

MEMORANDUM

October 31, 2014

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **2011–2012 ASPIRE Award Program Evaluation**

CONTACT: Carla Stevens (713) 556-6700

On January 12, 2006, the Houston Independent School District (HISD) Board of Education approved a teacher performance-pay program awarding teachers financial incentives based on three strands of performance pay. These strands involved campus-level performance on the state accountability rating and comparable improvement on the state test, and individual teacher performance based on student progress on state and district assessment programs.

After consultations with national experts, teachers, and administrators, the teacher performance-pay model was improved and enhanced, which then became the ASPIRE Award, one component of the district's ASPIRE (Accelerating Student Progress: Increasing Results and Expectations) school improvement and performance management model. The purpose of the HISD ASPIRE Award Model was to reward teachers for their efforts in improving the academic growth of their students. ASPIRE Award employs a value-added methodology that provides teachers with the information they need to facilitate and measure student progress at the student, classroom, and campus levels.

Attached is the evaluation report summarizing the effectiveness of the 2011–2012 ASPIRE Award as required by state and federal grants.

Award Payout

- The 2011–2012 ASPIRE Award was paid out on January 25, 2013. The final total payout was \$17,669,259.42 for 7,217 employees.
- Since the inception of a performance-pay program, the district has paid out \$209,305,857.98. There was a decrease of approximately \$17,692,824 million from 2010–2011 to 2011–2012 due to changes in eligibility and award model calculations.

Recruitment and Retention

- Of the 1,083 core foundation teachers (Categories A and B) receiving a recruitment incentive and/or stipend for whom individual award data were available, 555 employees, or 51.2 percent received both a Strand 2a or 2b teacher progress award, reflecting highly effective teachers, as well as a recruitment bonus. Out of 1,753 core foundation teachers with individual data (Categories A and B) who did not receive a recruitment bonus, 882 employees, or 50.3 percent, received a Strand 2a or 2b award, but no recruitment bonus.
- The percentage of teachers in hard to staff schools receiving bonuses related to classroom level performance declined by 22.9 percentage points from 67.7 percent for the 2005–2006

cohort to 44.8 percent for the 2011–2012 cohort, although this is reflective of a steady increase over the last three years.

- Classroom retention rates for teachers were 90.9 percent in 2008–2009 and 81.7 percent in 2011–2012 cohorts, reflecting a decrease of 9.2 percentage points from peak retention in two years. During the 2010–2011 school year, budgetary cuts were responsible for the loss of teaching and other campus-based positions, which affected this number.
- The percentage of core teachers that were retained in the classroom and received a Strand 2a or 2b award for teacher progress increased overall from 61.9 percent in 2008–2009 to 62.1 percent in 2010–2011 and then declined to 59.0 percent in 2011–2012. These percentages reflect the lack of retention of a higher quality workforce.

Teacher Attendance

- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 (before performance-pay) to 98.5 percent in 2009–2010 (performance-pay year 5), but declined to 95.7 percent in 2010–2011, and an increase in 2011–2012 to 96.3 percent (Figure 11, p. 13). This decline may be attributed to the elimination of the attendance bonus in 2010–2011. The attendance rates are based on the year of program implementation, while payout occurs in January of the following year.
- Teachers who received an award for performance pay had slightly higher rates than the district average.

Student Academic Performance

- On the TAKS test for grades 10 and 11, the percent passing increased for ELA, mathematics, science, and social studies when comparing test results from 2005 to 2012 by grade, ranging from 8 to 34 percentage points.
- On the English or Spanish TAKS test, the percent commended increased for all subtests and grade levels when comparing test results from 2005 to 2011, with grade level increases ranging from 6 to 34 percentage points.
- On the TAKS test for grades 10 and 11, the percent commended increased for all subtests and grade levels when comparing test results from 2005 to 2012, with grade level increases ranging from 10 to 41 percentage points.
- Although the state outperformed the district when looking at the percent passing for all grade levels in 2005 and 2012 for all subjects, the district showed greater gains than the state, thus narrowing the gap between district and state performance.
- For 2012, the state outperformed the district in the percent of students that met the initial phase-in for Satisfactory Level II and Advanced with the exception of Writing, where both the district and the state had 7 percent of the students meeting the advanced standard.
- Prior to implementing a performance pay program, 41.4 percent of HISD campuses were ranked in the top two quartiles for TAKS Reading/ELA compared to similar campuses across the state, and this increased overall to 66.8 percent in 2010–2011/2011–2012. Accountability ratings were carried over from 2010–2011 to 2011–2012 while the new accountability system was being developed.

Survey Feedback

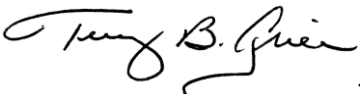
- Of the 19,072 Houston Independent School District (HISD) campus-based employees surveyed, there were 3,603 participants who responded to the survey (18.9 percent) administered in March 2013. **The response rate is fairly low and the results, while informative, may not be generalized to the population.**
- When comparing survey results over the last seven years, there was a decrease in the percent of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay from 69.2 percent in December 2007 to 51.7 percent in March 2013.

Distribution of Highly Effective Teachers Across the District

- For 2011–2012, there was a higher proportion of highly effective language arts, reading, science, and social studies teachers in lower poverty schools than in higher poverty schools.
- There was a lower proportion of *Well Below Average* language arts, reading, and social studies teachers in the lower poverty schools than higher poverty schools. This trend was reversed for mathematics teachers with more effective teachers teaching at higher poverty campuses.

Administrative Response

The district continues to use the information from the ASPIRE Award program evaluation and the ASPIRE Award survey to recommend changes and improvements to the ASPIRE Award model.



TBG

Attachment

cc: Superintendent's Direct Reports
Chief Schools Officers
School Support Officers
School Office Directors
Audrey Gomez

HOUSTON INDEPENDENT SCHOOL DISTRICT



RESEARCH

Educational Program Report

ASPIRE AWARD PROGRAM EVALUATION
2011 - 2012



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RESEARCH



2011 – 2012 ASPIRE Award Program Evaluation 2013 – 2014

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ASPIRE Award

Program Evaluation, 2011–2012

Executive Summary

Program Description

In January 2007, the Houston Independent School District (HISD) inaugurated the Teacher Performance-pay Model, 2005–2006, becoming the first school district in the nation to implement a performance-pay system of this magnitude based on individual teacher effectiveness. The experience gained in the first year and consultations with national experts and teachers provided the impetus for recommending the improvement and enhancement of the model, which became the “Recognize” component of the district’s comprehensive school-improvement and performance management model, “Accelerating Student Progress: Increasing Results and Expectations” (ASPIRE). The ASPIRE Award has been successfully paid out annually every January since 2008. With recommendations from the district’s ASPIRE Awards Program Advisory Committee, revisions were made to the model for the 2011–2012 school year, which was paid out on January 23, 2013.

The purpose of the HISD ASPIRE Award Model, which was adopted by the Board of Education on September 13, 2007 (original model was adopted on January 12, 2006), was to reward teachers for their efforts in improving the academic growth of their students. ASPIRE Award employs a value-added methodology that provides teachers with the information that they need to facilitate and measure student progress at the student, classroom, and campus levels.

The ASPIRE Award is dedicated to achieving the following goals:

- Encourage cooperation in Professional Learning Communities;
- Be aligned with the district’s other school-improvement initiatives;
- Use value-added data based on a national expert’s methodology to reward teachers reliably and consistently for student progress; and
- Include core teachers at all grade levels, early childhood through grade 12.

The ASPIRE Award is based on the same five assumptions and principles as the original Teacher Performance-Pay Model. These include:

- Performance pay drives academic performance;
- Good teaching occurs in all schools;
- Teamwork is valuable;
- Performance pay does not replace a competitive base salary; and
- Performance pay systems are dynamic and evolve over time.

Given these goals and principles, the ASPIRE Award involves three different strands of academic performance: Strand I–Value-added Campus Progress (Campus-Level Growth); Strand II–Value-added Core Teacher Progress (individual teacher or department growth); and Strand III–Campus Improvement and Achievement based on based on the Stanford and Aprenda reading and mathematics performance (percent of all students at/above 50th national percentile rank, across all grades) for middle and elementary schools and Advanced Placement (AP)/International Baccalaureate (IB) participation and performance for high schools as well as the four-year longitudinal dropout rate. Under the model, every HISD teacher has the opportunity to participate in at least two strands of the ASPIRE Awards (Strands I and III).

The purpose of the evaluation was to assess the effectiveness of the 2011–2012 ASPIRE Award program in relation to the stated goals and the impact on the participants after seven years of implementing

a performance-pay program. The logic model diagramming the inputs, activities, outputs, and outcomes is illustrated in **Appendix A, p. 52**. The program evaluation is required as a part of federal and state grant funding requirements. To accomplish this, the following research questions were addressed:

1. How many participants received an award, and how much money was awarded district-wide for the 2011–2012 ASPIRE Award? How does this compare over the past seven years?
2. Were there any common characteristics among the instructional staff that received an ASPIRE Award over the past two years?
3. Has the program helped the district to recruit and retain teachers, especially effective teachers providing instruction to high-need campuses, grade levels, and/or subject areas?
4. Have there been any changes in teacher attendance since performance-pay has been implemented?
5. What were the levels of completion for the ASPIRE training courses?
6. Has the implementation process been improved as measured by the number of formal inquiries submitted?
7. Have students shown academic gains in the four core content areas based on standardized test performance for 2005–2006 through 2011–2012?
8. Based upon survey results, what were the perceptions of respondents regarding the 2011–2012 ASPIRE Award? How does this compare to previous years?
9. Based upon survey results, what was the level of effectiveness for communicating information about the ASPIRE Award?
10. Based upon survey results, what recommendations were made to incorporate changes to the ASPIRE Award?
11. How are highly effective teachers based on value-added analysis by subject distributed in schools across the district based on school poverty?

Highlights

- When comparing the total payout from the 2005–2006 Teacher Performance-Pay Model to the 2006–2007 newly designed ASPIRE Award, the payout increased from \$17,007,023.31 to \$24,653,724.71 in 2006–2007.
- Over the past six years, the total payout increased from \$24,653,724.71 for the newly designed 2006–2007 ASPIRE Award to \$42,467,370.00 for 2009–2010 ASPIRE Award, but decreased to \$17,669,259.42 in 2011–2012, and the number of staff receiving an award decreased from 13,157 in 2006–2007 or 77.6 percent of eligible staff to 7,217 in 2011–2012 or 58.5 percent of eligible staff.
- From 2006–2007 to 2009–2010, there was an overall increase in the percentage of eligible core foundation teachers (Categories A–E) that received an ASPIRE Award by 10.1 percentage points; however, the percentage declined to 65.9 percent in 2011–2012. From 2010–2011 to 2011–2012, there was a decrease in the percentage of all eligible teachers (Categories A–F) that received an ASPIRE Award by 31.0 percentage points due to award model changes.
- The average payout for core foundation teachers (Categories A–E), rounded to the nearest dollar, increased from \$2,667 in 2006–2007 to \$3,055 in 2011–2012, although this represents a decrease by \$699 from 2010–2011. This is reflective of a decrease in the maximum payout from \$10,300 to \$9,000 for core teachers. Similarly, the average payout for all teachers (Categories A–F) increased from \$2,421 in 2007–2008 to \$2,755 in 2011–2012, reflecting a decrease from the previous year by \$576.

- Of the 1,083 core foundation teachers (Categories A and B) receiving a recruitment incentive and/or stipend for whom individual award data were available, 555 employees, or 51.2 percent received both a Strand 2a or 2b teacher progress award, reflecting highly effective teachers, as well as a recruitment bonus. Out of 1,753 core foundation teachers with individual data (Categories A and B) who did not receive a recruitment bonus, 882 employees, or 50.3 percent, received a Strand 2a or 2b award, but no recruitment bonus.
- Classroom retention rates for teachers were 90.9 percent in 2008–2009 and 81.7 percent in 2011–2012 cohorts, reflecting a decrease of 9.2 percentage points from peak retention in two years. During the 2010–2011 school year, budgetary cuts were responsible for the loss of teaching and other campus-based positions, which affected this number.
- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 (before performance-pay) to 98.5 percent in 2009–2010 (performance pay year 5), but declined to 95.7 percent 2010–2011 (performance-pay year 6) and then increased slightly to 96.3 percent. This decline may be attributed to the elimination of the attendance bonus in 2010–2011. The attendance rates are based on the year of program implementation, while payout occurs during January of the following year.
- Teachers who received performance pay had slightly higher attendance rates than the district average. This is likely influenced by the minimum attendance requirement implemented for eligibility when the attendance bonus was discontinued.

Administrative Response

The district continues to use the information from the ASPIRE Award program evaluation and the ASPIRE Award survey to recommend changes and improvements to the ASPIRE Award model.

Introduction

The Houston Independent School District (HISD) had a system of performance pay based on objective indicators since 1997–1998. Initially, performance pay was only offered to the Superintendent of Schools; however, in 2000–2001, it expanded to include teachers. These early performance pay models were based on accountability ratings and overall campus performance and did not take into account demographic considerations. Moreover, the performance pay ranged from \$450 to \$1,000 per teacher. Since performance pay was awarded based on campus performance, individual teacher performance was not taken into account. There was a move to focus on student performance results, particularly growth in student learning. In January 2006, the Houston Independent School District Board of Education approved a teacher performance-pay program designed to reward teachers based on both school performance and individual teacher performance that would include all teachers and make the awards more financially meaningful.

2011–2012 ASPIRE Award Model

The 2011–2012 ASPIRE Award involves three different strands of academic performance:

- Strand I–Value-added Campus Progress (Campus-Level Growth)
- Strand II–Value-added Core Teacher Progress (individual teacher or department growth); and,
- Strand III–Campus Improvement and Achievement based on the Stanford and Aprenda reading and mathematics performance (percent of all students at/above 50th national percentile rank, across all grades) for middle and elementary schools and Advanced Placement (AP)/International Baccalaureate (IB) participation and performance for high schools as well as the four-year longitudinal dropout rate.

Under the model, every HISD teacher has the opportunity to participate in at least two strands of the ASPIRE Awards (Strands I and III).

New Eligibility, Categorization, and Payout Requirements for 2011–2012:

- All core foundation teachers of students in grades 3–8 must link students to be considered as a core foundation teacher. Teachers who have not linked students will be placed in Category F.
- Core foundation teachers of students in grade 9 in courses with an End-of-Course (EOC) Exam are required to provide student-teacher linkage.
- Employees who were on a Growth Plan, Prescriptive Plan of Assistance (PPA), or Intervention Plan based on results of appraisal or staff review process determined by multiple measures including observations, walkthroughs, student performance, etc. at any time during the 2011–2012 school year and whose performance goals were not met are not eligible to receive an ASPIRE Award payment.
- Core foundation teachers in grades 3–8 whose cumulative gain indices are less than or equal to -2.00 across all core foundation subjects they teach will not be considered for any award in Strands I and III.

Model and Award Changes for 2011–2012:

- Strand I: Awards Composite Cumulative Gain Index (CGI) in top quintile (20%)
- Strand IIAB: Awards cumulative Teacher Gain Index (TGI) > 1.0
- Strand IIC: Awards top 30% of campuses based on department-level cumulative gain index
- Strand IID: Awards based on campus-level 2nd grade Comparative Growth; awards top 25%
- Strand IIE: Awards top 25% based on department-level cumulative gain index.

- Strand IIJK: Awards top 30% based on department-level cumulative gain index.
- Decrease in maximum payout for core teachers from \$10,300 to \$9,000.

Methods

Data Collection and Analysis

- Quantitative and qualitative data were collected from a variety of sources, including program documentation, teacher value-added data, teacher recruitment and retention data, ASPIRE survey data, ASPIRE Learn survey results, ASPIRE Award payout files, professional development data files, and student performance data files. Basic descriptive statistics were employed to analyze the data. **Appendix B**, pp.53–56 summarizes the methods used in detail.
- The eligibility requirements, methods of analysis for the teachers and campus-based staff, special analysis for teachers, methods of analysis for the deans, assistant principals, and principals, and model amendments are outlined in the following appendices, respectively: **Appendix C**, pp. 57–61; **Appendix D**, pp. 62–74; **Appendix E**, pp. 75–81; and **Appendix F**, pp. 82–86.

Survey Participants

- Over the past six years, the response rate increased from 11.4 percent for the December 2007 administration to a peak of 50.8 for the 2009, then declined to 18.9 percent for the March 2013 administration (**Table 1**, p. 34).
- If survey participants were employed by HISD during the 2010–2011 and/or 2011–2012 school year, they were asked to indicate their eligibility status and categorization, for which 2,911 of the 3,411 in 2010–2011 and 2,968 of the 3,603 respondents in 2011–2012 indicated their eligibility status and ASPIRE Award categorization (see **Table 2**, p. 34).

Data Limitations

- For a detailed description of the limitations in the following: renorming of Stanford 10 achievement test, changes in the structure of the ASPIRE Award survey, teacher attendance, teacher recruitment and teacher retention, see Appendix B, p. 56.

Results

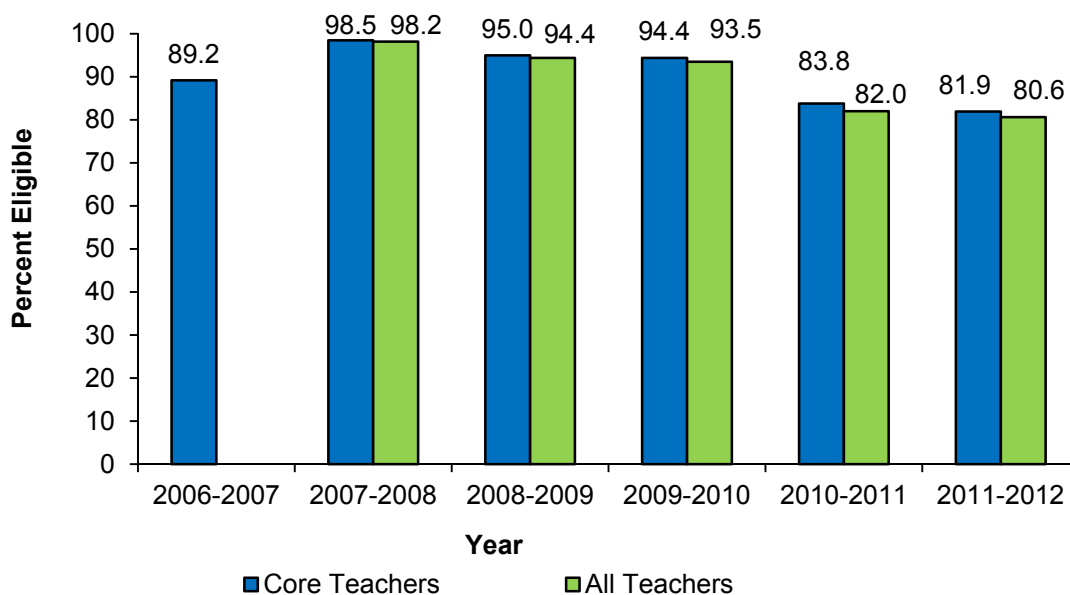
How many participants received an award, and how much money was awarded districtwide for the 2011–2012 ASPIRE Award? How does this compare over the past seven years?

- When comparing the total payout from the 2005–2006 Teacher Performance-Pay Model to the 2006–2007 newly designed ASPIRE Award, the payout increased from \$17,007,023.31 to \$24,653,724.71 in 2006–2007.
- Over the past six years, the total payout decreased from \$24,653,724.71 to \$17,669,259.42 for the 2011–2012 ASPIRE Award. The number of staff receiving an award decreased from 13,157 in 2006–2007, or 77.6 percent of eligible staff, to 7,217 in 2011–2012, or 58.5 percent of eligible staff (**Tables 3–11**, pp. 34–40).
- **Figures 1–5** below provide a summary of the percent of core (Categories A–E) and all teachers (Categories A–F) that were eligible for the ASPIRE Award program and the percent that were paid an ASPIRE Award, as well as the average payout for core and all teachers and the number of

teachers paid an award over a six-year period (see pp. 62–63 for description of employee categories for award purposes).

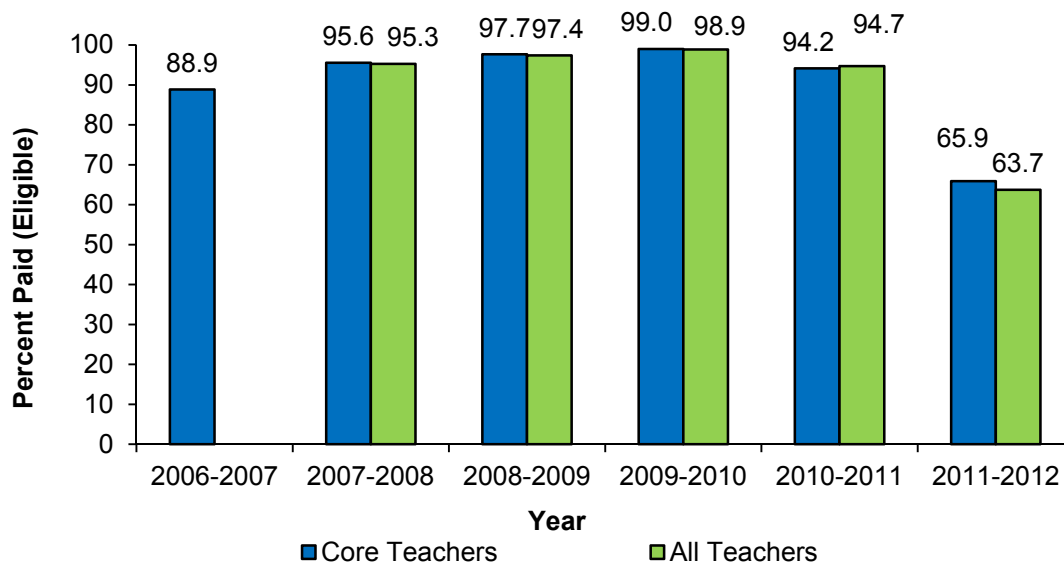
- When comparing the percentage of core teachers that were eligible to participate in ASPIRE Awards from 2006–2007 to 2007–2008, there was an increase of 9.3 percentage points, from 89.2 percent in 2006–2007 to 98.5 percent in 2007–2008, followed by a decline of 16.6 percentage points to 2011–2012 (**Figure 1**).
- A similar decline in the percent of all teachers (Categories A–F) that were eligible for the ASPIRE Award is shown in Figure 1. In 2007–2008, 98.2 percent of all teachers were eligible for the ASPIRE Award program, and this decreased by 17.6 percentage points to 80.6 percent in 2011–2012. As previously explained, policy changes impacted the increases and decreases observed through time. In part, the increase in eligible employees in 2007–2008 reflects an elimination of the requirement that the employee return to the district in a salaried position as of the payout date. The decrease in the number of eligible employees from 2007–2008 to 2008–2009 largely reflects the implementation of the attendance rule where an employee was required to be in attendance for at least 90 percent of the school year in order to be considered as eligible for the ASPIRE Award. **For 2010–2011, employees could no longer miss more than ten days to be eligible, and employees who were on a growth plan or prescriptive plan of assistance were also not eligible to receive an award.**

Figure 1. Percent of core teachers (Categories A–E) and all teachers (Categories A–F) that were eligible to receive an ASPIRE Award, 2006–2007 to 2011–2012



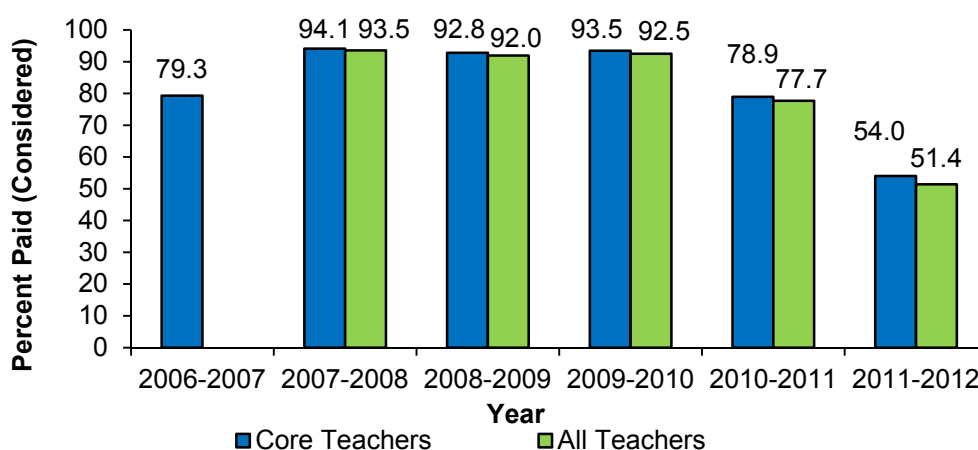
- **Figure 2** (p. 7) summarizes the percent of eligible core teachers and all teachers that were paid an ASPIRE Award for 2006–2007 to 2011–2012. There was an increase in the percentage of core teachers that received an ASPIRE Award from 2006–2007 to 2009–2010 by 10.1 percentage points, but a decline of 33.1 percentage points from 2009–2010 to 2011–2012. When comparing all teachers, there was an increase in the percentage of all teachers that were paid by 3.6 percentage points from 2007–2008 to 2009–2010; however, there was a decline of 35.2 percentage points for 2011–2012. Again this was due to changes in the award model to make it more rigorous.

Figure 2. Percent of eligible core teachers (Categories A–E) and all teachers (Categories A–F) that were paid an ASPIRE Award for 2006–2007 to 2011–2012



- Figure 3** summarizes the percent of all considered core teachers and all teachers from 2006–2007 to 2011–2012. "Considered" refers to employees who were in a position included in the award model at some point during the year, but may or may not have met the program requirements for eligibility. There was an increase in the percentage of core teachers that received an ASPIRE Award from 2006–2007 to 2009–2010 by 14.2 percentage points, but a decline of 39.5 percentage points for 2011–2012. There was an overall decrease in the percentage of all teachers that were paid by 42.1 percentage points when comparing 2007–2008 to 2011–2012.

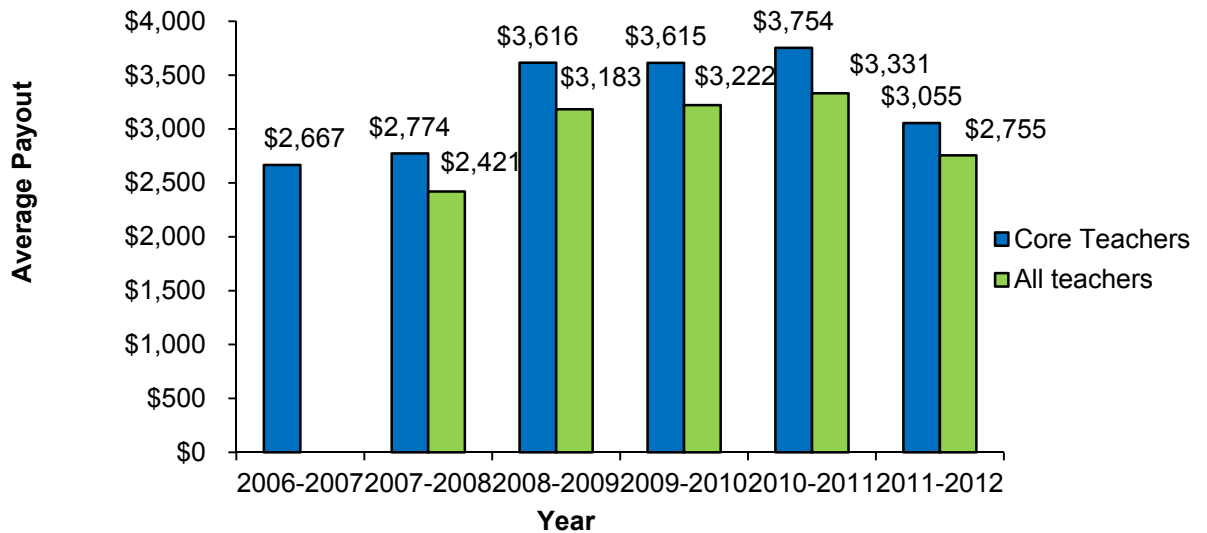
Figure 3. Percent of all considered core teachers (Categories A–E) and all teachers (Categories A–F) that were paid an ASPIRE Award for 2006–2007 to 2011–2012



- Figure 4** summarizes the average payout rounded to the nearest dollar for core teachers and all teachers from 2006–2007 to 2011–2012. For core teachers, the average payout increased by \$1,087 from \$2,667 in 2006–2007 to \$3,754 in 2010–2011, but decreased by \$699 to \$3,055 in

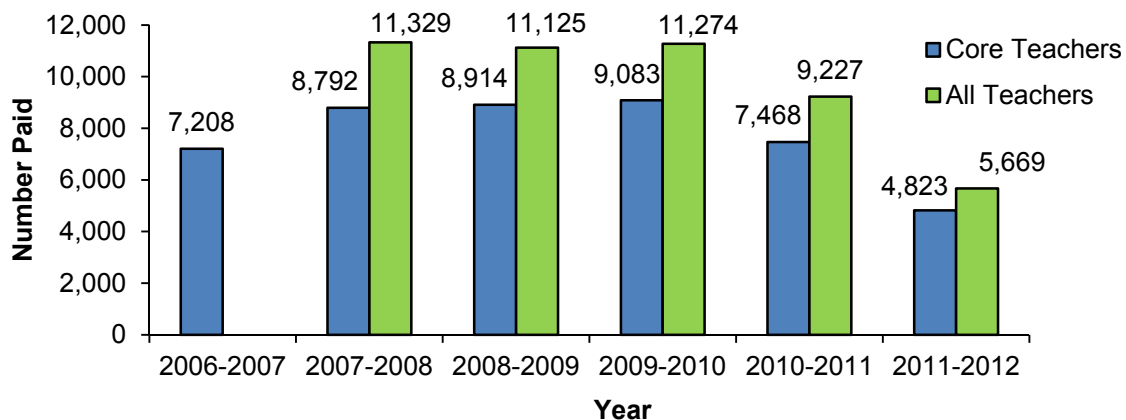
2011–2012. Similarly, there was an increase in the average payout for all teachers by \$910 from 2007–2008 to 2010–2011, with a decrease of \$576 for 2011–2012. This is reflective of a decrease in the maximum payout from \$10,300 in 2010–2011 to \$9,000 in 2011–2012.

