



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC District Award for Teacher Excellence (DATE) Grant, Cycle 2

SUBMITTED BY Pam Juarez/Laida P. Benavides OF: Instruction/Finance

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: _____ January 20, 2010

Informational Report:

Texas Education Agency (TEA) has notified United ISD of its eligibility to apply for the DATE grant cycle 2. The goals of the DATE program are (1) to create a financial incentive system for educators and (2) increase student academic achievement.

United ISD's entitlement for this grant (as of October 2009) is \$1,883,328. Unlike DATE cycle 1, this grant cycle does not require matching funds by the district.

Administration has held several planning meetings to address the development of a district award plan to include goals to improve student academic improvement and/or growth along with establishing the performance measurements consistent with district goals.

A grant requirement is to hold stakeholder meeting(s). On January 6, 2010, the first of possibly three meetings with a committee of teachers and principals (list of members attached) was held to receive input and feedback on the grant. The next meeting will be held January 18, 2010 and a third meeting is planned for February 3, 2010. A final draft of the plan will be presented to the board at the February committee meetings with a final plan submitted to TEA by March 2nd.

Attached is a copy of the agenda and materials presented to the committee at the January 6th meeting and a second draft developed from the teacher feedback from the meeting.

UISD DATE COMMITTEE MEMBERS

<u>Name</u>	<u>Campus/Dept.</u>	<u>Position</u>
Alberto Aleman, Jr.	United High School	Principal
Rudy Almaraz	LBJ High School	Teacher
Roxanne Alvarez	United South High School	Teacher
Sandra Alvarez	Campus Intervention	Executive Director
Peter Arredondo	Grants Administration	Grant Writer
Laida Benavides	Finance	Asst. Supt.
David Canales	United South High School	Principal
Omar Canizales	Washington Middle School	Teacher
Lori Castilleja	Trautmann Middle School	Teacher
Mari Castillon	United High School	Teacher
Josephine Clay	LBJ High School	Teacher
Jackie Coker	S. Garcia Middle School	Teacher
Griselda De Alba	United South High School	Teacher
Vilma Donovan	Gonzalez Middle School	Teacher
Achia Ebrihim	Lamar Bruni V. Middle School	Teacher
Sam Flores	Accounting	Director
David Garcia	Human Resources	Asst. Supt.
Rosario Garcia	Clark Middle School	Teacher
David Gonzalez	Washington Middle School	Principal
Patty Gonzalez	Human Resources	Director
Guadalupe Gorordo	Instr. Accountability	Executive Director
Gloria Guerra	United High School	Teacher
Raquel Guerrero	S. Garcia Middle School	Teacher
Blanca Ibarra	Lamar Bruni V. Middle School	Teacher
Pamela Juarez	Curriculum and Instruction	Associate Supt.
Edith Landeck	Grants Administration	Director
Christina Leal	United Middle School	Teacher
Ana Lepe	United South Middle School	Teacher
Blanca Lopez	LBJ High School	Teacher
Ann Macdonald	Elementary Ed.	Executive Director
Susie McManus	United Middle School	Teacher
Martha Moke	Special Education	Executive Director
Cindy Moncivais	United South Middle School	Teacher
Rafael Morales	United South High School	Teacher
Cordelia Orenge	Superintendent Office	Program Evaluator
Orlando Patricio	United High School	Teacher
Rebecca Pena	Alexander High School	Teacher
Nancy Poinot	Clark Middle School	Teacher
Carolina Quintanilla	Los Obispos Middle School	Teacher
Adriana Ramirez	Gonzalez Middle School	Principal
Sylvia Raya	Trautmann Middle School	Teacher
Araceli Rodriguez	Washington Middle School	Teacher
Elizabeth Rodriguez	Los Obispos Middle School	Teacher
Sheryl Roth	Alexander High School	Teacher
Marcia Santos	Gonzalez Middle School	Teacher
Roberto J. Santos	Superintendent Office	Superintendent
Sylvia Vargas	Alexander High School	Teacher
Roylin Wilson	Secondary Ed.	Executive Director
Eduardo Zuniga	Student Services	Associate Supt.



UNITED INDEPENDENT SCHOOL DISTRICT

D.A.T.E. COMMITTEE MEETING

January 6, 2010

1:30 p.m.

