

Edge High School Classroom Site Fund (Prop 301) Pay for Performance Plan 2023-2026

Background:

- Arizona Revised Statute 15-977 Classroom Fund
- The law requires instructional program providers eligible for performance pay to vote on the district's plan for performance pay. At least 70% of eligible instructional program providers must approve the plan.
- Edge requires that at least 70% of eligible voters vote in order for the vote to end.
- If the majority vote is NO, staff will be given an anonymous survey to give feedback on each section before a subsequent vote.

33% (Required)	67% (Required)
Individual Performance	Measures of Academic Progress towards state standards
	Student Attendance Rates
	Ratings of School Climate by Support Person
	Ratings of School Climate by Students
	Professional Learning

Edge High School Identified Indicators and Levels of Performance

33%	Payout
	100%
Individual Performance Rating	Highly Effective, Effective, or Demonstrates Improvement

67%		Payout	Payout	Payout
		0%	80%	100%
Measures of Academic Progress: 0.5 Grade Level Growth in IXL from end of Q1 pinpoint to end of Q3 pinpoint, for any student not on grade level at the time of the end of Q1 pinpoint, provided the student has not been withdrawn during the school year. Change to: Group for this metric is students who have 80% attendance or greater on the last day of Q1 and are in Tier 2 or Tier 3 on the last day of Q1 given that they were continually enrolled during this period. This metric is measured on the last day of Q3 (SW)	15% (ELA) 15% (Math)	Less than 50% ELA Change to: less than 30% of students in this group have completed at least 54 43 ELA skills. *	Greater than or equal to 50% but less than 80% ELA Change to: 30% to 60% of students in this group have completed at least 54 43 ELA skills. *	Greater than or equal to 80% ELA Change to: Greater than or equal to 60% of students in this group have completed at least 54 43 ELA skills. *
		Less than 50% Math Change to: less than 30% of students in this group have completed at least 72 57 Math skills. *	Greater than or equal to 50% but less than 80% Math Change to: 30% to 60% of students in this group have completed at least 72 57 Math skills. *	Greater than or equal to 80% Math Change to: Greater than or equal to 60% of students in this group have completed at least 72 57 Math skills. *

Other Measures of Academic Progress: % of 'On Track to Graduate' cohort who graduate (SW) (On track: Enrolled by 1/31 of current school year, at least 19 credits earned, and no more than 1 math credit remaining.)	10%	Less than 60%	60% - less than 80%	80%+
Student Attendance: students enrolled by the end of Q1, who have attendance between 60%-85% on the last day of Q1, increasing their attendance by April 30 th . (SW)	5%	n/a	Negative growth of the group Change to: less than 50% of the individuals in the group have net zero or positive growth	Net zero or positive growth of the group Change to: greater than or equal to 50% of the individuals in the group have net zero or positive growth
Rating of School Climate by Majority* of Support Person (Survey) – 30 responses minimum (SW)	10%	n/a	Less than 75%	75% +
Rating of School Climate by Majority* of Students (Survey) (SW)	10%	n/a	Less than 80%	80% +
% of Support Person Surveys Submitted (SW)	15%	Less than 20%	Greater than or equal to 20% but less than 30%	30% +
Professional Learning: Participation in internal professional learning + four 45-minute coaching sessions per school year with contracted vendor	20%	Less than 80% And no coaching sessions	80% - less than 90% And only completed two coaching sessions	90%+ And has completed all coaching sessions
Staff Attendance				
<ul style="list-style-type: none"> If employee leaves employment with Edge before the end of the school year, employee receives 0% of June payout. For staff who do not get the payout due to negative balance of PTO, their portion will be redistributed to colleagues most affected by that employee's absences, at discretion of site principal and HR. Add: see appeal process on page 5 	100% (of the 67%)	Negative balance of PTO hours at end of year	n/a	Net Zero or positive balance of PTO hours at end of year

* Largest percentage of respondents

Program Summary:

Edge High School Classroom Site Fund (Prop 301) Pay for Performance Plan for school years 2023-2026. Awards are distributed on a school year basis.