Figure 4. Average payout for core teachers (Categories A–E) and all teachers (Categories A–F), 2006–2007 to 2011–2012



- **Figure 5** summarizes the number of core teachers (Categories A–E) and all teachers (Categories A–F) that received an ASPIRE Award from 2006–2007 to 2011–2012. For core teachers, the number of teachers receiving an award increased from 7,208 in 2006–2007 to 9,083 in 2009–2010, but declined by 4,260 teachers for 2011–2012. For all teachers, there was a decrease of 204 teachers when comparing 2007–2008 to 2008–2009, followed by an increase of 149 teachers from 2008–2009 to 2009–2010, which was followed by a decrease of 2,047 teachers in 2010–2011, which further declined by 3,558 in 2011–2012.

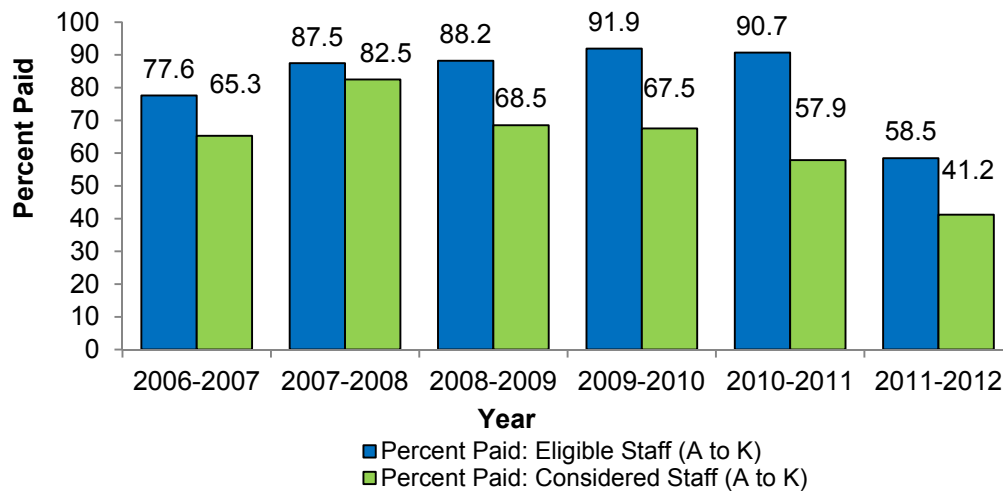
Figure 5. Number of core teachers (Categories A–E) and all teachers (Categories A–F) paid an ASPIRE Award, 2006–2007 to 2011–2012



- **Figure 6** (p. 9) summarizes the percent of eligible employees (Categories A–K) and all considered employees (Categories A–K) that received an ASPIRE Award from 2006–2007 to 2011–2012. For eligible staff, the percent of teachers receiving an award increased from 77.6 percent in 2006–2007

to 91.9 percent in 2009–2010, but declined to 58.5 percent for 2011–2012. For all considered employees, there was an increase in award recipients from 65.3 percent in 2006–2007 to 82.5 percent in 2007–2008, followed by a decrease to 41.2 percent in 2011–2012. This is reflective of the changes in both eligibility and award model criterion.

Figure 6. Percent of Eligible Staff (Categories A–K) and All Considered Staff (Categories A–K) paid an ASPIRE Award, 2006–2007 to 2011–2012



Were there any common characteristics among the instructional staff that received an ASPIRE Award over the past two years?

- Over the past two years, award recipients typically were female, and held a bachelor's degree, at the same proportion as they reflect in the district population (**Table 12**, p. 41).
- For 2011–2012, disparities exist when looking at ethnicity, highest degree held, and years of experience (beginning teachers) for 2011–2012. The proportion of Hispanic and White teachers who received an award was 6.7 percentage points and 2.5 percentage points higher compared to the district population, respectively. Whereas, the percentage of African American teachers receiving an award was 9.6 percentage points lower than the district population.
- For 2010–2011, the demographic characteristics generally appear to be unrelated to the likelihood of receiving an award, including degree held or years of teaching experience.
- For 2010–2011, 35.6 percent of teachers with fewer than 6 years of experience received awards, while 42.5 percent of teachers with 11 or more years of experience received awards (Table 12, p. 41). In 2011–2012, 32.2 percent of teachers with fewer than six years of experience received awards, while 45.2 percent of teachers with 11 or more years of experience received awards.

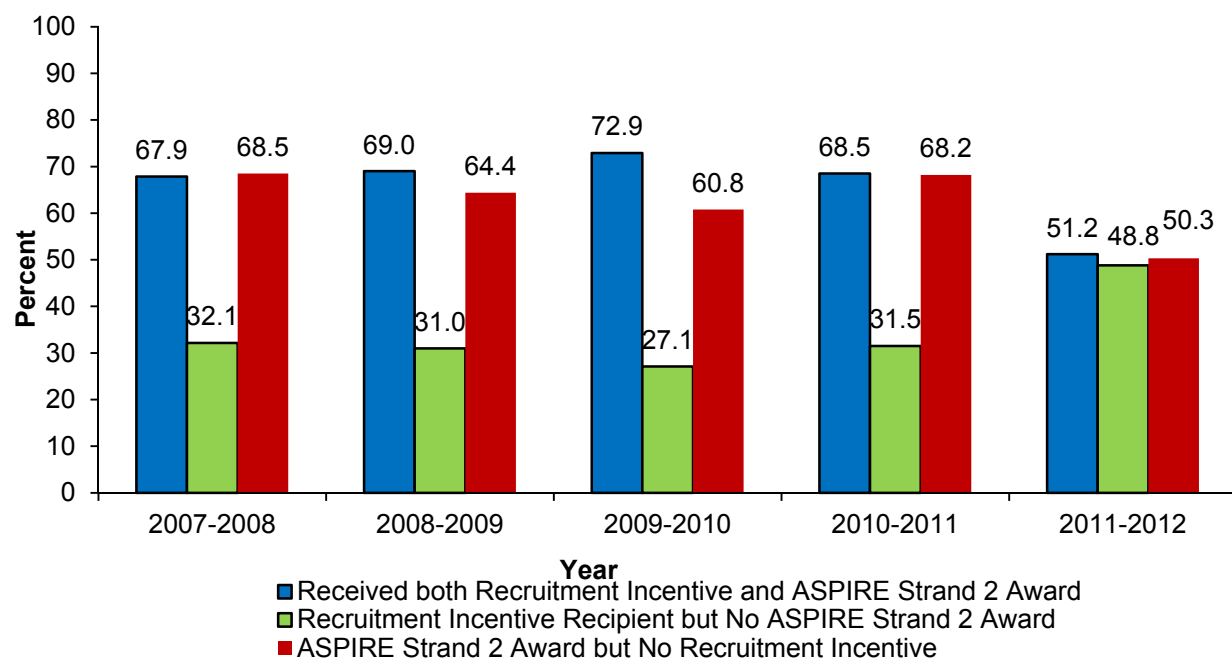
Has the program helped the district to recruit and retain teachers, especially effective teachers providing instruction to high-need campuses, grade levels, and/or subject areas?

- Of the 1,083 core foundation teachers receiving a recruitment incentive and/or stipend (critical shortage stipend, bilingual stipend, or English as a second language stipend) for whom individual award data were available (Categories A and B), 555 employees, or 51.2 percent, received both a Strand 2ab teacher progress award, reflecting highly effective teachers, as well as a recruitment

bonus. Out of 1,753 core foundation teachers with individual data (Categories A and B) who did not receive a recruitment bonus, 882 employees, or 50.3 percent, received a Strand 2ab award, but no recruitment bonus. However, not all of the teachers may have been eligible to receive a recruitment/retention bonus (**Figure 7** and **Table 13**, p. 42).

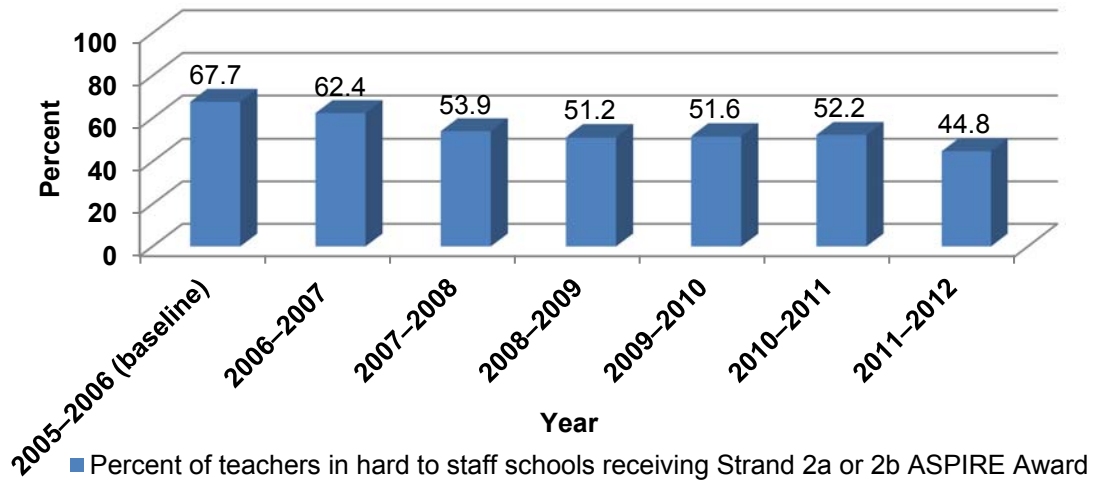
- The percentage of employees receiving a recruitment incentive and/or stipend as well as a Strand 2ab teacher progress award has increased from 67.9 percent in 2007–2008 to 72.9 percent in 2009–2010, followed by a decline of 21.7 percentage points in 2011–2012 (Figure 7). Changes over time may be attributed to factors other than the ASPIRE award such as implementing more refined recruitment and retention strategies.
- Over the past five years, the percent of core teachers receiving a recruitment incentive and/or stipend but not a Strand 2 teacher progress award overall has increased from 32.1 percent in 2007–2008 to 48.8 percent in 2011–2012 (Figure 7).
- Over the past five years, the percent of core teachers receiving an ASPIRE Strand 2 Award, reflecting a highly effective teacher, but no recruitment incentive has fluctuated over time decreasing from 68.5 percent in 2007–2008 to 60.8 percent in 2009–2010, and then increasing to 68.2 percent in 2010–2011 followed by a decrease to 50.3 percent in 2011–2012 (Figure 7). This may suggest that recruitment and retention strategies need to be examined more closely.

Figure 7. Percent of core teachers with individual data (Categories A and B) receiving recruitment incentives and Strand 2ab ASPIRE Awards recipient status, 2007–2008 to 2011–2012



- The percentage of teachers in hard to staff schools receiving bonuses related to classroom level performance declined by 22.9 percentage points from 67.7 percent for the 2005–2006 cohort to 44.8 percent for the 2011–2012 cohort (**Figure 8**, p. 11).

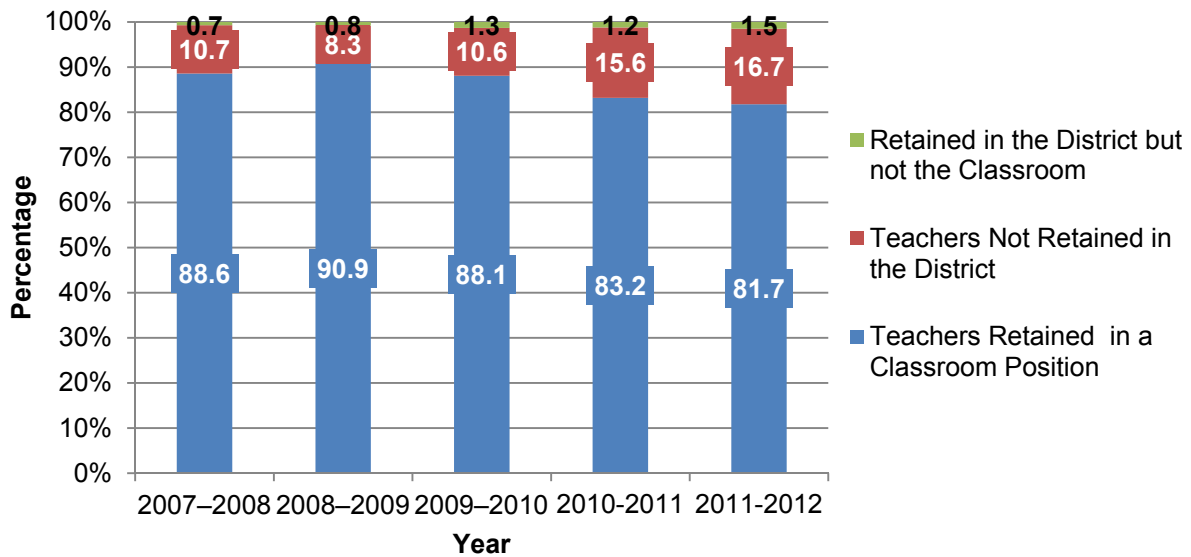
Figure 8. Percent of teachers in hard-to-staff schools earning a Strand 2 Award



Note: Eligible core teacher and earned Teacher Performance-Pay based on their own data or a Strand 2a or 2b ASPIRE Award in schools that missed AYP or were TEA-rated “Unacceptable” in the previous year.

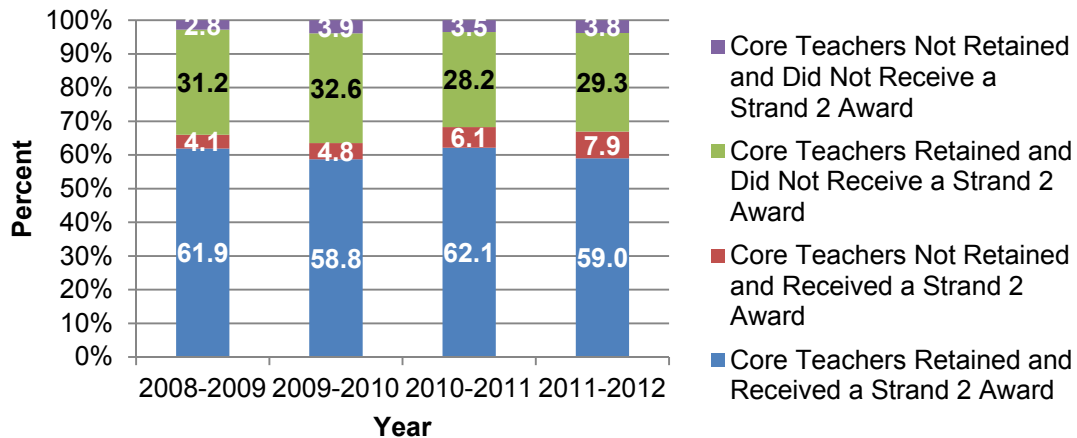
- Classroom retention rates for teachers were 88.6 percent in 2007–2008, rose to 90.9 percent in 2008–2009, and then declined to 81.7 percent in 2011–2012 (**Table 14**, p. 42, and **Figure 9**).

Figure 9. Classroom Retention, 2007–2008 to 2011–2012



- The percentage of core teachers that were retained in the classroom and received a Strand 2a or 2b award for teacher progress increased overall from 61.9 percent in 2008–2009 to 62.1 percent in 2010–2011 and then declined to 59.0 percent in 2011–2012. These percentages reflect the lack of retention of a higher quality workforce (**Figure 10** and **Table 15**, p. 42).

Figure 10. Eligible Core Teachers and Strand 2 Award Recipient Status, 2008–2009 to 2011–2012

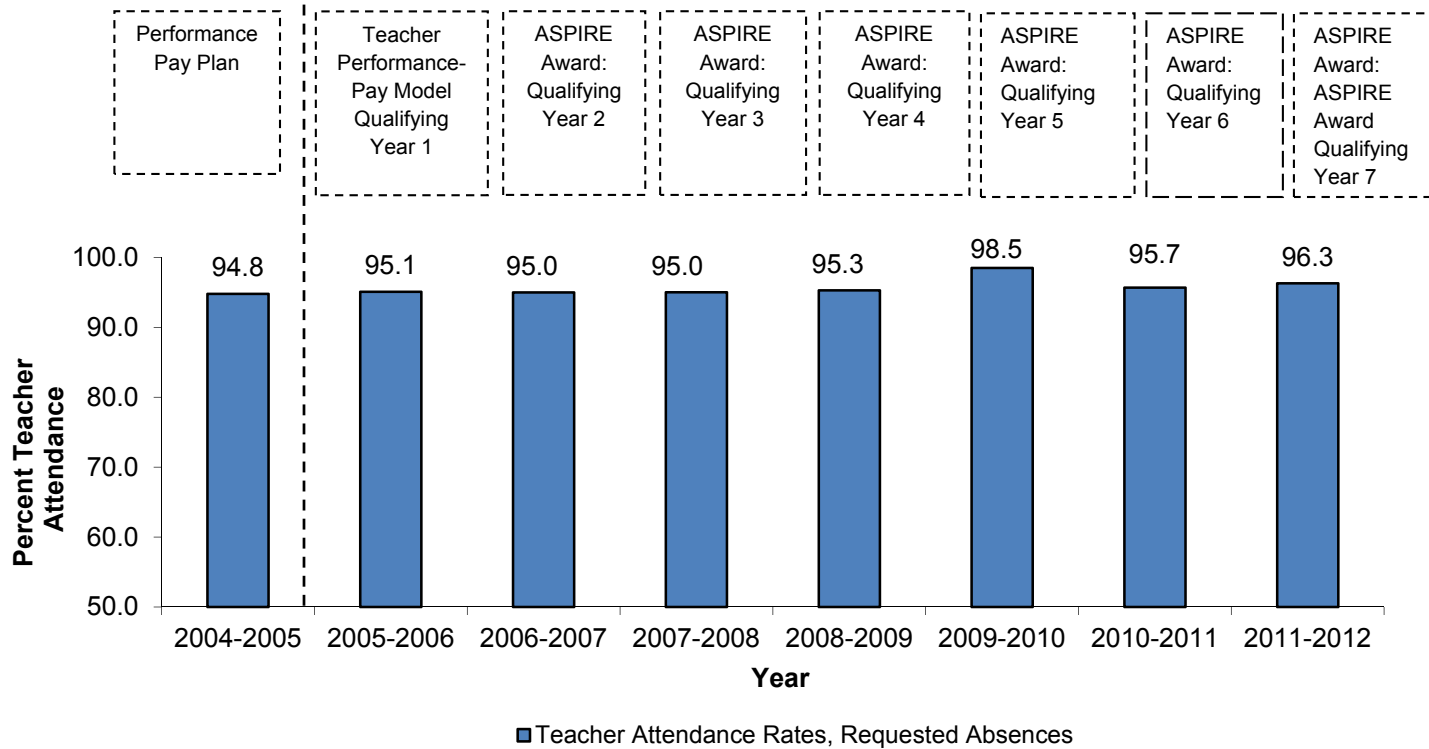


- For core teachers that were retained in the classroom and did not receive a Strand 2a or 2b award, there was an increase from 31.2 percent in 2008–2009 to 32.6 percent in 2009–2010, followed by a decline to 29.3 percent in 2011–2012 (**Figure 10** and **Table 15**, p.42).
- For core teachers that were not retained in the classroom and received an ASPIRE award based on teacher progress, there was an increase overall from 4.1 percent in 2008–2009 to 7.9 percent in 2011–2012 (**Figure 10** and **Table 15**, p. 42).

Have there been any changes in teacher attendance since performance-pay has been implemented?

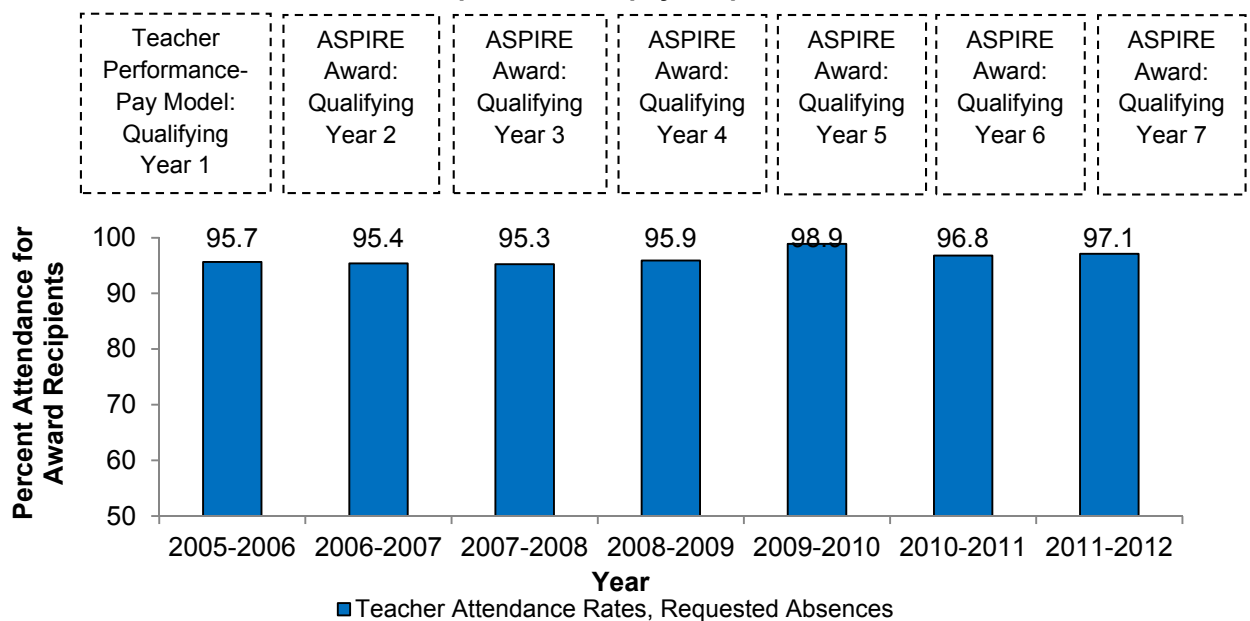
- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 (before performance-pay) to 98.5 percent in 2009–2010 (performance-pay year 5), but declined to 95.7 percent in 2010–2011, and an increase in 2011–2012 to 96.3 percent (**Figure 11**, p. 13). This decline may be attributed to the elimination of the attendance bonus in 2010–2011. The attendance rates are based on the year of program implementation, while payout occurs in January of the following year.

Figure 11. Teacher attendance rates, 2004–2005 (Baseline) to 2011–2012 (Year 7)



- Attendance rates for performance-pay recipients slightly exceeded overall district attendance rates from 2005–2006 to 2011–2012, with the largest difference visible in 2010–2011 of 1.1 percentage points (**Figure 12**).

Figure 12. Teacher attendance rates for performance-pay recipients, 2005–2006 to 2011–2012



What were the levels of completion for the ASPIRE training courses? How effective were the training opportunities?

- The focus on training during the 2011–2012 school year was the Teacher Development and Appraisal System. The student performance component included value-added training and comparative growth. **Table 16A** (p. 43) summarizes the twelve courses that were completed by 10,039 teachers, principals, assistant principals, and deans.
- **Table 16B** (p. 43) shows the number and percentage of teachers, principals, assistant principals, and deans that completed training on student performance measures. Eighty-six percent of teachers, 96 percent of assistant principals and deans, and 97 percent of principals completed this training.

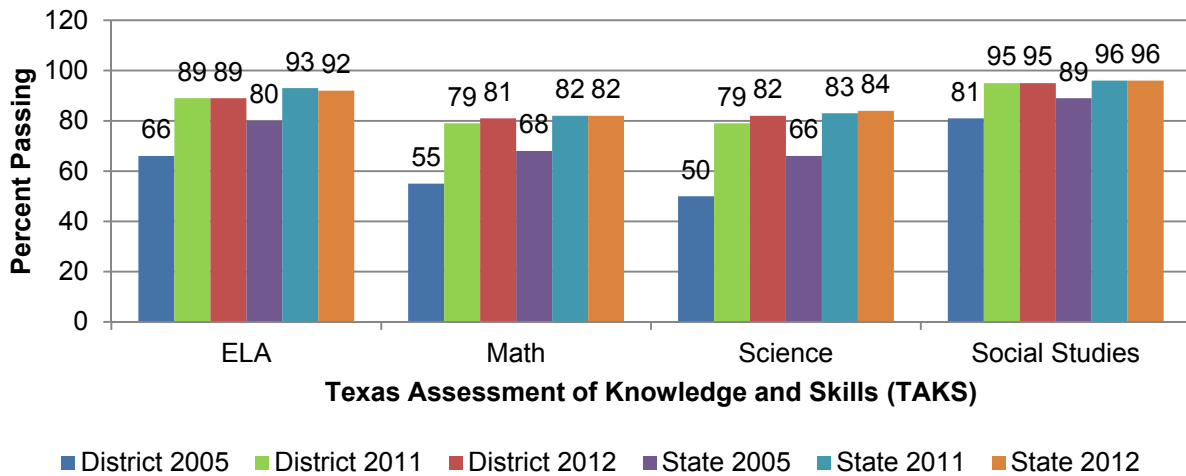
Has the implementation process been improved as measured by the number of formal inquiries submitted?

- There was a decrease in the number of formal inquiries submitted since the implementation of the ASPIRE Award program from 1,048 in 2006–2007 to 455 in 2009–2010, followed by an increase to 856 for 2010–2011, and then a decline to 515 for 2011–2012. For 2011–2012, 69 percent were resolved without changes in award amount (**Table 17**, p.43).

Have students shown academic gains in the four core content areas based on standardized test performance for 2005–2006 through 2011–2012?

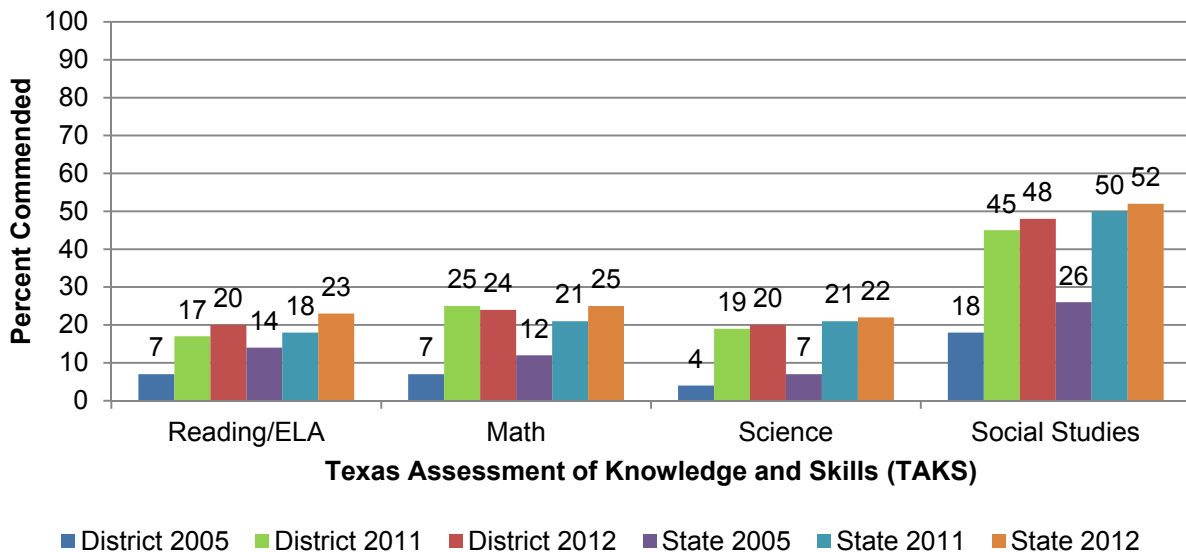
- Districtwide student performance on the Stanford 10 showed increases in the NCE scores from 2010 and 2012 in four of the five core content areas across grade levels. NCE increases were evident for 3 out of 8 grades in reading, 7 out of 8 grades in mathematics, 3 out of 8 grades in language, 7 out of 8 grades tested in environment/science, and 2 out of 6 grades tested in social science (**Table 18**, p. 44).
- From 2005 to 2012, districtwide student performance on the Aprenda 3 showed increases in all subject areas for grades 1, 2 and 4. Science increased for 4 out of 8 grades, and social science increased for 3 out of 6 grades tested when comparing student performance in 2005 to 2012. (**Tables 19–20**, p. 44).
- On the TAKS test for grades 10 and 11, the percent passing increased for ELA, mathematics, science, and social studies when comparing test results from 2005 to 2012 by grade, ranging from 8 to 34 percentage points (**Tables 21–22**, p. 45).
- On TAKS test for grades 10 and 11, the percent passing increased for all grade levels combined from 2005 to 2012 by 23 points for ELA, 26 points for mathematics, 32 points for science, and 14 points for social studies (**Figure 14**, p. 15).
- On the TAKS test for grades 10 and 11, the percent commended increased for all subtests and grade levels when comparing test results from 2005 to 2012, with grade level increases ranging from 10 to 41 percentage points (**Tables 23–24**, p. 45).
- Although the state outperformed the district when looking at the percent passing for all grade levels in 2005 and 2012 for all subjects, the district showed greater gains than the state, thus narrowing the gap between district and state performance (Figure 14).

Figure 14. Percent Passing TAKS, Grades 10 and 11, HISD and the State, 2005, 2011, and 2012



- On the TAKS test for grades 10 and 11, the percent commended increased for all grade levels combined from 2005 to 2012 by 13 points for reading/ELA, 17 points for mathematics, 16 points for science, and 30 points for social studies (**Figure 15**).
- Figure 15 summarizes the percent commended on the TAKS for grades 10 and 11. The district showed improvement in closing the gap with the state by having greater gains in each subject in the percent commended for 2005 and 2012.