STUDENT ACTIVITY CENTER RM #2

AGENDA

- **INTRODUCTION and PURPOSE OF COMMITTEE-Mr. Santos**
- **BACKGROUND OF DATE GRANT-Division of Finance**
- **DISCUSSION OF TEACHER MERIT AWARD PLAN-Curriculum and Instruction**
- **DATE CALENDAR**
 - **January 12th-Business/Instruction Committee-overview of grant presented to board committees**
 - **January 18th (Monday)-DATE Teacher Committee meeting**
 - **February 3rd (Wednesday)-DATE Teacher Committee meeting**
 - **February 4th (Thursday)-Presentation to DEIC**
 - **February 9th-Business/Instruction Committee-final draft plan presented to board committees**
 - **March 2nd-Submit plan to TEA**

Presentation Made 1/6/2010 to the
United ISD District-Level Planning Committee

for the

District Award for Teacher Excellence
(DATE) Grant Cycle 2

January 12, 2010

Presented by:

- Division of Business and Finance
- Department of Curriculum and Instruction

Purpose of the District Award for Teacher Excellence (DATE) Grant Cycle 2

The purpose of the DATE Grant Cycle 2 is to allow districts to create or continue a system of awards for educators who demonstrate success in improving student achievement.

DATE funding is intended to accomplish the following:

- Award teachers for positively impacting student achievement
- Create capacity and sustainability for improved instruction within the district
- Greater alignment with overall district goals

TEXAS EDUCATION CODE

CHAPTER 5. DEFINITIONS:

Sec. 5.001. DEFINITIONS. In this title...

(2) "Classroom teacher" means an educator who is employed by a school district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technology instructional setting. The term does not include a teacher's aide or a full-time administrator.

Entitlement Amount as of October 2009:
\$1,883,328

Number of UISD Teachers: 2,551

Minimum award amount is \$1,000
as per TEA guidance

Structure of DATE

Part I Funds must make up at least 60% of the grant award and must be used to award classroom teachers who positively impact student achievement.* The award plans must:

- Utilize criteria to measure individual teacher and/or group impact on student achievement

- Include annual award amounts

- Be distributed based on criteria that is quantifiable, reliable, valid, and objective. Criteria must be generally viewed as a measure of student excellence and quality

*UISD proposes to use 100% of grant funds for teacher awards under Part I. Part II funds may not in any case exceed more than 40% of the grant award.

Plan Requirements

- Districts must identify meaningful, objective goals and performance measures that incorporate improvement at the district level.
- Districts must conduct stakeholders meetings.
- Districts must make a copy of their award plan accessible to the public no later than the start of the 2010-2011 school year.

Awards will be based on meeting performance criteria during the 2010-2011 school year, with payout in the Fall of the 2011-2012 school year.



2010 and Beyond Standards

	2009	2010*	2011**
TAKS Standards			
Exemplary	≥ 90%	≥ 90%	≥ 90%
Recognized	≥ 75%	≥ 80%	≥ 80%
Academically Acceptable			
Reading/ELA	≥ 70%	≥ 70%	≥ 70%
Writing, Social Studies	≥ 70%	≥ 70%	≥ 70%
Mathematics	≥ 55%	≥ 60%	≥ 65%
Science	≥ 50%	≥ 55%	≥ 60%
TAKS (Accommodated) <i>(Same standards as TAKS)</i>	Sci. (5, 8, 10, 11); Soc. St. (8, 10, 11); ELA (11); Math (11)	All grades and subjects	All grades and subjects
TAKS – M <i>(Same standards as TAKS)</i>	N/A	N/A	All grades and subjects
TAKS – Ait	N/A	N/A	All grades and subjects***

	AYP Performance Standards for 2002-03 – 2013-14									
	2002-03 2003-04	2004-05 2005-06	2006-07 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	
School Year	47%	53%	60%	67%	73%	80%	87%	93%	100%	
Reading/English Language Arts	33%	42%	50%	58%	67%	75%	83%	92%	100%	
Mathematics										



SOURCE: 2009 Accountability Manual & 2009 AYP Guide

TAKS Results by Accountable Sub-groups**

Preliminary
after data tables



*READING/ELA

*MATH

WRITING

◇SOCIAL STUDIES

◇SCIENCE

2007					2008					2009				
All	Hisp	Wht	Econ Disadv		All	Hisp	Wht	Econ Disadv		All	TPM	Hisp	Wht	Econ Disadv
81	81	95	76		84	84	97	81		85	93	85	97	82
70	70	83	70		75	75	91	72		77	86	77	91	75
92	92	96	90		90	90	94	89		91	96	91	89	90
81	80	96	76		89	89	96	88		89	97	89	97	86
55	55	79	49		69	68	88	64		70	76	69	91	66

PEIMS students excluded. 2009 PREVIEW DATA TABLES
 * Reading and Math include 1st & 2nd administrations at SSI grade levels.
 **Includes both English and Spanish results

◇ Includes TAKS-A

C O N F I D E N T I A L
T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress District Data Table

Preliminary 2009 AYP Results

District Name: UNITED (240903)
Status: Missed AYP - Reading (Performance) and Mathematics (Performance)

2009-10 School Improvement Program Requirement: Stage 1 Math Read

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
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Performance: Mathematics (AYP Target: 59%)

