrator, and 4 teachers (one elementary, one middle school, one exploratory or special area, and one special education).
2. The committee's decisions are final.

*Appeals Process:*

1. Teacher sends letter to the Executive Director of Human Resources requesting a review of concern. The letter should contain an articulation of the nature of concern and supporting documentation as appropriate.
2. Executive Director of HR acknowledges receipt of request for appeal within 10 working days.
3. Executive Director of HR sets meeting of the Appeals Subcommittee within 30 days, and notifies teacher in writing of the date, time and place of the meeting. The purpose of the meeting is for the Subcommittee to conduct a hearing "on the record". The "record" is the letter of concern and any attached documents. It is the teacher's responsibility to notify the Executive Director of a desire to attend the hearing and or summarize he/her position to the Subcommittee.
4. Teacher will be informed of the decision of the Subcommittee within 10 working days of the Subcommittee meeting.

*Strategic Plan Elements:*

**Vision**

Kyrene's vision is to prepare all students to meet future educational and life challenges in order to make positive contributions to society.

**Mission**

To realize our vision, Kyrene seeks to inspire and engage our diverse community of students, staff, families and citizens to ensure continuous academic achievement and personal growth for every student.

**Goal #1: Student Achievement**

Ensure individual excellence for all students through a wide array of programs, a standards-based curriculum, meaningful assessments, superior instructional resources, and quality professional development.

**Goal #4: High Quality Employees**

Attract, retain, and develop quality employees who are dedicated to attaining the mission of the Kyrene School District to meet the needs of our increasingly diverse student population.

**Goal #5: Parental and Community Involvement**

Promote high levels of family and community involvement to support the mission of the Kyrene School District.

*Board Parameters:*

1. The plan will support the Kyrene School District's strategic plan.  
*- The Alternative Kyrene Performance Pay Plan (AKPPP) will support Strategic Goal #1.*
2. The plan will be designed to attract, retain, and motivate highly qualified teachers.  
*- The AKPPP will enhance the compensation for new and existing employees and establish student achievement goals to encourage all staff to work together for a common purpose.*
3. The plan will reward demonstrated skills and knowledge that support the goals of the district.  
*- The AKPPP will reward teachers not present during the achievement period for demonstrated skills and knowledge of district curriculum and assessments. Teachers present during the achievement period will need this same level of knowledge and skills to attain maximum levels of student achievement.*
4. A portion of the plan will compensate group (rather than individual) performance based on measurable pupil progress using a systematic procedure for determining goals to achieve equity and rigor.  
*- The AKPPP will reward group rather than individual performance based on measurable pupil progress as well as community satisfaction. A systematic procedure for determining the equity and rigor of the goals is an element of the program. The steering committee will be responsible for evaluating the rigor of the stated goals and make a recommendation to the Board for approval. Equity will be achieved through the equal opportunity of all teachers to participate in the program.*
5. The plan will complement current opportunities for performance pay in Kyrene, such as Career Ladder, National Board Certification, and annual satisfactory performance of the teacher evaluation and growth system.  
*- The AKPPP complements current opportunities for performance pay.*
6. The plan will include a variety of different opportunities for teachers to earn compensation.  
*- The AKPPP will be a single component for group-based compensation that will complement existing opportunities within the overall compensation plan.*
7. The plan will distribute compensation in alternative non-recurring forms such as bonuses or stipends, not as part of the salary schedule.  
*- The AKPPP will distribute compensation annually in the form of stipends.*
8. The plan will be designed in consideration of its demands on existing resources and the need for additional resources in the future to support its implementation.

**Performance Indicators from 2007 - 2008  
for 2008 - 2009 Plan**

<b>2008-2009 District-wide Student Achievement Component Indicators of Success and Results, using previous year's data</b>		
1	On the <b>MAP</b> , the district will maintain or increase the proportion of students achieving one year's growth in <b>reading</b> . (Comparison will be made to baseline year 2005)	<b>Attained</b>
2	On the <b>MAP</b> , the district will maintain or increase the proportion of students achieving one year's growth in <b>math</b> . (Comparison will be made to baseline year 2005)	<b>Attained</b>
3	On the Grade 2 TerraNova, the district will maintain or increase median percentile rank in reading. (Comparison will be made to baseline year 2005)	<b>Attained</b>
4	On the Grade 2 TerraNova, the district will maintain or increase median percentile rank in math. (Comparison will be made to baseline year 2005)	<b>Attained</b>
5	On the Grade 2 TerraNova, the district will maintain or increase median percentile rank in language. (Comparison will be made to baseline year 2005)	<b>Attained</b>
6	On the <b>AIMS-DPA</b> , grades 3 through 8 will maintain or increase the percent of students who meet or exceed the standard in <b>Reading</b> on 5 out of 6 grade level measures. (Comparison will be made to baseline year 2005)	<b>Attained</b>
7	On the <b>AIMS-DPA</b> , grades 3 through 8 will maintain or increase the percent of students who meet or exceed the standard in <b>Writing</b> on 5 out of 6 grade level measures. (Comparison will be made to baseline year 2005)	<b>Not Attained</b>
8	On the <b>AIMS-DPA</b> , grades 3 through 8 will maintain or increase the percent of students who meet or exceed the standard in <b>Math</b> on 5 out of 6 grade level measures. (Comparison will be made to baseline year 2005)	<b>Attained</b>
9	On the <b>CASS-EOG</b> , the district will <b>increase</b> the percentage of proficient students in four out of seven grades or more. (Comparison will be made to baseline year 2000)	<b>Attained</b>
10	On the district <b>CASS-EOG</b> , the district will <b>maintain or reduce</b> the percentage of Novice students in four out of seven grades or more. (Comparison will be made to baseline year 2000)	<b>Attained</b>
11	On the <b>MSS-EOG</b> , the district will <b>increase</b> the percentage of proficient students in five out of eight grades or more. (Comparison will be made to baseline year, grades 1-5 1998 and grades 6-8 1999)	<b>Attained</b>
12	On the <b>MSS-EOG</b> , the district will maintain or reduce the percentage of novice students in five out of eight grades or more. (Comparison will be made to baseline year, grades 1-5 1998 and grades 6-8 1999)	<b>Attained</b>
<b><u>11</u> of <u>12</u> indicators attained</b>		