Figure 15. Percent Commended on TAKS, Grades 10 and 11, HISD and the State, 2005, 2011, and 2012

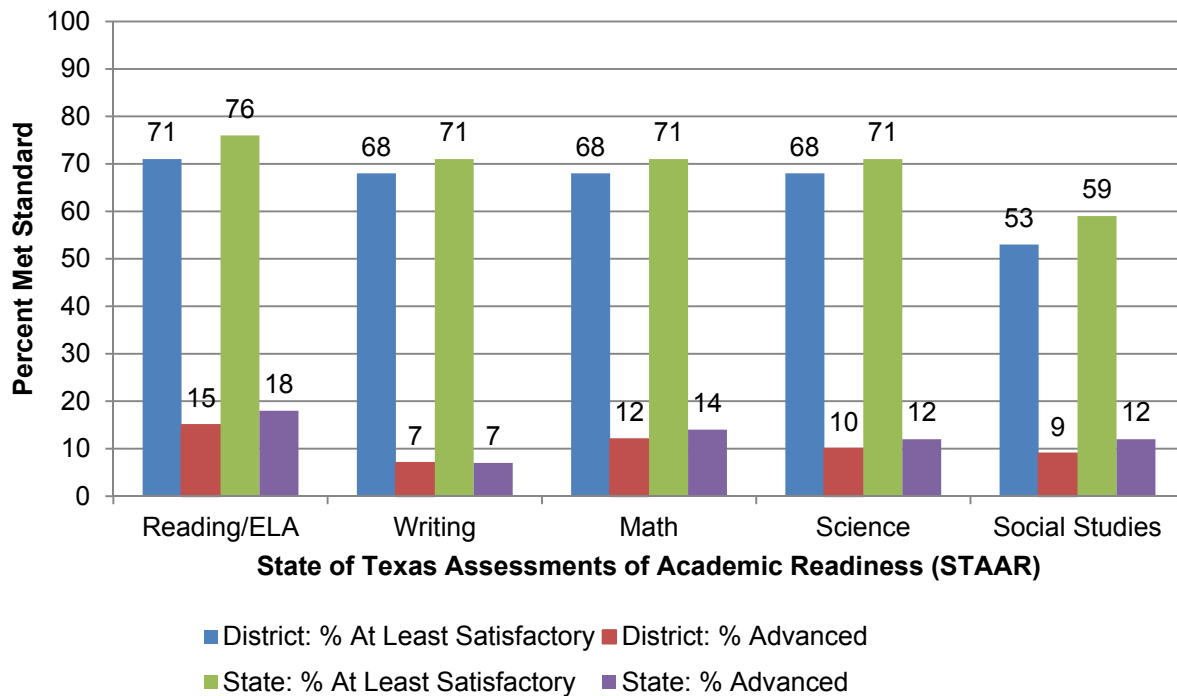


- Figure 16 (p. 16)** shows the percent of district and state students who met the initial phase-in standard for Level II (Satisfactory) by subject for spring 2012. This figure includes the results from STAAR combined English and Spanish test versions. The highest percentage of HISD students

met the phase-in standard for Level II in Reading/ELA (71 percent), while the lowest percentage of students was in social studies (53 percent).

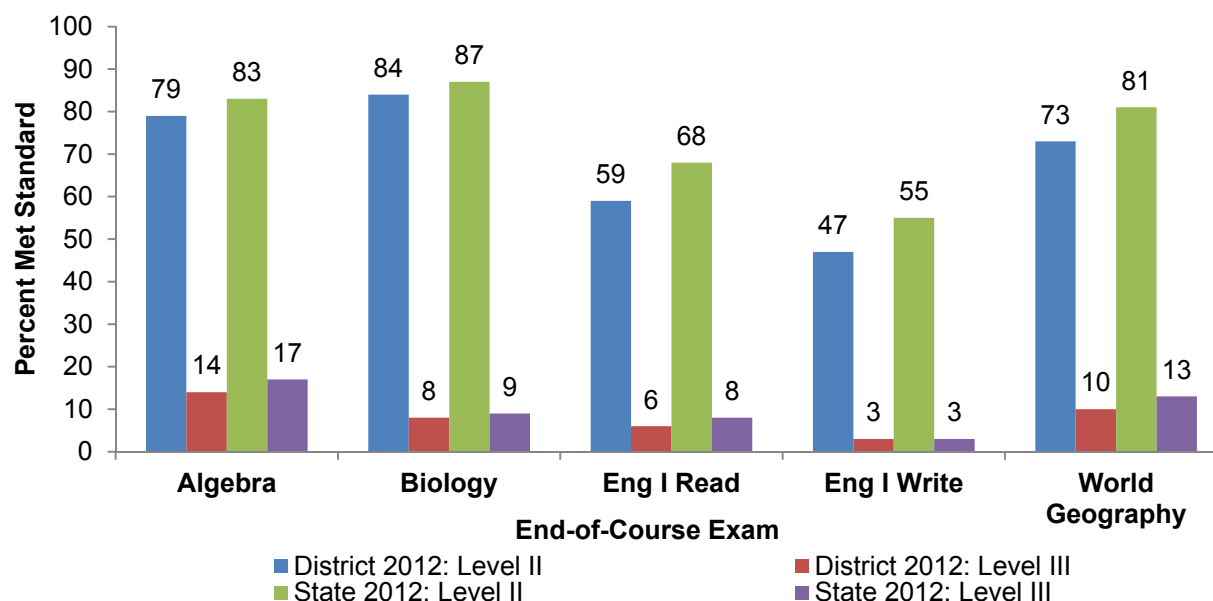
- For 2012, the state outperformed the district in the percent of students that met the initial phase-in for standard Level II and Advanced with the exception of Writing, where both the district and the state had 7 percent of the students meeting the advanced standard.

Figure 16. HISD and State Combined English and Spanish STAAR % Level II Satisfactory Phase-In Standards and Advanced Level for Grades 3–8, Spring 2012



- **Figure 17** (p. 17), shows the percent of district and state students in the percent of students that met the initial phase-in for standard Level II and Advanced for ninth grade students taking the STAAR End-of-Course Exams. The state outperformed the district in the percentage of students that met the initial phase-in for standard Level II and Advanced with the exception of English I Writing, where both the district and the state had 3 percent of the students meeting the Advanced standard.

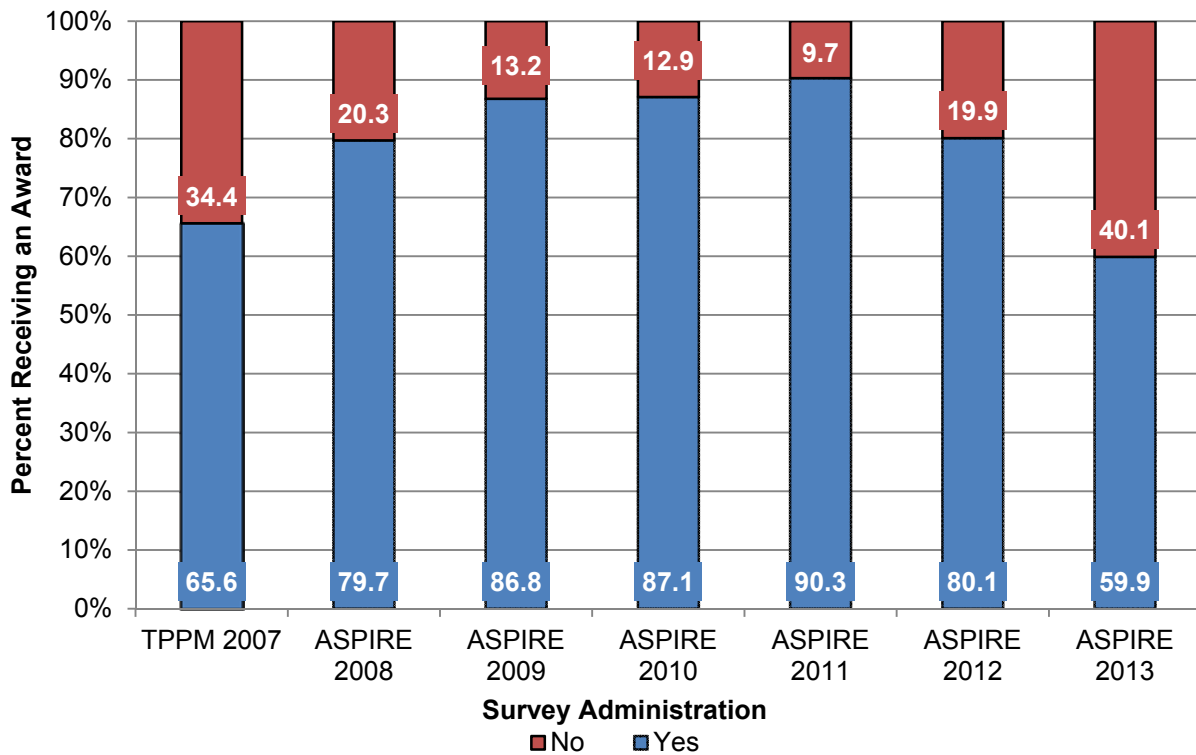
Figure 17. HISD and State Comparison of Ninth Grade STAAR End-of-Course Exams, 2012



Based upon survey results, what were the perceptions of respondents regarding the 2011–2012 ASPIRE Award? How does this compare to previous years?

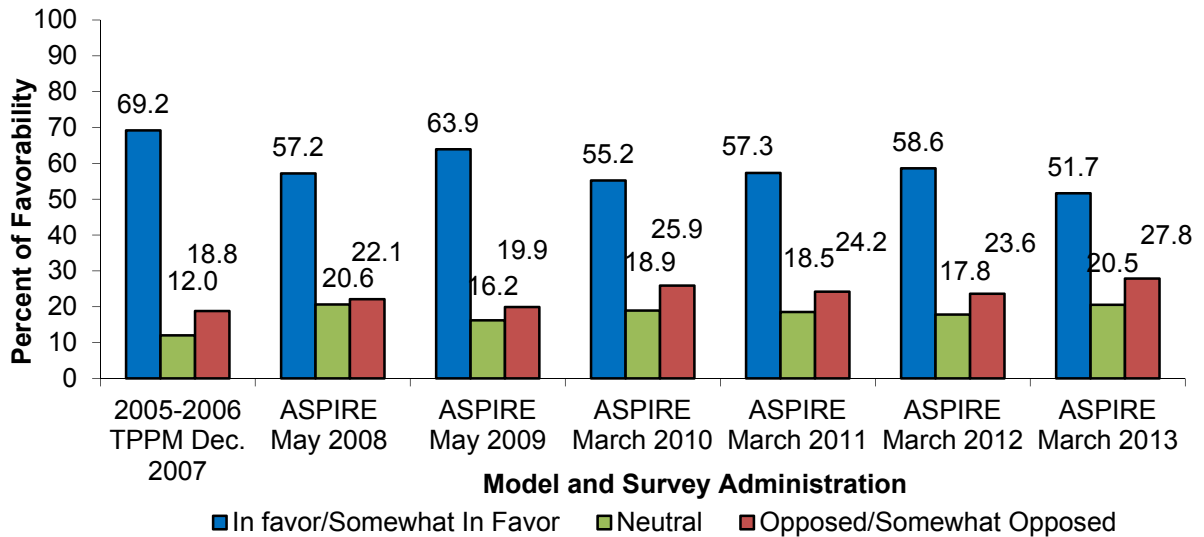
- Survey invitations were sent to a total of 19,072 Houston Independent School District campus-based employees on February 19, 2013 with 3,603 participants who responded to the survey (18.9 percent) (Table 1, p. 34). See Data Limitations, p. 56.
- Table 2 (p. 34) shows that the composition of respondents by type of employee (e.g. core, teacher with data or operational support staff) was similar from 2011 to 2012.
- Of the 1,851 December 2007 survey respondents, 65.6 percent indicated that they received an award for the previous school year. The percentage continued to increase through the March 2011 survey, where 90.3 percent of respondents received an award. However, there was a decline to 59.9 percent for 2013 (**Figure 18**). This may likely be due to changes in the award model that resulted in fluctuating number of recipients through these years.
- Figure 19 summarizes the percent of survey respondents that reported receiving an award by program year. The majority of employees and respondents received an ASPIRE award.

Figure 18. Percent of Survey Respondents Receiving an ASPIRE Award, 2007 to 2012



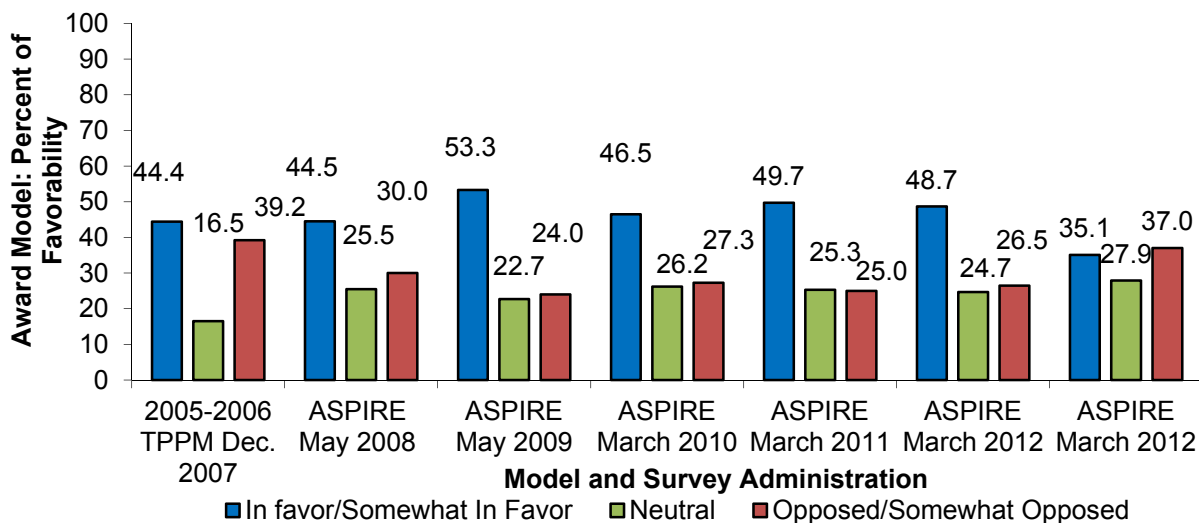
- When comparing survey results over the last seven years, there was an overall decrease in the percent of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay from 69.2 percent in December 2007 to 51.7 percent in March 2013 (**Figure 19**, p. 19).

Figure 19. Percent of Respondents Indicating Favorability Toward the Concept of Performance Pay Over that Year



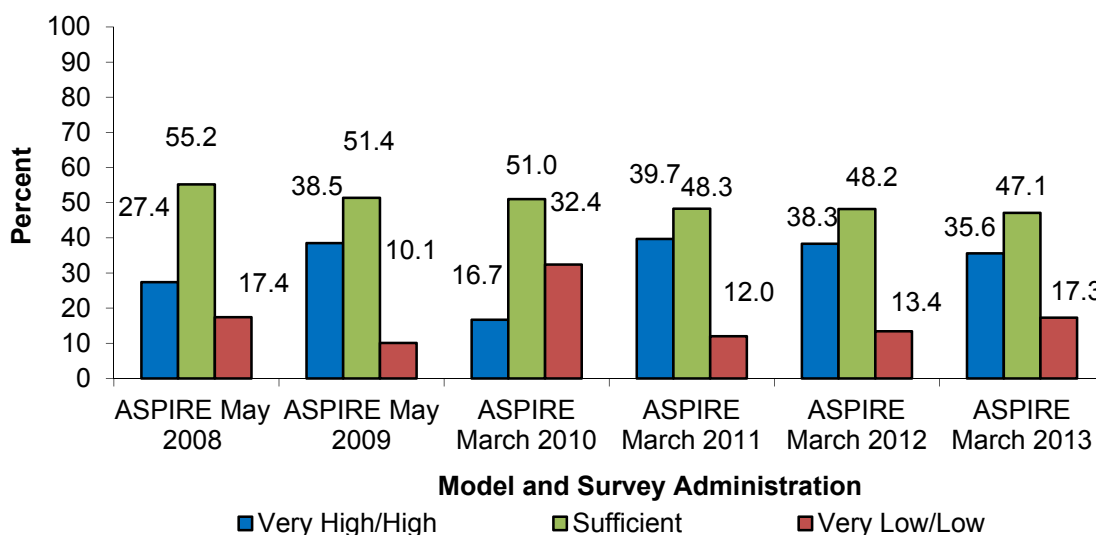
- When comparing the percentage of respondents that indicated they were in favor or somewhat in favor toward the 2005–2006 Teacher-Performance Pay Model and to the specific ASPIRE Award Program for that year, it was first reported at 44.4 percent (December 2007 survey administration), reached a peak of 53.3 percent in 2009, and was most recently reported at 35.1 percent (March 2013 survey administration) (**Figure 20**).
- When comparing survey results after each payout, the percentage of respondents that indicated they were somewhat opposed or opposed to the 2005–2006 Teacher Performance-Pay Model and to the ASPIRE Award program for that year decreased on the whole by 2 percentage points over a seven-year period to 37.0 percent in March 2013 (Figure 20).

Figure 20. Percent of Survey Respondents' Favorability Toward the Performance-Pay Model Paid Out that Year



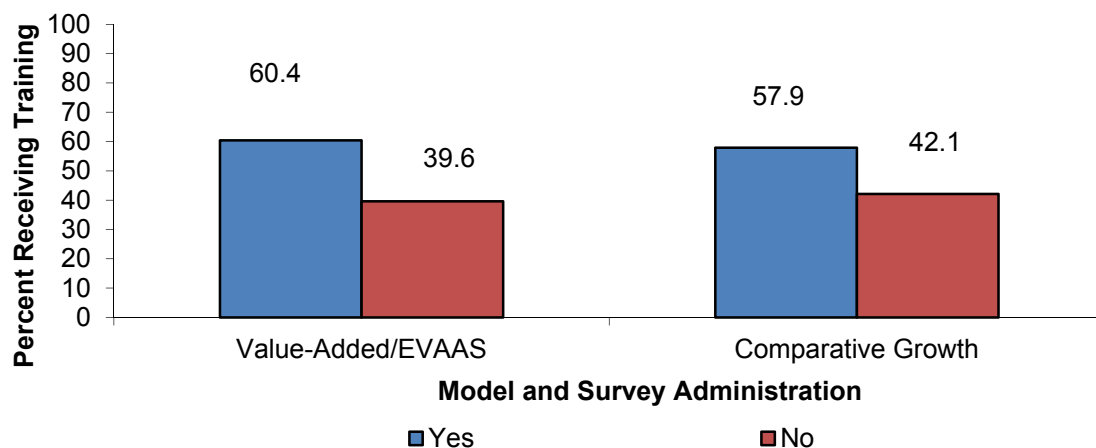
- Baseline data were collected on support for the concept of differentiated pay during the May 2009 administration. Approximately 56 percent of respondents indicated they were *in favor* or *somewhat in favor* of differentiated pay in 2009. This decreased to 48.3 percent in March 2010, but over the next two years, increased to 53.0 percent in March 2012, but then declined to 47.2 percent in 2013.
- When comparing ASPIRE May 2008 to March 2013 survey results, there was a net increase in the percentage of respondents that indicated their level of understanding of the ASPIRE Award program was *high* or *very high* by 8.2 percentage points (**Figure 21**).

Figure 21. Percent of Survey Respondents' Level of Understanding of the Performance-Pay Model Paid Out that Year



- **Figure 22** provides a summary of the respondents that indicated they received training in student growth measurement during the 2011–2012 school year. The majority of respondents indicated they received training in Value-Added/EVAAS and/or Comparative Growth.

Figure 22. Percent of Survey Respondents Receiving Training, 2011–2012



- On the May 2008 ASPIRE Award survey, there were seven items that were designed to determine the level of understanding for different training components related to the ASPIRE Award. **Table 25** (p. 46) depicts the comparison of the baseline data collected in May 2008 with data collected in March 2013.
- The percentage of respondents indicating a *high/very high* level of understanding increased overall for five of the seven components. However, 2013 had roughly half the number of respondents as 2008 (Table 25, p. 46), so the most recent respondents may not be as representative of overall opinion.
- Based on survey data collected in 2008 and 2013, the training component for which the largest percentage of respondents indicated a *very high* or *high* level of understanding centered on *my understanding of the difference between academic achievement and academic progress* (44.5 percent and 44.7 percent, respectively) (Table 25, p. 46), but this was still less than half.
- On the 2010 (all items regarding award amounts and models were fully developed) and 2013 survey administrations, the statement for which the largest percentage of respondents indicated *strongly agree* or *agree* centered on *continuing the ASPIRE Award with modifications on an annual basis* (48.7 percent and 43.7 percent, respectively) (**Table 26**, p. 47).
- Based on March 2013 results, a majority of respondents *strongly disagreed* or *disagreed* that the *maximum award amount for my ASPIRE Award category is commensurate with my professional contribution*, 52.2 percent, compared to 28.6 percent who were *neutral* and 19.1 percent who *agreed* or *strongly agreed* (Table 26, p. 47). This was also an increase over the 2010 percent of just 44.9 and coincides with a decrease in the maximum amount across all categories of employees from 2011 to 2012.

Based upon survey results, what was the level of effectiveness for communicating information about the ASPIRE Award?

- Based on the results of the May 2009 (all items were fully developed), 70.1 percent and 69.6 percent of respondents indicated that communication was *moderately effective* or *very effective* for *knowing where to find information about my specific ASPIRE Award*, reflecting the highest percentages for effectiveness (**Table 27**, p. 48).
- For questions on both the May 2009 (most items on communication were fully developed) and March 2013 surveys, the area for which the highest percentage of respondents perceived communications to be *not effective* or *somewhat effective* focused on *knowing how to interpret and understand my specific ASPIRE Award Notice* and *Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award* (Table 27, p. 48).
- Based on the March 2013 surveys, the areas for which the highest percentage of respondents perceived communications to be *not effective* or *somewhat effective* focused on *providing clear explanations about value-added calculations* (52.7 percent) and *providing clear explanations about comparative growth calculations* (51.9 percent) (Table 27, p. 48).
- Based on the results of the March 2013 survey, 44.3 percent of respondents reported the *ASPIRE e-mail* as being *very effective*, reflecting the highest percentage for effectiveness when compared to the other four venues used to communicate information about the ASPIRE Award program. This was followed by the *ASPIRE website* (37.7 percent) (**Table 28**, p. 48).

Based upon survey results, what recommendations were made to incorporate changes to the ASPIRE Award?

- Out of a total of 3,603 respondents on the March 2013 survey, 1,654 or 45.9 percent of the respondents provided at least one response for recommending changes to future ASPIRE Awards, whereas 54.1 percent of respondents did not provide any recommendations for changing the model. Listed in descending order, the top seven emergent categories reflected 61.0 percent of the responses (**Table 29**, p. 49).
- The predominant suggestion centered on the allocation of money (18.6 percent). Some respondents indicated that STAAR teachers or teachers in tested grade levels, teachers providing instruction to low-income students and/or at-risk students, and teachers providing instruction at low-performing schools should receive more money. Alternatively, respondents indicated that elective/ancillary teachers, special education teachers, Career and Technology teachers, librarians, nurses, early childhood teachers to grade 2 teachers (ASPIRE Award Category D) should receive more money. Some respondents indicated that administrators should not receive any performance-pay money, their performance pay should be capped, or indicated that payouts for administrators were disproportionate in comparison to payouts for teachers. One respondent stated, "Limit the award to teachers only. They are the ones on the front lines having an umbrella of students, parents, and administrators to keep satisfied and their pay has historically been one of the worst in America compared to what they do every day for students, parents, and administrators..." (Table 29, p. 49).
- A total of 234 responses, or 10.5 percent, indicated that the ASPIRE Award be discontinued. One respondent cited, "I would get rid of it. The ASPIRE Award Model is causing the opposite effect of what you are hoping for-it is discouraging teachers to remain in the classrooms. There are many other factors that affect student performance that teachers have no control of, such as home environment. The district continues to implement something new every year, before we even get a chance to see what works and what does not work. The district continues to spend large amounts of money on resources and training that are very unnecessary and ineffective. The morale amongst teachers is the lowest I have seen since I started to work for this district [sic]." Another respondent stated, "Eliminate the award model and give teachers pay increases commensurate with their years of experience and dedication as well as student growth. Having a revolving TFA door every two to four years negates building a community with the school culture [sic]" (Table 29, p. 49).
- Approximately 10 percent of the responses centered on suggestions for performance measures or criteria for the model. Elective/ancillary teachers, special education teachers, early childhood through grade 2 teachers, instructional support staff (i.e. counselors, librarians, nurses) teaching assistants, teacher aids, and career and technology teachers indicated that they wanted performance measures developed that reflected their direct impact on the students or measures that showed how their job performance impacted campus performance. Other performance measures that were suggested included parent input, principal input, student input, observations of sustainable teaching strategies and best practices, basing performance on achievement not growth, and using beginning-of-the-year assessments and end-of-the-year assessments. Other suggestions included having less emphasis on standardized testing, use final products for fine arts courses, professional development hours, classroom observations, and number of preps (Table 29, p. 49).
- Six percent of responses centered on eligibility rules/categorization and reinstituting the attendance bonus. Respondents indicated that plant operators, janitors, food service, and hourly employees should be eligible for an award. With regard to eligibility rules, respondents indicated that the attendance rule should allow for more days absent or eliminate the requirement. Regarding categorization, respondents

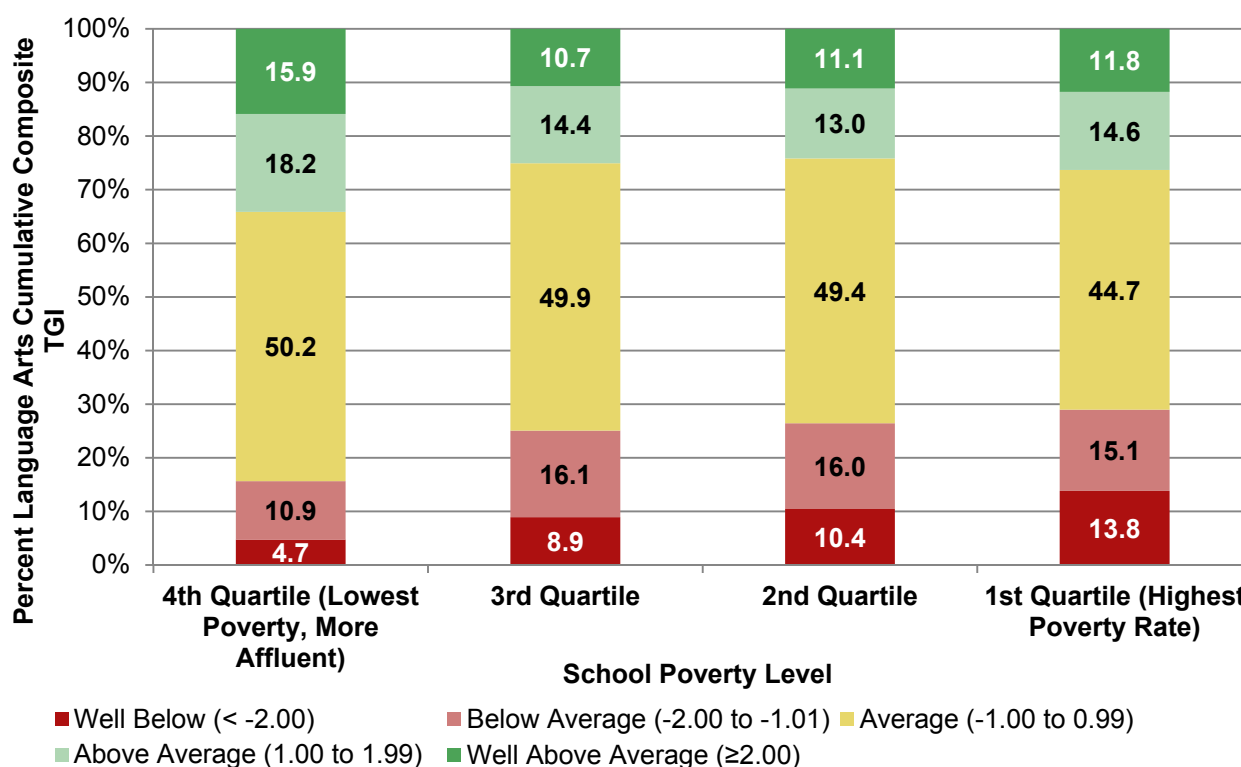
indicated they would like to be categorized based on their job duties as opposed to their job title (Table 29, p. 49).

- Approximately 6 percent of respondents identified factors impacting growth or the calculation of growth. Although a small percentage of respondents (6 percent) made statements about factors they felt impacted student growth, their statements reflect their misunderstandings and or misconceptions. For example, transitioning from Spanish to English was cited as a factor that could impact growth. For transitioning students, one respondent cited, "I would like consideration to be taken for the kids who transition from the Spanish to the English. They need time to grow and one year is not enough. The transition teacher's scores may not be as high as the regular classes, but these kids make big leaps after being in an English classroom 2 years. Like I said, one year is not going to show tremendous growth." SAS EVAAS adjusts the student scores and adjusts the teacher gain index post-analysis to ensure that no teacher is disadvantaged. Although the supporting document is available on the ASPIRE portal, this information may need to be communicated in a more effective manner. Regarding special education students, one respondent indicated the following, "Personally, I would change the way special education students are factored into a teacher's scores. There are too many variables when it comes to special education children. Some may never get past a certain level, others it may take several years. It is not fair to teachers to have all of these in the mix. We have a student who is blind and has a degenerative brain disease. She will be fortunate to live to her 20th birthday. Her memory is poor and unreliable. If she maintains, we are doing great. With her diagnosis, why should her scores count for her teacher? The playing field is in no way even or fair." The special education student described above would have taken STAAR-M or STAAR-Alt. These scores are not currently included in EVAAS calculations (Table 29, p. 49).
- Approximately five percent of the responses centered on statements that indicated their award was not commensurate with their professional contribution. Comments provided by respondents indicated the following: "There must be a way for someone that has brought their seniors to internships and industry certifications to receive the ASPIRE Award monies;" "For elementary schools, I believe the science lab teachers should be considered in another category besides ancillary. The amount of time planning with 5th grade teachers and preparing students for the Science STAAR test is much greater than that of music teachers and art teachers. I feel science lab teachers are team teaching with the 5th grade classroom teachers in the subject of science. To receive the same payout as the rest of the ancillary staff is not fair and does not motivate an educator to stay in that position." This last statement reflects another misconception. Elementary school lab teachers of core foundation courses can and should be linked to students under certain conditions. (Table 29, p. 49).
- Approximately 5 percent centered on making the model equitable, transparent, and inclusive so that all employees were treated equally, compensated equally, and/or had the opportunity to receive the same amount of award as the top dollar earners. Elective/ancillary teachers, special education teachers, early childhood through grade 2, instructional support (i.e. counselors, librarians, and literacy coach), teaching assistants, and operational support staff (i.e. registrars, computer network specialists, and attendance specialists) were not eligible to receive the same level of compensation as core teachers. They felt "de-valued" by the way the model was designed. Some respondents indicated that the differences in eligibility and compensation were divisive for campuses. Moreover, respondents indicated that student success was a team effort, but the contribution of the team was not being equally valued for all members (Table 29, p. 49).

How are highly effective teachers based on value-added analysis by subject distributed in schools across the district based on school poverty?

