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Educational Program Report

HOUSTON Independent School District

Creating a College-Bound Culture

2007–2008 ASPIRE Award Program Evaluation

Department of Research and Accountability
Houston Independent School District

HOUSTON
Independent School District

Creating a College-Bound Culture

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HOUSTON Independent School District
Creating a College-Bound Culture

2007–2008 ASPIRE Award Program Evaluation

2008–2009

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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 2006–2007 ASPIRE Award was successfully paid out on January 30, 2008. Again with recommendations from the district's Teacher Advisory Committee, revisions were made to the model for the 2007–2008 school year, which was paid out on January 28, 2009.

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;
- Include core teachers at all grade levels, early childhood through grade 12; and
- Address alignment of curriculum to tests on which awards are based.

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;
- 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 and Comparable Improvement on the Texas Assessment of Knowledge and Skills (TAKS) (Campus-Level Growth and Performance). 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 2007–2008 ASPIRE Award program in relation to the stated goals and the impact on the participants after three years of implementing a performance-pay program.

Key Findings

1. How many participants received an award and how much money was awarded district-wide for the 2007–2008 ASPIRE Award? How does this compare over the past two years?

- The 2007–2008 ASPIRE Award was paid out on January 28, 2009. The final total payout was $31,581,703.46 for 8,792 core teachers (Category A–E), 4,053 instructional non-core employees (Category F, G, and K), 2,744 non-instructional employees (Category H and I), and 255 principals (Category J), reflecting 87.5 percent of eligible staff receiving an award.
- For 2007–2008, the maximum award paid was $8,580.00 for teachers and $12,400.00 for principals. The awards for core teachers ranged from $100.00 to $8,580.00 with an average award of $2,773.94. The awards for instructional non-core employees (including assistant principals) ranged from $40.00 to $6,080.00, with an average award of $1,184.56. Non-instructional employees' awards ranged from $25.00 to $935.00, with an average award of $397.61.
- For the 2007–2008 ASPIRE Award, 255 out of 267 eligible principals received an award that ranged from $200.00 to $12,400.00, with an average award of $5,102.42.
- For the 2007–2008 ASPIRE Award, $7,110,021.99 was awarded for Strand 1, $15,164,006.27 was awarded for Strand 2, $9,043,512.82 was awarded for Strand 3, with $264,162.38 paid as an attendance bonus.
- Over the past three years, the total payout increased from $17,007,023.31 in 2005–2006 to $31,581,703.46 in 2007–2008, and the number of staff receiving an award increased from 10,233 in 2005–2006 to 15,844 in 2007–2008.

2. Were there any common characteristics among the instructional staff that received a 2005–2006 Teacher Performance-Pay award and/or an ASPIRE Award?

Over the past three years, award recipients typically were female, held a bachelor's degree, with at least 27 percent accumulating over 15 years of experience.

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?

- Of the 1,829 employees receiving a recruitment incentive and/or stipend, 1,241 employees or 67.9 percent also received a Strand 2 teacher progress award, reflecting highly effective teachers.
- There was an increase in the overall district application rate from 69 applicants per open position in 2006 (January 1 to December 31) to 105 applicants per open position in 2008 (January 1 to December 31).
- The number of applicants applying for positions in hard to staff schools increased from 51 applicants per open position in 2006 to 77 applicants per open position in calendar year 2008.
- The percentage of teachers in hard to staff schools receiving bonuses related to classroom level performance declined by 13.8 percentage points from 67.7 percent for the 2005–2006 cohort to 53.9 percent for the 2007–2008 cohort.
- Classroom retention rates for teachers were 87.9 percent in 2005–2006 and 88.6 percent in 2007–2008 cohorts, reflecting a minimal increase.
- The percentage of teachers that were retained in the classroom and received any performance-pay award increased from 66.6 percent in 2005–2006 to 87.3 percent in 2007–2008 cohorts.

- For core teachers that were retained in the classroom and did not receive any performance-pay, there was a decline from 31.1 percent in 2005–2006 to 0.5 percent in 2007–2008.
- There was an increase in the percentage of core teachers that were not retained in the classroom and did not receive any performance-pay over a three-year period by 7.3 percentage points, from 0.8 percent in 2005–2006 to 8.1 percent in 2007–2008.
- For core teachers that were retained in the classroom and received an ASPIRE award based on teacher progress, there was a decline from 68.5 percent in 2006–2007 to 62.2 percent in 2007–2008.
- There was an increase in the percentage of core teachers that were not retained in the classroom and received a teacher progress award over a two-year period by 4.8 percentage points, from 1.2 percent in 2006–2007 to 6.0 percent in 2007–2008.

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

- Teacher attendance rates, using only requested absences, did not appreciably change from 2004–2005 (before performance-pay) to 2007–2008 (performance-pay year 3). Attendance rates were approximately 95 percent.
- Teacher attendance rates, using both requested and mandatory absences, did not appreciably change from 2004–2005 to 2006–2007. Attendance rates were approximately 95 percent.
- Although attendance rates for performance-pay recipients slightly exceeded overall district attendance rates from 2005–2006 to 2007–2008, the differences were less than 1 percentage point.

5. What were the levels of completion for the on-line ASPIRE training courses?

For the 2007–2008 school year, a total of 1,123 (unduplicated count) and 1,569 (duplicated count) staff members completed ASPIRE training.

6. 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 721 in 2007–2008.

7. Have students shown academic gains in the four core content areas based on standardized test performance for 2005–2006 through 2007–2008?

- Districtwide student performance on the Stanford 10 showed increases in the NCE scores from 2004–2005 to 2007–2008 in the four core content areas for sixth and eighth grade students. NCE increases were evident for 4 out of 11 grades in reading, 9 out of 11 grades in math, 6 out of 11 grades in language, 9 out of 11 grades tested in environment/science, and five out of nine grades tested in social science.
- From 2004–2005 to 2007–2008, districtwide student performance on the Aprenda 3 showed increases in reading, mathematics, language arts, and environment/science NCE scores for grades 1, 2, 3, and 5. Fifth grade students showed increases of three NCEs in social studies when comparing NCE scores from 2004–2005 to 2007–2008. Social studies was not tested in grades 1–3.
- On the English or Spanish TAKS test, the percent passing increased for reading/ELA, mathematics, science, and social studies when comparing test results from 2004–2005 to 2007–2008, ranging from 1

to 32 percentage points. On the writing subtest, there was an increase in the percent passing for grade 4, but a decrease in the percent passing for grade 7 over a 4-year period.
- On the English or Spanish TAKS test, the percent commended increased for all subtests and grade levels when comparing test results from 2004–2005 to 2007–2008.

8. 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 55.9 percent in 2007–2008.
- 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 2007–2008 (57.5 percent) for HISD schools compared to similar schools across the state.
- The percent of exemplary campuses increased from 2 percent in 2004–2005 to 14 percent in 2007–2008. The percent of recognized campuses increased from 10 percent in 2004–2005 to 43 percent in 2007–2008. There was a decrease in the percentage of academically acceptable campuses from 75 percent in 2004–2005 to 38 percent in 2007–2008, and in Academically Unacceptable campuses from 12 percent to 5 percent.

9. Based upon survey results, what were the perceptions of respondents regarding the 2007–2008 ASPIRE Award? How does this compare to previous years?

- A stratified random sample of 8,073 staff members was drawn from the 16,907 Houston Independent School District (HISD) campus-based employees in 2007–2008, with 4,102 participants (50.8 percent) who responded to the 2007–2008 ASPIRE Award survey administered in May 2009.
- Over the past three years, the response rate has increased from 10.6 percent in 2005–2006 to 50.8 percent in 2007–2008.
- For the May 2009 ASPIRE Award Survey administration, out of 3,745 respondents, 86.8 percent indicated that they received an ASPIRE Award for the 2007–2008 school year.
- When comparing survey results over the last three 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 57.2 percent in May 2008 and back up to 63.9 percent in May 2009.
- When comparing the percentage of respondents that indicated they were *in favor* or *somewhat in favor* toward the concept of the Teacher-Performance Pay Model and to the ASPIRE Award Program, there was an increase from 44.4 percent (December 2007 survey administration) to 53.3 percent (May 2009 survey administration). These results were after the payout of both models.
- 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 decreased by 15.2 percentage points over the three years.
- When comparing ASPIRE May 2008 to May 2009 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 11.1 percentage points.
- When comparing survey results from December 2007 to May 2009, there was an increase in the percentage of respondents that indicated they received training by 20.8 percentage points.
- Based on May 2009 survey results, at least 52 percent of respondents indicated that they were *somewhat in favor* or *in favor* of including the following factors in a performance pay system: time spent in professional development, performance evaluations by supervisors, and serving as a mentor.

- Only 6.7 percent of May 2009 survey respondents provided answers to the question about identifying other factors to include in a performance pay model. The highest percentage of respondents (3.3 percent) provided critiques for the following factors: time spent in professional development, performance evaluations by supervisors, performance evaluations by peers, and serving as a mentor.
- Approximately 60 percent of the respondents *agreed* or *strongly agreed* that the ASPIRE Award encouraged *using value-added data to make instructional decisions*. Moreover, at least 54 percent of the respondents indicated that the ASPIRE award encouraged *using standardized data to make instructional decisions* and *using TAKS/Stanford data as diagnostic tools for the classroom*.

10. Based upon survey results, what recommendations were made to improve communication of the ASPIRE Award?

- Based on the results of the May 2009 survey, 70.1 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.
- Based on the May 2009 survey, the area for which the highest percentage of respondents (38.6 percent) 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*.
- Out of a total of 4,102 respondent on the May 2009 survey, 1,471 or 35.9 percent of the respondents provided at least one response for recommendations to improve communication of the ASPIRE Award. Commentary from respondents may have incorporated the method of communication, the frequency of communication, suggestions for improving the quality of communicating the content, aspects of the model for which content was not clear, and/or to use the survey as a vehicle for communicating input into the model.

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

Out of a total of 4,102 respondents on the May 2009 survey, 60.5 percent of respondents did not provide any recommendations for changing the model. A total of 1,621 or 39.5 percent of the respondents provided at least one response for recommending changes to the 2007–2008 ASPIRE Award. The predominant suggestion centered on not applying a differentiated compensation model so that all employees were treated equally, compensated equally, or had the opportunity to receive the same amount of award as the top dollar earners.

2007–2008 ASPIRE AWARD PROGRAM EVALUATION

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.

Program Description

On January 12, 2006, the Houston Independent School District (HISD) Board of Education approved a teacher performance-pay program awarding teachers financial incentives based on three strands of performance pay (to be paid out in January 2007 for the first time). These strands involved campus-level performance on the state accountability rating and individual teacher performance based on student progress on a state criterion-referenced exam and a district norm-referenced assessment. Under the Teacher Performance-Pay Model, the maximum teacher award was $3,500 and principals could earn up to $6,000. With the receipt of the federal Teacher Incentive Fund (TIF) grant, the maximum teacher award increased to $7,000 for 2005–2006, $7,300 for 2006–2007, and $7,800 for 2007–2008, and up to $9,000 for principals for the 2005–2006 model, $12,000 for the 2006–2007 model, and $12,400 for the 2007–2008 model. The purpose of the Teacher Performance-Pay Model was to focus on growth in student learning at both the campus and individual teacher levels and to make incentives more financially meaningful to teachers. The Teacher Performance-Pay Model was based on several assumptions:

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

The experience gained in the first year and consultations with national experts, teachers, and administrators provided the impetus for recommending the improvement and enhancement of the Teacher Performance-Pay Model, which then became Accelerating Student Progress: Increasing Results and Expectations, the ASPIRE Award, one component of the district's school improvement and performance management model–ASPIRE. The 2006–2007 ASPIRE Award was successfully paid out on January 30, 2008. Again with recommendations from the district's Teacher Advisory Committee, revisions were made to the model for the 2007–2008 school year, which was paid out on January 28, 2009.

The purpose of the ASPIRE Award Model, adopted by the Board of Education on September 13, 2007, was to reward teachers for their efforts in improving the academic growth of their students. The 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;
- Include core teachers at all grade levels, early childhood through grade 12; and
- Address alignment of curriculum to tests on which awards are based.

The ASPIRE Award is based on the same five assumptions and principles of the Teacher Performance-Pay model defined above. Given these goals and principals, 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 and Comparable Improvement on the Texas Assessment of Knowledge and Skills (TAKS) (Campus-Level Growth and Performance). Under the model, every HISD teacher has the opportunity to participate in at least two strands of the ASPIRE Awards (Strands I and III).

In March, HISD inaugurated a Principal Performance-Pay Model, 2005–2006, implementing a performance-pay system for principals based on individual teacher effectiveness data. Since the initial model was designed to be flexible and incorporate changes, the experience gained in the first year and consultations with the principal advisory committee and national experts have provided the impetus for recommending the improvement and enhancement of the model using the latest technology and educational developments available for measuring instructional effectiveness. Additionally, the previous principal model has been aligned to the new teacher ASPIRE Award so that principals are rewarded for student progress on their campuses in the same manner as teachers. The new model fits into the Recognizing Excellence and Sharing Best Practices component incorporated into the district's comprehensive educational improvement model, ASPIRE, called the ASPIRE Award for principals.

The ASPIRE Award for principals:

- Is aligned with the district's other school improvement initiatives;
- Uses value-added data based on a national expert's methodology to reward principals reliably and consistently for student progress;
- Pays principals on the basis of the same value-added student data as teachers, aligning principal awards with the information they use to make building-level decisions and addressing a concern of the principal advisory committee.
- Pays principals in the same proportions at all three strands as teachers; and
- Rewards the top 50 percent of principals for improvement, campuswide and by subject.

Program History

2005–2006 Teacher Performance-Pay Model Development and Methodology

In early 2005, HISD stakeholders began exploring ideas to increase the level of sophistication and differentiated pay based on individual performance in the district's performance pay program which at that time awarded everyone on a campus a small amount based on accountability ratings. The initial program was designed based on reviews of current incentive systems implemented nationally, and input from stakeholders, though constrained by guidelines established by the Board of Education and the Superintendent of Schools. In June, with strong encouragement from the HISD Board of Education, the newly appointed superintendent requested funds in the annual budget for a performance pay award for teachers. An initial plan was developed, and feedback on the plan was solicited from teachers, principals, and the wider community. In January 2006, the Board approved the Teacher Performance-Pay Model. This model was designed to provide bonuses to teachers whose students made sufficient academic progress.

The Teacher Performance-Pay Model focused on growth in student learning at both the campus and individual teacher levels. For this model, growth was calculated using two years of Stanford 10/Aprenda 3 and TAKS scores. Additionally, state accountability ratings and comparable improvement state measures

were used. For a detailed description of the 2005–2006 Teacher Performance-Pay Model, see the *2005–2006 TPPM and 2006–2007 ASPIRE Award Program Evaluation* (Houston Independent School District, 2009a) and **Appendix A** to this report.

2005–2006 Principal Performance-Pay Model Development and Methodology

The Principal Performance-Pay Model was aligned to the 2005–2006 Teacher Performance-Pay Model, and designed to be flexible so that changes could be incorporated as needed. The model development reflected the same processes as the Teacher Performance-Pay Model (see **Appendix B** and the *2005–2006 TPPM and 2006–2007 ASPIRE Award Program Evaluation* (Houston Independent School District, 2009a)). The methodology used to calculate the performance pay of principals was based on the percentage of the total amount of possible performance pay at their campus that teachers at their campus actually earned.

2006–2007 ASPIRE Award Model Development and Methodology for Teachers

After the first award distribution was made in January 2007, a series of issues came to the forefront that needed to be addressed. First, the emotional impact of differential pay on school staff became apparent. Not everyone who was eligible to participate in the program met the award criteria to receive a bonus. Moreover, staff who did not receive a bonus and staff who were not eligible for the individual teacher awards (e.g. eligible teachers of untested grades and subjects, including teachers of early childhood, special education, fine arts, foreign languages, vocational courses and electives) became angry over what they viewed as a divisive and unfair policy (cited in Center for Educator Compensation Reform, Houston Case Summary–4, Mellon and Radcliffe, 2008). Second, the teachers and the community did not understand how the awards were calculated. Third, the performance awards were released to *The Houston Chronicle*, as required by law, at the same time as being released by the district. The speed with which the *Houston Chronicle* posted the information by teacher on its website caused many teachers to learn about their awards from accessing the Chronicle's website prior to receiving the award notification from the district. In addition, since the performance awards were posted from highest to lowest, it was suspected that many parents requested that their child be placed with a teacher who had received a performance-based award (cited in Center for Educator Compensation Reform, Houston Case Summary–4, G. Fallon, personal communication, August 4, 2008). Finally, two months after teachers received their awards, a computational error was discovered where 99 part-time teachers had mistakenly received a bonus based on full-time equivalent calculations, of which they had to return portions to the district (cited in Center for Educator Compensation Reform, Houston Case Summary–4, Mellon 2008). To address these issues, HISD established a plan of action to refine the Teacher Performance-Pay Model to the 2006–2007 ASPIRE Award.

During the spring of 2007, a Teacher Advisory Committee (TAC) and an Executive Committee were formed. The TAC was comprised of representatives of all demographics, disciplines, levels, and philosophical approaches to educational performance pay. The Superintendent of Schools and the Assistant Superintendent for Research and Accountability worked with the TAC from its inception to educate the members on relative issues, discuss alternatives to data-based awards, and ensure inclusion of the full diversity of views on performance pay. The Executive Committee, composed of representatives of each department responsible for an aspect of the program, including the Chief Financial Officer (budgeting, employee data, payout modeling, and payroll execution), the Chief Academic Officer (non-data related programming and professional development, design and coordination), Executive General Manager, Human Resources (eligibility), Chief of Staff (communication), and Research and Accountability (model design, data training and analysis, implementation, coordination of feedback and inquiry resolution, and evaluation), served as the district level planning committee, overseeing the development and implementation of the district's performance pay plan.

In June 2007, Dr. William Sanders of SAS Educational Value-Added Assessment System (EVAAS®), addressed employees on value-added data in measuring academic performance and met with the TAC to answer questions, garnering expressed approval by the teachers and principals as documented in their comments to the Board of Education in September prior to the Board's approval of the 2006–2007 models. HISD contracted with Yaffe Deutser and Battelle for Kids (BFK) to develop the ASPIRE Portal and otherwise communicate every aspect of the program to all stakeholders.

As a result of input from these committees and through the institution of new partners, five key activities emerged to improve the implementation of the program. These included: (1) development of the ASPIRE Educational Improvement Model and incorporation of the differentiated compensation program into the improvement model as the ASPIRE Award program; (2) implementation of a Three-Phase Trainer-of-Trainers Professional Development plan that focused on differentiating growth versus achievement; (3) development of a strategic communications plan of the ASPIRE Award model and value-added student academic growth; (4) creation of innovative technological infrastructure through the development of a portal and creation of a verification system; and, (5) model development using SAS EVAAS® value-added data. Additionally, the district allowed teachers to opt out of the performancy pay (ASPIRE Award) program prior to the analysis being conducted (see the *2005–2006 TPPM and 2006–2007 ASPIRE Award Program Evaluation* (Houston Independent School District, 2009a) for a full description of these five activities implemented for the 2006–2007 ASPIRE Award program).

The methodology used for the 2006–2007 ASPIRE Award incorporated value-added analysis to measure teachers' and schools' impact on students' academic progress from year to year. Using Dr. William Sanders' Educational Value-Added Assessment System (EVAAS®), student progress was measured at the school, grade, subject, and teacher levels derived from achievement on the Texas Assessment of Knowledge and Skills (TAKS) stabilized by the use of three years of data, and supplemented with the Stanford 10 Achievement Test and its Spanish-language equivalent, the Aprenda 3. The incorporation of value-added data into the model reflects one of the changes made for model development of the 2006–2007 ASPIRE Award. The ASPIRE Award was based on three strands, modified from the previous year to incorporate the use of EVAAS® data (see **Appendix C**).

The first strand was a campus progress award for instructional and non-instructional staff. Three years of TAKS and Stanford/Aprenda data were supplied to EVAAS®. EVAAS® converted the student data to a single Normal Curve Equivalent (NCE) scale which was anchored to the state TAKS data for 2006. This served as the baseline/benchmark for comparison purposes. Each student was then provided with a baseline NCE and an Expected Gain score for each subject (Reading, Math, Language Arts, Science and Social Studies). Using a multivariate mixed model, spring 2007 data were converted and compared to expected gain scores for each student. Student scores were used to calculate a single campus composite Cumulative Gain Index score by aggregating student scores across grades and subjects (Reading, Math, Language Arts, Science and Social Studies). The campus composite Cumulative Gain Index scores were then rank ordered at the elementary and at the secondary levels. Those schools that showed growth and were ranked in the top 50 percent received awards. Employees at campuses that showed positive growth and were ranked in the first two quartiles qualified for up to $1000 for instructional staff and $500 for non-instructional staff. The TIF grant paid $500 for the instructional staff at those campuses meeting the TIF guidelines, and $500 of local funds were combined for the maximum of $1,000. For instructional staff at campuses not meeting federal grant guidelines and for non-instructional staff, 100 percent of funds used were local. The changes made to Strand I (formerly Strand IIB), resulted in increasing the number of schools and staff eligible.

Strand II was an award based on teacher progress for which there were four variations. Self-contained core teachers in grades 3–6 who provided instruction in reading, math, language arts, science, or social studies received an award if their 2007 value-added Gain Score was positive and ranked in the top 50 percent of all HISD teachers in the same grade and subject area. The maximum award for self-contained core teachers was $5000. Similarly, departmentalized core teachers in grades 3–8 receive an award if their

2007 subject area value-added gain score was positive and ranked in the top 50 percent of all HISD teachers in the same campus type and subject. The maximimum award for departmentalized core teachers was $5000. For TIF campuses, $1,500 of the $5,000 maximum was paid from the grant. EVAAS® generates a campus score based on student improvement for each core subject taught that can be used to rate high school core teachers on the basis of department performance. These value-added scores were then ranked by department. Once the State of Texas makes the data from end-of-course exams available, the high-school-level teachers will be able to be rewarded under this strand on their own students' data; until that time, the department-level analysis will serve as a placeholder so that core high school teachers may continue to receive awards based on the achievement data that can be most closely linked to them. Early childhood through second grade core subject teachers earned bonuses based on campus-level reading and/or mathematics value-added scores. Their maximum Strand II award was $2,500, of which $750 was paid from the TIF grant for those campuses meeting federal grant guidelines and $1,750 came from local funding. Special analysis based on paired schools, as in the 2005–2006 TPPM, was used for teachers at prekindergarten centers as their campuses did not have standardized test scores.

Changes made to Strand II refined the model to address many of the concerns expressed by stakeholders. More specifically, the modifications made to Strand II by using value-added data eliminated the need to divide campuses into comparison groups to account for socioeconomic status because the value-added methodology controlled for this in the analysis. The modifications also recognized teachers of multiple subjects, more specifically and precisely distributing individual awards across a teachers' multiple subjects, with all core teachers being eligible for a fully equivalent maximum amount, addressing another concern of the faculty. The refined model included more teachers by including language arts, mathematics, science, and social studies. By using the campus-level value-added data in reading and mathematics, it allowed the inclusion of Prekindergarten through second grade core faculty for eligibility into this strand. The method of determining qualification for the award based on placement within the quartiled distribution of student achievement scores was retained from the previous model.

Strand III was an award based on campus improvement and achievement. Campus instructional staff were rewarded where students have exhibited signficant improvement when compared to other similar schools across the state. It was based on the Texas Education Agency (TEA) comparable improvement which is a state measure that shows how student performance on the TAKS reading and mathematics tests at a given campus has changed from one year to the next, and then compares that change to the 40 schools across the state that are demographically most similar. A campus had to have earned a TEA rating of *Academically Acceptable* or higher and must be ranked in the top 50 percent of the state's comparable improvement (CI) in reading and/or mathematics. The maximum award was $500 per subject. TIF funds paid the full award amount for instructional staff at the 109 campuses meeting federal guidelines, and local funds were used for instructional staff at campuses not meeting federal guidelines. The campus achievement award rewarded instructional staff at campuses where students reached and maintained high levels of academic achievement. It was based solely on TEA accountability ratings. An award of up to $300 was given to all instructional staff at a school rated *Exemplary* or *Recognized*. Local funding was used to pay the award.

