

2018- 2019

Tucson Unified School District

[301 PAY FOR PERFORMANCE PLAN]

Submitted by: 301 District & TEA Joint Task Force

TUSD Governing Board Approved: June 12, 2018

Tucson Unified School District
Classroom Site Fund Plan
2018-2019 School Year

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Preface

Please note according to ARS 15-977, 301 pay for performance funds must be distributed based upon specific elements listed in statute, "Beginning in 2014-2015, individual teacher performance as measured by the teacher's performance classification pursuant to section 15-203, subsection A, paragraph 38, shall be a component of the district's portion of the forty percent allocation for teacher compensation based on performance and employment related expenses." the law states that teacher ratings on the newly required teacher evaluation system must be factored into the 301 pay for performance stipend beginning in 2014-2015.

A.R.S. §15-977 Classroom Site Fund

...

B. A school district governing board must adopt a performance based compensation system at a public hearing to allocate funding from the classroom site fund pursuant to subsection A of this section. Beginning in school year 2014-2015, individual teacher performance as measured by the teacher's performance classification pursuant to section 15-203, subsection A, paragraph 38 shall be a component of the school district's portion of the forty per cent allocation for teacher compensation based on performance and employment related expenses.

C. A school district governing board shall vote on a performance based compensation system that includes the following elements:

1. School district performance and school performance.
2. Individual teacher performance as measured by the teacher's performance classification pursuant to section 15-203, subsection A, paragraph 38. Beginning in school year 2014-2015, the individual teacher performance component shall account for thirty-three per cent of the forty per cent allocation for teacher compensation based on performance and employment related expenses. This will remain in effect for each pursuant school year.
3. Measures of academic progress toward the academic standards adopted by the state board of education.
4. Other measures of academic progress.
5. Dropout or graduation rates.
6. Attendance rates.
7. Ratings of school quality by parents.
8. Ratings of school quality by students.
9. The input of teachers and administrators.
10. 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.
11. An appeals process for teachers who have been denied performance based compensation.
12. Regular evaluation for effectiveness, which shall comply by fiscal year 2014-2015 with section 15-203, subsection A, paragraph 38.

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I. Implementation Plan

Proposed Budget for the Classroom Site Fund:

- A. Twenty percent of the total classroom site fund (Fund 11) will fund teacher base compensation on the salary schedule per Arizona Revised Statute 15.977.
- B. Forty percent of the total classroom site fund (Fund 13) will fund menu items according to the following:
 1. In addition to the current funding on the salary schedule, 20% of additional money received in **2018-2019** over the amount received in **2017-2018** will be allocated for increasing the salary schedule.
 2. \$700 for Wednesday staff development - on salary schedule and in bi-weekly paycheck.
- C. Forty percent of the total classroom site fund (Fund 12) will fund the Performance Based Plan. Major components include (see Pay for Performance Plan for details):
 1. No less than \$650/individual if the individual meets performance goals for 2018-2019.
 2. A \$3,000 stipend (prorated per FTE) for each National Board Certified (NBPTS) teacher is paid in a lump sum at the end of the school year.
 3. A \$700 stipend for one elected school council facilitator at each site is paid in a lump sum at the end of the school year. *(See plan for detailed explanation.)*
- D. In accordance with Consensus Article 29-12, "all Proposition 301/Classroom Site Fund increases anticipated by this provision are contingent upon receipt of funding or legislative authorization to spend. Any increase realized during the term of this agreement may be decreased for subsequent years if the level of funding received by the district or if expenditures authorized by the legislature for these components of Proposition 301/Classroom Site Fund are not maintained or are decreased, or if the MBU does not qualify or successfully participate in a plan implementing the component."
- E. Formula to determine amount for 301 eligible 1.0 FTE.

