Arizona Performance Based Compensation Task Force Rubric

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Superintendent of
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School District:

Plan Element	Exemplary level	Functioning level	Limited level	No evidence	Suggested Evidence	Comments
Plan includes the district performance and school performance(s)	Performance is based on multiple sources of assessment data including both summative and formative assessment.	Performance is based on selected sources of summative assessment data.	Performance is based on a single course of summative assessment data.	District and/or school performance not indicated.	*-National Performance Assessments* *-AIMS* *-District Performance assessments* *-Building Performance assessments* *-Classroom formative and summative assessments*	
Plan includes measures of academic progress toward academic standards adopted by the state board of education.	Measures are aligned in content and difficulty to the AZ Academic Standards concepts and/or performance objectives in several content areas.	Measures are aligned in content and difficulty to the AZ Academic Standards concepts and/or performance objectives in Reading, Writing, and Mathematics.	Measures are not aligned in content and difficulty to AZ Academic Standards concepts or performance objectives.	No evidence of aligned measures.	*-Summative assessments* *-Criterion-referenced tests* *-Performance assessments* *-School-wide assessments* *-Formative and summative assessments*	
Plan includes other measures of academic progress	Measures establish performance standards and criteria are consistently applied and are systematically reviewed on an ongoing basis to determine any inconstancies.	Measures establish performance standards and criteria, and are consistently applied.	Most measures are fair but performance standards and criteria for judging student performance are not clearly defined.	Measures are not consistently designed nor are performance standards and criteria for judging student performance consistent or fair.	*-Report cards* *-Progress reports* *-Formative and summative assessments*	

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Plan includes dropout or graduation rates	The plan includes dropout and/or graduation rates and includes a method of improvement and progress toward goal.	The plan includes dropout and/or graduation rates.	Dropout and/or graduation rates are referred to.	There is no evidence of dropout or graduation rates.	*-Dropout and graduation rates* *-District or school-wide plan to monitor and improve rates*	
Plan includes attendance rates	The plan includes attendance rates and includes a method of improvement.	The plan includes attendance rates.	Attendance rates are referred to.	There is no evidence of attendance rates.	*-Attendance rates* *-District or school-wide plan to monitor and improve rates*	
Plan includes rates of school quality by parents	The plan includes rates of school quality by parents and includes a method of analysis to determine potential cause and effect relationships.	The plan includes rates of school quality by parents	Rates of school quality by parents are referred to.	There is no evidence of rates of school quality by parents.	*- District or school-wide parent surveys* *-Plan for survey analysis*	
Plan includes rates of school quality by students	The plan includes rates of school quality by students and includes a method of analysis to determine potential cause and effect relationships.	The plan includes rates of school quality by students	Rates of school quality by students are referred to.	There is no evidence of rates of school quality by students.	*-District or school-wide student surveys* *-Plan for survey analysis*	
Plan includes input from teachers and administrators	The plan includes input from teachers and administrators through a comprehensive consensus-building process.	The plan includes input from teachers and administrators through a designated process.	Input from teachers and administrators are referred to.	There is no evidence of input from teachers and administrators.	*-Records of teacher/ administrator input*	

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Approval was based on an affirmative vote of at least 70% of the teachers eligible to participate in the performance based compensation system.	The plan outlines a specific voting process where at least 70% of eligible teachers approved the plan.	The plan indicates that at least 70% of eligible teachers approved the plan.	A teacher vote is referred to.	There is no evidence of a teacher vote.	*-Records of teacher vote* *-Established voting procedures*	
An appeals process for teachers who have been denied performance based compensation has been established.	The plan includes a detailed appeals process that is fair and equitable.	The plan includes an appeals process.	The plan refers to an appeals process.	There is no appeals process evident.	*-Detailed appeals process*	
Plan includes a regular evaluation of its effectiveness.	The plan includes a regular evaluation of its effectiveness and has a plan to document growth on selected goals and to assess the implementation and effectiveness of the action steps.	The plan includes a regular evaluation of its effectiveness and has a plan to document growth on selected goals.	The plan includes a regular evaluation of its effectiveness.	The plan has no regular evaluation of its effectiveness.	*-Mid-term measures of growth* *-Plan for continuous improvement*	
The plan includes teacher professional development programs that are aligned with the elements of the performance based compensation system.	Professional development programs focus directly on the knowledge and skills required to fulfill the performance expectations of the plan's goals. Programs are research-based and provide extensive follow-up support, coaching and/or collegial planning time.	Professional development programs focus directly on the knowledge and skills required to fulfill the performance expectations of the plan's goals.	Professional development programs that focus directly on the knowledge and skills required to fulfill the plan's goals are referred to.	There is no evidence of professional development programs that focus directly on the knowledge and skills required to fulfill the plan's goals.	*-Individual or group professional development plans* *-Professional activity reports* *-Documentation of continuous prof dev activities* *-Observation forms* *-Mentoring and coaching plans*	

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Plan has allocated funding according to the requirements §A.R.S. 15-977. (40% on teacher compensation increases based on based on performance, 20% for teacher base salary increases, and 40% on maintenance and operation purposes as prescribed in subsection H.)	Plan provides a detailed account of 20-40-40 allocations.	Plan provides account of 20-40-40 allocations.	Allocation of 20-40-40 monies referred to.	No evidence of 20-40-40 allocations.	*-20-40-40 allocations*	
The requirements of the plan are based on the CLASSROOM performances of an individual teacher.	The plan provides extensive and ongoing support for the effective implementation of curriculum that facilitates the alignment of teaching strategies and learning activities based of targeted goals.	The plan supports the effective implementation of curriculum that facilitates the alignment of teaching strategies and learning activities based of targeted goals.	The plan refers to the implementation of curriculum that facilitates the alignment of teaching strategies and learning activities based of targeted goals.	There is no evidence that the plan supports classroom performances of an individual teacher.	*-Action steps* *-Lesson plans* *-Strategies used* *-Minutes or reports from planning or curriculum meetings* *-Grading rubrics*	