To reward teachers for excellent attendance, instructional staff were eligible to receive a bonus for attendance. For perfect attendance, employees received an additional 10 percent of the total ASPIRE Award bonus they had earned, and if employees missed less than two days, they received 5 percent of the total ASPIRE Award bonus they had earned as an added attendance bonus.

The award program increased the potential award amount for eligible teachers to $7,300 based on analyses of 2006–2007 outcome data. **Appendix C** provides a detailed description of the 2006–2007 ASPIRE Award for teachers.

On September 6, 2007, a Broad Foundation representative announced that a $3,577,000 3-year grant would be awarded to the Houston Independent School District for the ASPIRE Initiative and the ASPIRE

Award Program. The district has used the funding to develop and manage the data associated with the awards, conduct strategic planning for continuous improvement of the program, create a Web site to provide information about the program to teachers, create and implement a comprehensive communication plan, and help pay for a districtwide professional development program for teachers and administrators regarding the ASPIRE School Improvement framework, value-added data, measuring student growth, and how to use the data to improve student learning.

Funding from the Bill and Melinda Gates Foundation in the amount of $4.5 million over three years was received by the Houston Independent School District to support the ASPIRE program. The components supported through the Gates Foundation include professional development opportunities for teachers to learn how the "value-added" data system can be used to guide planning and instruction. The grant also supported new communication systems and an online learning management system to help share the knowledge across the district.

2006–2007 ASPIRE Award Model Development and Methodology for Principals

The ASPIRE Award for principals used value-added data to measure student progress and was aligned with the ASPIRE Award for teachers. The ASPIRE Award for principals was organized into three strands.

The first strand for principals was based on campus value-added improvement. An award was given based on above-average progress on the EVAAS® Value-added Campus Composite Cumulative Gain Index. Elementary campuses were compared to other elementary campuses for above median growth, while secondary campuses were compared to other secondary campuses. Principals whose campuses qualified in the top two quartiles of improvement for their levels received awards accordingly. The maximum payout for Strand I was $1,650 of which $1000 was paid from TIF funding for those campuses meeting federal eligibility requirements.

Strand II was an award for campus value-added improvement by subject based upon EVAAS® subject-level campus value-added scores. The subject scores used in the analysis reflected those core content areas (reading, English language arts, mathematics, social studies, and science). Campuses were rank ordered at the elementary level and secondary level by subject. Elementary principals were measured by progress in value-added scores in all five subjects and were awarded based on student progress in each subject compared to student progress in the same subject at other elementary schools. Secondary principals were measured by the growth of students at the department level and compared to other campuses in reading/ELA, mathematics, science, and social studies. For each subject that the campus was in the first or second quartile, the principal received an incentive. Principals earned up to $1,644 per subject for five subjects for a total of $8,220 maximum payout for Strand II. TIF funds paid up to $1,000 of the $8,220 maximum payout for those campuses meeting eligibility requirements.

Strand III rewarded principals for campus improvement and achievement based on Texas Education Agency (TEA) comparable improvement (CI). This measure compared how well a school improved on TAKS reading and mathematics when compared with 40 other schools with similar demographics around the state. Principals at all exemplary, recognized, or acceptable campuses with CI in the first or second quartiles received up to $825 for Quartile 1 performance for each subject for a maximum payout of $1,650. TIF funds paid up to $1,000 of the maximum payout for those campuses meeting federal requirements. In addition, principals at TEA-rated exemplary schools received $480 and those at recognized schools received $240, all from local funds.

The award program increased the potential award amount for eligible principals to $12,000 based on analyses of 2006–2007 outcome data. **Appendix D** provides a detailed description of the 2006–2007 ASPIRE Award for principals.

2007–2008 Award Model Development and Communications Activities

After the second year's payout in January 2008, from February 18 to May 2008, the Teacher Advisory Committee (TAC) comprised of representatives of all demographics, disciplines, levels, and philosophical approaches to incentive pay in education reconvened to advise on ASPIRE Award improvement. The Assistant Superintendent for Research and Accountability, the Executive General Manager for Human Resources, and the Chief Academic Officer worked with the TAC to educate the members on relative issues, discuss possible additions and improvements to the ASPIRE Award, and receive their recommendations for improvement. Several improvements, including a revision of all staff categories, a 90 percent attendance requirement not to be implemented until the 2008–2009 model, and the addition of an extra "Part C" under Strand III to reward writing teachers and other faculty for writing achievement were recommended and approved by the Board of Education. Another change in the model centered on paying staff who left the district after staying through the current school to qualify for an ASPIRE Award. This change was required by the U.S. Department of Education as part of the TIF grant requirements.

Other issues came to the forefront in response to feedback from the *2007–2008 ASPIRE Award Survey* (Houston Independent School District, 2009c) and discussions generated by the TAC. Many of the issues centered on improving communication about the ASPIRE educational-improvement model, value-added analysis, and the eligibility rules. In response to input from the 2007 ASPIRE Award open-ended survey results, Battelle for Kids (BFK) and HISD updated and modified the ASPIRE strategic communications plan and released improved documentation and communications messages for the 2008 ASPIRE Awards program. As part of the plan, documentation for the 2008 ASPIRE Award for Teachers documents were finalized in mid-summer with a priority of minimizing printing and mailing of materials and using more extensively electronic forms of communication and sharing of materials for download by staff and the public where appropriate. All of the material was available on the ASPIRE Portal, accessible from the HISD website, including documents on the revised award model for principals. By accomplishing this, BFK and HISD not only simplified and reduced the number of materials, but also provided a more transparent and consistent message regarding aspects of the model.

To help build capacity for all district employees, BFK developed online courses to help instructional staff understand, navigate, and interpret value-added information to accelerate student progress. ASPIRE•Learn, the on-line system developed by BFK and accessible through the ASPIRE portal, provided HISD staff members access to personalized professional development, offering any-time, any-pace, any-place learning. Staff members were able to download certificates of completion and transcripts. In addition to the courses, the district introduced ASPIRE Learning Paths. Learning paths provided staff members at various levels with recommended professional development activities designed to support their efforts to accelerate student progress. The first series of ASPIRE Learning Paths were the Value-Added Learning Paths to Accelerate Student Progress. These learning paths provided HISD educators, at all levels, with the necessary training support, and instructional resources to use value-added information to improve student learning.

For the 2007–2008 ASPIRE Awards, BFK, in collaboration with the HISD Department of Research and Accountability, produced a training dvd for principals and building team members to use as a resource in training building staff on the teacher model, which included all building personnel who were not administrators. During the fall of 2008, Reseach and Accountability's Performance Analysis Bureau staff presented the training dvd on the ASPIRE Award for Teachers model to the regional staff and principals at each of the district's five geographical regions and the Alternative and Charter Schools Office, provided details, and responded to questions about the model.

For the 2007–2008 ASPIRE Awards, HISD received $644,540 through a federal Fund for the Improvement of Education (FIE) grant to fund Part C to Strand III, which was a campus writing achievement award, that was specifically requested by core writing teachers to recognize their efforts towards students' increased achievement on the TAKS writing composition. Funds from the FIE grant

were used to purchase capital equipment, including a new server, necessary to provide infrastructure for the growing data management and performance analysis necessary to administer the ASPIRE Award program for educators.

To reduce error rates/formal inquires, systems and processes were refined. More specifically, HISD and BFK made several improvements to the ASPIRE Verification & Linkage process to ensure that students and teachers were correctly linked, student mobility was captured, and staff positions were verified. The information was used to determine program eligibility and to accurately produce teacher-level value-added reports. In April, 2008, BFK conducted regional Verification & Linkage System training for ASPIRE Core Team members, principals, and a key staff member from each school to provide on-site support through the ASPIRE Verification and Linkage period. BFK designed training materials and co-developed communications with HISD to promote the availability of the training sessions and the deadlines for related activities.

Teachers and instructional staff that served at multiple school locations (e.g. content and evaluation specialists), were loaded into the existing Verification system on the ASPIRE Portal at the Regional level as a method of verifying their percent time at the schools for which they served. A minimum requirement of 40% FTE at a single school was required in order to be eligible for an ASPIRE Award based on the school's testing achievement and progress. The eligibility document was updated to reflect these changes as well as to more specifically define job positions and clearly delineate the criteria that established who is and is not eligible.

In November 2008, Battelle for Kids updated the ASPIRE Awards Program Inquiry Process Web-based tool also used during the ASPIRE Verification & Linkage System to track and respond to inquiries and questions ("support tickets") for the newly implemented Principal Confirmation Period. Cleaned eligibility and categorization information from PeopleSoft together with Teacher Categorization information based on Curriculum-identified Chancery course information as well as the verification and linkage process were uploaded to the portal for principals to review and confirm. Research and Accountability's Bureau of Performance Analysis staff managed and responded to principal support tickets with assistance from BFK.

2007–2008 ASPIRE Award Model for Teachers

Changes were made to the 2007–2008 ASPIRE Awards for Teachers. The first strand continued to pay all eligible staff members (instructional, instructional support, teaching assistants, and operational support) on a campus on the basis of campus progress on the EVAAS value-added campus composite score (cumulative gain index). Three years of TAKS and Stanford/Aprenda data were supplied to EVAAS®. EVAAS® converted the student data to a single Normal Curve Equivalent (NCE) scale which was anchored to the state TAKS data for 2006. This served as the baseline/benchmark for comparison purposes. Each student was then provided with a baseline NCE and an Expected Gain score for each subject (Reading, Math, Language Arts, Science and Social Studies). Using a multivariate mixed model, spring 2008 data were converted and compared to expected gain scores for each student. Student scores were used to calculate a single campus composite Cumulative Gain Index score by aggregating student scores across grades and subjects (Reading, Math, Language Arts, Science and Social Studies). The campus composite Cumulative Gain Index scores were then rank ordered at the elementary, middle, and high school levels. Those schools that showed growth and were ranked in the top 50 percent received awards. Employees at campuses that showed positive growth and were ranked in the first two quartiles qualified for up to $1000 for instructional staff (Categories A through F), up to $750 for instructional support staff (Category G) and Teaching Assistants (Category H), and up to $500 for Operational Support Staff (Category I). The TIF grant paid $500 for the instructional staff (Categories A through F) at those campuses meeting the TIF guidelines, and $500 of local funds were combined for the maximum of $1,000. For instructional staff at campuses not meeting federal grant guidelines and for non-instructional staff, 100 percent of funds used were local. The changes made to Strand I resulted in clarifying and further defining the staff eligible for this strand.

Strand II was an award based on teacher progress for which there were four variations. Self-contained core teachers in grades 3–6 who provided instruction in reading, math, language arts, science, or social

studies received an award if their 2008 value-added Gain Score was positive and ranked in the top 50 percent of all HISD teachers in the same grade and subject area. The maximum Strand II award for self-contained core teachers was $5000. Similarly, departmentalized core teachers in grades 3–8 receive an award if their 2008 subject area value-added gain score was positive and ranked in the top 50 percent of all HISD teachers in the same campus type (elementary or middle) and subject. The maximimum award for departmentalized core teachers was $5000. For TIF campuses, $1,500 of the $5,000 maximum was paid from the grant. EVAAS® generates a campus score based on student improvement for each core subject taught that can be used to rate high school teachers on the basis of department performance. These value-added scores were then ranked by department by grade. Once the State of Texas makes the data from end-of-course exams available, the high school level teachers will be able to be rewarded under this strand on their own students' data; until that time, the department-level analysis will serve as a placeholder so that core high school teachers may continue to receive awards based on the achievement data that can be most closely linked to them. Early childhood through second grade core subject teachers earned bonuses based on campus-level reading and/or mathematics value-added scores. Their maximum award was $2,500, of which $750 was paid from the TIF grant for those campuses meeting federal grant guidelines and $1,750 came from local funding. Special analysis based on paired schools, as in the 2005–2006 TPPM, was used for teachers at prekindergarten centers as their campuses did not have standardized test scores.

The modification for Strand II increased the number of effective students from 5 to 10 to be included in the EVAAS® calculations in order to have value-added data at the teacher level. Those teachers without value-added reports, if applicable, were included in the model through special analysis using campus-level data.

Strand III was an award based on campus improvement and achievement. Campus instructional staff were rewarded where students have exhibited signficant improvement when compared to other similar schools across the state. It was based on the Texas Education Agency (TEA) comparable improvement which is a state measure that shows how student performance on the TAKS reading and mathematics tests at a given campus has changed from one year to the next, and then compares that change to the 40 schools across the state that are demographically most similar. A campus had to be ranked in the top 50 percent of the state's comparable improvement (CI) in reading and/or mathematics. Compared to 2006–2007, Academically Unacceptable campuses were no longer excluded from this award. The maximum award was $500 per subject. TIF funds paid the full award amount for instructional staff (Categories A through F)) at the 109 campuses meeting federal guidelines, and local funds were used for instructional staff (Categories A through F) at campuses not meeting federal guidelines. Instructional Support Staff (Category G) were eligible to receive up to $500 paid through local funds. The campus achievement award rewarded instructional staff at campuses where students reached and maintained high levels of academic achievement. It was based solely on TEA accountability ratings. An award of $400 was given to all instructional staff (Categories A through F) at a school rated *Exemplary*, and $200 for all instructional staff (Categories A through F) at a school rated *Recognized*. Instructional Support Staff (Category G) were eligible to earn an award of $200, while Teaching Assistants (Category H) were eligible to earn an award of $100. Local funding was used to pay the award.

Strand III-Part C, introduced for the 2007–2008 awards, rewarded writing teachers and other instructional staff where at least 70 percent of students met the TAKS writing/ELA readiness standard of 2200 or better and a written composition score of 3 or better. Staff at campuses that did not meet this standard still qualified for Strand III-C awards if their campus ranked in the top half of the progress distribution of percentage of students reaching the readiness standard. Fourth grade, seventh grade, and high school ELA teachers (Categories A through C and Category E) meeting the criteria earned $400. Other instructional staff (Categories A through F) were awarded $200. The federal Fund for the Improvement of Education (FIE) grant was used to fund Strand III-Part C.

To reward teachers for excellent attendance, instructional staff were eligible to receive a bonus for attendance. For perfect attendance, employees received an additional 10 percent of the total ASPIRE Award bonus they had earned, and if employees missed less than two days, they received 5 percent of the total ASPIRE Award bonus they had earned as an added attendance bonus.

The award program increased the potential award amount for eligible teachers to $7,800 based on analyses of 2007–2008 outcome data. **Appendix E** provides a detailed description of the 2007–2008 ASPIRE Award for teachers.

Special Analysis methods were developed and applied to the specific schools that could not be assessed using the ASPIRE Award Model general methodology for the 2007–2008 school year. Appendix E describes the special analysis conducted. A summary is provided below:

- Schools without value-added data: If schools do not have their own value-added scores, they were paired with other schools for which they have a feeder relationship or similar student characteristics.
- Schools with two organization numbers: Since employees may have assignments at each level of these clustered campuses, the campus level awards for all strands were averaged.
- Teachers who do not have their own value-added data: For teachers who do not have their own value-added scores, the campus level value-added score by subject and quartile were used. The teacher was awarded half the amount. Similarly, teachers at multiorganizational campuses who do not have their own value-added scores were awarded the average amount based on the campus level value-added data by subject and quartile.
- Campuses paired for TEA Accountability Ratings: These campuses serve 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 and the Comparable Improvement (CI) quartiles used for the ASPIRE Award Model.
- Campuses not rated or paired for TEA Accountability Ratings: These campuses were paired with the campus that they have the highest number of shared students over the past three years or a strong relationship. The matched school provided the accountability rating and the CI quartiles used for the ASPIRE Award Model.
- Campuses rated by TEA with no CI: For this model, schools that were rated under the state accountability system, but did not have a CI analysis calculated by TEA, the CI quartiles from a paired campus with which they have a feeder relationship were used.
- Campuses rated by TEA on the Alternative Educational Accountability (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. Calculations are presented in Appendix E. Any improvement was counted as Q1 and no growth was Q4.
- Campuses with no TAKS Writing/ELA data: These campuses were paired with another campus for writing.

2007–2008 ASPIRE Award Model Development and Methodology for Principals & Assistant Principals/Deans

For 2007–2008, the Awards model for principals was expanded to include both Assistant Principals and Deans moving them from the non-core instructional category used in 2006–2007. Other revisions included:

- Separation of middle school and high school campuses into separate distributions for rank-order comparison under Strand I and Strand II,
- Inclusion of campuses rated "Academically Unacceptable" by the Texas Education Agency in the Comparable Improvement distribution of Strand IIIA, and

- Addition of Strand IIIC to reward principals, assistant principals, and deans for students' achievement and progress on the Texas Assessment of Knowledge and Skills (TAKS) writing test at the college-readiness standard (value-added data are not available for writing).

The ASPIRE Award for principals and assistant principals/deans used value-added data to measure student progress and was aligned with the ASPIRE Award for teachers. The ASPIRE Award for principals and assistant principals/deans was organized into three strands. With the exceptions provided above, the 2007–2008 model for principals reflected the 2006–2007 model. Assistant principals and deans of instruction are awarded the same as principals at half the award amount.

The addition of Strand IIIC provided principals, assistant principals, and deans at campuses where at least 70 percent of students met the TAKS writing/ELA college-readiness standard of 2200 or better and written composition score of 3 or better with an additional award similar to teachers. Principals, assistant principals, and deans at campuses that did not meet this standard qualified for Strand IIIC awards if their campus ranked in the top half of the progress distribution of percentage of students reaching the college-readiness standard. Principals meeting the established criteria received $400, and assistant principals and deans meeting the established criteria received $200. Federal FIE funds paid up to $400 for principals and up to $200 for assistant principals and deans.

The award program increased the potential award amount for eligible principals to $12,400 based on analyses of 2007–2008 outcome data. **Appendix F** provides a detailed description of the 2007–2008 ASPIRE Award for principals, assistant principals and deans of instruction.

Lessons Learned

Based upon experiential evidence and feedback from national experts, teachers, and administrators, a number of important lessons were learned from implementing the 2005–2006 Teacher Performance-Pay Model and the 2006–2007 ASPIRE Award. In order to successfully plan, develop, implement, and evaluate a performance-pay plan, it is essential to aggressively communicate to all stakeholders and ensure that they buy into or at least understand the proposed model. As the program evolves, it is essential that lines of communication are kept open so that teachers and other stakeholders are able to guide the improvements. Moreover, the model is very sophisticated, and this necessitates educating teachers and administrators about the principles behind value-added analysis so that they may understand how it may be appropriately applied. The communication channels and protocols were not in place initially. The district took action steps to develop a communication plan that included various advisory groups, an ASPIRE Portal, print brochures, CD rom videos, email notices, and training for teachers, principals, and parents/community. As part of the plan, the district formed an interdisciplinary Executive Committee that met at least twice a month, more often when needed, and created a Solutions Map that defined the roles of internal departments and tracked the flow of data between them.

Another lesson centered on the fact that fairness must balance with complexity. As the model expanded to include and fairly reward teachers on the basis of student performance, the complexity of the program increased to such an extent that many teachers did not understand it. Teachers perceived that value-added student growth was a better measure than using a single measure of student achievement; however, to achieve this degree of fairness, it was necessary to make the model statistically sophisticated and therefore lose transparency. There were also areas of the model for which the assessment used was not aligned to the curriculum. This included high school subjects such as biology, chemistry, physics, and U.S. history. EVAAS® value-added analysis resolves this issue by providing data at the department-level for high school teachers; some high school classroom teachers remain concerned by the fact that they cannot earn awards based on the direct performance of their own students. Some staff at high-performing schools continue to question the model because it has been perceived that their students had little room to grow so that they were at a disadvantage. After the implementation of value-added data, prekindergarten to second grade

teachers or those with fewer than the requisite number of tested students could earn only half the amount of third grade teachers. The district has endeavored to assist schools, teachers and principals in gaining a deeper understanding of the value-added model since value-added results could not be calculated at their classroom level.

The third lesson that emerged was that explicit goals should guide performance pay and form part of a larger effort to improve teacher quality. The ASPIRE Award Program is just one component of a larger school improvement effort, ASPIRE. Value-added data can be used as a diagnostic tool to guide data-informed decisions. Performance bonuses should be considered in conjuction with other outcome measures designed to improve teacher effectiveness. The Department of Research and Accountability was given the sole responsibility of designing and implementing the 2005–2006 Teacher Performance-Pay Model. The district realized that the program needed to be embedded in a larger framework and that other internal departments needed to work closely together. The addition of external partners such as Dr. William Sanders and Battelle for Kids played a crucial role for program implementation. The focus should not be on teacher bonuses, but rather on using the reports generated to help with teacher effectiveness and student progress.

HISD funded the performance pay plan with a variety of sources. In order for any program to be successful, it is important that appropriate funding is available and that the program is sustainable. Prior to receiving grants from The Broad Foundation, Bill and Melinda Gates Foundation, and the Teacher Incentive Fund, the district committed one percent of payroll every year to the program. This allows the program to be sustainable after the expiration of external funds.

Program Participants

Categories

For both the 2005–2006 Teacher Performance-Pay Model and the 2006–2007 ASPIRE Award, participants were categorized into instructional (All Teaching Faculty) and Non-Instructional Staff. Instructional Staff were comprised of individuals that were assigned to a campus and provided or supported direct instruction at that level. This group was further disaggregated into Core Teachers or Non-Core Teachers.

All Teaching Faculty were those who were classified by Human Resources under one of five teacher salary plans: Regular Teachers (RT), Vocational Teachers (VT), Evaluation Specialists (AE), Counselors (ES), and employees under the SA/H salary plan such as elementary and secondary assistant principals.

Core Teachers were represented by those who provided instruction to students in reading, mathematics, language arts, science, or social studies. At the elementary level, core teachers were defined as the homeroom teacher or the teacher of record or as departmentalized teachers if identified as such by the campus administrator. At the secondary level, courses were determined to be core courses based on their classification and description in the course catalog. Teachers at the middle and high school levels were then identified as core teachers if they taught one or more courses with a course number identified as a core course.

At the elementary level, Non-Core Teachers were not homeroom teachers. They included ancillary teachers and other instructional staff paid on teacher salary plans and assistant principals. At the secondary level, Non-Core Teachers were those that did not teach at least one core course, as well as other instructional staff paid on teacher salary plans and assistant principals.

Non-Instructional Staff were staff members that were not teachers, administrators, or other school professionals. They included custodial staff, aides, clerks, office personnel, and other staff members not included as School Administrators, All Teaching Faculty, or other instructional staff paid on a teacher salary plan.

For 2007–2008, improvements were made to the categorization of employees, and employees were considered in one of 11 categories. Category descriptions along with the previous categories used in 2006–2007 are as follows:

- Category A: Self-contained Core Teachers, grades 3–6. Considered as Instructional Core in 2006–2007, and qualfied for Strand IIA awards.
- Category B: Departmentalized Core Teachers, grades 3–8. Considered as Instructional Core in 2006–2007, and qualified for Strand IIB awards.
- Category C: Core Teachers, grades 9–12. Considered as Instructional Core in 2006–2007, and qualified for Strand IIC awards.
- Category D: Core Teachers, grades PK–2. Considered as Instructional Core in 2006–2007, and qualified for Strand IID awards.
- Category E: Special Education Core Teachers, grades 3–12. Considered as Instructional Core in 2006–2007. For those special education teachers whose courses were listed, they were considered for Strand II awards using special analysis, and were eligible for a reduced amount.
- Category F: Noncore/Ancillary Teachers. Considered as Instructional Noncore in 2006–2007.
- Category G: Instructional Support Staff. Considered as Instructional Noncore in 2006–2007.
- Category H: Teaching Assistants. Considered as Non-instructional in 2006–2007.
- Category I: Operational Support Staff. Considered as Non-instructional in 2006–2007.
- Category J: Principals. Considered as Principal in 2006–2007.
- Category K: Assistant Principals. Considered as Instructional Non-core in 2006–2007.