AYP Proficiency Rate								
2008-09 Assessments	14,765	25	14,433	225	10,549	947	7,092	n/a
Met Standard	19,832	33	19,460	248	14,729	2,058	10,438	7,444
Number Tested	74%	76%	74%	91%	72%	46%	68%	n/a
% Met Standard	100%	0%	98%	1%	74%	10%	n/a	38%

Performance Improvement/Safe Harbor

2007-08 Assessments	14,029	19	13,689	239	9,750	951	6,591	n/a
Met Standard	19,276	24	18,880	282	14,025	2,257	10,043	7,319
Number Tested	73%	79%	73%	85%	70%	42%	66%	n/a
% Met Standard								

Change in % Met Standard Improvement Required

1	-3	1	6	2	4	2
6					6	

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	16,302	29	15,954	235	11,727	1,044	7,853
Number Tested	19,832	33	19,460	248	14,729	2,058	10,438
% Met Standard or TPM	82%	88%	82%	95%	80%	51%	75%

The preliminary data tables are not masked to protect individual student confidentiality. Individual student information (aggregate counts of less than 5) in the tables is confidential under the Family Educational Rights and Privacy Act (FERPA). The agency additionally takes the position that the tables at this stage of the accountability review process constitute "agency audit workpapers" and are not required to be disclosed under the Texas Public Information Act. Masked data tables are available on the TEA public website on August 6, 2009.

n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

TEACHER MERIT AWARDS

DRAFT

Secondary Campus Level

Award Amount

Core Content Teachers

Core Math and Science Teacher
TAKS Math and TAKS Science Teacher

- $\geq 80\%$ of students have value added to their entry TAKS score
AND
 $\geq 60\%$ of students score 2200 or higher (college ready) \$3,000
- $\geq 70\%$ of students have value added to their entry TAKS score
AND
minimum of 50% scoring a 2200 (college ready) \$2,000

All Other Core Content Teachers

Social Studies
Reading
English/ESL
Special Education Resource Math / Science Teacher
Special Education Inclusion Support Math / Science Teacher

- $\geq 80\%$ value added with greater than or equal to 60% of students scoring 2200 or higher (college ready) \$1,000

All Supporting Professionals (Electives)

- Assume responsibility for mentoring and tutoring a designated number of priority students \$500
- $\geq 80\%$ value added with greater than or equal to 60% of students scoring 2200 or higher (college ready) to a matched accountable content area

DRAFT

CAMPUS MERIT AWARDS

Elementary School

Five Star Merit-----\$15,000

- TEA Exemplary Rating
- Gold Performance Acknowledgements in:
(Reading, Math, Science, Writing)
- >= **80%** of All Special Education students assessed
on TAKS/TAKS A/ TAKS ALT
- >=**80%** of All Special Education students meeting
standards on designated Reading and Math assessments
- >=**80%** of All English Language Learners meeting
standards on designated Reading and Math assessments

Four Star Merit-----\$10,000

- TEA Recognized Rating / and or Exemplary
- 2 out of 4 Gold Performance Acknowledgements:
(Reading, Math, Science, Writing)
1 out of 4 must be in Science and Math
- >= **70%** of All Special Education students assessed
on TAKS/TAKS A/ TAKS ALT
- >=**70%** of All Special Education students meeting
standards on designated Reading and Math assessments
- >=**70%** of All English Language Learners meeting
standards on designated Reading and Math assessments

CAMPUS MERIT AWARDS

Middle School

Five Star Merit----\$25,000

- TEA Exemplary Rating
- Gold Performance Acknowledgements in:
(Reading, Math, Science, Writing, Social Studies)
- >= **80%** of All Special Education students assessed
on TAKS/TAKS A/ TAKS ALT
- >=**80%** of All Special Education students meeting
standards on designated Reading and Math assessments
- >=**90%** of students included in the campus LEP measure meeting
standard on designated Reading and Math assessments

Four Star Merit----\$15,000

- TEA Recognized Rating / and or Exemplary
OR
10% growth in each accountable content area in all
accountable subgroups which do not meet recognized standards
- 2 out of 5 Gold Performance Acknowledgements:
(Reading, Math, Science, Social Studies, Writing)
1 out of 5 must be in Science or Math
- >=**70%** of all Special Education students taking
TAKS, TAKS A OR TAKS ALT
- >=**70%** of All Special Education students meeting
standard on designated Reading and Math assessments
- >=**80%** of students included in the campus LEP measure meeting
standard on designated Reading and Math assessments

DRAFT

CAMPUS MERIT AWARDS

High School

Five Star Merit----\$50,000

(11 out of 11 criterion listed below)

Four Star Merit----\$25,000

(6 out of 11 criterion listed below)

