



# RESEARCH

Educational Program Report

## 2009-2010 ASPIRE AWARD PROGRAM EVALUATION

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY  
HOUSTON INDEPENDENT SCHOOL DISTRICT



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## 2009–2010 ASPIRE Award Program Evaluation 2011–2012

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# ASPIRE Award

## Program Evaluation, 2009–2010

### 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 2008–2009 ASPIRE Award was successfully paid out on January 27, 2010. Again, with recommendations from the district’s Program Advisory Committee, revisions were made to the model for the 2009–2010 school year, which was paid out on January 26, 2011.

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 principals 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 Improvement (Campus-Level Growth); Strand II–Value-added Core Teacher Improvement (Individual Teacher, Department, and/or Campus Growth); and Strand III–Campus Improvement and Achievement based on Texas Education Agency (TEA) accountability ratings, Campus writing achievement for all academic levels, and Comparable Improvement on the Texas Assessment of Knowledge and Skills (TAKS) (Campus-Level Growth and Performance) for elementary and middle schools and Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit participation and AP and IB performance for high schools. 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 2009–2010 ASPIRE Award program in relation to the stated goals and the impact on the participants after five years of implementing a performance-pay program. The logic model diagramming the inputs, activities, outputs, and outcomes is illustrated in **Appendix A, p. 41**. 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 2009–2010 ASPIRE Award? How does this compare over the past five years?
2. Were there any common characteristics among the instructional staff that received an ASPIRE Award over the past three 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? How effective were the training opportunities?
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 2009–2010?
8. Have there been any changes in Comparable Improvement or TEA Accountability ratings since performance-pay has been implemented?
9. Based upon survey results, what were the perceptions of respondents regarding the 2009–2010 ASPIRE Award? How does this compare to previous years?
10. Based upon survey results, what was the level of effectiveness for communicating information about the ASPIRE Award?
11. Based upon survey results, how did respondents rate the current teacher and principal appraisal system?
12. Based upon survey results, what recommendations were made to incorporate changes to the ASPIRE Award?

## Highlights

- Over the past five years, the total payout increased from \$17,007,023.31 in 2005–2006 to \$42,467,370 in 2009–2010, and the number of staff receiving an award increased from 10,233 in 2005–2006 to 16,544 in 2009–2010.
- From 2006–2007 to 2009–2010, there was an increase in the percentage of eligible core teachers (Categories A–E) that received an ASPIRE Award by 10.1 percentage points. From 2007–2008 to 2009–2010, there was an increase in the percentage of all teachers (Categories A–F) that received an ASPIRE Award by 3.6 percentage points.
- The average payout for core teachers (Categories A–E) increased from \$2,666.68 in 2006–2007 to \$3,614.65 in 2009–2010. Similarly, the average payout for all teachers (Categories A–F) increased from \$2,420.60 in 2007–2008 to \$3,221.95 in 2009–2010.
- Of the 1,024 employees receiving a recruitment incentive and/or stipend, 747 employees or 72.9 percent also received a Strand 2 teacher progress award, reflecting highly effective teachers.
- Classroom retention rates for teachers were 88.6 percent in 2007–2008 and 88.1 percent in 2009–2010 cohorts, reflecting a decrease of less than one percentage point over the two years.
- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 (before performance-pay) to 98.5 percent 2009–2010 (performance-pay year 5).

## Administrative Response

The Department of Human Capital Accountability has reviewed the 2009–2010 ASPIRE Award Program Evaluation Report. The report provides information regarding the impact of the program after five years of implementing a performance-pay program. The report will be shared with the ASPIRE Award Program Advisory Committee for the 2012–2013 school year.



## Introduction

The Houston Independent School District had a system of performance pay based on 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.

## 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.42–45 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. 46–49; Appendix D, pp. 50–63; Appendix E, pp. 64–75; Appendix F, pp. 76–82; and Appendix G, pp. 83–84.

### Survey Participants

- Over the past five years, the response rate increased from 11.4 percent for the December 2007 administration to 30.3 percent for the March 2011 administration (Table 1, p. 23).
- If survey participants were employed by HISD during the 2009–2010 school year, they were asked to indicate their eligibility status and categorization, for which 5,221 of the 6,083 respondents indicated their eligibility status and ASPIRE Award categorization (see Table 2, p. 23).

### 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, pp. 42–45.

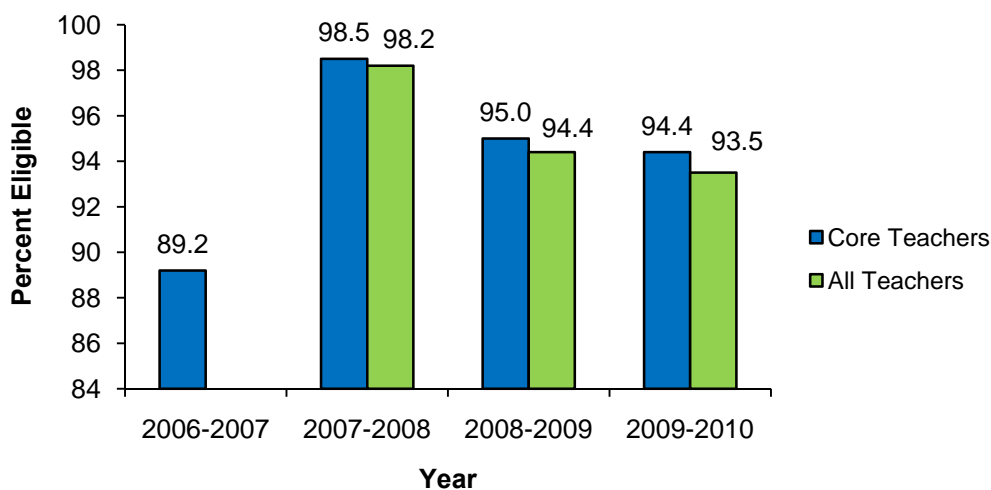
## Results

### How many participants received an award, and how much money was awarded district-wide for the 2009–2010 ASPIRE Award? How does this compare over the past five years

- Over the past five years, the total payout increased from \$17,007,023.31 in 2005–2006 to \$42,467,370 in 2009–2010, and the number of staff receiving an award increased from 10,233 in 2005–2006 to 16,544 in 2009–2010 (Tables 3–8, pp. 24–27).

- Figures 1–4, pp. 5–7 provide a summary of the percent of core teachers (Categories A–E) and all teachers (Categories A–F) that were eligible for the ASPIRE Award, paid an ASPIRE Award, as well as the average payout for core teachers and all teachers, and the number of teachers paid an award, over a four-year period.
- When comparing the percentage of core teachers that were eligible to receive an ASPIRE Award from 2006–2007 to 2007–2008, there was an increase by 9.3 percentage points, from 89.2 percent in 2006–2007 to 98.5 percent in 2007–2008, followed by a decline of 4.1 percentage points in 2009–2010 (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 to receive an ASPIRE Award, and this decreased by 4.7 percentage points to 93.5 percent in 2009–2010. 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. Moreover, 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.

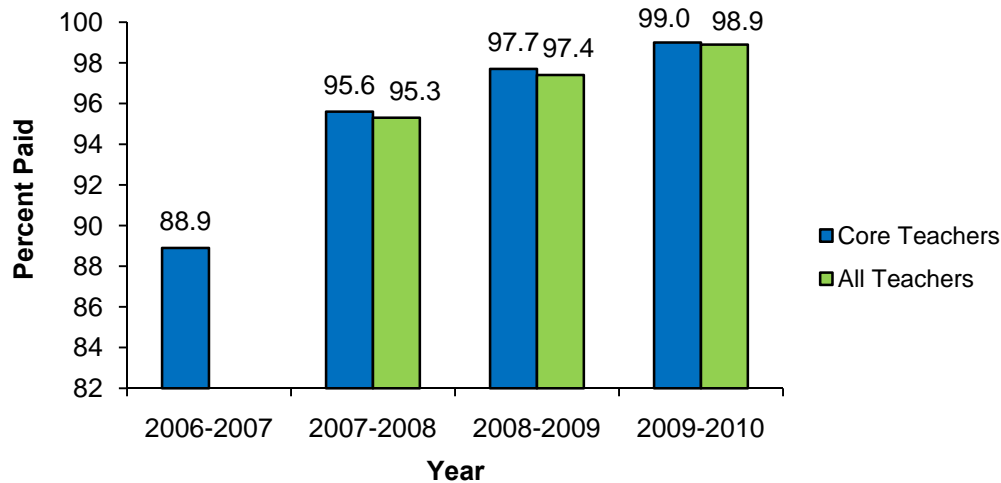
**Figure 1. Percent of core teachers (Categories A–E) and all teachers (Categories A–F) that were eligible to receive an ASPIRE Award, 2006–2007 to 2009–2010**



- Figure 2, p. 6 summarizes the percent of eligible core teachers and all teachers that were paid an ASPIRE Award for 2006–2007 to 2009–2010. 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. 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.

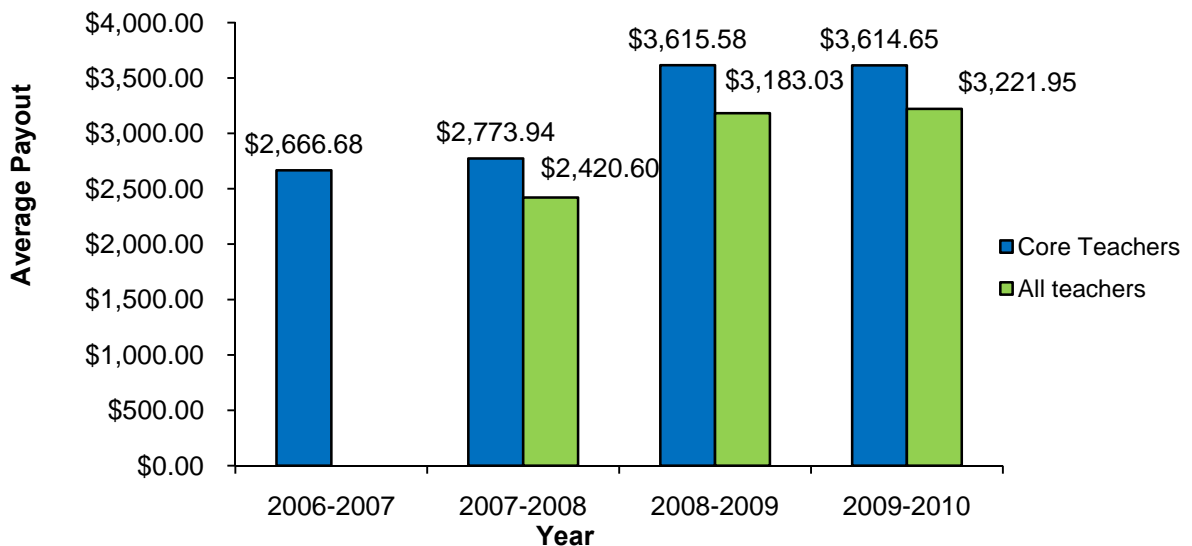


**Figure 2. Percent of eligible core teachers (Categories A–E) and all teachers (Categories A–F) that were paid an ASPIRE Award for 2006–2007 to 2009–2010**



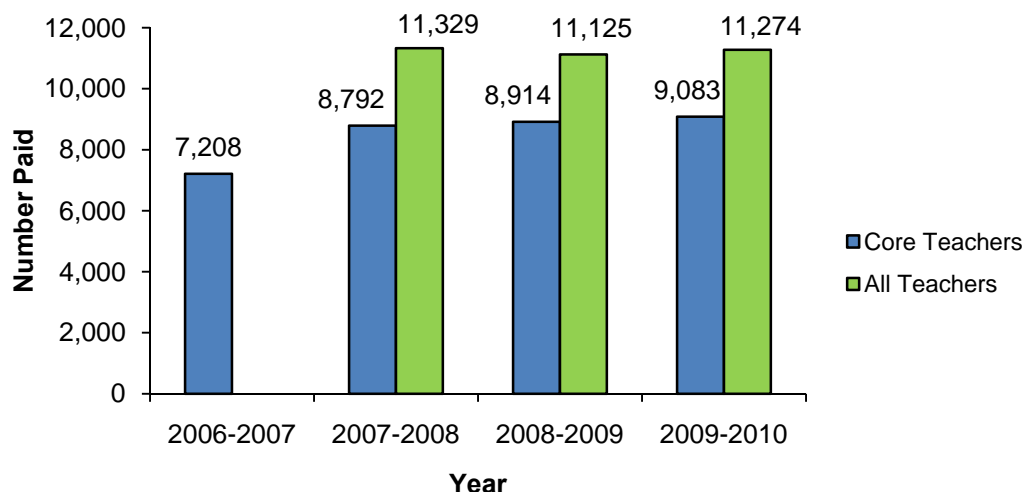
- Figure 3 summarizes the average payout for core teachers and all teachers from 2006–2007 to 2009–2010. For core teachers, the average payout increased by \$947.97 from \$2,666.68 in 2006–2007 to \$3,614.65 in 2009–2010. Similarly, there was an increase in the average payout for all teachers by \$801.35 from 2007–2008 to 2009–2010. With the receipt of the federal TIF grant, the maximum award for teachers increased over this three year period as reflected in the average payout.

**Figure 3. Average payout for core teachers (Categories A–E) and all teachers (Categories A–F), 2006–2007 to 2009–2010**



- Figure 4 summarizes the number of core teachers (Categories A–E) and all teachers (Categories A–F) that received an ASPIRE Award from 2006–2007 to 2009–2010. For core teachers, the number of teachers receiving an award increased from 7,208 in 2006–2007 to 9,083 in 2009–2010. 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.

**Figure 4. Number of core teachers (Categories A–E) and all teachers (Categories A–F) paid an ASPIRE Award, 2006–2007 to 2009–2010**



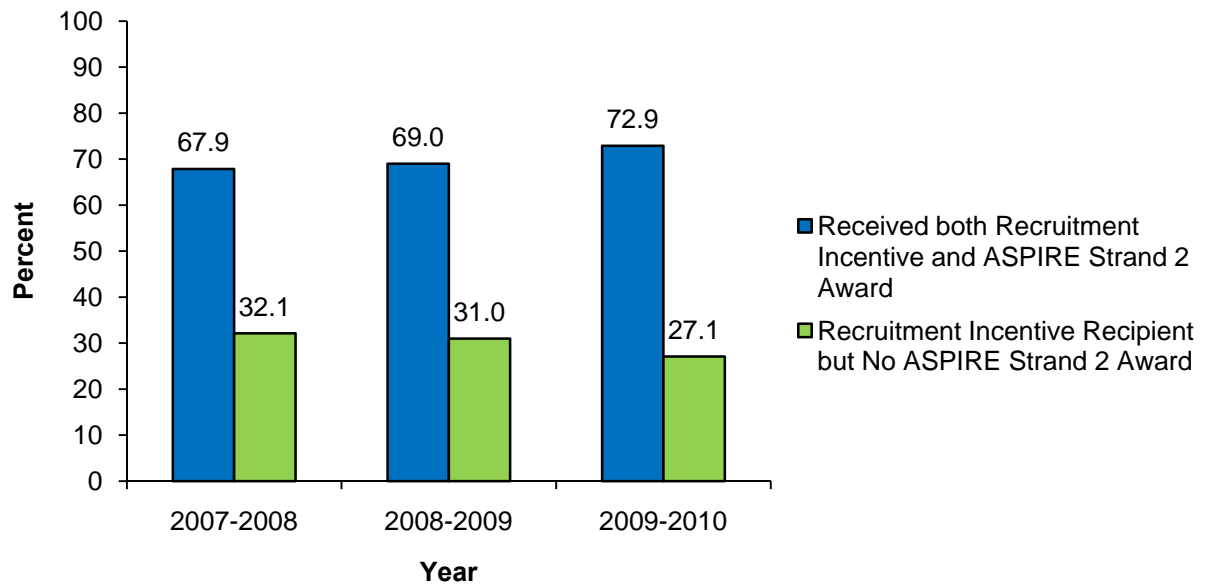
**Were there any common characteristics among the instructional staff that received an ASPIRE Award over the past three years?**

- Over the past three years, award recipients typically were female and held a bachelor's degree (Table 9, p. 28).

**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?**

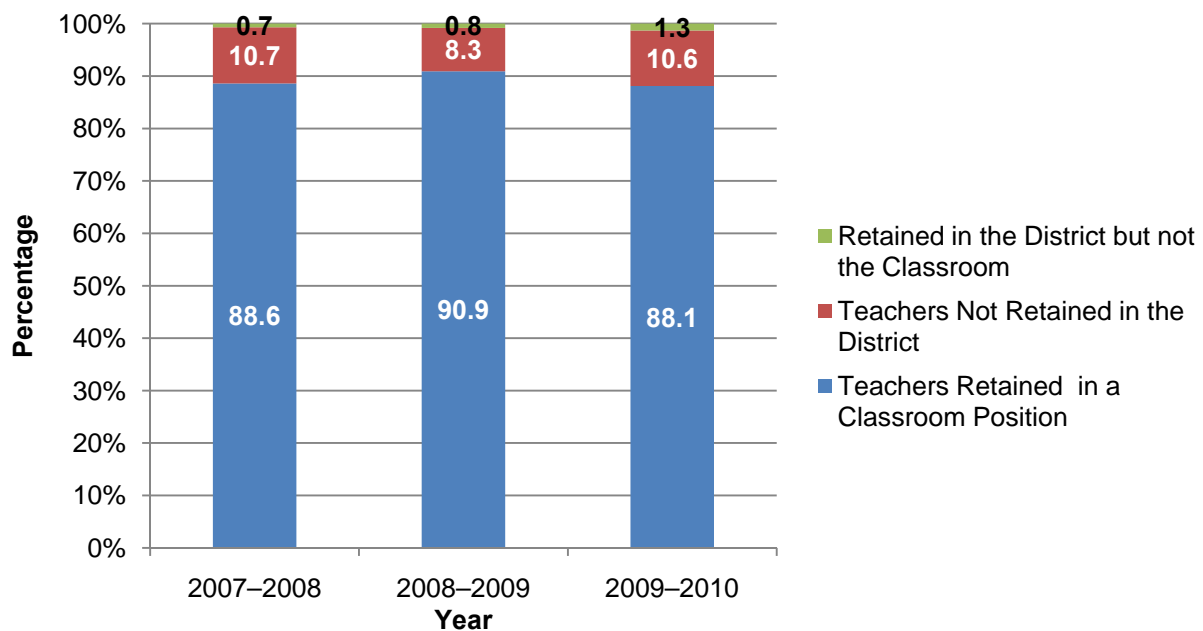
- Of the 1,024 employees receiving a recruitment incentive and/or stipend, 747 employees or 72.9 percent also received a Strand 2 teacher progress award, reflecting highly effective teachers (Figure 5, p. 8 and Table 10, p. 29).
- Over the past three years, the percentage of employees receiving a recruitment incentive and/or stipend as well as a Strand 2 teacher progress award has increased from 67.9 percent in 2007–2008 to 72.9 percent in 2009–2010 (Figure 5, p. 8 and Table 10, p. 29).
- Over the past three years, the percentage of employees receiving a recruitment incentive and/or stipend, but not a Strand 2 teacher progress award has decreased from 32.1 percent in 2007–2008 to 27.1 percent in 2009–2010 (Figure 5, p. 8 and Table 10, p. 29).

**Figure 5. Percentage of core teachers (Categories A–E) receiving recruitment incentives and/or ASPIRE Strand 2 awards, 2007–2008 and 2009–2010**



- The percentage of teachers in hard to staff schools receiving bonuses related to classroom level performance declined by 16.1 percentage points from 67.7 percent for the 2005–2006 cohort to 51.6 percent for the 2009–2010 cohort (Table 11, p. 29).
- Classroom retention rates for teachers were 88.6 percent in 2007–2008 that rose to 90.9 percent in 2008–2009, and then declined to 88.1 percent in 2009–2010 cohorts, reflecting an increase of 2.3 percentage points followed by a decrease of 2.8 percentage points (Table 12, p. 29, and Figure 6).

**Figure 6. Classroom Retention, 2007–2008 and 2009–2010**

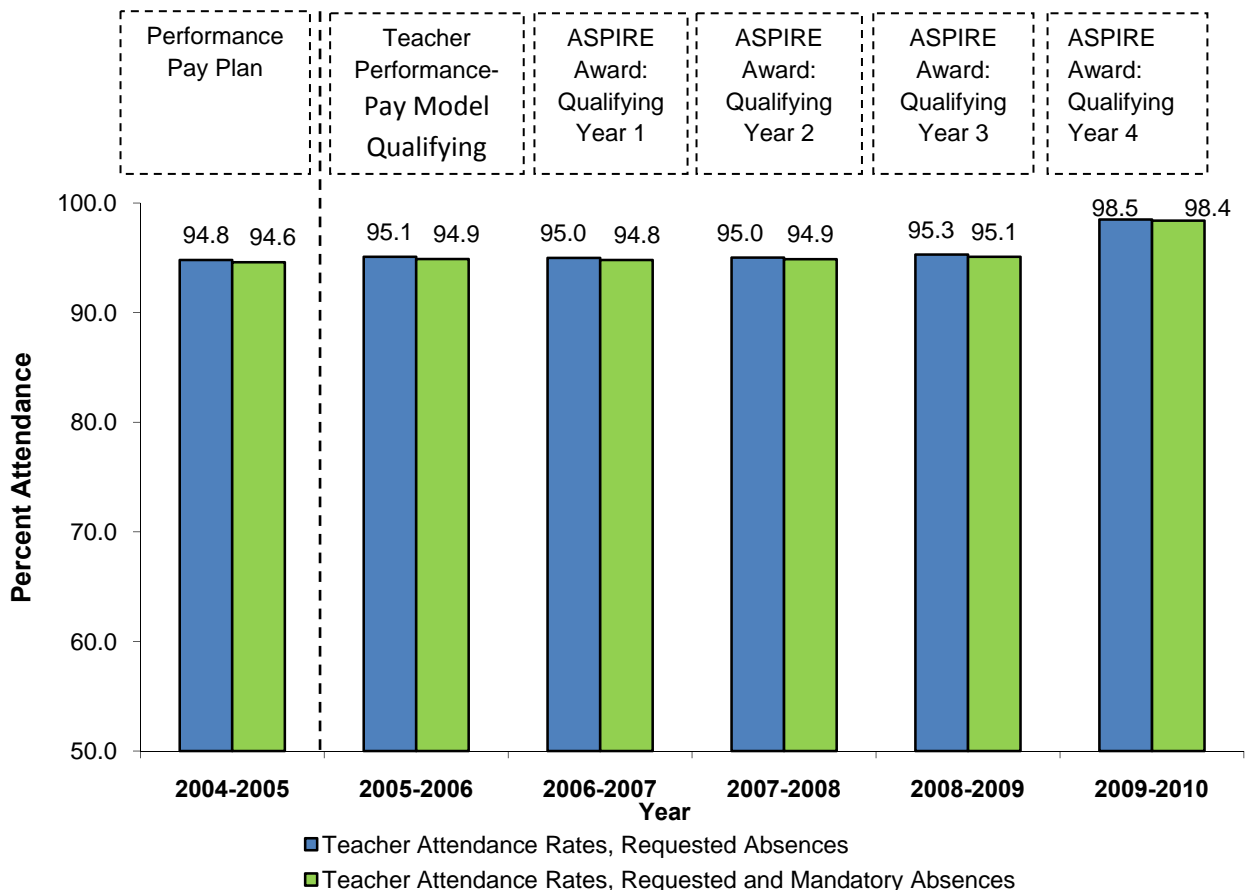


- The percentage of teachers that were retained in the classroom and received any performance-pay award decreased from 87.3 percent in 2007–2008 to 82.4 percent in 2009–2010 cohorts (Table 13, p. 30).
- For core teachers that were retained in the classroom and did not receive any performance-pay, there was an increase from 29.6 percent in 2007–2008 to 32.6 percent in 2009–2010 (Table 13, p. 30).
- From 2007–2008 to 2009–2010, the number of core teachers who were not retained and did not receive an award decreased by 38 teachers from 2007–2008 to 2008–2009 and then increased by 47 teachers from 2008–2009 to 2009–2010 (Table 13, p. 30).
- For core teachers that were retained in the classroom and received an ASPIRE award based on teacher progress, there was a decline from 60.8 percent in 2007–2008 to 58.8 percent in 2009–2010 (Table 13, p. 30).