2005–2006 Teacher Performance-Pay Model (TPPM)

During the 2005–2006 academic year, a total of 17,536 campus-based employees met the eligibility requirements for participating in the Teacher Performance-Pay Model (TPPM). **Table 1** summarizes the eligible participants by categorization. The largest category of participants consisted of 12,444 instructional employees (71.0 percent), followed by 4,673 non-instructional personnel (26.6 percent), and 143 Charter school (instructional and non-instructional employees combined) (0.8 percent). A total of 276 principals participated in 2005–2006 reflecting 1.6 percent of the total eligible personnel.

Table 1. 2005–2006 Teacher Performance-Pay Eligibility by Categorization

Categorization	N	%
Instructional	12,444	71.0
Non-instructional	4,673	26.6
Charter (Instructional and Non-instructional)	143	0.8
Subtotal	**17,260**	**98.4**
Principal	276	1.6
Total	**17,536**	**100.0**

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.

2006–2007 and 2007–2008 ASPIRE Award

Table 2 compares the number and percent of eligible participants by categorization for 2006–2007 and 2007–2008. During the 2006–2007 school year, a total of 16,951 campus-based employees met the eligibility requirements for participating in the ASPIRE Award Program. Instructional Core staff consisted of 8,111 participants or 47.8 percent of the total, reflecting the highest percentage of eligible staff. Non-core Instructional and Non-instructional employees comprised 25.9 and 24.7 percent of the total participants, respectively. Principals comprised the smallest category with only 1.5 percent. For 2007–2008, Instructional Core staff (Categories A through E) consisted of 9,201 participants or 50.8 percent of the total, reflecting the highest percentage of eligible staff. Of the eligible Instructional core staff, Early Childhood–

Grade 2 core teachers (Category E) had the highest percentage with 17.6 percent. Non-core Instructional and Non-instructional employees comprised 24.0 and 23.7 percent of the total participants, respectively. Principals comprised 1.5 percent of the eligible participants. There was an increase of eligible participants from 2006–2007 to 2007–2008 by 6.9 percent.

Table 2. Comparison of ASPIRE Award Eligibility by Categorization, 2006–2007 and 2007–2008

Categorization		**Eligible**			
2006–2007	**2007–2008**	**2006–2007**		**2007–2008**	
		N	**%**	**N**	**%**
Instructional, Core	A	8,111	47.8	1,287	7.1
	B			2,644	14.6
	C			1,376	7.6
	D			3,188	17.6
	E			706	3.9
Instructional, Non-core	F	4,388	25.9	2,688	14.8
	G			1,319	7.3
	K			350	1.9
Non-instructional	H	4,193	24.7	1,355	7.5
	I			2,934	16.2
Principal	J	259	1.5	267	1.5
Total		**16,951**	**100.0**	**18,114**	**100.0**

Eligibility Criteria

For 2007–2008, eligibility criteria were more specifically defined. In order to be eligible for 2007–2008 ASPIRE awards and bonuses, all HISD employees must have met the following general eligibility requirements:

- 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)
- Employees must be employed in a campus-assigned position as of the fall snapshot date, October 26, 2007.
- Employees must be continuously employed in an eligible position through the last day of school, May 30, 2008.
- 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.
- 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.
- Employees eligible under other incentive plans are not eligible for ASPIRE Awards (e.g. food services employees).
- 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.
- 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.
- Waived for 2008: Effective for the 2008–2009 school year (to be paid out in January 2010), employees must be in attendance 90 percent of the 175 instructional days identified as the "instructional school

year." 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 HR), assault leave, jury duty, religious holidays, compensatory time, and off-campus duty.

Other participation eligibility requirements applied. For detailed information with examples, see **Appendix G**.

Budget

HISD funded the performance pay plan with a variety of sources. In order for any program to be successful, it is important that appropriate funding is available and that the program is sustainable. Prior to receiving grants from The Broad Foundation (July 2007 to September 2010, $3.5 million), Bill and Melinda Gates Foundation (December 2007 to June 2010, $4.5 million), and the Teacher Incentive Fund (November 2006 to September 2011, $11.7 million), the district committed one percent of payroll every year to the program.

Per the above formula, the Houston Independent School District allocated $14.5 million dollars for the teacher performance pay program for the 2005–2006 school year. The Teacher Incentive Fund had allocated $3,585,000 plus fringe benefits ($286,800) towards principals and instructional staff in year one.

Under the 2006–2007 ASPIRE Awards program, the district allocated $22.5 million for the program and the Federal government provided $2,688,750 plus fringe benefits through the Department of Education Teacher Incentive Fund (TIF) Grant which covered principals and instructional staff in year two. The total cost allocated for the 2006–2007 ASPIRE Award for principals was not to exceed $1.32 million dollars plus fringe benefits. The cost projection for the proposed ASPIRE Award for principals was $1,317,257, an increase of $40,973 from the prior school year. The Teacher Incentive Fund award provided $123,751 plus fringe benefits toward principal incentive pay in federal funds. The district provided matching funds in the amount of $915,000 at the federally funded schools in year two. The TIF grant was used to pay those instructional staff at 109 campuses that met federal requirements of the grant. The district fully funded the program for all other eligible employees.

For 2007–2008, the district allocated 29.6 million for the teacher performance pay program, and the cost projection for the proposed ASPIRE Award program is $27.3 million, an increase of $4.4 million from last year. The Teacher Incentive Fund grant from the U.S. Department of Education provided $1.9 million toward this in federal funds. HISD received $644,540 through a federal Fund for the Improvement of Education (FIE) grant to fund Strand III, Part C, which was a campus writing achievement award. Funds from the FIE were also used to purchase capital equipment, including a new server.

The cost projection for the proposed ASPIRE Award for principals, assistant principals, and deans under the ASPIRE Award Program was $2,144,473, an increase of $696,987 from the prior school year. This included the projected cost for the assistant principals and deans, who were considered in the 2006–2007 ASPIRE Award under the Teacher Performance-Pay Model. The Teacher Incentive Fund grant from the U.S. Department of Education provided $90,751 toward instructional staff at 109 campuses that met federal requirements of the grant.

Purpose of the Evaluation

The purpose of the evaluation was to assess the effectiveness of the 2007–2008 ASPIRE Award program in relation to the stated goals and the impact on the participants after three years of implementing a performance-pay program. The logic model diagramming the inputs, activities, outputs, and outcomes is illustrated in **Appendix H**. 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 2007–2008 ASPIRE Award? How does this compare over the past two years?

2. Were there any common characteristics among the instructional staff that received a 2005–2006 Teacher Performance-Pay award and/or an ASPIRE Award?
3. Has program helped the district 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 on-line ASPIRE training courses?
6. Has the implementation process been improved as measured by the number of formal inquiries submitted?
7. Have students shown academic gains in the four core content areas based on standardized test performance for 2005–2006 through 2007–2008?
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 2007–2008 ASPIRE Award? How does this compare to previous years?
10. Based upon survey results, what recommendations were made to improve communication of the ASPIRE Award?
11. Based upon survey results, what recommendations were made to incorporate changes to the ASPIRE Award?

Methods

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

HISD charter schools provided teacher information in EXCEL spreadsheets which were manually entered for 2005–2006 to 2007–2008. 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 and 2007–2008 are posted on the ASPIRE website.

For 2006–2007 and 2007–2008, the Department of Research and Accountability, Performance Analysis Bureau, provided longitudinal TAKS, Stanford 10, and Aprenda 3 test results to EVAAS® according to their requirements for calculation of district-wide value-added performance and ultimately classroom-level performance. The value-added data were returned to Battelle for Kids (BFK) for portal upload and to Performance Analysis who also received employee data from PeopleSoft, as well as collecting all employee and assignment data for non-HISD charter school employees. After Performance Analysis provided them

with HISD student and teacher linkage data from the Chancery system in the summer, BFK coordinated the process of verifying employee assignments in Fall, including teacher-student linkages, on the ASPIRE Portal. This information was provided to SAS EVAAS® in November after teachers reviewed and corrected the data if needed in September-October using the BFK portal, along with the Chancery assignment data previously provided to them. After coordinating with EVAAS® on the value-added data products that were necessary for award calculation in all strands of the model, HISD received EVAAS® teacher reports and cumulative Teacher Mean NCE Gain and Gain Index data in November. 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 2005–2005, 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.

Instrument Development/Data Collection

The 2007–2008 ASPIRE Award survey was designed to determine the perceptions and level of knowledge of participants regarding the 2007–2008 ASPIRE Award program paid out in January 2009. The survey items were developed from previous surveys, and the modified instrument was piloted by 21 members of the 2008–2009 ASPIRE Award Program Advisory Committee. In addition, the instrument was reviewed by the Center for Educator Compensation Reform (CECR). 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 2007–2008 ASPIRE Award Survey was administered on-line from Tuesday, May 5, 2009 to Tuesday, May 19, 2009. A reminder to complete the survey was sent to the randomly selected campus-based employees on Wednesday, May 13, 2009.

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 improve communication, provide criteria for a teacher award model from their perspective, provide recommendations for making changes to the current model, and to provide general commentary. 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 8,073 randomly selected campus-based employees. The data obtained from the completed surveys were downloaded from Survey Monkey and imported into SPSS and ACCESS for analysis.

Sampling Design

To conduct a stratified random sample with a margin of error of 5 percent and a confidence level of 95 percent, based on the eligibility categories for 2007–2008, the minimum sample size would be 8,114 eligible staff and 835 non-eligible staff, for a total of 8,949 staff members to receive the survey. The sample calculation of 8,949 staff members anticipated a similar response rate to HISDs previous ASPIRE survey response rate of 38.7 percent. However, because the number of cases in some of the eligibility categories was smaller than the number required by the analysis, the actual number of survey invitations sent was 7,750 eligible staff and 323 non-eligible staff, respectively, for a total of 8,073 survey invitations. To obtain meaningful results from those categories that had a small number of participants, (i.e. Eligible employees in Categories J and K and all non-eligible employees), the population figures were used for distributing survey invitations.

Survey Participants

A stratified random sample of 8,073 staff members was drawn from the 16,907 Houston Independent School District (HISD) campus-based employees in 2007–2008, with 4,102 participants who responded to the survey (50.8 percent). If survey participants were employed by HISD during the 2007–2008 school year, they were asked to indicate their eligibility status and categorization, for which 3,516 of the 4,102 respondents indicated their eligibility status and ASPIRE Award categorization. **Table 3** provides a summary of the size of the population for each ASPIRE Award category, the number of randomly selected campus-based employees, the number of survey respondents, and the percent of survey respondents. Non-Core/Ancillary Teachers, Teaching Assistants, Operational Support Staff, Principals, and Assistant Principals/Deans of Instruction reflected Eligibility Categories for which the number of respondents was less than that required to meet the 95% Confidence Level with a 5% error level, limiting any generalizations made regarding those specific groups. There were campus-based employees that did not have a category assigned to them ("Not Categorized"). Since "Not Categorized" did not reflect one of the formal ASPIRE Award Categories, the respondents could not be specifically counted.

Table 3. Number and Percent of Survey Respondents by Eligibility and Categorization, 2007–2008

Category	Population Size	# of Randomly Selected	# of Respondents	% of Respondents
A. Core Teachers, Grades 3–6, Self-Contained	1,188	749	411	11.7
B. Core Teachers, Grades 3–8, Departmentalized	2,391	855	453	12.9
C. Core Teachers, Grades 9–12	1,217	755	421	12.0
D. Core Teachers, Early Childhood Through Grade 2	2,928	879	393	11.2
E. Core Special Education Teachers-No Value-Added Report	646	623	314	8.9
F. Non-Core/Ancillary Teachers	2,458	858	308	8.8
G. Instructional Support Staff	1,176	749	339	9.6
H. Teaching Assistants	1,239	757	220	6.3
I. Operational Support Staff	2,684	868	128	3.6
J. Principal	254	254	128	3.6
K. Assistant Principals/Deans of Instruction	324	324	149	4.2
Not Categorized	79	79		
Not Eligible	323	323	252	7.2
Total	**16,907**	**8,073**	**3,516**	**100.0**

Note: The number of respondents required was calculated using the 95% Confidence Level with a 5% error level.

Data Analysis

Data analysis for the 2005–2006 Teacher Performance Pay Model followed the methodology described in Appendix A. 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 and the 2007–2008 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 Appendix C and Appendix F, respectively.

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, 2006–2007, and 2007–2008 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 2007–2008 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, 2008–2009. A retained teacher's employee status for the 2008–2009 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 were provided by the Human Resources Department. The number of teachers recruited and receiving retention bonuses were calculated. The recruitment file was matched to the 2007–2008 ASPIRE Award file to determine if those teachers received a Strand IIA or IIB award.

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 and items employing a Likert scale. Percentages do not always add up to 100 due to rounding. Items that were skipped were coded as missing data, and not included in the analysis. For the open-ended questions, qualitative analysis was employed by developing emergent categories and reporting the results using frequency counts and percentages based on the number of responses. Selected results from items from previous surveys were used for comparative purposes.

Data Limitations

Changes in the structure of the 2007–2008 survey instrument as well as coding practices limited to some degree comparisons to the results of previously developed survey instruments. Caution is warranted for generalizing the results for the following eligibility categories: Non-Core/Ancillary Teachers, Teaching Assistants, Operational Support Staff, Principals, Assistant Principals/Deans of Instruction, and employees that were "Not Categorized." More specifically, the response rates for the aforementioned eligibility categories were lower than required for meeting the 95% Confidence Level with a 5% error level.

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, and 2006–2007) 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.

Results

How many participants received an award and how much money was awarded district-wide for the 2007–2008 ASPIRE Award? How does this compare over the past two years?

2005–2006 Teacher Performance-Pay Model (TPPM)

During the 2005–2006 school year, there were 17,536 campus-based employees that met eligibility requirements, which included returning to the district in a salaried position as of the payout date of January 2007. **Table 4** summarizes the 2005–2006 Teacher Performance-Pay Model eligibility categorizations with the respective minimum, maximum, and mean award amounts. Of the 17,536 who met eligibility requirements, 10,233 (58.4 percent) were paid, and 7,303 (41.6 percent) were not paid. The maximum award amount paid to teachers, including the attendance bonus, was $7,175, while the maximum award amount paid to principals was $8,920. Award amounts paid ranged from $100.00 to $7,175 for teachers and $890.00 to $8,920.00 for principals. Non-instructional staff received awards ranging from $26.00 to $500.00, with an average award of $324.73. Charter School Staff included both instructional and non-instructional employees. Awards ranged from $500.00 to $4,000, with an average award of $1,752.84.

Table 4. 2005–2006 Teacher Performance-Pay Model (TPPM) Eligibility by Categorization

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

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

[a] The maximum ward 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.

2006–2007 ASPIRE Award

In the first year of the ASPIRE Awards, 20,152 campus-based employees were considered for the 2006–2007 ASPIRE Award. Of those, 16,951 (84 percent) met eligibility requirements, which included returning to the district in a salaried position as of the payout date of January 30, 2008. **Table 5** summarizes the 2006–2007 ASPIRE Award eligibility categorizations with the respective minimum, maximum, and mean award amounts. Of the 16,951 who met eligibility requirements, 13,157 (78 percent) were paid, and

3,794 (22 percent) were not paid. The maximum award payment made was $7,865 for teachers and $11,760 for principals. In the first year of ASPIRE Awards, 8,111 instructional core teachers were eligible for the program and 7,208 received an award (Table 4). The awards ranged from $75.00 to $7,865.00 with an average award of $2,666.68. Of 4,388 instructional non-core employees that were eligible for an award, 3,548 or 80.9 percent were paid and 840 or 19.1 percent were not paid. The awards for instructional non-core employees ranged from $41.25 to $2,530 with an average award of $977.85. Over 50 percent of the non-instructional employees (2,159) received an award, while 48.5 percent were not paid. Awards for this category ranged from $62.50 to $500.00, with $369.74 representing the average award. Out of the 259 eligible principals, 242 received an award that ranged from $80.00 to $11,760, with an average award of $4,812.33.

Table 5. 2006–2007 ASPIRE Award Eligibility by Categorization

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

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

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

2007–2008 ASPIRE Award

In the second year of the ASPIRE Awards, 19,201 campus-based employees were considered for the 2007–2008 ASPIRE Award. Of those, 18,114 (94 percent) met eligibility requirements. **Table 6** summarizes the 2007–2008 ASPIRE Award eligibility categorizations with the respective minimum, maximum, and mean award amounts. Of the 18,114 who met eligibility requirements, 15,844 (87 percent) were paid, and 2,270 (13 percent) were not paid. The maximum award payment made was $8,580 for all teachers and $12,400 for principals. Among core teachers (Categories A–E) who received some award, the awards ranged from $100 to $8,580. Average awards for core teachers ranged from $2,128.29 for Category E (Special Education teachers) to $3,211.07 for Category C (High School Teachers). Of 4,357 instructional non-core employees (Categories F, G and K) that were eligible for an award, 4,053 or 93 percent were paid and 304 or 7 percent were not paid. The maximum award for instructional non-core employees ranged from $1,522.50 for Instructional Support Staff (Category G) to $6,080.00 for Assistant Principals/Deans of Instruction (Category K). Over 60 percent of the non-instructional employees (2,744) received an award, while 36 percent were not paid. Maximum awards for this category ranged from $500.00 for Operational Support Staff (Category I) to $935.00 for Teaching Assistants (Category H). Out of the 267 eligible principals, 255 received an award that ranged from $200.00 to $12,400.00, with an average award of $5,102.42.

Over the past two years, the number of eligible employees increased from 17,536 in 2005–2006 to 18,114 in 2007–2008, reflecting an increase of 578 employees or 3.3 percent. In part, the increase in eligible employees reflects an elimination of the requirement that the employee return to the district in a salaried position as of the payout date.

Table 6. 2007–2008 ASPIRE Award Eligibility by Categorization

			Eligible Employees		Paid Employees		
	Eligible	Not Eligible	Paid	Not Paid	Minimum†	Maximum	Mean
Category A	1,287	10	1,275	12	$200.00	$8,360.00	$3,033.88
Category B	2,644	54	2,400	244	$100.00	$7,920.00	$3,200.53
Category C	1,376	32	1,375	1	$200.00	$8,580.00	$3,211.07
Category D	3,188	38	3,055	133	$100.00	$5,390.00	$2,278.78
Category E	706	7	687	19	$100.00	$5,100.00	$2,128.29
Category A–E Subtotal	**9,201**	**141**	**8,792**	**409**	**$100.00**	**$8,580.00**	**$2,773.94**
Category F	2,688	82	2,537	151	$100.00	$2,860.00	$1,196.11
Category A–F Subtotal	**11,889**	**223**	**11,329**	**560**	**$100.00**	**$8,580.00**	**$2,420.60**
Category G	1,319	46	1,179	140	$40.00	$1,522.50	$651.49
Category H*	1,355	92	1,048	307	$25.00	$935.00	$431.62
Category I	2,934	169	1,696	1,238	$75.00	$500.00	$376.59
Category J	267	4	255	12	$200.00	$12,400.00	$5,102.42
Category K	350	8	337	13	$100.00	$6,080.00	$2,962.63
Ineligible Category	0	545	N/A	N/A	N/A	N/A	N/A
Total	**18,114**	**1,087**	**15,844**	**2,270**			

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

*Six employees were paid a total of $25. These employees were teaching assistants from North Central Alternative Elementary, Gregory-Lincoln Elementary and Gregory-Lincoln Middle School who were awarded Strand 3B funds only. Strand 3B for these 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.

Award Payout by Strand

Table 7 summarizes the strand totals for all paid employees for the 2005–2006 Teacher Performance-Pay Model and the 2006–2007 and 2007–2008 ASPIRE Award. For the 2005–2006 Teacher Performance-Pay Model, Strand I was based on campus-level performance. The school's state accountability rating was the basis for eligibility. Rewards were based on how well the school improved when compared with 40 other schools across the state with comparable demographics. Strand II awards were based on individual teacher and campuswide performance. Individual teachers were paid based on student progress on the Stanford 10 Achievement test and the Aprenda 3 when compared with teachers in similar HISD classrooms. Campuswide awards were based on campus-level improvement on the Stanford 10 and Aprenda 3. Strand III rewarded individual teacher performance, specifically with regard to student progress on the Texas Assessment of Knowledge and Skills (TAKS) when compared to teachers in similar HISD classrooms.

Table 7. Strand Totals for all Paid Campus Employees, 2005–2006 to 2007–2008

	2005–2006 Award Amount	2006–2007 Award Amount	2007–2008 Award Amount
Strand 1 Total	$5,651,242.87	$ 5,619,343.13	$6,940,793.87
Strand 2 Total	$6,935,282.42	$11,684,794.28	$14,328,032.27
Strand 3A	-	$5,298,880.08	$5,529,221.27
Strand 3B	-	$621,639.76	$1,635,071.80
Strand 3C	-	-	$1,583,305.00
Strand 3 Total	$2,950,820.00	$5,920,519.84	$8,747,598.07
Total Pre-Attendance	$15,537,345.31	$23,224,657.25	$30,016,424.21
Attendance Bonus	$189,679.00	$264,436.00	$264,162.38
Total with Attendance	$15,727,024.31	$23,489,093.25	$30,280,586.59
Principal	$1,279,999,00	$1,164,583.50	$1,301,116.88
Total Award	**$17,007,023.31**	**$24,653,724.71**	**$31,581,703.46**

*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.

A total of 10,233 campus employees, consisting of 9,973 instructional and non-instructional employees as well as 260 principals, earned a total of $17,007,023.31 for 2005–2006, which included attendance bonuses totaling $189,679.00. Strand II had the largest payout with $6,935,282.44, followed by Strand I with $5,651,242.87. Payout for Strand III was comparatively lower with only $2,950,820.00. The smaller payout for Strand III reflects the lack of a campus-level component. Strand III was based solely on individual teacher performance, specifically as it related to the TAKS.

For the 2006–2007 ASPIRE Award, Strand 1 rewarded 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. Strand 2 rewarded core instructional staff for individual efforts at improving student academic performance at the classroom/student cohort level through the application of teacher-level, or department- level, or campus-level value-added analysis of student academic progress. All teachers of core subjects providing instruction for grades PK–12 were included in Strand 2. Strand 3 rewarded 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.

A total of 13,157 campus employees, consisting of 7,208 instructional core, 3,548 instructional non-core, 2,159 non-instructional, and 242 principals earned a total of $24,653,724.71 for the 2006–2007 ASPIRE Award, which included attendance bonuses totaling $264,436.00. Of the three strands, the payout for Strand 2 was the largest with $11,684,794.28. Strand 2 rewarded core instructional staff for individual efforts at improving student academic performance at the classroom/student cohort level through the application of teacher-level or department-level value-added analysis of student academic progress. Strands 1 and 3 had similar levels of payout with $5,619,343.13 and $5,920,519.84 awarded, respectively.

For the 2007–2008 ASPIRE Award, Strands I and II did not change, but Strand III incorporated a writing achievement/progress award (Part C).

Table 8 summarizes the strand totals for all paid employees, and the total award paid to each specific category for 2007–2008. A total of 15,844 employees (including principals) were paid $31,581,703.46 for their 2007–2008 performance. Instructional staff (Categories A–H) were eligible to receive an attendance bonus, and for the 2009 payout, the attendance bonus totaled $264,162.38. Instructional core employees

received 77.2 percent of the total payout, followed by instructional non-core (15.2 percent), and lastly by non-instructional employees (3.5 percent). Principals received 4.1 percent of the total payout.