Expected 301 Revenue from the State (Based on student count of 53,836)	\$22,772,770
Fund 11 (20%) embedded in TDR-A Supplemental Base	\$4,554,554
Fund 13 (40%) embedded in TDR-A Supplemental Menu	\$9,109,108
Fund 12 (40%) Pay for Performance Plan	\$9,109,108

Fund 12: Pay for Performance Plan

FY18 Projected Ending Balance 3/31/18	\$332,148
F19 Projected Fund 12 Allocation (-2.2% decline)	\$9,109,108
Minus 20% Benefits (divide total by 1.20)	\$1,573,108
Working balance	\$7,867,713
Minus #NBCT x \$3000	\$210,000
Minus Site Council Facilitators 89 x \$700	\$62,300
Balance	\$7,595,413
Minus 2.8% Contingency	\$252,913
Balance	\$7,342,500
# 301 eligible FTE 2750	
Amount per eligible 301 1.0 FTE	\$2,670
Two-third Amount of the Eligible 1.0 FTE (1 st payment)	\$1,780
One-third Amount of the Eligible 1.0 FTE (2 nd Payment)	\$890

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- F. If any funds remain in Fund 12 of the Classroom Site Fund after the Pay for Performance Stipends identified in Article IV are fully paid, TUSD may retain up to three percent (3%) of the state's pay for performance allocation to TUSD for the 2018-2019 budget year to address potential 301 claims/appeals for SY 2018-2019 and distribute monies left from that three percent through the 2018-2019 301 Plan. Any money remaining from the 2018-2019 Fund 12 in excess of that three percent (3%) shall be distributed no later than the end of December 2019, on a pro rata basis, using each participant's 2018-2019 teacher evaluation classification.

II. Eligibility

1. Eligible TUSD staff members include all staff members who meet all of the criteria listed below:
 - a. Staff member must possess a current teaching certificate. Staff member must be paid on a TUSD certified salary schedule TDR-A for the year the plan is in place (a "leased employee" is not eligible, per statute).*
 - b. Contract time will include any time during which a teacher performed their duties pursuant to a letter of intent to hire or contract if that teacher is subsequently assigned to a position eligible for 301 Pay for Performance.
 - c. Staff member must participate fully in the professional learning community described in this document.
 - d. Staff member is assigned to a specific school site or sites, not serving a central office function. Itinerant teachers must declare a single home site to be evaluated and attend professional learning communities.
 - e. Staff member has been employed and worked in our District and paid on a salary schedule TDR-A for greater than 90 student contact days. Staff on leave of absence for more than 90 student contact days, would not qualify. Staff hired after November 1, 2018 would not qualify for 301 Pay for Performance until the following school year.

Note: These criteria (a- f) applies only to staff on the certified TDR A salary schedule and Master Teachers. Criteria (a-f) above excludes child find staff.

2. Stipend Amounts

The amount of the stipend paid to an employee will be determined by their contract terms FTE as of November 1, 2018 and pro-rata, accordingly. These stipends will be applied to the Site Based Goals portion of the 301 Pay for Performance Goals. All other stipends are described in Section III.

III. Pay for Performance Plan

A. School Council Facilitators

1. Each school will be allocated one school council facilitator position. The Facilitator shall be elected by the school council from among its membership by the end of the first quarter. The Facilitator shall:
 - a. Preside at school council meetings and activities; minimally once a quarter.
 - b. Be the spokesperson of the school council at all appropriate functions;
 - c. Develop school council meeting agendas in collaboration with the principal;
 - d. Be responsible for the maintenance of school council records (e.g. agendas, minutes, school policy decisions);
 - e. Turn in a minimum of 1 agenda / minutes per quarter (a total of 4/year)
 - f. Work with the Principal in the planning of Wednesday staff development sessions, coordinating school committees, implementing school and District goals, analyzing data, and monitoring student achievement results.

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2. Compensation for school council facilitation will be given only as follows:
 - a. Certified: \$700 stipend. This stipend is in addition to the one of no less than \$650 earned for being a member of the faculty who has successfully met performance goals.

B. National Board Certification

1. Any employee who earns a certificate from the National Board for Professional Teaching Standards (NBPTS) and is assigned to the TDR A certified salary schedule for greater than 90 student contact days of the SY 2018-2019, shall receive a \$3,000 stipend (prorated per FTE) each year provided they remain eligible to participate in the 301 Pay for Performance Plan as provided in section II of this Plan for the life of the certificate.

