

# Prescott Unified School District

## Performance Pay Program

### Revised - June, 2007

In accordance with the requirements of Proposition 301 as passed by the voters of Arizona on November 7, 2000, and amended by the Arizona Legislature during the spring 2001 and fall 2005, the Prescott Unified School District has created a Performance Pay Program for its eligible teachers.

Prescott Unified School District's Performance Pay Program is designed to reward teachers for acceptable student academic growth/achievement and the attainment of other professional goals as specified in this policy.

#### **Eligibility**

"Teacher" is defined as anyone who holds a valid Arizona certificate issued by Arizona Department of Education, is paid via the teacher or speech/language pathologist salary schedules, and is a certified position that provides services/direct instruction to students, with the exception of psychologists. All teachers in the district who meet this definition are eligible for performance pay with the exception of those teachers that teach for less than one full semester.

Any teacher put on an improvement plan at any time during the school year, will forfeit his/her eligibility for full performance pay during that year. If a teacher successfully meets all requirements stipulated in their improvement plan before the completion of that school year, the teacher will be eligible for a proportionate amount of performance pay based upon the number of days they were not on an improvement plan. For example, a teacher is on an improvement plan for 62 out of the 186 contract days, they will be eligible for 66.7% (124 days not on the improvement plan divided by 186 contract days times 100) of their 301 monies.

If a teacher resigns during the school year for any reason other than an unforeseen circumstance, performance pay will be cancelled. An unforeseen circumstance would be one in which the teacher has no control over, such as an illness, moving away, etc. In this case the teacher would be eligible for performance pay based on the percentage of goal completion at the time of the unforeseen circumstance. The method of measuring that percentage of goal completion will be a collaborative decision between the teacher and administration.

#### **Application**

Eligible teachers may "opt in" to the Performance Pay Program by completing the Smart Goal form for each goal and submitting it to the building principal. One goal will be based upon student academic achievement/growth and one based upon professional development/growth. Note: Grade level, department, team, or whole site teachers may voluntarily decide to create a group/school wide goal (see performance pay for

group/school wide goal section). The building principal or assigned department heard/approved supervisor must approve both the goals and the criteria for measuring them before September 30<sup>th</sup>. Both the teacher and principal will sign the Smart Goal form and keep a copy. No later than the teacher's last contract day, the principal and teacher will each initial the Smart Goal form verifying the extent of completion of the teacher's goals.

### **Performance Pay Stipends**

Eligible teachers may obtain a total of ten shares; five for their student academic achievement/growth goal and five for their professional development/growth goal. Of the total amount of money received from the State for performance pay, 100% will be used to award teachers their earned stipend. At the conclusion of the school year, the total number of shares earned by all eligible teachers will be determined. This total will be divided into the money received from the State for performance pay. This will determine the value of each share.

Stipends for performance pay will be given to each teacher at the end of each school year, or no later than June 20<sup>th</sup>, or as soon thereafter as possible (G. Board 11/13/01).

It is important to note that performance pay amounts that are available to teachers may vary from year to year. Monies generated by the State of Arizona for performance pay are revenue driven, and may increase or decrease according to the receipt of revenue.

#### **A. Performance Pay for Individual Goals**

Eligible teachers will not have to compete against one another for performance pay stipends. Stipends for individual goals will be determined at the end of each school year. All money available for individual performance pay will be awarded each year based on the number of "shares" that each teacher earns.

- Each eligible teacher has an opportunity to earn 10 shares by completing 100% of his/her goals. In this manner, 9 shares would be awarded for 90% completion, 8 shares for 80% completion, etc. (Example: If a share was worth \$200 and a teacher completed 90% of his/her goals, 9 shares would be awarded for a total of \$1,800). Fractional parts of shares are allowable.
- A part-time teacher has the opportunity to earn shares proportional to that teacher's FTE (full time equivalent). For example, if a teacher works 4 hours daily (.5 FTE), that teacher would be eligible for 5 shares. If a teacher works 2 hours daily (.25 FTE), that teacher would be eligible for 2.5 shares, etc.
  - A greater than .5 FTE, but less than 1.0 FTE would create two goals worth their proportionate number of shares. One goal would be based upon academic achievement/growth and the other goal would be based upon professional development/growth.
  - A .5 FTE or less employee would create one goal worth their proportionate number of shares. By default, this goal would alternate years between a student academic achievement/growth goal and a professional development/growth goal. If this year's goal was based

upon student academic achievement/growth, the next year's goal would be based upon professional development/growth. The following year, their goal would again be focused upon student achievement/growth.

- A .5 FTE or less employee may voluntarily choose to have their goal be focused on student academic achievement/growth consecutive years.

