

# Dallas Principal and Teacher Incentive Pay Program

*The Dallas Independent School District (DISD) Principal and Teacher Incentive Pay program is designed to reward effective teachers and principals who raise levels of and maintain high standards for student achievement. It builds on DISD's existing Outstanding School Performance Awards program and incorporates a focus on teachers and principals. Value-added results and other direct achievement measures will be used to assess eligibility for teacher and principal incentives.*

## Needs Assessment Results and General Information

In 2006, DISD enrolled 161,244 students: 5.3 percent white, 62.7 percent Hispanic, 30.8 percent African American, 1.0 percent Asian or Pacific Islander, and 0.3 percent Native American. Nearly 83 percent (82.9%) of students qualified for free or reduced-price lunch and 29.8 percent were limited English proficient. Ninety-seven percent (214/220) of the DISD campuses met the definition of high-need schools. The 2005-06 preliminary results of the state assessment, given in grades 3 to 11, showed increasing trends for math and reading.

However, many of DISD's schools are far from the No Child Left Behind goal for 2014. Fifty-four percent of Dallas high schools missed adequate yearly progress for 3 consecutive years. In 2005, approximately 1,100 of 6,600 academic core teachers met high achievement standards.

As of October 2007, DISD enrolls 158,266 students: 4.8 percent are white, 65.3 percent are Hispanic, 30.7 percent are African American, 0.9 percent are Asian or Pacific Islander, and 0.2 percent are Native American. About 78 percent (77.7%) of the students qualify for free or reduced price lunch and 30.9 percent are limited English proficient. Ninety-seven percent

(212/218) of the Dallas ISD non-alternative campuses meet the TIF definition of high-need schools. The 2006-07 results of the state assessment, given in grades 3 to 11, show increasing trends; however, 46 campuses missed AYP this year with six high schools missing adequate yearly progress five years in a row and five high schools missing adequate yearly progress four years in a row. At the middle schools, 14 out of 23 non-magnet schools missed AYP.

## Background

The new program will complement the district's existing program, which has been in place since 1992, by concentrating on individual teachers whose students achieve significantly above expectation and principals who significantly raise the level of teacher effectiveness.

The new program will also add incentives for professional development and assignment to a high-need school or content.

## Incentives

In August 2007, principals received a "Principal Incentive Rating," which is a weighted average of five performance indicators. They are eligible to receive \$7,500-\$10,000, as well as additional board-approved raises. Beginning in the 2007-08 school year, qualified

<b>LOCATION(S)</b>	Dallas, Texas
<b>AWARD DATE</b>	November 2006
<b>DURATION</b>	5 years
<b>PARTNERS</b>	N/A

teachers and principals in 26 high-needs school pilot programs receive \$6,000 to \$10,000 respectively. This incentive is being provided to highly qualified teachers and principals who agree to the assignments in the state-mandated reconstituted schools and the Superintendent Learning Community schools. Additionally, the district piloted the Performance Pay Program in 59 schools. This program awarded eligible teachers \$2,000–\$8,000 incentives based upon value-added, achievement-related portions of the district's accountability system. Principals and other professional staff members can earn between \$1,250–\$2,000 and support staff can earn \$625–\$1,000 based on a campus level value-added score.

In December 2008, the district paid over 2000 employees at the high needs and pilot schools approximately almost \$7M in awards. Targeted Impact Schools (high needs) awards will be paid in two payments. The second payment is scheduled for April 2009. Total payments for 2008–2009 will total over \$8M.

## Evaluation

Principals will continue to be evaluated via personnel conferences several times a year in eight competency areas; teachers will be evaluated across eight domains. A research study is being planned to improve the validity of the current teacher evaluation system. The project evaluation will consist of the following components: process evaluation of effective teachers, compliance examination, participant surveys and interviews, data analysis, and management memos and reports.

## Resources

The district secured a new state of Texas grant to sustain and expand the incentive programs. The District Award for Teacher Excellence grant for \$10.5M was awarded in November 2008 to pay incentives for student achievement attained during the 2008–09

school year. Payment for meeting performance targets established in D.A.T.E. will be paid in October 2009.

## Data Systems

Existing databases will be improved and a new Web-based system will be developed for teachers and principals to track student-teacher assignments. The new database will serve as a means for subsequent assessments of teacher and principal incentives eligibility.

## Year 2 Activities

In 2007-08, Dallas ISD continued to enhance the existing performance pay programs. The new TIF-funded, Dallas Performance Pay program gives classroom- and school-level awards to teachers and campus staff. The program was piloted in 59 schools and is based entirely on a value-added student achievement rating. Additionally, Dallas ISD continued the implementation of the high-needs incentive program, the principal incentive program, and incentives for academic leadership. The payouts of incentive awards during the 2007-08 school-year included a December 2007 payout to principals based on their 2006-07 performance, academic leadership stipends, and payout to core teachers in high-need schools.

## Outlook for Year 3

In 2008-09, the Performance Pay program will be offered district wide, funded by Teacher Incentive Funds. Also funded by TIF, the Principals Incentives will continue to be offered as well as the high needs awards, referred to locally as Targeted Impact Schools. The District Award for Teacher Excellence, a state funded grant, which emphasizes collaboration between core and non-core teachers to increase student gains is offered. Additionally, another state funded grant, the Texas Educator Excellence Grant is also offered to selected campuses.