Table 8. Strand Totals for All Paid Employees by Category, 2007–2008

Category	N	Strand 1	Strand 2	Strand 3	Attendance	Total
Instructional (A–E)	8,792	$4,055,480.00	$13,656,440.80	$6,454,520.00	$222,071.18	$24,388,511.98
Instructional Non-Core (F, G, and K)	4,053	$1,843,193.87	$671,591.47	$2,245,773.07	$40,479.95	$4,801,038.36
Non-instructional (H and I)	2,744	$1,042,120.00	$0.00	$47,305.00	$1,611.25	$1,091,036.25
Principal (J)	255	$169,228.13	$835,974.00	$295,914.75	$0.00	$1,301,116.88
Total	**15,844**	**$7,110,022.00**	**$15,164,006.27**	**$9,043,512.82**	**$264,162.38**	**$31,581,703.46**

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

Were there any common characteristics among instructional staff that received a 2005–2006 Teacher Performance-Pay award and/or an ASPIRE Award?

Table 9 summarizes common characteristics among the instructional staff that were eligible and received an award compared to the instructional staff districtwide for 2005–2006 and 2006–2007 as well as employees that were categorized as teachers (Categories A–F) for 2007–2008. Regarding gender, at least 74.8 percent of the award recipients were female with at least 64 percent of the recipients holding a Bachelor's degree over the past three years. There was an increase in the percentage of award recipients with more than fifteen years of experience from 27.4 percent in 2005–2006 to 31.6 percent in 2007–2008. With regard to race/ethnicity of the instructional staff that received an award over the past three years, at least 37 percent were African American, at least 33 percent were White, and at least 22 percent were Hispanic. When comparing the characteristics of award recipients to the district, racial/ethnic differences ranged from 0.0 percent points for Native Americans in 2006–2007 and 2007–2008 to -5.0 percentage points for African Americans in 2005–2006. When comparing the highest degree held for award recipients to the district, the largest differentials occurred for those campus-based employees that did not hold a Bachelor's Degree or higher. For all three years, less than 1 percent of the award recipients did not hold a Bachelor's degree. For 2007–2008, the average number of years of experience when comparing the district to award recipients was comparable (12 years). Overall, award recipients typically were female, held a bachelor's degree, with at least 27 percent accumulating over 15 years of experience.

Table 9. Characteristics Comparing Instructional Campus-Based Employees/Teachers Receiving an Award to Districtwide Instructional Campus-Based Employees, 2005–2006 to 2007–2008

	2005–2006				2006–2007				2007–2008			
	District		Award		District		Award		District		Award	
	N	%	N	%	N	%	N	%	N	%	N	%
Race/Ethnicity												
African Am.	6,607	41.6	3,033	36.6	6,624	41.5	4,284	40.4	6,423	41.3	4,307	38.7
Asian	560	3.5	317	3.8	585	3.7	436	4.1	584	3.8	486	4.4
Hispanic	3,701	23.3	2,051	24.7	3,786	23.7	2,367	22.3	3,816	24.6	2,593	23.3
Native Am.	8	0.1	4	<0.1	11	0.1	8	0.1	13	0.1	11	0.1
White	5,014	31.6	2,886	34.8	4,961	31.1	3,510	33.1	4,700	30.3	3,732	33.5
Gender												
Female	12,286	77.3	6,427	77.5	12,312	77.1	8,109	76.5	11,957	77.0	8,324	74.8
Male	3,604	22.7	1,864	22.5	3,655	22.9	2,496	23.5	3,579	23.0	2,805	25.2
Highest Degree Held												
Not Indicated	-	-	3	<1.0	-	-	2	<1.0	-	-	-	-
No Bachelor's Degree or higher	1,782	11.2	37	0.4	1,662	10.4	60	0.6	1,505	9.7	62	0.6
Bachelor's Degree	9,237	58.1	5,494	66.3	9,395	58.8	6,812	64.2	9,178	59.1	7,784	69.9
Some Graduate School	-	-	-	-	-	-	1	<0.1				
Master's Degree	4,574	28.8	2,591	31.3	4,605	28.8	3,504	33.0	4,544	29.2	3,069	27.6
Doctorate	297	1.9	166	2.0	305	1.9	226	2.1	309	2.0	214	1.9
Years of Experience												
0 to 2 yrs.	3,274	20.6	1,836	22.1	3,310	20.7	2,390	22.5	3,225	20.8	2,356	21.2
3 to 5 yrs.	2,670	16.8	1,525	18.4	2,588	16.2	1,921	18.1	2,292	14.8	1,725	15.5
6 to 10 yrs.	2,727	17.2	1,461	17.6	2,899	18.2	1,882	17.7	3,110	20.0	2,205	19.8
11 to 15 yrs.	2,033	12.8	1,200	14.5	1,952	12.2	1,365	12.9	1,871	12.0	1,330	12.0
> 15 yrs.	5,186	32.6	2,269	27.4	5,218	32.7	3,047	28.7	5,038	32.4	3,513	31.6
Total	**15,890**		**8,291**		**15,967**		**10,605**		**15,536**		**11,129**	
Avg. Exp.	11.9 years		10.5 years		12.0 years		10.8 years		12.0 years		11.8 years	
Avg. HISD Exp.	9.8 years		10.5 years		9.8 years		10.7 years		9.9 years		9.5 years	

Note: For 2007–2008, PeopleSoft data were missing for 205 Charter Employees in Categories A–F. For 2006–2007, PeopleSoft data were missing for 151 employees for which 138 were from HISD charter schools.
Source: 2005-2006 Final Teacher Incentive File; 2005–2006 PeopleSoft Extract; PEIMS Staff file 2005; 2006–2007 Final Teacher Incentive File; 2006–2007 PeopleSoft Extract; PEIMS Staff File 2006; 2007–2008 Final Teacher Incentive File; 2007–2008 PeopleSoft Extract; PEIMS Staff file 2007.

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?

For 2007–2008, HISD recruitment strategies included offering different types of bonuses such as recruitment incentives for Bilingual teachers or teachers that provided instruction in critical shortage areas. Recruitment incentives were typically paid over a two-year period. Recruitment incentives also included Bilingual, ESL, and critical shortage stipends. Teachers were eligible to receive the second year recruitment

incentive along with a stipend if they met the criteria. To measure the quality of those teachers recruited, the number of teachers receiving both a recruitment incentive and a Strand 2 ASPIRE Award (teacher progress) were compared to those teachers receiving a recruitment incentive, but not receiving a Strand 2 ASPIRE Award. There were 1,829 employees that received a recruitment stipend and had data for calculating the Strand 2 ASPIRE Award. A total of 1,241 core teachers received both a recruitment incentive and a Strand 2 teacher progress award, representing 67.9 percent of eligible employees with Strand 2 data. Alternatively, there were 588 or 32.1 percent of core teachers that received a recruitment incentive, but did not receive a Strand 2 ASPIRE Award. **Table 10** summarizes the number of core teachers receiving both a recruitment incentive and a Strand 2 ASPIRE Award with the total award, minimum, maximum, and average incentives.

Table 10. Core Teachers Receiving Recruitment Incentives with ASPIRE Strand 2 Award Summary, 2007–2008

	N	Total Incentive	Minimum	Maximum	Average
Received both Recruitment Incentive and ASPIRE Strand 2 Award	1,241	$5,802,946.11	$725.00	$9,000.00	$4,676.02
ASPIRE Strand 2 Award		$3,416,666.67	$250.00	$5,000.00	$2,753.16
Recruitment Incentive		$2,386,279.44	$100.00	$5,000.00	$1,922.87
Recruitment Incentive Recipient but No ASPIRE Strand 2 Award	588	$942,136.30	$100.00	$5,000.00	$1,602.27
Total Core Teachers Receiving a Recruitment Incentive with Strand 2 Data	**1,829**				

Recruitment was measured by the number of applicants per open position. For calendar year 2006, there were 125,649 applicants applying for 1,819 positions, reflecting 69 applicants per open position. For calendar year 2007, there were 166,406 applicants applying for 1,972 positions, reflecting 84 applicants per open position. For calendar year 2008, there were 202,896 applicants applying for 1,934 positions, reflecting 105 applicants per open position. This reflects an increase in the number of applicants per open position over a three-year period.

Recruitment for hard to staff schools was measured by the number of applicants for teaching positions in a school that was rated Academically Unacceptable or Missed AYP in the previous year. For calendar year 2006, there were 31,724 applicants applying for 628 open positions, reflecting an application rate of 51 applicants per open position. For calendar year 2007, there were 41,146 applicants applying for 656 open positions reflecting an application rate of 63 applicants per open position. For calendar year 2008, there were 38,081 applicants applying for 493 positions, reflecting an application rate of 77.2 applicants per open position. There was an increase in the number of applicants per open position for hard to staff schools over a three-year period.

Teacher retention was calculated by analyzing the number of campus-based teachers, who returned to teaching (or were on official leave) as of the first teacher duty day of following school year. Any teacher that did not return to a classroom teaching position, including deaths, retirees, or promotions, were not considered to be retained. Campus-based teachers were identified based their job function. Employees were identified as teachers if their job function was a teacher (TCH), elementary teacher (TEL), prekindergarten teacher (TPK), or secondary teacher (TSC).

Table 11 summarizes the retention data from 2005–2006 through 2007–2008. All campus-based teachers for the 2005–2006 cohort, who returned to a classroom teaching position as of the first day of school for 2006–2007 were considered retained. Classroom retention rates for 2005–2006 were 87.9 percent. Teacher retention rates for 2006–2007 were 87.7 percent, while teacher retention rates for 2007–2008 increased to 88.6 percent. The increase in teacher retention rates over the three-year period was less than 1.0 percent.

Table 11. Classroom Retention Status of all Campus-Based Teachers, 2005–2006 to 2007–2008

	2005–2006[a]		2006–2007[b]		2007–2008[c]	
	N	**%**	**N**	**%**	**N**	**%**
Teachers Retained in a Classroom Position	10,880	87.9	10,860	87.7	10,965	88.6
Teachers Not Retained in the District	1,428	11.5	1,466	11.8	1,319	10.7
Retained in the District but not in the Classroom	70	0.6	56	0.5	85	0.7
Total	**12,378**	**100.0**	**12,382**	**100.0**	**12,369**	**100.0**

[a] Retention for 2005–2006 teachers by August 7, 2006
[b] Retention for 2006–2007 teachers by August 12, 2007
[c] Retention for 2007–2008 teachers by August 10, 2008
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.

Retaining highly effective teachers reflects one of the primary goals of the ASPIRE Award program. A highly effective teacher was defined as a teacher that received an ASPIRE Award. For teachers providing instruction in core subjects, teachers were required to receive a Strand II ASPIRE Award that measured teacher progress for 2006–2007 and 2007–2008 or a Strand IIA, Strand IIIA or Strand IIIB Award for 2005–2006.

For the 2005–2006 school year, limitations to the data precluded making the distinction between a core teacher and a non-core teacher. Eligible instructional staff were used as the basic unit of analysis. In addition, teacher progress awards for 2006–2007 and 2007–2008 were based upon teacher value-added data. Only teachers providing instruction in core content areas for grades 3–8 received individual teacher value-added reports. High school teachers do not receive individual teacher value-added reports, so they were not part of the analysis. For 2005–2006, teacher progress was based on Stanford and TAKS change scores. High school teachers were included, increasing the number of eligible participants.

Table 12 summarizes the retention and award status for campus-based employees from 2005–2006 through 2007–2008. Overall, the percentage of teachers that were retained in the classroom and received any performance-pay award increased from 66.6 percent in 2005–2006 to 87.3 percent in 2008–2009, reflecting an increase of 20.7 percentage points. Since the 2005–2006 data precluded identifying core teachers, the information presented reflects only those teachers for which teacher progress award data were available. There were 3,878 core teachers that were retained and received a teacher progress award, and 75 teachers that were not retained and received a teacher progress award. Percentages were not calculated because it was not possible to fully determine the total number of core teachers. For core teachers that were retained and received a teacher progress award, there was a decrease in the percentage of teachers that were retained over the two-year period by 6.3 percentage points, from 68.5 percent in 2006–2007 to 62.2 percent in 2007–2008. There was an increase in the percentage of core teachers that were not retained and received a teacher progress award over a two-year period by 4.8 percentage points, from 1.2 in 2006–2007 to 6.0 in 2007–2008.

Table 12. Classroom Retention and Award Status of Campus-Based Teachers, 2005–2006 to 2007–2008

	2005–2006[a]		2006–2007[b]		2007–2008[c]	
	N	**%**	**N**	**%**	**N**	**%**
Teachers Retained and Received any Award	7,207	66.6	9,060	84.4	10,088	87.3
Teachers Not Retained and Received any Award	155	1.4	204	1.9	484	4.2
Teachers Retained and Did Not Receive any Award	3,369	31.1	1,437	13.4	54	0.5
Teachers Not Retained and Did Not Receive any Award	86	0.8	32	0.3	935	8.1
Total Teachers with Retention and Award Data	**10,817**	**100.0**	**10,733**	**100.0**	**11,561**	**100.0**
Core Teachers Retained and Received an Award [a,b,c]	3,878	-	2,634	68.5	2,220	62.2
Core Teachers Not Retained and Received an Award [a,b,c]	75	-	45	1.2	215	6.0
Core Teachers Retained and Did Not Receive an Award [a,b,c]	-	-	1,147	29.8	1,006	28.2
Core Teachers Not Retained and Did Not Receive an Award [a,b,c]	-	-	19	0.5	130	3.6
Total Core Teachers with Retention and Award Data	**3,953**	**-**	**3,845**	**100.0**	**3,571**	**100.0**

[a] Retention for 2005–2006 teachers by August 7, 2006; Core Teachers refer to instructional staff eligible to receive a Strand IIA, Strand IIIA or IIIB Award for teacher progress.
[b] Retention for 2006–2007 teachers by August 12, 2007; Core Teachers refer to instructional core staff eligible to receive a Strand II Award for teacher progress.
[c] Retention for 2007–2008 teachers by August 10, 2008; Core Teachers (Category A to E) 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.

For 2005–2006, the quality of teachers providing instruction in hard to staff schools was measured by dividing the number of core teachers that received a 2005–2006 Teacher Performance-Pay award and who were employed at one of the 60 schools rated Unacceptable/missed AYP (hard to staff) for the 2004–2005 school year by the total number of core teachers employed at one of the 60 hard to staff schools. The percent of teachers in hard to staff schools receiving bonuses related to classroom level performance was 67.7 percent.

For 2006–2007, a quality teacher was defined as an eligible core teacher who received an ASPIRE Award based on their own students' data (Strand IIA or Strand IIB award). Hard to staff schools were defined as a campus that was rated as Academically Unacceptable or Missed AYP in 2005–2006. For 2006–2007, the percent of teachers in hard to staff schools receiving bonuses related to classroom level performance was 62.4 percent. This reflects a decline from the previous year by 5.3 percentage points.

For 2007–2008, 136 core teachers out of 252 eligible core teachers received either a Strand IIa or IIb ASPIRE Award. Hard to staff schools were defined as a campus that was rated as Academically Unacceptable or Missed AYP in 2006–2007. For 2007–2008, 53.9 percent of core teachers in hard to staff schools received bonuses related to classroom level performance. Over the past three years, there has been a decline by 13.8 percentage points in the percentage of core teachers in hard to staff schools receiving a bonus related to classroom level performance.

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

Teacher attendance consisted of using two methodological procedures. The first method calculates teacher attendance rates by including only requested absences, while the second method incorporates both requested absences and mandatory absences. Requested absences consisted of the following reasons: funeral leave, personal leave (salaried), religious holiday (salaried), sick leave (salaried), unpaid leave, vacation pay, local personal leave, supplemental sick leave, and state sick leave. Mandatory absences were classified into the following categories: compensatory time taken, jury duty (salaried), military leave, worker's compensation (salaried), and assault leave (salaried). **Figure 1** provides a comparison of teacher

attendance base on both methodological procedures from baseline (2004–2005) to 2007–2008 (third year of a performance pay program).

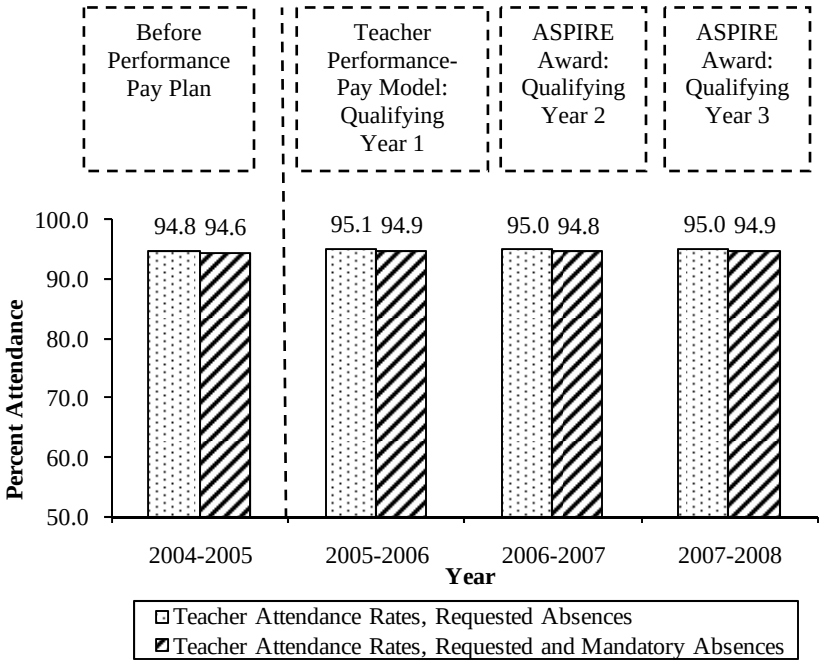

Figure 1. Teacher Attendance Rates, 2004–2005 (Baseline) to 2007–2008 (Year 3).

Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 to 95.0 percent in 2007–2008. When teacher attendance rates incorporated both requested and mandatory absences, there was a slight increase from 94.6 percent in 2004–2005 to 94.9 percent in 2007–2008.

To measure the impact that a performance-pay program has on teacher attendance, teacher attendance rates were calculated for teachers receiving a performance pay award. Attendance rates may be compared with overall attendance rates for the district. **Figure 2** provides a comparison of teacher attendance for award recipients based on both methodological procedures, from 2005–2006 to 2007–2008 (third year of a performance pay program). Although attendance rates for performance-pay recipients slightly exceeded overall district attendance rates from 2005–2006 to 2007–2008, the differences were less than 1 percentage point.

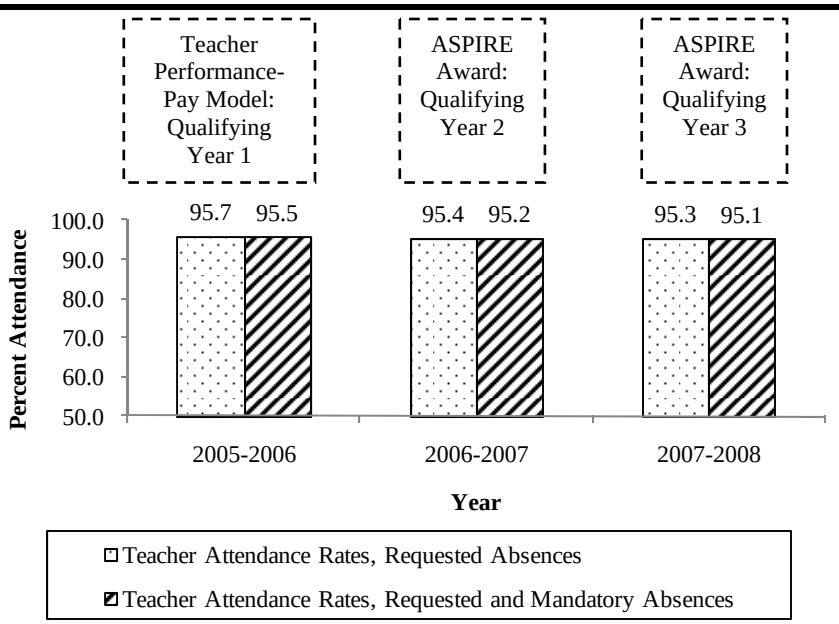

Figure 2. Teacher Attendance Rates for Performance-Pay Recipients, 2005–2006 to 2007–2008 (Year 3).

What were the levels of completion for the on-line ASPIRE training courses?

Table 13 summarizes the ASPIRE training courses offered, the hours earned for each course and the number of participants that completed each training session offered in 2007–2008.

Table 13. Number of ASPIRE Training Courses Completed with Hours Earned

Course Date	Course Number	Course Description	Hours Earned	N
2007-09-05	NR0110	ASPIRE MAP Training (NR)	3.5	133
2007-09-06	NR0110	ASPIRE MAP Training (NR)	3.5	137
2007-10-01	PD0698	ASPIRE -Regional Cohort Groups	18	154
2007-10-04	PD0698	ASPIRE -Regional Cohort Groups	18	140
2007-10-08	PD0698	ASPIRE -Regional Cohort Groups	18	124
2007-10-10	BW0001	ASPIRE VIDEO/BOND PRESENTATION	1	72
2007-10-11	PD0698	ASPIRE -Regional Cohort Groups	18	113
2007-10-18	PD0698	ASPIRE -Regional Cohort Groups	18	105
2007-10-22	PD0483	ASPIRE Core Team Training	7	45
2007-10-24	BW0002	ASPIRE PT. 2 VERIFICATION	1	71
2008-02-29	TT3877	ASPIRE Value-Added Rpt	3	37
2008-04-15	PD0547	ASPIRE Verification	3	168
2008-04-16	PD0547	ASPIRE Verification	3	108
2008-04-17	PD0547	ASPIRE Verification	3	162
Total		**Duplicated count**		**1,569**
		Unduplicated count		**1,123**

For the 2007–2008 school year, a total of 1,123 (unduplicated count) and 1,569 (duplicated count) staff members completed ASPIRE training.

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

Table 14 summarizes the number of formal inquiries submitted since the implementation of a performance-pay program. For the 2005-2006 school year, submitted inquiries were not formally tracked; this number is not available. There was a decrease in the number of formal inquiries submitted when comparing 2006–2007 to 2007–2008, by 31%.

Table 14. Number of Formal Inquiries Submitted: 2005–2006 to 2007–2008

2005–2006	2006–2007	2007–2008
Paid January 2007	Paid January 2008	Paid January 2009
N/A	1,048	721

Have students shown academic gains in the four core areas based on standardized test performance for 2005–2006 through 2007–2008?

Academic gains were measured by looking at districtwide student performance on the Stanford 10 Achievement Test, the Aprenda 3 Achievement Test, and the Texas Assessment of Knowledge and Skills (TAKS) prior to the implementation of a performance pay program (2004–2005) to 2007–2008, which is the second year for implementing the ASPIRE Award and the third year for implementing a performance pay program. However, it should be kept in mind that the first award payment for the 2005–2006 school year was not made until January 2007.

Stanford 10/Aprenda 3

Tables 15–17 summarize the number of students tested and the student performance on the Stanford 10 reading, mathematics, language, environment/science, and social science subtests from 2004–2005 (before implementation of the performance pay plan) to 2007–2008, second year for implementing the ASPIRE Award and the third year of implementing a performance pay plan. Over the 4-year period, there was a decrease in the number of students tested for all grade levels, with the exception of grade 9. When comparing student performance prior to implementing an incentive program to year three of implementation, reading NCEs increased for 4 out of 11 grade levels, mathematics NCEs increased for 9 out of 11 grade levels, language NCEs increased for 6 out of 11 grade levels, environment/science NCEs increased for 9 out of 11 grade levels, and social science NCEs increased for five out of nine grade levels. Sixth grade student performance in science reflected the highest increases (7 NCEs). Student performance did not change over the three-year period for tenth grade reading, first grade mathematics, third grade science, and fourth and seventh grade social science. Overall, districtwide student performance showed increases in the four core content areas for sixth and eighth grade students.

