

<p><b>For TEA Use Only</b> Adjustments and/or annotations made on this have been confirmed with _____ by telephone/FAX on _____ by _____ of TEA.</p>	<p><b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b></p> <p><b>School Year 2008-2009 through 2009-2010</b></p>	<p>County District No. _____ Amendment No _____</p>
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**District Awards for Teacher Excellence (DATE), Cycle 1**

**Schedule #4B – Program Description: District Award Plan: Part I – Teacher Awards**

\*\* This page may be duplicated as many times as needed to provide all information required for each district award plan goal. \*\*

**Part 4b: – District Award Plan: Part I – Teacher Awards:** of the criteria used must be quantifiable and address the following: student academic improvement; and/or Student academic growth; and/or Student achievement **(Min. 60%) – REQUIRED**

**Acceptable Data Sources/Measures:** TAKS, TPRI, TAKS I, TAKS M, ITBS/Logramos, Aprenda, Student Portfolios, Local Benchmark Assessments, End-of-Year Assessments, Value Added Assessments, Others possible

**Unacceptable Data Sources/Measures:** Teacher Attendance, Campus Rating, Student Attendance, PDAS

**District-Wide Plan**                       **Not Applicable**

**Campus Name(s):**    *All non-alternative campuses in Dallas ISD*

**District Award Plan Goal:**                      *The goals of the district award plan are to provide monetary rewards to effective teachers for promoting students’ academic improvement and to develop and maintain a quality pool of effective teachers across the district.*

**Corresponding District Strategic Plan Goal:**                      *To recruit, retain, and reward effective teachers for student achievement results*

**Corresponding Criteria**

Teacher Type	Data Sources/Measures	Teacher Criteria (Include baseline and target as applicable)	Award Amount	Include Benefits (Y or N)
<p><b>Grade(s):</b> <i>All teachers</i></p> <p><b>Subject:</b> <i>All</i></p>	<p><i>Planning document, scheduled reports and data sources listed below</i></p>	<p>A Classroom Effectiveness Index (CEI - mostly core) teacher and non-CEI teacher (mostly non-core) will construct a plan to target the development of specific knowledge and skills assessed in one of the data sources used in the performance award criteria. The plan, which must be turned into the committee comprised of administrator and CEI and non-CEI teachers by October 1st, will outline how the non-CEI teacher will utilize their course objectives or supplemental activities to contribute to the development of the targeted knowledge and skills. The plan must provide a clear rationale for how activities will contribute to development of the skills assessed in the core classroom subject area. The plan must be approved by the committee by October 1st and implementation of the plan must be documented in reports submitted to the committee in October (initial plan), January and May. To receive these funds, a summary report must be submitted to the committee as scheduled providing evidence of each team member’s contribution to the targeted knowledge and skills. Additional requests for summary reports can be required by the campus committee as appropriate.</p> <p>The core content area teachers (CEI) will not have the option of aligning themselves to a subject they do not teach. For example, teachers who only teach math</p>	N/A	N

		<p>must align themselves with the performance criteria in mathematics.</p> <p>Non-core subject teachers' (non-CEI) performance criteria will be aligned to the grade and subject determined by the campus level committee.</p> <p>Teachers must meet minimum eligibility requirements and performance criteria to receive the award.</p>		
<p><b>Grade(s):</b> Pre-K ,K, 1<sup>st</sup>, and 2<sup>nd</sup> Grade CEI(mostly core) and non-CEI (mostly non-core) teachers</p> <p><b>Subject:</b> Reading or Math</p>	<p>ITBS Logramos</p>	<p><u>Level 1:</u> The percentage of students below the 40<sup>th</sup> percentile on mathematics or reading assessment in 2008-2009 will be at least 20% lower than in 2007-2008.</p> <p><u>Level 2:</u> Percentage of students above the 80<sup>th</sup> percentile in 2008-2009 will increase by 50 percent.</p>	<p>Level 1 reading: \$1000 or math \$1000</p> <p>Level 2: Reading \$1000 or math \$1000</p>	N
<p><b>Grade(s):</b> 3rd Grade CEI and non-CEI teachers</p> <p><b>Subject:</b> All</p>	<p><u>Reading &amp; Math:</u></p> <ul style="list-style-type: none"> <li>➤ TAKS</li> <li>➤ TAKS-LAT</li> <li>➤ TAKS-A, M, Alt</li> </ul>	<p><u>Level 1:</u> The percentage of students NOT met standard on math or reading assessment in 2008-2009 will be at least 20% lower than in 2007-2008.</p> <p><u>Level 2:</u> The percentage of students meeting commended status will increase by at least 50%.</p>	<p>Level 1: \$1000 – reading or math</p> <p>Level 2: \$1000 reading or math</p>	N
<p><b>Grade(s):</b> 4<sup>th</sup> grade CEI and non-CEI teachers</p> <p><b>Subject:</b> All</p>	<p><u>Reading &amp; Math:</u></p> <ul style="list-style-type: none"> <li>➤ TAKS</li> <li>➤ TAKS-LAT</li> <li>➤ TAKS-A, M, Alt</li> </ul> <p><u>Writing</u> TAKS</p>	<p><u>Level 1:</u> The percentage of students NOT met standard on math or reading assessment in 2008-2009 will be at least 20% lower than in 2007-2008.</p> <p><u>Level 2:</u> The percentage of students meeting commended status will increase by at least 50%.</p>	<p>Level 1: \$1000 – reading, math, or writing</p> <p>Level 2: \$1000 reading, math, or writing</p>	N
<p><b>Grade(s):</b> 5<sup>th</sup> grade CEI and non-CEI teachers</p> <p><b>Subject:</b> All</p>	<p><u>Reading &amp; Math:</u></p> <ul style="list-style-type: none"> <li>➤ TAKS</li> <li>➤ TAKS-LAT</li> <li>➤ TAKS-A, M, Alt</li> </ul> <p><u>Science</u> TAKS</p>	<p><u>Level 1:</u> The percentage of students NOT met standard on math or reading assessment in 2008-2009 will be at least 20% lower than in 2007-2008.</p> <p><u>Level 2:</u> The percentage of students meeting commended status will increase by at least 50%.</p>	<p>Level 1: \$1000 – reading, math, or science</p> <p>Level 2: \$1000 reading, math, or science</p>	N
<p><b>Grade(s):</b> 6<sup>th</sup> grade CEI and non-CEI teachers</p> <p><b>Subject:</b> All</p>	<p><u>Reading &amp; Math:</u></p> <ul style="list-style-type: none"> <li>➤ TAKS</li> <li>➤ TAKS-LAT</li> <li>➤ TAKS-A, M, Alt</li> </ul>	<p><u>Level 1:</u> The percentage of students NOT met standard on math or reading assessment in 2008-2009 will be at least 20% lower than in 2007-2008.</p> <p><u>Level 2:</u> The percentage of students meeting commended status will increase by at least 50%.</p>	<p>Level 1: \$1000 – reading or math</p> <p>Level 2: \$1000 reading or math</p>	N