TEA Recognized Rating / and or Exemplary **OR**

10% growth in each accountable content area in all accountable subgroups which do not meet recognized standards

DRAFT

2 out of 5 Gold Performance Acknowledgements in:

(Reading, Math, Science, Social Studies, Writing). 1 out of 5 must be in Science or Math

>=70% of all Special Education students taking TAKS, TAKS A OR TAKS ALT

>=70% of All Special Education students meeting standard on designated Reading and Math assessments

>=80% of students included in the campus LEP measure meeting standard on designated Reading and Math assessments

>=30% of 9-12 graders completing and receiving credit for at least one Advanced/Dual Enrollment Course

OR 5% increase over prior reported year (AEIS one year prior results or comparison of two years)

>=15% of 11th and 12th graders taking at least one AP exam with 50% or more scoring at or above criterion on at least one exam (3, 4 or 5) (AEIS one year prior results) **OR 5% increase over prior reported year** (AEIS one year prior results or comparison of two years)

>= 35% of graduates scoring at or above the college ready criteria OR 5% increase over prior reported year in both ELA and Math **(2200 with 3 or higher on the essay) (AEIS one year prior results or comparison of two years)**

>= 85% meeting recognized/distinguished achievement programs

>=70% of graduates taking the SAT OR ACT with 40% or more meeting criterion (SAT 1110 and ACT Composite 24) OR 10% increase over prior year (AEIS one year prior results or comparison of two years)

>=60% of grade 11 examinees earn a scale score of 2200 or more on both English Language Arts and Math OR 10% increase over prior year (current year 11th graders as per AEIS or comparison of two most recent years)

Planning Timeline

DATE CALENDAR

- January 6th (Wednesday) – DATE Teacher Committee meeting
- January 12th (Tuesday) - Business/Instruction Committee - overview of grant presented to board committees
- January 18th (Monday) - DATE Teacher Committee meeting
- February 3rd (Wednesday) - DATE Teacher Committee meeting
- February 4th (Thursday) - Presentation to DEIC
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Updated Teacher Merit Awards as of 1/7/2010

TEACHER MERIT AWARDS

Secondary Campus Level

Award Amount

Math & Science State Assessment Teachers

Core Math and Science Teacher
 TAKS Math and TAKS Science Teacher
 Resource Math/Science Teachers who are 100% accountable for student instruction
 Inclusion Math/Science Teachers who share 100% of accountability for scheduled students daily

>=80% of students have value added to their entry TAKS score or maintenance of their
 commended performance

AND

>=90% of AP students scoring a minimum of 2200 or the equivalent vertical scale score
 >=80% of general ed students scoring a minimum of 2200 or the equivalent vertical scale score
 For class compositions <= to 50% Special Education / English Language Learners >=60% of
 students must meet a minimum of 2200 or the
 equivalent vertical scale score
 For class compositions >= to 50% Special Education / English Language Learners >=40% of
 students must meet a minimum of 2200 or the
 equivalent vertical scale score

\$3,000

>=70% of students have value added to their entry TAKS score or maintenance of their
 commended performance

AND

>=80% of AP students scoring a minimum of 2200 or the equivalent vertical scale score
 >=70% of general ed students scoring a minimum of 2200 or the equivalent vertical scale score
 For class compositions <= to 50% Special Education / English Language Learners >=50% of
 students must meet a minimum of 2200 or the
 equivalent vertical scale score
 For class compositions >= to 50% Special Education / English Language Learners >=30% of
 students must meet a minimum of 2200 or the
 equivalent vertical scale score

\$2,000

Updated Teacher Merit Awards as of 1/7/2010

DRAFT

All Other Core State Assessment Teachers

- 6th - 8th Reading
- 7th English Language Arts
- 8th Social Studies
- 9th - 11th Reading\English Language Arts
- 10th-11th Social Studies

Special Education Resource Teachers/Inclusion Teachers who are 100% accountable in the above content areas

>=80% value added with greater than or equal to 60% of students scoring 2200 or higher (college ready)

>=90% of AP students scoring a minimum of 2200 or the equivalent vertical scale score

>=80% of general ed students scoring a minimum of 2200 or the equivalent vertical scale score
For class compositions <= to 50% Special Education / English Language Learners >=60% of students must meet a minimum of 2200 or the equivalent vertical scale score

\$1,000

For class compositions >= 50% Special Education / English Language Learners >=40% of students must meet a minimum of 2200 or the equivalent vertical scale score

All other Supporting Teachers

>=80% value added with greater than or equal to 60% of students scoring 2200 or higher (college ready) to a matched accountable content area

\$500

Each teacher will certify 20 students who entered their class with < a 2100 scale score who they have influenced to success. This group will be the basis for determining the individual teacher award.

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