Type of Program:

Performance Award for District, School, and Individual Performance

Outcomes:

Reward instructional program providers for outstanding student performance based on measurable student achievement.
Reward instructional program providers for high student attendance rates.
Reward instructional program providers for high support person ratings of school quality.
Reward instructional program providers for high student ratings of school quality.
Encourage and reward continuous job-related professional learning.

Program Goal(s):

High academic achievement as measured by district testing.
High support person and student satisfaction ratings as measured by support person and student surveys.
High attendance rates as measured by state attendance.

Program Description: (Revised to incorporate new requirements)

This program is a combination individual and group-based performance award distributed annually per eligible teacher/staff member from Classroom Site Legislation (15-977). The district recognizes that our student outcomes are the joint product of many people working together. This program explicitly encourages instructional program providers to work together toward the common goal of improving student achievement. There are two components: individual award and group-based awards.

The individual performance award is predicated on an eligible staff member achieving a performance rating of Demonstrates Improvement, Effective, or Highly Effective as designated by the Edge Evaluation System and the completion of qualifying professional learning.

The group-based performance award consists of three main parts: 1) academic achievement, 2) average daily student attendance, and 3) support person and student quality ratings of school. The Achievement Award is based on district-wide assessment results in English Language Arts and math. Both the performance and achievement awards are prorated based on the levels of achievement.

The payout for both individual and group awards will be 100%, 80%, or 0% for *each element* achieved, depending on the level of attainment.

These awards may be paid in one installment at the conclusion of the school year. Separate checks will be issued for the performance plan earnings.

* Exact amount will vary depending on the individual outcomes and fulltime equivalent (FTE). The annual amounts are based on the 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 by the district from the state.

Program Elements:

1. The achievement award compensated in the school year will be determined on test results indicating student performance in that same school year.

2. The support person satisfaction award compensated in the school year will be based upon results from a survey conducted in the spring of that same school year.
3. Payout for the performance pay may occur in one or multiple payments on a date/s determined by the governing board.

Program Timeline:

Quarterly: IXL diagnostic administration.

Spring: Evaluations, District Performance Improvements Calculated, and Support Person & Student Quality Rating Surveys completed, Attendance.

Participants:

Summary of eligibility criteria:

1. Must have been employed at Edge High School as an instructional program provider during the school year
2. Must be currently employed by Edge High School
3. May not have a rating of **ineffective** within the stipend school year
4. Qualify as a teacher or employee who directly supports instructional initiatives (e.g. Academic Advisor, Teaching Assistant) within Edge High School in accordance with Classroom Site Legislation

**Employee amounts will be prorated according to FTE for the school year and the percentage time of employment within that year.

Appeal Process:

Types of Appeals:

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

Appeals Committee:

1. An Appeals Committee will be identified. This committee will include the Executive Director or designee, Human Resources Director or designee, a Principal or designee, and 2 teachers (one from each site).
2. The committee vote would be by majority.
3. The committee's decisions are final.

Appeals Process:

1. Individual sends letter to the Human Resources Director requesting a review of concern. The letter should contain an articulation of the nature of concern and supporting documentation as appropriate. (Appeal must be submitted to the Human Resources Director within 14 calendar days of the results of the 301 monies being announced.)
2. HR acknowledges receipt of request for appeal within 10 working days.
3. HR sets meeting of the Appeals Committee within 30 days and notifies individual in writing of the date, time, and place of the meeting. The purpose of the meeting is to conduct a hearing "on the record." The "record" is the letter of concern and any attached documents. The individual is responsible for notifying HR of the desire to attend the hearing to summarize their position for the Committee.
4. Individual will be informed of the Committee's decision within 10 working days of the meeting.

Annual Review Process:

The plan will be reviewed annually by a committee consisting of teaching and instructional support faculty from both campuses with administrative support from the Executive Director and Human Resources.

* These numbers came from the expected 54 ELA skills and 72 math skills (which is 3 and 4 per week respectively for the 18 weeks of Q2 and Q3), but the team agreed that we will only require 80% of the total as our goal.