

**MADISON ELEMENTARY SCHOOL DISTRICT
PERFORMANCE BASED COMPENSATION SYSTEM FOR 2014-2015**

This performance based compensation system is based on the program originally adopted by the Governing Board in March 2001 and revised through December 2010, including revisions to incorporate the requirements of SB 1074 of 2005. This system applies to all employees included in the definition of “teacher” as defined in Attachment B, and applies to performance during the 2014-2015 school year and for the payout to be made in the fall of 2015.

Part One – Certified Compensation Committee

The standing district-wide Certified Compensation Committee (CCC) will be responsible for:

- Annually reviewing the performance based compensation system.
- Making periodic reports and recommendations to the Governing Board for improvements to the system.
- Making recommendations on appeals as described below.
- Updating the written description of the system as changes are made

Part Two – Group Performance Pay

I. Basis for Group Performance Pay

Money received from Prop. 301 for teacher performance pay will fund the system. The amount of group performance pay available for each teacher will be 67% of the available funds. The actual amount of group performance pay allocated to each teacher will depend on the extent to which specific performance goals are met. Each performance measure is assigned a percentage of the total amount available, and the actual amount of money awarded for that component is determined by the extent to which the goal for that component is met. Specific components and percentages are explained below.

*** Note: \$1650 per teacher was the fall 2014 allocation per teacher for performance pay. There is no word yet from the Arizona Legislature for the 2015 amounts. Payout amounts will be based on State allocations.**

The payment is a bonus or stipend that has to be re-earned each year; it is not added to the base pay. Each teacher will receive the same bonus amount as other teachers in their school, regardless of their placement on the pay schedule, except part-time and part-year teachers will receive a prorated bonus amount. See Attachment B for the prorated bonus amount for part-time and part-year staff members.

A. District-wide Performance

One district-wide goal is active teacher participation in professional development. The district provides professional development programs which are aligned with the performance based compensation system because they are designed to help teachers improve student achievement, which is the main component of the performance pay computation. An essential part of the professional development program is Teacher Collaboration Time, or TCT.

5% of the group performance pay will be based on district-wide student performance.

B. School-wide Performance

The remainder of the group performance pay will be awarded based on school-wide measures of performance, except that performance pay for teachers not assigned to a school will be based on district-wide measures of performance.

The specific school-wide measures and relative weights are as follows:
65% Student Performance
20% Parent Survey
10% Student attendance

II. Measures of Performance for Group Performance Pay

A. Student Achievement Measures

Due to the uncertainty of the state assessment and uncertainty regarding school/district accountability labels, for the 2014-2015 school year internal measures shall be used as the Measure of Performance for Group Performance Pay. The same criteria defined for Group B teachers for the Student Growth Performance Category of the Teacher Evaluation Instrument shall be used. Teachers in schools receiving a Highly Effective or Effective rating based on the school aggregate data will be considered to have met their goals and receive 100% of payout funds. Teachers in schools receiving a Developing rating based on the school aggregate data will be considered to have partially met their goals and receive 80% of payout funds. Teachers in schools receiving a rating lower than Developing based on the school aggregate data will not be eligible for payout funds.

The ELD Measure shall remain the same as previous years

ELD Measure

The ELD measure used to determine school-wide performance is the percentage of English Language Development (ELD) students reclassified. If a school earns the three points in the Arizona Learns System for reclassifying a minimum percentage (currently 15%) of ELD students, the full amount of the student achievement portion of performance pay will be awarded.

B. Parent Survey

Although academic achievement determines the pay out of the majority of the pay-for-performance funds, a parent survey rounds out measures used to determine pay-for-performance bonuses. The parent satisfaction survey reflects communication with the community and success in the eyes of our parents and is an important measure of success for Madison School District.

An index of parent satisfaction will be comprised of the seven items directly related to teacher responsibilities from the parent satisfaction component of the District parent survey. During the initial roll out year of the revised Parent Satisfaction Survey, 2014-2015, a 75% approval rating on the average of parent responses is expected and will be fully rewarded with funds available for this component. If the District approval rating on the average of these items is less than 75%, a percentage of funds commensurate with the actual approval rating shall be awarded. See Attachment A for the questions used for the index as well as the additional questions that are not included in the index.