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

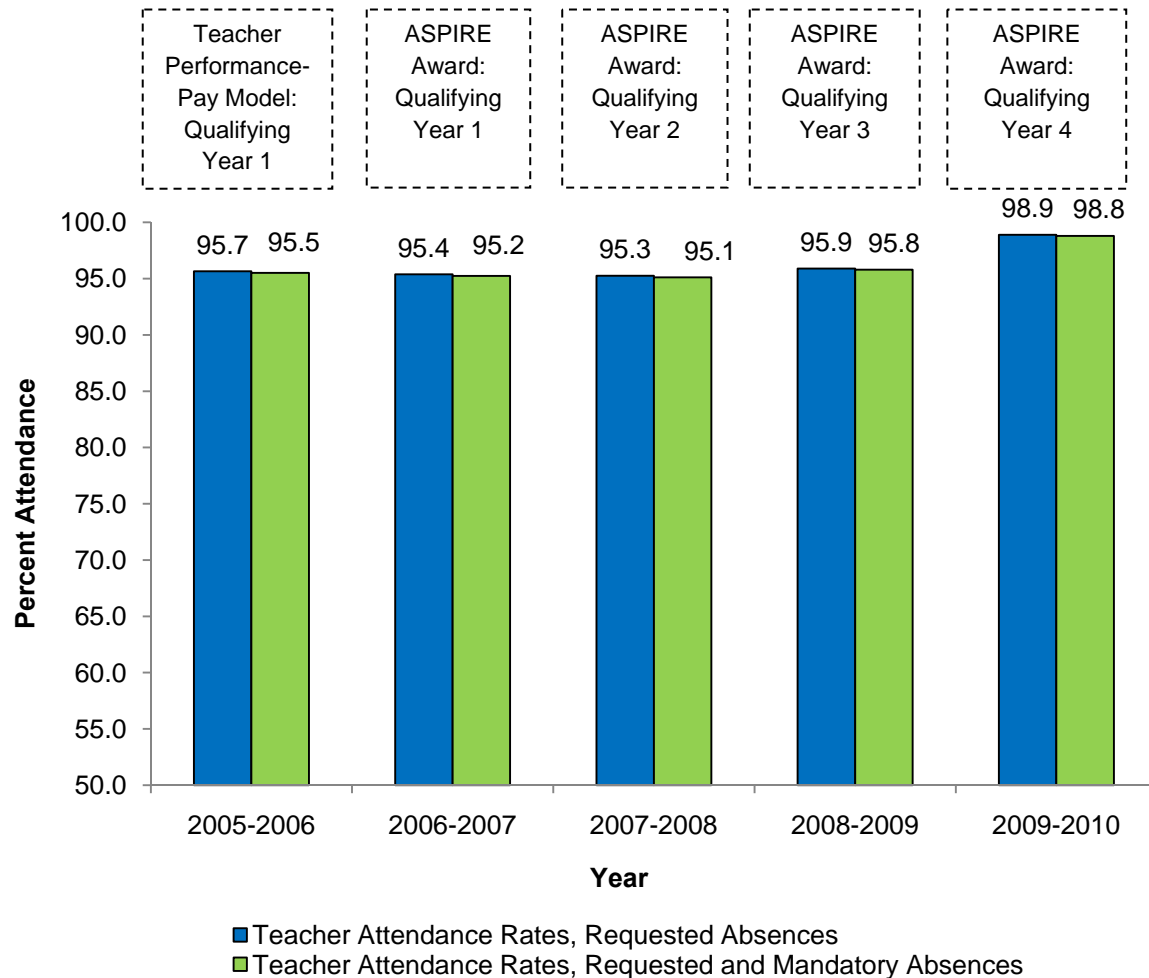
- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 (before performance-pay) to 98.5 percent 2009–2010 (performance-pay year 5) (Figure 7).
- Teacher attendance rates, using both requested and mandatory absences showed an increase from 94.6 in 2004–2005 to 98.4 percent in 2009–2010 (Figure 7).

**Figure 7. Teacher attendance rates, 2004–2005 (Baseline) to 2009–2010 (Year 5)**



- Although attendance rates for performance-pay recipients slightly exceeded overall district attendance rates from 2005–2006 to 2009–2010, the differences were less than 1 percentage point (Figure 8).

**Figure 8. Teacher attendance rates for performance-pay recipients, 2005–2006 to 2009–2010**



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

- For the 2009–2010 school year, a total of 5,859 (unduplicated count) and 37,552 (duplicated count) staff members completed at least one of the 51 ASPIRE training courses from August 1, 2009 to July 31, 2010 (Appendix H, pp. 85–86).
- For the 2009–2010 school year, a total of 3,969 (unduplicated) and 5,529 (duplicated) staff members completed at least one of four ASPIRE Award Learning Paths (Appendix H, pp. 85–86).
- Out of 5,859 staff members who completed training during the 2009–2010 school year, 885 (15 percent) completed the on-line survey measuring perceptions about the training, including usefulness of 26 on-line courses (Table 14, p. 31).

- On the on-line survey, 46.0 percent and 33.2 percent of respondents (representing a small percentage of the total training participants) indicated that they took ASPIRE on-line courses because: *it was required by my campus administrator* and/or *to learn more about the subject* (Table 15, p. 32).
- The majority of respondents indicated that it took 45–60 minutes to complete the course, that the course content was interesting and engaging, and that they would recommend the course to others. (Table 15, p. 32).
- On a five-point scale, with 1 being *not useful* and 5 being *most useful*, the mean score was a 3.71 regarding usefulness of the course (Table 15, p. 32).
- Regarding an increase in knowledge before and after training, 633 out of 801 respondents or 79.0 percent indicated that they increased their knowledge after the training (Table 15, p. 32).
- Regarding an increase in comfort in incorporating the course into educational practices before and after training, 553 or 69.4 percent indicated an increase in comfort in incorporating the training into their educational practice (Table 15, p. 32).

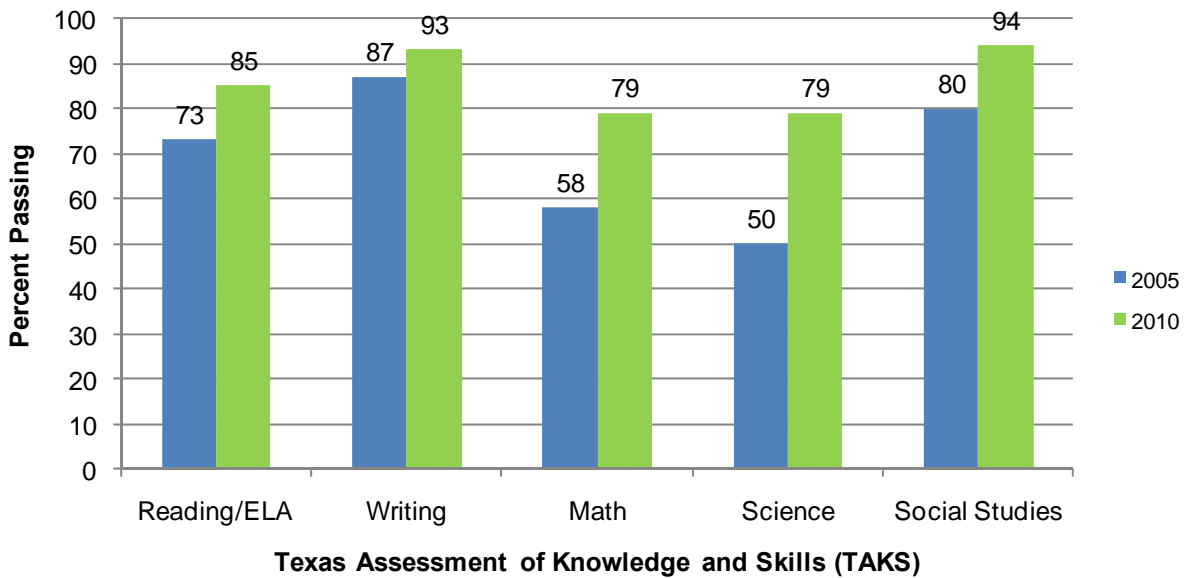
#### Has the implementation process been improved as measured by the number of formal inquiries submitted?

- 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. For 2009–2010, 68 percent were resolved without changes in award amount (Table 16, p. 33).

#### Have students shown academic gains in the four core content areas based on standardized test performance for 2005–2006 through 2009–2010?

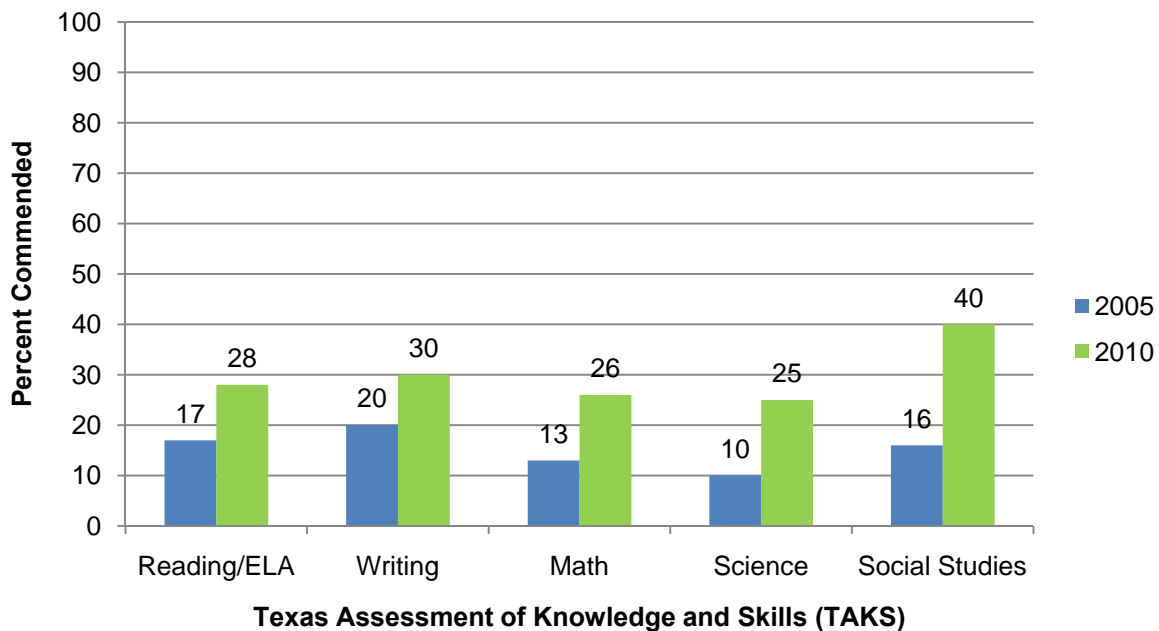
- Districtwide student performance on the Stanford 10 showed increases in the NCE scores from 2009 to 2010 in four of the five core content areas for sixth and eighth grade students. NCE increases were evident for 2 out of 11 grades in reading, 8 out of 11 grades in mathematics, 5 out of 11 grades in language, 4 out of 11 grades tested in environment/science, and six out of nine grades tested in social science (Table 17, p. 33).
- From 2005 to 2010, districtwide student performance on the Aprenda 3 showed increases in reading and mathematics for grades 1–4 and 8. Language increased for grades 1–3 and 7. Science increased for all grade levels, and social science increased for grades 3–4 and 6–8 when comparing student performance in 2005 to 2010. Social science was not tested in grades 1–2 (Tables 18–20, pp. 34).
- On the English or Spanish TAKS test, the percent passing increased for reading/ELA, mathematics, writing, science, and social studies when comparing test results from 2005 to 2010 by grade, ranging from 4 to 37 percentage points (Tables 21–23, pp. 35–36).
- On the English or Spanish TAKS test, the percent passing increased for all grade levels combined from 2005 to 2010 by 12 points for reading/ELA, 6 points for writing, 21 points for mathematics, 29 points for science, and 14 points for social studies (Figure 9, p. 12).
- On the English or Spanish TAKS test, the percent commended increased for all subtests and grade levels when comparing test results from 2005 to 2010, with grade level increases ranging from 2 to 31 percentage points (Tables 24–26, pp. 36–37).

**Figure 9. Percent Passing the Spanish or English TAKS, All Grade Levels, 2005 and 2010**



- On the English or Spanish TAKS test, the percent commended increased for all grade levels combined increased from 2005 to 2010 by 11 points for reading/ELA, 10 points for writing, 13 points for mathematics, 15 points for science, and 24 points for social studies (Figure 10).

**Figure 10. Percent Commended the Spanish or English TAKS, All Grade Levels, 2005 and 2010**

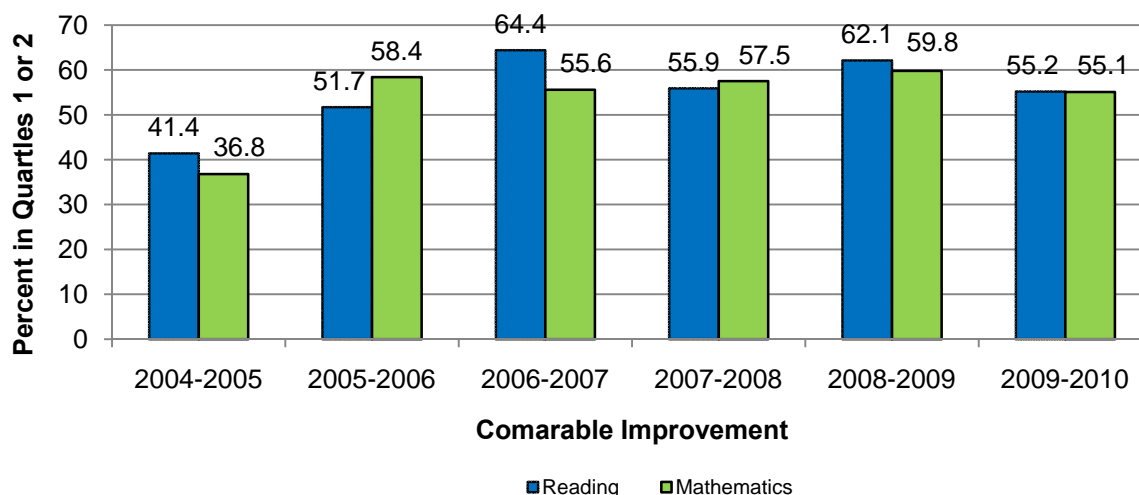




**Have there been any changes in Comparable Improvement or TEA Accountability ratings since performance-pay has been implemented?**

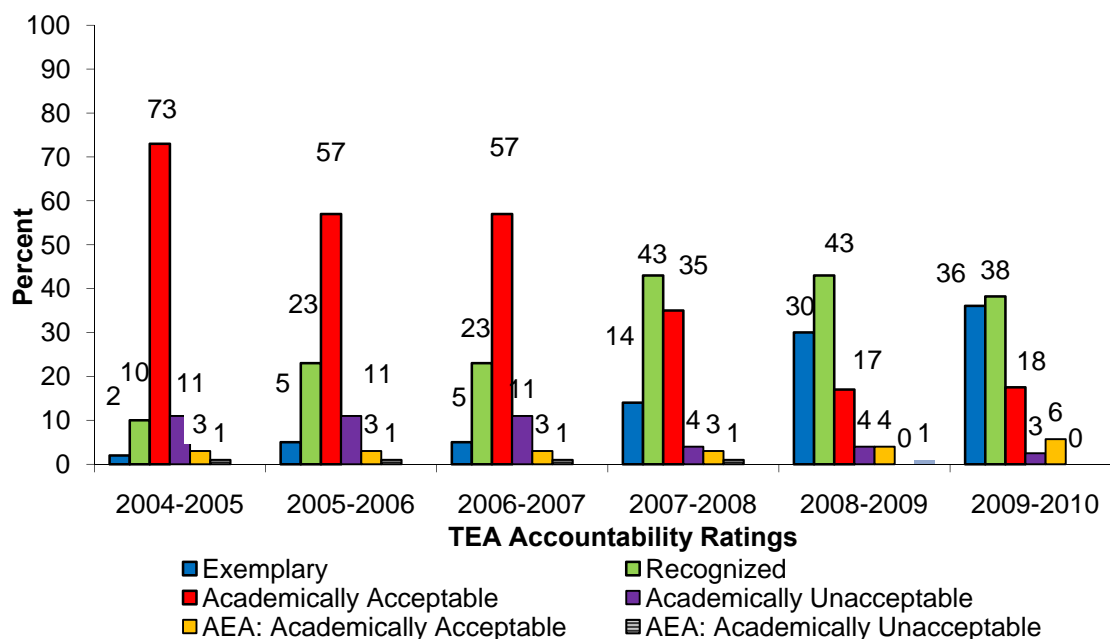
- Prior to implementing a performance pay program, 41.4 percent of HISD campuses were ranked in the top two quartiles for TAKS Reading/ELA compared to similar campuses across the state, and this increased to 55.2 percent in 2009–2010. However, there was a decline by 6.9 percentage points from 2008–2009 to 2009–2010 (Figure 11).
- There was an increase in the percent of campuses ranked in the first two quartiles for TAKS mathematics when comparing 2004–2005 (36.8 percent) to 2009–2010 (55.1 percent) for HISD schools compared to similar schools across the state. However, there was a decline by 4.7 percentage points from 2008–2009 to 2009–2010 (Figure 11).

**Figure 11. Percent of HISD Campuses Ranked in the Top Two Quartiles for Comparable Improvement in Reading and Mathematics, 2004–2005 to 2009–2010**



- The percent of exemplary campuses increased from 2 percent in 2004–2005 to 36 percent in 2009–2010. The percent of recognized campuses increased from 10 percent in 2004–2005 to 43 percent in 2008–2009, but then declined to 38 percent in 2009–2010. There was a decrease in the percentage of academically acceptable campuses from 76 percent in 2004–2005 to 24 percent in 2009–2010, and in Academically Unacceptable campuses from 12 percent in 2004–2005 to 3 percent in 2009–2010 (Figure 12, p. 14).

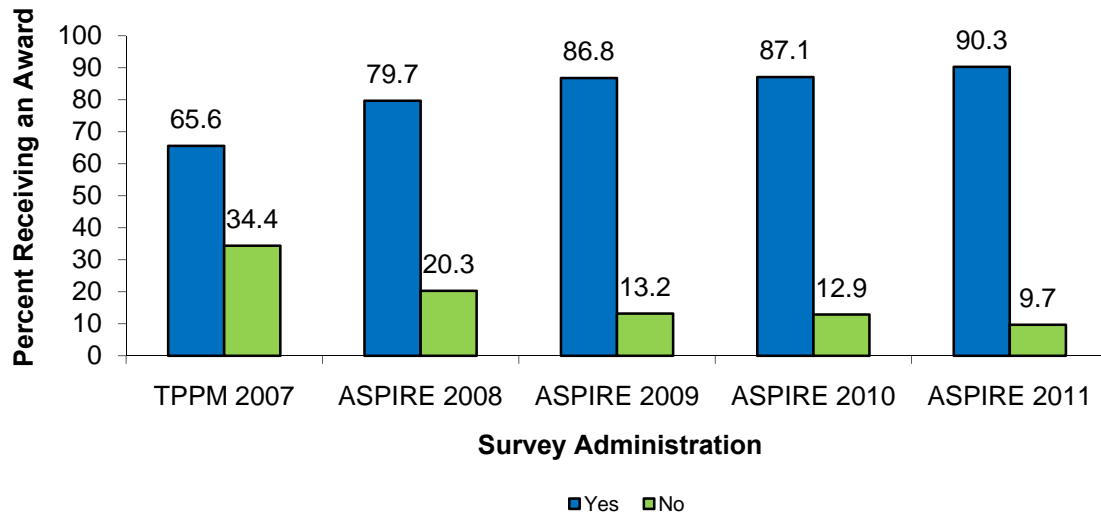
**Figure 12. Percent of HISD Campuses by TEA Accountability Ratings, 2004–2005 to 2009–2010**



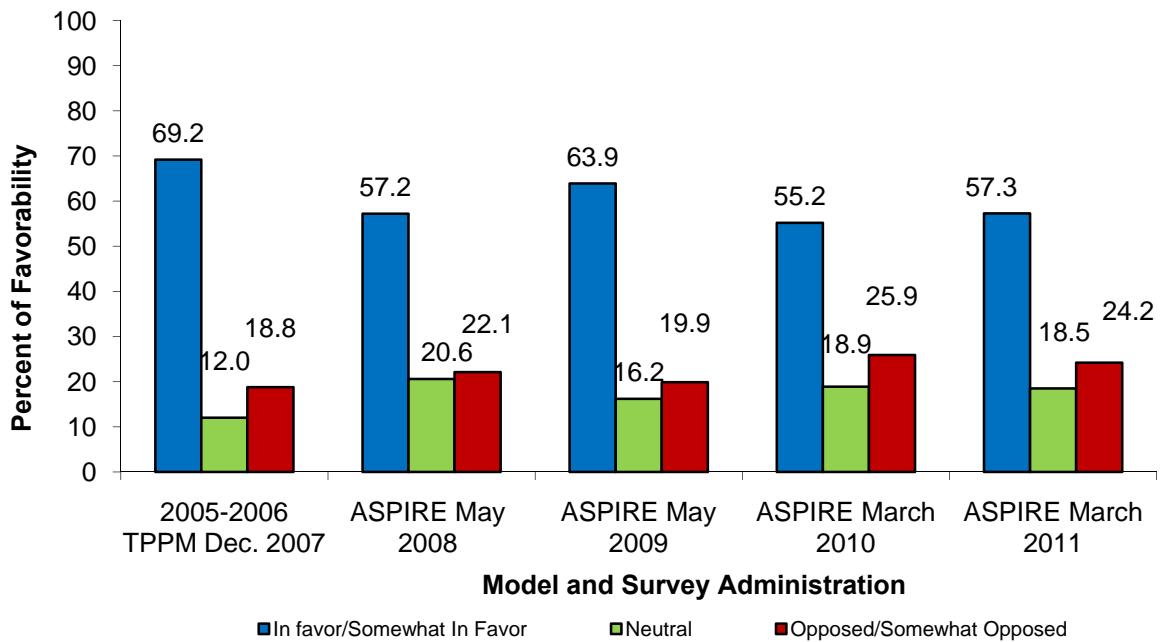
**Based upon survey results, what were the perceptions of respondents regarding the 2009–2010 ASPIRE Award? How does this compare to previous years?**

- Survey invitations were sent to a total of 20,048 Houston Independent School District campus-based employees on February 22, 2011 with 6,083 participants who responded to the survey (30.3 percent) (Table 1, p. 23). See Data Limitations, p. 45.
- Over the past four years, the response rate has increased from 11.4 percent (December 2007 administration) to 30.3 percent (March 2011 administration) (Table 1, p. 23).
- For the March 2011 ASPIRE Award Survey administration, out of 5,594 respondents, 90.3 percent indicated that they received an ASPIRE Award for the 2009–2010 school year. Over the past five years, the percentage of survey respondents who indicated receiving an award increased by 24.7 percentage points (Figure 13, p. 15).
- When comparing survey results over the last five 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 57.3 percent in March 2011, but an increase from 55.2 percent in March 2010 (Figure 14, p. 15).
- When comparing the percentage of respondents that indicated they were *in favor* or *somewhat in favor* toward the concept of the 2005–2006 Teacher-Performance Pay Model and to the ASPIRE Award Program for that year, there was an increase from 44.4 percent (December 2007 survey administration) to 49.7 percent (March 2011 survey administration). These results were after the payout of both models. This was also an increase over the 46.5 percent of March 2010 (Figure 15, p. 16).