C. Wednesday Site Staff Development Assurances

1. Activities will keep within 7.5-hour workday. See Articles 9 and 19 of the current Consensus Agreement for clarification.
2. The purpose of Wednesday site staff development includes designing, developing and achieving site goals and/or supporting performance goals.
3. School staff, with the assistance and approval of the school council, will develop the structure and Plan for site Staff Development Wednesdays focused on the School Accountability Plan/ and site and/or performance goals. Professional Learning Communities are the basis for Wednesday site staff development sessions. Wednesday site staff development sessions shall be used for planning and implementing curriculum and instructional programs to meet goals/objectives of all school plans, which may include: the School Accountability Plan, reviewing student work and progress, and evaluating results. TUSD may provide direction to underperforming and failing schools to focus staff development on the mandates from AZ LEARNS.
4. 301 Pay for Performance eligible Itinerant teachers must select a school for purposes of staff development and attend the Wednesday in-services at that site. Itinerant teachers will work with their assigned evaluator to create a plan to demonstrate implementation; this plan will follow all aforementioned timelines. Departments such as G.A.T.E. may meet at as a department for Staff Development Wednesdays.
5. On Wednesdays prior to a Thursday holiday, early release of students will occur. Teachers will be permitted to leave at the same time as the students unless state testing mandates a full day. No staff development sessions will be scheduled.

IV. Development and Implementation of the Site Plan

A. Purpose

PLCs are an expectation of the culture and climate our district believes in to move learning and instruction forward. Teachers collaborate on a continuous basis to perfect their craft and improve student achievement.

PLCs will create a school-wide system that provides training, lesson planning, differentiation strategies and assessments that promote student achievement. The PLC is composed of collaborative teams whose members work interdependently to achieve common goals. It is difficult to overstate the importance of collaborative teams. A PLC realizes that all of its efforts in these areas - shared mission, vision, values, and goals; collaborative teams; collective inquiry; action orientation; and continuous improvement and assessment are the basis to increase teacher performance and student achievement.

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B. Plan Components

There are two components to the site based goals. Eligible staff who chooses to participate, are eligible for both stipend components and must participate in the PLC component of the plan to qualify for both stipends. Staff may opt out by submitting an opt out form (Exhibit A) to their principal no later than September 24, 2018. Staff whom opt out will not receive any 301 performance pay for SY 2018-2019.

1. 301 Professional Learning Community (PLC) Work (see Exhibit B for PLC Framework and Protocols)

301 professional learning community (PLC) work will be worth approximately 2/3rds of the pay for performance stipend, and will call upon teachers at all levels and across all subject areas to improve student achievement. PLCs will focus on strategies, differentiation, planning and targeting students to increase performance. Student performance will be assessed in the 33% student growth data portion of the teacher evaluation.

301 Requirements: As outlined in Exhibit B, the PLC Framework is comprised of 4 pillars: Vision, Mission, Values, and Goals. The school's vision and mission statements are due to leadership by October 5, 2018. The school's value pillar, "collective commitments" is due to leadership by October 5, 2018.

Attendance: All 301 PLCs will meet, at a minimum, seven hours during the year to plan, report on progress, review data and monitor and adjust the plan. These 301 PLC meetings may be a part of a larger PLC plan at the school level, but for these seven hours total, the 301 PLC work must focus upon the support being provided to increase student achievement.

Should a PLC member miss a PLC, they shall make up the time as determined by the PLC. At the completion of the PLC work the administrator will verify eligibility via the PLC verification form provided by the district by March 7, 2019. Individuals who are deemed ineligible would not receive 301 Fund 12 Pay for Performance. Sign in sheets and agendas for each PLC will be kept by each PLC and submitted to the principal. The PLC Verification sheet will be generated centrally and sent to the site at the beginning of February.

Note: The minimum number of PLC hours will have to be completed by March 7, 2019. However, an eligible person may have until the end of the year to obtain the 90 days if they have completed the PLC requirement prior to the verification date above. Payment will be delayed past May 2019 for any eligible person exercising this option.

The PLC Verification Form is due to the office of Employee Relations by March 13, 2019 for payment in May 2019. PLC sign in sheets must be reviewed by the principal and filed at the school for review as needed.