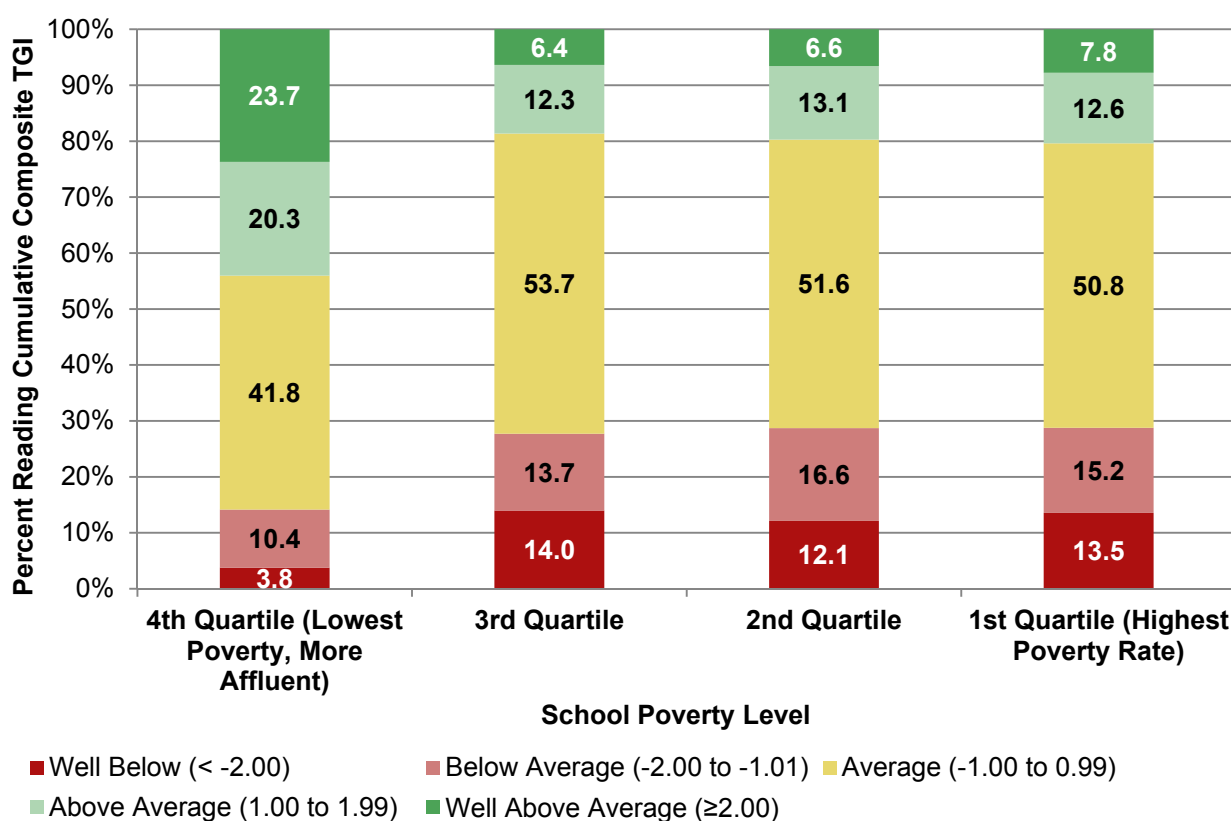
- To examine the distribution of effective teachers across the district, the cumulative composite teacher gain index (TGI) by subject was analyzed to see how highly effective teachers were distributed when examining schools with students in grades 3 through 8 and those taking end-of-course exams. Highly effective teachers earned value-added scores that were greater than or equal to 2.00, indicating the growth of their students was *Well Above Average* as compared to the average teaching experience in HISD of 2012 students. A TGI of less than -2.00 indicates *Well Below Average* as compared within HISD. **Figure 23** summarizes the cumulative composite teacher gain index for language reflecting single year results by the quartiled distribution of percent of campus poverty. For 2011–2012, there was a higher proportion of highly effective language arts teachers in lower poverty schools than in higher poverty schools (**Table 30**, p. 50).
- Conversely, there was a lower proportion of *Well Below Average* language teachers in the lower poverty schools than higher poverty schools. These results may correlate with the relationship between achievement and growth in 2012 created by Texas' implementation of a new standardized test, anticipated and discussed in the HISD 2012 EVAAS Updates (2012), as poverty and prior achievement are closely related.
- Only 4.7 percent of language arts teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 8.9 percent in the 3rd quartile of poverty, 10.4 percent in the second quartile of poverty, and 13.8 percent in the highest quartile of poverty, almost triple the percentage in the lowest poverty schools (Figure 23, Table 30, p.50).

Figure 23. Percentage of Teachers and Their Effectiveness Based on Language Arts Cumulative Composite TGI and School Poverty, 2011–2012



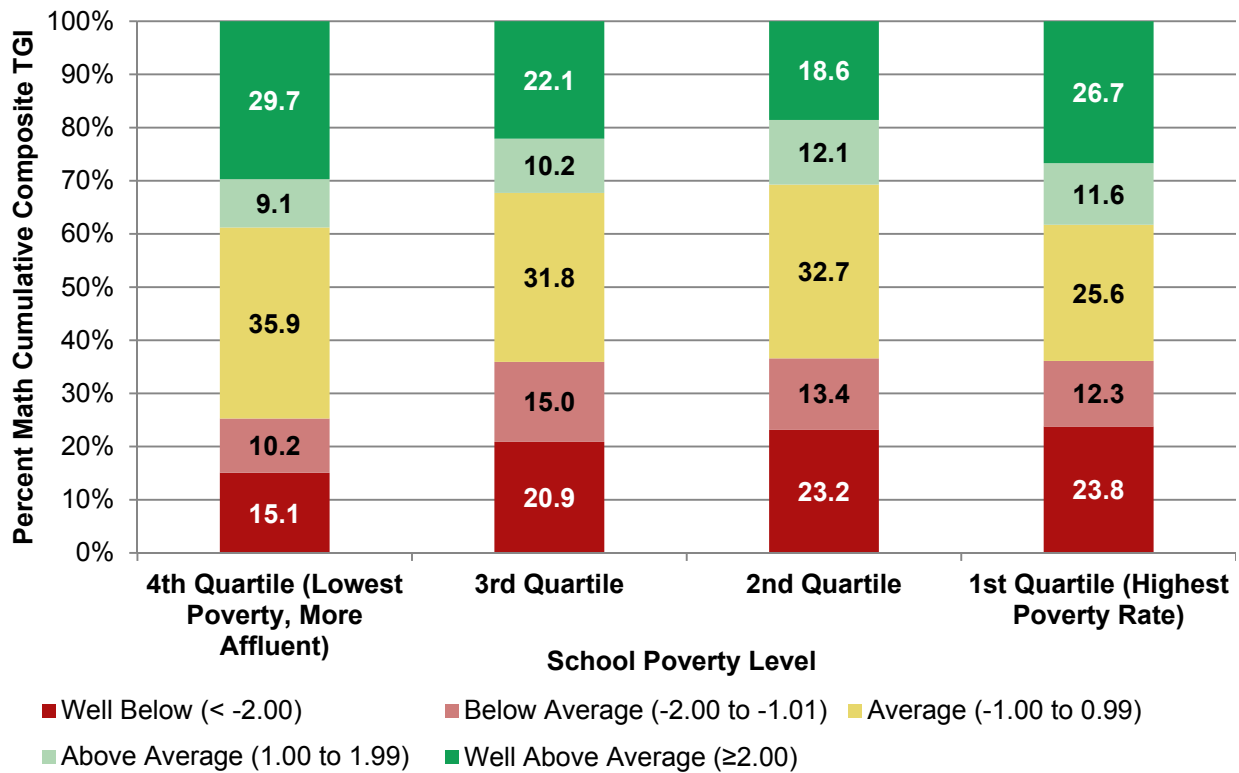
- For 2011–2012, 23.7 percent of reading teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 6.4 percent in the 3rd quartile, 6.6 percent in the second quartile of poverty, and 7.8 percent in the highest poverty schools (**Figure 24**, p. 25, **Table 31**, p. 50).
- Only 3.8 percent of reading teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 14.0 percent in the 3rd quartile of poverty, 12.1 percent in the 2nd quartile of poverty, and 13.5 percent in the highest poverty schools, and the percent of *Well Below Average* teachers in the highest poverty quartile was more than triple that of the lowest poverty quartile (Figure 24, Table 31, p. 50).

Figure 24. Percentage of Teachers and Their Effectiveness Based on Reading Cumulative Composite TGI and School Poverty, 2011–2012



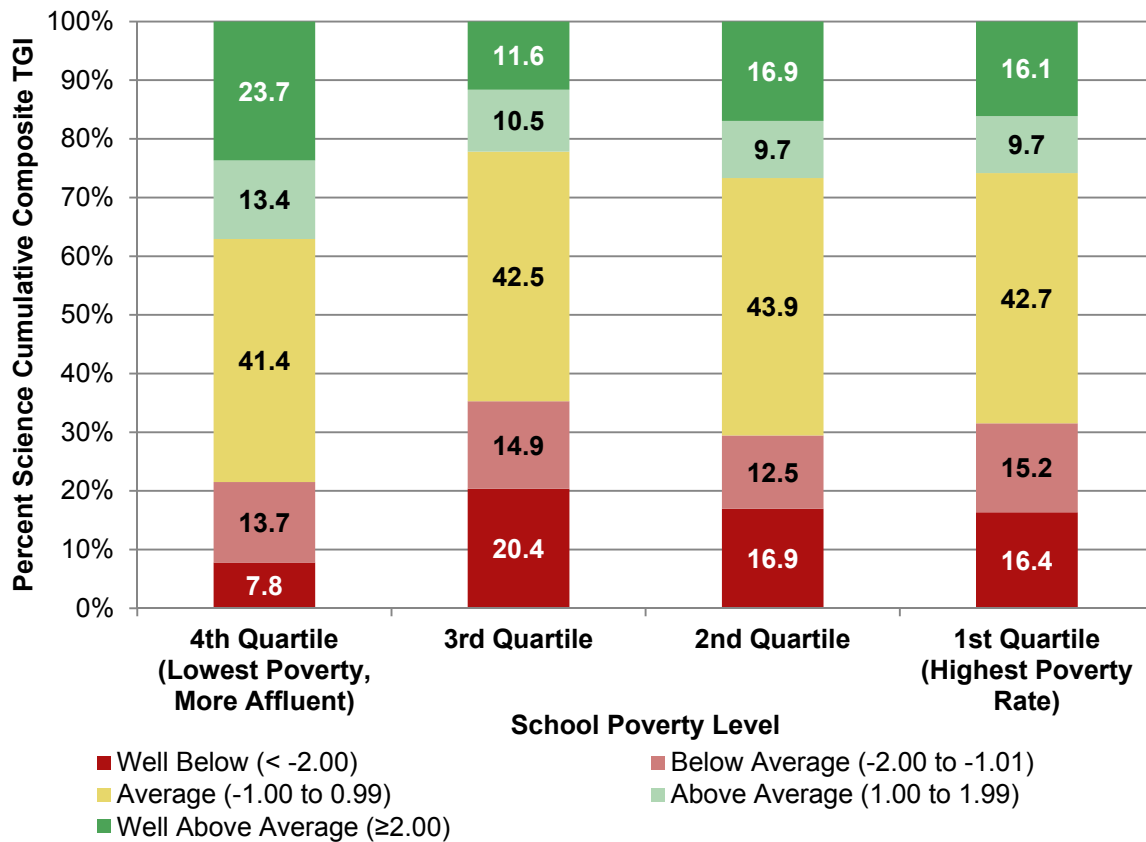
- For mathematics in 2011–2012, 29.7 percent of teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 26.7 percent in the highest poverty schools, reversing the trend seen in reading and language arts for quartiles one and four (**Figure 25**, p. 26, **Table 32**, p. 50).
- Approximately fifteen percent of mathematics teachers in the lowest poverty schools were *Well Below Average* compared to 23.8 percent in the highest poverty schools (Figure 25, p. 26, Table 32, p. 50).

Figure 25. Percentage of Teachers and Their Effectiveness Based on Mathematics Cumulative Composite TGI and School Poverty, 2011–2012



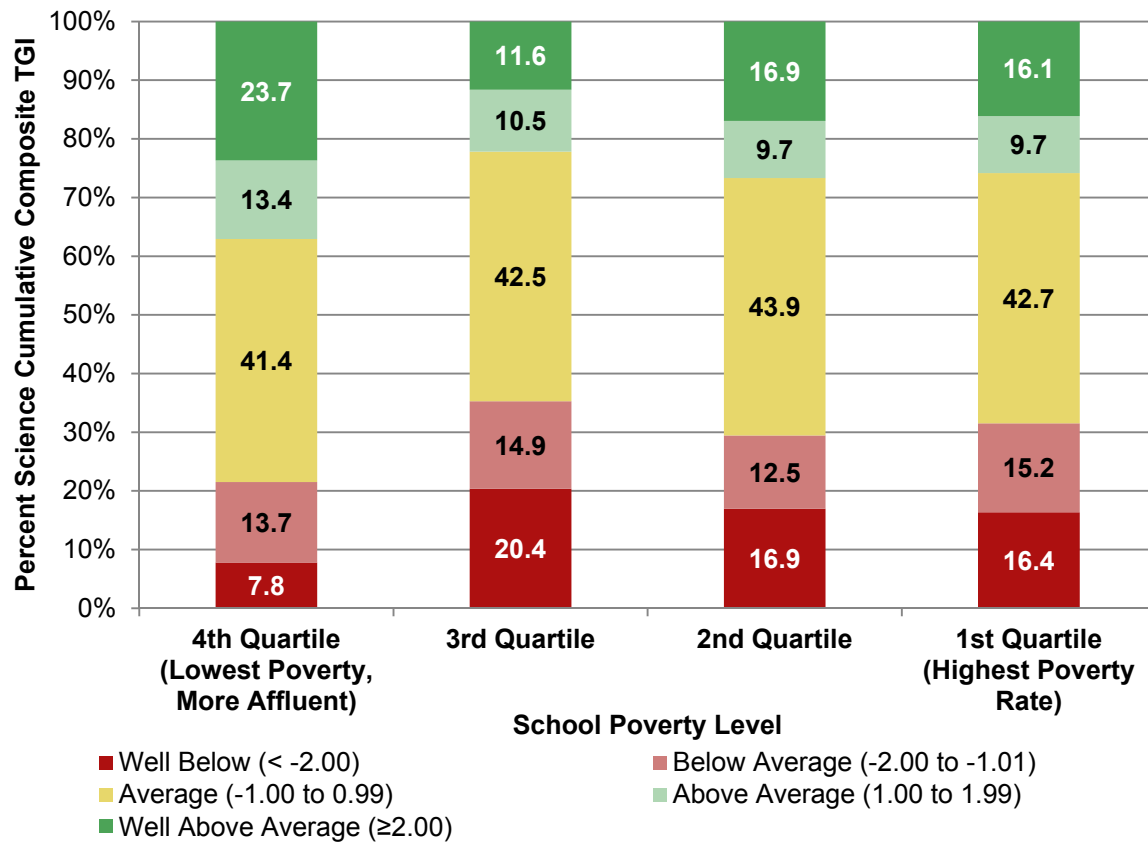
- In 2011–2012, 23.7 percent of science teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 16.1 percent in the highest poverty schools (**Figure 26**, p.27, **Table 33**, p. 51).
- Approximately 8 percent of science teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 16.4 percent in the highest poverty schools (Figure 26, p. 27, Table 33, p. 51).

Figure 26. Percentage of Teachers and Their Effectiveness Based on Science Cumulative Composite TGI and School Poverty, 2011–2012



- For social studies in 2011–2012, 30.3 percent of teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 12.7 percent in the 3rd quartile, 16.3 in the second quartile of poverty, and 11.0 percent in the highest poverty schools (**Figure 27**, p. 28, **Table 34**, p. 51).
- Approximately 8 percent of social studies teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 26.5 percent in the 3rd quartile of poverty, 16.0 percent in the 2nd quartile of poverty, and 17.0 percent in the highest poverty schools (Figure 27, p. 28, Table 34, p. 51).

Figure 27. Percentage of Teachers and Their Effectiveness Based on Social Studies Cumulative Composite TGI and School Poverty, 2011–2012



Discussion

Over the past seven years, the performance-pay evaluation results indicated that the number of eligible teachers receiving performance pay and the total amount awarded increased from 2006–2007 to 2009–2010, and then declined when comparing results from 2009–2010 to 2011–2012. This most likely reflects the district's tightening of program eligibility in order to reward only the highest performers and a decrease in the maximum payout for teachers from 2010–2011 to 2011–2012. The typical award recipient was female and held a Bachelor's degree; when comparing the award population to the district, ethnicity, highest degree held, and beginning teachers did not mirror the proportions of the district. Unlike last year, a lower percentage of African American teachers and beginning teachers received an award compared to the district. Future analysis to determine statistical significance of any differences may be necessary.

Recruitment strategies included different types of recruitment bonuses for critical shortage areas such as science or mathematics, bilingual, and ESL. In addition, stipends were paid to teachers offering instruction in the aforementioned areas. Of the 1,083 core foundation teachers that received a recruitment bonus or stipend in 2011–2012, just 555 teachers, or 51.2 percent received a teacher progress reward, reflecting a highly effective teacher. However, not all of these newly recruited teachers met the eligibility requirements to be considered for a teacher-level ASPIRE Award.

When comparing classroom retention rates over four years, there was a decrease of 6.9 percentage points from 2007–2008 to 2011–2012. Classroom retention rates for core teachers that received a teacher progress award declined over the past three years from 61.9 percent retained in 2008–2009 to 59.0 percent in 2011–2012; moreover, there was an increase in the percentage of core teachers that received a teacher progress award but were not retained from 4.1 percent in 2008–2009 to 7.9 percent in 2011–2012. This indicates a need to consider what other factors might be influencing effective teachers' decisions to stay or leave the classroom, as through the annual survey discussed below.

Attendance rates for teachers remained at approximately 95 percent from 2004–2005 to 2008–2009, increased to 98.5 percent in 2009–2010, and then declined to 96.3 percent in 2011–2012. Although attendance rates for teachers receiving an ASPIRE Award over the seven-year period were higher than the district's attendance rates, the differences did not exceed one percentage point with the exception of 2010–2011 (1.1 percentage points) and likely reflect the attendance requirement to receive an award.

Implementation of the ASPIRE Award program has improved over the past seven years because of improved communications and professional development. For the 2011–2012 school year, professional development centered on the new Teacher Appraisal and Development System, of which a component was student performance, reflecting their academic growth, for the first time. Value added and comparative growth were important topical areas. Eighty-six percent of teachers, 96 percent of assistant principals and deans, and 97 percent of principals were trained. One of the goals of the district is to build human capacity, and with the improved communication and professional development, the district is moving in a positive direction toward that goal. Prior to payout, employees received their ASPIRE Award Notice. After reviewing the information, they had the opportunity to submit a formal inquiry with regard to their award amount. When comparing the number of formal inquiries submitted in 2006–2007 to 2009–2010, there was a decline from 1,048 to 455. An increase to 856 inquiries in 2010–2011 was likely related to the attendance requirement for eligibility and was followed by a decline to 515 in 2011–2012.

With regard to student performance, data from standardized tests are characterized by mixed results in the core content areas when comparing results from 2004–2005 to 2011–2012. Regarding TAKS, increases were evident for grades 10 and 11 for percent passing and commended; Stanford results showed increases in four of the five subject areas across grade levels. Aprenda tended to show higher achievement in grades one through four in 2012 and to stay the same or worsen in grades five through eight, but the number of test takers in those grades decreased dramatically as well. This may therefore reflect a very

different population of Aprenda testers, possibly due to earlier advancement of students to Stanford in 2012 than in 2005. STAAR results show that the state outperformed the district for the percent of students scoring at the Level II Satisfactory Phase-In Standard for reading/ELA, writing, math, science, and social studies. TEA was in the process of redesigning the accountability system in 2011–2012, so that the ratings from 2010–2011 carried over into 2011–2012.

Since the inception of a performance-pay program, the district has administered a survey to gain insight regarding the level of knowledge and perceptions of Houston Independent School District (HISD) teachers and staff regarding growth-based performance pay in HISD, as well as their perceptions regarding the overall concept of performance pay. This annual survey serves as a mechanism to gather valuable feedback from program participants, although the response rate remains fairly low. External factors, such as policy decisions, roll-out of a new model, or roll-out of new model components may have influenced perceptions of growth-based performance pay since its inception.

On February 12, 2010, the Board of Education approved using value-added data as the 34th criterion to evaluate teacher effectiveness. Questions and uncertainties arose regarding the impact of this policy for teachers. When the 2008–2009 ASPIRE Award Survey was launched on February 23, 2010 amid this policy change, sufficient time had not elapsed to fully address questions or correct misconceptions. It is highly likely that the climate of concern that was evident among teachers during that time impacted their responses to the survey items. This is apparent in the decreases across the board in almost all items from 2009 to 2010. Moreover, during the spring of 2011, budgetary shortfalls at the state level may also have impacted perceptions and response rates during survey administration. Campuses were required to develop different budgetary plans, depending on the estimated shortfall in state funding, that would result in reduction in campus staff and/or programs. Although final announcements were not made until April, an environment of speculation and uncertainty developed throughout all levels of the district which may have impacted survey responses.

There have been four key areas that have shown mixed results over the past five to seven years. First, when comparing the survey response rate for December 2007 to the response rate for March 2013, there was an overall increase from 11.4 percent to 18.9 percent, but a decrease of 31.9 percentage points from just over half in May 2009. This is a low response rate, waning from the peak of interest, and caution is warranted in making any generalizations.

Another key area, support for the program, showed mixed results over the seven-year period. Although the percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance pay had decreased on the whole from 69.2 percent after the 2007 payout to 55.2 percent after the 2010 payout, this increased to 58.6 after the 2012 payout but then had decreased to 51.7 percent in March 2013. When respondents were asked about their perceptions of the award model for that year, 44.4 percent of respondents were *in favor* or *somewhat in favor* of the 2005–2006 Teacher Performance-Pay Model (December 2007) compared to 53.3 percent who were *in favor* or *somewhat in favor* of the ASPIRE Award program (May 2009), and this was most recently reported at 35.1 percent (March 2013 survey administration). Alternatively, the majority of respondents have been *neutral* or *opposed/somewhat opposed* to the ASPIRE Award program over the past four years. A related measure, support for the concept of differentiated pay, also showed mixed results, fluctuating around half the respondents.

The final key area that showed mixed results over the seven-year period centered on increasing knowledge about the ASPIRE Award program. There was not an online ASPIRE course module that was developed for the 2011–2012 school year. For the 2011–2012 school year, the focus of the training centered on the Teacher Appraisal and Development System, more specifically, the student performance component that included value-added analysis and comparative growth. High percentages of teachers (86 percent), assistant principals and deans (96 percent), and principals (97 percent) completed the trainings. There was also an increase in the percentage of respondents that indicated their level of understanding of five of the seven different components of the ASPIRE Award Educational-Improvement program was *high*

or *very high* when comparing 2008 to 2013. However, 2013 had roughly half the number of respondents as 2008.

For a performance pay system to be sustainable, the incentive has to be meaningful to all participants. Less than half of principals (39.0 percent), teaching assistants (31.5 percent), and assistant principals/deans of instruction (26.9 percent) agreed that their maximum ASPIRE Award amount recognized their efforts to increase student progress and that this award amount was commensurate with their professional contribution. Of the eleven eligibility categories, instructional support staff (12.2 percent) and elective/ancillary teachers (12.4 percent) had the lowest level of agreement with regard to their maximum award amount. The majority of respondents do not feel that the incentive is meaningful for any of the eleven categories of employees, but this may in part reflect the amount of the award they actually received, in some cases, much less than the maximum possible. The question for the 2012–2013 administration was revised in an attempt to screen out this potential influence.

When looking at the distribution of highly effective teachers based on the Cumulative Composite Teacher Gain Index (TGI) (value-added score) and school poverty, there was a higher proportion of highly effective language arts, reading, science, and social studies teachers in lower poverty schools than in higher poverty schools. Mathematics was the only subject for which a higher proportion of highly effective teachers provided instruction to students in the highest poverty quartile campuses.

The survey administered after each payout has additionally served as a vehicle for respondents to recommend changes to the current model. Feedback is particularly valued to improve the ASPIRE Award program. As one respondent stated, "I like the program. I like being rewarded for my hard work as a teacher. My students are growing at tremendous rates."

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Table 1: Seven-Year Summary of Survey Response Rates by Pay for Performance Model

Model and Year	Date of Survey Administration	Population	Sample	# of Respondents	Response Rate
2005–2006 TPPM	December 2007	16,296	-	1,851	11.4
2006–2007 ASPIRE Award	May 2008	16,504	-	6,383	38.7
2007–2008 ASPIRE Award	May 2009	16,907	8,073	4,102	50.8
2008–2009 ASPIRE Award	March 2010	19,312	-	7,284	37.7
2009–2010 ASPIRE Award	March 2011	20,048		6,083	30.3
2010–2011 ASPIRE Award	March 2012	18,747		3,411	18.4
2011–2012 ASPIRE Award	March 2013	19,072		3,603	18.9

Table 2. Number and Percent of Survey Respondents by Categorization, 2010–2011 and 2011–2012 ASPIRE Award, March 2012 and March 2013 Survey Administrations

Category	2010–2011		2011–2012	
	N	%	N	%
A. Core Foundation Teachers, Grades 3–6, Self-Contained	235	8.1	264	8.9
B. Core Foundation Teachers, Grades 3–8, Departmentalized	437	15.0	490	16.5
C. Core Foundation Teachers, Grades 9–12	276	9.5	316	10.6
D. Core Foundation Teachers, Early Childhood Through Grade 2	464	15.9	494	16.6
E. Core Special Education Teachers-No Value-Added Report	170	5.8	186	6.3
F. Elective/Ancillary Teachers	363	12.5	368	12.4
G. Instructional Support Staff	278	9.5	221	7.4
H. Teaching Assistants	203	7.0	170	5.7
I. Operational Support Staff	318	10.9	262	8.8
J. Principal	93	3.2	117	3.9
K. Assistant Principals/Deans of Instruction	74	2.5	80	2.7
Total	2,911	100.0	2,968	100.0

Table 3. Strand Totals for All Paid Campus Employees, 2005–2006 to 2008–2009

	2005–2006	2006–2007	2007–2008	2008–2009
	Award Amount	Award Amount	Award Amount	Award Amount
Strand 1 Total	\$5,651,242.87	\$5,785,445.13	\$7,110,021.99	\$9,292,437.65
Strand 2 Total	\$6,935,282.42	\$12,465,871.28	\$15,164,006.27	\$20,662,487.64
Strand 3 Total	\$2,950,820.00	\$6,137,924.34	\$9,043,512.82	\$10,135,574.25
Total Pre-Attendance	\$15,537,345.31	\$24,389,240.75	\$31,317,541.08	\$40,090,499.54
Attendance Bonus	\$189,679.00	\$264,436.00	\$264,162.38	\$363,461.91
Principal	\$1,279,999.00	-	-	\$110,732.38
Total Award	\$17,007,023.31	\$24,653,724.71	\$31,581,703.46	\$40,564,693.83

For 2005–2006, principal payout was not disaggregated by strand; the total payout is shown. For all other years, strand totals include all paid campus employees (Categories A through K).

*TIF money was paid to those meeting federal requirements of the grant.

Note: For 2006–2007, the strand amounts and attendance bonus for instructional, non-core employees do not add up to the Total amount due to adjustments of \$47.96. The Total Award amount of \$24,653,724.71 does reflect the actual payout.

Table 4: Strand Totals for all Paid Campus Employees, 2009–2010 to 2011–2012

	2009–2010	2010–2011	2011–2012
	Award Amount	Award Amount	Award Amount
Strand 1 Total	\$11,158,730.00	\$8,561,767.50	\$3,027,709.75
Strand 2 Total	\$20,704,593.47	\$18,485,521.11	\$12,165,894.17
Strand 3 Total	\$10,260,804.01	\$8,314,794.64	\$2,475,655.50
Total Pre-Attendance	\$42,124,127.48	\$35,362,083.25	\$17,669,259.42
Attendance Bonus	\$343,242.52	\$0.00	\$0.00
Date Supplement	\$0.00	\$0.00	\$0.00
Total Award	\$42,467,370.00	\$35,362,083.25	\$17,669,259.42

*TIF money was paid to those meeting federal requirements of the grant.

Table 5: 2005–2006 Teacher Performance-Pay Model (TPPM) Eligibility by Categorization

	Eligible	Eligible Employees		Paid Employees		
		Paid	Not Paid	Minimum [†]	Maximum ^a	Mean
Instructional	12,444	8,351	4,093	\$100.00	\$7,175.00	\$1,805.13
Non-instructional	4,673	1,534	3,139	\$26.00	\$500.00	\$324.73
Charter School Staff	143	88	55	\$500.00	\$4,000.00	\$1,752.84
Subtotal	17,260	9,973	7,287			
Principals	276	260	16	\$890.00	\$8,920	\$4,923.07
Total	17,536	10,233	7,303			

[†] Awards are prorated by FTE and percent of assignment at each qualifying campus.

^a The maximum award amount paid for instructional staff included the attendance bonus.

Note: Charter school data combined both instructional and non-instructional employees due to the method of collecting the data from the schools. Charter school data were better defined in subsequent years.

Table 6: 2006–2007 ASPIRE Award Eligibility by Categorization

			Eligible Employees		Paid Employees		
	Eligible	Not Eligible	Paid	Not Paid	Minimum [†]	Maximum	Mean
Instructional Core	8,111	981	7,208	903	\$75.00	\$7,865.00	\$2,666.68
Instructional, Non-core	4,388	1,072	3,548	840	\$41.25	\$2,530.00	\$977.85
Non-instructional	4,193	1,136	2,159	2,034	\$62.50	\$500.00	\$369.74
Subtotal	16,692	3,189	12,915	3,777			
Principals	259	12	242	17	\$80.00	\$11,760.00	4,812.33
Total	16,951	3,201	13,157	3,794			

[†] Awards are prorated by FTE and percent of assignment at each qualifying campus.

