

Pay for Performance Presentation

Questions and Concerns

CEI Questions

Questions	Answers
1. How do you measure growth in student achievement?	Growth in student achievement is measured through the Classroom Effectiveness Index for individual teacher courses and the School Effectiveness Index for campus level growth. Both are determined primarily by test scores.
2. How can you measure student performance fairly?	We compare similar students to each other to make it as fair as possible. For example, only limited-English students are compared to other limited-English student and only 30 th percentile kids are compared to other 30 th percentile kids.
3. How do you handle students who take tests multiple times?	Only the students' score from the first test count toward the Classroom Effectiveness Index
4. I teach only Language Arts, but was assigned a math CEI, what do I do?	Fill out a CEI appeal form located at the following link http://www.dallasisd.org/performancepay/downloads.htm After the appeal has been submitted, you will be notified when any adjustments are made.
5. How far back can you correct my CEI?	
6. Where can I find the appeal form for CEI?	A copy of the appeal form is located at http://www.dallasisd.org/performancepay/downloads.htm
7. Are we not including ITBS at grades 4 and 6?	No, only K-2 ITBS
8. If CEI after an appeal qualifies a person for the high-need incentive, can the person receive the high-need incentive award?	Yes.
9. How can teachers know what to do to improve their CEIs?	
10. How do you take into account a rowdy classroom?	There is no measurable factor to take into account a rowdy classroom but there are adjustments made for class size.
11. How are the students' attendance taken into account in CEI?	The student must be continuously enrolled to be included in a teacher's CEI. The definition of continuously enrolled means that the student must have no more than 10 absences for a semester course or 20 absences for a year-long course.

12. What if the child came from other states? Will that child's test scores be included in the indices (CEI or SEI)?	No.
13. How would special education students affect the CEI? (If the SPED students take the regular TAKS or if the SPED students take the alternate TAKS, SDAA, etc...)	
14. For transfer students, if they are left out of the indices, won't that be a lot of kids that are affected?	
15. Which teachers will be accountable for the student scores?	
16. How does a teacher know what their division CEI is?	
17. Does CEI have an attendance requirement for teachers?	
18. What about absent kids or kids with low enrollment?	The student must be continuously enrolled to be included in a teacher's CEI. The definition of continuously enrolled means that the student must have no more than 10 absences for a semester course or 20 absences for a year-long course.
19. For subjects that don't have a pretest during the previous year, what do you use to compare the scores and achievement? (specifically 7th graders who get sixth grade with no ACPs)	
20. What do we do if we teach elementary and all the students in your homeroom get tied to your CEI even though you don't teach all those kids?	
21. What exactly is the appeal process?	
22. What if you teach a student in a particular subject in which you do not have enough similar kids to compare them to? How is that child compared?	
23. Are CEIs used to screen out bad teachers?	
24. Were CEIs used to remove teachers from reconstituted schools?	
25. Why does DISD use CEIs?	
26. What are you suppose to do with CEIs	

since the results come so late?	
27. Does CEI affect the TEEG grant?	
28. Why would teachers want to share information and collaborate with the competition of CEIs?	
29. How do you prevent principals from misusing the CEIs to punish teachers?	
30. Is class size included in the formula for CEIs?	Yes.
31. What uses does the district currently use CEIs for?	
32. Will the district establish a program where every teacher will teach all the different types of students (in student groups)?	
33. Out of all the different accountability systems, how do CEIs fit in the big picture?	
34. Is there a test or evaluation that compares one student group to another?	
35. What can a teacher do if the principal does not sign off on their CEI appeal form?	
36. Isn't it true that if a principal moves a teacher around a lot, you jeopardize that teacher's CEI?	