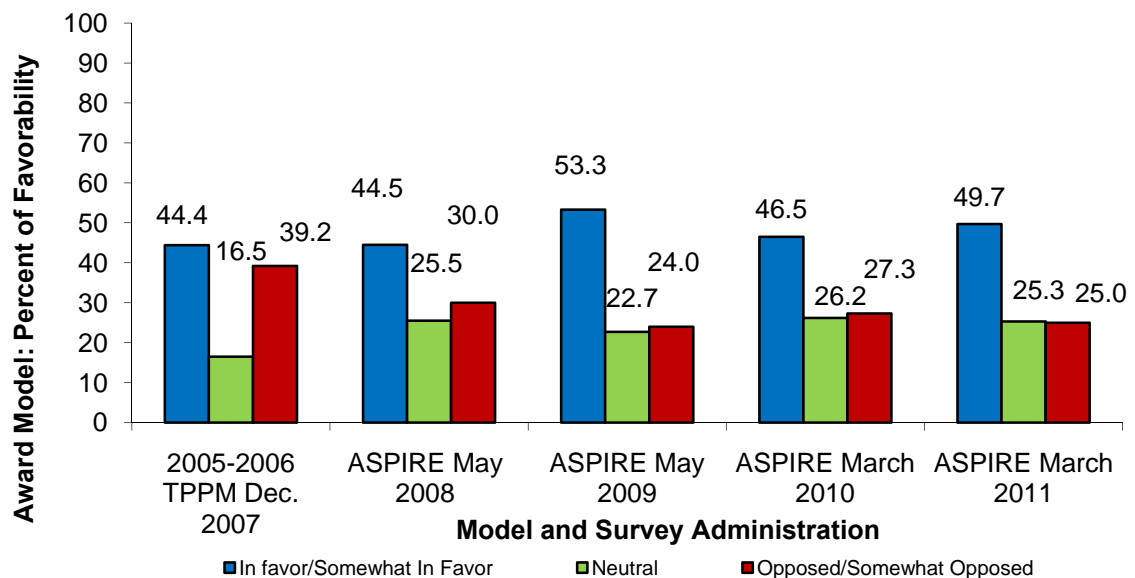
**Figure 13. Percent of Respondents Receiving an ASPIRE Award, 2007 to 2011**



**Figure 14. Percent of Respondents Indicating Favorability Toward the Concept of Performance Pay Over Five Years**

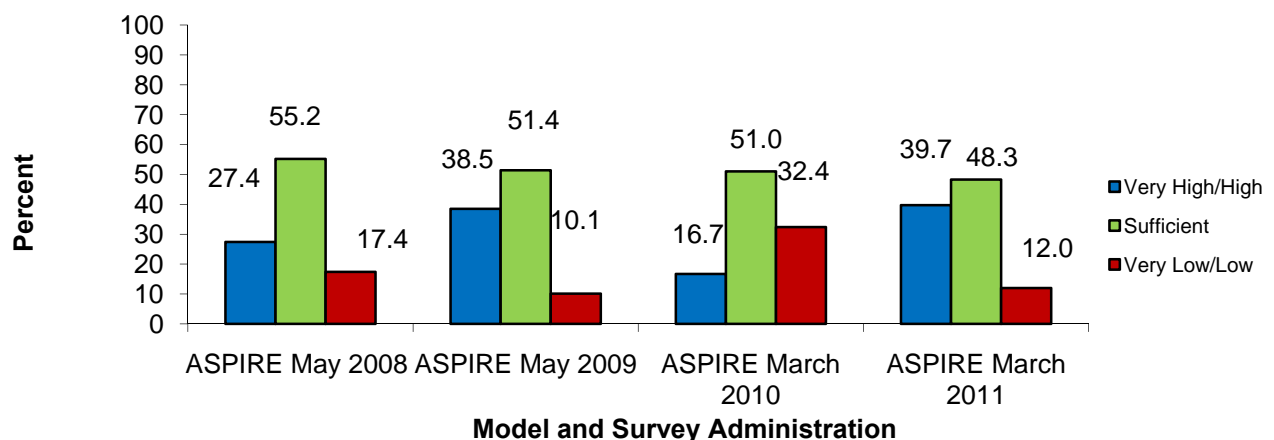


**Figure 15. Percent of Survey Respondents' Favorability Toward the Performance-Pay Model Paid Out that Year**



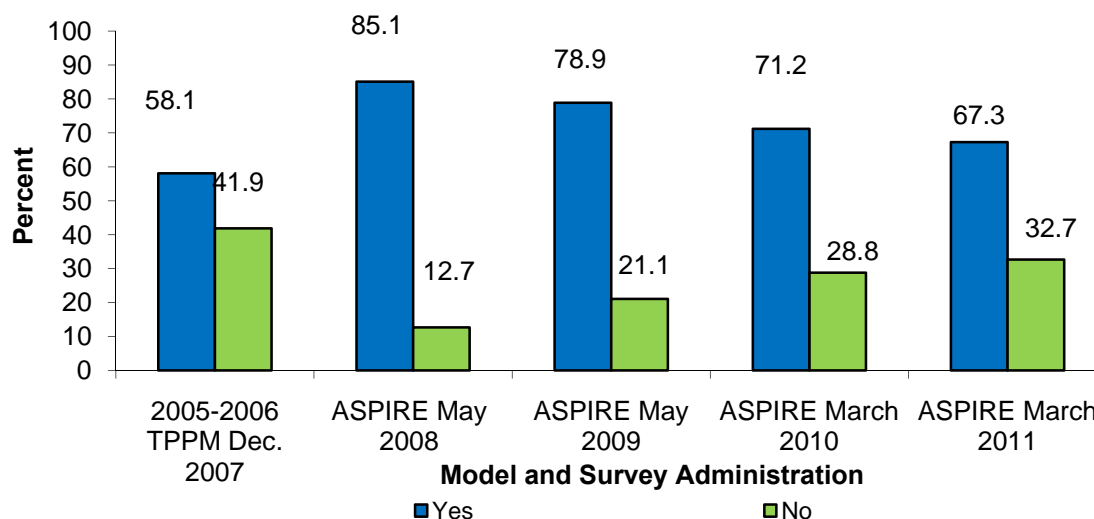
- When comparing survey results after each payout, the percentage of respondents that indicated they were *somewhat opposed* or *opposed* toward the 2005–2006 Teacher Performance-Pay Model and to the ASPIRE Award Program for that year decreased by 14.2 percentage points over a five-year period to 25.0 percent in March 2011 (Figure 15).
- When comparing ASPIRE May 2008 to March 2011 survey results, there was an increase in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *high* or *very high* by 12.3 percentage points. Alternatively, there was a decrease in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *high* or *very high* by 21.8 percentage points when comparing May 2009 to March 2010 (Figure 16).

**Figure 16. Percent of Survey Respondents' Level of Understanding of the Performance-Pay Model Paid Out that Year**



- The percentage of respondents that received training increased from 58.1 percent based on the results of the December 2007 survey administration to 67.3 percent based on the March 2011 survey results, although this was a decrease from the previous three years (Figure 17).

**Figure 17. Percent of Survey Respondents Receiving Training by Survey Administration**



- Based on survey data, the training component for which the largest percentage of respondents indicated a *very high* or *high* level of understanding centered on *how value-added information can help educators* (36.6 percent and 40.5 percent, respectively) (Table 27, p. 38).
- On the 2010 (all items were fully developed) and 2011 survey administrations, the statement for which the largest percentage of respondents indicated *strongly agree* or *agree* centered on *continuing the ASPIRE Award* and *modifying the model on an annual basis* (48.7 percent and 45.9 percent, respectively) (Table 28, p. 38).
- Based on survey results over the past two years, a higher percentage of respondents *strongly disagreed* or *disagreed* that their maximum award amount was commensurate with their professional contribution (44.9 percent and 43.5 percent) compared to 28.5 percent and 27.7 percent who were *neutral* and 26.6 percent and 28.8 percent who *agreed* or *strongly agreed* (Table 28, p. 38).

#### 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) and March 2011 surveys, 70.1 percent and 76.9 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 29, p. 39).
- Based on the May 2009 (all items were fully developed) and March 2011 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 29, p. 39).

- Based on the results of the March 2011 survey, 39.4 percent of respondents reported the ASPIRE e-mail as being *very effective*, reflecting the highest percentages for effectiveness when compared to the other six venues used to communicate information about the ASPIRE Award program. This was closely followed by the ASPIRE website (38.4 percent) (Table 30, p. 39).

#### Based upon survey results, how did respondents rate the current teacher and principal appraisal system?

Although not currently directly connected to the performance-pay program, the district added survey questions about the current teacher and principal appraisal system. During the 2010–2011 school year, the district underwent an extensive redesign of the appraisal systems to be implemented during the 2011–2012 school year.

- Out of 3,630 respondents, the highest percentage of respondents (31.7 percent) indicated that the rigor of the teacher appraisal system was a 3 based on a five-point scale with a mean score of 3.5. Similarly, regarding the fairness of the current teacher appraisal system, the highest percentage of respondents (30.9 percent) rated it a 3 based on a five-point scale with the mean score being a 3.1 (Table 31, p. 39).
- Out of a total of 2,417 respondents, the highest percentage of respondents (32.7 percent) rated the rigor of the principal appraisal system as a 3 on a scale of 1 to 5 with a mean of 3.3. Similarly, the highest percentage of respondents (32.4 percent) rated the fairness of the principal appraisal system as a 3, on a scale of 1 to 5 with a mean score of 3.1 (Table 32, p. 39).

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

- Out of a total of 6,083 respondents on the March 2011 survey, 2,709 or 44.5 percent of the respondents provided at least one response for recommending changes to the 2009–2010 ASPIRE Award. The top four emergent categories based on the percentage of the responses centered on making the model transparent, equitable, and inclusive (19.7 percent), allocating more money for awards/allocating money for specified group(s)/reallocating money so that particular groups benefit and designated groups receive no award or their award is capped (18.2 percent), identifying factors perceived to impact growth or the calculation of growth (13.3 percent), and discontinuing the ASPIRE Award Program (13.0 percent) (Table 33, p. 40).

## Discussion

Over the past four years, the performance-pay evaluation results indicated that the number of eligible staff receiving performance pay and the total amount awarded increased. The typical award recipient was female and held a Bachelor's degree. Recruitment strategies included offering different types of recruitment bonuses for critical shortage areas, bilingual, ESL, or other areas of need such as science or mathematics. In addition, stipends were paid to teachers offering instruction in the aforementioned areas. Of the 1,829 employees that received a recruitment bonus or stipend in 2009–2010, 1,024 teachers or 72.9 percent received a teacher progress reward, reflecting a highly effective teacher.

When comparing classroom retention rates for 2007–2008, 2008–2009 and 2009–2010, there was an increase of 2.3 percentage points from 2007–2008 to 2008–2009, and a decrease of 2.8 percentage points from 2008–2009 to 2009–2010.

Classroom retention rates for core teachers that received an award declined over the past three years from 60.8 percent in 2007–2008 to 58.8 percent to 2009–2010; moreover, there was a decrease in the

percentage of core teachers that were not retained and received a teacher progress award from 5.8 percent in 2007–2008 to 4.8 percent in 2009–2010.

Attendance rates for teachers remained at approximately 95 percent from 2004–2005 to 2008–2009, but increased to 98.5 percent in 2009–2010. Although attendance rates for teachers receiving an ASPIRE Award over the five-year period were higher than the district's attendance rates, the differences did not exceed one percentage point.

Implementation of the ASPIRE Award program has improved over the past five years because of improved communications and professional development. A total of 5,859 (unduplicated count) employees completed ASPIRE training for 2009–2010. Participants that completed training included the central office staff. These employees served as a resource districtwide to help answer questions and address issues regarding the program. 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 have 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.

With regard to student performance, data from standardized tests support increases in the core content areas when comparing results from 2004–2005 to 2009–2010. With regard to Comparable Improvement, there were increases in the percentage of campuses ranked in the top two quartiles in both Reading/ELA and Mathematics when comparing 2004–2005 to 2009–2010 for HISD schools compared to similar schools across the state. TEA Accountability ratings were positively impacted. The percent of exemplary campuses increased from 2 percent in 2004–2005 to 36 percent in 2009–2010. The percent of recognized campuses increased from 10 percent in 2004–2005 to 38 percent in 2009–2010. There was a decrease in the percentage of academically acceptable campuses (rated on either the standard or alternative accountability systems) from 76 percent in 2004–2005 to 24 percent in 2009–2010, and in Academically Unacceptable campuses from 12 percent to 3 percent.

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 criteria 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 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.

Baseline data were collected during the March 2011 survey administration to capture perceptions regarding the current teacher and principal appraisal systems. Since the district is phasing in a new teacher appraisal system during the 2011–2012 school year, these data are particularly important. The highest percentage of respondents rated the current teacher appraisal system in terms of fairness and rigor with a 3 on a five-point scale. The principal appraisal system was similarly rated.



There have been four key areas that have shown mixed results over the past four to five years. First, when comparing the survey response rate for December 2007 to the response rate for March 2011, there was an overall increase from 11.4 percent to 30.3 percent, but a decrease of 20.5 percentage points from May 2009 and 7.4 percentage points from March 2010. By capturing a higher percentage of respondents, perceptions and feedback can be generalized to a greater degree. Although there was an initial increase in the percentage of respondents that indicated they received training (December 2007 to May 2008), there has been a decline in the percentage of respondents that indicated they received training over the past four years from 85.1 percent in May 2008 to 67.3 percent in March 2011.

Another key area, support for the program, showed mixed results over the five-year period. Although the percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance pay decreased from 69.2 percent after the 2007 payout to 55.2 percent after the 2010 payout, this increased to 57.3 after the 2011 payout. 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). Alternatively, there was a decrease in the percent of respondents *in favor* or *somewhat in favor* of the ASPIRE Award model when comparing May 2009 results (53.3 percent) to March 2010 (46.5 percent), but an increase from March 2010 to March 2011 (49.7 percent).

A related measure, support for the concept of differentiated pay, showed mixed results. Baseline data were collected during the May 2009 survey administration. Approximately 56 percent of respondents indicated they were *in favor* or *somewhat in favor* of differentiated pay in 2009, and this decreased to 48.3 percent in March 2010, but increased to 50.9 percent in March 2011.

The final key area that showed mixed results over the five-year period centered on increasing knowledge about the ASPIRE Award program. During the 2006–2007 and 2007–2008 school years, there was a concerted effort by the district to promote training. Training courses were offered on-line so that staff could complete the modules at their own pace. In addition, face-to-face training sessions were also available. Results from 2010 survey indicated that additional follow-up regarding the effectiveness of the training should be undertaken. When comparing 2010 to 2011 survey results, there was an increase in the percentage of respondents that indicated they had a *high* or *very high* level of understanding regarding the ASPIRE award model from 16.7 percent in 2010 to 39.7 percent in 2011. There was also an increase in the percentage of respondents that indicated their level of understanding of five different components of the ASPIRE Award Educational-Improvement program were *high* or *very high* when comparing 2010 to 2011.

When looking at the respondents by eligibility category, differences exist regarding how the ASPIRE Award program is perceived and the level of knowledge concerning the program. Administrators, such as principals and assistant principals/deans of instruction, indicate favorable perceptions concerning performance pay, the amount of award for which they are eligible, and their level of knowledge. Core teachers have more positive perceptions than elective/ancillary teachers. The differences in perceptions between core foundation teachers and non-core instructional staff have declined through time with the exception of a teacher performance pay model based on passing rates only.

For a performance pay system to be sustainable, the incentive has to be meaningful to all participants. Principals and assistant principals/deans of instruction perceived 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 and elective/ancillary teachers had the lowest level of agreement with regard to their maximum award amount.

The survey administered after each payout has 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 think this award is excellent since it is a strong way of recognizing teacher effort. I taught at another district and have always had high scores and growth. Last school year was the first time I

learned about this program and received an incentive- and have to admit it definitely makes me feel better and finally RECOGNIZED for my rigorous work."

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**Table 1: Five Year Summary of Survey Response Rates by Pay for Performance Model**

<b>Model and Year</b>	<b>Date of Survey Administration</b>	<b>Population</b>	<b>Sample</b>	<b># of Respondents</b>	<b>Response Rate</b>
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

**Table 2: Number and Percent of Survey Respondents by Eligibility and Categorization, 2009–2010 ASPIRE Award, March 2011 Survey Administration**

<b>Category</b>	<b># of Respondents</b>	<b>Percent</b>
A. Core Foundation Teachers, Grades 3–6, Self-Contained	455	8.7
B. Core Foundation Teachers, Grades 3–8, Departmentalized	805	15.4
C. Core Foundation Teachers, Grades 9–12	495	9.5
D. Core Foundation Teachers, Early Childhood Through Grade 2	928	17.8
E. Core Special Education Teachers-No Value-Added Report	327	6.3
F. Elective/Ancillary Teachers	648	12.4
G. Instructional Support Staff	526	10.1
H. Teaching Assistants	320	6.1
I. Operational Support Staff	438	8.4
J. Principal	141	2.7
K. Assistant Principals/Deans of Instruction	138	2.6
<b>Total</b>	<b>5,221</b>	<b>100.0</b>

**Table 3: Strand Totals for all Paid Campus Employees, 2005–2006 to 2009–2010**

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
	Award Amount	Award Amount	Award Amount	Award Amount	Award Amount
<b>Strand 1 Total</b>	\$5,651,242.87	\$5,785,445.13	\$7,110,021.99	\$9,292,437.65	\$11,158,730.00
<b>Strand 2 Total</b>	\$6,935,282.42	\$12,465,871.28	\$15,164,006.27	\$20,662,487.64	\$20,704,593.47
Strand 3A	-	\$5,493,651.08	\$5,720,776.02	\$6,166,365.59	\$5,962,957.81
Strand 3B	-	\$645,399.76	\$1,681,781.80	\$2,500,519.66	\$2,768,442.20
Strand 3C	-	\$0.00	\$1,640,955.00	\$1,468,689.00	\$1,529,404.00
<b>Strand 3 Total</b>	\$2,950,820.00	\$6,137,924.34	\$9,043,512.82	\$10,135,574.25	\$10,260,804.01
<b>Total Pre-Attendance</b>	\$15,537,345.31	\$24,389,240.75	\$31,317,541.08	\$40,090,499.54	\$42,124,127.48
<b>Attendance Bonus</b>	\$189,679.00	\$264,436.00	\$264,162.38	\$363,461.91	\$343,242.52
<b>Date Supplement</b>	\$0.00	\$0.00	\$0.00	\$110,732.38	\$0.00
<b>Principal<sup>a</sup></b>	\$1,279,999.00 <sup>a</sup>	-	-	-	-
<b>Total Award</b>	<b>\$17,007,023.31</b>	<b>\$24,653,724.71</b>	<b>\$31,581,703.46</b>	<b>\$40,564,693.83</b>	<b>\$42,467,370.00</b>

<sup>a</sup> For 2005–2006, principal payout information 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: 2005–2006 Teacher Performance-Pay Model (TPPM) Eligibility by Categorization**

	Eligible	Eligible Employees		Paid Employees		
		Paid	Not Paid	Minimum <sup>†</sup>	Maximum <sup>a</sup>	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
<b>Total</b>	<b>17,536</b>	<b>10,233</b>	<b>7,303</b>			

<sup>†</sup> Awards are prorated by FTE and percent of assignment at each qualifying campus.

<sup>a</sup> 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 5: 2006–2007 ASPIRE Award Eligibility by Categorization**

	Eligible Employees		Paid Employees		
	Eligible	Not Eligible	Paid	Not Paid	Minimum <sup>†</sup> 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
<b>Total</b>	<b>16,951</b>	<b>3,201</b>	<b>13,157</b>	<b>3,794</b>	

<sup>†</sup> Awards are prorated by FTE and percent of assignment at each qualifying campus.