2. Teacher Evaluation Classification

Teacher evaluation classification component stipend will be based on 33% of the total classroom site fund (Fund 12). The teacher evaluation classification component will be based on the 2018-2019 teacher evaluation classification rating that includes the student growth. The teacher evaluation classification rating and is outlined in Governing Policy GCO: Evaluating Certificated Staff Members (Exhibit E). The stipend allocation is based on the following classifications:

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Ineffective	\$0
Developing	.5 times X
Effective	.75 times X
Highly Effective	1 times X

EXAMPLE ONLY: If x=\$800.00, then:

Ineffective (46 points or fewer)	\$0
Developing (47 – 60 points)	\$400
Effective (61-78 points)	\$600
Highly Effective (79-100 points)	\$800

C. Pay for Performance Stipend Payout Timelines

1. School Council Facilitators will be paid by the end of May 2019. Facilitators must have performed these responsibilities for greater than 90 student contact days to be paid this stipend. No partial payments will be made.
2. National Board Certified Teachers will be paid by May 2019. These teachers must have taught in our District for greater than 90 student contact days to be paid this stipend. No partial payments will be made.
3. Wednesday staff development payment is embedded in the TDR-A salary schedule. (See individual teacher contracts.)
4. Site Based Goals will be paid in two parts. The PLC portion of the work will be paid in May 2019. The teacher evaluation classification portion will be paid before the end of June 2019. Eligible staff in 2018-2019 who separate from the District before the payout in the first semester of 2018-2019 school year, and meet the criteria set forth in section II, Eligibility, will be paid the stipend, regardless of separation.

D. Appeals Process

- i. Any faculty member may submit an individual appeal for 301 eligibility (Exhibit C) by emailing the Employee Relations Department at ER@tusd1.org.
- ii. Any teacher may submit an appeal of their evaluation classification as determined in the district teacher evaluation process (contact Human Resources to appeal evaluation classification).

*The 301 committee is making efforts to ensure grandfathered employees who were deemed eligible in 16-17 and were grandfathered individuals for the 17-18 school year will be able to receive the equivalent of these funds in the 2018-2019 school year, pending Board Approval.

301 Classroom Site Fund (CSF) Pay for Performance

OPT-OUT Selection

DUE TO SITE ADMINISTRATOR ON OR BEFORE SEPTEMBER 24, 2018

Name

School site

My signature below indicates that I have elected to opt-out of participation in the District's 301/Classroom Site Fund (CSF) opportunity for the school year 2018-2019.

I understand that by opting out, I will not be eligible to receive 301/CSF Performance Pay for either the PLC portion of the plan or the student performance portion. I further understand that this opt-out only pertains to the PLC meetings held during off-contract time and not to meetings held during Wednesday Staff Development, as these meetings are held during contract time.

Signature

Date

TUCSON UNIFIED SCHOOL DISTRICT

Exhibit B – PLC Framework

Tucson Unified School District PLC Framework

MISSION PILLAR	VISION PILLAR	VALUES PILLAR	GOALS PILLAR
Why Do We Exist?	What Must We Become?	How Must We Behave?	Which Steps When?
Define Fundamental Purpose	Describe Compelling Future	Collective Commitments	Targets and Timelines
Clarify Priorities. Create Focus	Gives School Direction	Guides Individual Behaviors	Establish Incremental Steps

[Refer to the PLC Guide](#)

Requirements:

- Vision statement due to Elementary or Secondary Leadership by October 5, 2018.
- Mission Statement due to Elementary or Secondary Leadership by October 5, 2018.
- Value, “collective commitments” due to Elementary or Secondary Leadership by October 5, 2018.
- Goals will be part of the PLC work and will be included in the PLC evidence that is provided to site administrator.

Revised: 05/11/18

TUCSON UNIFIED SCHOOL DISTRICT

Exhibit C – Individual Appeals Form

APPEALS FORM (INDIVIDUAL)

Submitted to: Maricela Meza, Director of Employee Relations

Submitted by: _____

School/Home Site: _____

Submitted on: _____

I am completing this form because:

- ☐ the seven (7) hours of PLC participation could not be verified by my site administrator.
- ☐ 301 Eligibility.

This form must be submitted for consideration to the Director of Employee Relations **no later than the close of business day on Monday, April 15, 2019**. The form will be reviewed by the Director of Employee Relations and will then determine if you qualify for the first payment of 301 funds for the 2018-2019 301 Plan Year. Both your signature and your principal's are required.