Table 15. Stanford 10 Achievement Performance for Reading, 2004–2005 (Before Performance Pay) to 2007–2008, Non-Special Education Students

	Number Tested					Reading NCE				
	Before	Yr. 1	Yr. 2	Yr. 3	4-yr	Before	Yr. 1	Yr. 2	Yr. 3	4-yr
Grade	2005	2006	2007	2008	Δ	2005	2006	2007	2008	Δ
1	10,991	11,073	10,711	10,606	-385	51	50	52	53	2
2	10,070	10,328	9,789	9,889	-181	51	51	51	52	1
3	9,684	9,951	9,827	9,547	-137	52	51	53	50	-2
4	11,259	10,863	11,184	11,128	-131	54	53	54	52	-2
5	13,402	13,451	12,396	12,742	-660	53	51	53	51	-2
6	12,998	12,403	11,952	11,075	-1,923	49	50	50	50	1
7	12,466	12,511	11,847	11,443	-1,023	53	49	54	51	-2
8	12,236	12,009	11,632	11,203	-1,033	51	51	51	52	1
9	13,618	14,191	13,372	13,900	282	49	47	50	48	-1
10	10,295	10,113	10,101	9,562	-733	51	50	52	51	0
11	8,528	8,748	8,315	8,200	-328	58	54	59	56	-2

Table 16. Stanford 10 Achievement Performance for Mathematics and Language, 2004–2005 (Before Performance Pay) to 2007–2008, Non-Special Education Students

	Mathematics NCE					Language NCE				
	Before	Yr. 1	Yr. 2	Yr.3	4-yr	Before	Yr. 1	Yr. 2	Yr.3	4-yr
Grade	2005	2006	2007	2008	Δ	2005	2006	2007	2008	Δ
1	51	51	51	51	0	55	56	55	60	5
2	53	52	53	54	1	50	53	51	54	4
3	57	56	57	56	-1	53	53	53	52	-1
4	59	59	59	60	1	62	60	62	58	-4
5	58	59	60	61	3	53	53	54	55	2
6	54	55	56	57	3	51	50	51	52	1
7	55	56	58	59	4	56	53	56	54	-2
8	54	56	57	58	4	52	53	52	54	2
9	56	55	58	55	-1	52	49	53	50	-2
10	51	55	54	56	5	48	50	50	50	2
11	53	52	56	55	2	56	54	57	54	-2

Table 17. Stanford 10 Achievement Performance for Environment/Science and Social Science, 2004–2005 (Before Performance Pay) to 2007–2008, Non-Special Education Students

	Environment/Science NCE					Social Science NCE				
	Before	Yr. 1	Yr. 2	Yr.3	4-yr	Before	Yr. 1	Yr. 2	Yr.3	4-yr
Grade	2005	2006	2007	2008	Δ	2005	2006	2007	2008	Δ
1	46	44	47	47	1					
2	48	48	49	49	1					
3	53	51	55	53	0	52	50	53	51	-1
4	52	54	54	56	4	52	52	52	52	0
5	57	55	62	58	1	52	51	53	53	1
6	48	51	52	55	7	47	48	47	49	2
7	54	48	56	52	-2	52	49	53	52	0
8	50	52	53	55	5	49	53	50	53	4
9	49	48	50	50	1	46	49	46	50	4
10	49	48	51	50	1	51	51	52	52	1
11	52	54	54	56	4	57	54	59	55	-2

Tables 18–20 summarize the number of non-Special Education students tested on the Aprenda 3, as well as student performance on the reading, mathematics, language, environment/science and social science subtests prior to the implementation of an incentive program to 2007–2008 (year 3). Over a 4-year period, there was an increase in the number of students tested for grades 1 and 8, and a decrease in the number of students tested for grades 2 through 7. For reading, there were increases in student performance for grades 1 through 5 ranging from one to five NCEs, decreases in performance for grades 6 through 8, ranging from -1 to -9 NCEs. Mathematics performance increased for six grade levels (grades 1–5 and 8), ranging from one to seven NCEs and decreased for two grade levels (grades 6 and 7) by -9 and -12 NCEs, respectively. Language student performance increased for five grade levels (grades 1–3, 5 and 8) by 1 to 4 NCEs and decreased for 3 grade levels (grades 4, 6, and 7). For the Environment/Science subtest, student performance increased for grades 1 through 5 and 8 by 5 to 12 NCEs and decreased for grades 6 and 7 by -1 and -7 NCEs, respectively. For Social Science, student performance increased for grades 3–6 by 2 to 8 NCEs, and decreased for grades 7 and 8 by -7 and -3 NCEs, respectively. Overall, districtwide student performance increased consistently in reading, mathematics, language, science and social science for grades 1–3 and 5, when comparing student performance prior to implementing a performance pay plan (2004–2005) to year three of implementation (2007–2008).

Table 18. Aprenda 3 Achievement Performance for Reading, 2004–2005 (Before Performance Pay) to 2007–2008, Non-Special Education

	Number Tested					Reading NCE				
	Before	Yr. 1	Yr. 2	Yr. 3	4-yr	Before	Yr. 1	Yr. 2	Yr. 3	4-yr
Grade	2005	2006	2007	2008	Δ	2005	2006	2007	2008	Δ
1	6,147	6,175	6,470	6,196	49	65	67	68	70	5
2	5,879	5,470	5,367	5,785	-94	68	69	70	69	1
3	5,202	5,350	4,796	4,861	-341	70	70	71	72	2
4	3,361	3,267	2,973	2,763	-598	65	66	66	67	2
5	385	306	131	112	-273	64	61	63	68	4
6	82	82	50	32	-50	57	58	55	54	-3
7	39	79	81	35	-4	60	55	52	51	-9
8	42	46	53	50	8	55	54	55	54	-1

Table 19. Aprenda 3 Achievement Performance for Mathematics and Language, 2004–2005 (Before Performance Pay) to 2007–2008, Non-Special Education

	Mathematics NCE					Language NCE				
	Before	Yr. 1	Yr. 2	Yr. 3	4-yr	Before	Yr. 1	Yr. 2	Yr. 3	4-yr
Grade	2005	2006	2007	2008	Δ	2005	2006	2007	2008	Δ
1	61	62	63	62	1	62	63	65	65	3
2	67	70	72	74	7	71	73	74	74	3
3	66	67	69	71	5	79	78	80	80	1
4	71	70	71	77	6	69	69	69	68	-1
5	65	65	65	69	4	62	59	63	66	4
6	65	62	62	56	-9	50	46	49	46	-4
7	64	60	61	52	-12	56	53	50	54	-2
8	52	55	58	53	1	56	50	57	60	4

Table 20. Aprenda 3 Achievement Performance for Environment/Science and Social Science, 2004–2005 (Before Performance Pay) to 2007–2008, Non-Special Education

	Environment/Science NCE					Social Science NCE				
	Before	Yr. 1	Yr. 2	Yr. 3	4-yr	Before	Yr. 1	Yr. 2	Yr. 3	4-yr
Grade	2005	2006	2007	2008	Δ	2005	2006	2007	2008	Δ
1	55	57	61	63	8					
2	64	69	70	69	5					
3	69	71	73	79	10	69	71	72	77	8
4	67	69	70	79	12	68	68	69	74	6
5	60	60	62	65	5	64	64	64	67	3
6	57	57	53	56	-1	56	60	56	58	2
7	58	55	54	51	-7	64	58	59	57	-7
8	55	51	51	60	5	59	55	59	56	-3

English or Spanish TAKS

Tables 21–23 summarize districtwide English or Spanish TAKS results by the number of students tested, the subtest and grade level prior to program implementation to year three of performance-pay implementation. Over the 4-year period, the number of students tested decreased for three grade levels (6, 10, and 11). For reading, mathematics, science, and social studies, there was an increase in the percent passing the English or Spanish TAKS over the 4-year period, ranging from 1 to 32 percentage points. For science, there was an increase in the percent passing, ranging from 13 to 32 percentage points, for all grade levels. The eighth grade science TAKS subtest was not administered in 2004–2005, and the percent passing increased from 57 percent in 2006 to 60 percent in 2008. However, it should be noted that with a new test, there is a 3-year phase-in cycle of passing standards. Year 1 (2006) had a passing standard 2 standard errors of measurement (SEM) below the recommended level and Year 2 (2007) had a passing standard at 1 SEM. Year 3 (2008) had a passing standard at the State board-recommended level. The standard was harder in 2008 than in 2006 or 2007. The writing subtest was administered at two grade levels, and the percent passing increased by 2 percentage points for grade 4, but decreased 1 percentage point for grade 7.

Table 21. English or Spanish TAKS Percent Passing for Reading/ELA, 2004–2005 (Before Performance Pay) to 2007–2008, All Students

	Number Tested					Reading/ELA % Passing				
	Before	Yr. 1	Yr. 2	Yr. 3	4-yr	Before	Yr. 1	Yr. 2	Yr. 3	4-yr
Grade	2005	2006	2007	2008	Δ	2005	2006	2007	2008	Δ
3						82	81	85	83	1
4	15,030	14,423	14,397	15,287	257	71	75	78	78	7
5						62	70	76	77	15
6	13,145	12,534	12,099	12,600	-545	76	82	85	85	9
7	12,853	12,862	12,255	12,951	98	73	71	77	79	6
8	12,586	12,281	11,768	12,741	155	78	79	86	87	9
9	13,843	14,497	13,537	14,739	896	75	82	79	77	2
10	10,811	10,712	10,599	10,254	-557	55	78	75	83	28
11	8,807	8,706	8,371	8,616	-191	80	77	85	89	9
Total	**87,075**	**86,015**	**83,026**	**87,188**	**30,018**	**73**	**77**	**81**	**82**	**9**

Table 22. English or Spanish TAKS Percent Passing for Mathematics and Writing, 2004–2005 (Before Performance Pay) to 2007–2008, All Students

	Mathematics % Passing					Writing % Passing				
	Before	Yr. 1	Yr. 2	Yr. 3	4-yr	Before	Yr. 1	Yr. 2	Yr. 3	4-yr
Grade	2005	2006	2007	2008	Δ	2005	2006	2007	2008	Δ
3	71	72	78	80	9					
4	70	75	80	82	12	88	89	87	90	2
5	67	74	80	82	15					
6	55	63	66	71	16					
7	48	57	63	67	19	85	86	90	84	-1
8	47	57	64	66	19					
9	44	43	48	51	7					
10	44	49	54	57	13					
11	69	69	77	78	9					
Total	**58**	**62**	**68**	**71**	**13**	**87**	**88**	**88**	**87**	**0**

Table 23. English or Spanish TAKS Percent Passing for Science and Social Studies, 2004–2005 (Before Performance Pay) to 2007–2008, All Students

	Science % Passing					Social Studies % Passing				
	Before	Yr. 1	Yr. 2	Yr. 3	4-yr	Before	Yr. 1	Yr. 2	Yr. 3	4-yr
Grade	2005	2006	2007	2008	Δ	2005	2006	2007	2008	Δ
3										
4										
5	50	65	71	82	32					
6										
7										
8		57	56	60	3	78	76	83	88	10
9										
10	37	45	46	55	18	74	74	80	84	10
11	65	63	71	78	13	90	90	93	95	5
Total	**50**	**58**	**61**	**69**	**19**	**80**	**79**	**84**	**89**	**9**

Tables 24–26 summarize the districtwide English or Spanish TAKS percent commended by the subtest and grade level prior to implementation to year three of implementation, as well as the number of students tested. Over the 4-year period, the number of students tested decreased for three grade levels (6, 10, and 11). For all grades and subjects, there was an increase in the percent commended on the English or Spanish TAKS over the 4-year period, ranging from 3 to 17 percentage points. Social studies had the highest overall percent commended at 29 percent and the most improvement at 13 percentage points over four years.

Table 24. English or Spanish TAKS Percent Commended for Reading/ELA, 2004–2005 (Before Performance Pay) to 2007–2008, All Students

	Number Tested					Reading/ELA % Commended				
	Before	Yr. 1	Yr. 2	Yr. 3	4-yr	Before	Yr. 1	Yr. 2	Yr. 3	4-yr
Grade	2005	2006	2007	2008	Δ	2005	2006	2007	2008	Δ
3						27	29	29	30	3
4	15,030	14,423	14,397	15,287	257	17	16	24	22	5
5						15	15	19	22	7
6	13,145	12,534	12,099	12,600	-545	25	25	38	34	9
7	12,853	12,862	12,255	12,951	98	12	13	17	22	10
8	12,586	12,281	11,768	12,741	155	26	26	33	39	13
9	13,843	14,497	13,537	14,739	896	11	14	18	24	13
10	10,811	10,712	10,599	10,254	-557	3	9	7	14	11
11	8,807	8,706	8,371	8,616	-191	13	13	19	16	3
Total	**87,075**	**86,015**	**83,026**	**87,188**	**30,018**	**17**	**18**	**23**	**25**	**8**

Table 25. English or Spanish TAKS Percent Commended for Mathematics and Writing 2004–2005 (Before Performance Pay) to 2007–2008, All Students

	Mathematics % Commended					Writing % Commended				
	Before	Yr. 1	Yr. 2	Yr. 3	4-yr	Before	Yr. 1	Yr. 2	Yr. 3	4-yr
Grade	2005	2006	2007	2008	Δ	2005	2006	2007	2008	Δ
3	15	20	25	28	13					
4	21	25	28	30	9	20	20	20	31	11
5	19	29	33	35	16					
6	15	17	21	28	13					
7	6	7	10	13	7	20	28	23	23	3
8	9	10	11	14	5					
9	9	9	11	14	5					
10	7	8	11	14	7					
11	11	14	16	22	11					
Total	**13**	**16**	**19**	**22**	**9**	**20**	**24**	**21**	**27**	**7**

Table 26. English or Spanish TAKS Percent Commended for Science and Social Studies 2004–2005 (Before Performance Pay) to 2007–2008, All Students

	Science % Commended					Social Studies % Commended				
	Before	Yr. 1	Yr. 2	Yr. 3	4-yr	Before	Yr. 1	Yr. 2	Yr. 3	4-yr
Grade	2005	2006	2007	2008	Δ	2005	2006	2007	2008	Δ
3										
4										
5	17	25	9	34	17					
6										
7										
8	6	10	4	15	9	14	20	23	30	16
9										
10	7	7	2	11	4	17	21	23	25	8
11	7	9	6	10	3	19	23	31	33	14
Total	**10**	**14**	**4**	**19**	**9**	**16**	**21**	**25**	**29**	**13**

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

Comparable Improvement

Comparable Improvement is a measure that shows how student performance on the TAKS reading/ELA and mathematics tests at a given school has changed (or grown) from one year to the next, and then compares that change to that of 40 schools across the state that are demographically most similar to the given, or "target" school. Comparable Improvement is calculated separately for reading/ELA and mathematics, based on individual student Texas Growth Index (TGI) values. The student-level TGI values are aggregated to the campus level to create an average TGI for each campus. The average TGI values for the 40-member group are rank ordered into four quartiles. Schools that fall into the first quartile represent the top 10 schools of the 40 in their comparison group. **Table 27** summarizes the number and percent of campuses placed in the top two quartiles from 2004–2005 to 2007–2008. Prior to implementing a performance pay program, 41.4 percent of HISD campuses were ranked in the top two quartiles for TAKS Reading/ELA. This increased to 51.7 percent in 2005–2006 and to 64.4 percent in 2006–2007, but decreased to 55.9 in 2007–2008. For TAKS mathematics, the percentage of campuses ranked in the top two quartiles increased from 36.8 percent in 2004–2005 to 55.6 percent in 2006–2007, and continued to increase to 57.5 in 2007–2008.

Table 27. Number and Percent of Campuses with Comparable Improvement in Quartiles 1 or 2, 2004–2005 (Before Performance Pay) to 2007–2008

	TAKS Reading/ELA								TAKS Mathematics							
	Before Incentive		TPPM (Year 1)		ASPIRE (Year 2)		ASPIRE (Year 3)		Before Incentive		TPPM (Year 1)		ASPIRE (Year 2)		ASPIRE (Year 3)	
	2004–2005		2005–2006		2006–2007		2007–2008		2004–2005		2005–2006		2006–2007		2007–2008	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Quartiles 1 or 2	110	41.4	138	51.7	168	64.4	146	55.9	98	36.8	156	58.4	145	55.6	150	57.5
Total Campuses	266		267		261		261		266		267		261		261	

Source: AEIS Comparable Improvement District Summary 2004–2005, 2005–2006, 2006–2007, and 2007–2008

Texas Education Agency Accountability System

The Texas Education Agency (TEA) Accountability System is a method of evaluating school districts and schools with regard to their performance on certain student indicators, and of assigning an accountability rating based on that evaluation. The TEA Accountability System is based on an improvement model in which districts and campuses must meet either an absolute standard or an improvement standard for each accountability measure. The four possible standard classifications for districts and individual schools are Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable.

Table 28 summarizes the number and percent of campuses by TEA Accountability rating category prior to the implementation of a performance pay plan through year 3. The percent of exemplary campuses increased from 2 percent in 2004–2005 to 14 percent in 2007–2008. The percent of recognized campuses increased from 10 percent in 2004–2005 to 43 percent in 2007–2008. There was a decrease in the percentage of academically acceptable campuses (rated on either the standard or alternative accountability systems) from 75 percent in 2004–2005 to 38 percent in 2007–2008, and in Academically Unacceptable campuses from 12 percent to 5 percent.

Table 28. Number and Percent of Campuses by TEA Rating Category, 2004–2005 (Before Performance Pay) to 2007–2008

Rating	Before 2004–2005		Year 1 2005–2006		Year 2 2006–2007		Year 3 2007–2008	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Exemplary	6	2	15	5	15	5	38	14
Recognized	29	10	64	23	69	25	119	43
Academically Acceptable	204	73	159	57	169	61	96	35
Academically Unacceptable	31	11	32	11	13	5	13	4
AEA: Academically Acceptable	8	3	9	3	7	3	8	3
AEA: Academically Unacceptable	3	1	1	1	2	1	2	1
Total	**281**		**280**		**275**		**276**	

Based upon survey results, what were the perceptions of respondents regarding the 2007–2008 ASPIRE Award? How does this compare to previous years?

Of the 17,536 and 16,951 HISD staff who were eligible to participate in the performance pay programs in 2005–2006 and 2006–2007, there were 1,851 participants who responded to the survey (10.6 percent) in December ("pre-survey") prior to the 2006–2007 payout and 6,383 respondents in May (37.7 percent) ("post-survey") after 2006–2007 payout. Among the HISD staff who returned the pre-survey, 68.4 percent were core teachers and 31.6 percent were non-core instructional staff or "Other." For 2007–2008, a stratified random sample of 8,073 staff members was drawn from the 16,907 Houston Independent School District (HISD) campus-based employees, with 4,102 participants (50.8 percent) who responded to the 2007–2008 ASPIRE Award survey administered in May 2009. This report presents some of the key findings from the survey. The full report is available from the Department of Research and Accountability, *2007–2008 ASPIRE Award Survey* (Houston Independent School District, 2009c).

Table 29 summarizes the responses that measure the attitude toward the concept of teacher performance pay overall. When comparing survey results over the last three 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 57.2 percent in May 2008, followed by an increase of 6.7 percentage points to 63.9 percent in May 2009. When comparing survey results over the last three years, there was an increase in the percent of respondents who were *somewhat opposed* or *opposed* to the concept of teacher performance pay from 18.8 percent in December 2007 to 22.1 percent in May 2008, but decreased again to 19.9 percent in May 2009.

Table 29. Comparison of the Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Overall, 2007–2009

	2005–2006 TPPM		**2006–2007 ASPIRE**		**2007–2008 ASPIRE**	
	Dec. 2007		**May 2008**		**May 2009**	
	N	**%**	**N**	**%**	**N**	**%**
In favor	831	45.6	2,185	37.5	1,378	41.7
Somewhat in favor	430	23.6	1,145	19.7	733	22.2
Neutral	218	12.0	1,200	20.6	537	16.2
Somewhat opposed	167	9.2	608	10.4	302	9.1
Opposed	175	9.6	684	11.7	358	10.8
Total	**1,821**	**100.0**	**5,822**	**100.0**	**3,308**	**100.0**

Two of the Likert-type questions related to the perceptions of the TPPM and ASPIRE Award programs. **Figure 3** summarizes the perceptions of respondents towards the two models.

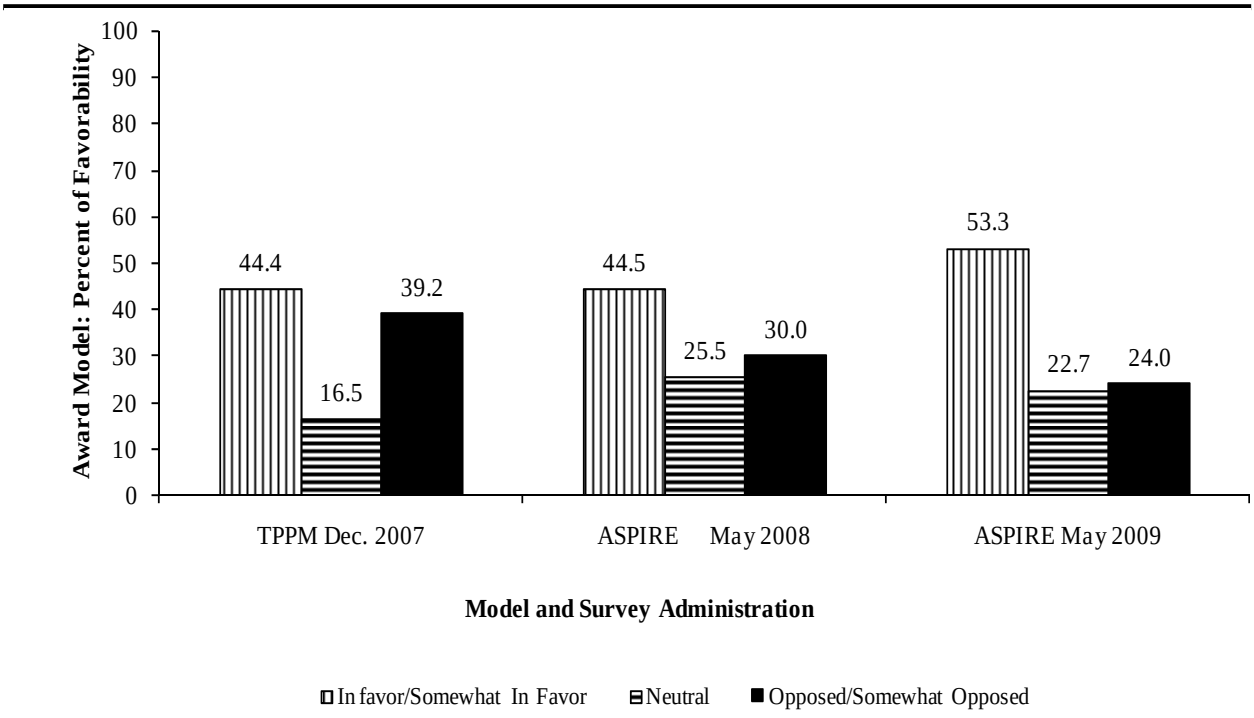

Figure 3. Percent of respondents indicating favorability toward the ASPIRE Award Program with comparisons to the previous two years' survey responses.

When comparing the percentage of respondents that indicated they were *in favor* or *somewhat in favor* toward the concept of the Teacher-Performance Pay Model and to the ASPIRE Award Program, there was an increase from 44.4 percent (December 2007 survey administration) to 53.3 percent (May 2009 survey administration). These results were after the payout of each model. 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 decreased by 15.2 percentage points over the three years. When comparing the percentage of respondents indicating that they were *neutral* toward the model implemented that year, there was an increase of 6.2 percentage points from 2007 to 2009.

Table 30 summarizes the results regarding the level of understanding respondents indicated toward the 2005–2006 Teacher Performance-Pay model and the 2006–2007 ASPIRE Award program.