**Table 6: 2007–2008 ASPIRE Award Eligibility by Categorization**

	Eligible Employees		Paid Employees		
	Eligible	Not Eligible	Paid	Not Paid	Minimum <sup>†</sup> 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
<b>Category A–E</b>					
<b>Subtotal</b>	<b>9,201</b>	<b>141</b>	<b>8,792</b>	<b>409</b>	<b>\$100.00 \$8,580.00 \$2,773.94</b>
Category F	2,688	82	2,537	151	\$100.00 \$2,860.00 \$1,196.11
<b>Category A–F</b>					
<b>Subtotal</b>	<b>11,889</b>	<b>223</b>	<b>11,329</b>	<b>560</b>	<b>\$100.00 \$8,580.00 \$2,420.60</b>
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
<b>Total</b>	<b>18,114</b>	<b>1,087</b>	<b>15,844</b>	<b>2,270</b>	

<sup>†</sup> 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 7: 2008–2009 ASPIRE Award Eligibility by Categorization**

	Eligible Employees		Paid Employees		
	Eligible	Not Eligible	Paid	Not Paid	Minimum <sup>†</sup> 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
<b>Category A–E Subtotal</b>	<b>9,125</b>	<b>483</b>	<b>8,914</b>	<b>211</b>	<b>\$100.00 \$10,902.98 \$3,615.58</b>
Category F	2,297	192	2,211	86	\$125.00 \$3,422.98 \$1,439.13
<b>Category A–F Subtotal</b>	<b>11,422</b>	<b>675</b>	<b>11,125</b>	<b>297</b>	<b>\$100.00 \$10,902.98 \$3,183.03</b>
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
<b>Total</b>	<b>17,806</b>	<b>5,118</b>	<b>15,710</b>	<b>2,051</b>	

<sup>†</sup> 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: 2009–2010 ASPIRE Award Eligibility by Categorization**

			Eligible Employees		Paid Employees		
	Eligible	Not Eligible	Paid	Not Paid	Minimum <sup>†</sup>	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			

<sup>†</sup> 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 9: Characteristics Comparing Instructional Campus-Based Employees Receiving an Award to Districtwide Instructional Campus-Based Employees, 2007–2008 to 2009–2010**

2007–2008					2008–2009				2009–2010			
District		Award			District		Award		District		Award	
N	%	N	%		N	%	N	%	N	%	N	%
<b>Race/Ethnicity</b>												
African Am.	6,423	41.3	4,307	38.7	6,480	41.3	4,109	37.7	4,601	29.0	2,866	26.0
Asian	584	3.8	486	4.4	600	3.8	497	4.6	355	2.2	285	2.6
Hispanic	3,816	24.6	2,593	23.3	3,927	25.1	2,681	24.6	2,689	16.9	1,838	16.7
Native Am.	13	0.1	11	0.1	20	0.1	15	0.1	3	0.0	1	0.0
White	4,700	30.3	3,732	33.5	4,647	29.6	3,608	33.1	8,236	51.9	6,021	54.7
<b>Gender</b>												
Female	11,957	77.0	8,324	74.8	12,020	76.7	8,154	74.7	12,191	76.8	8,206	74.5
Male	3,579	23.0	2,805	25.2	3,654	23.3	2,756	25.3	3,693	23.2	2,805	25.5
<b>Highest Degree Held</b>												
No Bachelor's Degree or higher	1,505	9.7	62	0.6	1,473	9.4	41	0.4	1,453	9.1	59	0.5
Bachelor's Degree	9,178	59.1	7,784	69.9	9,334	59.6	7,745	71.0	9,389	59.1	7,777	70.6
Master's Degree	4,544	29.2	3,069	27.6	4,569	29.2	2,917	26.7	4,743	29.9	2,975	27.0
Doctorate	309	2.0	214	1.9	298	1.9	207	1.9	299	1.9	200	1.8
<b>Years of Experience</b>												
0 to 2 yrs.	3,225	20.8	2,356	21.2	4,207	26.8	2,315	21.2	4,048	25.5	2,895	26.3
3 to 5 yrs.	2,292	14.8	1,725	15.5	2,582	16.5	1,729	15.8	2,779	17.5	2,100	19.1
6 to 10 yrs.	3,110	20.0	2,205	19.8	3,260	20.8	2,263	20.7	3,379	21.3	2,357	21.4
11 to 15 yrs.	1,871	12.0	1,330	12.0	1,724	11.0	1,283	11.8	1,718	10.8	1,151	10.5
> 15 yrs.	5,038	32.4	3,513	31.6	3,901	24.9	3,320	30.4	3,960	24.9	2,508	22.8
<b>Total</b>	<b>15,536</b>		<b>11,129</b>		<b>15,674</b>		<b>10,910</b>		<b>15,884</b>		<b>11,011</b>	
<b>Avg. Exp.</b>	12.0 years		11.8 years		12.0 years		11.5 years		12.1 years		11.6 years	
<b>Avg. HISD Exp.</b>	9.9 years		9.5 years		9.8 years		9.2 years		10.0 years		9.4 years	

Note: For 2009–2010, PeopleSoft data were not available for 263 charter school employees; For 2008–2009, PeopleSoft data were not available 215 employees for which 192 were charter school employees. For 2007–2008, PeopleSoft data were not available for 205 charter school employees in Categories A–F.

Source: Fall PEIMS Staff File: 2007, 2008, and 2009; Final Teacher Incentive File: 2007–2008, 2008–2009, and 2009–2010; PeopleSoft Extract: 2007–2008, 2008–2009, and 2009–2010.

**Table 10: Core Teachers Receiving Recruitment Incentives with ASPIRE Strand 2 Award Summary, 2009–2010**

	<b>N</b>	<b>Total Incentive</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Average</b>
Received both Recruitment Incentive and ASPIRE Strand 2 Award	747	\$3,604,737.81	\$1,200.00	\$10,500.00	\$4,825.62
ASPIRE Strand 2 Award Recipients		\$2,686,191.67	\$700.00	\$7,000.00	\$3,595.97
Recruitment Incentive Recipients		\$1,249,646.14	\$100.00	\$3,500.00	\$1,220.36
Recruitment Incentive Recipient but No ASPIRE Strand 2 Award	277	\$331,100.00	\$100.00	\$3,500.00	\$1,195.31
<b>Total Core Teachers Receiving a Recruitment Incentive with Strand 2 Data</b>	<b>1,024</b>				

**Table 11: Percent of Teachers in Hard to Staff Schools, 2005–2006 to 2009–2010**

	<b>2005– 2006 (baseline)</b>	<b>2006– 2007</b>	<b>2007– 2008</b>	<b>2008– 2009</b>	<b>2009– 2010</b>
Percent of teachers in hard to staff schools receiving Strand IIa or IIb ASPIRE Award	67.7	62.4	53.9	51.2	51.6

Note: Eligible core teacher and earned Strand IIa or IIb ASPIRE Award in schools that missed AYP or were TEA-rated "Unacceptable" in the previous year.

**Table 12: Classroom Retention Status of all Campus-Based Teachers, 2007–2008 to 2009–2010**

	<b>2007–2008<sup>a</sup></b>		<b>2008–2009<sup>b</sup></b>		<b>2009–2010<sup>c</sup></b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Teachers Retained in a Classroom Position	10,965	88.6	11,204	90.9	11,169	88.1
Teachers Not Retained in the District	1,319	10.7	1,029	8.3	1,346	10.6
Retained in the District but not the Classroom	85	0.7	93	0.8	167	1.3
<b>Total</b>	<b>12,369</b>	<b>100.0</b>	<b>12,326</b>	<b>100.0</b>	<b>12,682</b>	<b>100.0</b>

<sup>a</sup> Retention for 2007–2008 teachers by August 10, 2008

<sup>b</sup> Retention for 2008–2009 teachers by August 9, 2009

<sup>c</sup> Retention for 2009–2010 teachers by August 8, 2010

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 between 00 and 04 or Dept ID less than 400. Employees at Camp Cullen and Camp Olympia were excluded.

**Table 13: Classroom Retention and Award Status of Campus-Based Teachers, 2007–2008 to 2009–2010**

	2007–2008 <sup>a</sup>		2008–2009 <sup>b</sup>		2009–2010 <sup>c</sup>	
	N	%	N	%	N	%
Teachers Retained and Received any Award	10,088	87.3	10,161	91.8	10,473	82.4
Teachers Not Retained and Received any Award	935	8.1	684	6.2	927	7.3
Teachers Retained and Did Not Receive any Award	484	4.2	216	2.0	782	6.2
Teachers Not Retained and Did Not Receive any Award	54	0.5	8	0.1	530	4.2
<b>Total Teachers with Retention and Award Data</b>	<b>11,561</b>	<b>100.0</b>	<b>11,069</b>	<b>100.0</b>	<b>12,712</b>	<b>100.0</b>
Core Teachers Retained and Received an Award <sup>a,b,c</sup>	2,187	60.8	2,219	61.9	2,203	58.8
Core Teachers Not Retained and Received an Award <sup>a,b,c</sup>	210	5.8	147	4.1	179	4.8
Core Teachers Retained and Did Not Receive an Award <sup>a,b,c</sup>	1,065	29.6	1,119	31.2	1,221	32.6
Core Teachers Not Retained and Did Not Receive an Award <sup>a,b,c</sup>	137	3.8	99	2.8	146	3.9
<b>Total Core Teachers with Retention and Award Data</b>	<b>3,599</b>	<b>100.0</b>	<b>3,584</b>	<b>100.0</b>	<b>3,749</b>	<b>100.0</b>

<sup>a</sup> Retention for 2007–2008 teachers by August 10, 2008; Core Teachers (Category A or B) refer to those eligible to receive a Strand II Award for teacher progress.

<sup>b</sup> Retention for 2008–2009 teachers by August 9, 2009; Core Teachers (Category A or B) refer to those eligible to receive a Strand II Award for teacher progress.

<sup>c</sup> Retention for 2009–2010 teachers by August 8, 2010; Core Teachers (Category A or B) refer to those eligible to receive a Strand II 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 between 00 and 04 or Department ID less than 400. Employees at Camp Cullen and Camp Olympia were excluded.

**Table 14: Number of On-line ASPIRE Award Survey Respondents**

<b>Course Name</b>	<b>N</b>
AS0001 - 2007-2008 Aspire Award Program	3
AS0002 - 2008-2009 Aspire Award Program	16
AS0003 - 2009-2010 Aspire Award Program	554
FP001 - ASPIRE•FOCUS Show Info Enrolled Already	2
FP002 - FOCUS on my Classroom	1
VA0101 - Introducing Value-Added Progress Measures	102
VA0102 - Understanding Basic Descriptive Statistics	2
VA0103 - Reviewing Value-Added Data Concepts	4
VA0104 - Exploring Value-Added Analysis - The Basics	46
VA0105 - Discovering Two Approaches to Measuring School Effectiveness	1
VA0107 - Uncovering Factors Linked to Student Learning (Part 1)	1
VA0108 - Uncovering Factors Linked to Student Learning (Part 2)	1
VA0109 - Gaining a Deeper Understanding of Value-Added Calculations	2
VA0111 - Exploring the Mean Gain Approach	1
VA0112 - Logging In, Examining the Home Page, and Navigating Value-Added Reports	1
VA0114 - Interpreting Value-Added Summary Reports	25
VA0116 - Interpreting Mean Gain Approach School and System Value-Added Reports	31
VA0117 - Interpreting School and System Diagnostic Reports	22
VA0119 - Interpreting School and System Performance	13
VA0120 - Interpreting Diagnostic Summary Reports	5
VA0121 - Interpreting Individual Student Reports	17
VA0123 - Performing Searches and Creating Custom Reports	4
VA0124 - Using Value-Added Information to Set Goals	8
VA0125 - Creating a Climate for Success	3
VA0126 - Getting Ready for Value-Added Analysis	6
VA0128 - Interpreting Teacher-Level Value-Added Reports	14
<b>Total On-line Survey Respondents</b>	<b>885</b>

Note: The response rate for the survey was 15 percent (885 out of 5,859 training participants). Responses may not reflect the views of the entire population.

**Table 15: ASPIRE On-Line Training Survey Summary of Responses, 2009–2010**

Why did you take the course?		
N*	%	
169	16.5	To improve my practice
340	33.2	To learn more about the subject
44	4.3	It was recommended to me by a colleague
471	46.0	It was required by my campus administrator
How long did it take you to complete the course?		
N	%	
661	74.7	45–60 minutes
126	14.2	61–90 minutes
94	10.6	More than 90 minutes
4	0.5	No Response
Was the course content interesting and engaging?		
N	%	
701	79.2	Yes
170	19.2	No
14	1.6	No Response
Would you recommend the course to others?		
N	%	
720	81.4	Yes
154	17.4	No
11	1.2	No Response
Rate the Usefulness of the course (scale of 1 to 5).		
3.71	Mean Score: Usefulness of the Course	
Rate your knowledge of the content before and after this course (scale of 1 to 5)		
2.53	Mean Score before the training (knowledge)	
3.91	Mean Score after the training (knowledge)	
Rate your comfort in incorporating this course into educational practices before and after this course (scale of 1 to 5).		
2.64	Mean Score before the training (comfort)	
3.80	Mean Score after the training (comfort)	
Increase/Decrease in Rating your knowledge of the content		
N	%	
3	.3	Decrease by 2 Rating Levels
2	.2	Decrease by 1 Rating Level
163	18.4	No Change
265	29.9	Increase by 1 Rating Level
238	26.9	Increase by 2 Rating Levels
100	11.3	Increase by 3 Rating Levels
30	3.4	Increase by 4 Rating Levels
Increase/Decrease in Rating your comfort in incorporating the training into educational practices		
244	27.6	No Change
237	26.8	Increase by 1 Rating Level
215	24.3	Increase by 2 Rating Levels
81	9.2	Increase by 3 Rating Levels
20	2.3	Increase by 4 Rating Levels

\*Percentages were based on the number of responses.

**Table 16: Inquiry Comparison, 2006–2007 to 2009–2010**

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

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: 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 17: Stanford 10 Achievement Performance, Non-Special Education Students (2007 norms), 2009 and 2010**

Grade	Number Tested		Reading NCE		Mathematics NCE		Language NCE		Enviro./Science NCE		Social Science NCE	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
1	10,270	10,484	46	49	47	49	54	57	47	46		
2	10,039	9,858	46	46	49	49	46	49	51	50		
3	9,859	10,450	47	47	52	53	48	49	51	49	46	45
4	10,774	11,387	49	47	54	55	54	52	50	51	47	48
5	12,586	12,899	48	47	54	55	49	50	57	53	47	48
6	11,008	11,268	46	48	51	53	48	48	51	54	45	46
7	10,480	11,264	48	45	53	54	49	47	56	51	50	48
8	10,737	10,753	48	48	53	55	47	48	54	57	47	51
9	12,406	12,618	48	46	56	54	49	46	52	51	43	47
10	9,870	10,483	50	48	53	56	47	47	51	51	51	52
11	7,909	9,231	55	52	54	53	53	50	53	55	56	54



**Table 18: Apenda 3 Achievement Performance for Reading, 2005 (Before Performance Pay) to 2010, Non- Special Education**

Number Tested								Reading NCE						
Grade	Before 2005	Yr. 1 2006	Yr. 2 2007	Yr. 3 2008	Yr. 4 2009	Yr. 5 2010	6-yr Δ	Before 2005	Yr. 1 2006	Yr. 2 2007	Yr. 3 2008	Yr. 4 2009	Yr. 5 2010	6-yr Δ
1	6,147	6,175	6,470	6,196	6,419	6,283	136	65	67	68	70	71	73	8
2	5,879	5,470	5,367	5,785	5,781	5,740	-139	68	69	70	69	70	72	4
3	5,202	5,350	4,796	4,861	5,314	4,927	-275	70	70	71	72	72	73	3
4	3,361	3,267	2,973	2,763	3,002	2,776	-585	65	66	66	67	68	70	5
5	385	306	131	112	86	45	-340	64	61	63	68	65	63	-1
6	82	82	50	32	19	10	-72	57	58	55	54	64	52	-5
7	39	79	81	35	25	9	-30	60	55	52	51	55	56	-4
8	42	46	53	50	23	8	-34	55	54	55	54	62	56	1

**Table 19: Apenda 3 Achievement Performance for Mathematics and Language, 2005 (Before Performance Pay) to 2010, Non-Special Education**

Mathematics NCE								Language NCE						
Grade	Before 2005	Yr. 1 2006	Yr. 2 2007	Yr. 3 2008	Yr. 4 2009	Yr. 5 2010	6-yr Δ	Before 2005	Yr. 1 2006	Yr. 2 2007	Yr. 3 2008	Yr. 4 2009	Yr. 5 2010	6-yr Δ
1	61	62	63	62	64	66	5	62	63	65	65	65	68	6
2	67	70	72	74	73	75	8	71	73	74	74	73	74	3
3	66	67	69	71	70	71	5	79	78	80	80	80	81	2
4	71	70	71	77	77	78	7	69	69	69	68	68	69	0
5	65	65	65	69	67	64	-1	62	59	63	66	65	62	0
6	65	62	62	56	71	64	-1	50	46	49	46	59	48	-2
7	64	60	61	52	49	61	-3	56	53	50	54	55	61	5
8	52	55	58	53	63	57	5	56	50	57	60	70	55	-1

**Table 20: Apenda 3 Achievement Performance for Environment/Science and Social Science, 2005 (Before Performance Pay) to 2010, Non-Special Education**

Environment/Science NCE								Social Science						
Grade	Before 2005	Yr. 1 2006	Yr. 2 2007	Yr. 3 2008	Yr. 4 2009	Yr. 5 2010	6-yr Δ	Before 2005	Yr. 1 2006	Yr. 2 2007	Yr. 3 2008	Yr. 4 2009	Yr. 5 2010	6-yr Δ
1	55	57	61	63	65	66	11							
2	64	69	70	69	71	73	9							
3	69	71	73	79	79	81	12	69	71	72	77	77	78	9
4	67	69	70	79	79	81	14	68	68	69	74	75	77	9
5	60	60	62	65	66	63	3	64	64	64	67	65	63	-1
6	57	57	53	56	69	60	3	56	60	56	58	65	61	5
7	58	55	54	51	55	66	8	64	58	59	57	64	65	1
8	55	51	51	60	67	63	8	59	55	59	56	66	64	5

**Table 21: English or Spanish TAKS Percent Passing for Reading/ELA, 2005 (Before Performance Pay) to 2010, All Students**

Grade	Number Tested						6-yr Δ	Reading/ELA % Passing						
	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5		Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	6-yr
	2005	2006	2007	2008	2009	2010		2005	2006	2007	2008	2009	2010	Δ
3					16,235	16,356		82	81	85	83	86	89	7
4	15,030	14,423	14,397	15,287	15,108	15,767	737	71	75	78	78	82	82	11
5					14,350	14,120		62	70	76	77	79	81	19
6	13,145	12,534	12,099	12,600	12,676	12,469	-676	76	82	85	85	86	81	5
7	12,853	12,862	12,255	12,951	12,184	12,445	-408	73	71	77	79	78	82	9
8	12,586	12,281	11,768	12,741	12,509	11,970	-616	78	79	86	87	89	87	9
9	13,843	14,497	13,537	14,739	13,714	13,537	-306	75	82	79	77	82	88	13
10	10,811	10,712	10,599	10,254	11,276	11,096	285	55	78	75	83	83	87	32
11	8,807	8,706	8,371	8,616	8,860	9,914	1,107	80	77	85	89	90	90	10
<b>Total</b>	<b>87,075</b>	<b>86,015</b>	<b>83,026</b>	<b>87,188</b>	<b>116,912</b>	<b>117,674</b>	<b>30,599</b>	<b>73</b>	<b>77</b>	<b>81</b>	<b>82</b>	<b>84</b>	<b>85</b>	<b>12</b>

**Table 22: English or Spanish TAKS Percent Passing for Mathematics and Writing, 2005 (Before Performance Pay) to 2010, All Students**

Grade	Mathematics % Passing							Writing % Passing						
	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	6-yr	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	6-yr
	2005	2006	2007	2008	2009	2010	Δ	2005	2006	2007	2008	2009	2010	Δ
3	71	72	78	80	82	83	12							
4	70	75	80	82	86	86	16	88	89	87	90	91	92	4
5	67	74	80	82	84	85	18							
6	55	63	66	71	74	79	24							
7	48	57	63	67	74	78	30	85	86	90	84	88	93	8
8	47	57	64	66	72	75	28							
9	44	43	48	51	57	64	20							
10	44	49	54	57	58	68	24							
11	69	69	77	78	80	87	18							
<b>Total</b>	<b>58</b>	<b>62</b>	<b>68</b>	<b>71</b>	<b>75</b>	<b>79</b>	<b>21</b>	<b>87</b>	<b>88</b>	<b>88</b>	<b>87</b>	<b>90</b>	<b>93</b>	<b>6</b>

**Table 23: English or Spanish TAKS Percent Passing for Science and Social Studies, 2005 (Before Performance Pay) to 2010, All Students**

Grade	Science % Passing							Social Studies % Passing						
	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	6-yr	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	6-yr
	2005	2006	2007	2008	2009	2010	Δ	2005	2006	2007	2008	2009	2010	Δ
3														
4														
5	50	65	71	82	84	87	37							
6														
7														
8		57	56	60	66	73	-	78	76	83	88	89	94	16
9														
10	37	45	46	55	55	66	29	74	74	80	84	87	90	16
11	65	63	71	78	83	89	24	90	90	93	95	96	97	7
<b>Total</b>	<b>50</b>	<b>58</b>	<b>61</b>	<b>69</b>	<b>72</b>	<b>79</b>	<b>29</b>	<b>80</b>	<b>79</b>	<b>84</b>	<b>89</b>	<b>90</b>	<b>94</b>	<b>14</b>

**Table 24: English or Spanish TAKS Percent Commended for Reading/ELA, 2005 (Before Performance Pay) to 2010, All Students**

Grade	Number Tested							Reading/ELA, % Commended						
	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	6-yr	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	6-yr
	2005	2006	2007	2008	2009	2010	Δ	2005	2006	2007	2008	2009	2010	Δ
3					16,235	16,356		27	29	29	30	40	44	17
4	15,030	14,423	14,397	15,287	15,108	15,767	737	17	16	24	22	27	26	9
5					14,350	14,120		15	15	19	22	24	28	13
6	13,145	12,534	12,099	12,600	12,676	12,469	-676	25	25	38	34	32	27	2
7	12,853	12,862	12,255	12,951	12,184	12,445	-408	12	13	17	22	22	22	10
8	12,586	12,281	11,768	12,741	12,509	11,970	-616	26	26	33	39	41	37	11
9	13,843	14,497	13,537	14,739	13,714	13,537	-306	11	14	18	24	17	20	9
10	10,811	10,712	10,599	10,254	11,276	11,096	285	3	9	7	14	15	13	10
11	8,807	8,706	8,371	8,616	8,860	9,914	1,107	13	13	19	16	26	24	11
<b>Total</b>	<b>87,075</b>	<b>86,015</b>	<b>83,026</b>	<b>87,188</b>	<b>116,912</b>	<b>117,674</b>	<b>30,599</b>	<b>17</b>	<b>18</b>	<b>23</b>	<b>25</b>	<b>27</b>	<b>28</b>	<b>11</b>

**Table 25: English or Spanish TAKS Percent Commended for Mathematics and Writing 2005 (Before Performance Pay) to 2010, All Students**

Grade	Mathematics, % Commended							Writing, % Commended						
	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	6-yr	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	6-yr
	2005	2006	2007	2008	2009	2010	Δ	2005	2006	2007	2008	2009	2010	Δ
3	15	20	25	28	32	30	15							
4	21	25	28	30	41	37	16	20	20	20	31	32	29	9
5	19	29	33	35	43	40	21							
6	15	17	21	28	29	27	12							
7	6	7	10	13	15	19	13	20	28	23	23	25	32	12
8	9	10	11	14	19	20	11							
9	9	9	11	14	17	20	11							
10	7	8	11	14	12	15	8							
11	11	14	16	22	26	22	11							
<b>Total</b>	<b>13</b>	<b>16</b>	<b>19</b>	<b>22</b>	<b>27</b>	<b>26</b>	<b>13</b>	<b>20</b>	<b>24</b>	<b>21</b>	<b>27</b>	<b>29</b>	<b>30</b>	<b>10</b>

**Table 26: English or Spanish TAKS Percent Commended for Science and Social Studies 2005 (Before Performance Pay) to 2010, All Students**

Grade	Science, % Commended							Social Studies, % Commended						
	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	6-yr	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	6-yr
	2005	2006	2007	2008	2009	2010	Δ	2005	2006	2007	2008	2009	2010	Δ
3														
4														
5	17	25	9	34	41	41	24							
6														
7														
8	6	10	4	15	18	25	19	14	20	23	30	33	35	21
9														
10	7	7	2	11	9	14	7	17	21	23	25	30	36	19
11	7	9	6	10	16	14	7	19	23	31	33	42	50	31
<b>Total</b>	<b>10</b>	<b>14</b>	<b>4</b>	<b>19</b>	<b>22</b>	<b>25</b>	<b>15</b>	<b>16</b>	<b>21</b>	<b>25</b>	<b>29</b>	<b>35</b>	<b>40</b>	<b>24</b>

**Table 27: Number and Percent of Survey Respondents Indicating Their Level of Understanding for the ASPIRE Award Program and Its Components for the 2006–2007 and 2009–2010 ASPIRE Award, May 2008 and March 2011 Survey Administrations**

	N		Very Low/Low		Sufficient		Very High/High	
			%		%		%	
	2008	2011	2008	2011	2008	2011	2008	2011
My understanding of ASPIRE is:	5,882	4,811	17.4	12.0	55.2	48.3	27.4	39.7
My understanding of value-added analysis is:	5,844	4,746	21.3	18.0	50.0	45.3	28.7	36.8
My understanding of how value-added information can help me as an educator is:	5,832	4,628	18.3	15.5	45.1	43.9	36.6	40.5
My understanding of how to read/interpret value-added reports is:	5,817	4,658	23.7	18.0	47.0	45.8	29.3	36.2
My understanding of the different stands of the ASPIRE Award Program was:	5,835	4,712	23.2	18.1	48.7	47.1	28.1	34.9
My understanding of how the ASPIRE Awards were calculated/determined is:	5,852	4,716	33.9	30.8	43.9	42.2	22.2	27.1

See Data Limitations, p. 45.