A parent satisfaction survey will be administered annually with specific instructions. Guidelines for the administration of the parent survey shall include:

- Standardized instructions
- One survey distributed per family enrolled in the school

C. Student Attendance

Student attendance is important for student learning and for district funding. If student absences exceed 6 percent, the district loses funding. The goal for student attendance has thus been set at the amount needed to maintain full funding, 94 percent. If a school attendance rate is at least 93 percent, the full amount of funds available for this component will be awarded. Schools achieving less than a 93 percent attendance rate shall be awarded a percentage of funds commensurate with the actual attendance rate.

III. Allocation of Undistributed Revenues

If the district-wide goal or any of the school goals are not met, the unearned money will first be used to pay for any successful appeals. Any undistributed money after all appeals are considered will carry forward and be used to increase the total amount available to all teachers in the district for the following year.

IV. Time Schedule

Group Performance Pay in one year will be based on the results of data gathered in the previous spring as follows:

- A. The amount of the maximum bonus pay per staff member should be known by September of the following school year.
- B. The points will be converted into a bonus amount for each eligible teacher, and the payout date will be 30 days after the latest information is received but no sooner than September.

Requests from schools to modify the performance measures or weighting to be used to determine the following year’s pay out must be submitted to the CCC by December 1 of each school year.

V. Corrections of Errors

If an error is discovered in the data or the computation of performance pay for after the payment is made, the error shall be corrected, the amount of performance pay recomputed, and an adjustment shall be made in future payments to correct the error, if possible.

Part Three – Individual Performance Pay

The amount of individual performance pay (IP4P) available for each teacher will be 33% of the available funds. The actual amount of IP4P awarded to each teacher will depend on the overall score on the District evaluation rubric for all evaluations completed during the year, and teacher attendance, as follows:

Determine the teacher’s overall score on the District evaluation rubric. Determine the number of absent days during the school year, not including FMLA, bereavement leave, jury duty, religious holidays, military leave or professional leave.

Continuing Teachers

Performance Classification	Overall Score	Percentage of IP4P	Absences
Highly Effective	3.6-4.0	100% with 4 or fewer absences	85% with more than 4 absences
Effective	*3.0-3.5	85% with 4 or fewer absences	70% with more than 4 absences

**Continuing teachers who score below a 3.0 and/or on an Improvement Plan are NOT eligible for Individual Pay for Performance.*

Non-Continuing Teachers

Performance Classification	Overall Score	Percentage of IP4P	Absences
Highly Effective	3.6-4.0	100% with 4 or fewer absences	85% with more than 4 absences
Effective	3.0-3.5	85% with 4 or fewer absences	70% with more than 4

			absences
Developing	2.4-2.9	60% with 4 or fewer absences	50% with more than 4 absences
	Below 2.4	0%	0%

** Any non-continuing teacher who is on an Improvement Plan is NOT eligible for Individual Pay for Performance.*

The payment is a bonus or stipend that has to be re-earned each year; it is not added to the base pay.

Proration for part-time and part-year teachers, the allocation of undistributed money and the time schedule will be the same as for group performance pay.

Part Four – Appeals

- All appeals will go to the District Certified Compensation Committee (CCC).
- Appeals relating to eligibility to receive group performance pay must be initiated within 30 days following notice of ineligibility.
- Appeals relating to the allocation of performance pay must be initiated within 30 days of receipt of notification of the allocation. Exceptions may be made for extraordinary circumstances, such as discovery of data errors
- An appeal may be presented in person, in writing, or both in person and in writing.
- The CCC cannot address the appropriateness of individual evaluations or placement on an improvement plan.
- If more than one individual appeal is being considered at a CCC meeting, only the person whose appeal is being considered will be in the room with the Committee. Other appellants or other observers will be asked to wait outside the meeting room until action on the appeal has been completed.
- If the appellant wishes any written materials to be considered by the CCC, a copy must be brought to the hearing and left with the Committee. Any non-public information will be kept confidential at the request of the appellant. The Committee copy of the materials will be filed at the Human Resources Department.
- For appeals in person, after the appellant has presented the appeal and answered questions, the appellant will leave the room while the Committee deliberates and votes on the appeal.
- Voting:

1. Decisions on appeals will be made by majority vote of the voting CCC members present.
 2. Committee members assigned to a school must recuse themselves from voting on school-wide appeals from their school unless the appeal does not affect the member. Members may, however, vote on an appeal by an individual from their school.
 3. Recused members are not included in the total number of voting members for purposes of computing the number required for a majority.
 4. If there is more than one teacher representative for a single school, those representatives share one vote.
 5. The Superintendent does not vote on appeals because they may be forwarded to the Governing Board for final action.
- The CCC action on the appeal will be communicated to the appellant in writing within two weeks of the action.
 - CCC denials of appeals will be final unless the appellant requests the Governing Board to review the Committee decision within 30 days. CCC action to approve an appeal will be forwarded to the Governing Board as a recommendation, with the final decision to be made by the Governing Board.

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ATTACHMENT A

District-Wide Parent Survey Questions

Survey Indicator	P4P Inclusion
Communication about my child's progress	Y
Courtesy of teachers/staff	Y
Accessibility of teachers/staff	Y
Challenging schoolwork	Y
Teaching methods/school culture	Y
Information provided during conferences	Y
Overall Education provided	Y
Quality of websites	N
Value of Public Education	N
Communication about school activities/events	N
Ability to provide input into decision-making	N
Responsiveness to concerns	N
Handling of injured/ill students	N
Supervision/discipline of students	N
Enrollment/registration process for instructional day	N
Enrollment/registration process for after school MAC	N
Food quality	N
Cost of food	N
Amount of food	N
Lunch schedule	N
School hours	N
School cleanliness/appearance	N
Accessibility for persons with disabilities	N
Bus stop locations	N
Timeliness of transportation (e.g., bus arrives/leaves on time)	N

PAY FOR PERFORMANCE ELIGIBILITY GUIDELINES

Teachers will be notified at or soon after the completion of the school year if they are not eligible for pay for performance based on the following criteria.

TEACHERS

“Teacher” includes the following school district employees:

- Teachers
- Speech Pathologists
- School Counselors
- Occupational Therapists
- Physical Therapists

Independent contractors or employees of companies that contract with the District and/or sub teachers on a daily rate are not considered employees.

Eligibility:

To be eligible to receive performance pay, the teacher must:

1. Not be on a Target for Growth Plan or Improvement Plan at the end of the contract year.
2. Fulfill the contract.
3. Work at least 25% time.

Exceptions:

If the teacher was on duty (i.e. receiving pay and benefits from the District) the last week of school, but not the last duty day **and** the employee returned for the following school year, employee would be eligible for performance pay.

Part-time and Part-Year Teachers:

For part-time teachers and teachers hired mid-year who meet the eligibility requirements above:

1. If a teacher works at least 75% of the time and works at least 91 student days, the teacher would be eligible to receive the same amount of performance pay as full-time and full-year teachers.
2. If a teacher works at least 25% time but less than 75% time, and works at least 91 student days, the performance pay amount would be prorated to 50%.
3. If a teacher is hired mid-year, works at least 75% time, and completes the contract, but works for fewer than 91 student days, the performance pay amount would be prorated to 50%.
4. If a teacher works at least 25% time but less than 75% time and completes the contract, but works for fewer than 91 student days, the performance pay amount would be prorated to 25%.

TEACHERS RETIRING MID-YEAR

If a teacher retires mid-year, having worked a minimum of 91 student days, the teacher would be eligible to receive the full amount of performance pay. If the teacher worked fewer than 91 student days, the amount would be prorated to 50%.

PAY FOR PERFORMANCE ELIGIBILITY GUIDELINES

TEACHERS CALLED TO ACTIVE DUTY

If a teacher were called to active duty, the employee would be eligible to receive the full amount of performance pay.

Teachers who leave the District and are eligible for performance pay must notify the District if they move to a new address. The District will make one attempt to mail the check to the last known address; if the check is returned, it will be cancelled, and the amount will be added to the pool for the following year.

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