

Casa Grande Elementary School District Performance-Based Compensation System

In 2005, revisions were made to A.R.S. §15-977 concerning the Performance Pay available to teachers through Proposition 301. According to statute, a school district governing board is to vote on a performance based compensation system that may include the following elements. Any of these elements may be modified when adopting a performance based compensation system.:

1. School district performance and school performance.
2. Measures of academic progress toward the academic standards adopted by the state board of education.
3. Other measures of academic progress.
4. Dropout or graduation rates.
5. Attendance rates.
6. Ratings of school quality by parents.
7. Ratings of school quality by students.
8. The input of teachers and administrators.
9. Approval of the performance based compensation system based on an affirmative vote of at least seventy per cent of the teachers eligible to participate in the performance based compensation system.
10. An appeals process for teachers who have been denied performance based compensation.
11. Regular evaluation for effectiveness.

A performance based compensation system is also to include teacher professional development programs that are aligned with the elements of the performance based compensation system. Governing Boards are to adopt any modifications or additional elements and specify the criteria used at a public hearing. Each school district is to develop an assessment plan for its performance based compensation system and submit the plan to the department of education by December 31 of each year. A copy of the performance based compensation system and assessment plan adopted by each school district Governing Board is to be included in the report submitted to the Arizona Department of Education.

The Casa Grande Elementary School District implemented a performance-based pay plan before this was required by Proposition 301. Once Proposition 301 funds became available, Proposition 301 Performance-Based Pay was incorporated with the existing plan, as shown below.

CGESD Performance-Based Pay

Individual Performance-Based Pay

Group Performance-Based Pay

Proposition 301 Performance-Based Pay

Budget Override Funding

Teachers

All Employees

Individual Performance Pay Teachers meeting performance expectations will receive \$2,000 in Proposition 301 performance pay in the current year. Any teacher who receives a rating of Falls Below Expectations in one or more of the descriptor statements on the Teacher Evaluation Instrument – Track A is ineligible for the following:

Compensation category	Amount
Proposition 301 performance pay	\$2,000
Group Performance Pay for the current year	Up to \$1,750
Salary increase in the ensuing year	Established each year by the Governing Board

Before the final evaluation, any teacher whose performance is unsatisfactory receives written notice, along with a written improvement plan. The teacher then has a period of at least 90 calendar days to overcome the identified deficiencies. All teachers who are new to the District participate in the teacher induction program (TIPS) which includes extensive research-based training in the knowledge and skills required to fulfill the performance expectations of the goals of the individual and group performance plans. In addition to this training, new teachers are assigned mentors who meet with them on a weekly basis to assist them in meeting the District’s performance standards. Extensive follow-up support is provided through coaching and scheduled conferences with the District’s professional development staff.

All teachers in the District are offered training through the District’s professional development program, which provides a wide array of course offerings available throughout the year and in the summer months. The course offerings, which are developed through annual professional development needs assessments, and which reflect the Governing Board-adopted academic goals, also include extensive research-based training in the knowledge and skills required to fulfill the performance expectations of the goals of the individual and group performance plans. Any probationary or continuing teacher who experiences

difficulty in meeting performance standards may obtain assistance from professional development staff or members of a Professional Assistance Team.

All of the District's teachers are also required to participate in school-based collegial support opportunities available through collaborative planning. Each school is required to submit plans for weekly collaborative time for teachers to engage in collegial planning and support.

Group Performance Pay All certified, classified, and part-time (with the exception of substitute) employees are eligible to participate in the group-based performance program. To be eligible, one must be employed prior to February 1, 2010. Budget override funds provide the funding for group-based performance incentives. The following sources of data are approved for use in determining school achievement of specific, measurable improvement objectives related to student learning:

- Percentage of Students Achieving Benchmark on the Dynamic Indicators of Basic Early Literacy (DIBELS) Assessments
- Percentage of Students Meeting or Exceeding Standards in Reading, Mathematics, and Writing on the Arizona Instrument to Measure Standards
- Parent Survey Responses
- Internal Quality Service Survey

Both school employees (those who work at a school) and department employees (those who do not work at a school) are eligible for group performance pay.

