

2024-2025

Tucson Unified School District

[301 PAY FOR PERFORMANCE PLAN]

Submitted by: 301 District & TEA Joint Task Force

TUSD Governing Board Approved: Governing Board Approved -

Tucson Unified School District
Classroom Site Fund Plan
2024-2025 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. Per the statute, the Performance Based Compensation System shall be based on affirmative vote of at least seventy percent of the teachers eligible to participate in the performance-based system. This document memorializes the Performance Based Compensation Plan for 2024-2025 (“Plan”).

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. Individual teacher performance shall be a component of 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.
 - 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 percent 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.

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I. Implementation Plan

- A. Fifteen percent of the total classroom site fund will fund the Plan. Major components include (see Pay for Performance Plan for details):
 - 1. 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.
 - 2. 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.)

- B. 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.”

- C. Formula to determine amount for 301 eligible 1.0 FTE. Expected 301 Revenue from the State (Based on student count of 46,371) \$36,726,145.

Pay for Performance Plan

FY23 Projected Ending Balance 6/30/23	\$200,000
FY25 Projected Allocation	5,508,922
FY25 Projected Interest	\$100,00
Balance	\$5,580,922
Minus 20% Benefits (divide total by 1.20)	\$1,161,784
Working Balance	\$4,647,138
Minus School Council Facilitators (89 x \$700)	\$62,300
Minus National Board Certified Teachers (75 x \$3000)	\$225,000
Balance	\$4,353,838
# 301 Eligible FTE	2,733
Amount per Eligible 301 1.0 FTE	\$1,670
Two-thirds Amount of Eligible 1.0 FTE (1 st Payment)	\$1,119
One-third Amount of Eligible 1.0 FTE (2 nd Payment)	\$551
Potential Third Payment (Based on Evaluation Classification)	See 1D below

- D. If the remaining balance from the 15% revenue allocation and the distribution of the first and second Plan payments exceed \$200,000, then remaining monies will be distributed no later than September based on a pro rata basis using each participant’s 2024-2025 teacher evaluation classification.

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II. Eligibility

A. Eligible TUSD staff members include all staff members who meet all of the criteria listed below:

1. Staff member must be paid on a TUSD certified TDR-A or ExEd salary schedule for the year the plan is in place (Leased employees, not being employees of the District, are ineligible to participate in the 301 Pay for Performance Plan).
2. 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.
3. Staff member must participate fully in the professional learning community described in this document.
4. 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.
5. Staff member has been employed and worked in our District and paid on a TDR-A or ExEd salary schedule 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, 2024, would not qualify for 301 Pay for Performance until the following school year.

Note: These criteria (a- e) applies only to staff on the certified TDR-A or Ex Ed salary schedule, Counselors, Head Athletic Trainers (if teaching a class) and Master Teachers. Criteria (a-e) above excludes child find staff.

B. Stipend Amounts

The amount of the stipend paid to an employee will be determined by their contract terms FTE as of November 1, 2024 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. In order to fulfill duties of Facilitators and receive stipend, The Facilitator shall:
 - a. Preside at school council meetings and activities, minimally once a quarter.
 - b. Develop school council meeting agendas in collaboration with the principal.

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- c. Be responsible for the maintenance of school council records (e.g., agendas, minutes, school policy decisions).
 - d. Turn in a minimum of 1 agenda/minutes per quarter (a total of 4/year)
2. Compensation for school council facilitation will be given only as follows: Any employee that fulfills the facilitator position as provided in III(A)(1) and is assigned to the TDR-A or ExEd certified salary schedule for greater than 90 student contact days of the SY2024-2025, shall receive a \$700 stipend provided they remain eligible to participate in the 301 Pay for Performance Plan as provided in section II of the Plan.

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 or ExEd certified salary schedule for greater than 90 student contact days of the SY2024-2025, 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 under-performing 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 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

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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.

B. Plan Components

There are two components to the site-based goals. Eligible staff who choose 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 15, 2024. Staff who opt out will not receive any 301 performance pay for SY 2024-2025.