Table 7: 2007–2008 ASPIRE Award Eligibility by Categorization

	Eligible Employees		Paid Employees				
	Eligible	Not Eligible	Paid	Not Paid	Minimum †	Maximum	Mean
Category A	1,287	10	1,275	12	\$200.00	\$8,360.00	\$3,033.88
Category B	2,644	54	2,400	244	\$100.00	\$7,920.00	\$3,200.53
Category C	1,376	32	1,375	1	\$200.00	\$8,580.00	\$3,211.07
Category D	3,188	38	3,055	133	\$100.00	\$5,390.00	\$2,278.78
Category E	706	7	687	19	\$100.00	\$5,100.00	\$2,128.29
Category A–E Subtotal	9,201	141	8,792	409	\$100.00	\$8,580.00	\$2,773.94
Category F	2,688	82	2,537	151	\$100.00	\$2,860.00	\$1,196.11
Category A–F Subtotal	11,889	223	11,329	560	\$100.00	\$8,580.00	\$2,420.60
Category G	1,506	46	1,179	140	\$40.00	\$1,522.50	\$651.49
Category H*	1,309	92	1,048	307	\$25.00	\$935.00	\$431.62
Category I	2,885	169	1,696	1,238	\$75.00	\$500.00	\$376.59
Category J	268	4	255	12	\$200.00	\$12,400.00	\$5,102.42
Category K	371	8	337	13	\$100.00	\$6,080.00	\$2,962.63
Ineligible Category	45	545	N/A	N/A	N/A	N/A	N/A
Total	18,114	1,087	15,844	2,270			

† Awards are prorated by FTE and percent of assignment at each qualifying campus.

*Six employees were paid a total of \$25. These employees were teaching assistants from Gregory-Lincoln Elementary and Gregory-Lincoln Middle School who were awarded Strand 3B funds only. Strand 3B for this campuses was \$25 for Teaching Assistants, as these campuses were averaged with one campus rated “Recognized” (\$50) and another rated “Academically Acceptable” (\$0).

Note: The maximum award amount for instructional staff included the attendance bonus.

Table 8: 2008–2009 ASPIRE Award Eligibility by Categorization

	Eligible Employees		Paid Employees		
	Eligible	Not Eligible	Paid	Not Paid	Minimum [†] Maximum Mean
Category A	1,232	39	1,226	6	\$200.00 \$10,902.98 \$4,094.03
Category B	2,704	123	2,581	123	\$100.00 \$10,902.98 \$4,103.14
Category C	1,473	99	1,453	20	\$200.00 \$10,682.98 \$4,260.72
Category D	3,165	156	3,121	44	\$200.00 \$7,272.98 \$2,886.38
Category E	551	66	533	18	\$158.81 \$7,052.98 \$2,665.22
Category A–E Subtotal	9,125	483	8,914	211	\$100.00 \$10,902.98 \$3,615.58
Category F	2,297	192	2,211	86	\$125.00 \$3,422.98 \$1,439.13
Category A–F Subtotal	11,422	675	11,125	297	\$100.00 \$10,902.98 \$3,183.03
Category G	1,506	109	1,391	115	\$40.00 \$1,870.00 \$725.59
Category H*	1,309	215	1,085	224	\$25.00 \$1,210.00 \$464.91
Category I	2,885	332	1,480	1,405	\$150.00 \$750.00 \$569.89
Category J	268	7	264	4	\$240.00 \$15,530.00 \$6,122.46
Category K	371	5	365	6	\$200.00 \$7,765.00 \$3,232.92
Ineligible Category	45	3,775	N/A	N/A	N/A N/A N/A
Total	17,806	5,118	15,710	2,051	

[†] Awards are prorated by FTE and percent of assignment at each qualifying campus.

*Six employees were paid a total of \$25. These employees were teaching assistants from Gregory-Lincoln Elementary and Gregory-Lincoln Middle School who were awarded Strand 3B funds only. Strand 3B for this campuses was \$25 for Teaching Assistants, as these campuses were averaged with one campus rated “Recognized” (\$50) and another rated “Academically Acceptable” (\$0).

Note: The maximum award amount for instructional staff included the attendance bonus.

Table 9: 2009–2010 ASPIRE Award Eligibility by Categorization

	Eligible Employees		Paid Employees		
	Eligible	Not Eligible	Paid	Not Paid	Minimum [†] Maximum Mean
Category A	1,103	29	1,088	15	\$100.00 \$11,330.00 \$4,157.42
Category B	2,724	156	2,687	37	\$100.00 \$11,110.00 \$4,164.49
Category C	1,494	106	1,493	1	\$200.00 \$10,670.00 \$4,431.71
Category D	3,186	192	3,154	32	\$100.00 \$7,260.00 \$2,737.30
Category E	671	57	661	10	\$100.00 \$7,040.00 \$2,826.94
Category A–E Subtotal	9,178	540	9,083	95	\$100.00 \$11,330.00 \$3,614.65
Category F	2,221	251	2,191	30	\$100.00 \$3,410.00 \$1,593.99
Category A–F Subtotal	11,399	791	11,274	125	\$100.00 \$11,330.00 \$3,221.95
Category G	1,678	161	1,572	106	\$44.00 \$1,870.00 \$813.09
Category H*	1,380	250	1,235	145	\$25.00 \$1,155.00 \$544.36
Category I	2,889	481	1,829	1,060	\$150.00 \$750.00 \$563.89
Category J	268	7	266	2	\$200.00 \$15,530.00 \$6,300.54
Category K	374	15	368	6	\$100.00 \$7,765.00 \$4,036.20
Ineligible Category	12	4,792	N/A	12	N/A N/A N/A
Total	18,000	6,497	16,544	1,456	

[†] Awards are prorated by FTE and percent of assignment at each qualifying campus.

*Only one employee was paid a total award of \$25. This employee was a 0.50 FTE teaching assistant who was awarded Strand IIIB funds only. Strand IIIB for this campus was \$50 for Teaching Assistants, as this campus was rated "Recognized."

Note: The maximum award amount for instructional staff included the attendance bonus.

Table 10: 2010–2011 ASPIRE Award Eligibility by Categorization

				Eligible Employees		Paid Employees		
	Considered	Eligible	Not Eligible	Paid	Not Paid	Minimum [†]	Maximum	Mean
Category A	1,037	944	93	928	16	\$200.00	\$10,300.00	\$4,212.94
Category B	2,788	2,348	440	2,091	257	\$100.00	\$10,300.00	\$4,592.92
Category C	1,574	1,247	327	1,123	124	\$200.00	\$10,100.00	\$4,557.09
Category D	3,335	2,818	517	2,767	51	\$100.00	\$6,600.00	\$2,846.13
Category E	728	573	155	559	14	\$100.00	\$6,600.00	\$2,733.06
Category A–E Subtotal	9,462	7,930	1,532	7,468	462	\$100.00	\$10,300.00	\$3,753.89
Category F	2,415	1,809	606	1,759	50	\$100.00	\$3,100.00	\$1,536.75
Category A–F Subtotal	11,877	9,739	2,138	9,227	512	\$100.00	\$10,300.00	\$3,331.22
Category G	1,489	1,129	360	1,056	73	\$25.00	\$1,700.00	\$822.43
Category H*	1,486	951	535	752	199	\$50.00	\$1,100.00	\$581.38
Category I	2,055	1,325	730	836	489	\$183.75	\$750.00	\$556.31
Category J	274	258	16	254	4	\$240.00	\$15,530.00	\$6,555.09
Category K	381	335	46	333	2	\$100.00	\$7,765.00	\$3,571.04
Ineligible Category	3,966	0	3,966	N/A	N/A	N/A	N/A	N/A
Total	21,528	13,737	7,791	12,458	1,279			

[†] Awards are prorated by FTE and percent of assignment at each qualifying campus.

*Only one employee was paid a total award of \$25. This employee was a 0.50 FTE librarian who was awarded Strand IIIB funds only. Strand IIIB for this campus was \$50 for Instructional Support Staff, as this campus was rated “AEA: Academically Acceptable.”

Table 11: 2011–2012 ASPIRE Award Eligibility by Categorization

				Eligible Employees		Paid Employees		
	Considered	Eligible	Not Eligible	Paid	Not Paid	Minimum [†]	Maximum	Mean
Category A/B	3,670	3,033	637	2,036	997	\$250.00	\$9,000.00	\$3,629.22
Category C	1,358	1,082	276	710	372	\$500.00	\$9,000.00	\$3,719.51
Category D	3,172	2,648	524	1,738	910	\$500.00	\$5,500.00	\$2,210.01
Category E	731	554	177	339	215	\$500.00	\$5,500.00	\$2,553.47
Category A–E Subtotal	8,931	7,317	1,614	4,823	2,494	\$250.00	\$9,000.00	\$3,055.48
Category F	2,098	1,577	521	846	731	\$200.00	\$2,000.00	\$1,043.82
Category A–F Subtotal	11,029	8,894	2,135	5,669	3,225	\$200.00	\$9,000.00	\$2,755.27
Category G	1,198	910	288	435	475	\$147.00	\$1,350.00	\$690.65
Category H*	1,244	769	475	378	391	\$100.00	\$1,150.00	\$607.47
Category I	1,814	1,183	631	310	873	\$200.00	\$490.79	\$500.00
Category J	267	259	8	182	77	\$825.00	\$13,500.00	\$4,441.00
Category K	355	328	27	243	85	\$412.50	\$6,750.00	\$2,301.06
Ineligible Category	1,615	0	1,615	N/A	0	N/A	N/A	N/A
Total	17,522	12,343	5,179	7,217	5,126			

Table 12: Characteristics Comparing Teachers Receiving an Award to Districtwide Instructional Campus-Based Employees, 2010–2011 to 2011–2012

	2010–2011				2011–2012			
	District		Award		District		Award	
	N	%	N	%	N	%	N	%
Race/Ethnicity								
African American	4,313	36.5	3,112	34.7	3,938	36.1	820	26.5
American Indian	39	0.3	28	0.3	35	0.3	10	0.3
Asian/Pacific Islander	536	4.5	434	4.8	516	4.7	155	5.0
Hispanic	3,064	25.9	2,494	27.8	2,957	27.1	1,045	33.8
White	3,671	31.1	2,770	30.9	3,317	30.4	1,017	32.9
Two or More	189	1.6	126	1.4	158	1.4	43	1.4
Gender								
Female	8,750	74.1	6,749	75.3	8,175	74.9	2,340	75.7
Male	3,062	25.9	2,215	24.7	2,745	25.1	750	24.3
Highest Degree Held								
No Bachelor's Degree or higher	62	0.5	47	0.5	63	0.6	24	0.8
Bachelor's Degree	8,198	69.4	6,293	70.2	7,459	68.3	2,165	70.1
Master's Degree	3,328	28.2	2,451	27.3	3,195	29.3	821	26.6
Doctorate	224	1.9	173	1.9	204	1.9	80	2.6
Years of Experience								
Beginning Teachers	733	6.2	530	5.9	535	4.9	120	3.9
1 to 5 yrs.	3,503	29.7	2,663	29.7	3,003	27.5	875	28.3
6 to 10 yrs.	2,514	21.3	1,963	21.9	2,532	23.2	723	23.4
11 to 20 yrs.	2,661	22.5	2,096	23.4	2,670	24.4	767	24.8
Over 20 yrs.	2,400	20.3	1,712	19.1	2,181	20.0	630	20.4
Total	11,812		8,964		10,920		3,090	
Avg. Exp.	11.8		11.5		12.0		12.0	
Avg. HISD Exp.	9.7		9.5		10.0		10.0	

Note: For 2010–2011, PeopleSoft and PEIMS data were not available for 263 charter school employees in Categories A to F; For 2011–2012, PeopleSoft and PEIMS data were not available for 87 charter school employees in Categories A to F; For district totals taken from the AEIS District Profile, the numbers were rounded.

Source: Fall PEIMS Staff File: 2010 and 2011; Final Teacher Incentive File: 2010–2011 and 2011–2012; PeopleSoft extracts: 2010–2011 and 2011–2012; District Data: AEIS District Profile, 2011 and 2012.

Table 13: Core Teachers with Individual Data Receiving Recruitment Incentives with ASPIRE Strand 2ab Award Summary, 2011–2012

	N	Total Incentive	Minimum	Maximum	Average
Received both Recruitment Incentive and ASPIRE Strand 2ab Award	555	\$2,913,850.00	\$1,375.00	\$10,250.00	\$5,250.18
Recruitment Incentive Recipient but No ASPIRE Strand 2ab Award	528	\$558,625.00	\$675.00	\$3,250.00	\$1,058.00
Total Core Teachers Receiving a Recruitment Incentive with Strand 2ab Data	1,083				

Table 14: Classroom Retention Status of all Campus-Based Teachers, 2009–2010 to 2011–2012

	2009–2010 ^a		2010–2011 ^b		2011–2012 ^c	
	N	%	N	%	N	%
Teachers Retained in a Classroom Position	11,169	88.1	10,173	83.2	9,291	81.7
Teachers Not Retained in the District	1,346	10.6	1,901	15.6	1,903	16.7
Retained in the District but not the Classroom	167	1.3	147	1.2	176	1.5
Total	12,682	100.0	12,221	100.0	11,370	100.0

^a Retention for 2009–2010 teachers by August 8, 2010

^b Retention for 2010–2011 teachers by August 7, 2011

^c Retention for 2011–2012 teachers by August 5, 2012

Note: Teachers were defined as those employees with a Job Function of teacher (TCH), Elementary Teacher (TEL), Prekindergarten teacher (TPK), or Secondary Teacher (TSC) with Department Type from 00 to 04.

Table 15: Classroom Retention and Award Status of Campus-Based Teachers, 2009–2010 to 2011–2012

	2009–2010 ^a		2010–2011 ^b		2011–2012 ^c	
	N	%	N	%	N	%
Teachers Retained and Received any Award	10,473	82.4	8,371	86.1	5,000	56.9
Teachers Not Retained and Received any Award	927	7.3	849	8.7	581	6.6
Teachers Retained and Did Not Receive any Award	782	6.2	431	4.4	2,889	32.9
Teachers Not Retained and Did Not Receive any Award	530	4.2	70	0.7	315	3.6
Total Teachers with Retention and Award Data	12,712	100.0	9,721	100.0	8,785	100.0
Core Teachers Retained and Received an Award ^{a,b,c}	2,203	58.8	1,881	62.1	1,672	59.0
Core Teachers Not Retained and Received an Award ^{a,b,c}	179	4.8	186	6.1	225	7.9
Core Teachers Retained and Did Not Receive an Award ^{a,b,c}	1,221	32.6	854	28.2	829	29.3
Core Teachers Not Retained and Did Not Receive an Award ^{a,b,c}	146	3.9	106	3.5	107	3.8
Total Core Teachers with Retention and Award Data	3,749	100.0	3,027	100.0	2,833	100.0

^a Retention for 2009–2010 teachers by August 8, 2010; Core Teachers (Category A or B) refer to those eligible to receive a Strand 2 Award for teacher progress..

^b Retention for 2010–2011 teachers by August 7, 2011; Core Teachers (Category A or B) refer to those eligible to receive a Strand 2 Award for teacher progress.

^c Retention for 2011–2012 teachers by August 5, 2012; Core Teachers (Category A or B) refer to those eligible to receive a Strand 2 Award for teacher progress.

Note: Teachers were defined as those employees with a Job Function of teacher (TCH), Elementary Teacher (TEL), Prekindergarten teacher (TPK), or Secondary Teacher (TSC) with a Department Type from 00 to 04.

Table 16A: Summary of Completed Professional Development Courses, 2011–2012

Course	Course Title	Attendance
CB0011	Teacher Appraisal – Campus Overview	Completed
DC1600	Appraisal Overview – Teachers	Completed
DC2401	Appraisal –Student Performance -Pt 1	Completed
EA0024	Open Lab:Non-Teacher Appraisal	Completed
EL0211	Teacher Appraisal - Student Performance 1	Completed
EL0212	Teacher Appraisal - Student Performance 2	Completed
HM0017	Overview: Nurse Appraisal	Completed
LD0143	PK-12 School Appraisal	Completed
LD0147	MKUP:PK-12 School Appraisal	Completed
LD0165	PK-12 School Leader Appraisal	Completed
LD0166	PK-12 School Leader Appraisal	Completed
MP0014	Magnet Coordinator Appraisal Overview	Completed

Source: Human Resources, 2012.

Table 16B: Number and Percent of Staff Trained on Student Performance Measures, 2011–2012

Data for All Schools			
Position	# Completed SP Value-Added Training as of 6/19/12	Total[^]	% Completed SP Value-Added Training
Teachers	9,460	11,055	86%
Assistant Principals/Deans	336	349	96%
Principals	243	251	97%

[^]Totals for Teachers, Assistant Principals and Principals were derived from the 4/10/12 HR roster. Teachers includes all teachers and CATE instructors. The total for Other School-based Appraisers comes from list of appraisers in the district. Source: Human Resources, 2012.

Table 17: Inquiry Comparison, 2006–2007 to 2010–2011

Award Year	Number Considered	Submitted		Withdrawn		Resolved with Changes		Resolved with No Changes	
		N	%*	N	%	N	%[^]	N	%
2006–2007	20,152	1,048	5.2	-	-	251	1.2	797	4.0
2007–2008	19,201	721	3.8	34	4.7	339	47.0	287	39.8
2008–2009	22,924	621	2.7	2	0.3	167	26.9	452	72.8
2009–2010	24,497	455	1.9	7	1.5	138	30.3	310	68.1
2010–2011	21,528	856	4.0	6	0.7	329	38.4	521	60.9
2011–2012	17,522	515	2.9	3	0.6	159	30.9	353	68.5

Note: For 2006–2007, there were a total of 899 formal and 149 informal inquiries for a total of 1,048 inquiries that were processed. As the inquiry process became more refined in subsequent years, 2007–2008 and 2008–2009 data reflect only formal inquiries.

Source: 2011-2012 ASPIRE Award Inquiry Report, 2010–2011 ASPIRE Award Inquiry Report, 2009–2010 ASPIRE Award Inquiry Report, 2008–2009 ASPIRE Award Inquiry Report, Inquiry Results 2006–2007 ASPIRE Award.

* Percent of all employees considered

[^] Percent of all inquiries submitted

Table 18: Stanford 10 Achievement Performance, Non-Special Education Students (2007 norms), 2010 and 2012

Grade	Number Tested		Reading NCE		Mathematics NCE		Language NCE		Environment/Science NCE		Social Science NCE	
	2010	2012	2010	2012	2010	2012	2010	2012	2010	2012	2010	2012
1	10,484	10,295	49	48	49	50	57	48	46	49		
2	9,858	10,112	46	46	49	50	49	45	50	54		
3	10,450	10,717	47	48	53	56	49	48	49	55	45	49
4	11,387	12,045	47	50	55	58	52	57	51	53	48	48
5	12,899	13,772	47	47	55	55	50	49	53	63	48	48
6	11,268	11,539	48	45	53	54	48	49	54	51	46	45
7	11,264	11,050	45	49	54	56	47	50	51	58	48	51
8	10,753	10,979	48	47	55	54	48	47	57	58	51	49
Total	88,813	90,590	47	48	53	54	50	49	51	55	47	49

Table 19: Apenda 3 Achievement Performance for Reading and Mathematics, 2005 (Before Performance Pay) and 2012, Non-Special Education

Grade	Number Tested			Reading NCE			Mathematics NCE		
	Before	Yr. 7	8-yr	Before	Yr. 7	8-yr	Before	Yr. 7	8-yr
	2005	2012	Δ	2005	2012	Δ	2005	2012	Δ
1	6,147	6,081	-66	65	72	7	61	70	9
2	5,879	5,542	-337	68	72	4	67	71	4
3	5,202	4,696	-506	70	71	1	66	73	7
4	3,361	2,188	-1,173	65	67	2	71	76	5
5	385	38	-347	64	58	-6	65	57	-8
6	82	14	-68	57	50	-7	65	65	0
7	39	12	-27	60	45	-15	64	56	-8
8	42	20	-22	55	47	-8	52	56	4

Table 20: Apenda 3 Achievement Performance for Language, Environment/Science, and Social Studies, 2005 (Before Performance Pay) and 2012, Non-Special Education

Grade	Language NCE			Environment/Science NCE			Social Studies NCE		
	Before	Yr. 7	8-yr	Before	Yr. 7	8-yr	Before	Yr. 7	8-yr
	2005	2012	Δ	2005	2012	Δ	2005	2012	Δ
1	62	70	8	55	65	10			
2	71	77	6	64	75	11			
3	79	79	0	69	73	4	69	72	3
4	69	71	2	67	77	10	68	74	6
5	62	56	-6	60	60	0	64	60	-4
6	50	47	-3	57	56	-1	56	57	1
7	56	50	-6	58	47	-11	64	48	-16
8	56	49	-7	55	50	-5	59	53	-6

Table 21: TAKS Number Tested, Percent Passing for ELA and Mathematics, 2005 (Before Performance Pay) and 2012, All Students Grades, 10 and 11

Grade	Number Tested*			Reading/ELA % Passing			Mathematics % Passing		
	Before	Yr. 7	8-yr	Before	Yr. 7	8-yr	Before	Yr. 7	8-yr
	2005	2012	Δ	2005	2012	Δ	2005	2012	Δ
10	10,307	10,211	-96	55	88	33	44	73	29
11	8,394	9,525	1,131	80	90	10	69	89	20
Total	18,701	19,736	1,035	66	89	23	55	81	26
State	501,142	604,239	103,097	80	92	12	68	82	14

*Number tested is based on those tested for ELA.

Table 22: TAKS Percent Passing for Science, and Social Studies, 2005 (Before Performance Pay) and 2012, All Students, Grades 10 and 11

Grade	Science % Passing			Social Studies % Passing		
	Before	Yr. 7	8-yr	Before	Yr. 7	8-yr
	2005	2012	Δ	2005	2012	Δ
10	37	71	34	74	93	19
11	65	92	27	90	98	8
Total	50	82	32	81	95	14
State	66	84	18	89	96	7

Table 23: English or Spanish TAKS Number Tested, Percent Commended for ELA and Mathematics, 2005 (Before Performance Pay) 2012, All Students, Grades 10 and 11

Grade	Number Tested			Reading/ELA % Commended			Mathematics % Commended		
	Before	Yr. 7	8-yr	Before	Yr. 7	8-yr	Before	Yr. 7	8-yr
	2005	2012	Δ	2005	2012	Δ	2005	2012	Δ
10	10,307	10,211	-96	3	17	14	7	17	10
11	8,394	9,525	1,131	13	23	10	11	31	20
Total	18,701	19,736	1,035	7	20	13	7	24	17
State	501,142	604,239	103,097	14	23	9	12	25	13

*Number tested is based on those tested for ELA.

Table 24: English or Spanish TAKS Percent Commended for Science and Social Studies, 2005 (Before Performance Pay) and 2012, All Students, Grades 10 and 11

Grade	Science % Commended			Social Studies % Commended		
	Before	Yr. 7	8-yr	Before	Yr. 7	8-yr
	2005	2012	Δ	2005	2012	Δ
10	5	15	10	17	36	19
11	3	24	21	19	60	41
Total	4	20	16	18	48	30
State	7	22	15	26	52	26

Table 25. Number and Percent of Survey Respondents Indicating Their Level of Understanding for the ASPIRE Award Program and Its Components for the 2006–2007 and 2011–2012 ASPIRE Award, May 2008 and March 2013 Survey Administrations

Please rate your level of understanding to the following items:	N		Very Low/Low		Sufficient		Very High/High	
			%		%		%	
	2008	2013	2008	2013	2008	2013	2008	2013
My understanding of ASPIRE is:	5,882	3,046	17.4	17.3	55.2	47.1	27.4	35.6
My understanding of value-added analysis is:	5,844	2,997	21.3	21.8	50.0	45.2	28.7	33.0
My understanding of the difference between student achievement and academic progress is:	5,848	3,005	11.6	12.4	43.9	42.8	44.5	44.7
My understanding of how value-added information can help me as an educator is:	5,832	2,912	18.3	21.1	45.1	44.2	36.6	34.6
My understanding of how to read/interpret value-added reports is:	5,817	2,938	23.7	22.2	47.0	45.1	29.3	32.7
My understanding of the different strands of the ASPIRE Award Program was:	5,835	2,979	23.2	25.7	48.7	44.9	28.1	29.3
My understanding of how the ASPIRE Awards were calculated/determined is:	5,852	2,971	33.9	39.6	43.9	38.7	22.2	21.7

See Data Limitations, p. 56.

Table 26. Number and Percent of Survey Respondents Indicating Their Perceptions About Award Amounts and the ASPIRE Award Model, March 2010 and March 2013

			Strongly Disagree/ Disagree		Neutral		Agree/ Strongly Agree	
	N		%		%		%	
	2010	2013	2010	2013	2010	2013	2010	2013
There is a connection between classroom instruction and ASPIRE Award results.	5,428	2,928	34.2	41.9	27.6	27.5	38.3	30.6
The maximum award amount for my ASPIRE Award category adequately recognizes my efforts to increase student progress.	5,274	2,852	44.4	50.1	26.5	28.6	29.1	21.3
The maximum award amount for my ASPIRE Award category encourages me to remain in a campus-based position.	5,319	2,869	37.2	46.8	32.4	31.2	30.3	21.9
The maximum award amount for my ASPIRE Award category is commensurate with my professional contribution.	5,325	2,888	44.9	52.2	28.5	28.6	26.6	19.1
The ASPIRE Award is a fair way of acknowledging a teacher's impact on student growth.	5,417	2,952	46.6	50.1	26.6	27.1	26.7	22.8
The formal inquiry process allowed me the opportunity to question the accuracy of my award.	4,812	2,527	22.8	27.9	39.7	41.0	37.5	31.2
The ASPIRE Award should be continued in its current form.	5,408	2,928	45.2	43.6	31.5	31.8	23.3	24.6
The ASPIRE Award should be continued with modifications incorporated on an annual basis.	5,367	2,916	18.9	24.2	32.4	32.1	48.7	43.7

See Data Limitations, p. 56.

Table 27. Number and Percent of Survey Respondents Indicating Their Perceptions About Communicating Effectively, May 2009 and March 2013

	N		Not Effective/ Somewhat Effective		Moderately Effective/ Very Effective	
	2009	2013	2009	2013	2009	2013
Knowing where to find information about the ASPIRE Award in general.	3,383	3,047	32.6	35.1	67.4	64.9
Knowing when specific information about my ASPIRE Award was available.	3,371	3,041	31.5	30.9	68.4	69.1
Knowing where to find information about my specific ASPIRE Award.	3,367	3,021	30.0	30.4	70.1	69.6
Knowing how to interpret and understand my specific ASPIRE Award Notice.	3,368	3,024	38.6	40.3	61.4	59.7
Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award.	3,362	3,024	38.6	39.2	61.4	60.8
Understanding where to find information about the inquiry process on the portal.	3,364	3,021	36.4	37.7	63.7	62.3
Understanding that formal inquiries were required to be submitted by a specific deadline.	3,352	3,021	34.7	34.6	65.4	65.4
Providing clear explanations about the award model.*	-	3,028	-	47.9	-	52.1
Providing clear explanations about value-added calculations.*	-	2,998	-	52.7	-	47.3
Providing clear explanations about comparative growth calculations*	-	3,011	-	51.9	-	48.1

* Questions added after 2009: See Data Limitations, p. 56.

