

Proposed District Awards for Teacher Excellence (D.A.T.E.) Grant (SY 08-09)

North East Independent School District – Current as of 4/26/08

The diagram below provides a graphic description of the various D.A.T.E. award opportunities for select employees assigned to targeted campuses¹ and funding in support of individual campus needs to improve student academic performance. Instructional employees may qualify for each tier depending upon their assignment and on the performance of students at their campus.

PART I (Proposed 80% of Total Funding)	PART II (Proposed 20% of Total Funding)
<p>TIER I: VERTICAL VIEW OF CAMPUS PERFORMANCE</p> <p><u>Eligibility:</u> All Pre-K-12 teacher-of-record who is in a pre-requisite grade for a specified TAKS test and all teachers who teach a TAKS tested subject will receive an award if:</p> <ul style="list-style-type: none"> • Using the “Met 2009 Standard Accountability Indicator” Campus Group Score from the AEIS Report, campuses whose “All Tests” score <ul style="list-style-type: none"> ○ Meets or exceeds the Campus Group “All Tests” score = \$1000⁴ ○ Campus Group “All Tests” score increases by 10 percentage points above previous year = \$1250⁴ • Using the 2008-2009 AEIS Campus TAKS Performance Report and the Campus Accountability Data Table (all accountability sub-set) scores and qualifying subpopulation² scores across each subject TAKS test with a passing rate of <ul style="list-style-type: none"> ○ 80 – 89% = \$1000⁴ ○ 90% or above = \$1500⁴ • High Schools with three or more National Merit Semi-Finalist = \$300 	<p>TIER I: VERTICAL VIEW OF CAMPUS PERFORMANCE</p> <p><u>Eligibility:</u> All other campus assigned certified and or licensed instructional staff. [For example, academic dean, assistant director, assistant principal, head coach/athletic coordinator, special education campus coordinator, counselor, STAN counselor, director of programs (NESSA), director of school (DATA and ETA), instructional dean, instructional intervention teacher, ROTC instructor, librarian, LSSP, nurse, occupational therapist, physical therapist, principal, speech pathologist, bilingual specialist, literacy specialist, family specialist, CATE teacher, Title I teacher, PPCD teacher, paraprofessional instructional aide (50%), library aide (50%) and clinic aide (50%).</p> <ul style="list-style-type: none"> • Using the “Met 2009 Standard Accountability Indicator” Campus Group Score from the AEIS Report, campuses whose “All Tests” score <ul style="list-style-type: none"> ○ Meets or exceeds the Campus Group “All Tests” score = \$1000⁴ ○ Campus Group “All Tests” score increases by 10 percentage points above previous year = \$1250⁴ • Using the 2008-2009 AEIS Campus TAKS Performance Report and the Campus Accountability Data Table (all accountability sub-set) scores and qualifying subpopulation² scores across each subject TAKS test with a passing rate of <ul style="list-style-type: none"> ○ 80 – 89% = \$1000⁴ ○ 90% or above = \$1500⁴ • High Schools with three or more National Merit Semi-Finalist = \$300

<p>TIER 2: HORIZONTAL VIEW OF GRADE LEVEL/DEPARTMENT CORE-SUBJECT PERFORMANCE</p> <p><u>Eligibility:</u> Core elementary grade level teachers and secondary core department teachers who are teacher-of-record for a TAKS-tested subject (including TAKS remediation classes)⁵ will receive an award if:</p> <ul style="list-style-type: none"> • Using “TAKS Met” 2009 standard campus results, all Grade Level/Department subject TAKS (all students tested) scores and subject TAKS test scores across qualifying subpopulations² as reported on the Campus Accountability Data Table with a passing rate of <ul style="list-style-type: none"> ○ 10 percentage point increase above previous year = \$700⁴ ○ 80 - 89% = \$500⁴ ○ Maintain 90% or higher = \$700⁴ 	<p>TIER 2: FUNDING FOR INDIVIDUAL CAMPUS NEEDS TO IMPROVE STUDENT ACADEMIC PERFORMANCE – BASED ON FTE’S</p> <ul style="list-style-type: none"> • Professional Staff Development • Instructional Materials • Other activities related to improving campus instruction and student performance • Strategies to improve instruction in core subjects • Use of substitutes for curriculum planning • Improve instructional strategies based on research based Best Practices
<p>TIER 3: CAMPUS PERFORMANCE FOR OTHER INSTRUCTIONAL STAFF IN PREREQUISITE COURSES BASED ON THE STRENGTH OF THE CORE-CURRICULUM PROGRAM</p> <p><u>Eligibility:</u> All non-TAKS tested grade level teachers in prerequisite core-curriculum grades³ will receive an award based on student performance on the first available grade-level subject TAKS (all students tested) scores and subject TAKS test scores across qualifying subpopulations² with a passing rate of:</p> <ul style="list-style-type: none"> ○ 80 - 89% = \$250⁴ ○ 90% or higher = \$350⁴ 	<p>TIER 3: NON-CORE ADVANCED PLACEMENT COURSES</p> <p><u>Eligibility:</u> High school advanced placement teacher-of-record will receive an award if:</p> <ul style="list-style-type: none"> • 75% or more of their students take the corresponding AP exam = \$300⁴ • 40% or more of the students taking the AP exam are scored a 3 or higher = \$300⁴
<p>TIER 4: ADVANCED PLACEMENT PROGRAM PERFORMANCE</p> <p><u>Eligibility:</u> High school advanced placement teacher-of-record will receive an award if:</p> <ul style="list-style-type: none"> • 75% or more of their students take the corresponding AP exam = \$300⁴ • 40% or more of the students taking the AP exam are scored a 3 or higher = \$300⁴ 	