<b>Grade(s):</b> 7 <sup>th</sup> grade CEI and non-CEI teachers	<u>Reading &amp; Math:</u> ➤ TAKS ➤ TAKS-LAT ➤ TAKS-A, M, Alt <u>Writing</u> TAKS <u>Science</u> TAKS	<u>Level 1:</u> The percentage of students NOT met standard on assessments in 2008-2009 will be at least 20% lower than in 2007-2008.	Level 1: \$1000 reading, math, writing, science  Level 2: \$1000 reading, math, writing, science	N
<b>Grade(s):</b> 8 <sup>th</sup> grade CEI and non-CEI teachers	<u>Reading, Math, and Social Studies:</u> ➤ TAKS ➤ TAKS-LAT ➤ TAKS-A, M, Alt <u>Science:</u> ➤ TAKS ➤ TAKS-LAT ➤ TAKS-A, M, Alt	<u>Level 1:</u> The percentage of students NOT met standard on assessments in 2008-2009 will be at least 20% lower than in 2007-2008.	Level 1: \$1000 reading, math, writing, science, or social studies  Level 2: \$1000 reading, math, writing, science or social studies	N
<b>Grade(s):</b> 9 <sup>th</sup> grade CEI and non-CEI teachers	<u>Reading/ ELA &amp; Math:</u> ➤ TAKS ➤ TAKS-LAT ➤ TAKS-A, M, Alt	<u>Level 1:</u> The percentage of students NOT met standard on assessments in 2008-2009 will be at least 20% lower than in 2007-2008.	Level 1: \$1000 reading/ELA or math	N
<b>Subject:</b> All		<u>Level 2:</u> The percentage of students meeting commended status will increase by at least 50%.	Level 2: \$1000 reading/ELA or math	
<b>Grade(s):</b> 10 <sup>th</sup> grade CEI and non-CEI teachers	<u>Reading/ ELA &amp; Math:</u> ➤ TAKS ➤ TAKS-LAT TAKS-A, M, Alt <u>Science:</u> ➤ TAKS ➤ TAKS-LAT TAKS-A, M, Alt	<u>Level 1:</u> The percentage of students NOT met standard on assessments in 2008-2009 will be at least 20% lower than in 2007-2008.	Level 1: \$1000 reading/ELA, math or science  Level 2: \$1000 reading/ELA, math, or science	N
<b>Subject:</b> All		<u>Level 2:</u> The percentage of students meeting commended status will increase by at least 50%.		
<b>Grade(s):</b> 11 <sup>th</sup> and 12 <sup>th</sup> CEI and non-CEI teachers	<u>Reading/ ELA and Math:</u> <u>Reading/</u>	<u>Level 1:</u> The percentage of students NOT met standard on assessments in 2008-2009 will be at least 20% lower than in 2007-2008.	Level 1: \$1000 reading/ELA or math	N

<b>Subject:</b> All	<u>ELA &amp; Math:</u> > TAKS > TAKS-LAT TAKS-A, M, Alt	<u>Level 2:</u> The percentage of students meeting commended status will increase by at least 50%.	Level 2: \$1000 reading/EL A or math	
<b>Grade(s):</b> Applicable high school grades	AP results	With no decrease in the number of students taking the AP exams, the number of enrolled in the AP class students scoring 3 or higher on the 2007-2008 assessments will increase by 10%.	\$1000 per exam	N
<b>Subject:</b> Teachers teaching at least one AP courses only		Students must be enrolled in the AP class to count in the incentive statistics in order for their scores to be factored into award eligibility.	A maximum of \$3000 per teacher can be earned from part 1.	
A teacher of AP can contribute to both the 9-11 TAKS incentives and the AP incentive but only a maximum of \$3000 can be earned from part 1.				

\*Districts must consider whether award amounts listed above include TRS benefits.