Table 28. Number and Percent of Survey Respondents Indicating Their Perceptions About the Level of Effectiveness for Different Types of Communication, March 2013

	N	Not Effective	Somewhat Effective	Moderately Effective	Very Effective	Don't Know
Connect-Ed/School Messenger	3,032	11.6	19.5	26.6	31.8	10.5
ASPIRE Newsletter	3,031	9.5	21.8	30.1	31.5	7.1
Memos (electronic format)	3,004	10.1	21.2	29.1	29.1	10.6
ASPIRE e-mail	3,025	5.8	17.6	27.9	44.3	4.4
ASPIRE website	3,015	7.9	19.4	29.2	37.7	5.8

Table 29. Number and Percent of Responses for Recommended Changes to the 2011–2012 ASPIRE Award, March 2013

	N	%
Allocate more money for awards/allocate money for specified group(s)/reallocate money so that particular groups benefit and designated groups receive no award or their award is capped/when money is allocated	414	18.6
Discontinue the ASPIRE Award	234	10.5
Performances measures or criteria	219	9.8
Eligibility Rules (make plant operators, janitors, food service, and hourly employees eligible/Attendance Rule (more days/eliminate)/Attendance Bonus (reinstitute the bonus)	133	6.0
Factors impacting growth or the calculation of growth	131	5.9
Award is not commensurate with professional contribution	113	5.1
Make the model equitable, transparent, inclusive, and fair	113	5.1
Improve communications about the award/provide clearer explanations about the model and value added calculations/ provide feedback for teachers based on their data/more timely communications about changes in the award model	107	4.8
Unintended consequences (divisive, cheating, free riding)	102	4.6
Individual Performance/Grade/Team/Dept./Campus Award	81	3.6
Reward All Teachers/Staff	71	3.2
Calculate/Formula (change how award is calculated/revise the formula)	68	3.1
Equally Distributed	67	3.0
Pay Raise	66	3.0
No changes	64	2.9
N/A	51	2.3
Student Growth/Passing & Student Growth	51	2.3
Don't Know/Not Sure	45	2.0
Miscellaneous	40	1.8
Training	24	1.1
Expectations	17	0.8
Payout Timeline	11	0.5
All of it	7	0.3
Total Responses	2,229	100.0

Table 30: Distribution of All Teacher Language Arts Cumulative Composite TGI (Value-Added Scores) by K–12 School Low Income Enrollment, 2011–2012

	Overall N=422	4 th Quartile (<79) N=347	3 rd Quartile (79–91) N=575	2 nd Quartile (92–95) N=680	1 st Quartile (96–100) N=2,024
Well Above Average (≥ 2.00)	12.3	15.9	10.7	11.1	11.8
Above Average (1.00 to 1.99)	14.9	18.2	14.4	13.0	14.6
Average (-1.00 to 0.99)	48.1	50.2	49.9	49.4	44.7
Below Average (-2.00 to -1.01)	14.7	10.9	16.1	16.0	15.1
Well Below Average (< -2.00)	10.1	4.7	8.9	10.4	13.8

Source: Poverty Levels from *District and School Profiles, 2011-2012*; EVAAS HISD Teacher-level Data File, 2012

Table 31: Distribution of All Teacher Reading Cumulative Composite TGI (Value-Added Scores) by K–12 School Low Income Enrollment, 2011–2012

	Overall N=502	4 th Quartile (<79) N=408	3 rd Quartile (79–91) N=578	2 nd Quartile (92–95) N=657	1 st Quartile (96–100) N=2,145
Well Above Average (≥ 2.00)	10.9	23.7	6.4	6.6	7.8
Above Average (1.00 to 1.99)	14.5	20.3	12.3	13.1	12.6
Average (-1.00 to 0.99)	49.5	41.8	53.7	51.6	50.8
Below Average (-2.00 to -1.01)	14.2	10.4	13.7	16.6	15.2
Well Below Average (< -2.00)	11.0	3.8	14.0	12.1	13.5

Source: Poverty Levels from *District and School Profiles, 2011-2012*; EVAAS HISD Teacher-level Data File, 2012

Table 32: Distribution of All Teacher Mathematics Cumulative Composite TGI (Value-Added Scores) by K–12 School Low Income Enrollment, 2011–2012

	Overall N=	4 th Quartile (<79) N=	3 rd Quartile (79–91) N=	2 nd Quartile (92–95) N=	1 st Quartile (96–100) N=
Well Above Average (≥ 2.00)	24.2	29.7	22.1	18.6	26.7
Above Average (1.00 to 1.99)	10.9	9.1	10.2	12.1	11.6
Average (-1.00 to 0.99)	31.0	35.9	31.8	32.7	25.6
Below Average (-2.00 to -1.01)	12.7	10.2	15.0	13.4	12.3
Well Below Average (< -2.00)	21.1	15.1	20.9	23.2	23.8

Source: Poverty Levels from *District and School Profiles, 2011-2012*; EVAAS HISD Teacher-level Data File, 2012

Table 33: Distribution of All Teacher Science Cumulative Composite TGI (Value-Added Scores) by K–12 School Low Income Enrollment, 2011–2012

	Overall N=	4 th Quartile (<79) N=	3 rd Quartile (79–91) N=	2 nd Quartile (92–95) N=	1 st Quartile (96–100) N=
Well Above Average (≥ 2.00)	17.2	23.7	11.6	16.9	16.1
Above Average (1.00 to 1.99)	10.7	13.4	10.5	9.7	9.7
Average (-1.00 to 0.99)	42.7	41.4	42.5	43.9	42.7
Below Average (-2.00 to -1.01)	14.1	13.7	14.9	12.5	15.2
Well Below Average (< -2.00)	15.3	7.8	20.4	16.9	16.4

Source: Poverty Levels from *District and School Profiles, 2011-2012*; EVAAS HISD Teacher-level Data File, 2012

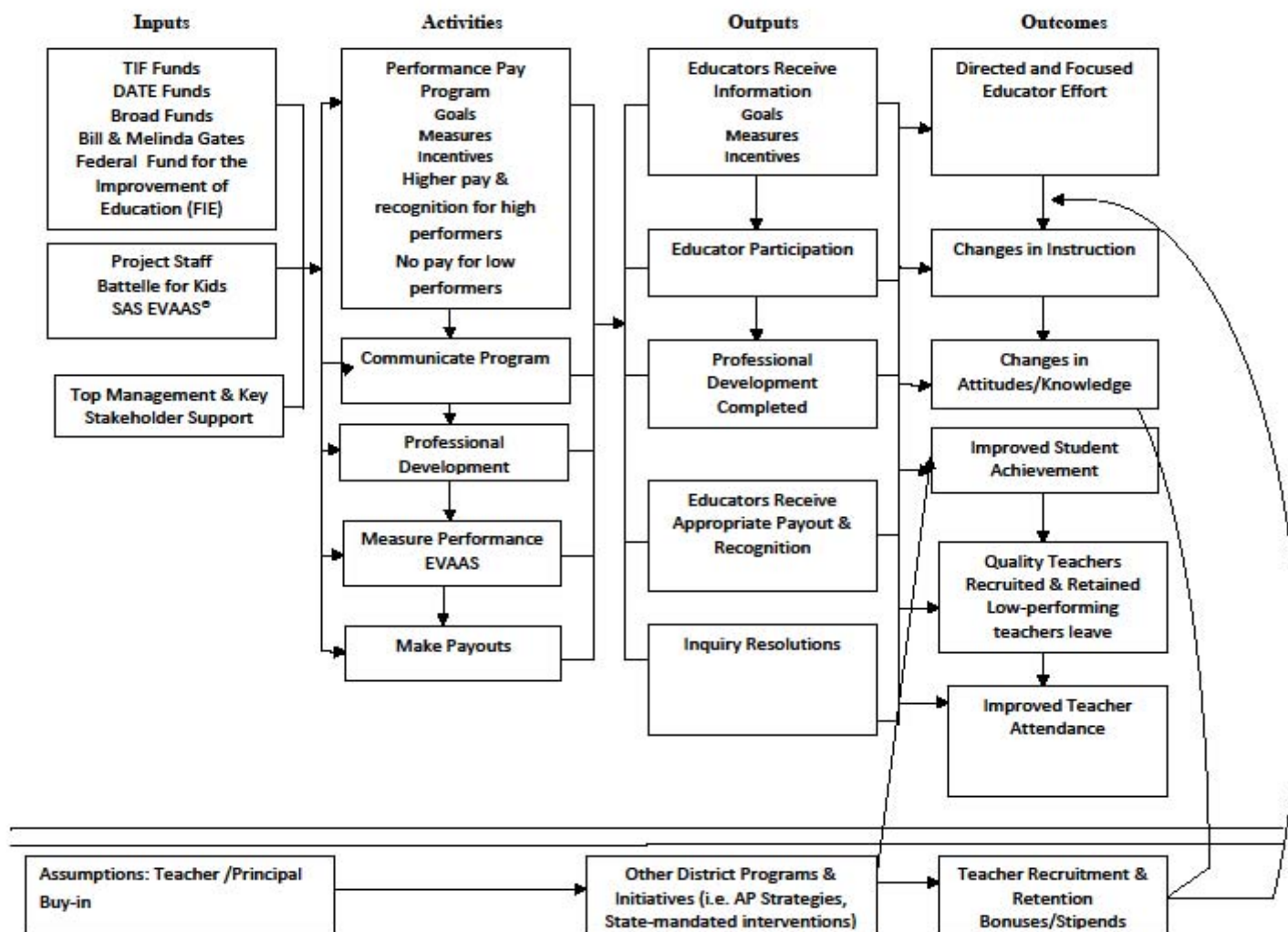
Table 34: Distribution of All Teacher Social Studies Cumulative Composite TGI (Value-Added Scores) by K–12 School Low Income Enrollment, 2011–2012

	Overall N=	4 th Quartile (<79) N=	3 rd Quartile (79–91) N=	2 nd Quartile (92–95) N=	1 st Quartile (96–100) N=
Well Above Average (≥ 2.00)	17.1	30.3	12.7	16.3	11.0
Above Average (1.00 to 1.99)	13.7	19.4	8.2	16.0	11.0
Average (-1.00 to 0.99)	39.9	33.8	38.4	39.6	45.3
Below Average (-2.00 to -1.01)	12.9	8.8	14.2	12.0	15.7
Well Below Average (< -2.00)	16.5	7.8	26.5	16.0	17.0

Source: Poverty Levels from *District and School Profiles, 2011-2012*; EVAAS HISD Teacher-level Data File, 2012

APPENDIX A

Theory of Action: Differential Attraction and Retention



APPENDIX B

DATA COLLECTION

Longitudinal, including baseline data, involved multiple departments and data sources. Human resources provided teacher attendance files and teacher staff files extracted from PeopleSoft for 2004–2005 through 2011–2012. Teacher recruitment data were provided for 2007–2008 through 2011–2012 from a PeopleSoft extract. The Teacher Performance Pay data file from 2005–2006 and the ASPIRE Award files for 2006–2007 to 2011–2012 were used to analyze participation and payout information. Districtwide performance data were extracted from the *District and School Stanford and Aprenda Performance Report* (Houston Independent School District, 2006a; 2008a; 2010e; 2012e) and the *Texas Assessment of Knowledge and Skills (TAKS) Report* (Houston Independent School District, 2006b; 2008b; 2010f). For longitudinal comparisons, results were extracted from the *2005–2006 Teacher Performance-Pay and 2006–2007 ASPIRE Award Program Evaluation* (Houston Independent School District, 2009a), the *2005–2006 Teacher Performance-Pay and the 2006–2007 ASPIRE Award Survey* (Houston Independent School District, 2009b), *Inquiry Results 2006–2007 ASPIRE Award* (Houston Independent School District, 2008c), the *2007–2008 ASPIRE Award Program Evaluation* (Houston Independent School District, 2010a), the *2008–2009 ASPIRE Award Survey, Spring 2010* (Houston Independent School District, 2010b), the *ASPIRE Award Inquiry Report 2008–2009* (Houston Independent School District, 2010c), the *2008–2009 ASPIRE Award Program Evaluation* (Houston Independent School District, 2011a), the *2009–2010 ASPIRE Award Survey, Spring 2011* (Houston Independent School District, 2011b), the *ASPIRE Award Payout Report: 2006–2007 through 2009–2010* (Houston Independent School District, 2011c), the *2010–2011 ASPIRE Award Program Evaluation* (Houston Independent School District, 2012a) the *2010–2011 ASPIRE Award Survey, Spring 2012* (Houston Independent School District, 2012 b), the *2010–2011 ASPIRE Award Payout Report* (Houston Independent School District, 2012c), the *ASPIRE Award Inquiry Report 2010–2011* (Houston Independent School District 2012d), the *2011–2012 ASPIRE Award Survey* (Houston Independent School District, 2013a), the *2010–2011 ASPIRE Award Program Evaluation* (Houston Independent School District, 2013b), the *2011–2012 ASPIRE Award Payout Report* (Houston Independent School District, 2013c), the *2011–2012 ASPIRE Award Inquiry Report* (Houston Independent School District, 2013d).

HISD charter schools provided teacher information in EXCEL spreadsheets which were manually entered for 2005–2006 to 2011–2012. Core courses were identified through discussions with staff from Federal and State Compliance as well as the Curriculum Department. The ASPIRE Award Core Subject Course Lists for 2006–2007 through 2011–2012 are posted on the ASPIRE website.

For 2006–2007 through 2011–2012, the Department of Research and Accountability, Performance Analysis Bureau, provided longitudinal TAKS, Stanford 10, and Aprenda 3 test results to EVAAS® according to their requirements for calculation of district-wide value-added performance and ultimately classroom-level performance. The value-added data were returned to Battelle for Kids (BFK) for portal upload and to Performance Analysis who also received employee data from PeopleSoft, as well as collecting all employee and assignment data for non-HISD charter school employees. After Performance Analysis provided them with HISD student and teacher linkage data from the Chancery system in the summer, BFK coordinated the process of verifying employee assignments in Fall, including teacher-student linkages, on the ASPIRE Portal. This information was provided to SAS EVAAS® in November after teachers reviewed and corrected the data if needed in September-October using the BFK portal, along with the Chancery assignment data previously provided to them. After coordinating with EVAAS® on the value-added data products that were necessary for award calculation in all strands of the model, HISD received EVAAS® teacher reports and cumulative Teacher Mean NCE Gain and Gain Index data August. In December, Award notices were posted for teachers to review. Teachers had one month to submit a formal inquiry to adjust any information that they questioned and to have their request reviewed.

For 2005–2006, student-teacher linkages were determined at the secondary level using Chancery Student Management System (SMS) and by having campuses provide information at the elementary level. Elementary campuses also provided information regarding classrooms that were departmentalized or self-contained by grade level. Formal inquiry data and supporting documentation about the awards were collected through the HISD website or by FAX. Informal questions were collected by e-mail.

APPENDIX B (CONTINUED)

INSTRUMENT DEVELOPMENT/SURVEY DATA COLLECTION

The *2011–2012 ASPIRE Award Survey* was developed to determine the perceptions and level of knowledge of participants regarding the 2011–2012 ASPIRE Award program paid out in January 2013. The survey items were developed from previous surveys, and the modified instrument was piloted by members of the 2011–2012 ASPIRE Award Program Advisory Committee. In addition, the instrument was reviewed by the Center for Educator Compensation Reform (CECR) in 2008–2009. Feedback from the ASPIRE Award Program Advisory Committee and CECR was incorporated into the design. The 2011–2012 ASPIRE Award Survey was administered on-line from Tuesday, February 19, 2013 to Monday, March 18, 2013. A reminder to complete the survey was sent to all campus-based employees on Monday, March 4, 2013. For reporting purposes, the survey administration will be referred to as the March 2013 administration.

The survey instrument was designed to allow participants to give their opinions and attitudes regarding the concept of performance pay and their level of understanding regarding the ASPIRE Award program. Questions employed a Likert scale or single-response format, with respondents given the opportunity to provide additional comments on open-ended questions. Open-ended questions centered on ways to collect feedback regarding motivation, provide areas for which communication was not effective, and to provide recommendations for making changes to the current model. The responses were completely anonymous through SurveyMonkey with no IP addresses collected. The survey instructions with the embedded link to access the survey were sent directly to campus-based employees, school improvement officers, and chief school officers. The data obtained from the completed surveys were downloaded from SurveyMonkey and imported into SPSS and ACCESS for analysis.

Previous surveys were administered in March 2010 after the 2008–2009 ASPIRE Award program was paid in January 2010, May 2009 after the 2007–2008 ASPIRE Award program was paid in January 2009, May 2008 after the 2006–2007 ASPIRE Award program was paid in January 2008, and in December 2007 after the 2005–2006 TPPM was paid in January 2007. For this report, when comparisons are made that include previous survey results, the information is presented by survey administration date. For example, the May 2009 survey administration referred to the 2007–2008 ASPIRE Award Model, and the May 2008 survey administration referred to the 2006–2007 ASPIRE Award Model. Surveys were completed by respondents after the January payout of each award. Alternatively, the December 2007 survey administration referred to the 2005–2006 Teacher Performance-Pay Model (TPPM). Although results were collected after the January 2007 payout, the time frame was considerably longer (December) when compared to the subsequent survey administrations that were conducted in the month of May.

SURVEY PARTICIPANTS

Survey invitations were sent to a total of 19,072 Houston Independent School District (HISD) campus-based employees on February 19, 2013, with 3,603 participants who responded to the survey (18.9 percent). **Table 1**, p. 34 provides a seven-year summary of survey response rates by pay for performance model. Over the past seven years, the response rate increased from 11.4 percent for the December 2007 administration to 18.9 percent for the March 2012 administration.

If survey participants were employed by HISD during the 2010–2011 school year, they were asked to indicate their eligibility status and categorization, for which 2,911 of the 3,603 respondents indicated their eligibility status and ASPIRE Award categorization (see **Table 2**, p. 34).

APPENDIX B (CONTINUED)

DATA ANALYSIS

Data analysis for the 2005–2006 Teacher Performance Pay Model followed the methodology described in *2005–2006 Teacher Performance-Pay and 2006–2007 ASPIRE Award Program Evaluation* (Houston Independent School District, 2009a). The Department of Research and Accountability conducted the calculations for the model. Files produced for the model calculations and payouts were used for this evaluation report.

Value-added analyses for the 2006–2007 through 2011–2012 ASPIRE Award were conducted by SAS EVAAS®, and the completed data files were sent to the Department of Research and Accountability and BFK. Calculations for the model were conducted by the Performance Analysis Bureau following the methodology outlined in the Appendices D, E, F, and G for 2011–2012.

Districtwide teacher attendance rate calculations were analysed using two methods. In the first method, the sum of the number of hours present was added to the sum of the requested absence hours and the mandatory absence hours to arrive at the total number of hours scheduled. To calculate the teacher attendance rate, the number of hours present was divided by the total number of hours scheduled. In the second method, the number of hours present was added to the sum of the requested absence hours to arrive at the total number of hours scheduled. To calculate the teacher attendance rate, the number of hours present was divided by the total number of hours scheduled. The difference in the two methods centers on whether the calculation includes mandatory absences. Both methods are used for reporting purposes based on district policy. The teacher attendance file was then matched to the corresponding ASPIRE Award file to examine attendance rates for teachers receiving an ASPIRE Award and for eligible teachers that received the attendance bonus.

Teacher retention rates were calculated for 2005–2006 to 2011–2012 using the same methodological procedures. Teachers were defined using the following job function codes: TCH (teacher), TEL (Elementary Teacher), TPK (Prekindergarten Teacher), or TSC (Secondary Teacher). Teachers were required to be employed in the district during the 2011–2012 school year. Retained teachers were those that returned to the district in a campus-based teaching position, based on job function, for the first duty date the following the school year, 2011–2012. A retained teacher's employee status for the 2011–2012 school year included the following: A (active), L (leave), P (paid leave), or S (suspended). Teachers were not considered retained if their status was R (retirement), D (death), or T (terminated) or if they left the classroom, but remained in the district. Retained teachers and those that were not retained were matched to the corresponding ASPIRE Award file to determine those teachers that received Strand 2A or 2B awards (teacher progress awards). Teachers that received special analysis, for which campus-level value-added scores were used, were not included. Retained teachers and those that were not retained were also matched to the corresponding award file to determine if those teachers received any ASPIRE Award.

Teacher recruitment data for 2007–2008 to 2011–2012 were provided by the Human Resources Department. The number of teachers recruited and receiving retention bonuses were calculated. The recruitment files were matched to the corresponding ASPIRE Award file to determine if those teachers received a Strand 2A or 2B award. Teachers that received special analysis for their award were excluded from the analysis.

Both quantitative and qualitative research methods were employed to analyze the results of the surveys. Descriptive statistics in terms of frequencies, percentages, and cross tabulations were used to examine the single-response items and items employing a Likert scale. Percentages do not always add up to 100 due to rounding. Items that were skipped or for which respondents answered "N/A" were coded

APPENDIX B (CONTINUED)

as missing data, and not included in the analysis. For the open-ended questions, qualitative analysis used the text analysis package on SurveyMonkey to develop emergent categories. The results were reported using frequency counts and percentages based on the number of responses. Results from selected items were compared with previous survey administrations to gain a longitudinal perspective regarding perceptions, level of knowledge, and feedback.

DATA LIMITATIONS

Pearson, Inc. updated the Stanford Achievement Test Series, Tenth Edition (Stanford 10) to 2007 norms in 2009. The previous Stanford 10 results used 2002 norms. This update caused a shift in the National Percentile Rank (NPR) and Normal Curve Equivalent (NCE) scores, which is typical when a test changes norms. Pearson provided the 2008 Stanford 10 data using the updated 2007 norms so that a two-year comparison could be made. It is not appropriate to compare 2011 data using 2007 norms with data that used 2002 norms. For this report, 2010 and 2012 Stanford 10 data with the 2007 norms are presented.

Changes in the structure of the survey instrument as well as coding practices limited to some degree comparisons to the results of previously developed survey instruments. Since questions were developed through the different survey administrations, the point of comparison in each table or analysis centers on the year all of the items were fully developed, these varying base years are presented. Additionally, the response rates are fairly low and the results, while informative, may not be generalized to the population.

For teacher attendance, the system of calculating the scheduled hours was not refined enough to take into account teachers or administrators that may have changed contracts in the middle of the year (i.e. 10-month to 12-month). Calculations for teacher attendance were adjusted based on this limitation. The sum of the scheduled hours in the Peoplesoft databases (2004–2005, 2005–2006, 2006–2007, 2008–2009, 2009–2010, 2010–2011, and 2011–2012) did not equal the the sum of the Hours Present plus the Requested Absence Hours, although it should. Therefore, the denominator used in calculating attendance summed the Hours Present plus the Requested Absence Hours. For teacher retention, there were cases when teacher data were not available for the first duty date of the following year. In these instances, a history was requested from PeopleSoft to examine employee status. The cut-off date for these exceptions was the end of August. Therefore, if an employee was an active employee, on leave, or suspended and if the employee was in a campus-based position at the end of August, they were considered retained.

For teacher recruitment, secondary teachers did not receive teacher-level value-added reports prior to 2012, when the district began to phase these reports in for teachers of courses with fully-implemented End-of-Course (EOC) exams only. Therefore, they were not included in the analysis, and recruitment effectiveness using value-added data could not be fully evaluated.

APPENDIX C

2011-2012 ASPIRE Awards

Program and Eligibility Requirements

Amended: July 2012



Following are the program and eligibility requirements for 2011–2012 ASPIRE Awards.

General Eligibility Requirements

To be eligible to participate in the 2011–2012 ASPIRE Awards, HISD employees must meet all of the following general eligibility requirements.

1. Employees must be supervised and evaluated by the principal of the campus where they are serving students. Employees not supervised or evaluated by the principal are not eligible, even if 100% of their time is spent on a campus (e.g., food service employees, Plant Operators, custodians).
2. Employees must have a job/record position assigned to a campus, and must have a campus ID as their department ID by September 6, 2011 (August 29, 2011 if employee is at an Apollo campus). Employees with a job/record position assigned to a non-campus department or with a department ID that is not a campus ID for time reporting are not eligible, with exceptions granted for teachers of record at a campus.
3. Employees must be continuously employed in an eligible position through the last day of school.
4. Employees must complete the instructional-linkage and assignment-verification process, or have this completed by their principal, through the ASPIRE portal by the submission deadline as published annually. It is recommended that employees review instructional-linkage and assignment-verification information on the ASPIRE portal for accuracy.
5. Employees may "opt out" of the ASPIRE Award Program during the linkage and verification process. If an employee does not make a selection, the employee will be included for consideration for an ASPIRE Award.
6. Non-administrative employees eligible under other incentive plans are not eligible for ASPIRE Awards (e.g. Sr. Academic Tutor – Apollo 20 Math Fellow).
7. Hourly employees in any capacity, including substitute/associate teachers, are not eligible to participate in the ASPIRE Awards. Employees holding an hourly or substitute position must be converted to a non-hourly position by September 6, 2011 (August 29, 2011 if employee is at an Apollo campus) in order to be eligible.
8. Employees who take leave of absence during the eligibility period (e.g., temporary disability, but not family medical leave) are not eligible to participate in the ASPIRE Awards.
9. Employees cannot be absent for more than 10 instructional days during the "instructional school year" (77.50 hours for staff on a 7.75-hour day; 80.00 hours for staff on an 8-hour day). This means first-year employees must commence employment no later than September 6, 2011, as any instructional days missed from the start of their campus' instructional school year to the date employed will be counted as absent. Staff at Apollo 20 campuses must have commenced employment no later than August 29, 2011. Early release days are treated as other instructional days – the entire day (7.75 hours, or 8.0 hours) is considered instructional. The following types of leave will be held harmless and not count as days absent: funeral leave, military leave, family medical leave, assault leave, jury duty, holidays, religious holidays, floating holiday, vacation pay, compensatory time, and authorized off-campus duty. **Family medical leave, military leave and assault leave must be authorized through Human Resources.**

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The 2011–2012 ASPIRE Awards are based on value-added results for the 2011–2012 school year.
© 2011. For more information on award calculations, please refer to the full Award Model Diagram.

APPENDIX C (CONTINUED)

2011-2012 ASPIRE Awards

Program and Eligibility Requirements

Amended: July 2012

Position Eligibility Requirements and Categorization

Different positions within HISD qualify for various aspects of the ASPIRE Award Program. Following are definitions for position categories and eligibility requirements that will be used to categorize employees for award purposes.

Instructional Position Categories

Employees who qualify as instructional must be certified teaching staff and will fall into either core foundation or elective/ancillary instructional positions as defined below.

Core Foundation Teaching Positions

For employees to qualify as core foundation instructional staff, employees must be assigned to a campus, plan lessons, provide direct instruction to students, and be responsible for providing content grades, not conduct or participation grades.

ASPIRE Core Foundation Courses

The ASPIRE Core Foundation Courses include those courses identified by the Texas Education Agency under the Core Foundation areas of English Language Arts/Reading, Mathematics, Science and Social Studies at the elementary and middle school level and those Core Foundation courses required for graduation credit in the 4 x 4 Recommended or Distinguished High School Diploma programs and/or those courses that contribute directly to data collected and interpreted as part of the growth measure. Fifty percent of the teaching assignment must be in ASPIRE Core Foundation courses to be considered as a core foundation teacher for the purposes of award.

AB. Core Foundation Teachers, Grades 3–8

To be considered in this category, employees must qualify as core foundation teachers and teach at least one and as many as five core foundation subjects in grades 3-8. A teacher-level value-added report should be produced for these employees. For small class sizes, a special analysis may be performed (see Award Model Diagram for further details and definitions). Student linkages are required to be provided during the spring linkage process in order for a teacher to be considered in this category.

C. Core Foundation Teachers, Grades 9–12

To be considered in this category, employees must qualify as core foundation teachers and teach a minimum of seven (7) TAKS, TAKS-accommodated or STAAR students per subject and grade level in grades 9–12 core foundation courses the majority of the school day. For a complete list of these courses, please review the Master Course List with ASPIRE core foundation subjects.

D. Core Foundation Teachers, Pre-Kindergarten through Grade 2

To be considered in this category, employees must qualify as core foundation instructional staff and teach core foundation subjects to students in Pre-Kindergarten through grade 2 the majority of the school day.

E. Special Education Core Foundation Teachers—No Value-Added Report

To be considered in this category, employees must qualify as core foundation instructional staff and teach core foundation subjects to Special Education students in grades 3–8 where a value-added report cannot be generated, or teach fewer than 7 TAKS, TAKS-accommodated or STAAR Special Education students in grades 9–12. All other Special Education teachers will be considered under their respective core foundation teacher category (above). Even if no value-added report is produced, student linkages are required to be provided during the spring linkage process in order for a teacher of grades 3-8 to be considered in this category.

APPENDIX C (CONTINUED)

2011-2012 ASPIRE Awards

Program and Eligibility Requirements

Amended: July 2012

Elective/Ancillary Instructional Positions

F. Elective/Ancillary Teachers

To be considered an elective/ancillary teacher, teachers must teach elective/ancillary classes (e.g., art, music, physical education, etc.) or not meet the definitions of core foundation teachers (above) in grades PK–12.

Other Position Categories

In addition to recognizing instructional staff, the ASPIRE Awards also acknowledge the contributions of employees who contribute to student growth in other ways throughout the school year. Following are the categorizations to recognize these employees.

G. Instructional Support Staff

Instructional support-staff members are degreed, certified, or licensed professionals assigned to a campus and provide direct support to the instruction of students. If the instructional support-staff member is assigned to multiple campuses, the percentage of assignment to a single campus cannot be less than 40 percent. Instructional support staff must have a campus ID as their department ID.

For example: counselor, librarian, nurse, speech therapist, speech therapist assistant, evaluation specialist, instructional coordinator, content area specialist, school-improvement facilitator, API, social worker, literacy coach, Magnet or Title I coordinator.

H. Teaching Assistants

Teaching assistants are staff members who have a job classification of teaching assistant and provide direct classroom instructional support to instructional staff.

I. Operational Support Staff

Operational support-staff members are campus-based employees who do not meet the requirements for instructional staff, instructional support staff, or teaching assistants.

For example: school secretary, data entry clerk, teacher aide, clerk, attendance specialist, business manager, SIMS clerk, computer network specialist, registrars, and CET.

Campus Leadership Categories

The ASPIRE Award Program recognizes campus leadership for their contribution to student progress and achievement based on campus and departmental performance. Certification for these positions is required in order to be considered for these categories. The following describe the award category eligibility for leadership positions:

J. Principals

To be considered in this category, employees must meet all eligibility requirements and be the “principal of record” according to HR and PeopleSoft.

K. Assistant Principals/Deans of Instruction/Deans of Students

To be considered in this category, employees must meet all eligibility requirements and be coded as an assistant principal, dean of instruction, or dean of students according to HR and PeopleSoft.

Additional Position Eligibility Requirements

1. For an employee who voluntarily transfers from one ASPIRE Award-eligible position to another ASPIRE Award eligible position during the eligibility period, the award will be determined on the basis of the ASPIRE Award eligible position the employee held the greatest percentage of the school year (based on the 187-day duty schedule).

APPENDIX C (CONTINUED)

2011-2012 ASPIRE Awards

Program and Eligibility Requirements

Amended: July 2012

For example: On September 5, an employee teaches third-grade math. On February 5, the employee transfers to content specialist on the same campus. Both assignments are ASPIRE Award-eligible. However, the award model and eligibility requirements differ. In this case, the greatest percentage of the "school year" was spent as a third grade, departmentalized, core foundation teacher. Therefore, the award amount would be determined on the basis of the job, a third grade, departmentalized, core foundation teacher.

2. For an employee who transfers from an ASPIRE Award-eligible position to a non-eligible position during the eligibility period, he/she will not be eligible for an award (see General Eligibility Requirements: Rules 2 and 3).

3. The ASPIRE Award for employees who function in multiple categories (above) will be determined based on the job in which they function for the majority of their work day.

4. Employees must have credentials for the position in which they function to be eligible under that category.

For example: A teacher teaching ninth-grade math must be certified or on permit to teach ninth-grade math in order to be eligible as a core foundation 9–12 teacher.

5. For employees who meet the criteria of a core foundation teacher (including Additional Position Eligibility Requirement 3) and for whom a value-added report is produced, the position categorization will be where direct growth can be measured.

For example: If a teacher teaches second- and third-grade reading, and a value-added report is obtained for third grade based on the direct measure of student growth, the teacher would be eligible as a core foundation 3–8 teacher.

6. The production of a value-added report does not necessarily categorize an employee as a core foundation teacher for the purposes of determining ASPIRE Award-position eligibility.

For example: If a value-added report is produced to measure the growth of students by a literacy coach for diagnostic and instructional improvement, the literacy coach is not eligible as a core foundation teacher.

ASPIRE Award Calculation and Payout Rules

The ASPIRE Awards for Teachers will be calculated on the basis of the HISD board-approved model. Certain situations require the adoption of the following award calculation rules in order to apply the award model appropriately.

1. Employees who work less than full time must work at least 40 percent of the school time (equivalent to two days per week) at the same campus to be eligible to receive a prorated ASPIRE Award. The prorated ASPIRE Award will be based on the full-time equivalent (FTE) of their eligible position, the portion of time spent in the eligible position, and the ASPIRE Award level.

For example: A half-time employee or 0.5 FTE who spends all of his or her time at a single campus would be eligible to receive 50 percent of the award. This same employee who works 50 percent of his/her time at two campuses (0.25 FTE at each campus) would not be eligible.

2. Employees whose job record/position is assigned to non-campus departments for time reporting are not eligible for the 2011-2012 ASPIRE Award. Awards for employees whose job record/position is assigned to a campus department for time reporting who are assigned to and work on multiple campuses a minimum of 40 percent of the time, and report directly to the principal (principal is responsible for supervising and evaluating the individual employee) will be calculated and prorated on the basis of the percentage of campus assignments. Examples include evaluation specialists, content specialists, speech therapists, and various Special Education positions.

For example: A campus-assigned, campus-based employee works 50 percent of his or her time at campus A, 25 percent at campus B, and 25 percent at campus C. If the employee is eligible for an ASPIRE Award based on campus data, then the employee would receive 50 percent of the eligible payout at campus A, and would not receive an award for campus B or C.

APPENDIX C (CONTINUED)

2011-2012 ASPIRE Awards

Program and Eligibility Requirements

Amended: July 2012

3. The ASPIRE Award for employees assigned to multilevel campuses (e.g., Gregory Lincoln) will be determined by an average of both campus-award amounts for Strands I and III, where applicable.