Table 30. Number and Percent of Survey Respondents' Level of Understanding of the Performance-Pay Model Paid Out That Year

	2005–2006 TPPM Dec. 2007			**ASPIRE May 2008**		**ASPIRE May 2009**	
	N	**%**		**N**	**%**	**N**	**%**
I understood it completely	272	18.0	Very High	396	6.7	486	14.6
I understood most aspects of it	427	28.2	High	1,217	20.7	794	23.9
I understood some of it	381	25.2	Sufficient	3,247	55.2	1,712	51.4
I understood a little of it	309	20.4	Low	780	13.3	270	8.1
I didn't know anything about it	125	8.3	Very Low	242	4.1	66	2.0
Total	**1,514**	**100.0**	**Total**	**5,882**	**100.0**	**3,328**	**100.0**

For the 2005–2006 Teacher Performance Pay Model, only 46.2 percent of the respondents indicated that they understood it completely or understood most aspects of it. When comparing ASPIRE May 2008 to May 2009 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 11.1 percentage points. When comparing survey results from May 2008 to May 2009, there was a decrease in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *very low* or *low* (7.3 percentage points), as well as a decrease in the number of respondents that indicated their level of understanding of the ASPIRE Award Program was *sufficient* (3.8 percentage points).

Respondents were asked whether they received an award from the 2005–2006 Teacher Performance-Pay Model (TPPM) and/or the ASPIRE Award Program. **Figure 4** summarizes the percentage of respondents that indicated they received an award based upon data provided by respondents after three survey administrations. Survey data were collected after the payout period each year.

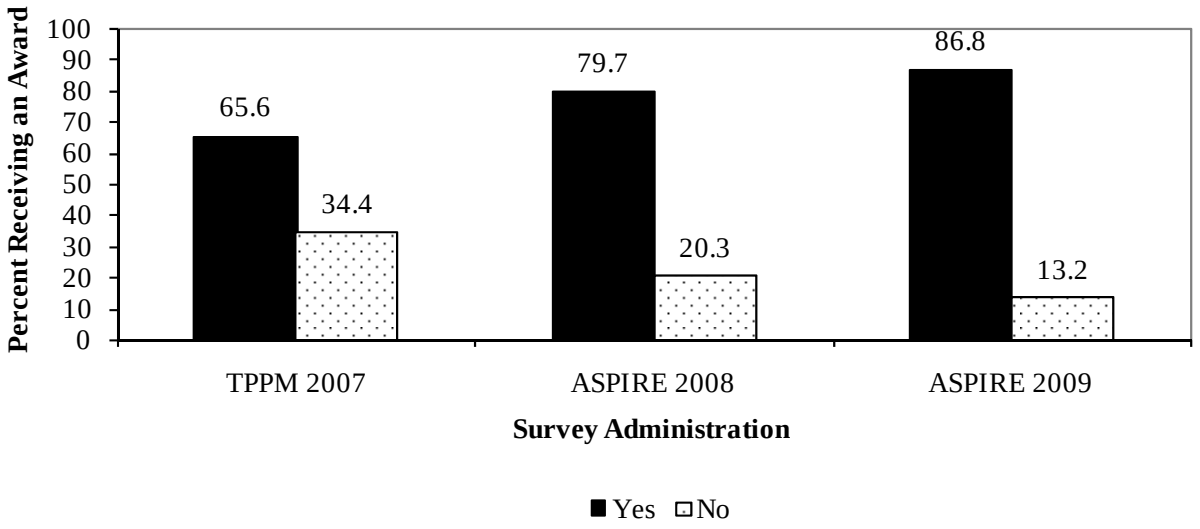

Figure 4. Percent of respondents receiving an award based upon results from three survey administrations.

Of the 1,513 December 2007 survey respondents, 65.6 percent indicated that they received an award. Of the 5,376 respondents from the May 2008 survey administration, 79.7 percent indicated that they received an award. Of the 3,745 May 2009 survey respondents, 86.8 percent indicated that they received an ASPIRE Award. Over the past three years, the percentage of survey respondents who reported receiving an award increased by 21 percentage points, while the percentage of respondents who reported not receiving an award decreased by 21.2 percentage points.

Figure 5 provides a comparison of the number and percent of respondents receiving training for the 2005–2006, 2006–2007, and 2007–2008 performance pay models. The percentage of respondents that received training increased from 58.1 percent based on the results of the December 2007 survey administration to 85.1 percent based on the May 2008 survey results. There was a decline of 6.2 percentage points in May 2009 from May 2008 respondents. When comparing survey results from December 2007 to May 2009, there was an increase in the percentage of respondents that indicated they received training by 20.8 percentage points.

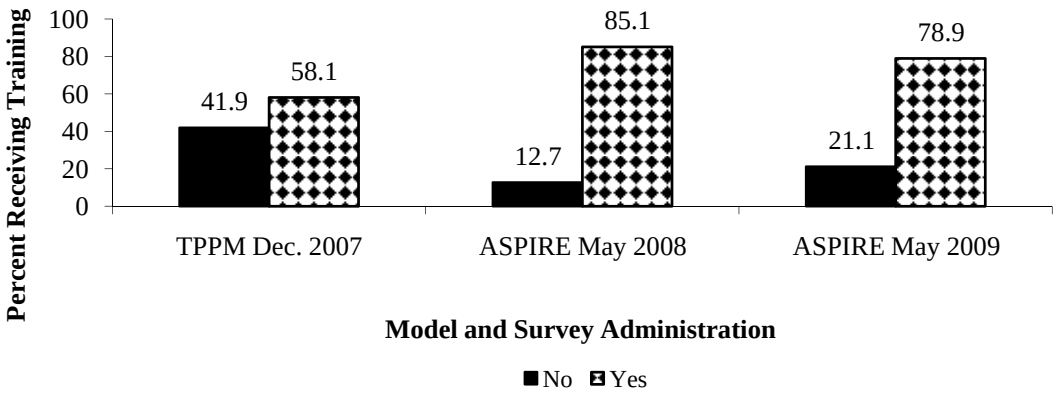

Figure 5. Percent of respondents receiving training by model and survey administration.

On the May 2008 ASPIRE Award post-survey, there were five items that were designed to determine the level of understanding for different training components related to the ASPIRE Award. **Table 31** depicts the comparison of the baseline data collected in May 2008 with data collected in May 2009.

Based on survey data collected in 2008 and 2009, 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 45.0 percent, respectively). Based on survey data collected in 2008 and 2009, the training component for which the largest percentage of respondents indicated a very low or low level of understanding focused on how the ASPIRE Awards were calculated/determined (33.9 percent and 29.8 percent, respectively). Based on data collected from the May 2008 survey administration, at least 66.1 percent of respondents indicated they had a sufficient, high, or very high level of understanding for the five training components: value-added analysis, how value-added information can help educators, how to read/interpret value-added reports, the different strands of the 2007 ASPIRE Award Program, and how 2007 ASPIRE Awards were calculated/determined. This increased to 70.2 percent for survey data collected from the May 2009 administration. There was an increase in the percentage of respondents that indicated a very high or high level of understanding for all five training components when comparing data from May 2008 to May 2009. Increases ranged from 4.9 percentage points for understanding how the 2007/2008 ASPIRE Awards were calculated/determined to 10.3 percent for understanding valued added analysis.

Table 31. Number and Percent of Survey Respondents Indicating Their Level of Understanding for Training Components of the 2006–2007 and 2007–2008 ASPIRE Award, May 2008 and May 2009

	N		Very Low/Low %		Sufficient %		Very High/High %	
	2008	2009	2008	2009	2008	2009	2008	2009
My understanding of value-added analysis is:	5,844	3,285	21.3	14.9	50.0	46.1	28.7	39.0
My understanding of how value-added information can help me as an educator is:	5,832	3,175	18.3	13.3	45.1	41.7	36.6	45.0
My understanding of how to read/interpret value-added reports is:	5,817	3,228	23.7	15.3	47.0	45.2	29.3	39.4
My understanding of the different stands of the 2007/2008 ASPIRE Award Program was:	5,835	3,286	23.2	17.4	48.7	48.0	28.1	34.7
My understanding of how 2007/2008 ASPIRE Awards were calculated/determined is:	5,852	3,298	33.9	29.8	43.9	43.1	22.2	27.1

One question asked respondents what factor would be preferred when choosing a teacher award model. The results are presented in **Table 32**. Over half of the respondents indicated that they were *somewhat in favor* or *in favor* of including the following factors in a performance pay system: time spent in professional development, performance evaluations by supervisors, and serving as a mentor.

Table 32. Number and Percent of Respondents Indicating Factors to Include in a Performance Pay System, May 2009

	N	Opposed	Somewhat Opposed	Neutral	Somewhat in Favor	In Favor
Time spent in professional development	3,284	10.2	7.3	20.9	24.7	37.0
Performance evaluations by supervisors	3,315	14.1	11.0	22.5	22.1	30.2
Performance evaluations by peers	3,284	21.0	14.6	25.0	18.4	21.0
Serving as a mentor	3,127	11.1	6.5	28.0	23.0	31.5
Other Factors (please specify)	273					

Only 6.7 percent of survey respondents provided answers to the question about providing other factors to include in a performance pay model. Of the 273 respondents, 136 indicated that subjectivity and bias were inherent in the ASPIRE Award model and/or that subjectivity existed regarding performance evaluations by supervisors or peers. Moreover, respondents indicated that mentors were already paid for taking on the extra duty so that including it as a factor in the model would be essentially "double-dipping." On some campuses, teachers select their mentors while on other campuses the principal assigns the mentor. Respondents indicated that time spent in professional development was not a quality measure, but rather a formative assessment through observation would serve as a better indicator. Student academic outcomes were the second highest factor identified by 2009 ASPIRE respondents (n=29). Suggested measures included the following: student academic growth, the number of students scoring a 3 or higher on an AP exam or 4 or higher on an IB exam, the number of students graduating, the number of students enrolling in a college/university, portfolios, performance on End-of-Course exams, and performance on the TPRI/Tejas LEE. Campus support outcomes were the third highest factor identified 2009 ASPIRE respondents.

Suggestions included the following: developing and sharing lessons on-line, sponsoring clubs/activities, holding campus leadership positions, coaching a sport, department chair duties, tutoring students, parent contacts/working with families, neighborhood outreach programs, and community service hours.

On the May 2009 ASPIRE Award survey, there were seven items that were designed to determine whether the ASPIRE Award encouraged specific behaviors. **Table 33** depicts the baseline data collected during the May 2009 survey administration. Approximately 60 percent of the respondents *agreed* or *strongly agreed* that the ASPIRE Award encouraged *using value-added data to make instructional decisions*. Moreover, at least 54 percent of the respondents indicated that the ASPIRE award encouraged *using standardized data to make instructional decisions* and *using TAKS/Stanford data as diagnostic tools for the classroom*. Almost half of the respondents indicated that the ASPIRE Award encouraged them to *increase the amount of time spent collaborating with colleagues*. At least 47 percent of the respondents *agreed* or *strongly agreed* that the ASPIRE Award encouraged them to *continue teaching in the classroom* or *to come to work on a daily basis*.

Table 33. Number and Percent of Survey Respondents Indicating Their Level of Agreement for which the ASPIRE Award Encouraged Specific Behaviors for the 2007–2008 ASPIRE Award

		Strongly Disagree/ Disagree	Neutral	Strongly Agree/Agree
The ASPIRE Award encourages me to:	**N**	**%**	**%**	**%**
Continue teaching in the classroom	2,750	26.3	25.7	47.9
Come to work on a daily basis	3,222	27.3	25.7	47.0
Increase the amount of time I spend collaborating with my colleagues	3,135	25.9	24.3	49.8
Use standardized data to make instructional decisions	2,969	20.6	20.3	59.1
Use value-added data to make instructional decisions	2,971	19.2	20.9	59.9
Use TAKS data as a diagnostic tool for my classroom	2,736	20.3	22.5	57.2
Use Stanford data as a diagnostic tool for my classroom	2,744	22.0	23.7	54.3

Based upon survey results, what recommendations were made to improve communication of the ASPIRE Award?

There were six items for which respondents rated the level of effectiveness regarding communicating information about the ASPIRE Award and one open-ended question designed to solicit feedback for improving communications of the ASPIRE Award. The responses are summarized in **Table 34**.

Based on the results of the May 2009 survey, 70.1 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. Based on the May 2009 survey, the areas for which the highest percentage of respondents (38.6 percent) 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 34. Number and Percent of Survey Respondents Indicating Their Perceptions About Communicating Effectively, May 2009

	N	Not Effective	Somewhat Effective	Moderately Effective	Very Effective
Knowing where to find information about the ASPIRE Award in general.	3,383	4.6	28.0	35.8	31.6
Knowing when specific information about my ASPIRE Award was available.	3,371	5.7	25.8	35.7	32.7
Knowing where to find information about my specific ASPIRE Award.	3,367	5.2	24.8	36.3	33.8
Knowing how to interpret and understand my specific ASPIRE Award Notice.	3,368	8.5	30.1	35.9	25.5
Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award.	3,362	8.2	30.4	35.8	25.6
Understanding where to find information about the inquiry process on the portal.	3,364	6.6	29.8	35.7	28.0
Understanding that formal inquiries were required to be submitted by a specific deadline.	3,352	7.0	27.7	35.1	30.3

For the open-ended item, of the 4,102 surveys completed, 1,471 or 35.9 percent of the respondents provided at least one response, with 1,639 total responses. Commentary from respondents may have incorporated the method of communication (i.e. personal e-mail, small group meetings, live Q & A sessions), the frequency of communication (i.e. more frequent updates, monthly, beginning of the school year, prior to critical dates as a reminder), suggestions for improving the quality of communicating the content (i.e. short/brief and use simple language), aspects of the model for which content was not clear (i.e. simplify the clarity of the eligibility document or provide a simple explanation of how awards are calculated) and/or to use the survey as a vehicle for communicating input into the model (i.e. why are certain groups such as special education or science specialists not eligible for the same levels of compensation?, re-visit the eligibility for early education through grade two teachers, or re-visit compensation levels for teacher assistants/fine arts teachers). **Table 35** presents the number and percent of responses describing the suggestions for improvement.

Table 35. Number and Percent of Responses for Recommended Changes to Improve ASPIRE Award Communication, May 2009

	N	%
Communication (method, frequency, content)	558	34.0
Rating Scale for Communications (adequate to excellent)	324	19.8
Equitability regarding levels of compensation or eligibility	144	8.8
No Comment or Not Applicable	110	6.7
Commentary regarding eligibility	109	6.7
None or Nothing	93	5.7
Commentary regarding Award Notification	85	5.2
Miscellaneous	69	4.2
Calculating the Award	58	3.5
Commentary regarding the Inquiry Process	54	3.3
Not Sure or Don't Know	30	1.8
Response Time for Inquiries	5	0.3
Total Number of Responses	**1,639**	**100.0**

Overall, there were a total of 558 responses that provided specific information on the method, frequency, quality, and/or content of communication. Of the 558 responses, 135 suggested using e-mail sent directly to campus teachers and staff. Through e-mail, respondents suggested sending a newsletter or updates regarding the ASPIRE program as needed or on a monthly basis along with links and login information. Other suggestions included sending out surveys to teachers and staff to gather input for changing the model. Public forums, chat rooms, blogs, on-line Q&A sessions, live Q&A sessions, small group meetings targeting specific eligibility groups, evening meetings, campus-based in-services led by facilitators, lead teachers, or knowledgeable representatives were proposed so that teachers and staff could ask questions or learn about specific aspects of the model in a more personalized environment. Respondents indicated that they wanted a timeline with the major events such as when award notifications are sent, inquiries are due, and payout dates are scheduled. Respondents indicated that they wanted this information at the beginning of the school year and preferably posted in one easily accessible location along with sending the information by e-mail.

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

Out of a total of 4,102 respondents on the May 2009 survey, 1,621 or 39.5 percent of the respondents provided at least one response for 2,434 total responses for recommending changes to the 2007–2008 ASPIRE Award, whereas 60.5 percent of respondents did not provide any recommendations for changing the model. **Table 36** summarizes the frequency and percent of responses. A total of 10.9 percent of the responses reflected that no changes were needed to the model or the response was simply *No Comment*. The top three emergent categories reflected at least 60 percent of the responses. The predominant suggestion centered on not applying a differentiated compensation model so that all employees were treated equally, compensated equally, or had the opportunity to receive the same amount of award as the top dollar earners (24 percent). Non-core/ancillary teachers, special education teachers, technologists, librarians, early childhood through grade 2, were not eligible to receive the same level of compensation as core teachers. They felt "de-valued" by the way the model was designed. Some respondents indicated that the differences in eligibility and compensation were divisive for campuses. Moreover, respondents indicated that student success was a team effort, but the contribution of the team was not being equally valued for all members.

Table 36. Number and Percent of Responses for Recommended Changes to the 2007–2008 ASPIRE Award, May 2009

	N	%
Equitability regarding levels of compensation and eligibility	584	24.0
Other Performance measures or criteria	539	22.1
Allocate money equally or 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.	342	14.1
Factors impacting student academic growth or calculation of growth/logistical aspects of linkage	315	12.9
No changes	151	6.2
No comment	114	4.7
Improve communication about the awards /provide clearer explanations about the model/provide feedback for teachers based on their data	98	4.0
Eliminate the ASPIRE Award and Program	71	2.9
Miscellaneous	58	2.4
Not Sure	54	2.2
Put the money into salaries/raises	46	1.9
Provide a clear and transparent explanation about the award calculation	46	1.9
Time of payout	16	0.7
Total Number of Responses	**2,434**	**100.0**

Conclusions

Over the past three 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, held a bachelor's degree, and accumulated over 15 years of experience. For 2005–2006, 2006–2007, and 2007–2008, the largest percentage of employees receiving an award were categorized as teachers (88.5 percent, 86.9 percent, and 71.5 percent, respectively), reflecting the focus of the program on classroom teachers. 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 2007–2008, 1,241teachers or 67.9 percent received a teacher progress reward, reflecting a highly effective teacher.

Although teacher retention rates remained comparable at approximately 88 percent for the 2005–2006 2006–2007, and 2007–2008 cohorts, retention rates for core teachers that received an award declined; moreover, there was an increase in the number of core teachers that were not retained and received a teacher progress award from 1.2 percent in 2006–2007 to 6.0 percent in 2007–2008.

Over the past three years, there were increases in the number of applicants applying for positions for hard to staff schools, but decreases in the percentage of applicants in hard to staff schools that received a teacher progress award. Attendance rates for teachers remained comparable at approximately 95 percent. Although attendance rates for teachers receiving an ASPIRE Award over the three-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 three years as a result of improved communications and professional development. A total of 1,123 employees completed ASPIRE training. Participants that completed training included the Core Team and Regional Cohort groups. 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 2007–2008, there was a decline from 1,048 to 721.

With regard to student performance, data from standardized tests support increases in the core content areas when comparing results from 2004–2005 to 2007–2008. 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 2007–2008 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 14 percent in 2007–2008. The percent of recognized campuses increased from 10 percent in 2004–2005 to 43 percent in 2007–2008. There was a decrease in the percentage of academically acceptable campuses (rated on either the standard or alternative accountability systems) from 75 percent in 2004–2005 to 38 percent in 2007–2008, and in Academically Unacceptable campuses from 12 percent to 5 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.

Overall, there were five key areas showing positive direction for the ASPIRE Award program: support for the program, increase in the number of participants who received training, increase in the number of training sessions attended, increase in the knowledge gained from training, and increase in the survey response rate. First, when comparing the survey response rate over the past three years, there was an increase from 11.4 percent in December 2007 to 50.8 percent in May 2009. By capturing a higher percentage of respondents, perceptions and feedback can be generalized to a greater degree. The percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance pay increased from 57.2 percent after the 2008 payout to 63.9 percent after the 2009 payout. There was an increase in the number of teachers and staff receiving training, along with an increase in the number of training sessions attended. The increased participation in training led to an increase in the level of understanding of the ASPIRE model and its components. More specifically, there was an increase in the percentage of respondents that indicated a *very high* or *high* level of understanding for all five training components when comparing data from May 2008 to May 2009. Increases ranged from 4.9 percentage points for *understanding how the 2007–2008 ASPIRE Awards were calculated/determined* to 10.3 percent for *understanding value-added analysis.*

Baseline data were collected to determine whether the ASPIRE Award encouraged specific behaviors such as continuing to teach in the classroom, coming to work on a daily basis, increasing the amount of time spent collaborating with colleagues, and using data to make instructional decisions or as a diagnostic tool. Approximately 60 percent of the respondents *agreed* or *strongly agreed* that the ASPIRE Award encouraged *using value-added data to make instructional decisions.* Moreover, at least 54 percent of respondents indicated that the ASPIRE Award encouraged *using standardized data to make instructional decisions* and *using TAKS/Stanford data as diagnostic tools for the classroom*. Almost half of the respondents indicated that the ASPIRE Award encouraged them to *increase the amount of time spent collaborating with colleagues*. One important message communicated to teachers is to work "smarter" not "harder." By using data to help inform decisions, teachers are working toward this goal.

Effective communication is an important goal. Recommendations were made by respondents to improve communication. These included, but were not limited to, the method (e.g. e-mail, chat rooms, blogs, newsletter, online Q&A sessions), frequency (e.g. monthly, prior to critical dates), quality, and/or content of communication (e.g. short/brief, simple language).