Attendance

Questions	Answers
1. What is the minimum number of days for students, for teachers? Can that be placed online?	
2. Does the teacher's attendance exclude approved absences?	
3. What is the percentage a teacher has to be in attendance?	
4. If a school uses block schedule, does the 10 absences get reduced to 5?	
5. Do we expect teachers to look through all rosters of every individual student to confirm who is in their class?	
6. Is the teacher's role the "legal" document of the student roster for her class?	
7. When do the teachers sign off on their student rosters?	
8. When you mention teacher or even student absences, are you referring to excused, unexcused, or both?	
9. Are school field trips counted against absences?	

Observations Questions

Questions	Answers
1. Does a PDAS observation count toward the required observations?	Yes
2. If observations were done before a teacher has opted in, do those count for the program?	Yes
3. What about teachers who qualify for less than annual appraisals?	If the teachers opted into the program, they must agree to be observed at least twice for total of 45 minutes at a minimum
4. Does the principal have to conduct both observations?	No. Any approved PDAS appraisers on your campus may conduct the observations.
5. Do learning walks count toward the required observations?	No.
6. Is the deadline for PDAS observations the same for observations with the performance pay program?	Yes.
7. Can it be one observation of 45 minutes or does it have to be two?	At least two observations are required of any teachers participating in the program.

Opt-In and Opt-Out

Questions	Answers
1. How do you opt in or opt-out?	
2. Do you opt in every year?	
3. Why would anyone not join?	
4. Are principals considered professional employees (for the program) and do they have to opt in?	
5. Do I have to opt in even for the school-level award?	Yes.
6. What happens if you opt in but don't make the 60 th percentile? Any repercussions?	Nothing happens and there are no repercussions.

Performance Pay Program (general questions)

Questions	Answers
1. Does it matter how many classes a teacher teaches?	No, as long as 1 of the courses have a CEI, then the teacher is eligible for the classroom-level award, otherwise the teacher is still eligible for the school-level award.
2. What is tier 1 and tier 2 schools?	
3. How do we address cheating issues?	
4. How to prevent cheating on the ACP?	
5. Do we take into account how many "academic" classes or even how many core classes a teacher teaches?	No, course load is not a factor.
6. Can Pre-K and Kindergarten teachers get the classroom-level award?	No, not for this year's pilot since there is no measurable assessment data to compare. Pre-K and Kindergarten teachers are only eligible for the school-level award.
7. Are principals able to receive the school-level award?	
8. What materials are available online and where do I find it?	
9. How long is the grant and what happens after the grant period ends?	
10. What is the outcome we are looking for with this program?	
11. What is the risk of the program for support employees? For professional employees?	

12. What is the proposed amount for support?	From \$625 to \$1,000
13. If you work at 2 campuses for the pilot, will you receive 2 separate award amounts?	No.
14. Does the award money count toward TRS?	

Concerns

Comments	Responses
1. Teachers can't control kids desire to pass the test. For instance ACP test takers who have good grades and good TAKS scores will not be motivated to do well on ACPs.	
2. I didn't know I could appeal my CEI.	
3. We need to provide incentives for parents.	
4. We should not let teachers test their own students on ACPs because of cheating concerns.	
5. What about kids at Village Fair because those students test scores get tied back to their original teacher. Is this correct and if so, it does not seem fair.	
6. Most teachers don't know their CEI and don't know about the issues of looking at rosters to determine who the database determines is the teacher of record for the students.	
7. It is confusing when you say the average CEI is 50 because that is sometimes confused with a score.	
8. Teachers have low morale because sometimes good teachers have high CEIs one year and low CEIs the next.	
9. This performance pay system seems to make unnecessary competition between teachers and does not encourage collaboration.	
10. You are creating a system of winners and losers.	
11. There are other factors that determine whether a teacher is effective that cannot be measured.	
12. This does not seem fair to the elective teachers and the non-CEI teachers.	
13. It seems administration thinks teachers only are motivated by money but many teachers love to teach and will do so to the best of their ability whether they receive bonuses or not.	
14. This seems to be the beginning of where CEIs will be used to get rid of teachers (similar to reconstituted schools).	