**Table 28: Number and Percent of Survey Respondents Indicating Their Perceptions About Award Amounts and the ASPIRE Award Model, March 2010 and March 2011**

	N		Strongly Disagree/Disagree		Neutral		Strongly Agree/Agree	
			%		%		%	
	2010	2011	2010	2011	2010	2011	2010	2011
The maximum award amount for my ASPIRE Award category adequately recognizes my efforts to increase student progress.	5,274	4,555	44.4	42.2	26.5	27.2	29.1	30.5
The maximum award amount for my ASPIRE Award category encourages me to remain in a campus-based position.	5,319	4,566	37.2	35.7	32.4	30.8	30.3	33.5
The maximum award amount for my ASPIRE Award category is commensurate with my professional contribution.	5,325	4,592	44.9	43.5	28.5	27.7	26.6	28.8
The ASPIRE Award should be continued in its current form.	5,408	4,669	45.2	41.7	31.5	31.0	23.3	30.4
The ASPIRE Award should be continued with modifications incorporated on an annual basis.	5,367	4,604	18.9	21.6	32.4	32.5	48.7	45.9
The ASPIRE Award is a fair way of acknowledging a teacher's impact on student growth.	5,417	4,674	46.6	41.7	26.6	27.9	26.7	30.4
The formal inquiry process allowed me the opportunity to question the accuracy of my award.	4,812	4,101	22.8	20.0	39.7	37.9	37.5	42.1

See Data Limitations, p. 45.

**Table 29: Number and Percent of Survey Respondents Indicating Their Perceptions About Communicating Effectively, May 2009 and March 2011**

	N		Not Effective/ Somewhat Effective		Very Effective/ Moderately Effective	
	2009	2011	2009	2011	2009	2011
Knowing where to find information about the ASPIRE Award in general.	3,383	4,815	32.6	26.8	67.4	73.2
Knowing when specific information about my ASPIRE Award was available.	3,371	4,803	31.5	22.9	68.4	77.1
Knowing where to find information about my specific ASPIRE Award.	3,367	4,790	30.0	23.1	70.1	76.9
Knowing how to interpret and understand my specific ASPIRE Award Notice.	3,368	4,781	38.6	32.5	61.4	67.5
Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award.	3,362	4,773	38.6	32.5	61.4	67.5
Understanding where to find information about the inquiry process on the portal.	3,364	4,782	36.4	29.5	63.7	70.5
Understanding that formal inquiries were required to be submitted by a specific deadline.	3,352	4,767	34.7	27.7	65.4	72.3

See Data Limitations, p. 45.

**Table 30: Number and Percent of Survey Respondents Indicating Their Perceptions About the Level of Effectiveness for Different Types of Communication, March 2011**

	N	Not Effective	Somewhat Effective	Moderately Effective	Very Effective	Don't Know
ASPRE Learn	4,840	6.4	20.1	32.3	28.3	13.0
Connect-Ed	4,788	8.8	19.0	27.5	19.8	24.9
ASPIRE Newsletter	4,820	7.1	20.9	33.2	30.3	8.6
Memos	4,790	7.0	20.0	33.4	29.3	10.4
ASPIRE e-mail	4,829	4.6	18.2	32.9	39.4	4.8
ASPIRE website	4,798	4.6	18.2	33.5	38.4	5.3
Community Forums	4,764	11.1	18.8	25.3	15.3	29.6

**Table 31: Number and Percent of Survey Respondents Indicating Their Perceptions and Mean Rating Scores for the Teacher Appraisal System, 2011**

Rating	N	1 Not At All	2	3	4	5 Very	Mean Score
Rigorous	3,630	6.6	10.1	31.7	29.7	21.9	3.5
Fair	3,712	15.2	14.2	30.9	24.3	15.3	3.1

**Table 32: Number and Percent of Survey Respondents Indicating Their Perceptions and Mean Rating Scores for the Principal Appraisal System, 2011**

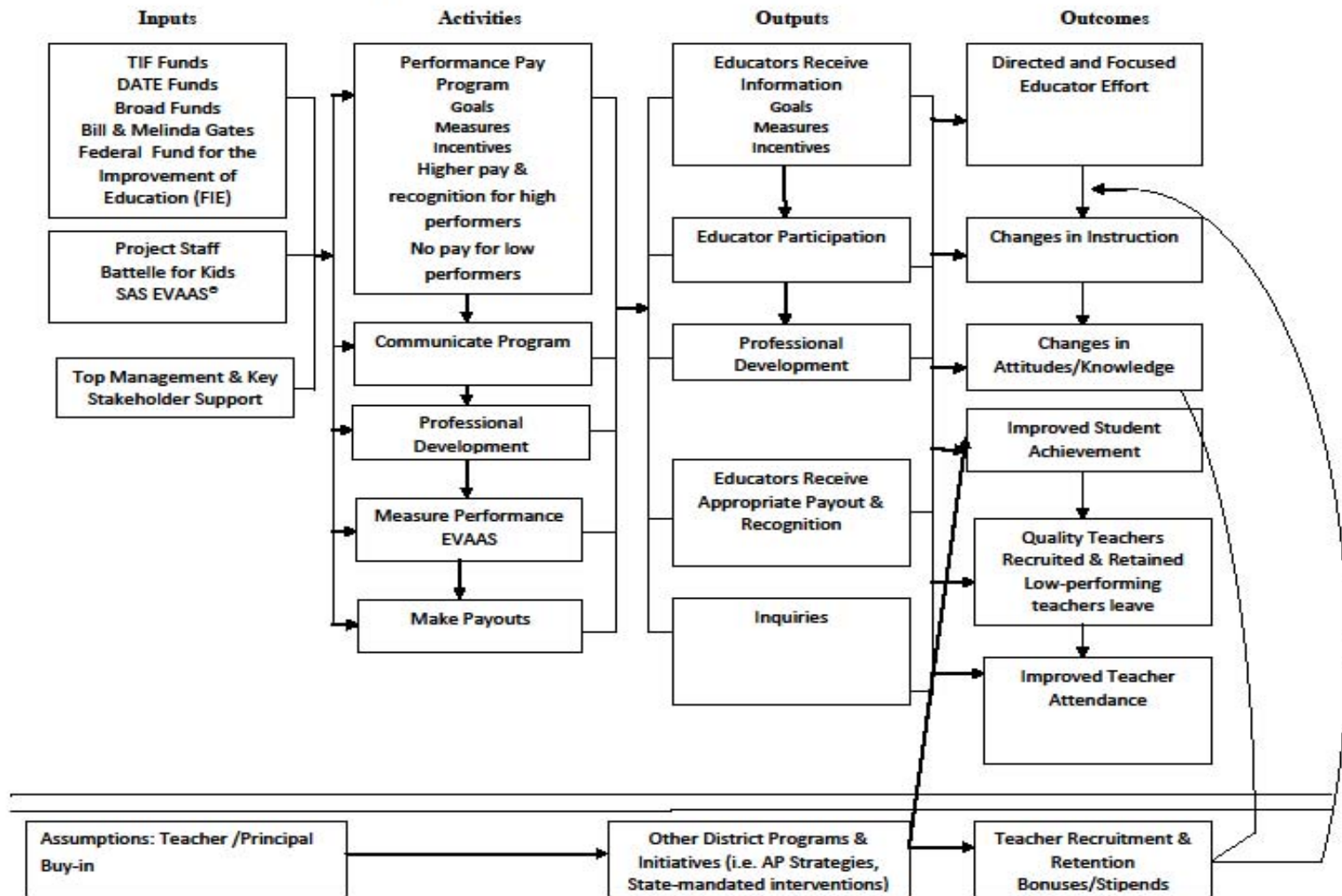
Rating	N	1 Not At All	2	3	4	5 Very	Mean Score
Rigorous	2,417	11.5	11.0	32.7	25.5	19.2	3.3
Fair	2,428	15.0	12.4	32.4	24.1	16.1	3.1

**Table 33: Number and Percent of Responses for Recommended Changes to the 2009–2010 ASPIRE Award, March 2011**

	<b>N</b>	<b>%</b>
Make the model transparent, equitable, and inclusive	562	19.7
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	521	18.2
Factors impacting growth or calculation of growth	379	13.3
Discontinue the ASPIRE Award Program	370	13.0
Improve Communications about the award/provide clearer explanations about the model and value added calculations/ provide feedback for teachers based on their data	245	8.6
Performances measures or criteria	188	6.6
No Changes	182	6.4
Unintended Outcomes	149	5.2
N/A or No Comment	83	2.9
Don't Know	69	2.4
Miscellaneous	48	1.7
General satisfaction	31	1.1
Negative statement	24	0.8
Change all of it	6	0.2
<b>Total Number of Responses</b>	<b>2,956</b>	<b>100.0</b>

## 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 2009–2010. Teacher recruitment data were provided for 2007–2008 through 2009–2010 from a PeopleSoft extract. The Teacher Performance Pay data file from 2005–2006 and the ASPIRE Award files for 2006–2007 to 2009–2010 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) and the *Texas Assessment of Knowledge and Skills (TAKS) Report* (Houston Independent School District, 2006b; 2008b; 2010f). TEA Accountability ratings for 2004–2005 to 2007–2008 were extracted from the *Texas Education Agency Accountability System Final Report, November 2010* (Houston Independent School District, 2010g). Comparable Improvement data were extracted from the *Academic Excellence Indicator System (AEIS)* (Academic Excellence Indicator System Report, 2005; 2006; 2007; 2008; 2009; 2010). 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) and the *ASPIRE Award Payout Report: 2006–2007 through 2009–2010* (Houston Independent School District, 2011c).

HISD charter schools provided teacher information in EXCEL spreadsheets which were manually entered for 2005–2006 to 2009–2010. 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 2009–2010 are posted on the ASPIRE website.

For 2006–2007 through 2009–2010, the Department of Research and Accountability, Performance Analysis Bureau, provided longitudinal TAKS, Stanford 10, and Aprenda 3 test results to EVAAS<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> on the value-added data products that were necessary for award calculation in all strands of the model, HISD received EVAAS<sup>®</sup> 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 *2009–2010 ASPIRE Award Survey* was developed to determine the perceptions and level of knowledge of participants regarding the 2009–2010 ASPIRE Award program paid out in January 2011. The survey items were developed from previous surveys, and the modified instrument was piloted by members of the 2010–2011 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 final survey was reviewed and approved by members of the ASPIRE Award Executive Committee. The 2009–2010 ASPIRE Award Survey was administered on-line from Tuesday, February 22, 2011 to Friday, March 25, 2011. A reminder to complete the survey was sent to all campus-based employees on Tuesday, March 22, 2011. For reporting purposes, the survey administration will be referred to as the March 2011 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 Survey Monkey 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 Survey Monkey and imported into SPSS and ACCESS for analysis.

Previous surveys were administered in 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 20,048 Houston Independent School District (HISD) campus-based employees on February 22, 2011, with 6,083 participants who responded to the survey (30.3 percent). **Table 3, p. 24** provides a five-year summary of survey response rates by pay for performance model. Over the past five years, the response rate increased from 11.4 percent for the December 2007 administration to 30.3 percent for the March 2011 administration.

If survey participants were employed by HISD during the 2009–2010 school year, they were asked to indicate their eligibility status and categorization, for which 5,221 of the 6,083 respondents indicated their eligibility status and ASPIRE Award categorization (see **Table 4, p. 24**).

## 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 2009–2010 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 2009–2010.

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 2009–2010 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 2009–2010 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, 2010–2011. A retained teacher's employee status for the 2009–2010 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 II A or II B 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 2009–2010 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 IIA or IIB 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 PASW text analytic statistical package 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 2009 data using 2007 norms with data that used 2002 norms. For this report, 2008 and 2009 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, thus 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, and 2009–2010) did not equal the the sum of the Hours Present plus the Requested Absence Hours plus the Mandatory Absence Hours, although it should. Therefore, the denominator used in calculating attendance summed the Hours Present plus the Requested Absence Hours plus the Mandatory 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 do not receive teacher-level value-added reports. Therefore, they were not included in the analysis, and recruitment effectiveness using value-added data could not be fully evaluated.



## APPENDIX C

### 2009–2010 ASPIRE Awards

#### Program and Eligibility Requirements



Following are the revised program and eligibility requirements for the 2009–2010 ASPIRE Awards.

#### General Eligibility Requirements

To be eligible to participate in the 2009–2010 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. (This does not apply to Category J: Principals)
2. Employees must be employed in a campus-assigned position as of the fall snapshot date.
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. Employees eligible under other incentive plans are not eligible for ASPIRE Awards (e.g., Food Services employees).
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 the fall snapshot date 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 must be in attendance 90 percent of the 175 instructional days identified as the "instructional school year." This means that employees cannot be absent for more than 10 percent of their scheduled hours to work during the instructional year; and first-year employees must have been hired by September 17, 2009. The following types of leave will be held harmless (not count as days absent): funeral leave, military leave, family medical leave (must be authorized through Human Resources), assault leave, jury duty, religious holidays, compensatory time, and off-campus duty.

#### 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 levels 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.

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The 2009–2010 ASPIRE Awards are based on value-added results for the 2009–2010 school year.  
© 2010. For more information on award calculations, please refer to the full Award Model Diagram (version 3.0).

## APPENDIX C (CONTINUED)

### 2009–2010 ASPIRE Awards

#### Program and Eligibility Requirements



##### A. Core Foundation Teachers, Grades 3–6, Self-Contained

To be considered in this category, employees must qualify as core foundation teachers and teach the majority of the same students in grades 3–6 in at least four out of the five core foundation subject areas. For third grade only, employees must teach reading, math, and language arts to the majority of the same students to be considered "self-contained." 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).

##### B. Core Foundation Teachers, Grades 3–8, Departmentalized

To be considered in this category, employees must qualify as core foundation teachers and teach one to three core foundation subjects to different classes of students 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).

##### C. Core Foundation Teachers, Grades 9–12

To be considered in this category, employees must qualify as core foundation teachers and teach grades 9–12 core foundation courses the majority of the school day. For a complete list of these courses, please review the 2009 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 seven TAKS or TAKS-accommodated Special Education students in grades 9–12. All other Special Education teachers will be considered under their respective core foundation teacher category (above).

#### Elective/Ancillary Instructional Positions

##### F. Elective/Ancillary Teachers

To be considered elective/ancillary teachers, employees must teach elective or ancillary courses for fifty percent or more of their teaching assignment and do not meet the definition of core foundation teachers (above) in grades PK–12. Courses defined by TEA as "core enrichment" (art, music, dance, theater, PE) are considered an elective course for ASPIRE.

#### 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.

*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 coordinator, 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.



## APPENDIX C (CONTINUED)

### 2009–2010 ASPIRE Awards Program and Eligibility Requirements



#### 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 contributions to student progress and achievement based on campus and departmental performance. Certification for these positions is required 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).  
*For example: On September 5 (prior to the fall snapshot), an employee teaches third-grade math (Category B: a departmentalized, core foundation teacher). On February 5, the employee transfers to a content specialist position on the same campus (Category G: an instructional support position). Both assignments are ASPIRE Award-eligible. However, the award model and eligibility requirements differ. In this case, the greater 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 of 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 or 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 on the basis of the job in which they function 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 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 is obtained for third grade, the teacher would be eligible under Category B, as a core foundation 3–8, departmentalized teacher. If an employee teaches music the majority of the day, and one class of reading (for which he or she may receive a value-added report), then the employee will be eligible under Category F: Elective/Ancillary Teacher.*

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The 2009–2010 ASPIRE Awards are based on value-added results for the 2009–2010 school year.  
© 2010. For more information on award calculations, please refer to the full Award Model Diagram (version 3.0).

## APPENDIX C (CONTINUED)

### 2009–2010 ASPIRE Awards Program and Eligibility Requirements



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 tutor for diagnostic and instructional improvement, the tutor is not eligible as a core foundation teacher unless all the criteria for a core foundation teacher position are met (see the Position Eligibility Requirements and Categorization section).*

#### 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 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 will be eligible to receive 50 percent of the award. This same employee who works 50 percent of his or her time at two campuses (0.25 FTE at each campus) will not be eligible.*

2. Awards for employees whose job record/position is assigned to non-campus departments or to a school-improvement officer for time reporting, but who are assigned to and work on specific campuses a minimum of 40 percent of the time, and report directly to the principal (the 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 department-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.*

3. The ASPIRE Award for employees assigned to multilevel campuses (e.g., T. H. Rogers) will be determined by an average of both campus-award amounts for Strands I and III.
4. 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. Additionally, employees who retire in lieu of termination or resign in lieu of termination 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. *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.

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The 2009–2010 ASPIRE Awards are based on value-added results for the 2009–2010 school year.  
© 2010. For more information on award calculations, please refer to the full Award Model Diagram (version 3.0).



**APPENDIX D**  
**ASPIRE AWARD MODEL 2009–10**  
**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<sup>®</sup> Campus Composite Gain scores calculated across grades and subjects to provide an overall campus value-added score (Cumulative Gain Index).

**Strand I Method:**

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS<sup>®</sup>.
2. EVAAS<sup>®</sup> converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state TAKS data for 2006. This data acts as the Baseline/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 2010 data are converted and are provided with a current year's NCE score.
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 2008-09 NCE average score from the 2009-10 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.

## APPENDIX D (CONTINUED)

8. The Campus Progress Award Gain Score (Cumulative Gain Index) is rank-ordered at the elementary level, middle, and high school levels, separately. Schools ranked in the first or second quartile receive awards. Only staff at campuses with positive (greater than zero) Campus Progress Award Gain Score receive an award.

<b>Strand I: Elementary &amp; Secondary Campus Awards Matrix</b>				
	<b>Campus Progress Award Gain Score (Across Subjects and Across Grades)</b>			
	<b>Quartile 1</b>	<b>Quartile 2</b>	<b>Quartile 3</b>	<b>Quartile 4</b>
<b>Comparable Campus &amp; School Level</b>	<b>Cumulative Gain Index</b>	<b>Cumulative Gain Index</b>	<b>Cumulative Gain Index</b>	<b>Cumulative Gain Index</b>
<b>Elementary Schools</b>				
Instructional Staff	\$1,500	\$750	\$0	\$0
Instructional Support Staff	\$1,000	\$500	\$0	\$0
Teaching Assistants	\$1,000	\$500	\$0	\$0
Operational Support Staff	\$750	\$375	\$0	\$0
<b>Middle Schools</b>				
Instructional Staff	\$1,500	\$750	\$0	\$0
Instructional Support Staff	\$1,000	\$500	\$0	\$0
Teaching Assistants	\$1,000	\$500	\$0	\$0
Operational Support Staff	\$750	\$375	\$0	\$0
<b>High Schools</b>				
Instructional	\$1,500	\$750	\$0	\$0
Instructional Support Staff	\$1,000	\$500	\$0	\$0
Teaching Assistants	\$1,000	\$500	\$0	\$0
Operational Support Staff	\$750	\$375	\$0	\$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 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 special analysis using campus-level data.

**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 (Value-added Core Foundation Teacher Performance) rewards individual teachers based on value-added student progress by academic subject. There are five parts to this strand to ensure the inclusion of core foundation teachers in grades PK-12:

- Part A: This method is used to reward self-contained core foundation subject teachers in elementary school grades 3-6 based on classroom value-added results by grade and by subject.
- Part B: This method is used to reward departmentalized elementary school and middle school core foundation teachers in grades 3-8 based on classroom value-added results by subject.
- Part C: 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 by grade.
- Part D: This method is used to reward core foundation Early Childhood to second grade teachers based on campus value-added performance in Reading and Math.
- Part E: This method is used to reward core foundation Special Education teachers in grades 3-8 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 A or B. Teachers of Special Education students at the high school level who have seven or more students with 2010 TAKS or TAKS-Accommodated scores are included in Strand II Part C. Teachers of Special Education students who instruct students in Early Childhood to grade two are included in Part D.

#### **Indicators:**

**For self-contained core foundation teachers grades 3-6 (Part A):** EVAAS® teacher value-added scores: Teacher Progress Gain Score (Teacher Gain Index) calculated from teachers' individual students' scores to provide an overall teacher value-added score. This gain-score is calculated by grade

## APPENDIX D (CONTINUED)

for self-contained elementary school core foundation teachers for each core foundation subject (Reading, Math, Language Arts in grades 3-6 and Science, Social Studies in grades 4-6).

**For departmentalized core foundation teachers grades 3-8 (Part B):** EVAAS® teacher value-added score: Teacher Progress Gain Score (Teacher Gain Index) calculated from teachers' individual students' scores to provide an overall teacher value-added score. This gain-score is calculated across grades for core foundation teachers in grades 3-8 for each core subject (Reading, Math, Language Arts, Science, Social Studies) a teacher instructs.

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

**For core foundation teachers at Early Childhood-grade 2 (Part D):** EVAAS® campus subject score: Campus Progress Gain-score (Campus Gain Index) calculated for Reading and Math at the third-grade level. Teachers awarded based on campus-wide third-grade student improvement in Reading and Math.

**For core foundation teachers of Special Education Students (Part E):** EVAAS® campus subject score. If a Special Education teacher does not have a value-added analysis and/or is not included under Parts A–D 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 A: Self-Contained Elementary School Core Foundation Teachers

In this method, the subject value-added scores of each teacher will be compared to teachers at the same grade level (elementary grades 3-6) for each core foundation subject (**Reading, Math, Language Arts, Science, and Social Studies**). Through this comparison, teachers will be placed into performance quartiles for each core foundation subject. An exception to the subjects used is found in grade 3, where teachers are compared in Reading, Math, and Language Arts only, since third grade Social Studies and Science value-added scores are not available. Through this comparison, teachers will be placed into performance quartiles for each core foundation subject. Only positive gain scores will be rewarded.

#### Strand II A Method:

1. Three years of student TAKS and Stanford/Aprena data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state TAKS data for 2006. This data acts as the Baseline/Benchmark for comparison purposes.
3. Each student is then provided with a baseline NCE score for each subject (Reading, Math, Language Arts for Elementary school grades 3-6 and additionally, Science and Social Studies for Elementary School grades 4-6).
4. Using a multivariate mixed model, spring 2010 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.

Student NCE scores are used to calculate teacher average NCE scores for each subject taught and each grade where applicable. By aggregating student scores, a single teacher average NCE score is calculated for each subject for the current (2009-2010) and previous (2008-2009) year. The teacher's NCE gain score is calculated by subtracting the 2008-09 average NCE from the 2009-10 average NCE.