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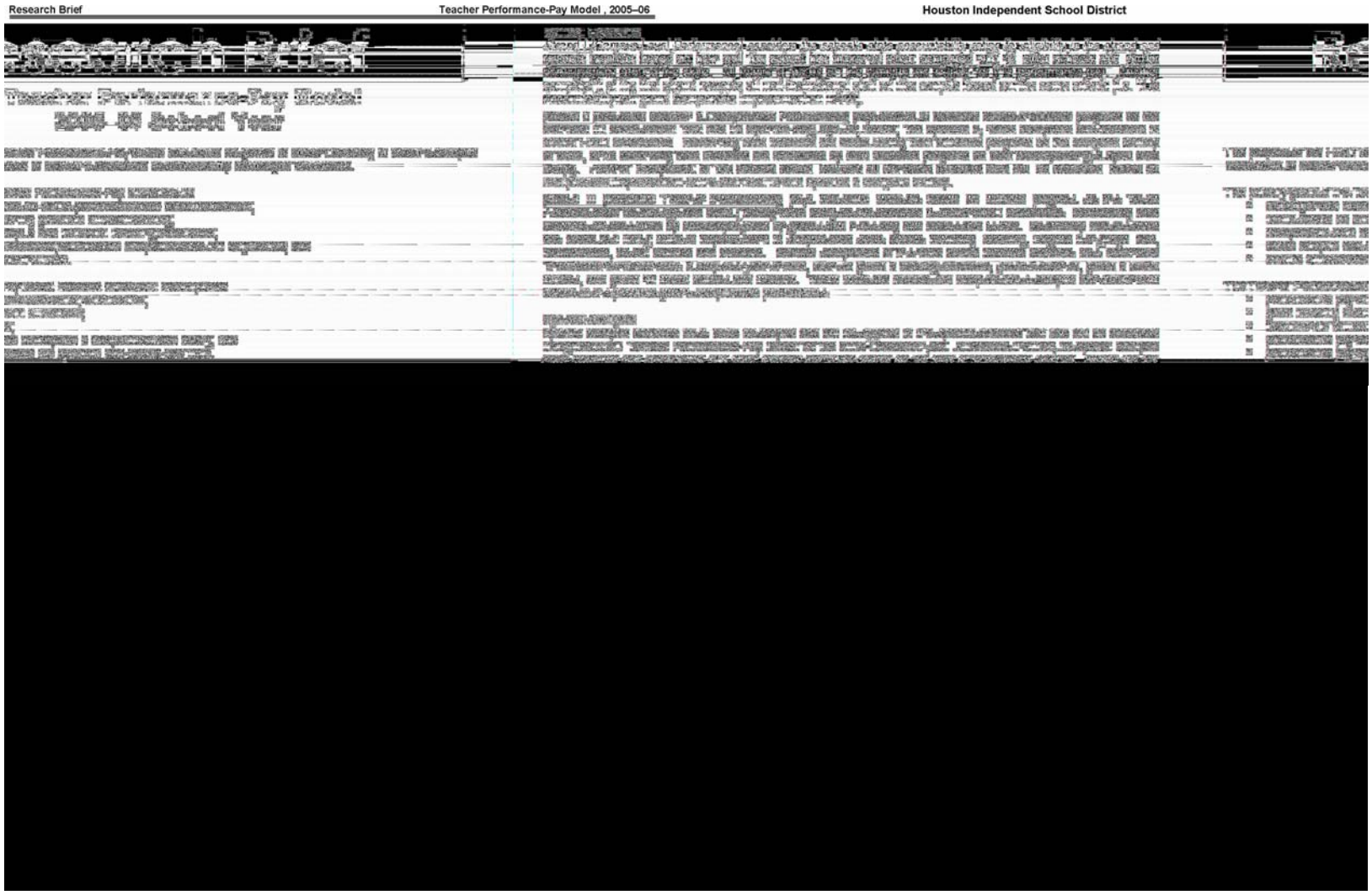
Appendix A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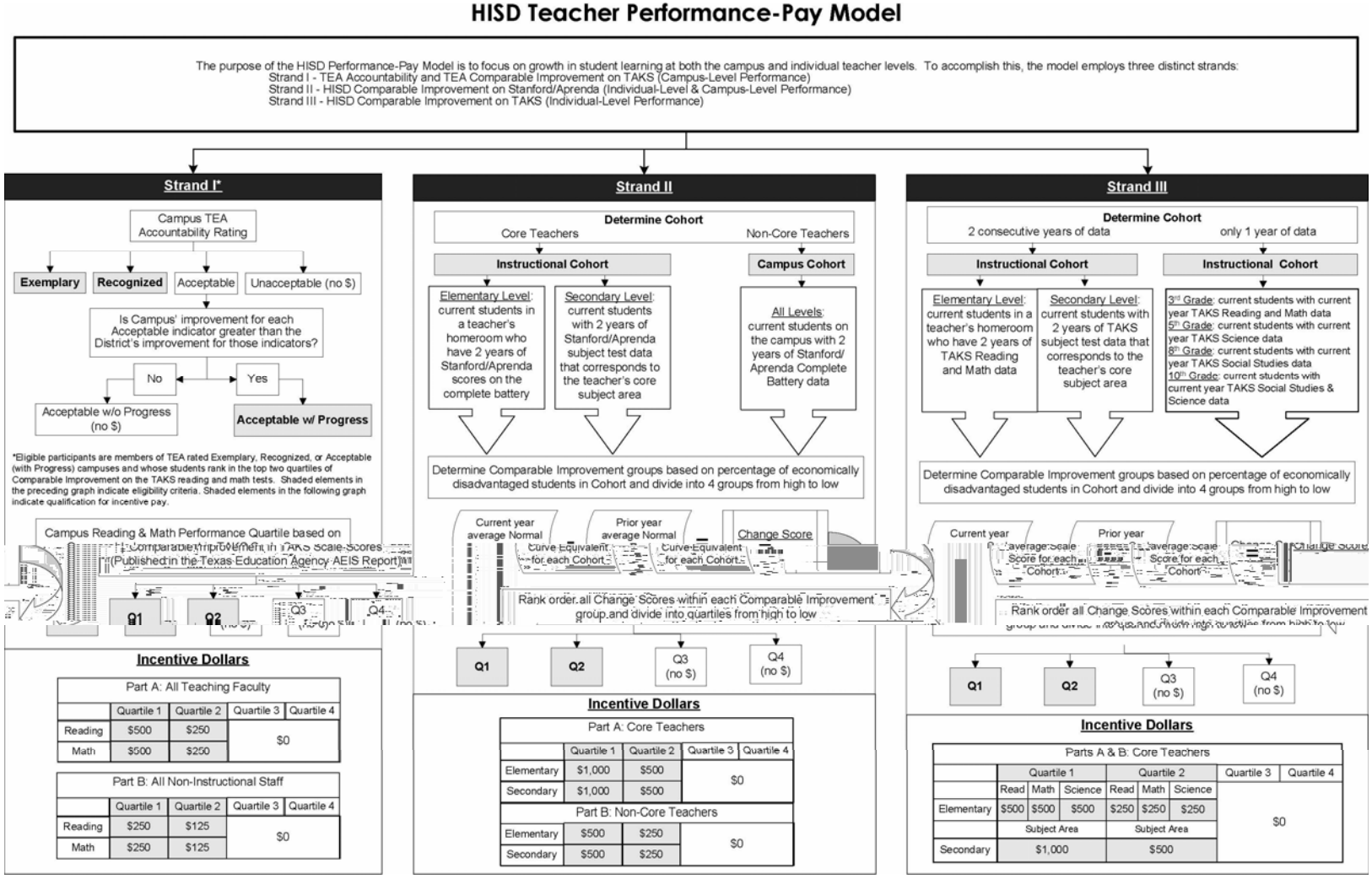

Appendix A (continued)

HISD Teacher Performance-Pay Model Methodology

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Appendix A (continued)

Strand I-A (All Teaching Faculty)

Summary:

The purpose of Strand I-A is to provide a financial incentive to all teaching faculty in HISD to help their campus excel with regard to TEA Accountability, and also to help their students excel in comparison to similar campuses across the state of Texas. Every member of HISD's teaching faculty is eligible to participate in this incentive. *The critical elements of Strand I-A are campus TEA Accountability ratings and campus TEA Comparable Improvement rankings on TAKS.*

Methodology:

1. Determine if campus met TEA Accountability standard:
   Eligible = Exemplary, Recognized, or Acceptable with Progress[1]—proceed to step 2.
   Not Eligible = Acceptable without Progress or Unacceptable—stop: not eligible for Strand I incentive.

2. Determine incentive amount awarded to each member of campus' teaching faculty based on TEA Comparable Improvement (CI)[2] on TAKS reading and math:
   $500 = Campus TAKS reading/math scores are in the first quartile of CI
   $250 = Campus TAKS reading/math scores are in the second quartile of CI
   $0 = Campus TAKS reading/math scores are in the third or fourth quartile of CI

Strand I-B (All Non-Instructional Staff)

Summary:

The purpose of Strand I-B is to extend a financial incentive to all non-instructional staff in support of the district's firm belief that every member of a campus' staff contributes toward campus excellence. Every member of a campus' non-instructional staff is eligible to participate in this incentive. *The critical elements of Strand I-B are the same as those for part A of this strand: campus TEA Accountability ratings and campus TEA Comparable Improvement rankings on TAKS.*

Methodology:

1. Determine if campus met TEA Accountability standard:
   Eligible = Exemplary, Recognized, or Acceptable with Progress—proceed to step 2.
   Not Eligible = Acceptable without Progress or Unacceptable—stop: not eligible for Strand I incentive.

2. Determine incentive amount awarded to each member of campus' non-instructional staff based on TEA Comparable Improvement on TAKS reading and math:
   $250 = Campus TAKS reading/math scores are in the first quartile of CI
   $125 = Campus TAKS reading/math scores are in cond quartile of CI
   $0= Campus TAKS reading/math scores are in the third or fourth quartile of CI

[1] Acceptable with Progress means that a campus has shown improvement that exceeded the District's improvement on the indicators that caused the campus to be rated as Acceptable.

[2] Comparable Improvement is a measure that calculates how student performance on the TAKS test has changed from one year to the next, and compares the change to that of the 40 schools statewide that are demographically most similar to the target school. See the 2005 TEA Accountability Manual for a complete explanation of the methodology for this measure.

Appendix A (continued)

Strand II-A (Elementary Core Teachers)

Summary:

The purpose of this strand is to provide a financial incentive to all elementary core teachers to help their students excel on the Stanford/Aprenda norm referenced tests. Because elementary students are typically instructed in self-contained classrooms, all elementary homeroom teachers are considered "core teachers" and are therefore eligible to participate in this incentive. *The critical elements of Strand II-A at the elementary level include identification of every Instructional Cohort based on Stanford/Aprenda Complete Battery data, calculation of Change Scores, and identification of Comparable Improvement groups.*

Methodology;

1. Determine each teacher's Instructional Cohort:
   - Instructional Cohort = All students in a teacher's homeroom who have 2 years of Stanford/Aprenda scores on the Complete Battery[3].

2. Determine Comparable Improvement Groups:
   - Retrieve socioeconomic status indicator[4] from current year SASI for every student in each Instructional Cohort by grade level across the district.
   - Calculate the percentage of students in each Instructional Cohort who are economically disadvantaged.
   - Partition the corresponding distribution into four quarters each containing 25% of the total number of elementary students.
   - Assign each Instructional Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.

3. Determine prior year average NCE for each Instructional Cohort:
   - Retrieve each student's NCE on the Complete Battery from the previous year, then sum the NCE values and divide the total by the number of students in the Instructional Cohort.

4. Determine current year average NCE for each Instructional Cohort:
   - Retrieve each student's NCE on the Complete Battery from the current year, then sum the NCE values and divide the total by the number of students in the Instructional Cohort.

5. Compute the Change Score for each Instructional Cohort:
   - Subtract current year's average from prior year's average on the Stanford/Aprenda Complete Battery.

6. Determine performance quartiles within each Comparable Improvement group:
   - Partition the distribution of Change Scores into four quarters each containing 25% of the Instructional Cohorts.
   - Assign each Instructional Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.

7. Determine incentive amount awarded to each homeroom teacher based on Comparable Improvement (CI) of teacher's Instructional Cohort on Stanford/Aprenda Complete Battery
   $1000 = Change Score is in the first quartile of CI*
   $500 = Change Score is in the second quartile of CI*
   $0= Change Score is in the third or fourth quartile of CI
   *must show positive improvement to receive incentive.

[3] Consideration is being given as to the length of time the student is in the teacher's classroom. A final decision has not been made at this point.

[4] Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

Appendix A (continued)

Strand II-A (Secondary Core Teachers)

Summary:

The purpose of this strand is to provide a financial incentive to all secondary core teachers to help their students excel on the Stanford/Aprenda norm referenced tests. All reading, math, science and social studies teachers are considered "core teachers" and are therefore eligible to participate in this incentive. *The critical elements of Strand II-A at the secondary level include identification of every Instructional Cohort based on core subject-area Stanford/Aprenda data, calculation of Change Scores, and identification of Comparable Improvement groups.* It should be noted that teachers of multiple core subject areas are eligible to receive a separate incentive for each core subject area they teach.

Methodology:

1. Determine each teacher's Instructional Cohort:
   - Instructional Cohort = Current students with 2 years of Stanford/Aprenda subject test data that corresponds to the teacher's core subject area. For example, students within an Algebra I teacher's Instructional Cohort would be those who have 2 years of data from the math subtest of the Stanford/Aprenda[5].

2. Determine Comparable Improvement Groups:
   - Retrieve socioeconomic status indicator[6] from current year SASI for every student in each Instructional Cohort by specific core subject area across the district.
   - Calculate the percentage of students in each Instructional Cohort who are economically disadvantaged.
   - Partition the corresponding distribution into four quarters each containing 25% of the students.
   - Assign each Instructional Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.

3. Determine prior year average NCE for each Instructional Cohort:
   - Retrieve each student's NCE on the relevant core area subject test from the previous year, then sum the NCE values and divide the total by the number of students in the Instructional Cohort.

4. Determine current year average NCE for each Instructional Cohort:
   - Retrieve each student's NCE on the relevant core area subject test from the current year, then sum the NCE values and divide the total by the number of students in the Instructional Cohort.

5. Compute the Change Score for each Instructional Cohort:
   - Subtract current year's average from prior year's average on the relevant core area subject test of the Stanford/Aprenda.

6. Determine performance quartiles within each Comparable Improvement group:
   - Partition the distribution of Change Scores into four quarters each containing 25% of the Instructional Cohorts.
   - Assign each Instructional Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.

[5] Consideration is being given as to the length of time the student is in the teacher's classroom. A final decision has not been made at this point.

[6] Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

Appendix A (continued)

7. Determine incentive amount awarded to each core teacher based on Comparable Improvement (CI) of teacher's Instructional Cohort on the relevant subject test of the Stanford/Aprenda:
   $1000 = Change Score is in the first quartile of CI*
   $500 = Change Score is in the second quartile of CI*
   $0= Change Score is in the third or fourth quartile of CI
   * must show positive improvement to receive incentive.

Strand II-B (All Non-Core Teachers)

Summary:

The purpose of this strand is to provide a financial incentive to all non-core teachers to help their students excel on the Stanford/Aprenda norm referenced tests. All teachers not eligible for inclusion under Strand II-A are eligible to participate under Strand II-B. *The critical elements of Strand II-B include identification of every Instructional Cohort based on Stanford/Aprenda Complete Battery data, calculation of Change Scores, and identification of Comparable Improvement groups.*

Methodology:

1. Determine each campus' Student Cohort:
   - Student Cohort = All current students on the campus with 2 years of Stanford/Aprenda Complete Battery data[7].

2. Determine Comparable Improvement Groups:
   - Retrieve socioeconomic status indicator[8] from current year SASI for every student in each campus' Student Cohort by grade level across the district.
   - Calculate the percentage of students in each campus' Student Cohort who are economically disadvantaged.
   - Partition the corresponding distribution into four quarters each containing 25% of the students.
   - Assign each campus' Student Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.

3. Determine prior year average NCE for each campus' Student Cohort:
   - Retrieve each student's NCE on the Complete Battery from the previous year, then sum the NCE values and divide the total by the number of students in the campus' Student Cohort.

4. Determine current year average NCE for each campus' Student Cohort:
   - Retrieve each student's NCE on the Complete Battery from the current year, then sum the NCE values and divide the total by the number of students in the campus' Student Cohort.

5. Compute the Change Score for each Student Cohort:
   - Subtract current year's average from prior year's average on the Stanford/Aprenda Complete Battery.

6. Determine performance quartiles within each Comparable Improvement group:
   - Partition the distribution of Change Scores into four quarters each containing 25% of the Student Cohorts.

[7] Consideration is being given as to the length of time the student is in the teacher's classroom. A final decision has not been made at this point.
[8] Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

Appendix A (continued)

- Assign each Student Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.

7. Determine incentive amount awarded to each non-core teacher based on Comparable Improvement (CI) of campus' Student Cohort on Stanford/Aprenda Complete Battery:
   $500 = Change Score is in the first quartile of CI*
   $250 = Change Score is in the second quartile of CI*
   $0= Change Score is in the third or fourth quartile of CI

   *must show positive improvement to receive incentive.

Strand III-A (Elementary Core Teachers)

Summary:

The purpose of this strand is to provide a financial incentive to elementary core teachers to help their students excel on the TAKS test. Because elementary students are typically instructed in self-contained classrooms, all elementary homeroom teachers are considered "core teachers" and are therefore eligible to participate in this incentive. *The critical elements of Strand III-A at the elementary level include identification of every Instructional Cohort based on TAKS reading and math subtest data, calculation of Change Scores, and identification of Comparable Improvement groups.* It should be noted that elementary core teachers are eligible to receive two incentive amounts under this strand, one each for the TAKS reading and math subtests.

Methodology:

1. Determine each teacher's Instructional Cohort:
   - Instructional Cohort = All students in a teacher's homeroom who have 2 years of TAKS reading/math scores[9].

2. Determine Comparable Improvement Groups:
   - Retrieve socioeconomic status indicator[10] from current year SASI for every student in each Instructional Cohort by grade level across the district.
   - Calculate the percentage of students in each Instructional Cohort who are economically disadvantaged.
   - Partition the corresponding distribution into four quarters each containing 25% of the students.
   - Assign each Instructional Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.

3. Determine prior year average Scale Score for each Instructional Cohort:
   - Retrieve each student's Scale Score on the TAKS Reading & Math from the previous year, then sum the Scale Score values and divide the total by the number of students in the Instructional Cohort.

4. Determine current year average Scale Score for each Instructional Cohort:
   - Retrieve each student's Scale Score on the TAKS Reading & Math from the current year, then sum the Scale Score values and divide the total by the number of students in the Instructional Cohort.

5. Compute the Change Score for each Instructional Cohort:
   - Subtract current year's average from prior year's average on the TAKS Reading & Math.

[9] Consideration is being given as to the length of time the student is in the teacher's classroom. A final decision has not been made at this point.
[10] Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

6. Determine performance quartiles within each Comparable Improvement group:
   - Partition the distribution of Change Scores into four quarters each containing 25% of the Instructional Cohorts.
   - Assign each Instructional Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.

7. Determine incentive amount awarded to each elementary core teacher based on Comparable Improvement (CI) of teacher's Instructional Cohort on TAKS reading and math:

TAKS Reading	TAKS Math
$500 = Change Score is in the 1st quartile of CI*	**$500** = Change Score is in the 1st quartile of CI*
$250 = Change Score is in the 2nd quartile of CI*	**$250** = Change Score is in the 2nd quartile of CI*
$0 = Change Score is in the 3rd or 4th quartile of CI	**$0** = Change Score is in the 3rd or 4th quartile of CI

* must show positive improvement to receive incentive.

Strand III-A (Secondary Core Teachers)

Summary:

The purpose of this strand is to provide a financial incentive to secondary core teachers to help their students excel on the TAKS test. All reading, math, science and social studies teachers are considered "core teachers" and are therefore eligible to participate in this incentive. *The critical elements of Strand III-A at the secondary level include identification of every Instructional Cohort based on core subject-area TAKS subtest data, calculation of Change Scores, and identification of Comparable Improvement groups.* It should be noted that teachers of multiple core subject areas are eligible to receive a separate incentive for each core subject area they teach.

Methodology:

1. Determine each teacher's Instructional Cohort:
   - Instructional Cohort = Current students with 2 years of TAKS subject test data that corresponds to the teacher's core subject area. For example, students within an Algebra I teacher's Instructional Cohort would be those who have 2 years of data from the TAKS math subtest[11].

2. Determine Comparable Improvement Groups:
   - Retrieve socioeconomic status indicator[12] from current year SASI for every student in each Instructional Cohort by specific core subject area across the district.
   - Calculate the percentage of students in each Instructional Cohort who are economically disadvantaged.
   - Partition the corresponding distribution into four quarters each containing 25% of the students.
   - Assign each Instructional Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.

3. Determine prior year average Scale Score for each Instructional Cohort:
   - Retrieve each student's Scale Score on the relevant core area subtest from the previous year, then sum the Scale Score values and divide the total by the number of students in the Instructional Cohort.

[11] Consideration is being given as to the length of time the student is in the teacher's classroom. A final decision has not been made at this point.

[12] Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

Appendix A (continued)

4. Determine current year average Scale Score for each Instructional Cohort:
   - Retrieve each student's Scale Score on the relevant core area subtest from the current year, then sum the Scale Score values and divide the total by the number of students in the Instructional Cohort.

5. Compute the Change Score for each Instructional Cohort:
   - Subtract current year's average from prior year's average on the relevant core area subtest of the TAKS.

6. Determine performance quartiles within each Comparable Improvement group:
   - Partition the distribution of Change Scores into four quarters each containing 25% of the Instructional Cohorts.
   - Assign each Instructional Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.

7. Determine incentive amount awarded to each core teacher based on Comparable Improvement (CI) of teacher's Instructional Cohort on the relevant subtest of the TAKS:
   $1000 = Change Score is in the first quartile of CI*
   $500 = Change Score is in the second quartile of CI*
   $0= Change Score is in the third or fourth quartile of CI
   * must show positive improvement to receive incentive.

Strand III-B (Core Teacher Incentive: Third Grade Reading and Math)

Summary:

The purpose of this strand is to provide a financial incentive to third grade core teachers to help their students excel on the reading and math TAKS tests. All third grade homeroom teachers are considered "core teachers" and are therefore eligible to participate in this incentive. *The critical elements of Strand III-B for third grade teachers include identification of every third grade Instructional Cohort based on reading and math TAKS subtest data, calculation of Change Scores, and identification of Comparable Improvement groups.* One critical element that distinguishes this strand from others is the inability to use each third grade Instructional Cohort as its own basis of comparison. As such, prior-year campus-wide third grade reading and math TAKS scores are used as a basis of comparison for the current year's third grade Instructional Cohorts.

Methodology:

1. Determine each teacher's Instructional Cohort:
   - Instructional Cohort = Current students with current year TAKS reading and math data[13].

2. Determine Comparable Improvement Groups:
   - Retrieve socioeconomic status indicator[14] from current year SASI for every third grade student in each Instructional Cohort across the district.
   - Calculate the percentage of students in each Instructional Cohort who are economically disadvantaged.
   - Partition the corresponding distribution into four quarters each containing 25% of the students.
   - Assign each Instructional Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.

[13] Consideration is being given as to the length of time the student is in the teacher's classroom. A final decision has not been made at this point.
[14] Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

Appendix A (continued)

3. Determine campus-wide prior year average TAKS Scale Score in reading and math:

    - Retrieve every third grade student's Scale Score on the first administration of TAKS reading and math from the previous year, then sum the Scale Score values and divide the total by the number of third grade students tested on the first administration in the previous year at the campus.

4. Determine current year average Scale Score for each third grade Instructional Cohort:
    - Retrieve each third grade student's Scale Score on the first administration of TAKS reading and math from the current year, then sum the Scale Score values and divide the total by the number of students in the Instructional Cohort.

5. Compute the Change Score for each Instructional Cohort:
    - Subtract the third grade Instructional Cohort's current year Scale Score average from the campus-wide prior year third grade Scale Score average on the TAKS reading and math.

6. Determine performance quartiles within each Comparable Improvement group:
    - Partition the distribution of Change Scores into four quarters each containing 25% of the Instructional Cohorts.
    - Assign each Instructional Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.

7. Determine incentive amount awarded to each third grade teacher based on Comparable Improvement (CI) of teacher's Instructional Cohort on TAKS reading and math:

TAKS Reading	TAKS Math
$500 = Change Score is in the 1st quartile of CI*	**$500** = Change Score is in the 1st quartile of CI*
$250 = Change Score is in the 2nd quartile of CI*	**$250** = Change Score is in the 2nd quartile of CI*
$0 = Change Score is in the 3rd or 4th quartile of CI	**$0** = Change Score is in the 3rd or 4th quartile of CI

*must show positive improvement to receive incentive.

Strand III-B (Core Teacher Incentive: Fifth Grade Science)

Summary:

The purpose of this strand is to provide a financial incentive to fifth grade science teachers to help their students excel on the science TAKS test. All fifth grade science teachers are considered "core teachers" and are therefore eligible to participate in this incentive. *The critical elements of Strand III-B for fifth grade teachers include identification of every fifth grade Instructional Cohort based on TAKS science subtest data, calculation of Change Scores, and identification of Comparable Improvement groups.* One critical element that distinguishes this strand from others is the inability to use each Instructional Cohort as its own basis of comparison with regard to TAKS science performance as fifth graders have no prior TAKS science data from which comparisons can be made. As such, prior-year campus-wide fifth grade TAKS science scores are used as a basis of comparison for the current year's fifth grade science Instructional Cohorts. It should be noted that all fifth grade science teachers are eligible to receive this incentive in addition to the Strand III-A incentive for TAKS reading and math. In all, fifth grade core teachers are eligible to receive up to three incentive amounts; one each for the TAKS reading and math subtests (see Strand III-A Elementary Core Teachers), and one for the science subtest.

Methodology:

1. Determine each teacher's Instructional Cohort:
    - Instructional Cohort = Current students with current year TAKS science data[13].

Appendix A (continued)

2. Determine Comparable Improvement Groups:
   - Retrieve socioeconomic status indicator[15] from current year SASI for every fifth grade student in each Instructional Cohort across the district.
   - Calculate the percentage of students in each Instructional Cohort who are economically disadvantaged.
   - Partition the corresponding distribution into four quarters each containing 25% of the students.
   - Assign each Instructional Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.

3. Determine campus' prior year average TAKS Scale Score in Science:
   - Retrieve every fifth grade student's Scale Score on the TAKS Science from the previous year, then sum the Scale Score values and divide the total by the number of fifth grade students tested in the previous year at the campus.