¹ Table 1. TARGETED CAMPUSES			
• West Avenue ES	• Ridgeview ES	• Nimitz MS	• Roosevelt HS
• Olmos ES	• Clear Spring ES	• Krueger MS	• Lee HS
• Camelot ES	• Walzem ES	• Wood MS	

² Table 2. **QUALIFYING STUDENT SUBPOPULATIONS:** Qualifying TAKS (all student) subpopulations include: White, Hispanic, African American, and Economically Disadvantaged

³ Table 3. **NON-TAKS TESTED GRADE-LEVEL CORE-CURRICULUM SUPPORT IN PREREQUISITE GRADES**

	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
Reading/ELA	\$	\$	\$	\$	■								
Math	\$	\$	\$	\$	■								
Writing	\$	\$	\$	\$	\$	■		\$	■				
Science	\$	\$	\$	\$	\$	\$	■	\$	\$	■	\$	■	
Social Studies								\$	\$	■	\$	■	

Legend: \$ = Grade level receives award.

■ = Subject tested grade level (if all students 80% or higher, preceding grade level subject teachers-of-record will be awarded) within the elementary, middle school or high school levels.

⁴ Table 4. **AWARD AMOUNTS: Award amounts may change depending on total availability of funds. These are target amounts subject to adjustment.**

⁵ Table 5. **PART I, TIER 2 AND 3 ELIGIBILITY:** Special education co-teachers who are assigned to a specific regular education class to support special education students and Special Education Resource teachers who have TAKS-eligible students are eligible for Part I, Tier 2 awards.

Title I teachers are often administrative instructional support personnel. Although they may monitor campus initiatives, coach teachers, model lessons, co-teach or provide small-group instruction for “at-risk”-identified students, they are not eligible for Part I, Tier 2 awards.

ESL teachers whose students take a subject TAKS test will receive the same award amount as other grade level/department teachers under Part I, Tier 2. TAKS tests administered in Spanish Language will be included with (combined with) the TAKS administrations in English Language in the same grade level/department scores.

ESL teachers who have Recent/Newcomer classes will be included in Part I, Tier 3 awards as their classes are a prerequisite to a TAKS-tested subject.

For Middle School *ESOL 6 - 8* and for High School *English I SOL* and *English II SOL*: If ESL students in these classes are TAKS tested, the teacher is eligible for Part I, Tier 2 award.

NOTES:

District Educational Philosophy: It is the belief of North East ISD, with an emphasis on instructional collaboration, that it takes an entire campus to improve student performance. Therefore, Part I funding will reward grade level core subject department team members. Part II funding will similarly reward all other instructional campus staff supporting student performance and achievement.

Eligibility: To be eligible for D.A.T.E. award, an employee must be assigned to the targeted campus on or before October 1, 2008 and remain assigned to that campus through June 5, 2009. Less-than-full-time employees will receive a prorated portion of the earned award amount. Awards are based on the assignment during the grant year, and will be pro-rated based on the teacher’s assignment. Contracted service employees are not eligible for D.A.T.E. award.

Award Payment: The award amount are gross amounts and subject to IRS and TRS deductions. D.A.T.E. awards will be paid in the employee’s December 18, 2009 paycheck.

For SSI Grades (3rd, 5th, and 8th): For the purpose of D.A.T.E. award calculations, TAKS scores will be based on the first and second administration of the TAKS test.

Campus Vote: Should a campus vote to not participate in the D.A.T.E. grant, funding will be awarded to the next eligible campus (based on the z-score analysis by the Department of Research and Information Technologies) within the campus level.

Part II, Tier 2 Funding Allocation: Distribution of D.A.T.E. funds to campuses will be based on campus number of FTEs (Full-time Teacher Equivalents).

Leave of Absence: Teachers who are eligible for FMLA (Family Medical Leave Act) are entitled to the D.A.T.E. award for such periods of absence.

Contingency (unused allocations): Any funds not distributed under Part I (Tier 1, 2, 3 and 4) and Part II (Tier 1) for groups of employees failing to reach TAKS performance goals at the qualifying standard will be equally redistributed to those groups of employees reaching the qualifying standard at each tier level not to exceed \$10,000 per employee.

Technical Assistance: As a condition of the D.A.T.E. grant, the District agrees to TEA technical assistance which may cause adjustments of the grant proposal.

DEIC Approval: Award structure developed by District Educational Improvement Committee and approved on February 28, 2008.

Executive Staff Approval: Award structure developed by DEIC approved by Executive Staff on March 10, 2008.