## APPENDIX D (CONTINUED)

6. The Teacher Subject Progress 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 dividing it by the standard error.
7. The Teacher Subject Gain Index score is then compared to all other teachers in the same grade for that subject and rank ordered into quartiles. Teachers ranked in the first or second quartile receive awards. Only teachers with positive (greater than zero) gain indices receive an award.
8. The maximum possible award for Strand II Part A is \$7,000.

Strand IIA: Self-Contained Core Foundation Teachers Awards Matrix										
Teacher Subject Progress Gain Score Compared by Grade										
Number of Subjects Taught	First Subject		Second Subject		Third Subject		Fourth Subject		Fifth Subject	
	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2
3 subjects	\$2,333	\$1,167	\$2,333	\$1,167	\$2,333	\$1,167	NA	NA	NA	NA
4 subjects	\$1,750	\$875	\$1,750	\$875	\$1,750	\$875	\$1,750	\$875	NA	NA
5 subjects	\$1,400	\$700	\$1,400	\$700	\$1,400	\$700	\$1,400	\$700	\$1,400	\$700

### Example for Strand II Part A:

- A 3rd grade, self-contained teacher whose students' Value-added Gain-scores in Reading, Math, and Language Arts are each in the top 25 percent of the distributions of 3rd grade self-contained teachers would receive \$2,333+ \$2,333+ \$2,333 for a total of \$7,000 under Strand IIA, the maximum award for this strand.
- A 5<sup>th</sup> grade, self-contained teacher whose students' Value-added Gain-scores in Reading and Math are each in the top 25-percent of the distributions of fifth grade self-contained teachers (Q1), while the teacher's value-added score for Language Arts and Social Studies are in Q3, and the teacher's Science value-added score is in Q2 would receive \$1,400+ \$1,400+ \$0+ \$700+ \$0 for a total of \$3,500 under Strand IIA.

### Strand II Part B: Departmentalized Elementary and Middle School Core Foundation Teachers

In this method, the core foundation subject value-added scores for each teacher are compared to teachers at the same level (ES or MS) and academic subject, and then placed into performance quartiles for each core foundation subject that they teach. Only positive gain scores will be rewarded.

1. Three years of student 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 TAKS data for 2006. This acts as the Baseline/Benchmark.
3. Each student is then provided with a baseline NCE score for each subject (Reading, Math, and Language Arts for elementary and middle school grades 3-6; Reading/ELA 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 2010 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 taught where applicable. By aggregating student scores, a single teacher average NCE score is calculated for each subject for the current (2009-2010) and previous (2008-2009) year. The

## APPENDIX D (CONTINUED)

teacher's NCE gain score is calculated by subtracting the 2008-09 average NCE from the 2009-10 average NCE.

7. The Teacher Subject Progress 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 Subject Gain Index score is then compared to all other teachers for that subject and rank ordered into quartiles. Elementary school teachers are rank-ordered with other departmentalized elementary teachers by subject. Middle school teachers are rank-ordered with other departmentalized middle-school teachers by subject at the same grade level when only one grade is taught (for example, 6<sup>th</sup> grade teachers rank-ordered with other 6<sup>th</sup> grade teachers). Middle school teachers who teach multiple grade levels are rank-ordered with other middle school departmentalized teachers who teach multiple grade levels by subject. Teachers ranked in the first or second quartile receive awards. Only teachers with positive (greater than zero) gain indices receive an award.
10. The maximum possible award for Strand II Part B is \$7,000.

<b>Strand IIB: Elementary Departmentalized and Middle School Core Foundation Teacher Awards Matrix</b>				
	<b>Teacher Subject Progress Gain Score</b>			
<b>One Subject</b>	<b>Quartile 1</b>	<b>Quartile 2</b>	<b>Quartile 3</b>	<b>Quartile 4</b>
<b>Comparable Teachers by Subject and Level (applicable grades)</b>	<b>Value-added Teacher Gain Score</b>	<b>Value-added Teacher Gain Score</b>	<b>Value-added Teacher Gain Score</b>	<b>Value-added Teacher Gain Score</b>
Reading (3-8)	\$7,000	\$3,500	\$0	\$0
Math (3-8)	\$7,000	\$3,500	\$0	\$0
Language Arts (3-8)	\$7,000	\$3,500	\$0	\$0
Science (4-8)	\$7,000	\$3,500	\$0	\$0
Social Studies (4-8)	\$7,000	\$3,500	\$0	\$0
	<b>Teacher Subject Progress Gain Score</b>			
<b>Two Subjects</b>	<b>Quartile 1</b>	<b>Quartile 2</b>	<b>Quartile 3</b>	<b>Quartile 4</b>
<b>Comparable Teachers by Subject and Level</b>	<b>Value-added Teacher Gain Score</b>	<b>Value-added Teacher Gain Score</b>	<b>Value-added Teacher Gain Score</b>	<b>Value-added Teacher Gain Score</b>
Subject 1	\$3,500	\$1,750	\$0	\$0
Subject 2	\$3,500	\$1,750	\$0	\$0

### Example for Strand II Part B:

- An elementary school departmentalized Social Studies teacher whose Social Studies students' Value-added Gain-scores are in the second quartile of the distribution of elementary school Social Studies value-added scores would receive \$3,500 for a total of \$3,500 under Strand IIB.
- A seventh and eighth grade Math and Science teacher whose Math students' Value-added Gain-scores are in the second quartile of the distribution of middle school Math scores and whose Science students' scores are in the second quartile of the distribution of middle school grade Science scores but NOT with positive gain relative to the district standard would receive \$1,750+\$0 for a total of \$1,750 under Strand IIB.



## APPENDIX D (CONTINUED)

### Strand II Part C: High School Core Foundation Teachers

In this method, the EVAAS<sup>®</sup> value-added scores for each subject at a high school campus are compared to other high school campus subject value-added scores by grade and then placed into department performance quartiles by grade. Only positive gain scores will be rewarded. The total award for a department is the sum of the Grade 9 award plus the Grade 10 award plus the Grade 11 award. All core foundation teachers serving 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 IIC Indicator-** EVAAS<sup>®</sup> department/subject campus score. Gain-score calculated for each core subject by grade. High school teachers are paid based on department/subject performance determined from individual student improvement in the subject area.

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS<sup>®</sup>.
2. EVAAS<sup>®</sup> converts student data to a single NCE scale which is normalized with the state TAKS data for 2006. This acts as the Baseline/Benchmark.
3. Each student is then provided with a baseline NCE score for each subject (Reading/ELA, Math, Science, and Social Studies for grades 9–11).
4. Using a multivariate mixed model, spring 2010 data are converted to NCEs and compared to spring 2009 NCEs in order to calculate gain scores.
5. Student NCE scores are used to calculate Campus Composite NCE scores by aggregating student gain scores by grade (9-11) and core foundation subjects (Reading/ELA, Math, Science, and Social Studies) and for each year.
6. A Campus Composite Average NCE Gain score is calculated for each subject at each grade by subtracting the 2008-09 NCE average score from the 2009-10 average score NCE and comparing it to the District Reference Gain and taking the difference.
7. The Campus Progress Award Gain Score (Campus Gain Index) for each subject at each grade is calculated by taking the Campus Composite Average NCE Gain for each subject at each grade and dividing it by its accompanying standard error.
8. High School Campus value-added gain scores are compared to each other by grade and subject and rank ordered into quartiles. Campuses in quartiles one and two receive awards for their teachers. Only campuses with positive (greater than zero) gain scores receive an award.
9. The maximum possible award for Strand II Part C is \$7,000.

Strand IIC: High School Grade 9–12 Core Foundation Teacher Awards Matrix							
Campus Department Composite: Subject Value-Added Score by Grade							
Comparable Departments by Subject	Grade 9		Grade 10		Grade 11		Across Grade Award
	Q 1	Q 2	Q 1	Q 2	Q 1	Q 2	Total
Reading/ELA	\$2,333	\$1,167	\$2,333	\$1,167	\$2,333	\$1,167	Gr 9 + Gr 10 + Gr 11
Math	\$2,333	\$1,167	\$2,333	\$1,167	\$2,333	\$1,167	Gr 9 + Gr 10 + Gr 11
Science	\$2,333	\$1,167	\$2,333	\$1,167	\$2,333	\$1,167	Gr 9 + Gr 10 + Gr 11
Social Studies	\$2,333	\$1,167	\$2,333	\$1,167	\$2,333	\$1,167	Gr 9 + Gr 10 + Gr 11
Comparable Departments for Two Subjects	Grade 9		Grade 10		Grade 11		Across Grade Award
	Q 1	Q 2	Q 1	Q 2	Q 1	Q 2	Total
Subject 1	\$1,167	\$833	\$1,167	\$833	\$1,167	\$833	Gr 9 + Gr 10 + Gr 11
Subject 2	\$1,167	\$833	\$1,167	\$833	\$1,167	\$833	Gr 9 + Gr 10 + Gr 11

## APPENDIX D (CONTINUED)

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

### Example for Strand II Part C:

- A tenth grade Social Studies teacher whose campus's Value-added Social Studies Department Gain scores are in quartile three for grade 9, quartile four for grade 10, and quartile one for grade 11 will receive a Strand II award of \$2,333.
- A twelfth grade Math and Science teacher at a campus whose math students' Value-added Gain scores are in quartile one for grade 9, quartile three for grade 10, quartile one for grade 11 would receive \$2,333 for a Math award. If her campus's Science Value-added Gain-scores were in quartile two for grade 9, quartile two for grade 10, quartile two for grade 11, the teacher will receive \$2,500 for a Science award. This teacher's total award is based on the campus's Math award of \$2,333 plus the campus's Science award of \$2,500, which equals a total award of \$4,833.

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

In this method, the third-grade gain 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 third-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 3 and are not rewarded from the students they specifically teach. In order to recognize the importance of the foundations upon which future student performance is measured, they are included as core foundation teachers in this model, but at 50-percent of the maximum award.

**Strand IID Indicator** -EVAAS<sup>®</sup> campus subject third-grade gain score. Gain-score calculated for reading and math. Teachers paid based on campus-wide third-grade student improvement in reading and math;

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS<sup>®</sup>.
2. EVAAS<sup>®</sup> converts student data to a single NCE scale which is normalized with the state TAKS data for 2006. This acts as the Baseline/Benchmark.
3. Each student is then provided with a baseline NCE score for each subject (Reading and Math).
4. Using a multivariate mixed model, spring 2010 data are converted to campus average NCEs and compared to spring 2009 campus average NCEs in order to calculate campus gain scores.
5. 2008-09 average NCE scores are subtracted from 2009-10 average NCE scores to produce an average campus gain score for each subject (Reading and Math) in grade 3.
6. Campus gain scores are used to calculate a Campus Progress Award Gain Score (Gain Index) for Reading and Math by taking the campus gain score and subtracting the district standard for that subject and dividing it by the standard error. Then the Reading and Math gain indices are compared by campus for all elementary schools and the campuses are rank ordered into quartiles.
7. The maximum possible award for Strand II Part D is \$3,500.

Strand IID: Teacher Composite for Self-Contained Early Childhood–Grade 2 Core Foundation Teacher Awards Matrix								
	Campus Gain Score in Third Grade by Subject							
	Reading				Math			
Grade	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
PK to Grade 2	\$1,750	\$875	\$0	\$0	\$1,750	\$875	\$0	\$0



## APPENDIX D (CONTINUED)

### Example for Strand II Part D:

- a. A kindergarten teacher at a campus whose Campus Gain Score for 3<sup>rd</sup> grade Reading is in the top 25 percent of the distribution of elementary school 3<sup>rd</sup> grade Reading scores and whose 3<sup>rd</sup> grade Math score is in the top 25 percent of the distribution of 3<sup>rd</sup> grade Math scores would receive \$1,750+\$1,750 for a total of \$3,500.

### Strand II Part E: 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<sup>®</sup> analyses will receive teacher value-added report data and will be included in parts A or B of Strand II. High school teachers that teach seven or more students that have 2010 TAKS or TAKS-Accommodated scores will be included in Strand II Part C. Part E was constructed to provide special education teachers with less than seven tested students an award under Strand II.

In the method for Part E, 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<sup>®</sup> 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 award.

**Strand IIE Indicator-** EVAAS<sup>®</sup> 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;

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS<sup>®</sup>.
2. EVAAS<sup>®</sup> converts student data to a single NCE scale which is normalized with the state TAKS data for 2006. This acts as the Baseline/Benchmark.
3. Each student is then provided with a baseline NCE score for each subject.
4. Using a multivariate mixed model, spring 2010 data are converted to campus average NCEs and compared to spring 2009 campus average NCEs in order to calculate campus gain scores.
5. 2008-09 average NCE scores are subtracted from 2009-10 average NCE scores to produce a average campus gain score.
6. 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.
7. 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, middle, and high schools, separately. Then the campuses are rank ordered into quartiles at their respective levels.
8. The maximum possible award for Strand II Part E is \$3,500.

## APPENDIX D (CONTINUED)

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

### Example for Strand II Part E:

- a. A Special Education teacher teaching Reading, Math, and Language Arts 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+ \$583 for a total of \$2,917.
- 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.

### ASPIRE Award Model Strand III

**Purpose:** Reward instructional and campus-based instructional staff for cooperative efforts at improving student performance at the campus level and for achieving and/or maintaining the Recognized or Exemplary performance of their students.

#### **People Included:**

**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).

## APPENDIX D (CONTINUED)

**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.

**Indicators:** Comparable Improvement published in the Texas Education Agency's (TEA) Academic Excellence Indicator System (AEIS) report, state accountability ratings, and TAKS writing achievement.

**Strand III Part A: Campus Improvement - Elementary and Middle Schools** - This part of Strand III is designed to reward instructional and instructional support staff at elementary and middle schools whose students have exhibited significant improvement as measured by TAKS scale scores when compared to other demographically similar schools across the state. Strand III Part A for these schools is based on TEA Comparable Improvement quartiles.

Strand IIIA: Campus Level TEA Improvement Matrix - Elementary and Middle Schools								
	TEA Comparable Improvement							
	Reading				Math			
Campus Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Instructional Staff	\$500	\$250	\$0	\$0	\$500	\$250	\$0	\$0
Instructional Support Staff	\$250	\$125	\$0	\$0	\$250	\$125	\$0	\$0

**Strand III Part A: Campus College Credit Participation/Performance - 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 for both participation in college credit programs and performance on associated exams. Strand III Part A awards for these schools are based on a combination of enrollment in three programs: Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit (DC), and test scores in two programs: Advanced Placement (AP) and International Baccalaureate (IB). Awards are calculated separately for the participation and performance components, and summed to arrive at the III A award.

### Strand III Part A High School Indicators – AP/IB/DC Participation

1. Courses for 2008-2009 and 2009-2010 offered in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades meeting the standard for an AP, IB and DC course are identified, to match the listing of courses that will be utilized in HISD's Advanced Placement, College Bound and Dual Credit (Board Monitoring System) reports.

## APPENDIX D (CONTINUED)

2. Students are identified that meet the criteria for an enrollee in each of these courses, including the granting of a six-week grade, and in the case of two-semester courses, enrollment in both the first and second semesters.
3. An unduplicated count of students for each campus is tallied from the three separate course types (AP, IB, DC). A student can be counted only once for this measure (with the exception that a student enrolled in a fall Dual Credit course on one campus and a spring Dual Credit course at a second campus may be considered enrolled at each campus).
4. Total enrollment in grades 10-12 for each campus as of the fall PEIMS snapshot date in 2008 and 2009 is collected.
5. The participation rate for each year at each campus is the number of unduplicated AP/IB/DC enrolled students divided by total grade 10-12 enrollment, all values expressed to the nearest tenth of a percentage point (.1)
6. An eligible staff at campuses that meets the 2009-2010 threshold level of 40.0 percent is awarded the maximum for this strand component. There is no rounding to meet the threshold (39.9 percent is not awarded).
7. All campuses that do not meet the threshold level are rank-ordered according to the percentage-point change in their participation rates between 2008-2009 and 2009-2010, with both the underlying values and this change expressed to nearest tenth of percentage point. Only a campus with AP/IB/DC enrollment of at least one student each year and hence a participation rate for both years is rank-ordered. There is no pairing of any campuses.
8. Campuses rank-ordered by participation rate changes between 2008-2009 and 2009-2010 are quartiled (placed into four equal sized groups). An eligible staff at a campus in the first quartile is awarded the maximum amount for this strand component. An eligible staff at a campus in the second quartile is awarded half the maximum for this strand component. Only those at campuses with a positive participation rate change are awarded.

### AP/IB Performance

1. The number of AP and IB exams taken and their scores by campus for 2008-2009 and 2009-2010 are collected from the testing sources, with cutoff dates established so the data match the results that will be tabulated in HISD's Advanced Placement and College Bound reports.
2. The performance rate for each year at each campus is the number of AP exams with a score of 3 or higher plus the number of IB exams with a score of 4 or higher, divided by the number of AP and IB exams taken, with all values expressed to the nearest tenth of a percentage point (.1). All exams are considered regardless of grade level, subject matter or the number of exams a student has taken.
3. Eligible staff at a campus that meets the 2009-2010 award standard of 45.0 percent are awarded the maximum for this strand component. There is no rounding to meet the standard (44.9 percent is not awarded).
4. All campuses that do not meet the threshold level are rank-ordered according to the percentage-point change in their performance rates between 2008-2009 and 2009-2010, with both the underlying values and this change expressed to nearest tenth of percentage point. Only campuses with at least one AP/IB exam taken each year and hence a performance rate for both years are rank-ordered. There is no pairing of any campuses.
5. Campuses rank-ordered by performance rate changes between 2008-2009 and 2009-2010 are quartiled. Eligible staff at a campuses ranked in the first quartile are awarded the maximum amount. An eligible staff at a campus in the second quartile is awarded half the maximum. Only those at campuses with a positive performance rate change are awarded.

## APPENDIX D (CONTINUED)

Strand IIIA Campus Level College Credit Participation/Performance Matrix – High Schools					
		Participation Rate: Percent of Students in Grades 10-12 enrolled in at least one AP, IB or Dual Credit course	Distribution of Percentage-Point Improvement in Participation Rate		
	Campus Staff	Award Standard: 40.0 %	Quartile 1	Quartile 2	Quartiles 3, 4
Met Award Standard	Instructional Staff	\$500	NA	NA	NA
	Instructional Support Staff	\$250	NA	NA	NA
Did not meet Award Standard	Instructional Staff	NA	\$500	\$250	\$0
	Instructional Support Staff	NA	\$250	\$125	\$0
		Performance Rate: Percent of all AP/IB exams taken with scores of 3 or higher (AP) and 4 or higher (IB)	Distribution of Percentage-Point Improvement in Performance Rate		
	Campus Staff	Award Standard: 45.0 %	Quartile 1	Quartile 2	Quartiles 3, 4
Met Award Standard	Instructional Staff	\$500	NA	NA	NA
	Instructional Support Staff	\$250	NA	NA	NA
Did not meet Award Standard	Instructional Staff	NA	\$500	\$250	\$0
	Instructional Support Staff	NA	\$250	\$125	\$0

**Strand III Part B: Campus Achievement-** This part of Strand III is designed to reward staff at schools whose students reach and maintain high levels of academic achievement. It is based solely on TEA accountability ratings. In this part of Strand III, only staff at schools that are TEA rated Exemplary or Recognized receive awards.

Strand IIIB Campus Level TEA Achievement Matrix				
	TEA Accountability Rating			
Campus Staff	Exemplary	Recognized	Acceptable	Unacceptable
Instructional Staff	\$400	\$200	\$0	\$0
Instructional Support Staff	\$200	\$100	\$0	\$0
Teaching Assistants	\$100	\$50	\$0	\$0

## APPENDIX D (CONTINUED)

**Strand III Part C: Campus Writing Achievement-** This part of Strand III is designed to reward instructional staff at schools whose students reach and maintain high levels of academic achievement in writing as measured by the TAKS in grades 4, 7, and 11. It uses a hybrid model that incorporates a performance standard and improvement.

**Indicators:**

- Percent of students that achieve a Writing/ELA TAKS scale score of 2200 or greater **AND** a Writing Composition score of 3 or better (college readiness standard).
- Improvement in percent of students meeting readiness standard: percent meeting readiness standard in 2009-10 minus percent meeting readiness standard in 2008-09.

**Award Standard:** If a campus meets the Writing/ELA college readiness standard rate of 70 percent or greater, fourth and seventh grade writing teachers and high school ELA teachers receive \$400. All other instructional staff at that campus receives \$200.

For campuses that do not meet this award standard, an improvement indicator is calculated. The improvement indicator is then compared to all other campuses that did not meet the award standard at the campus level (elementary, middle, and high). The campuses in the top two quartiles of these comparisons receive \$400 for fourth and seventh grade writing teachers and high school ELA teachers and \$200 for all other instructional staff. Only positive improvement will be rewarded.

Strand IIIC Campus Level TEA Achievement Matrix				
		70% of Students met Readiness Standard* on TAKS Writing/ELA	Distribution of Improvement in Percent meeting Readiness Standard* on TAKS Writing/ELA	
	Campus Staff	Met Standard Award	Quartiles 1 and 2	Quartiles 3 and 4
Met Award Standard	Fourth and Seventh Grade Writing Teachers and High School ELA Teachers	\$400	NA	NA
	Other Instructional Staff	\$200	NA	NA
Did not meet Award Standard	Fourth and Seventh Grade Writing Teachers and High School ELA Teachers	NA	\$400	\$0
	Other Instructional Staff	NA	\$200	\$0

\*Readiness Standard: TAKS Writing/ELA Scale Score of 2200 or better and Written Composition score 3 or better.



## APPENDIX E

ASPIRE AWARDS  
Document Updated: December 8, 2010

### ASPIRE Award for Teachers 2009–2010: 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, please reference the document *2009–2010 ASPIRE Awards for Teachers*, posted on the HISD ASPIRE portal, which also provides an overall description of the various strands segmented by staff category.

#### Strand I: Campus Value-added Strand

Strand I is based on the EVAAS®-generated campus value-added cumulative gain index (mean gain score adjusted by the standard error). It measures student performance across grades (3–11) and subjects (Reading, Math, Language Arts, Social Studies and Science) by producing a single mean NCE gain over grades relative to the growth standard.

*Several campuses did not have the student achievement data to allow for the calculation of the mean gain score. 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 cumulative gain 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 cumulative gain index, the quartile ranking and the payout amounts for the campuses in this analysis group. The decisions on pairing were done with input from the school offices.

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 TAKS or Stanford/Aprenda so that a value-added analysis could be performed.

- **Special Analysis Type II:** There are 12 clusters of campuses that share sites and payroll assignments but have multiple organization numbers. These campuses had separate value-added cumulative gain indices calculated for each organization number and had separate quartile 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 be earned by each organization number as determined by the quartile rankings.

An example of Special Analysis Type II: Campus site A has two organization numbers: 80 and 280. School 80 was ranked in Q4, and School 280 was ranked in Q1. Instructional staff at Campus A will receive an average of what the two schools qualified for: specifically, School 080 student improvement qualifies instructional staff for \$0, while School 280 student improvement qualifies instructional staff for \$1,500. Add school 80: \$0 to school 280: \$1,500, and divide by 2. Campus site A instructional staff receive \$750 each.

