



Institute for Public School Initiatives  
*BIRTH TO BACCALAUREATE*

## Activity 3: Aligning D.A.T.E. to District Goals

### Part I

What measurements could you use to assess student achievement?

What are advantages and disadvantages to those listed in question one?

How could you assess teacher and/or staff impact outside of student achievement scores?





Below is a performance measure for third grade reading based upon student achievement on the spring administered Reading TAKS. Please go through the checklist and compare and contrast the two performance measures. Afterwards, answer the questions below.

**Performance Measure 1:**

Classroom teacher has a minimum increase of 4% passing rate compared to previous year's TAKS administration.

**Performance Measure 2:**

**Level 1:**

A teacher will earn an award if the overall student passing rate of students in his/her classroom on the Reading TAKS spring administration increases by 1-5% compared to the previous year spring Reading TAKS administration. If the classroom teacher had a student passing rate at or above 90%, then the teacher will earn the award if the number of students meeting "commended" on the TAKS increases by 1-25% compared to the previous year spring Reading TAKS administration.

**Level 2:**

A teacher will earn an award if the overall student passing rate of students in his/her classroom on the Reading TAKS spring administration increases by 6-10% compared to the previous year spring Reading TAKS administration. If the classroom teacher had a student passing rate at or above 90%, then the teacher will earn the award if the number of students meeting "commended" on the TAKS increases by 25-50% compared to the previous year spring Reading TAKS administration.

**Level 3:**

A teacher will earn an award if the overall student passing rate of students in his/her classroom on the Reading TAKS spring administration increases by 10% or higher compared to the previous year spring Reading TAKS administration. If the classroom teacher had a student passing rate at or above 90%, then the teacher will earn the award if the number of students meeting "commended" on the TAKS increases by 50% or higher compared to the previous year spring Reading TAKS administration.



Performance Measure 1:

<u>Performance Measure Characteristics</u>	<u>Yes</u>	<u>No</u>
1) Is the performance measure <b>specific and measurable</b> ? <ul style="list-style-type: none"> <li>• Specifically indicate the degree (what kind) or quantity (how much) of the change expected using descriptive words?</li> <li>• Indicate how the change will be measured (e.g., relative to standard, improvement to a standard, value-added, etc.)?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
2) Is the performance measure <b>meaningful</b> (does it meet a need on the campus)?	<input type="checkbox"/>	<input type="checkbox"/>
3) Is the performance measure realistic? <ul style="list-style-type: none"> <li>• Is the performance measure rigorous, but attainable?</li> <li>• Does your data system have the capacity to track changes in performance?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
4) Is the performance measure time-bound? <ul style="list-style-type: none"> <li>• Include frequency (how often) and duration (how long)?</li> <li>• Limit the length of time available to achieve the goal/target?</li> <li>• Establish target dates or points when changes are expected?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5) Is the performance measure related to improved <b>student achievement</b> ?	<input type="checkbox"/>	<input type="checkbox"/>
6) Is the performance measure based on the daily responsibilities of the staff?	<input type="checkbox"/>	<input type="checkbox"/>
7) Is the performance measure specific and assigned? <ul style="list-style-type: none"> <li>• Specify teachers, grades, subjects, etc.?</li> <li>• Specify a group of students?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



Performance Measure 2:

<u>Performance Measure Characteristics</u>	<u>Yes</u>	<u>No</u>
4) Is the performance measure <b>specific</b> and <b>measurable</b> ? <ul style="list-style-type: none"><li>• Specifically indicate the degree (what kind) or quantity (how much) of the change expected using descriptive words?</li><li>• Indicate how the change will be measured (e.g., relative to standard, improvement to a standard, value-added, etc.)?</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>
5) Is the performance measure <b>meaningful</b> (does it meet a need on the campus)?	<input type="checkbox"/>	<input type="checkbox"/>
6) Is the performance measure <b>realistic</b> ? <ul style="list-style-type: none"><li>• Is the performance measure rigorous, but attainable?</li><li>• Does your data system have the capacity to track changes in performance?</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>
4) Is the performance measure <b>time-bound</b> ? <ul style="list-style-type: none"><li>• Include frequency (how often) and duration (how long)?</li><li>• Limit the length of time available to achieve the goal/target?</li><li>• Establish target dates or points when changes are expected?</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>
5) Is the performance measure related to improved <b>student achievement</b> ?	<input type="checkbox"/>	<input type="checkbox"/>
6) Is the performance measure based on the daily responsibilities of the staff?	<input type="checkbox"/>	<input type="checkbox"/>
7) Is the performance measure <b>specific</b> and <b>assigned</b> ? <ul style="list-style-type: none"><li>• Specify teachers, grades, subjects, etc.?</li><li>• Specify a group of students?</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>





Now that you have seen what “bad” and “good” performance measures look like, create two performance measures for your district (one for Part I and one for Part II).

**District Award Plan: Part I - Teacher Awards:** 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, TAKS I, TAKS M, TPRI, 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

Number of Teachers	Teacher Type	Award Categories	Assessment Instrument	Teacher Criteria	Award Amount
	<b>Grade(s):</b>  <b>Subject:</b>	<input type="checkbox"/> Individual  <input type="checkbox"/> Grade Level  <input type="checkbox"/> Department based Team			





**Part II Additional Awards** - Describe how incentives will be awarded to staff demonstrating excellence through job-related performance criteria.

**Potential Staff Positions:** Classroom teachers, Counselors, Principals Assistant Principals, Speech Therapists, Instructional Coaches, Teacher Aides, Nurses Librarians, Custodial Staff, Cafeteria Workers, and other campus personnel who may have contributed to increased student achievement, funding may not be used for athletics

Number of Staff Positions	Position Type	Assessment / Documentation Instrument	Award Criteria	Award Amount