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 Framework is comprised of 4 pillars: Vision, Mission, Values, and Goals. For the 24-25 school year, Sites may, in the alternative to Exhibit B, submit PLC+ Guiding questions as a commitment to PLC work.

Attendance: Each Site will have a PLC Plan that will include, at a minimum, six (6) 301 work PLCs. The 301 PLC meetings may be a part of a larger PLC plan at the school level. The 301 PLC work must focus upon the support

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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, 2025. Individuals who are deemed ineligible would not receive 301 Pay for Performance monies. 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 February 28, 2025. 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 2025 for any eligible person exercising this option.

The PLC Verification Form is due to the office of Employee Relations by March 7, 2025 for payment in May 2025. PLC sign in sheets must be reviewed by the principal and filed at the school for review as needed.

2. Teacher Evaluation Classification

The teacher evaluation classification component will be based on the 2024-2025 teacher evaluation classification rating that includes the student growth data. The teacher evaluation classification rating is outlined in Governing Policy GCO: Evaluating Certificated Staff Members (Exhibit E). The stipend allocation is based on the following classifications:

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

FY '24

Ineffective (46 points or fewer)	\$0
Developing (47 – 60 points)	\$278
Effective (61-78 points)	\$417
Distinguished (79-100 points)	\$551

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C. Pay for Performance Stipend Payout Timelines

1. School Council Facilitators will be paid by the end of May 2025. 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 2025. 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 and ExEd 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 2025. The teacher evaluation classification portion will be paid by the end of June 2025. Eligible staff in 2024-2025 who separate from the District before the payout in May of 2024-2025 school year, and meet the criteria set forth in section II, Eligibility, will be paid the stipend, regardless of separation.

CI. Appeals Process

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

301 Classroom Site Fund (CSF) Pay for Performance

OPT-OUT Selection

DUE TO SITE ADMINISTRATOR ON OR BEFORE SEPTEMBER 13, 2024

Name	School site
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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 2024-2025.

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 (1st payment) or the student performance portion (evaluation portion-2nd payment). I further understand that this opt-out only pertains to the PLC meetings held during off-contract time and not to meetings, PLCs, or Wednesday Staff Development held during contract time.

Signature	Date
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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

Requirements:

- **Mission, Vision and Values (“collective commitments”) statements or PLC+ Guiding questions as a commitment to PLC work.**
- **Goals will be part of the PLC work and will be included in the PLC evidence that is provided to site administrator.**

TUCSON UNIFIED <small>SCHOOL DISTRICT</small> 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:
 - Student learning is the primary focus of the teacher's professional time.
 - Job expectations within the District.
 - Instruments for assessment.
 - 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 distinguished, effective, developing, or ineffective.

Definitions for the above performance classifications are as follows:

- **Distinguished:** A teacher will be classified as Distinguished 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 Distinguished, Effective, Developing or Ineffective. Definitions for the Principal performance classifications are as follows:

- **Distinguished:** A principal will be classified as Distinguished 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 E – Individual Appeals Form-Evaluations (301)

APPEALS FORM (INDIVIDUAL-EVALUATION)

Submitted to: Maricela Meza, Director of Employee Relations

Submitted by: _____

School/Home Site (2023-2024): _____

School/Home Site (2024-2025): _____

Submitted on: _____

Individuals completing this form met the following:

- 1) Awarded the 1st 301 payment for the 2024-2025 school year and,
- 2) Did not have a completed evaluation for the 2024-2025 school year.

The second payment of the 2024-2025 301 Plan year is based on your evaluation score for the 2023-2024 school year. If you did not receive a completed evaluation for the 2024-2025 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 **June 2, 2025**.

With your form, please attach the following:

- 1) List of position(s) you held during the 2024-2025 school year (grade level and/or subject).
- 2) If applicable, a copy of your 2024-2025 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 2024-2025 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 2024-2025 301 Pay for Performance Plan year. You will receive either a request for more information or a written decision of your appeal no later than **June 30, 2025**. There is no further appeal beyond the process described herein.

Employee Signature

Date