4. Good Standing:

- Employees must be in good standing at the time of payment. Therefore, an employee under investigation or reassigned pending investigation is not eligible for an ASPIRE Award payment until he or she is cleared of any allegation. If the investigation is concluded with a confirmation of inappropriate employee behavior, the employee is not eligible to receive an ASPIRE Award payment.
- Employees who retire in lieu of termination or resign in lieu of termination are not eligible to receive an ASPIRE Award payment.
- Employees who were on a Growth Plan or Prescriptive Plan of Assistance (PPA) based on the 2011-2012 spring staff review as determined by multiple measures including observations, walkthroughs, student performance, etc. and whose performance goals were not met by the end of the 2011-2012 school year are not eligible to receive an ASPIRE Award payment.

5. If an employee meets all of the eligibility requirements for an award and then resigns or retires from the district prior to the payout of the awards, the employee is still eligible for the award. It is incumbent upon the employee to provide the district with correct forwarding information so that the award payment can be processed.

6. Core foundation teachers of grades 3-12 and campus leaders whose cumulative gain indices in Strand II are less than or equal to -2.0 across all core foundation subjects they teach or in all grades and subjects upon which their Strand II award is based will not be considered for any award in Strands I and III. This criteria is not applicable to teachers considered as "Special Education" for the purposes of the ASPIRE Award (Category E).

7. *For Principals Only:* The campus must also be in good standing. If the campus had an approved waiver to the district-testing procedures and if any testing improprieties are reported and confirmed or otherwise substantiated at the campus, the principal will be ineligible to receive an ASPIRE Award payment. If any testing improprieties are reported and confirmed or otherwise substantiated at the campus, the principal may be ineligible to receive an ASPIRE Award payment.

APPENDIX D
ASPIRE AWARD MODEL 2011–2012
TEACHERS AND CAMPUS-BASED STAFF
ASPIRE Award Model Strand I

Purpose: Reward all eligible campus staff for cooperative efforts at improving individual student performance at the campus level through the application of campus-level value-added analysis of student academic progress.

People Included in Campus-level Value-added Strand I:

Instructional Staff-The individuals included in this group are assigned to a campus, provide direct instruction to students, and are responsible for providing grades to students at the classroom level (i.e., core foundation and elective/ancillary teachers).

Instructional Support Staff-Instructional support staff members are degreed, certified, or licensed professionals assigned to a campus and provide direct support to instructional staff/campus. If the instructional support staff member is assigned to multiple campuses, the percentage of assignment to a single campus cannot be less than 40 percent.

Examples: Counselor, Librarian, Nurse, Speech Therapist, Speech Therapist Assistant, Evaluation Specialist, Instructional Coordinator, Content Area Specialist, School Improvement Facilitator, Social Worker, Psychologist, Literacy Coach, Magnet Coordinator, Title I Coordinator

Teaching Assistants- These individuals are staff members that have a job classification of Teaching Assistant and provide direct classroom instructional support to instructional staff.

Operational Support Staff- Operational support staff members do not meet the criteria for instructional or instructional support staff or teaching assistants.

Examples: School Secretary, Data Entry Clerk, Teacher Aide, Clerk, Attendance Specialist, Business Manager, SIMS Clerk, Computer Network Specialist (CNS), Registrar, CET

Indicator: EVAAS® Campus Composite Gain scores calculated across grades and subjects to provide an overall campus value-added score (Cumulative Gain Index).

Staff who have low-value added results in Strand II, defined as a cumulative gain index of less than or equal to -2.00 in all subjects they teach or in all grades and subjects upon which their Strand II award is based, do not receive an award for Strand I. This does not apply to staff in Strand II Part 3: Early Childhood-Grade 2 Core Foundation Teachers or staff in Strand II Part 4: Special Education Core Foundation Teachers.

Strand I Method:

Elementary and Middle Schools

1. Three years of student STAAR, TAKS and Stanford/Aprenda data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR data for 2012. This data acts as the benchmark for comparison purposes.
3. Each student is then provided with a baseline NCE score for each subject (Reading, Math, Language Arts, Science, Social Studies).
4. Using a multivariate mixed model, spring 2012 data are converted and are provided with a current year's NCE score.

APPENDIX D (CONTINUED)

5. Student NCE scores are used to calculate Campus Composite NCE scores by aggregating student gain scores across core foundation subjects (Reading, Math, Language Arts, Science, and Social Studies) and grades for each year.
6. A Campus Composite Average NCE Gain-score is calculated by subtracting the 2010-11 NCE average score from the 2011-12 average score NCE and comparing it to the District Reference Gain and taking the difference.
7. The Campus Progress Award Gain Score (Cumulative Gain Index) is calculated by taking the Campus Composite Average NCE Gain for a Campus and dividing it by the Composite Average NCE Gain Standard Error.
8. The Campus Progress Award Gain Score (Cumulative Gain Index) is rank-ordered at the elementary and middle school levels, separately. Staff at schools ranked in the first quintile with positive (greater than zero) Campus Progress Award Gain Score receive awards.

High Schools

1. Three years of student STAAR and TAKS data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR data for 2012. This data acts as the benchmark for comparison purposes.
3. Each student is then provided with a baseline NCE score for each core foundation subject (Reading, Math, Science, Social Studies).
4. Using a multivariate mixed model, spring 2012 data are converted and are provided with a current year's NCE score for grades 10 and 11.
5. Student NCE scores for grades 10 and 11 are used to calculate Campus Composite NCE scores by aggregating student gain scores across core foundation subjects (Reading, Math, Science, and Social Studies) and grades for each year.
6. A Campus Composite Average NCE Gain-score for grades 10 and 11 is calculated by subtracting the 2010-11 NCE average score from the 2011-12 average score NCE and comparing it to the District Reference Gain and taking the difference.
7. Using a univariate response model (URM), spring 2012 data from STAAR EOC assessments are converted and used to calculate Campus Actual and Predicted scores for each core foundation subjects (Reading, Math, Science, and Social Studies) for grade 9, and for a Composite value.
8. The Campus Progress Award Gain Score (Cumulative Gain Index) is calculated from the 10th and 11th grade Campus Composite Average NCE Gain, the Composite Average NCE Gain Standard Error, the 9th grade Actual minus Predicted Composite value and its Standard Error.
9. The Campus Progress Award Gain Scores (Cumulative Gain Indexes) are rank-ordered. Staff at schools ranked in the first quintile with positive (greater than zero) Campus Progress Award Gain Score receive awards.

APPENDIX D (CONTINUED)

Strand I: Elementary & Secondary Campus Awards Matrix		
	Campus Progress Award Gain Score (Across Subjects and Across Grades)	
	Quintile 1	Quintiles 2 - 5
Comparable Campus by School Level	Cumulative Gain Index	Cumulative Gain Index
Elementary Schools		
Instructional Staff	\$1,000	\$0
Instructional Support Staff	\$750	\$0
Teaching Assistants	\$750	\$0
Operational Support Staff	\$500	\$0
Middle Schools		
Instructional Staff	\$1,000	\$0
Instructional Support Staff	\$750	\$0
Teaching Assistants	\$750	\$0
Operational Support Staff	\$500	\$0
High Schools		
Instructional	\$1,000	\$0
Instructional Support Staff	\$750	\$0
Teaching Assistants	\$750	\$0
Operational Support Staff	\$500	\$0

APPENDIX D (CONTINUED)

ASPIRE Award Model Strand II

Purpose: Reward eligible core foundation instructional staff for individual efforts at improving student academic performance at the classroom/student cohort level through the application of teacher-level or campus-level value-added or comparative growth analysis of student academic progress.

People Included in Teacher Value-added Strand II: All teachers of core foundation subjects grades PK-12. Teachers must have seven students included in the EVAAS® calculations in order to have value-added data. Those teachers without value-added reports may be included in the model through department-level or campus-level data, using value-added analysis, comparative growth analysis or special analysis.

Core Foundation Teachers - Represent those teachers who instruct students in core foundation subjects/courses (Reading, Math, Language Arts, Science, and Social Studies). In order to be considered a core foundation teacher, the teacher must be responsible for providing content grades to students in the core foundation subject they teach.

- **Elementary** - At the elementary schools, core foundation teachers are defined as the homeroom teacher or teacher of record or as departmentalized teachers if identified as such by the campus administrator through Chancery or the verification process.
- **Secondary (Middle/High)** - At the secondary level, courses in core foundation subjects are determined to be core foundation courses based on their classification and description in the course catalog. Teachers at the middle and high schools are then identified as core foundation teachers if they teach courses with a course number identified as a core foundation course for the majority of the school day.
- **Special Education** – Teachers of grades 3-12 are identified as instructing Special Education students in core foundation subjects through Chancery, People Soft and through the verification process.

Strand II Sections

In order to include more teachers, there are several different groups of core foundation instructional staff and several indicators. Strand II (Classroom Progress) rewards individual teachers based on value-added student progress by academic subject. There are four parts to this strand to ensure the inclusion of core foundation teachers in grades PK-12:

- Part 1: This method is used to reward core foundation teachers of grades 3-8 in elementary and middle school based on teacher value-added results by grade and by subject.
- Part 2: This method is used to reward core foundation instructional teachers at the high school level based on campus-level department value-added results by subject.
- Part 3: This method is used to reward core foundation teachers of Early Childhood to second grade based on campus performance in second-grade comparative growth for Reading and Math.
- Part 4: This method is used to reward core foundation Special Education teachers in grades 3-12 based on campus value-added performance in the core foundation subject(s) they teach. Teachers of Special Education students who have classroom level value-added reports (seven or more students included in the value-added analysis) are included in Part 1. Teachers of Special Education students at the high school level who have seven or more students with 2011 TAKS or TAKS-Accommodated scores are included in Strand II Part 2. Teachers of Special Education students who instruct students in Early Childhood to grade two are included in Part 1.

Indicators:

For core foundation teachers grades 3-8 (Part 1): EVAAS® teacher value-added scores: Classroom Progress Gain Score (Teacher Cumulative Gain Index) calculated from teachers' individual students' scores to provide an overall teacher value-added score. This gain-score is calculated for core foundation

APPENDIX D (CONTINUED)

teachers for each core foundation subject (Reading, Math, Language Arts in grades 3-8 and Science, Social Studies in grades 4-8).

For core foundation teachers at the high school level (Part 2): EVAAS® department/subject campus score: Campus Progress Gain-score (Campus Department Cumulative Gain Index) calculated for each core foundation subject. High School teachers are paid based on department/subject performance determined from individual student improvement in the subject area.

For core foundation teachers at Early Childhood-grade 2 (Part 3): Comparative Growth campus subject score: Campus median calculated for Reading and for Math at the second-grade level. Teachers awarded based on campus-wide second-grade student improvement in Reading and Math.

For core foundation teachers of Special Education Students (Part 4): EVAAS® campus subject score. If a Special Education teacher does not have a value-added analysis and/or is not included under Parts 1–3 they are awarded based on the Campus Gain Index calculated for the core foundation subject(s) they teach at the campus level.

Strand II Part 1: Elementary and Middle School Core Foundation Teachers

In this method, value-added scores for each teacher in each core foundation subject (**Reading, Math, Language Arts, Science, and Social Studies**) taught are compared to the HISD standard for designating teachers as above or well-above average.

1. Three years of student STAAR, TAKS and Stanford/Aprenda data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is normalized with the state STAAR data for 2012. This acts as the Benchmark.
3. Each student is then provided with a benchmark NCE score for each subject (Reading, Math, and Language Arts for elementary and middle school grades 3-6; Reading/ELA and Math for middle school grades 7-8; Science and Social Studies for elementary and middle school grades 4-8).
4. Using a multivariate mixed model, spring 2012 data are converted and are provided with a current year NCE score.
5. Student rosters for core foundation subjects are edited, corrected and verified by teachers using an online verification process before teacher-level analysis is conducted.
6. Student NCE scores are used to calculate teacher average NCE scores for each subject and grade taught where applicable. By aggregating student scores, a single teacher average NCE score is calculated for each subject for the current (2011-2012) and previous (2010-2011) year. The teacher's NCE gain score is calculated by subtracting the 2010-11 average NCE from the 2011-12 average NCE.
7. The Teacher Gain Score (Teacher Gain Index) is calculated by taking a teacher's average Gain Score in a subject and subtracting the District Standard Gain Score in that subject and then dividing by the standard error.
8. The Teacher Cumulative Gain Index (CGI) is derived from all Teacher Gain Indexes within a subject and the standard errors associated with each gain index.
9. The Teacher Cumulative Gain Index is then compared against to the standard selected by HISD for teacher effectiveness levels using EVAAS® value-added, by which teachers are designated as well above average (2.00 or higher), above average (1.00 to 1.99), average (-1.00 to 0.99), below average (-1.01 to -2.00) or well below average (lower than -2.00). Teachers with a Teacher CGI of 1.00 or higher receive awards, with a Teacher CGI of 2.00 or higher earning the maximum award.
10. The maximum possible award for Strand II Part A/B is \$7,000.

APPENDIX D (CONTINUED)

Strand IIB: Elementary and Middle School Core Foundation Teacher Awards Matrix			
	Classroom Progress Award: Amount Awarded per Subject for Teacher Effectiveness Levels		
	Well-Above Average	Above Average	Average, Below-Average or Well-Below Average
Number of Core Foundation Subjects Taught	Value-added Teacher Cumulative Gain Index ≥ 2.00	Value-added Teacher Cumulative Gain Index 1.01 to 1.99	Value-added Teacher Cumulative Gain Index ≤ 1.00
One	\$7,000	\$3,500	\$0
Two	\$3,500	\$1,750	\$0
Three	\$2,333	\$1,167	\$0
Four	\$1,750	\$875	\$0
Five	\$1,400	\$700	\$0

Examples for Strand II Part 1:

- An elementary school Social Studies teacher who only teaches Social Studies and receives a value-added teacher cumulative gain index of 1.45 would receive \$3,500 for a total of \$3,500 under Strand IIB.
- A seventh and eighth grade Math and Science teacher whose Math value-added cumulative gain index score is 1.22 and whose Science value-added teacher cumulative gain index is 0.20 would receive \$1,750+\$0 for a total of \$1,750 under Strand IIB.

Strand II Part 2: High School Core Foundation Teachers

In this method, the EVAAS® value-added scores for each subject at a high school campus are compared to other high school campus subject value-added scores and then rank-ordered by department performance across grades. Only positive gain scores will be rewarded. All core foundation teachers responsible for a minimum of 7 TAKS or TAKS-Accommodated tested students in grades 9-12 are included in the model and receive the total award for their subject/department.

Strand II Part 2 Indicator- EVAAS® department/subject campus score based on a combination of STAAR-EOC and TAKS assessments. Gain-score calculated for each core subject across grades. High school teachers are paid based on department/subject performance determined from individual student improvement in the subject area.

1. Three years of student STAAR and TAKS data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR and TAKS data for 2012. This data acts as the benchmark for comparison purposes.
3. Each student is then provided with a baseline NCE score for each core foundation subject (Reading/ELA, Math, Science, Social Studies).
4. Using a multivariate mixed model, spring 2012 data are converted and are provided with a current year's NCE score for grades 10 and 11.
5. Student NCE scores for grades 10 and 11 are used to calculate Campus NCE scores by aggregating student gain scores across grades for each year.
6. A Campus Average NCE Gain-score for each core foundation subject in grades 10 and 11 is calculated by subtracting the 2010-11 NCE average score from the 2011-12 average score NCE and comparing it to the District Reference Gain and taking the difference.
7. Using a univariate response model (URM), spring 2012 data from STAAR EOC assessments are converted and used to calculate Campus Actual and Predicted scores for each core foundation subjects (Reading/ELA, Math, Science, and Social Studies) for grade 9.

APPENDIX D (CONTINUED)

8. The Campus Progress Award Gain Scores (Cumulative Gain Indexes) for each core foundation subject are calculated from the 10th and 11th grade Campus Average NCE Gain, the Average NCE Gain Standard Error, the 9th grade Actual minus Predicted value and its Standard Error.
9. The Campus Progress Award Gain Scores (Cumulative Gain Indexes) are rank-ordered for each core foundation subject. Teachers at schools ranked in the top 15% receive the maximum award. Teachers at schools ranked in the second 15% (16% to 30%) receive half of the maximum award. Only staff at campuses with positive (greater than zero) Campus Progress Award Gain Score receive an award.
10. The maximum possible award for Strand II Part C is \$7,000.

Teachers that teacher in more than one core subject will receive their award based on the following calculation: Subject Award = Award Total divided by number of subjects taught. Teachers' Subject awards will then be summed.

Strand IIC: High School Grade 9–12 Core Foundation Teacher Awards Matrix			
Classroom Progress Award: Department Value-Added Score Across Grades			
Comparable Departments for Only One Subject Taught	Award (cannot sum)		
	Top 15%	Second 15%	Not in Top 30%
Reading/ELA	\$7,000	\$3,500	\$0
Math	\$7,000	\$3,500	\$0
Science	\$7,000	\$3,500	\$0
Social Studies	\$7,000	\$3,500	\$0
Two Subjects Taught	Award (can sum)		
	Top 15%	Second 15%	Not in Top 30%
Subject 1	\$3,500	\$1,750	\$0
Subject 2	\$3,500	\$1,750	\$0

Example for Strand II Part C:

- A tenth grade Social Studies teacher whose campus's Value-added Social Studies Department Gain score is the top 30% across all grades will receive a Strand II award of \$7,000.
- A twelfth grade Math and Science teacher at a campus whose math students' Value-added Gain scores are in the second 15% for Math and not in the top 30% for Science would receive \$1,750 for Math award and \$0 for Science for a total award of \$1,750.

Strand II Part 3: Early Childhood-Grade 2 Core Foundation Teachers

In this method, the second-grade Comparative Growth scores for reading and math at a campus are used in the assessment of Early Childhood (PK)-grade 2 core foundation teachers. Campuses are compared to other campuses for each subject based on the second grade score for each subject and then placed into performance quartiles. Only positive gain scores will be rewarded. PK-grade 2 core foundation teachers are rewarded based on the improvement of students in grade 2 and are not rewarded from the students they specifically teach.

Strand IID Indicator – Comparative Growth campus subject second-grade score. Comparative Growth scores are calculated for reading and for math. Teachers are awarded based on campus-wide second-grade student improvement in reading and in math. Steps 1 through 8 are conducted for reading and math separately.

1. 2011 student Stanford/Aprenda scores from 1st grade are collected.
2. 2012 student Stanford/Aprenda scores from 2nd grade are collected.
3. Students are placed into three groups: 1) those with Stanford scores from both years; 2) those with Aprenda scores from both years; 3) those with Aprenda scores in 2011 and Stanford scores in 2012; 4) all other students. Students from group 4 are not used in the analysis.

APPENDIX D (CONTINUED)

4. Cohorts from each of the three groups are identified, based upon all students who scored at the same Normal Curve Equivalent (NCE). These students form a cohort. For each cohort, the score in 2011 is subtracted from the score in 2012 to generate a student gain value.
5. Student gain values for each cohort are rank-ordered against all other students in HISD from the same cohort.
6. Gain values are converted to an HISD percentile rank, using the Hazen method of constructing percentile ranks.
7. All students ascribed to a campus that have a percentile rank (across all cohort groups) are in turn rank-ordered by percentile rank.
8. The median percentile ranking among students at each campus is determined. The median serves as the Campus Comparative Growth Score.
9. Campus Comparative Growth Scores are used as the Campus Progress Award Gain Score for Reading and for Math. The Reading and the Math gain scores are compared separately by campus for all elementary schools and the campuses are rank ordered into quartiles. Teachers at campuses in the top quartile for each subject are awarded. Only staff at campuses with positive (greater than zero) Comparative Growth scores receive an award.
10. The maximum possible award for Strand II Part D is \$3,500.

Strand IID: Early Childhood–Grade 2 Core Foundation Teacher Awards Matrix				
	Comparative Growth Score in Second Grade by Subject			
	Reading		Math	
Grade	Quartile 1	Quartiles 2-4	Quartile 1	Quartiles 2-4
PK to Grade 2	\$1,750	\$0	\$1,750	\$0

Example for Strand II Part D:

- A kindergarten teacher at a campus whose Campus Comparative Growth Score for 2nd grade Reading is in the top 25 percent and whose 2nd grade Math score is in the second 25 percent would receive \$1,750+\$0 for a total of \$1,750.

Strand II Part 4: Special Education Core Foundation Teachers

In this method, teachers who instruct Special Education students in core foundation subjects at grades 3-12 are included in this Strand. There are two possible methods of analysis for these teachers depending on the number of students they serve who are included in the value-added analyses (elementary and middle school) or have TAKS or TAKS-Accommodate scores (high school). Teachers that serve seven or more students that are included in the EVAAS® analyses will receive teacher value-added report data and will be included in part 1 of Strand II. High school teachers that teach seven or more students that have 2012 TAKS, TAKS-Accommodated or EOC scores will be included in Strand II Part 2. Part 4 was constructed to provide special education teachers with less than seven tested students an award under Strand II.

In the method for Part 4, the gain scores for core foundation subjects at a campus are used for the Special Education teachers' analysis. Campuses are compared to other campuses for each subject based on the campus score for each subject and then placed into performance quartiles. Comparisons are done at each level: elementary, middle, and high school for each core foundation subject. Only positive gain scores will be rewarded. These Special Education core foundation teachers in this part are rewarded based on the improvement of students included in the EVAAS® analyses at their campus and are not rewarded from the students they specifically teach. These Special Education teachers are included as core foundation teachers in this model, but at fifty percent of the maximum Strand II award.

Strand IIE Indicator- EVAAS® campus subject score. Cumulative Gain Indices calculated for each subject: Reading (elementary school and middle school), Math, Language Arts (elementary school and middle school), Science, Social Studies and Reading/ELA (high school). Teachers are paid based on campus-wide student improvement in the subject(s) they teach.

APPENDIX D (CONTINUED)

Elementary and Middle Schools

1. Three years of student STAAR, TAKS and Stanford/Aprenda data are supplied to EVAAS®.

2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR data for 2012. This data acts as the benchmark for comparison purposes.
3. Each student is then provided with a baseline NCE score for each subject (Reading, Math, Language Arts, Science, Social Studies).
4. Using a multivariate mixed model, spring 2012 data are converted and are provided with a current year's NCE score.
5. Student NCE scores are used to calculate Campus NCE scores for core foundation subjects (Reading, Math, Language Arts, Science, and Social Studies) and grades for each year.
6. A Campus Average NCE Gain-score is calculated by subtracting the 2010-11 NCE average score from the 2011-12 average score NCE and comparing it to the District Reference Gain and taking the difference.
7. Campus gain scores are calculated by aggregating scores for each core foundation subject across grades 3-6 for elementary schools and across grade 6–8 for middle schools.
8. Campus gain scores are used to calculate a Campus Progress Award Gain Score (Cumulative Gain Index) for each core subject by taking the campus average gain score and subtracting the district standard for that subject and dividing it by the standard error. Then the subject cumulative gain indices are compared by subject for all elementary and middle schools, separately.
9. Campuses are rank ordered into quartiles at their respective levels. Only employees at a campus in the top quartile are awarded. Only staff at campuses with positive (greater than zero) Campus Progress Award Gain Score receive an award.
10. The maximum possible award for Strand II Part E is \$3,500.

High Schools

1. Three years of student STAAR and TAKS data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR and TAKS data for 2012. This data acts as the benchmark for comparison purposes.
3. Each student is then provided with a baseline NCE score for each core foundation subject (Reading/ELA, Math, Science, Social Studies).
4. Using a multivariate mixed model, spring 2012 data are converted and are provided with a current year's NCE score for grades 10 and 11.
5. Student NCE scores for grades 10 and 11 are used to calculate Campus Composite NCE scores by aggregating student gain scores across core foundation subjects (Reading, Math, Science, and Social Studies) and grades for each year.
6. A Campus Composite Average NCE Gain-score for grades 10 and 11 is calculated by subtracting the 2010-11 NCE average score from the 2011-12 average score NCE and comparing it to the District Reference Gain and taking the difference.
7. Using a univariate response model (URM), spring 2012 data from STAAR EOC assessments are converted and used to calculate Campus Actual and Predicted scores for each core foundation subjects (Reading/ELA, Math, Science, and Social Studies) for grade 9.
8. The Campus Progress Award Gain Score (Cumulative Gain Index) for each core foundation subject is calculated from the 10th and 11th grade Campus Composite Average NCE Gain, the Composite Average NCE Gain Standard Error, the 9th grade Actual minus Predicted Composite value and its Standard Error.
9. Campuses are rank ordered into quartiles at their respective levels. Only employees at a campus in the top quartile are awarded. Only staff at campuses with positive (greater than zero) Campus Progress Award Gain Score receive an award.

APPENDIX D (CONTINUED)

Strand IIE: Special Education Core Foundation Teacher Awards Matrix		
	Campus Progress Award Gain Score Across Grades	
One Subject	Quartile 1	Quartiles 2-4
Comparable Campus by Subject and Level	Value-added Campus Gain Score	Value-added Campus Gain Score
Reading (ES/MS)	\$3,500	\$0
Math	\$3,500	\$0
Language Arts (ES/MS)	\$3,500	\$0
Science	\$3,500	\$0
Social Studies	\$3,500	\$0
Reading/ELA (HS)	\$3,500	\$0
Two Subjects	Quartile 1	Quartiles 2-4
Comparable Campus by Subject and Level	Value-added Campus Gain Score	Value-added Campus Gain Score
Subject 1	\$1,750	\$0
Subject 2	\$1,750	\$0
Three Subjects	Quartile 1	Quartiles 2-4
Comparable Campus by Subject and Level	Value-added Campus Gain Score	Value-added Campus Gain Score
Subject 1	\$1,167	\$0
Subject 2	\$1,167	\$0
Subject 3	\$1,167	\$0
Four Subjects	Quartile 1	Quartiles 2-4
Comparable Campus by Subject and Level	Value-added Campus Gain Score	Value-added Campus Gain Score
Subject 1	\$875	\$0
Subject 2	\$875	\$0
Subject 3	\$875	\$0
Subject 4	\$875	\$0
Five Subjects	Quartile 1	Quartiles 2-4
Comparable Campus by Subject and Level	Value-added Campus Gain Score	Value-added Campus Gain Score
Subject 1	\$700	\$0
Subject 2	\$700	\$0
Subject 3	\$700	\$0
Subject 4	\$700	\$0
Subject 5	\$700	\$0

Example for Strand II Part 4:

- a. A Special Education teacher teaching Reading, Language Arts and Math at an elementary school campus whose Campus Progress Award Gain Scores for Reading and Language Arts are in the top 25-percent of the distribution of elementary school scores in those subjects and whose math scores are in the second quartile of the distribution of elementary school level Math scores would receive up to \$1,167+ \$1,167+ \$0 for a total of \$2,234.
- b. A Special Education teacher teaching Reading and Social Studies at a middle school campus whose Campus Progress Award Gain Score for Reading is in the top 25-percent of the distribution of middle school reading scores and whose Social Studies scores are in the third quartile of the distribution of middle school level Social Studies scores would receive \$1,750+ 0 for a total of \$1,750.

APPENDIX D (CONTINUED)

ASPIRE Award Model Strand III

Purpose: Reward instructional and campus-based instructional staff for cooperative efforts at meeting student achievement levels or improving student performance at the campus level.

People Included in Campus Achievement Strand III:

Instructional Staff- The individuals included in this group are assigned to a campus, provide direct instruction to students, and are responsible for providing grades to students at the classroom level (i.e., core foundation and elective/ancillary teachers).

Instructional Support Staff- Instructional support staff members are degreed, certified, or licensed professionals assigned to a campus and provide direct support to instructional staff/campus. If the instructional support staff member is assigned to multiple campuses, the percentage of assignment to a single campus cannot be less than 40-percent. *Examples: see Strand I*

Teaching Assistants- These individuals are staff members that have a job classification of Teaching Assistant and provide direct classroom instructional support to instructional staff.

Indicators: Stanford/Aprenda -- percent of all students at or above 50th National Percentile Rank (NPR); AP/IB -- percent of students scoring at level to earn college credit; High School Dropout Rate

Staff who have low-value added results in Strand II, defined as a cumulative gain index of less than or equal to -2.00 in all subjects they teach or in all grades and subjects upon which their Strand II award is based, do not receive an award for any part of Strand III. This does not apply to staff in Strand II Part 3: Early Childhood-Grade 2 Core Foundation Teachers or staff in Strand II Part 4: Special Education Core Foundation Teachers.

Strand III Campus Achievement - Elementary and Middle Schools

This part of Strand III is designed to reward instructional and instructional support staff at elementary and middle schools for which 85% of all students across all grade levels have scored at or above the 50th National Percentile Rank (NPR) on Stanford/Aprenda or for which the campus has exhibited significant improvement in the percent of students across all grades at this rank. Significant improvement is defined as being in the top quintile of schools within elementary school rankings or middle school rankings. Schools are compared with either elementary or other middle schools.

APPENDIX D (CONTINUED)

Strand IIIA Campus Achievement Matrix – Elementary and Middle Schools				
		Percent of Students At or Above 50 th NPR) - Math	Distribution of Percentage-Point Improvement in Percent of Students At or Above 50 th NPR - Math	
	Campus Staff	Award Standard: 85 %	Quintile 1	Quintiles 2 - 5
Met Award Standard	Instructional Staff	\$500	NA	NA
	Instructional Support Staff	\$300	NA	NA
	Teaching Assistants	\$200	NA	NA
Did not meet Award Standard	Instructional Staff	NA	\$500	\$0
	Instructional Support Staff	NA	\$300	\$0
	Teaching Assistants	NA	\$200	\$0
		Percent of Students At or Above 50 th NPR) - Reading	Distribution of Percentage-Point Improvement in Percent of Students At or Above 50 th NPR - Reading	
	Campus Staff	Award Standard: 85 %	Quintile 1	Quintiles 2 - 5
Met Award Standard	Instructional Staff	\$500	NA	NA
	Instructional Support Staff	\$300	NA	NA
	Teaching Assistants	\$200	NA	NA
Did not meet Award Standard	Instructional Staff	NA	\$500	\$0
	Instructional Support Staff	NA	\$300	\$0
	Teaching Assistants	NA	\$200	\$0

Strand III Campus Achievement - High Schools

This part of Strand III is designed to reward instructional and instructional support staff at high schools whose students attain high levels of achievement or exhibit significant improvement in the percentage of their students with college-credit earning Advanced Placement (AP) and International Baccalaureate (IB) exam performance, and for low student dropout rates or making significant progress towards lowering them. Awards are calculated separately for the AP/IB and Dropout Rate components.