Schools

Each school is responsible for two goals:

Goal 1: School Academic Gains Schools must improve student achievement in Reading, Writing, and Mathematics. The bonus provided will be 2.5% of contract pay, up to a maximum of \$1,250. Using Spring, 2010 assessment data, each school will be required to ensure that 65% of all students achieve Benchmark on the DIBELS assessments or the Meets or Exceeds levels on the AIMS to receive the full 2.5% of bonus pay.

Goal 2: Quality Service Goal Each school must assess quality service via the annually-administered parent survey. Employees at each school that receive favorable ratings of 80% or above on the parent survey (combining the "A" and "B" ratings on the final question of the survey) will be paid 1% of contract pay, up to a maximum of \$500. Ratings of 70% or above will result in a bonus of 0.7%, up to a maximum of \$350.

Departments

The following Departments are eligible for group performance awards:

- Transportation
- District Food Services
- Facilities Services (Maintenance and Grounds)
- Business/Administrative Services (Payroll, Business Services, Personnel)
- Technology Support
- Instruction (Superintendent, Director of Professional Development, Director of Educational Services, Director of Special Education, Director of Curriculum and Instruction, Director of Federal and State Projects)

Each department is responsible for two goals:

Goal 1: School Academic Gains Eligibility for bonus pay in this goal will be tied to the percentage of District students that achieve Benchmark (DIBELS) or the Meets or Exceeds levels on the AIMS. This would be calculated using the Spring, 2010 DIBELS and AIMS results from each school. The bonus provided would be 2.5% of contract pay, up to a maximum of \$1,250, and would be determined as described above.

Goal 2: Department Quality Service An internal Quality Service Survey will be distributed to all District employees. Employees in each department that receive favorable ratings on the Quality Service Survey (combining the "Excellent," "Very Good," and "Good" ratings for the department's overall performance) will be paid 1% of contract pay, up to a maximum of \$500. If the favorable ratings for the department represent at least 90% of all ratings, the department's employees will receive the full bonus. If 85% of all ratings are favorable, a partial bonus of 0.7% will be provided, up to a maximum of \$350.

The District's Performance-Based Compensation Plan was developed by a team of teachers, classified staff, and administrators. It is reviewed annually by the Performance Pay Committee (Dr. Barbara Wright, Dr. Frank Davidson, Pat Hunt, Kevin Kelty, and Vikki Kortsen).

As noted above, the Governing Board is to vote on a performance based compensation system that includes the following elements, any of which may be modified when adopting a performance based compensation system. If any of the elements specified in statute have been modified, the rationale is provided:

Element	Modified	Rationale
School district performance and school performance.	No	
Measures of academic progress toward the academic standards adopted by the state board of education.	No	
Other measures of academic progress.	No	
Dropout or graduation rates.	Yes	These criteria apply primarily to secondary schools.
Attendance rates.	Yes	Although statute does not specify whether this applies to student or staff attendance, it is assumed that this is intended to apply to student attendance. In the initial year of implementation of the District's Performance-Based Plan, student attendance was one of the criteria included. Members of the Performance-Based Compensation Committee subsequently determined that student attendance is often outside the control of school staff, and that staff eligibility for performance-based pay would not be based on this criterion.
Ratings of school quality by parents.	No	
Ratings of school quality by students.	Yes	The Performance-Based Pay Committee has never proposed including this criterion in the plan.
The input of teachers and administrators.	No	
Approval of the performance based compensation system based on an affirmative vote of at least seventy per cent of the teachers eligible to participate in the performance based compensation system.	Yes	The Performance-Based Compensation Plan was developed by a representative group of teachers, administrators, and classified staff. Teachers are afforded the opportunity for input on the development of the plan.
An appeals process for teachers who have been denied performance based compensation.	No	
Regular evaluation for effectiveness.	No	