You may submit a statement and documentation with this form of eligibility and/or provide evidence that you did attend the required number of PLC meetings and that you completed the actions assigned to you as a member of the PLC.

You will receive written notice of the decision of your appeal no later than **Tuesday, April 30, 2019**. The decision of the Director of Employee Relations is final and there is no further appeal beyond the process described herein.

Employee Signature

Date

Principal's recommendation and rationale:

_____ I recommend approval of this appeal.

_____ I recommend denial of this appeal.

Administrator Signature

Date

Rationale (may be provided here or attached):

TUCSON UNIFIED SCHOOL DISTRICT Tucson, Arizona GOVERNING BOARD POLICY	POLICY TITLE: Evaluation of Certificated Staff Members
	POLICY CODE: GCO

The process of evaluation for certificated professional staff members shall lead to improvement of the quality of instruction and the strengthening of the abilities of the professional staff.

Certain elements in an effective evaluation process shall be emphasized:

- Evaluation shall be a cooperative endeavor between evaluator and evaluatee.
- Open communication shall be considered essential.
- The agreed-upon purpose of evaluation shall be to work toward common goals for the improvement of education. This shall include attention to student and staff success, which shall include all certificated staff members.
- Evaluation shall be continuous, flexible, and sensitive to need for revision.
- The result of evaluation(s) shall be courses of action for the improvement of instruction. These courses of action shall be set in motion by specific recommendations mutually reviewed by the evaluator and the evaluatee.
- Evaluation shall be considered one aspect of effective management, rather than a discrete entity.
- Effective evaluation depends on accurate information; therefore, input from all appropriate sources shall be used.
- Evaluation(s) shall be based on, but not limited to, the following:
 - o Student learning is the primary focus of the teacher's professional time.
 - o Job expectations within the District.
 - o Instruments for assessment.
 - o Personal observation.

Evaluation of Classroom Teachers and Other Certificated Non-administrative Staff Members

The District evaluation instrument will utilize the required elements of the model framework for a teacher and principal evaluation instrument adopted by the State Board of Education that includes quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes for a final cumulative evaluation score of up to 100 points. The certificated teacher shall be classified as highly effective, effective, developing, or ineffective.

Definitions for the above performance classifications are as follows:

- **Highly effective:** A teacher will be classified as Highly Effective with final evaluation score of between 79-100 points.
- **Effective:** A teacher will be classified as Effective with final evaluation score of between 61-78 points.
- **Developing:** A teacher will be classified as Developing with final evaluation score of between 47-60 points.
- **Ineffective:** A teacher will be classified as Ineffective with final evaluation score of 46 or fewer points.

The performance classifications are to be applied to the evaluation instruments in a manner designed to improve principal and teacher performance. At least annually, the School District Governing Board shall discuss at a public meeting its aggregate performance classifications of principals and teachers.

In accordance with state law, the District shall involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system. The following elements will be a part of the evaluation system:

- A copy of the evaluation system shall be given to each teacher in the District.
- Qualified evaluators will be only those individuals who have completed and passed, and continue to pass as required periodically, the Qualified Evaluator Training Professional Development. The Superintendent will forward to the Board the names of all qualified evaluators.
- The best practices for professional development and evaluator training adopted by the State Board of Education.
- The system will include incentives for teachers in the highest performance classification as well as incentives for teachers in the two highest classifications to move to schools that are assigned a letter grade of “D” or “F”.

- The system will include protections for teachers who are transferred to schools that are assigned a letter grade of “D” or “F” as well as for those teachers at a school in which the Principal is designated in the lowest performing category.
- The system will include a plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers. The plan may make distinctions between certificated teachers who provide direct instruction to students and certificated teachers who do not provide direct instruction to students. The plan may include data for multiple years and may limit the use of data for certificated teachers who have taught for less than two complete school years.
- As a result of the fact that the 301 Pay for Performance plan provides compensation tied to the teacher's performance classification, the evaluation system will include an appeal process through which a certificated teacher may appeal the final evaluation classification.

The requirement of a second classroom observation for a continuing teacher whose teaching performance based upon the first classroom observation places the teacher in one (1) of the two (2) highest performance classifications for the current school year will be sufficient, unless the teacher requests a second observation.