## APPENDIX E (CONTINUED)

ASPIRE AWARDS  
Document Updated: December 8, 2010

### Strand I Special Analyses 2009–2010

Org 09–10	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Reason for Special Analysis
013	Community Services Alternative School	Type I	008	Lamar High School	Alternative/Charter without enough student test data for value-added analysis
093	Contemporary Learning Center MS	Type I	029	Contemporary Learning Center HS	Alternative/Charter without enough student test data for value-added analysis
094	Harper Alternative School	Type I	038	Carier Career Center	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 Center Elementary School	Type I	374	Tinsley Elementary School	Early Childhood School without students in grades included in analysis
273	Ashford Elementary School	Type I	276	Shadowbriar Elementary School	Early Childhood School without enough student test data for value-added analysis
324	Liberty Charter	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 School	Alternative/Charter without enough student test data for value-added analysis
339	North Alternative Middle School	Type I	082	Williams Middle School	Alternative/Charter without enough student test data for value-added analysis
340	Las Americas Middle School	Type I	334	Kaleidoscope Middle School	Alternative/Charter without enough student test data for value-added analysis
349	REACH Charter	Type I	004	Furr High School	Alternative/Charter without enough student test data for value-added analysis
350	Energized For Excellence PK	Type I	364*	Energized for Excellence (3-5)	Alternative/Charter Early Childhood School without students in grades included in analysis
352	Farias ECC	Type I	359	Moreno Elementary School	Early Childhood Center without students in grades included in analysis
354	Mistral ECC	Type I	372	Rodriguez Elementary School	Early Childhood Center without students in grades included in analysis
355	ML King ECC	Type I	260	Windsor Village Elementary School	Early Childhood Center without students in grades included in analysis
357	Laurenzo ECC	Type I	124	Burnet Elementary School	Early Childhood Center without students in grades included in analysis
360	Belfort Academy	Type I	194	Lewis Elementary School	Early Childhood Center without students in grades included in analysis
366	North Alternative Elementary School	Type I	286	Herrera Elementary School	Alternative/Charter without enough student test data for value-added analysis
387	South District Alternative	Type I	247	Young Elementary School	Alternative/Charter without enough student test data for value-added analysis
392	Young Learners Charter School	Type I	154	Foster Elementary School	Alternative/Charter Early Childhood Center without students in grades included in analysis

\* 364 (Energized for Excellence 3-5) is averaged with 342 (Energized MS); see Type II



## APPENDIX E (CONTINUED)

ASPIRE AWARDS  
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Org 09-10	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Reason for Special Analysis
143	Briarwood Charter	Type II	A		Payouts based on average payout of combined campuses
344	Briarwood MS	Type II	A		Payouts based on average payout of combined campuses
029	Contemporary Learning Center HS	Type II	B		Payouts based on average payout of combined campuses
093	Contemporary Learning Center MS	Type II	B		Payouts based on average payout of combined campuses
364	Energized Academy	Type II	C		Payouts based on average payout of combined campuses
342	Energized MS	Type II	C		Payouts based on average payout of combined campuses
058	Gregory-Lincoln Ed MS	Type II	D		Payouts based on average payout of combined campuses
282	Gregory-Lincoln Ed ES	Type II	D		Payouts based on average payout of combined campuses
334	Kaleidoscope MS	Type II	E		Payouts based on average payout of combined campuses
340	Las Americas MS	Type II	E		Payouts based on average payout of combined campuses
366	North Central Alternative ES	Type II	F		Payouts based on average payout of combined campuses
339	North Central Alternative MS	Type II	F		Payouts based on average payout of combined campuses
071	Project Chrysalis Middle School	Type II	G		Payouts based on average payout of combined campuses
287	Cage Elementary	Type II	G		Payouts based on average payout of combined campuses
080	The Rice School Middle School	Type II	H		Payouts based on average payout of combined campuses
280	The Rice School Elementary School	Type II	H		Payouts based on average payout of combined campuses
067	Smith Education Center	Type II	I		Payouts based on average payout of combined campuses
266	EO Smith Elementary School	Type II	I		Payouts based on average payout of combined campuses
296	TH Rogers Elementary School	Type II	J		Payouts based on average payout of combined campuses
039	TH Rogers Middle School	Type II	J		Payouts based on average payout of combined campuses
127	Woodson Elementary	Type II	K		Payouts based on average payout of combined campuses
074	Woodson Middle school	Type II	K		Payouts based on average payout of combined campuses
454	Smith Early College High School	Type II	L		Payouts based on average payout of combined campuses
325	Empowerment High School	Type II	L		Payouts based on average payout of combined campuses

## APPENDIX E (CONTINUED)

ASPIRE AWARDS  
Document Updated: December 8, 2010

### Strand II: Teacher/Campus Progress Value-Added Strand

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 individual value-added gain indices, they are included in Strand II parts C, D, and E in which student improvement is assessed through the use of campus-based gain indices that are calculated across grade for each core subject: Reading, Mathematics, ELA, Science, and Social Studies. For Strands IIC and IIE, these core subject-level value-added gain indices are used to reward school teachers by department at their campus. For Strand IID, Reading and Math third grade value-added gain scores are used to reward EC to 2<sup>nd</sup> grade teachers. For core teachers without value-added data used in Strands II A–E, Special Analysis is applied.

*Since several campuses did not have the student achievement data to allow for the calculation of the value-added gain index by subject for each core subject, Special Analysis is necessary for these campuses.*

- **Special Analysis Type I:** Early Childhood Centers (ECC) 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 quartile ranking and the payout amounts for the campuses in this analysis group for each subject in which paired data is necessary. For teachers at Early Childhood Centers, Strand IID is calculated using reading and math value-added data for third grade at their paired campus. ECC teachers are eligible to earn up to \$3,500 for Strand IID.
- **Special Analysis Type II:** Elementary schools without a value-added gain index for a core subject 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 for any subject without results, the quartile ranking and the payout amounts for the campuses in this analysis group for each subject in which paired data was necessary. For EC-grade 2 teachers, Strand IID was calculated using reading and math value-added data for third grade at their paired campus. For other core teachers, the appropriate subject-level gain index for the subject they teach were used. *In cases where campus-level data were used for teachers of grades 3–8, the maximum award is 50% of the award for that subject or subjects.*
- **Special Analysis Type III:** Middle schools without a value-added gain index for a core subject 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 provides the value-added gain indices for any subject without results, the quartile ranking and the payout amounts for the campuses in this analysis group for each subject in which paired data was necessary. For core teachers, the appropriate subject-level value-added gain index for the subject they teach were used. *In cases where campus-level data were used for teachers of grades 6–8, the maximum award is 50% of the award for that subject or subjects.*
- **Special Analysis Type IV:** High schools without a value-added gain index for a core subject 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 for any subject without results, the quartile ranking and the payout amounts for the campuses in this analysis group for each subject in which paired data was necessary. If the campus has its own results for a specific subject, those were used in lieu of the data from the paired campus.
- **Special Analysis Type V:** For a variety of reasons, some grade 3–8 core subject teachers do not have value-added gain scores for their own students. (For example, some teachers have highly mobile students, low class sizes, etc.). In order to ensure their inclusion in Strand II of the model, the campus value-added gain indices in each subject was used to rank order scores for core subject teachers without value-added data for their own students. *These teachers were eligible to receive up to \$3,500 for value-added gains made by all students at their campus. This is consistent with ECC teachers and special education teachers having no teacher-level data and being able to earn up to 50 percent of the \$7,000 available in Strand II for campus-level data.*

## APPENDIX E (CONTINUED)

ASPIRE AWARDS  
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- Special Analysis Type VI: There are 11 clusters of campuses that share sites and payroll assignments but have multiple organization numbers. These campuses may have separate value-added cumulative gain indices and separate quartile rankings for each organization number. However, since employees in Category E (Special Education core teachers) may have assignments at each level of these clustered campuses, the payout was based on an average of what would be earned by each organization number as determined by the quartile rankings. Category E teachers at these organizations who need Special Analysis Type V received an amount up to \$3,500 based on the average of what was earned by teachers at each organization number as determined by the quartile rankings.

### Strand II Special Analyses 2009–2010

Org 09–10	School Name	Level	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Core Subjects with Special Analysis Applied/Special Analysis
131	Halpin Center Elementary School	EE-1	Type I	374	Tinsley Elementary School	Reading and Math for Strand IID for teachers
273	Ashford Elementary School	EE-4	Type I	276	Shadowbriar Elementary School	Reading and Math for Strand IID for teachers
328	TSU Charter Lab School	PK-5	Type I	195	Lockhart Elementary School	Reading and Math for Strand IID for teachers
350	Energized for Excellence (PK-2)	PK-2	Type I	364	Energized for Excellence (3-5)	Reading and Math for Strand IID for teachers
352	Farias ECC	PK	Type I	359	Moreno Elementary School	Reading and Math for Strand IID for teachers
354	Mistral ECC	PK	Type I	372	Rodriguez Elementary School	Reading and Math for Strand IID for teachers
355	M L King ECC	PK	Type I	260	Windsor Village Elementary School	Reading and Math for Strand IID for teachers
357	Laurenzo ECC	PK	Type I	124	Burnet Elementary School	Reading and Math for Strand IID for teachers
360	Belfort Academy	PK-KN	Type I	194	Lewis Elementary School	Reading and Math for Strand IID for teachers
392	Young Learners Charter School	PK	Type I	154	Foster Elementary School	Reading and Math for Strand IID for teachers

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## APPENDIX E (CONTINUED)

ASPIRE AWARDS  
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Org 09-10	School Name	Level	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Core Subjects with Special Analysis Applied/Special Analysis
366	North Alternative ES	KN-6	Type II	266	Herrera Elementary School	Reading, Math, Language, Science, Social Studies
387	South District Alternative ES	2-6	Type II	247	Young Elementary School	Reading, Math, Language, Science, Social Studies
093	Contemporary Learning Center MS	6-8	Type III	029	Contemporary Learning Center HS	Reading, Math, Language, Science, Social Studies
339	North Central Alternative MS	6-8	Type III	062	Williams MS (Acres Homes)	Reading, Math, Language, Science, Social Studies
340	Las Americas Middle School	6-8	Type III	334	Kaleidoscope Middle School	Reading and Math
013	Community Services Alternative School	K-12	Type IV	008	Lamar High School	Reading, Math, Science, Social Studies
094	Harper Alternative School	6-12	Type IV	038	HP Carter Career Center	Reading, Math, Science, Social Studies
097	HCC Life Skills	12	Type IV	008	Lamar High School	Reading, Math, Science, Social Studies
324	Liberty Charter	11	Type IV	009	Lee High School	Reading, Math, Science, Social Studies
349	REACH Charter	11-12	Type IV	004	Furr High School	Reading, Math, Science, Social Studies
143	Briar Meadow Charter		Type VI	A		Payouts based on average payout of combined campuses
344	Briar Meadow MS		Type VI	A		Payouts based on average payout of combined campuses
364	Energized Academy		Type VI	C		Payouts based on average payout of combined campuses
342	Energized MS		Type VI	C		Payouts based on average payout of combined campuses
058	Gregory-Lincoln Ed MS		Type VI	D		Payouts based on average payout of combined campuses
282	Gregory-Lincoln Ed ES		Type VI	D		Payouts based on average payout of combined campuses
334	Kaleidoscope		Type VI	E		Payouts based on average payout of combined campuses
340	Las Americas MS		Type VI	E		Payouts based on average payout of combined campuses

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Org 09-10	School Name	Level	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Core Subjects with Special Analysis Applied/Special Analysis
366	North Central Alternative ES		Type VI	F		Payouts based on average payout of combined campuses
339	North Central Alternative MS		Type VI	F		Payouts based on average payout of combined campuses
071	Project Chrysalis MS		Type VI	G		Payouts based on average payout of combined campuses
287	Cage ES		Type VI	G		Payouts based on average payout of combined campuses
080	The Rice School Middle School		Type VI	H		Payouts based on average payout of combined campuses
280	The Rice School Elementary School		Type VI	H		Payouts based on average payout of combined campuses
067	Smith Education Center		Type VI	I		Payouts based on average payout of combined campuses
266	EO Smith ES		Type VI	I		Payouts based on average payout of combined campuses
296	TH Rogers ES		Type VI	J		Payouts based on average payout of combined campuses
039	TH Rogers MS		Type VI	J		Payouts based on average payout of combined campuses
127	Woodson ES		Type VI	K		Payouts based on average payout of combined campuses
074	Woodson MS		Type VI	K		Payouts based on average payout of combined campuses
454	South Early College HS		Type VI	L		Payouts based on average payout of combined campuses
325	Empowerment HS		Type VI	L		Payouts based on average payout of combined campuses

## APPENDIX E (CONTINUED)

ASPIRE AWARDS  
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### Strand III: Campus Improvement and Campus Achievement

Strand III is divided into three parts: III A) Campus Improvement which is based on Texas Education Agency (TEA) Comparable Improvement (CI) in Reading and Math for Elementary and Middle Schools, and on Participation / Performance in Advanced Placement, International Baccalaureate and Dual Credit Programs for High Schools, III B) Campus Achievement which is based on TEA accountability ratings, and III C) Writing / English Language Arts (ELA) TAKS results and/or improvement for 4<sup>th</sup>, 7<sup>th</sup>, and 11<sup>th</sup> grade.

*Special analysis is needed for those schools that do not have Accountability ratings, Elementary and Middle Schools that do not have Comparable Improvement ratings, High Schools that do not have sufficient Advanced Placement, International Baccalaureate and Dual Credit data, schools that are rated on the Alternative Accountability model (AEA), schools with no 4<sup>th</sup>, 7<sup>th</sup>, or 11<sup>th</sup> grade TAKS Writing/ELA results for 2008 and/or 2009, and schools with multiple organizational numbers that require adjustment in the payout.*

- Special Analysis Type I: Campuses paired for TEA Accountability Ratings. These campuses are schools serving students in grade one and/or higher that do not have TAKS data. Campuses were paired for these calculations in the state system, and the paired campus provided the accountability rating, the CI quartiles, and the percentage of students passing or the improvement of the percentage of students passing the Writing/ELA TAKS needed for the ASPIRE Award Model. This type now applies to elementary and middle schools only.
- Special Analysis Type II: Campuses not rated or paired for TEA Accountability Ratings. These campuses were paired with the campus with which they have the highest number of shared students over the past three years or equivalent strong relationship. The paired school provides the accountability rating, the CI quartiles, and the percentage of students passing or the improvement in the percentage of students passing the Writing/ELA TAKS needed for the ASPIRE Award model. High schools, which no longer have TEA CI ratings and are paired for Strands III B and C are also listed here.
- Special Analysis Type III: Campuses rated by TEA with no CI. For this model, schools that were rated under the state accountability system but did not have a Comparable Improvement analysis calculated by TEA, the CI quartiles from a paired campus with which they had the highest number of shared students over the past three years or equivalent strong relationship were used. This type now applies to elementary and middle schools only.
- Special Analysis Type IV: Campuses rated by TEA with no CI and no TAKS Writing/ ELA data for both 2009 and 2010. For this model, schools that were rated under the state accountability system but did not have a CI analysis calculated by TEA and did not have sufficient TAKS Writing/ELA data to calculate the percentage of students passing or the improvement of the percentage of students passing the Writing/ELA TAKS, the CI quartiles and the Writing/ELA percentages from a paired campus with whom they have the highest number of shared students over the past three years or equivalent strong relationship were used. This type now applies to elementary and middle schools only.
- Special Analysis Type V: Campuses rated by TEA on the AEA model. For this model, AEA-Acceptable campuses were treated like Recognized schools from the regular accountability model for the purposes of the ASPIRE Awards. TEA does not calculate CI quartiles for AEA campuses. The comparable improvement measure was based on the percent of student tests at the school that were coded on TEA's TAKS Progress Indicator Student Listing roster as TG (Student that met the Texas Growth Index, but did not meet the student passing standard for the subject test) or TB (Student that met both, the student passing standard and the Texas Growth Index) divided by the number of all student tests. This was done separately for both reading and for math. These percentages were compared to the previous year's percentage. Any improvement was considered in Q1 and no growth was in Q4.
- Special Analysis Type VI: Campuses rated by TEA on the AEA model with no growth data and insufficient writing data. Campuses that did not have data on TEA's TAKS Progress Indicator Student Listing roster and did not have sufficient Writing/ELA data (for both 2009 and 2010) had their own accountability rating used but were paired for CI and for Writing/ELA. These campuses were paired with the campus with which they have the highest number of shared students over the past three years or equivalent strong relationship.



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- Special Analysis Type VII: Campuses with no TAKS Writing / English Language Arts data for both 2009 and 2010. Campuses that did not have 11<sup>th</sup> grade data but did have 10<sup>th</sup> grade TAKS ELA data received awards based on their own 10<sup>th</sup> grade data. Campuses that had 2010 data only received awards based on their own data for 2010 only, with no comparison to the previous school year. Campuses that had no TAKS Writing/ELA data were paired 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 percentage of students meeting college readiness standards for grades 4, 7, or 11, or the improvement in percentage of students meeting college readiness standards for grades 4, 7, or 11, as measured by the TAKS writing/ELA exam. The decisions on pairing were done with input from the school offices.
- Special Analysis Type VIII: There are 12 clusters of campuses that share sites and payroll assignments but have multiple organization numbers. These campuses could have had separate accountability ratings, CI quartiles, and Writing/ELA data for each organization number. However, since employees may have assignments at each level of these clustered campuses, the payout was based on an average of what would be earned by each organization number as determined by the ratings, quartile rankings, and scores. An example of Strand III Special Analysis Type VIII for a 4<sup>th</sup> grade writing (core) teacher: Campus site A has two organization numbers, 074 and 127. School 074 was in Q3 for Reading (\$0) and Q3 for Math (\$0), while school 127 was in Q1 for Reading (\$500) and Q1 for Math (\$500); the averaged award for Strand 3A is \$500 (\$250 for Reading and \$250 for Math). School 074 was Academically Acceptable (\$0) and school 127 was Exemplary (\$400), so the averaged award for Strand 3B is \$200. School 074 was in Q3 for improvement of students meeting the college readiness standard on TAKS Writing (\$0), while school 127 was in Q1 for improvement of students meeting the college readiness standard on TAKS Writing (\$400). As a writing teacher assigned to the campus that met the writing standard, this teacher is awarded \$400 for Strand 3C. However, writing teachers at school 074, as well as all other instructional staff, receive \$100 for Strand 3C.
- Special Analysis Type IX: Campuses not rated or paired for TEA Accountability or Comparable Improvement Ratings due to exemptions. These campuses did not have a TEA accountability rating and/or a TEA Comparable Improvement score for 2010, as they were exempt from such ratings from TEA. For these campuses, the rating and/or CI score from 2009 were used if data was available. If no data from 2009 were available, no award was calculated for these strands.
- Special Analysis Type X: Campuses without sufficient data for Advanced Placement (AP), International Baccalaureate (IB) or Dual Credit (DC). These high school campuses 1) did not meet the minimum threshold for AP and IB assessments taken, 2) did not have an assessment history that covered both 2009 and 2010 (if they failed to meet the performance standard for 2010), and/or 3) did not have enrollment in any 10<sup>th</sup> through 12<sup>th</sup> grade AP, IB or DC courses for both 2009 and 2010 (if failed to meet the participation standard for 2010). For these reasons, a campus may not be eligible for an award in Strand III A Participation, Strand III A Performance, or both.

### Strand III Special Analyses 2009–2010

Note: There are no campuses that are of Type I or Type III in 2009-2010. TEA no longer provides Comparable Improvement Ratings for high schools, so this limits the pool of campuses that may qualify under these types.

Org 09–10	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Special Analysis Strand III
093	Contemporary Learning Center MS	Type II	029	Contemporary Learning Center HS	Paired for SIII B and C
094	Harper Alternative School	Type II	038	Carter Career Center	Paired for SIII B and C

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Org 09-10	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Special Analysis Strand III
097	HCC Life Skills	Type II	008	Lamar High School	Paired for S III B and C
339	North Central Alternative Middle School	Type II	082	Williams Middle School	Paired for SIII A, B, and C
350	Energized for Excellence (PK- 2)	Type II	364* *	Energized for Excellence (3-5)	Paired for SIII A, B, and C
352	Farias ECC	Type II	359	Moreno Elementary School	Paired for SIII A, B, and C
354	Mistral ECC	Type II	372	Rodriguez Elementary School	Paired for SIII A, B, and C
355	ML King ECC	Type II	260	Windsor Village Elementary School	Paired for SIII A, B, and C
357	Laurenzo ECC	Type II	124	Burnet Elementary School	Paired for SIII A, B, and C
366	North Central Alternative Elementary School	Type II	286	Herrera Elementary School	Paired for SIII A, B, and C
387	South District Alternative	Type II	247	Young Elementary	Paired for SIII A, B, and C
392	Young Learners Charter School	Type II	154	Foster Elementary School	Paired for SIII A, B, and C
131	Halpin Early Childhood Center	Type IV	374	Tinsley Elementary School	No CI, Paired for SIIIA and C
273	Ashford Elementary School	Type IV	276	Shadowbriar Elementary School	No CI, Paired for SIIIA and C
328	TSU Charter Lab School	Type IV	195	Lockhart Elementary School	No CI, Paired for SIIIA and C
360	Belfort Academy	Type IV	174	Lewis Elementary School	No CI, Paired for SIIIA and C
013	Community Services Alternative School	Type V			Part B based on AEA
029	Contemporary Learning Center High School	Type V			Part B based on AEA
038	HP Career Career Center	Type V			Part B based on AEA
093	Contemporary Learning Center Middle School	Type V			Part A Comparable Improvement based on TEA Progress Indicator Student Listing Acc Data Tables; Part B based on AEA
200	High School for Business and Economic Success	Type V			Part B based on AEA
300	Inspired for Excellence Academy West	Type V			Part A Comparable Improvement based on TEA Progress Indicator Student Listing Acc Data Tables; Part B based on AEA
312	Inspired for Excellence Academy North	Type V			Part A Comparable Improvement based on TEA Progress Indicator Student Listing Acc Data Tables; Part B based on AEA
326	Leader's Academy	Type V			Part B based on AEA
327	New Aspirations	Type V			Part B based on AEA
329	Hope Academy	Type V			Part B based on AEA
332	Pro-Vision School	Type V			Part A Comparable Improvement based on TEA Progress Indicator Student Listing Acc Data Tables; Part B based on AEA

\* 364 (Energized for Excellence 3-5) is averaged with 342 (Energized MS); see Type VIII

