2013-2014 Differential Pay Plan

Victory Charter School – District #451

Victory Charter School's Differential Pay Plan was developed with input from the co-principals, teachers & classified educational staff through the following means:

1) Initial planning & brainstorming meeting with administrators, federal program coordinator, and business managers at the 3 Nampa, Harbor Method charter schools on 8-14-2013 at 2:45 pm. Purpose of the meeting: to review the Differential Pay Plan requirements & the previously-developed Pay-for-Performance Plans and determine a course of action for developing the Differential Pay Plan so that it: a) ensures challenging, yet achievable goals for making awards to all certified teachers and classified, educational staff; b) awards pay based on growth measurements that complement the schools' mission & vision for student achievement within the Harbor Method; c) aligns with the soon-to-be-adopted, state-required charter school performance certificate & framework in which each school would be held accountable; d) aligns with the State's Star Rating system; e) ensures consistency of procedures among the 3 Harbor schools. Outcome of the meeting – Federal programs coordinator to draft plan for administrator, teacher & staff review – Deadline: Sept. 6, 2013
2) Draft plan reviewed by administrators, teachers, staff week of Sept. 9, 2013. Administrators gather input from their respective school's teachers/staff.
3) 2nd meeting of administrators, federal program coordinator and business managers. Outcome: Discuss, consider & include stakeholder input/finalize pay plan. Occurred: Wed., Sept. 13, 2013
4) Finalized Differential Pay Plan presented to Governing Board on Thurs., Sept. 26, 2013. Result: Differential Pay Plan approved by Victory Governing Board.

Differential Pay Plan:

Victory's Differential Pay Plan has been developed to work in concert with the State's Star Rating System and the newly-required Performance Certificate and Performance Framework for charter schools continued operation. In doing so, the following measurements to determine awards are taken from the Star Rating's look at student growth, which are also part of the Performance Framework's "Academic" section. The compensation levels in this plan are based on the higher ends of these student growth outcomes – not only does this encourage the continuation of the school's mission of highly-challenging content coupled with a safe atmosphere for student achievement, it also ensures the school remains in the 4-5 Star category, as well as in the points possible range on the charter performance framework to be named a school of "Honor" or Good Standing." By dovetailing these varied accountability measures, it helps avoid competing priorities. As well, these measures are based on school-wide outcomes, rather than individual or sub-grouping measures.

[Note: 1 Share = ~$500, subject to total annual school allocation from SDE, less benefits. Annually, full-time administrators & teachers (or combination thereof) can earn up to 3 shares; part-time teachers can

earn up to 1.5 shares; student teachers can earn up to ½ share; full-time, classified educational staff can earn 1 share, part-time classified educational staff can earn ½ share. For the purposes of the tables below, the shares are assuming full-time, certificated teachers.]

Measure #1: Students are making adequate annual academic growth to achieve reading & math proficiency within 3 years or by 10th grade.

Reading & Math Proficiency -	
90-100% are making adequate annual academic growth	= 1.0 share
85-89% are making adequate annual academic growth	= 0.5 share
80-84% are making adequate annual academic growth	= 0.3 share

Measure #2: Students are making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade.

Language Proficiency -	
80-100% are making adequate annual academic growth	= 0.5 share
74-79% are making adequate annual academic growth	= 0.3 share
70-73% are making adequate annual academic growth	= 0.1 share

Measure #3: Students are making expected annual academic growth in reading, math & language compared to their academic peers. (Determined by school's median SGP in each academic area within the Star Rating System.)

Growth related to Peers -	
School's median SGP in each academic area falls between the 70th-99th percentile	= 1.5 share
School's median SGP in each academic area falls between the 50th-69th percentile	= 1.0 share
School's median SGP in each academic area falls between the 45th-49th percentile	= 0.5 share