Inadequacy of Classroom Performance

Classroom performance is considered to be inadequate when a teacher is rated as Ineffective or when a teacher is rated in the lower two categories (Developing or Ineffective) for two consecutive years unless qualifying for an extension as follows to allow for continued development:

- The teacher is in the first two years of teaching,
- The teacher is assigned to a new grade level or content area in the current year,

Teachers who qualify for an extension under this policy will have one additional year to reach a rating of Effective. Failure to reach an Effective rating by the end of the additional year will be considered inadequate classroom performance.

Prior approval by the Board is not required for each notice of inadequacy. The Deputy Superintendent and Assistant Superintendents, (are) authorized to issue notices of inadequacy of classroom performance, subject to approval by the Superintendent. When a notice is issued without prior Board approval, the Board shall be notified within ten (10) days of such issuance.

Evaluation of Administrators and Psychologists

The District shall establish a system for the evaluation of the performance of principals, other school administrators, and psychologists. The District will seek advice from District administrators and psychologists in the development of this performance evaluation system.

Principal Evaluations

The evaluation system for the evaluation of the performance of principals may include the over-all instructional program, student progress, personnel, curriculum, and facilities. Principals will be given a review of evaluation procedures prior to beginning the process.

The evaluation system for principals may include the following:

- Alignment of professional development opportunities to the principal evaluations
- Incentives for principals in one (1) of the two (2) highest performance classifications, which may include multiyear contracts and incentives to work at schools assigned a letter grade of “D” or “F”.
- Transfer and contract processes for principals designated in the lowest performance classification.

Subject to statutory limitations, the Board shall make available the evaluation and performance classification pursuant to A.R.S. 15-203 of each principal in the District to school districts and charter schools that are inquiring about the performance of the principal for hiring purposes.

Principals shall be classified as Highly Effective, Effective, Developing or Ineffective.

Definitions for the Principal performance classifications are as follows:

- **Highly Effective:** A principal will be classified as Highly Effective with final evaluation score of between 76-100 points
- **Effective:** A principal will be classified as Effective with final evaluation score of between 57–75 points
- **Developing:** A principal will be classified as Developing with final evaluation score of between 45-56 points
- **Ineffective:** A principal will be classified as Ineffective with final evaluation score of 44 points or less

Adopted: May 28, 2013
Revised: November 18, 2014
Revised: August 9, 2016

LEGAL REF: A.R.S. 15-203, 15-502, 15-503, 15-536, 15-537, 15-537.01, 15-538,
15-538.01, 15-539, 15-544, 15-549, 15-918.02, 15-977
A.A.C. R7-2-605

TUCSON UNIFIED SCHOOL DISTRICT

Exhibit F – Individual Appeals Form-Evaluations (301)

APPEALS FORM (INDIVIDUAL-EVALUATION)

Submitted to: Maricela Meza, Director of Employee Relations

Submitted by: _____

School/Home Site (2017-2018): _____

School/Home Site (2018-2019): _____

Submitted on: _____

Individuals completing this form met the following:

- 1) Awarded the 1st 301 payment for the 2018-2019 school year.
- 2) Did not have a completed evaluation for the 2018-2019 school year.

The second payment of the 2018-2019 301 Plan is based on your evaluation score for the 2018-2019 school year. If you did not receive a completed evaluation for the 2018-2019 school year and request to be considered for this second payment, please submit this form to ER@tusd1.org. This form must be submitted to Employee Relations by end of day **Friday, June 21, 2019**.

With your form, please attach the following:

- 1) List of position(s) you held during the 2018-2019 school year (grade level and/or subject).
- 2) If applicable, a copy of your 2018-2019 evaluation provided directly to you.
- 3) A copy of your self-evaluation.
- 4) Previous final evaluation forms for the last three years of employment.
- 5) Any documentation between you and your 2018-2019 administrator demonstrating your effectiveness as a teacher.
- 6) Any other documentation that would help the committee to determine the appropriate evaluation rating.

The Evaluation Appeals Committee will review this form and determine if you qualify for the Second Payment of the 2018-2019 301 Pay for Performance Plan. You will receive either a request for more information or a written decision of your appeal no later than **Friday, July 12, 2019**. There is no further appeal beyond the process described herein.

Employee Signature

Date