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Org 09-10	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Special Analysis Strand III
340	Las Americas	Type V			Part A Comparable Improvement based on TEA Progress Indicator Student Listing Acc Data Tables; Part B based on AEA
349	REACH Charter	Type V			Part B based on AEA
451	Advanced Virtual Academy at Scarborough High School	Type V			Part B based on AEA
453	Vision Academy	Type V			Part B based on AEA
324	Liberty High School	Type VI	009	Lee High School	Part B based on AEA; Paired for SIII C
309	Ninth Grade College Prep Academy	Type VII	310	Houston Math Science and Technology Center	Paired for III C only – no data for 2009 or 2010
453	Vision Academy	Type VII	332	Pro Vision School	Paired for III C only – no data for 2009 or 2010
454	South Early College HS	Type VII	325	Empowerment High School	Paired for III C only – no data for 2009 or 2010
455	Energized E-STEM HS	Type VII	342	Energized for Excellence MS	Paired for III C only – no data for 2009 or 2010
143	Briarwood Charter	Type VIII	A		Payouts based on average payout of combined campuses
344	Briarwood MS	Type VIII	A		Payouts based on average payout of combined campuses
029	Contemporary Learning Center HS	Type VIII	B		Payouts based on average payout of combined campuses
093	Contemporary Learning Center MS	Type VIII	B		Payouts based on average payout of combined campuses
364	Energized Academy	Type VIII	C		Payouts based on average payout of combined campuses
342	Energized MS	Type VIII	C		Payouts based on average payout of combined campuses
058	Gregory-Lincoln Ed MS	Type VIII	D		Payouts based on average payout of combined campuses
282	Gregory-Lincoln Ed ES	Type VIII	D		Payouts based on average payout of combined campuses
334	Kaleidoscope	Type VIII	E		Payouts based on average payout of combined campuses
340	Las Americas	Type VIII	E		Payouts based on average payout of combined campuses
366	North Central Alternative Elementary	Type VIII	F		Payouts based on average payout of combined campuses
339	North Central Alternative Middle School	Type VIII	F		Payouts based on average payout of combined campuses
071	Project Chrysalis Middle School	Type VIII	G		Payouts based on average payout of combined campuses
287	Cage Elementary	Type VIII	G		Payouts based on average payout of combined campuses
080	The Rice School Middle School	Type VIII	H		Payouts based on average payout of combined campuses
280	The Rice School Elementary School	Type VIII	H		Payouts based on average payout of combined campuses
067	Smith Education Center	Type VIII	I		Payouts based on average payout of combined campuses
266	EO Smith Elementary School	Type VIII	I		Payouts based on average payout of combined campuses
296	TH Rogers Elementary School	Type VIII	J		Payouts based on average payout of combined campuses
039	TH Rogers Middle School	Type VIII	J		Payouts based on average payout of combined campuses
127	Woodson Elementary	Type VIII	K		Payouts based on average payout of combined campuses

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Org 09-10	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Special Analysis Strand III
074	Woodson Middle school	Type VIII	K		Payouts based on average payout of combined campuses
454	South Early College HS	Type VIII	L		Payouts based on average payout of combined campuses
325	Empowerment HS	Type VIII	L		Payouts based on average payout of combined campuses
100	Texas Connections Academy	Type IX			Not Rated by TEA -- no prior year data
013	Community Services Alternative School	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
029	Contemporary Learning Center High School	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
038	Carter Career Center	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
094	Harper Alternative School	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
097	HCC Life Skills	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
200	High School for Business and Economic Success	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
308	North Houston Early College High School	Type X			Eligible for Part A Participation only; No AP/IB Exams taken in both 2009 and 2010
309	Ninth Grade College Prep Academy	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
311	Mount Carmel Academy	Type X			Eligible for Part A Participation only; No AP/IB Exams taken in both 2009 and 2010
324	Liberty High School	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
326	Leaders Academy	Type X			Eligible for Part A Participation only; No AP/IB Exams taken in both 2009 and 2010
327	New Aspirations	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
329	Hope Academy	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
349	REACH Charter High School	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
451	Advanced Virtual Academy at Scarborough High School	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
453	Vision Academy	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
454	South Early College High School	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010
455	Energized for E-STEM West High School	Type X			No AP/IB/DC Enrollment for both 2009 and 2010; No AP/IB Exams taken in both 2009 and 2010

## APPENDIX F

### ASPIRE AWARD MODEL 2009-2010 Principals and Assistant Principals

#### ASPIRE Award Model Strand I

**Purpose:** Reward eligible principals, assistant principals, and deans of instruction 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:**

**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<sup>®</sup> Campus Composite Gain-scores calculated across grades and subjects to provide an overall campus value-added score (Cumulative Gain Index).

**Strand I Method:**

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS<sup>®</sup>.
2. EVAAS<sup>®</sup> converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state TAKS data for 2006. This data acts as the baseline/benchmark for comparison purposes.
3. A baseline NCE score is then calculated for each student in each subject (Reading, Math, Language Arts, Science, and Social Studies).
4. Using a multivariate mixed model, spring 2010 data are converted and are provided with the current year's NCE Score.
5. Student NCE scores are used to calculate Campus Composite NCE scores by aggregating student gain scores across core 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 2008-09 NCE average score from the 2009-10 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, middle, and high school levels, separately. Staff at campuses ranked in the first or second quartiles receive awards. Only staff at campuses with positive (greater than zero) Campus Progress Award Gain Scores receive an award.

## APPENDIX F (CONTINUED)

Strand I: Elementary & Secondary Campus Awards Matrix				
Comparable Campus by School Level	Campus Progress Award Gain Score (Across Subjects and Across Grades)			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
<b>Elementary Schools</b>				
Principals	\$3,000	\$1,500	\$0	\$0
Assistant Principals	\$1,500	\$750	\$0	\$0
<b>Middle Schools</b>				
Principals	\$3,000	\$1,500	\$0	\$0
Assistant Principals	\$1,500	\$750	\$0	\$0
<b>High Schools</b>				
Principals	\$3,000	\$1,500	\$0	\$0
Assistant Principals	\$1,500	\$750	\$0	\$0

### ASPIRE Award Model Strand II

**Purpose:** Reward eligible principals, assistant principals, and deans of instruction 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, assistant principals, and deans of instruction (hereinafter referred to as “assistant principals”).

**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 quartiles. Only positive gain scores will be rewarded.

#### Strand II Method:

1. Three years of student 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 TAKS data for 2006. 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 2010 data are converted and compared to NCEs and compared to spring 2009 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 quartiles at the elementary, middle, and high school levels, separately.

## APPENDIX F (CONTINUED)

Strand II: Elementary & Secondary Campus Subject/Department Awards Matrix						
Comparable Departments by Level	Elementary School Subject Cumulative Gain Score					
	Quartile 1		Quartile 2		Quartile 3	Quartile 4
	Principal	AP	Principal	AP	Principals and APs	Principals and APs
Reading	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Math	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Language Arts	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Science	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Social Studies	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Middle School Subject Cumulative Gain Score						
	Quartile 1		Quartile 2		Quartile 3	Quartile 4
	Principal	AP	Principal	AP	Principals and APs	Principals and APs
Reading	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Math	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Language Arts	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Science	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Social Studies	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
High School Subject Cumulative Gain Score						
	Quartile 1		Quartile 2		Quartile 3	Quartile 4
	Principal	AP	Principal	AP	Principals and APs	Principals and APs
Reading/ELA	\$2,500	\$1,250	\$1,250	\$625	\$0	\$0
Math	\$2,500	\$1,250	\$1,250	\$625	\$0	\$0
Science	\$2,500	\$1,250	\$1,250	\$625	\$0	\$0
Social Studies	\$2,500	\$1,250	\$1,250	\$625	\$0	\$0

### ASPIRE Award Model Strand III

**Purpose:** Reward eligible principals, assistant principals, and deans of instruction for cooperative efforts at improving student performance at the campus level and for achieving and/or maintaining the Recognized or Exemplary performance of their students.

**People Included:** Principals, assistant principals, and deans of instruction (hereinafter referred to as “assistant principals”).

**Indicators:** Comparable Improvement published in the Texas Education Agency’s (TEA) Academic Excellence Indicator System (AEIS) report, participation in college credit programs (Advanced Placement, International Baccalaureate and Dual Credit) and performance on associated exams, test state accountability ratings, and TAKS writing achievement.



## APPENDIX F (CONTINUED)

**Strand III Part A: Campus Improvement - Elementary and Middle Schools** - This part of Strand III is designed to reward principals and assistant principals at elementary and middle schools whose students have exhibited significant improvement as measured by TAKS scale scores when compared to other demographically similar schools across the state. Strand III Part A for these schools is based on TEA Comparable Improvement quartiles.

<b>Strand IIIA: Campus Level TEA Comparable Improvement Matrix – Elementary and Middle Schools</b>						
	<b>Reading</b>			<b>Math</b>		
<b>All Campuses</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3 &amp; Q4</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3 &amp; Q4</b>
Principals	\$825	\$412.50	\$0	\$825	\$412.50	\$0
Assistant Principals	\$412.50	\$206.25	\$0	\$412.50	\$206.25	\$0

**Strand III Part A: Campus College Credit Participation/Performance - High Schools** - This part of Strand III is designed to reward principals and assistant principals at high schools whose students attain high levels of achievement or exhibit significant improvement for both participation in college credit programs and performance on associated exams. Strand III Part A awards for these schools are based on a combination of enrollment in three programs: Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit (DC), and test scores in two programs: Advanced Placement (AP) and International Baccalaureate (IB). Awards are calculated separately for the participation and performance components, and summed to arrive at the III A award.

### **Strand III Part A: High School Indicators** **AP/IB/DC Participation**

Courses for 2008-2009 and 2009-2010 offered in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades meeting the standard for an AP, IB and DC course are identified, to match the listing of courses that will be utilized in HISD's Advanced Placement, College Bound and Dual Credit (Board Monitoring System) reports.

1. Students are identified that meet the criteria for an enrollee in each of these courses, including the granting of a six-week grade, and in the case of two-semester courses, enrollment in both the first and second semesters.
2. An unduplicated count of students for each campus is tallied from the three separate course types (AP, IB, DC). A student can be counted only once for this measure (with the exception that a student enrolled in a fall Dual Credit course on one campus and a spring Dual Credit course at a second campus may be considered enrolled at each campus).
3. Total enrollment in grades 10-12 for each campus as of the fall PEIMS snapshot date in 2008 and 2009 is collected.
4. The participation rate for each year at each campus is the number of unduplicated AP/IB/DC enrolled students divided by total grade 10-12 enrollment, all values expressed to the nearest tenth of a percentage point (.1)
5. An eligible staff at campuses that meets the 2009-2010 threshold level of 40.0 percent is awarded the maximum for this strand component. There is no rounding to meet the threshold (39.9 percent is not awarded).
6. All campuses that do not meet the threshold level are rank-ordered according to the percentage-point change in their participation rates between 2008-2009 and 2009-2010, with both the underlying values and this change expressed to nearest tenth of percentage point. Only a campus with AP/IB/DC enrollment of at least one student each year and hence a participation rate for both years is rank-ordered. There is no pairing of any campuses.



## APPENDIX F (CONTINUED)

7. Campuses rank-ordered by participation rate changes between 2008-2009 and 2009-2010 are quartiled (placed into four equal sized groups). An eligible staff at a campus in the first quartile is awarded the maximum amount for this strand component. An eligible staff at a campus in the second quartile is awarded half the maximum for this strand component. Only those at campuses with a positive participation rate change are awarded.

### AP/IB Performance

1. The number of AP and IB exams taken and their scores by campus for 2008-2009 and 2009-2010 are collected from the testing sources, with cutoff dates established so the data match the results that will be tabulated in HISD's Advanced Placement and College Bound reports.
2. The performance rate for each year at each campus is the number of AP exams with a score of 3 or higher plus the number of IB exams with a score of 4 or higher, divided by the number of AP and IB exams taken, with all values expressed to the nearest tenth of a percentage point (.1). All exams are considered regardless of grade level, subject matter or the number of exams a student has taken.
3. Eligible staff at a campus that meets the 2009-2010 award standard of 45.0 percent are awarded the maximum for this strand component. There is no rounding to meet the standard (44.9 percent is not awarded).
4. All campuses that do not meet the threshold level are rank-ordered according to the percentage-point change in their performance rates between 2008-2009 and 2009-2010, with both the underlying values and this change expressed to nearest tenth of percentage point. Only campuses with at least one AP/IB exam taken each year and hence a performance rate for both years are rank-ordered. There is no pairing of any campuses.
5. Campuses rank-ordered by performance rate changes between 2008-2009 and 2009-2010 are quartiled. Eligible staff at a campuses ranked in the first quartile are awarded the maximum amount. An eligible staff at a campus in the second quartile is awarded half the maximum. Only those at campuses with a positive performance rate change are awarded.

## APPENDIX F (CONTINUED)

Strand IIIA Campus Level College Credit Participation/Performance Matrix – High Schools					
		Participation Rate: Percent of Students in Grades 10-12 enrolled in at least one AP, IB or Dual Credit course	Distribution of Percentage-Point Improvement in Participation Rate		
	Campus Staff	Award Standard: 40.0 %	Quartile 1	Quartile 2	Quartiles 3, 4
Met Award Standard	Principals	\$825	NA	NA	NA
	Assistant Principals	\$412.50	NA	NA	NA
Did not meet Award Standard	Principals	NA	\$825	\$412.50	\$0
	Assistant Principals	NA	\$412.50	\$206.25	\$0
		Performance Rate: Percent of all AP/IB exams taken with scores of 3 or higher (AP) and 4 or higher (IB)	Distribution of Percentage-Point Improvement in Performance Rate		
	Campus Staff	Award Standard: 45.0 %	Quartile 1	Quartile 2	Quartiles 3, 4
Met Award Standard	Principals	\$825	NA	NA	NA
	Assistant Principals	\$412.50	NA	NA	NA
Did not meet Award Standard	Principals	NA	\$825	\$412.50	\$0
	Assistant Principals	NA	\$412.50	\$206.25	\$0

**Strand III Part B: Campus Achievement**—This part of Strand III is designed to reward principals and assistant principals at schools whose students reach and maintain high levels of academic achievement. It is based solely on TEA accountability ratings. In this part of Strand III, only principals and assistant principals at schools that are TEA rated Exemplary or Recognized receive awards.

Strand IIIB Campus Level TEA Achievement Matrix				
	TEA Accountability Rating			
Campus Staff	Exemplary	Recognized	Acceptable	Unacceptable
Principals	\$480	\$240	\$0	\$0
Assistant Principals	\$240	\$120	\$0	\$0

**Strand III Part C: Campus Writing Achievement**– This part of Strand III is designed to reward principals and assistant principals at schools whose students reach and maintain high levels of academic achievement in writing as measured by the TAKS in grades 4, 7, and 11. It uses a hybrid model that incorporates a performance standard and improvement.

## APPENDIX F (CONTINUED)

**Indicators:**

- Percent of students that achieve a Writing/ELA TAKS scale score of 2200 or greater **AND** a writing composition score of 3 or better (college readiness standard).
- Improvement in percent of students meeting readiness standard: percent meeting readiness standard in 2009–10 minus percent meeting readiness standard in 2008–09.

**Award Standard:** If a campus meets a Writing/ELA college readiness standard rate of 70%, principals and assistant principals will receive \$400.

**Improvement Indicator:** For campuses that do not meet this award standard, an improvement indicator is calculated. The improvement indicator is then compared to all other campuses that did not meet the award standard at the campus level (elementary, middle, and high). The campuses in the top two quartiles of these comparisons receive \$400 for principals and assistant principals. Only positive improvement will be rewarded.

Strand IIIC Campus Level TEA Achievement Matrix				
		70% of Students met Readiness Standard* on TAKS Writing/ELA		Distribution of Improvement in Percent meeting Readiness Standard* on TAKS Writing/ELA
	Campus Staff	Met Standard Award		Quartiles 1 and 2      Quartiles 3 and 4
		Principals	APs	Principals and APs
Met Award Standard	Elementary, Middle, and High Schools	\$400	\$200	NA
		Principals and APs		Principals      APs
Did not meet Award Standard	Elementary Schools	NA		\$400      \$200
	Middle Schools			\$400      \$200
	High Schools			\$400      \$200

\*Readiness Standard: TAKS Writing/ELA Scale Score of 2200 or better and written composition score 3 or better.

## APPENDIX G



### ASPIRE AWARD MODEL AMENDMENTS AND VALUE-ADDED REPORT ENHANCEMENTS FALL 2010

#### 2009–2010 ASPIRE Award Model Amendments

In August, the HISD Board of Education approved a set of amendments to the ASPIRE Award Model for teachers and campus-based staff for the 2009–2010 school year. These include:

- Using the reading portion of the TAKS for the value-added analysis for reading and using the language portion of the Stanford exam for value-added analysis for Language/English Language Arts (ELA) teachers in grades 7 and 8. Explicit linking directions were provided during spring student-teacher linkage to ensure the appropriate subjects were credited to the correct teachers.
- High School College Credit Participation and Performance Award for Strand IIIA, to replace Comparable Improvement awards at the high school level. Comparable improvement is no longer available as of the 2009–2010 school year at the high school level, and therefore could not be used for award purposes. Instead, a new model was developed and approved by the board where staff are awarded for the percentage of students enrolled in AP, IB, or Dual Credit courses, and where staff are awarded for the percentage of AP scores of 3 or higher and/or IB scores of 4 or higher.
- Pre-Kindergarten through 2<sup>nd</sup> grade Core Foundation Teachers will now have Strand II awards calculated using the campus-level *third grade* Reading and Math cumulative gain index, rather than all students in grades 3–6 on the campus.
- Middle School Core Foundation Teachers who teach only one grade level will now use single-grade comparison groups to rank-order teachers by subject and grade level for Strand II, Category B. Middle school teachers who teach more than one grade level will continue to use a multi-grade comparison group to rank-order teachers by subject for Strand II, Category B.

#### 2010 Value-Added Report Enhancements

##### *New School Improvement Officer Summary Report*

HISD is pleased to announce that a new School Improvement Officer (SIO) Summary Report is now available, which includes updated student rosters and projections. This report displays growth patterns across all campuses that are grouped under each SIO, which refers to how campuses are grouped administratively.

##### *New Chief School Officer Summary Report*

HISD is pleased to announce that a new Chief School Officer (CSO) Summary Report is now available, which includes updated student rosters and projections. This report displays growth patterns across all campuses that are grouped under each CSO, which refers to how campuses are grouped administratively.

##### *Revised Teacher Value-Added Reports*

The 2010 Teacher Value-Added Reports became available September 23, 2010. The reports are again divided into two sections. The first section, for comparative evaluation, contains and explains aggregate measures of value-added for 2008, 2009, 2010 and the two-year or three-year average, if available. The second section, for teacher reflection, provides gains by prior-achievement level of students for 2010.

##### *School Value-Added Reports*

School Value-Added Reports with SAT, ACT, and PSAT scores and student projections will become available later this year. A special report release is targeted for November 15, 2010.

## APPENDIX G (CONTINUED)

### Additional Resources

HISD staff members have access to additional information and learning opportunities about EVAAS® value-added analysis and how to interpret Teacher Value-Added Reports including:

- **Online Learning:** Take online course VA0128 *“Interpreting Teacher-Level Value-Added Reports”* available through ASPIRE•Learn on the ASPIRE portal. To access this course, log in to “My ASPIRE” and click on “My Learn” under “Learn.” Click “Enroll in Learning” and select this course from the Course Catalog. If you are enrolled in Value-Added Learning Path—Level 2, this course is already pre-loaded among the other courses within this path.
- **Frequently Asked Questions:** Within the “Value-Added” section of “My ASPIRE” is an FAQ that provides additional important information related to these reports. Please read this document prior to reviewing the 2009 Value-Added Reports.
- **SAS® EVAAS® Statistical Models:** A report that explains the methods used to conduct value-added analysis.

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To learn more about the technical aspects of this year’s value-added reporting, send an e-mail to [aspireaward@houstonisd.org](mailto:aspireaward@houstonisd.org) or contact your ASPIRE Technical Core Team Member.



## APPENDIX H

### ASPIRE AWARDS PROFESSIONAL DEVELOPMENT, 2009–2010

Course	Course Title	N
AS0001	2007-2008 Aspire Award Program	29
AS0002	2008-2009 Aspire Award Program	131
CD0435	ASPIRE: EVAAS Open Lab	102
CD0450	ASPIRE-Intro to VA (Level 3)	46
FP001	ASPIRE FOCUS	3
FP002	FOCUS on my Classroom	2
NR0199	ASPIRE-Intro to VA (Level 1)	112
NR0200	ASPIRE-Intro to VA (Level 2)	212
NR0204	ASPIRE-EVAAS Open Lab - North	23
NR0218	ASPIRE-Intro to VA (Level 3)	101
PD0844	ASPIRE-Intro to VA (Level 3)	30
PD0848	ASPIRE Advanced Level EVAAS	35
PD0850	ASPIRE Verifn - PK-5 Campus Tm	234
PD0851	ASPIRE Verificatn - Campus Tm	43
PD0852	ASPIRE Verificatn - Campus Tm	50
PD0854	ASPIRE-VA (Level 1 & Level 2)	645
PD0868	ASPIRE-VA (Level 1 & Level 2)	3
PD0908	ASPIRE-Intro to VA (Level 1)	80
PD0909	ASPIRE-Intro to VA (Level 2)	43
PD0922	ASPIRE-Intro to VA (Level 3)	39
PD4100	ASPIRE Performance Management	571
SU0303	ASPIRE-Intro to VA (Level 1)	120
SU0304	ASPIRE-Intro to VA (Level 2)	11
SU0337	ASPIRE-Intro to VA (Level 3)	12
SU0338	ASPIRE Open Lab - South	1
VA0101	ASPIRE - VA Progress Measmt	4,222
VA0102	ASPIRE - Basic Descriptv Stats	155
VA0103	ASPIRE - VA Data Concepts	44
VA0104	ASPIRE - Exploring VA Analysis	3,858
VA0105	ASPIRE - School Effectiveness	34
VA0106	ASPIRE - Value-Added Report	3,906
VA0107	ASPIRE - Stud Learng Factors A	29
VA0108	ASPIRE - Stud Learng Factors B	23
VA0109	ASPIRE - VA Calculations	24
VA0111	ASPIRE - Mean Gain Approach	13
VA0112	ASPIRE - Login & Navigation	139
VA0113	ASPIRE - VA Reports (Admin)	12



## APPENDIX H (CONTINUED)

### ASPIRE AWARDS PROFESSIONAL DEVELOPMENT, 2009–2010

Course	Course Title	N
VA0114	ASPIRE - VA Summary Reports	3,210
VA0116	ASPIRE - Interpreting MGA	3,627
VA0117	ASPIRE - School/Sys Diag Rpts	3,460
VA0119	ASPIRE - School/Sys Diag Perf	3,264
VA0120	ASPIRE - Diagnostic Summary Rt	391
VA0121	ASPIRE - Individl Student Rt A	3,494
VA0123	ASPIRE - Searches, Custom Rpts	340
VA0124	ASPIRE - Setting VA Goals	366
VA0125	ASPIRE - A Climate for Success	347
VA0126	ASPIRE - Ready for VA Analysis	325
VA0127	ASPIRE - VA Rollout Plan	19
VA0128	ASPIRE - Teacher-Level VA Rpts	3,189
WD0242	ASPIRE-Learning Path (Level 1)	196
WD0243	ASPIRE-Learning Path (Level 2)	187
<b>Total (duplicated)</b>		<b>37,552</b>
<b>Total (unduplicated)</b>		<b>5,859</b>
	Value-Added Learning Path - Level 1	3,252
	Value-Added Learning Path - Level 2	2,150
	Value-Added Learning Path - Level 3	124
	Value-Added Learning Path - Level 4	3
<b>Total Learning Path (duplicated)</b>		<b>5,529</b>
<b>Total Learning Path (unduplicated)</b>		<b>3,969</b>