

Utah Virtual Academy K-8 Teacher Performance Pay 2008-09

The overall goal of the teacher performance pay plan is to create financial incentives and rewards for teachers to contribute to increased student achievement within the Utah Virtual Academy. The plan is designed to be transparent and to provide opportunities for teacher training. Teachers are encouraged to evaluate their metrics on a frequent basis and to discuss the measurement data with their supervisors. Compensation at UTVA includes three components: annual cost of living salary increases, rewards for performance against metrics, and performance holistically in the school. The performance pay plan includes 5 categories. Teachers may earn up to \$900 in performance pay. The categories below contribute to the total amount of \$900. For instance, the student engagement category represents 20 percent of the possible \$900 available.

The legislation creating the performance pay program is found at:

<http://le.utah.gov/~2008/bills/sbillint/sb0281.htm>

Name of Performance Pay Component	Percent of Performance Pay Award
Student Engagement	20
Student Goals Development	30
UPASS Test Participation	20
Parent and Student Satisfaction	20
Longitudinal Achievement Gains – SPED students with academic goals in IEPs	10
Longitudinal Achievement Gains – excluding SPED students with academic goals in IEPs	10

30% STUDENT GOALS DEVELOPMENT

Objective: All K-8 teachers will have one math and one literacy goal for each student by October 1.

Teachers will develop one math and one literacy goal for each student by October 1. Teachers will receive training during the summer on goal development and tracking goals.

10% LONGITUDINAL ACHIEVEMENT GAINS

Objective: Ninety percent of a teacher's students who were enrolled on October 1 make a year's progress from 2008 to 2009 U-PASS administration. Students for whom this is the first administration of U-PASS do not count for/against this component. Special education students with academic goals within their IEPs do not count for/against this component.

OR

Objective: Eighty percent of special education students who have academic goals within their IEPs will be proficient in their academic goals by the issuance of the end-of-the-year progress report.

20% PARENT AND STUDENT SATISFACTION

Objective: Ninety percent of parents will be satisfied or very satisfied in four categories of the K12 parent/student satisfaction survey that relate to teacher support and communication.

Ninety percent of parents will be satisfied or very satisfied in the following subcategories of the K12 parent/student satisfaction survey, by teacher: 24 hour response, strategic help for the child , caring and respect, and the overall score.

20% STANDARDIZED TESTING PARTICIPATION

Objective: To ensure that 96 percent of students participate in the U-PASS assessment within each region.

The operations administrator will determine participation rate.

20% Student engagement

Objective: To ensure that at least ninety-eight percent of students are actively engaged in the instructional process within five days of being assigned to a class or the start of the school year.

An OLS log-in report will document the percent of students logging attendance and making progress within 5 days of being assigned to a teacher or 5 days of the first day of the school year (teacher-approved vacation days are exempt).



2590 Washington Boulevard, Suite #300, Ogden, Utah 84401 * www.venturelearning.org

June 28, 2008

To: Larry Shumway, Deputy Superintendent
Utah State Office of Education

From: Mark Child, Director, Venture Academy

RE: One-Time, Performance-Based Compensation Plan (R277-113)

Rationale for Compensation Program

Venture Academy is a new charter school opening fall of 2008. One of the key challenges in an initial year is that of aligning instruction with State core curriculum standards. Though this alignment will be required of all teachers, the performance-based compensation program outlined here will provide added incentive for teachers to provide *timely, clear and accessible* documentation of alignment. Though alignment alone is not sufficient to ensure increased student achievement, it has the effect of focusing and improving instruction, which ultimately improves student achievement.

Requirements to Receive Compensation

In order to receive compensation, teachers must clearly show, through written or electronic documentation, the alignment of their instruction with State core curriculum standards and further show alignment with both formative and summative assessments. To be considered for compensation, a teacher must document alignment for at least 75% of the instruction which he or she is responsible for during the year. There will be two tiers of compensation based on the degree of alignment a given teacher achieves: 75% and 100%.

Distribution of Payments

Payments will be made in accordance with the governing statute and any rules associated with it (R277-113). Payments will be determined by taking the amount available from the State for the compensation program and then dividing it among the eligible teachers. Those who meet the criteria for 75% alignment, will receive .75 of the amount that teachers in the 100% tier will receive. Compensation for qualifying part-time teachers will be pro-rated based on the teacher's FTE. No single teacher shall receive more than \$2500 in compensation from this program.