AP/IB Participation and Performance

1. AP test data are extracted from the AP data provided by the College Board for 2010–2011 and 2011–2012. Student-level IB test data are downloaded from the International Baccalaureate Organization and provided to the Department of Research and Accountability from campuses that participate in the International Baccalaureate program. Because the electronic data files for both AP and IB are dynamic, a cut-off date is used for reporting purposes.
2. Total enrollment in grades 10-12 for each campus as of the fall PEIMS snapshot date in 2010 and 2011 is collected.
3. The participation/performance rate for each year at each campus is calculated using the number of students in grades 10-12 with at least one AP exam with a score of 3 or higher plus the number of students with at least one IB exam with a score of 4 or higher (an unduplicated count of students), by total grade 10-12 enrollment, all values expressed to the nearest tenth of a percentage point (.1).
4. Eligible staff at a campus that meets the 2011-2012 award standard of 40.0 percent are awarded for this strand component. There is no rounding to meet the standard (i.e., 39.9 percent is not awarded).
5. Campuses that do not meet the standard are rank-ordered according to the percentage-point change in their participation/performance rates between 2010-2011 and 2011-2012, with both the underlying values and this change expressed to nearest tenth of percentage point. Only campuses with at least five students testing each year and hence a participation/performance rate for both years are rank-ordered. Campuses that do not have their own data are not included in the analysis and will not be awarded on this strand.
6. Campuses rank-ordered by participation/performance rate changes between 2010-2011 and 2011-2012 are placed into quintiles. Eligible staff at campuses ranked in the first quintile are

APPENDIX D (CONTINUED)

7. awarded. Only staff at campuses with a positive participation/performance rate change are awarded.

High School Dropout Rate

1. The dropout rates for 2009-2010 and 2010-2011 across all grades for each campus are collected, using data issued by Texas Education Agency in their Secondary School Completion and Dropout Report, all values expressed to the nearest tenth of a percentage point (.1)
2. Eligible staff at campuses that meet the standard of a dropout rate of 3.0 percent or less are awarded for this strand component. There is no rounding to meet the threshold (i.e., 3.1 percent is not awarded).
3. Campuses that do not meet the standard are rank-ordered according to the percentage-point change in their dropout rates between 2009-2010 and 2010-2011, with both the underlying values and this change expressed to nearest tenth of percentage point. Only a campus with enrollment of at least five students each year (a dropout rate for both years) is rank-ordered. Campuses that do not have their own data are not included in the analysis and will not be awarded on this strand.
4. Campuses rank-ordered by dropout rate changes between 2010-2011 and 2011-2012 are placed into quintiles. Eligible staff at campuses in the first quintile are awarded for this strand component. Only those staff at campuses with a decline in their dropout rate are awarded.

Strand IIIA Campus Achievement Matrix – High Schools				
		Participation/Performance Rate: Percent of Students in Grades 10-12 with a score of 3 or higher (AP) or 4 or higher (IB)	Distribution of Percentage-Point Improvement in Participation/Performance Rate	
	Campus Staff	Award Standard: 40.0 %	Quintile 1	Quintiles 2 - 5
Met Award Standard	Instructional Staff	\$500	NA	NA
	Instructional Support Staff	\$300	NA	NA
	Teaching Assistants	\$200	NA	NA
Did not meet Award Standard	Instructional Staff	NA	\$500	\$0
	Instructional Support Staff	NA	\$300	\$0
	Teaching Assistants	NA	\$200	\$0

		Dropout Rate	Distribution of Percentage-Point Change in Dropout Rate	
	Campus Staff	Award Standard: 3.0 % or less	Quintile 1	Quintiles 2 - 5
Met Award Standard	Instructional Staff	\$500	NA	NA
	Instructional Support Staff	\$300	NA	NA
	Teaching Assistants	\$200	NA	NA
Did not meet Award Standard	Instructional Staff	NA	\$500	\$0
	Instructional Support Staff	NA	\$300	\$0
	Teaching Assistants	NA	\$200	\$0

APPENDIX E

ASPIRE Award for Teachers and Campus Leaders 2011–2012: Special Analysis

Background

Special Analysis refers to the alternative methods used to determine awards if staff are assigned to a campus where data are not available or where staff are not easily attributed to a single organization. This document describes the award exceptions and how they are calculated. Specific campuses which require Special Analysis are listed.

For the regular methods used in award determination by staff category, please reference the document *2011–2012 ASPIRE Awards for Teachers*, posted on the HISD ASPIRE portal.

Strand I: Campus Progress Award

Strand I is based on the EVAAS® campus value-added district-centered index (mean gain score adjusted by the standard error). It measures student performance across grades (3–11), subjects (Reading, Math, Language Arts, Science, and Social Studies), and tests (STAAR, Stanford, STAAR-EOC, and TAKS) by producing a single index score that is relative to the district.

Several campuses did not have the student achievement data to allow for the calculation of value-added analysis. Also, there were schools with multiple organizational numbers which require adjustment in the payout. These campuses require special analysis.

Special Analysis Type I: Schools without a value-added district-centered index were matched with the campus with which they had the highest number of shared students over the past three years or equivalent strong relationship. The matched school provided the value-added district-centered index, the quintile ranking, and the payout amounts for the campuses in this analysis group.

There were two reasons for campuses to require Type I special analysis under Strand I:

- Campuses that did not serve students in grades at which value-added data is reported.
- Campuses that did not have enough students taking the STAAR, Stanford, STAAR-EOC, or TAKS, so that value-added analysis could be performed.

APPENDIX E (CONTINUED)

Special Analysis Type II: There are three clusters of campuses that shared sites and payroll assignments during the 2011–2012 school year but had multiple organization numbers. These campuses had separate value-added district-centered indices calculated for each organization number and had separate quintile rankings. However, since employees may have had assignments at both levels of these clustered campuses, the payout was based on an average of what would have been earned by each organization number based on the quintile rankings.

For example, Campus A has two organization numbers: 342 and 364. School 342 may be ranked in quintile 1 and school 364 ranked in quintile 3. School 342 qualifies instructional staff for \$1,000, while school 364 qualifies instructional staff for \$0. Special analysis for these campuses is done by averaging the award amount $[(\$1,000 + \$0)/2 \text{ campuses} = \$500]$. Instructional staff assigned to either 342 or 364 will receive the average of what the two schools qualified for: specifically, \$500 in Strand I.

Org 11-12	School Name	Special Analysis Type	Paired Org or Matched ID	Paired School Name	Reason for Special Analysis
013	Community Services	Type I	008	Lamar High School	Alternative/Charter without enough student test data for value-added analysis
097	HCC Life Skills	Type I	008	Lamar High School	Alternative/Charter without enough student test data for value-added analysis
131	Halpin ECC	Type I	374	Tinsley Elementary	Early Childhood campus without students in grades included in analysis
273	Ashford Elementary School	Type I	276	Shadowbriar Elementary	Early Childhood campus without students in grades included in analysis
324	Liberty High School	Type I	009	Lee High School	Alternative/Charter without enough student test data for value-added analysis
328	TSU Charter Lab School	Type I	195	Lockhart Elementary	Early Childhood campus without students in grades included in analysis
350	Energized for Excellence ECC	Type I	364	Energized for Excellence Elementary	Early Childhood campus without students in grades included in analysis
352	Farias ECC	Type I	359	Moreno Elementary	Early Childhood campus without students in grades included in analysis
354	Mistral ECC	Type I	372	Rodriguez Elementary	Early Childhood campus without students in grades included in analysis
355	King ECC	Type I	260	Windsor Village Elementary	Early Childhood campus without students in grades included in analysis

APPENDIX E (CONTINUED)

Org 11-12	School Name	Special Analysis Type	Paired Org or Matched ID	Paired School Name	Reason for Special Analysis
357	Laurenzo ECC	Type I	124	Burnet Elementary	Early Childhood campus without students in grades included in analysis
360	Belfort Academy	Type I	194	Lewis Elementary	Early Childhood campus without students in grades included in analysis
392	Young Learners Charter School	Type I	154	Foster Elementary	Early Childhood campus without students in grades included in analysis
466	Elementary DAEP	Type I	147	Eliot Elementary	Alternative/Charter without enough student test data for value-added analysis
364	Energized For Excellence Academy	Type II	A	Energized For Excellence MS	Payouts based on average of combined campuses
342	Energized For Excellence MS	Type II	A	Energized For Excellence Academy	Payouts based on average of combined campuses
058	Gregory-Lincoln MS	Type II	B	Gregory-Lincoln ES	Payouts based on average of combined campuses
282	Gregory-Lincoln ES	Type II	B	Gregory-Lincoln MS	Payouts based on average of combined campuses
334	Kaleidoscope	Type II	C	Las Americas	Payouts based on average of combined campuses
340	Las Americas	Type II	C	Kaleidoscope	Payouts based on average of combined campuses

Strand II: Classroom Progress Award

For teachers, Strand II is based on EVAAS®-generated teacher value-added gain indices for a teacher's classroom, where available. Since high school, grades EC-2, and special education teachers with fewer than 7 TAKS-tested students do not receive teacher-level value-added gain indices, they are included in Strand II parts 2, 3 and 4, in which student improvement is assessed through the use of campus-based indices that are calculated across grades for each core subject (Reading, Math, Language Arts, Science, and Social Studies). For Parts 2 and 4, subject-level value-added gain indices are used to reward teachers by department at their campus. For Part 3, second grade comparative growth campus median scores are used to reward teachers of grades EC-2. For teachers without these data, special analysis is calculated.

APPENDIX E (CONTINUED)

Special Analysis Type I: Early Childhood Centers were matched with the campus with which they had the highest number of shared students over the past three years or equivalent strong relationship. The matched school provided the second grade comparative growth median, the quartile ranking, and the payout amounts for the teachers at these campuses for Reading and for Math.

Special Analysis Type II: Elementary schools without value-added gain indices for one or more core foundation subjects were matched with the campus with which they had the highest number of shared students over the past three years or equivalent strong relationship. The matched school provided the value-added gain indices or comparative growth medians, quartile rankings, and payout amounts for the campuses in these analysis groups for each subject that was missing results. If the campus has its own results for a specific subject, they were used; data from the paired campus were only used for subjects that had no data.

- For EC to second grade teachers whose campus did not have Comparative Growth median data, Strand II was calculated using Reading and Math second grade comparative growth median data from the paired campus.
- For all other core foundation teachers, the appropriate subject-level gain index for the subject(s) they taught were used. *In cases where campus-level data were used for teachers of grades 3-8 who should have had classroom-level data but didn't, the maximum award is 50% of the award for that subject or subjects (see Type IV below).*
- For campus leaders (Principals, Assistant Principals, Deans), Strand II was calculated using subject-level value-added gain indices for any of the five core foundation subjects missing data. Campus leaders at Early Childhood Centers are awarded using the value-added gain indices for all five core foundation subjects from the campus to which the Early Childhood Center is paired.

Special Analysis Type III: High schools without value-added gain indices for core foundation subjects were matched with the campus with which they had the highest number of shared students over the past three years or equivalent strong relationship. The matched school provided the value-added gain indices, the ranking, and the payout amounts for teachers and campus leaders at campuses in this analysis group for each subject in which paired data was necessary. If the campus had its own results for a specific subject, they were used; campuses were only paired for subjects with no data.

Special Analysis Type IV: For a variety of reasons, some grade 3-8 core foundation subject teachers do not have value-added gain scores for their own students (i.e., highly mobile students, low class sizes, etc.). In order to ensure their inclusion in Strand II of the model, the campus value-added gain index for each subject, ranked among campuses of the same level, was used for teachers without value-added data for their own students. *These teachers were eligible to receive a maximum of \$3,500 for value-added gains made by all students at their campus.* This is consistent with award amounts for which teachers of grades EC-2 and special education teachers are eligible, for whom no teacher-level data is available.

APPENDIX E (CONTINUED)

Org 11-12	School Name	Special Analysis Type	Paired Org	Paired School Name	Reason for Special Analysis
131	Halpin ECC	Type I, Type II	374	Tinsley Elementary	Comparative Growth medians for teachers; value-added gain scores for Campus Leaders
350	Energized for Excellence ECC	Type I, Type II	364	Energized for Excellence Elementary	Comparative Growth medians for teachers; value-added gain scores for Campus Leaders
352	Farias Early ECC	Type I, Type II	359	Moreno Elementary	Comparative Growth medians for teachers; value-added gain scores for Campus Leaders
354	Mistral ECC	Type I, Type II	372	Rodriguez Elementary	Comparative Growth medians for teachers; value-added gain scores for Campus Leaders
355	King M. L. ECC	Type I, Type II	260	Windsor Village Elementary	Comparative Growth medians for teachers; value-added gain scores for Campus Leaders
357	Laurenzo ECC	Type I, Type II	124	Burnet Elementary	Comparative Growth medians for teachers; value-added gain scores for Campus Leaders
360	Bellfort Academy	Type I, Type II	194	Lewis Elementary	Comparative Growth medians for teachers; value-added gain scores for Campus Leaders
392	Young Learners Charter School	Type I, Type II	154	Foster Elementary	Comparative Growth medians for teachers; value-added gain scores for Campus Leaders
466	Elementary DAEP	Type II	147	Eliot Elementary	All Core Foundation value-added gain scores; Comparative Growth Medians for teachers
013	Community Services	Type III	008	Lamar High School	All Core Foundation value-added gain scores
094	Harper Alternative School	Type III	029	Contemporary Learning Center	Reading only
097	HCC Life Skills	Type III	008	Lamar High School	All Core Foundation value-added gain scores
324	Liberty High School	Type III	009	Lee High School	All Core Foundation value-added gain scores

Strand III: Campus Achievement

Strand III is based on the percent of all students at or above the 50th national percentile rank across all grades on the Stanford/Aprenda for Math and for Reading for staff at elementary and middle school campuses. For staff at high school campuses, Strand II is based on AP and/or IB participation and performance or improvement, and on the four-year longitudinal dropout rate or improvement. Special analysis is done **only at the elementary school level** for Strand III, and for schools with multiple organizational numbers that require adjustment in the payout.

APPENDIX E (CONTINUED)

Special Analysis Type I: These campuses are Early Childhood Centers serving students in grades EC-K, and they do not have Stanford data. These campuses are paired for Stanford/Aprenda Math and Reading. The paired campus provided the percent of students meeting the standard or the quintile ranking in improvement and the payout amounts for teachers and campus leaders. This type applies to Early Childhood campuses only.

Special Analysis Type II: Schools that did not have sufficient Stanford/Aprenda data, but were located on the same site as another campus were paired for Stanford/Aprenda Math and Reading. The paired campus provided the percent of students meeting the standard or the quintile ranking in improvement and the payout amounts for teachers and campus leaders. This type applies to elementary campuses housed in the same building as another elementary campus only.

Special Analysis Type III: There are three clusters of campuses that share sites and payroll assignments but have multiple organization numbers. Students at these campuses could have had different levels of achievement on the Stanford/Aprenda Reading and Math tests, with different payout amounts for campus-based staff. However, since employees may have had assignments at both levels of these clustered campuses, the payout was based on an average of what would have been earned by each organization number as determined by campus attainment of award standard or the quintile rankings.

Org 11-12	School Name	Special Analysis Type	Paired Org or Matched ID	Paired School Name	Reason for Special Analysis
131	Halpin ECC	Type I	374	Tinsley Elementary	Early Childhood Center
350	Energized for Excellence ECC	Type I	364	Energized for Excellence Academy	Early Childhood Center
352	Farias ECC	Type I	359	Moreno Elementary	Early Childhood Center
354	Mistral ECC	Type I	372	Rodriguez Elementary	Early Childhood Center
355	King ECC	Type I	260	Windsor Village Elementary	Early Childhood Center
357	Laurenzo ECC	Type I	124	Burnet Elementary	Early Childhood Center
360	Bellfort Academy	Type I	194	Lewis Elementary	Early Childhood Center
392	Young Learners Charter School	Type I	154	Foster Elementary	Early Childhood Center
466	Elementary DAEP	Type II	147	Eliot Elementary	Elementary Campus housed in same building
364	Energized For Excellence Academy Elementary	Type III	A	Energized for Excellence MS	Payouts based on average of combined campuses
342	Energized For Excellence Middle School	Type III	A	Energized for Excellence Academy	Payouts based on average of combined campuses

APPENDIX E (CONTINUED)

Org 11-12	School Name	Special Analysis Type	Paired Org or Matched ID	Paired School Name	Reason for Special Analysis
058	Gregory-Lincoln Middle School	Type III	B	Gregory-Lincoln ES	Payouts based on average of combined campuses
282	Gregory-Lincoln Elementary School	Type III	B	Gregory-Lincoln MS	Payouts based on average of combined campuses
334	Kaleidoscope	Type III	C	Las Americas	Payouts based on average of combined campuses
340	Las Americas	Type III	C	Kaleidoscope	Payouts based on average of combined campuses

APPENDIX F

SCHOOL LEADER PERFORMANCE-PAY MODEL 2011–2012

For 2011–2012, School Leaders (Principals, Assistant Principals and Deans of Instruction) will be included in the ASPIRE Award Model.

ASPIRE Award Model Strand I: Campus Progress Award

Purpose: Reward eligible school leaders for cooperative efforts at improving individual student performance at the campus level through the application of campus-level value-added analysis of student academic progress.

School leaders who have low-value added results in Strand II, defined as a cumulative gain index of less than or equal to -2.00 in all grades and subjects upon which their Strand II award is based, do not receive an award for any part of Strand I.

People Included:

Principals: The individuals included in this group are assigned to one or more campuses, provide direct supervision to teachers and campus staff, and are responsible for evaluating their performance.

Assistant Principals/Deans of Instruction: The individuals in this group (hereinafter referred to as “assistant principals”) are assigned to one or more campuses, provide supervision to teachers and campus staff, and provide instruction and guidance to students.

Indicator: EVAAS® Campus Composite Gain-scores calculated across grades and subjects to provide an overall campus value-added score (Composite Cumulative Gain Index).

Strand I Method:

Elementary and Middle Schools

9. Three years of student STAAR, TAKS and Stanford/Aprenda data are supplied to EVAAS®.
10. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR data for 2012. This data acts as the benchmark for comparison purposes.
11. Each student is then provided with a baseline NCE score for each subject (Reading, Math, Language Arts, Science, Social Studies).
12. Using a multivariate mixed model, spring 2012 data are converted and are provided with a current year’s NCE score.
13. Student NCE scores are used to calculate Campus Composite NCE scores by aggregating student gain scores across core foundation subjects (Reading, Math, Language Arts, Science, and Social Studies) and grades for each year.
14. A Campus Composite Average NCE Gain-score is calculated by subtracting the 2010-11 NCE average score from the 2011-12 average score NCE and comparing it to the District Reference Gain and taking the difference.
15. The Campus Progress Award Gain Score (Cumulative Gain Index) is calculated by taking the Campus Composite Average NCE Gain for a Campus and dividing it by the Composite Average NCE Gain Standard Error.
16. The Campus Progress Award Gain Score (Cumulative Gain Index) is rank-ordered at the elementary and middle school levels, separately. Staff at schools ranked in the first quintile with positive (greater than zero) Campus Progress Award Gain Score receive awards.

High Schools

10. Three years of student STAAR and TAKS data are supplied to EVAAS®.
11. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR data for 2012. This data acts as the benchmark for comparison purposes.
12. Each student is then provided with a baseline NCE score for each core foundation subject (Reading, Math, Science, Social Studies).

APPENDIX F (CONTINUED)

1. Using a multivariate mixed model, spring 2012 data are converted and are provided with a current year's NCE score for grades 10 and 11.
2. Student NCE scores for grades 10 and 11 are used to calculate Campus Composite NCE scores by aggregating student gain scores across core foundation subjects (Reading, Math, Science, and Social Studies) and grades for each year.
3. A Campus Composite Average NCE Gain-score for grades 10 and 11 is calculated by subtracting the 2010-11 NCE average score from the 2011-12 average score NCE and comparing it to the District Reference Gain and taking the difference.
4. Using a univariate response model (URM), spring 2012 data from STAAR EOC assessments are converted and used to calculate Campus Actual and Predicted scores for each core foundation subjects (Reading, Math, Science, and Social Studies) for grade 9, and for a Composite value.
5. The Campus Progress Award Gain Score (Cumulative Gain Index) is calculated from the 10th and 11th grade Campus Composite Average NCE Gain, the Composite Average NCE Gain Standard Error, the 9th grade Actual minus Predicted Composite value and its Standard Error.
6. The Campus Progress Award Gain Scores (Cumulative Gain Indexes) are rank-ordered. Staff at schools ranked in the first quintile with positive (greater than zero) Campus Progress Award Gain Score receive awards.

Strand I: Elementary & Secondary Campus Awards Matrix		
	Campus Progress Award Gain Score (Across Subjects and Across Grades)	
	Quintile 1	Quintiles 2 - 5
Comparable Campus by School Level	Cumulative Gain Index	Cumulative Gain Index
Elementary Schools		
Principals	\$1,850	\$0
Assistant Principals	\$925	\$0
Middle Schools		
Principals	\$1,850	\$0
Assistant Principals	\$925	\$0
High Schools		
Principals	\$1,850	\$0
Assistant Principals	\$925	\$0

APPENDIX F (CONTINUED)

ASPIRE Award Model Strand II: Classroom Progress Award

Purpose: Reward eligible school leaders for efforts at improving student academic performance at the classroom/student cohort level through the application of campus-level value-added analysis of student academic progress.

People Included: Principals and assistant principals / deans of instruction.

Indicators: EVAAS® department/subject campus score: Campus Gain-score (Cumulative Gain Index) calculated for each core subject. Principals and assistant principals are paid based on department/subject performance determined from individual student improvement in the subject area. In this method, the EVAAS® value-added scores for each core foundation subject at a campus are compared to other campus subject value-added scores and then placed into department performance groups. Only positive gain scores will be rewarded.

Strand II Method:

1. Three years of student STAAR, TAKS and Stanford/Aprenda data are supplied to EVAAS®.
2. EVAAS® converts student data to a single NCE scale which is normalized with the state STAAR (grades 3-8) or TAKS (grades 10-11) data for 2012. This acts as the baseline/benchmark.
3. A baseline NCE score is then calculated for each student in each core foundation subject (Reading, Math, Language Arts, Science, and Social Studies).
4. Using a multivariate mixed model, spring 2012 data are converted and compared to NCEs and compared to spring 2011 NCEs in order to calculate gain scores.
5. Student value-added scores are used to calculate a campus value-added gain score (CGI) for reading, math, language arts, science, and social studies by aggregating student scores for each subject across grades 3–6 in elementary schools and 6–8 for middle schools. For high schools, cumulative gain scores are calculated for Reading/ELA, Math, Science, and Social Studies. Each cumulative gain score is calculated by taking the campus average gain score, subtracting the district standard for that grade and subject, and dividing it by the standard error.
6. The subject cumulative gain scores will then be rank ordered into the top 15 percent and second 15 percent at the elementary, middle, and high school levels, each subject rank-ordered separately.
- 7.

Strand II: Elementary & Secondary Campus Subject/Department Awards Matrix					
Comparable Departments by Level	Elementary School Subject Cumulative Gain Score				
	Top 15%		Second 15%		Remaining 70%
	Principal	AP	Principal	AP	Principals and APs
Reading	\$2,000	\$1,000	\$1,000	\$500	\$0
Math	\$2,000	\$1,000	\$1,000	\$500	\$0
Language Arts	\$2,000	\$1,000	\$1,000	\$500	\$0
Science	\$2,000	\$1,000	\$1,000	\$500	\$0
Social Studies	\$2,000	\$1,000	\$1,000	\$500	\$0
	Middle School Subject Cumulative Gain Score				
	Top 15%		Second 15%		Remaining 70%
	Principal	AP	Principal	AP	Principals and APs
Reading	\$2,000	\$1,000	\$1,000	\$500	\$0
Math	\$2,000	\$1,000	\$1,000	\$500	\$0
Language Arts	\$2,000	\$1,000	\$1,000	\$500	\$0
Science	\$2,000	\$1,000	\$1,000	\$500	\$0
Social Studies	\$2,000	\$1,000	\$1,000	\$500	\$0
	High School Subject Cumulative Gain Score				
	Top 15%		Second 15%		Remaining 70%
	Principal	AP	Principal	AP	Principals and APs
Reading/ELA	\$2,500	\$1,250	\$1,250	\$625	\$0
Math	\$2,500	\$1,250	\$1,250	\$625	\$0
Science	\$2,500	\$1,250	\$1,250	\$625	\$0
Social Studies	\$2,500	\$1,250	\$1,250	\$625	\$0

APPENDIX F (CONTINUED)

ASPIRE Award Model Strand III: Campus Achievement

Purpose: Reward eligible school leaders for cooperative efforts at improving student performance or improving student performance at the campus level.

People Included: Principals and assistant principals / deans of instruction.

Indicators: Stanford/Aprenda -- percent of all students at or above 50th National Percentile Rank (NPR); AP/IB -- percent of students scoring at level to earn college credit; High School Dropout Rate
School leaders who have low-value added results in Strand II, defined as a cumulative gain index of less than or equal to -2.00 in all grades and subjects upon which their Strand II award is based, do not receive an award for any part of Strand III.

Strand III Campus Achievement - Elementary and Middle Schools

This part of Strand III is designed to reward school leaders at elementary and middle schools for which 85% of all students across all grade levels have scored at or above the 50th National Percentile Rank (NPR) on Stanford/Aprenda or for which the campus has exhibited significant improvement in the percent of students across all grades at this rank. Significant improvement is defined as being in the top quintile of schools within elementary school rankings or middle school rankings. Schools are compared with either elementary or other middle schools.

Strand IIIA Campus Achievement Matrix – Elementary and Middle Schools				
		Percent of Students At or Above 50 th NPR) - Math	Distribution of Percentage-Point Improvement in Percent of Students At or Above 50 th NPR - Math	
	Campus Staff	Award Standard: 85 %	Quintile 1	Quintiles 2 - 5
Met Award Standard	Principals	\$825	NA	NA
	Assistant Principals	\$412.50	NA	NA
Did not meet Award Standard	Principals	NA	\$825	\$0
	Assistant Principals	NA	\$412.50	\$0
		Percent of Students At or Above 50 th NPR) - Reading	Distribution of Percentage-Point Improvement in Percent of Students At or Above 50 th NPR - Reading	
	Campus Staff	Award Standard: 85 %	Quintile 1	Quintiles 2 - 5
Met Award Standard	Principals	\$825	NA	NA
	Assistant Principals	\$412.50	NA	NA
Did not meet Award Standard	Principals	NA	\$825	\$0
	Assistant Principals	NA	\$412.50	\$0

Strand III Campus Achievement - High Schools

This part of Strand III is designed to reward school leaders at high schools whose students attain high levels of achievement or exhibit significant improvement in the percentage of their students with college-credit earning Advanced Placement (AP) and International Baccalaureate (IB) exam performance, and for low student dropout rates or making significant progress towards lowering them. Awards are calculated separately for the AP/IB and Dropout Rate components.

AP/IB Participation and Performance

1. AP test data are extracted from the AP data provided by the College Board for 2010–2011 and 2011–2012. Student-level IB test data are downloaded from the International Baccalaureate Organization and provided to the Department of Research and Accountability from campuses that participate in the International Baccalaureate program. Because the electronic data files for both AP and IB are dynamic, a cut-off date is used for reporting purposes.

APPENDIX F (CONTINUED)

8. Total enrollment in grades 10-12 for each campus as of the fall PEIMS snapshot date in 2010 and 2011 is collected.
9. The participation/performance rate for each year at each campus is calculated using the number of students in grades 10-12 with at least one AP exam with a score of 3 or higher plus the number of students with at least one IB exam with a score of 4 or higher (an unduplicated count of students), by total grade 10-12 enrollment, all values expressed to the nearest tenth of a percentage point (.1).
10. Eligible staff at a campus that meets the 2011-2012 award standard of 40.0 percent are awarded for this strand component. There is no rounding to meet the standard (i.e., 39.9 percent is not awarded).
11. Campuses that do not meet the standard are rank-ordered according to the percentage-point change in their participation/performance rates between 2010-2011 and 2011-2012, with both the underlying values and this change expressed to nearest tenth of percentage point. Only campuses with at least five students testing each year and hence a participation/performance rate for both years are rank-ordered. Campuses that do not have their own data are not included in the analysis and will not be awarded on this strand.
12. Campuses rank-ordered by participation/performance rate changes between 2010-2011 and 2011-2012 are placed into quintiles. Eligible staff at campuses ranked in the first quintile are awarded. Only staff at campuses with a positive participation/performance rate change are awarded.

High School Dropout Rate

5. The dropout rates for 2009-2010 and 2010-2011 across all grades for each campus are collected, using data issued by Texas Education Agency in their Secondary School Completion and Dropout Report, all values expressed to the nearest tenth of a percentage point (.1)
6. Eligible staff at campuses that meet the standard of a dropout rate of 3.0 percent or less are awarded for this strand component. There is no rounding to meet the threshold (i.e., 3.1 percent is not awarded).
7. Campuses that do not meet the standard are rank-ordered according to the percentage-point change in their dropout rates between 2009-2010 and 2010-2011, with both the underlying values and this change expressed to nearest tenth of percentage point. Only a campus with enrollment of at least five students each year (a dropout rate for both years) is rank-ordered. Campuses that do not have their own data are not included in the analysis and will not be awarded on this strand.
8. Campuses rank-ordered by dropout rate changes between 2010-2011 and 2011-2012 are placed into quintiles. Eligible staff at campuses in the first quintile are awarded for this strand component. Only those staff at campuses with a decline in their dropout rate are awarded.

Strand IIIA Campus Achievement Matrix – High Schools				
		Participation/Performance Rate: Percent of Students in Grades 10-12 with a score of 3 or higher (AP) or 4 or higher (IB)	Distribution of Percentage-Point Improvement in Participation/Performance Rate	
	Campus Staff	Award Standard: 40.0 %	Quintile 1	Quintiles 2 - 5
Met Award Standard	Principals	\$825	NA	NA
	Assistant Principals	\$412.50	NA	NA
Did not meet Award Standard	Principals	NA	\$825	\$0
	Assistant Principals	NA	\$412.50	\$0

		Dropout Rate	Distribution of Percentage-Point Change in Dropout Rate	
	Campus Staff	Award Standard: 3.0 % or less	Quintile 1	Quintiles 2 - 5
Met Award Standard	Principals	\$825	NA	NA
	Assistant Principals	\$412.50	NA	NA
Did not meet Award Standard	Principals	NA	\$825	\$0
	Assistant Principals	NA	\$412.50	\$0