## **B. Performance Pay for Group/School Wide Goal**

Eligible teachers will not have to compete against one another for performance pay stipends. In group/school wide goals, teachers will work with other teachers towards a common goal. If a group of teachers chooses to participate in a group/school wide goal, their group goal will be worth 5 shares for each teacher. Each teacher can still earn a total of 10 shares and the share's worth is determined as outlined under the "Performance Pay Stipends" heading. Partial or prorated shares can still be earned if participating in a group/school wide goal and the goal is not 100% complete.

Note: If the group/school wide goal is based upon student academic achievement/growth, each teacher participating would also create an individual professional development/growth goal. If the group/school wide goal is based upon professional development/growth, each teacher participating would also create an individual student academic achievement/growth.

## **Goals**

Goals for performance pay purposes must be challenging, yet attainable. They must be measurable and the measurement criteria must be identified and agreed upon before the teacher and principal sign the SMART goal form.

Setting individual goals will be a collaborative process between the teachers and principal or assigned department heard/approved supervisor. Setting group/school wide goals will be a collaborative process between the principal or assigned department heard/approved supervisor and those teachers who voluntarily opted for a group/school wide goal. All goals for performance pay must be identified and agreed upon no later than September 30 of the year in which the goals will be undertaken. In the event that unforeseen circumstances prevent a goal from being undertaken, a readjustment of a goal may be necessary.

## **Appeals Process**

If a teacher and principal do not agree on the percentage of the goal(s) completion or on any other part of the performance pay process, the teacher may appeal to the superintendent. If a teacher and superintendent do not agree on the percentage of the goal(s) completion or on any other part of the performance pay process, the teacher may appeal via Governing Board Policy GBK (Staff Grievances).

## **Evaluation**

A committee comprised of regular classroom teachers, a teacher representing the special areas, and an administrator will undertake a regular evaluation of the Performance Pay Program. Adjustments may be made to any area of the Performance Pay Program, as needed.

## **Individual Goal Categories:**

For individual performance pay, teachers will select two separate goals, at least one of which must be from category #1 or #2 (academic achievement or growth). \*\*\*

### 1. Academic achievement (AIMs and Terra/Nova may not be used)

- Criterion Reference Tests
- Running Records
- Portfolios
- Accelerated Reader
- Star Tests
- Gate-MacGinitie
- Accelerated Math
- Pre/Post Tests (criterion reference)
- District Writing Assessments

### 2. Academic growth (AIMs and Terra/Nova may not be used)

- Criterion Reference Tests
- Running Records
- Portfolios
- Accelerated Reader
- Star Tests
- Gate-MacGinitie
- Accelerated Math
- Pre/Post Tests (criterion reference)
- District Writing Assessments

### 3. Parent involvement / communication

- Parent contacts
  - Phone logs
  - Sign-in sheets
  - Parent contracts
- Weekly newsletters
- Daily/weekly assignment sheets (w/ parent signatures)
- E-mail
- Parent satisfaction surveys

### 4. Implement new programs / instructional Strategies

- Such as accelerated Reader/Math, Guided Reading, “Soar to Success,” or specific teacher-created programs or strategies

### 5. Professional growth (20 documented clock hours, summer work acceptable)

- Workshops
- Relevant Classes
- Committees
- In-service/Faculty Presentations

### 6. Other as approved by principal and district administrator

\*\*\* Certified employees such as counselors and librarians will choose goals from categories 3-6

### **Group or School Wide Categories**

For group/school wide performance pay, schools will select one goal from categories #1,2 or from categories #3,4,5. If the group/school wide goal is out of categories #1 or #2, teacher's individual goal must come out of categories #3,4, or 5 and visa versa.

#### 1. Academic achievement

- Criterion Reference Tests
- Portfolios
- Accelerated Reader
- Star Tests
- Running Records
- Pre/Post Tests (criterion reference)
- District Writing Assessments
- Accelerated Math
- Gate-MacGinitie

#### 2. Academic growth

- Criterion Reference Tests
- Criterion Reference Tests
- Portfolios
- Accelerated Reader
- Star Tests
- Running Records
- Pre/Post Tests (criterion reference)
- District Writing Assessments
- Accelerated Math
- Gate-MacGinitie

#### 3. Parent involvement / communication

- Parent contacts
  - Phone logs
  - Sign-in sheets
  - Parent contracts
- Weekly newsletters
- Daily/weekly assignment sheets (w/ parent signatures)
- E-mail
- Parent satisfaction surveys

#### 4. Implement new programs/instructional strategies to address the following:

- Decrease dropout rates
- Increase graduation rates
- Increase attendance rates

#### 5. Other as approved by principal and district administrator