



D.A.T.E. Plan Summary Pasadena ISD

Scope of the D.A.T.E. program: Pasadena Independent School District implemented a district-wide D.A.T.E. incentive award program. It included all elementary, secondary, and alternative program schools. Central office and non-instructional departments were not included in the incentive award program.

Design of the D.A.T.E. program: PISD D.A.T.E. program design began within the month after the first technical assistant meeting provided by TEA. The district pulled together a D.A.T.E. design team that included representatives from across the school district. Elementary, secondary, and alternative schools were represented as were the Superintendent, Associate Superintendents for Campus Development and Curriculum and Instruction, principals, and teachers. The design team met four times and returned each time to modify and refine the D.A.T.E. incentive award plans. Then the district sought feedback.

Communicating the D.A.T.E. program: D.A.T.E. communication and opportunity for feedback occurred over a four month period. PISD published the draft plan on the district website and notified all PISD staff through an Express email of the weblink to preview the plan. On 3/12/08, an electronic survey was emailed to all PISD staff asking for their on the plan and the idea of incentives. We had 1541 responses to the survey with 73% agreeing the district should have an incentive award plan and 53% who had reviewed the DATE plan as written and who accepted it as written.

Finally, the district held four informational/question/answer sessions, of which two occurred on March the 12th and two occurred on the 13th. The times were 4:00 p.m. and 6:00 p.m. The D.A.T.E. plan was presented twice to the Board of Trustees and was approved by the Board and the District Education Committee.

Design: PISD designed the Part I D.A.T.E. incentive award goals at the elementary and middle school grades to be grade level teams goals. The Part I secondary school incentive awards were content team goals. The Part II incentive award goals were whole school outcomes. The district's Part I D.A.T.E. incentive award were available to all teachers that met TEA's criteria, grades K-12. (Assessments used K-2—ITBS/Logramos, 3-11—TAKS, 12th – ACT/SAT)

The academic goals were designed to be specific to each school/grade level/content area. The academic goals were determined by averaging the schools' academic performance for the prior four years by grade level/content are and determining the academic gain requirement based upon the four year average.

For example: If Kruse Elementary schools four year average for third grade math TAKS scores was 89% met standard then, the academic gain requirement was based on that percent. The district created a scale to determined the academic gain requirement base on research that identified, the higher the scores the more challenging it is to make gains.





Likewise, the lower the score, the easier it is to make academic gains. So the Academic Gain Requirement (AGR) scale is:

- 95 or higher, the AGR will be capped at a minimum score of 95 with a commended score of four percentage points above the team's four year commended average with a commended cap of 50%.
- 90-94, the AGR is two percentage points growth, with a cap of 95%. If the 95% met standard cap is reached by fewer than two percentage points, a commended score of four percentage points above the team's four year commended average will be required with a commended cap of 50%.
- 85-89, the AGR is four percentage points growth.
- 75-84, the AGR is six percentage points growth.
- 65-74, the AGR is eight percentage points growth
- below 65, the AGR is 10 percentage points growth.

In addition, no met standard score can fall below Academically Acceptable, no grade level subgroup can fall below Academically Acceptable, and met standard score for all students must be at least one percent above previous year unless capped. Thus, Kruse 3rd grade math D.A.T.E. goal would be 93%.

With these academic gain requirements, the district projected that approximately 40% of the district's teachers would meet the goals and be eligible for a minimum \$1,000 incentive award.

Final performance: PISD is still in the process of trying to determine if the Academic Gain Requirement (AGR) was too much of a stretch. It is waiting for confirmed TAKS data and ITBS/Logramos data.