4. Determine current year average Scale Score for each fifth grade Instructional Cohort:
   - Retrieve each fifth grade student's Scale Score on the TAKS Science from the current year, then sum the Scale Score values and divide the total by the number of students in the Instructional Cohort.

5. Compute the Change Score for each Instructional Cohort:
   - Subtract the fifth grade Instructional Cohort's current year Scale Score average from the campus' prior year fifth grade Scale Score average on the TAKS Science.

6. Determine performance quartiles within each Comparable Improvement group:
   - Partition the distribution of Change Scores into four quarters each containing 25% of the Instructional Cohorts.
   - Assign each Instructional Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.

7. Determine incentive amount awarded to each fifth grade science teacher based on Comparable Improvement (CI) of teacher's Instructional Cohort on TAKS Science:
   $500 = Change Score is in the first quartile of CI*
   $250 = Change Score is in the second quartile of CI*
   $0= Change Score is in the third or fourth quartile of CI*
   *must show positive improvement to receive incentive.

[15] Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

Appendix A (continued)

Strand III-B (Core Teacher Incentive: Eighth & Tenth Grade Social Studies and Tenth Grade Science)

Summary:

The purpose of this strand is to provide a financial incentive to eighth/tenth grade social studies and tenth grade science teachers to help their students excel on the TAKS test. All eighth/tenth grade social studies teachers and all tenth grade science teachers are considered "core teachers" and are therefore eligible to participate in this incentive. *The critical elements of Strand III-B include identification of every eighth and tenth grade Instructional Cohort based on TAKS social studies subtest data, identification of every tenth grade Instructional Cohort based on TAKS science subtest data, calculation of Change Scores, and identification of Comparable Improvement groups.* One critical element that distinguishes this strand from others is the inability to use each eighth and tenth grade social studies or tenth grade science Instructional Cohorts as their own basis of comparison with regard to TAKS social studies/science performance as eighth and tenth graders have no prior TAKS social studies/science data from which comparisons can be made. As such, prior-year campus-wide eighth and tenth grade TAKS social studies and tenth grade TAKS science scores are used as a basis of comparison for the current year's Instructional Cohorts.

Methodology:

1. Determine each teacher's Instructional Cohort:
   - Instructional Cohort = Current students with current year TAKS Social Studies/Science data[16].
2. Determine Comparable Improvement Groups:
   - Retrieve socioeconomic status indicator[17] from current year SASI for every secondary student in each Instructional Cohort across the district.
   - Calculate the percentage of students in each Instructional Cohort who are economically disadvantaged.
   - Partition the corresponding distribution into four quarters each containing 25% of the students.
   - Assign each Instructional Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.
3. Determine campus' prior year average TAKS Scale Score in Social Studies/Science:
   - Retrieve every eighth and tenth grade student's Scale Score on the appropriate TAKS subtest from the previous year, then sum the Scale Score values and divide the total by the number of eighth grade or tenth grade students tested in the previous year at the campus.
4. Determine current year average Scale Score for each secondary Instructional Cohort:
   - Retrieve each eighth and tenth grade student's Scale Score on the appropriate TAKS subtest from the current year, then sum the Scale Score values and divide the total by the number of students in the Instructional Cohort.
5. Compute the Change Score for each Instructional Cohort:
   - Subtract the Instructional Cohort's current year Scale Score average from the campus' prior year Scale Score average on the appropriate TAKS subtest.
6. Determine performance quartiles within each Comparable Improvement group:
   - Partition the distribution of Change Scores into four quarters each containing 25% of the Instructional Cohorts.
   - Assign each Instructional Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.

[16] Consideration is being given as to the length of time the student is in the teacher's classroom. A final decision has not been made at this point.

[17] Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

Appendix A (continued)

7. Determine incentive amount awarded to each teacher based on Comparable Improvement (CI) of teacher's Instructional Cohort on TAKS Social Studies/Science:
   $1000 = Change Score is in the first quartile of CI*
   $500 = Change Score is in the second quartile of CI*
   $0= Change Score is in the third or fourth quartile of CI

   *must show positive improvement to receive incentive.

Special Analysis

In running the Impact study of the HISD Teacher Performance Pay Model, 54 HISD schools were identified as not having data for all three strands of the model. Individual methodology will be developed for these campuses in order to use the available data most effectively. Specifically, there are several types of campuses that require special analysis. This will necessitate that several specific analyses be developed. The following are the special cases that have been identified:

Reason for Special Analysis	Special Analysis
Schools without necessary teacher information to fulfill the requirements of all strands	Collect teacher information manually and then apply the HISD Teacher Performance Pay Model
Schools without TEA Comparable Improvement data for Strand I and/or incomplete data for Strand II and Strand III	Pair with the HISD Campus according to TEA accountability procedures
Schools rated on TEA Alternative Accountability (AEA) Model	Use TEA AEA Rating and Texas Growth Index
No TEA Accountability and Comparable Improvement for Strand I and limited data in Strand II and III	Special Analysis To Be Developed
Early Childhood Centers	Pair EECs with schools they feed into
New Schools	Special Analysis based on one year of data

Special Analysis methods are being developed and will be applied to the specific schools that cannot be assessed using the HISD Teacher Performance Pay Model for the 2005–06 school year. See **Appendix A** for a list of specific campuses requiring Special Analysis.

Appendix A (continued)

Appendix A: Special Analysis Campuses

Campus Number	Campus Name	Reason for Special Analysis	Special Analysis
341	ACC Learning\Trans Acad	TEA Alternative Education Accountability Model	Use TEA AEA Rating and Texas Growth Index Results
273	Ashford	No TEA Comparable Improvement	Pair with TEA Accountability Paired School
388	Banneker-McNair	No Teacher Data Available Through PIEMS	Collect Teacher Roster Information Then Apply Model
344	Briarmeadow (MS)	No Teacher Data Available Through PIEMS	Collect Teacher Roster Information Then Apply Model
118	Brock ECC	No TEA Accountability and Comparable Improvement	EEC Analysis: Pair EECs with Schools they feeder into
38	Carter Career Center	TEA Alternative Education Accountability Model	Use TEA AEA Rating and Texas Growth Index Results
316	CEP SE	No TEA Accountability and Comparable Improvement	Not Included In Teacher Performance Pay Model
303	CEP SW	No TEA Accountability and Comparable Improvement	Not Included In Teacher Performance Pay Model
29	CLC (HS)	TEA Alternative Education Accountability Model	Use TEA AEA Rating and Texas Growth Index Results
93	CLC (MS)	TEA Alternative Education Accountability Model	Use TEA AEA Rating and Texas Growth Index Results
13	Community Services	TEA Alternative Education Accountability Model	Use TEA AEA Rating and Texas Growth Index Results
607	Crossroads	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
376	Dominion Charter School	No Teacher Data Available Through PIEMS	Collect Teacher Roster Information Then Apply Model
318	Drop Back	TEA Alternative Education Accountability Model	Use TEA AEA Rating and Texas Growth Index Results
325	Empowerment	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
364	Energized	No Teacher Data Available Through PIEMS	Collect Teacher Roster Information Then Apply Model
350	Energized ECC	No TEA Accountability and Comparable Improvement	EEC Analysis: Pair EECs with Schools they feeder into
342	Energized for Excellence MS	No Teacher Data Available Through PIEMS	Collect Teacher Roster Information Then Apply Model
352	Farias ECC	No TEA Accountability and Comparable Improvement	EEC Analysis: Pair EECs with Schools they feeder into
131	Halpin	No TEA Accountability and Comparable Improvement	EEC Analysis: Pair EECs with Schools they feeder into
94	Harper	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
97	HCC	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
395	Hines-Caldwell	No TEA Accountability and Comparable Improvement	New School: Special Analysis based on one year of Data
32	Houston Night HS	TEA Alternative Education Accountability Model	Use TEA AEA Rating and Texas Growth Index Results
320	JJAEP/Excel Academy	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
378	Kandy Stripe	No Teacher Data Available Through PIEMS	Collect Teacher Roster Information Then Apply Model
30	Kay On-Going HS	TEA Alternative Education Accountability Model	Use TEA AEA Rating and Texas Growth Index Results
70	Kay On-Going MS	TEA Alternative Education Accountability Model	Use TEA AEA Rating and Texas Growth Index Results
335	Kazi Shule	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
355	King ECC	No TEA Accountability and Comparable Improvement	EEC Analysis: Pair EECs with Schools they feeder into
284	Las Americas ECC	No TEA Accountability and Comparable Improvement	EEC Analysis: Pair EECs with Schools they feeder into
340	Las Americas MS	No TEA Comparable Improvement	Pair with TEA Accountability Paired School
357	Laurenzo ECC	No TEA Accountability and Comparable Improvement	EEC Analysis: Pair EECs with Schools they feeder into
194	Lewis	No TEA Comparable Improvement	Pair with TEA Accountability Paired School
354	Mistral ECC	No TEA Accountability and Comparable Improvement	EEC Analysis: Pair EECs with Schools they feeder into
359	Moreno	No TEA Accountability and Comparable Improvement	New School: Special Analysis based on one year of Data
294	Mount Hebron Acad.	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
324	Newcomer	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
96	Ninth Grade Academy	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
366	North District Alt. Elem.	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed

Appendix A (continued)

Campus Number	Campus Name	Reason for Special Analysis	Special Analysis
339	North District Alt. MS	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
346	Pleasant Hill	No Teacher Data Available Through PIEMS	Collect Teacher Roster Information Then Apply Model
332	Provision	TEA Alternative Education Accountability Model	Use TEA AEA Rating and Texas Growth Index Results
280	Rice School (La Escuela Rice)	No Teacher Data Available Through PIEMS	Collect Teacher Roster Information Then Apply Model
296	Rogers, T. H.	No Teacher Data Available Through PIEMS	Collect Teacher Roster Information Then Apply Model
391	Saint John's Academy	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
69	SOAR	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
387	South District Alt. Elem	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
385	Three D Academy	No Teacher Data Available Through PIEMS	Collect Teacher Roster Information Then Apply Model
343	WALIPP	No Teacher Data Available Through PIEMS	Collect Teacher Roster Information Then Apply Model
393	Wheatley CDC	No TEA Accountability and Comparable Improvement	EEC Analysis: Pair EECs with Schools they feeder into
127	Woodson	No Teacher Data Available Through PIEMS	Collect Teacher Roster Information Then Apply Model
392	Young Learners	No TEA Accountability and Comparable Improvement	Special Analysis To Be Developed
371	Young Scholars	No Teacher Data Available Through PIEMS	Collect Teacher Roster Information Then Apply Model

Appendix B

EXAMPLE FOR TOTAL PRINCIPAL PERFORMANCE-PAY MODEL

Local	$5,700
Federal/Local Match	$2,250
TOTAL PRINCIPAL PERFORMANCE-PAY	**$7,950**

The total principal performance pay is calculated by adding the Local and the Federal/Local Match performance pay amounts. Therefore, the total performance pay the principal will receive at Alpha Elementary School is $7,950.

Note: Special Analysis
Special analysis methods have been developed and will be applied to specific types of schools. Principals of small campuses with 10-15 teachers are eligible to receive half of their calculated performance-pay under the local model and campuses with less than 10 teachers will receive a quarter of their calculated performance-pay under the local model. The federal and local match calculations are not adjusted for small sizes. Also, the performance pay of principals at Early Childhood Centers cannot exceed the calculated amount of performance pay received by the principal at their paired school. For principals of combined campuses or multiple school numbers, the Maximum Possible Incentive and Actual Incentive for each of their campus numbers will be added together to calculate the percent of maximum possible incentive.

Summary of Significant Dates Related to the HISD Performance-Pay Model

April 2006	District receives Stanford/Aprenda results for all students.
May 2006	District receives TAKS results for all students.
October 2006	TEA releases final accountability ratings.
December 2006	TEA releases Comparable Improvement ratings.
January 2007	Teachers receive performance-pay
March 2007	Principals receive performance-pay

Houston Independent School District

Research Brief

Principal Performance-Pay Model 2005–06

The Houston Independent School District Principal Performance-Pay Model is a complement and extension of the Teacher-Performance Pay program.

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

Given these assumptions, the Principal Performance-Pay Model involves three different strands of performance pay: Strand I—TEA Accountability and Comparable Improvement on TAKS (Campus-Level Performance); Strand II—Stanford and Aprenda; and Strand III—TAKS that are components of the Teacher Performance-Pay Model.

The Principal Performance-Pay Model was approved in January of 2006 for the 2005–06 school year. HISD submitted a federal grant that allowed for principals to be eligible for additional performance pay. The calculation for the performance pay based on the federal grant differs from the local performance-pay model. Therefore, a description of both the local and federal principal performance-pay models will follow.

The performance-pay model for Executive Principals and Regional Superintendents is based on the same assumptions and strands as the Principal Performance-Pay Model.

PRINCIPAL PERFORMANCE-PAY MODEL: LOCAL
The Performance Pay of Principals is calculated from the *percentage* of the *total* amount of *maximum possible* incentive pay that teachers actually earned under all three Strands at their campus. This performance-pay amount for principals is not to exceed $6,000. A sample calculation is provided on the next page of this Research Brief.

Strand I-A: The maximum possible pay amount is calculated from Strand I-A of the Teacher Performance-Pay Model as the number of All Teaching Faculty times $1,000. Then, based on performance of the campus on the TEA Accountability rating and TEA Comparable Improvement the total amount actually earned is calculated. That is, the principal's campus must have been rated Exemplary, Recognized or Acceptable with Progress and their students must have been ranked in the top two quartiles of Comparable Improvement (how well the school has improved when compared with 40 other schools with similar demographics around the state) on the TAKS reading and math tests to be eligible under Strand I-A.

Strand II-A: The maximum possible pay amount is calculated as the number of Core Teachers times $1,000 (Maximum Possible Incentive). Then, based on qualifying in the top half of Comparable Growth of the teachers' instructional cohorts on the Stanford and Aprenda (Complete Battery for Elementary and Specific Subject Test for Secondary), the total amount actually earned is summed (Actual Incentive Earned).

Strand II-B: The maximum possible pay amount is calculated as the number of Non-Core Teachers times $500 (Maximum Possible Incentive). Then, based on qualifying in the top half of Comparable Growth of the Campus Cohort on the Stanford and Aprenda Complete Battery, the total amount actually earned is summed (Actual Incentive Earned).

Strand III-A: The maximum possible pay amount is calculated as the number of eligible Core Teachers times $1,000 or $500 per subject (Maximum Possible Incentive). Then, based on qualifying in the top half of Comparable Growth of the teachers' instructional cohorts on the TAKS, the total amount actually earned is summed (Actual Incentive Earned). Elementary School Performance is based on Reading and Math, and Secondary Performance is based on the specific subject test.

Strand III-B: The maximum possible pay amount is calculated as the number of eligible Core Teachers for 5th grade science times $500 (Maximum Possible Incentive). Then, based on qualifying in the top half of Comparable Growth of the teachers' instructional cohorts on the TAKS when compared to the previous year's campus-wide performance, the total amount actually earned is calculated (Actual Incentive Earned).

(continue on next page)

Appendix B (continued)

Calculation: After the *Maximum Possible Incentive* and *Actual Incentive* for each strand are calculated by campus, they are summed across strands. A percentage is then calculated by dividing the total *Actual Incentive* by the total *Maximum Possible Incentive*. The result of this calculation is then ranked ordered into four quartiles. Depending in which quartile the percent of *Maximum Possible Incentive* falls will determine the amount of performance pay the principal will receive. This calculation is illustrated in the following example.

Example for Local Model: Alpha Elementary School

	Number of Eligible Teachers	Multiplied by:	Maximum Possible Incentive	Actual Incentive Earned by Teachers
Strand I-A	28	$1,000	$28,000	$28,000
Strand II-A	14	$1,000	$14,000	$7,500
Strand II-B	14	$500	$7,000	$3,500
Strand III-A	9	$1,000	$9,000	$5,000
Strand III-B	2	$500	$1,000	$1,000
Total			$59,000	$45,000

Total Actual Incentive **Divided by** Total Maximum Possible Incentive	= % Maximum Possible Incentive	% Maximum Possible Incentive Ranked Into Quartiles*				= Performance-Pay Principal Receives
		Q1	Q2	Q3	Q4	
$45,000 / $59,000	=76.3	$6,000-$4,500	$4,500-$3,000	$3,000-$1,500	$1,500-0	$5,700

*See Local Principal Payout Quartile Rankings (handout)

Explanation: The Maximum Possible Incentive for Alpha Elementary School is $59,000 and the Actual Incentive is $45,000. The Actual Incentive ($45,000) is divided by the total Maximum Possible Incentive ($59,000) to get the percent of Maximum Possible Incentive (76.3). The percent of Maximum Possible Incentive (76.3) falls within quartile 1 and there are 75 principals in the quartile, therefore the performance pay will be distributed in increments of $20 from $6,000-$4,500 (Refer to Local Principal Payout Quartile Rankings Handout). The local performance pay the principal will receive for Alpha Elementary School is $5,700.

PRINCIPAL PERFORMANCE-PAY MODEL: FEDERAL GRANT AND LOCAL MATCH

Principals are also eligible to receive performance pay under a Federal Grant and Local Match based on school performance in Strand I and the percent of teachers who are eligible to participate and receive compensation in Strands II and III. This performance-pay amount is not to exceed $3,000. This calculation is separate from the Local-only Model and is outlined in the tables below.

Strand I: This strand is based on the campus TEA Accountability rating and TEA Comparable Improvement. If the campus qualified for All Teaching Faculty to receive an incentive based on a rating of Exemplary, Recognized or Acceptable with progress in the top two quartiles of Comparable Improvement for the State, then the principal would receive up to $1,000 for quartile 1 or up to $500 for quartile 2 for both math and reading.

Strand I (based on Teacher Performance-Pay received for campus TEA Accountability)				
School TEA Accountability rating: Exemplary, Recognized, Acceptable with Progress	Quartile 1		Quartile 2	
	Math	Reading	Math	Reading
Incentive amount	$500	$500	$250	$250

Strand II: The amount of incentive to award to the principals will be calculated based on the percent of All Teaching Faculty at the campus receiving performance pay under Strand II of the Teacher Performance-Pay Model. Teachers qualify under this Strand based on academic growth of their instructional (core Teachers) or campus (non-core Teachers) cohorts on the Stanford and Aprenda. Elementary teacher and all non-core teacher performance is based on the complete battery, and secondary core teacher performance is derived from the specific subject test. Principals would receive $1,000 if 51 percent or more of All Teaching Faculty on their campus received performance pay under Strand II, $750 if 36-50 percent received pay, $500 if 16-35 received pay, and $250 if 1- 15 percent receive pay under Strand II.

Strand II (based on Teacher Performance-Pay received for improvement on Stanford/Aprenda)				
% of teachers qualified for pay	1 – 15	16 - 35	36 - 50	51 and above
Incentive amount	$250	$500	$750	$1,000

Strand III: The amount of incentive to award to the principals in this strand will be calculated based on the percent of core teachers on the campus receiving performance pay under Strand III of the Teacher Performance-Pay Model. Core teachers qualify under this strand based on academic growth of their instructional cohorts on the TAKS subjects corresponding to each teacher's core subject area(s); this may include Reading/English Language Arts, Math, Science or Social Studies. Principals would receive $1,000 if 51 percent or more of core teachers on their campus received performance pay under Strand III, $750 if 36-50 percent received pay, $500 if 16-35 received pay, and $250 if 1- 15 percent received pay under Strand III.

Strand III (based on Teacher Performance Pay received for improvement on TAKS)				
% of teachers qualified for pay	1 – 15	16 -35	36 – 50	51 and above
Incentive amount	$250	$500	$750	$1,000

Example for Federal/Local Match Model: Alpha Elementary School

Strand I: Alpha Elementary School is Recognized and in Quartile 1 for Reading and Quartile 1 in Math.	**Explanation:** Campus must be in at least one of the top two quartiles in reading or math to qualify for payout	**Principal Payout:** $1,000
Strand II: Eighteen percent of all Alpha Elementary School teaching faculty received performance pay for improvement on Stanford/Aprenda (IIA/B)	**Explanation:** Campus percent is included in one of four payment categories. (16-35% = $500)	**Principal Payout:** $500
Strand III: Forty percent of all Alpha Elementary School teaching faculty received performance pay for improvement on TAKS (IIIA/B)	**Explanation:** Campus percent is included in one of four payment categories. (36-50% = $750)	**Principal Payout:** $750
Total of Strand I, Strand II, and Strand III for Federal/Local Match Model		**$2,250**

Appendix C

Methods for the ASPIRE Awards Model for 2006–07

Strand I: Elementary & Secondary Campus Awards Matrix				
	Campus Composite (Across Subjects and Across Grades)			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Comparable Campus by School Level	**Value-added Campus Composite Gain**	**Value-added Campus Composite Gain**	**Value-added Campus Composite Gain**	**Value-added Campus Composite Gain**
Elementary Schools				
Instructional	$1,000	$500	$0	$0
Non Instructional	$500	$250	$0	$0
Secondary Schools				
Instructional	$1,000	$500	$0	$0
Non Instructional	$500	$250	$0	$0

ASPIRE Award Model Strand I

Purpose: Reward all 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 (All Teaching Faculty)–The individuals included as the All Teaching Faculty group are those individuals that are assigned to a campus and provide or support direct instruction at the that level.

Non-Instructional Staff– Staff members that are not teachers, administrators, or other school professionals. They include janitors, aides, clerks, office personnel, and other staff members.

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

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale, which is anchored to the state TAKS data for 2006. This data acts as the Baseline/Benchmark for comparison purposes.
3. Each student is then provided with a baseline NCE and an Expected Gain score for each subject (Reading, Math, Language Arts, Science, and Social Studies).
4. Using a multivariate mixed model, spring 2007 data are converted and compared to expected gain scores for each student producing a value-added score that is used to determine student progress.
5. Student value-added scores are used to calculate a single Campus Composite score by aggregating student scores across subjects (Reading, Math, Language Arts, Science, and Social Studies) and grades.
6. Campus value-added scores will then be rank ordered at the elementary level and at the secondary level. Schools ranked in the first or second quartile receive incentives. Only staff at campuses with positive (greater than zero) composites receive in incentive.

Examples for Strand I:

- An elementary teacher whose school's Value-added Campus Composite Gain is in the top 25 percent of the distribution of elementary schools would receive $1,000 under Strand I, the maximum award for this strand.

Appendix C (continued)

- A secondary teacher whose school's Value-added Campus Composite Gain is in the second quartile of the distribution of secondary schools would receive $500 under Strand I.
- A secretary at a school whose Value-added Campus Composite Gain is in the second quartile of the distribution of secondary schools would receive $250 under Strand I.

ASPIRE Award Model Strand II

Purpose: Reward core 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 subjects grades PK–12

Core Teachers–Represent those teachers who instruct students in reading, math, language arts, science, or social studies.

- **Elementary** - At the elementary schools, core teachers are defined as the homeroom teacher or teacher of record or as departmentalized teachers if identified as such by the campus administrator.
- **Secondary (Middle/High)** - At the secondary level, courses were determined to be core courses based on their classification and description in the course catalog. Teachers at the middle and high schools were then identified as core teachers if they taught one or more courses with a course number identified as a core course.

Strand II Sections

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

- Part A- This method will be used to reward self-contained core subject teachers in elementary school grades 3–6 based on teacher progress by subject.
- Part B- This method will be used to reward departmentalized elementary school and middle school core teachers in grades 3–8 based teacher progress by subject.
- Part C- This method will be used to reward core instructional teachers at the high school level based on campus-level department progress by subject.
- Part D- This method will be used to reward core Early Childhood to second grade teachers based on campus progress in reading and math.

Indicators:

For core teachers grades 3–8(Parts A & B)– EVAAS® teacher Value-added score: Gain-score calculated from teachers' individual students' scores to provide an overall teacher value-added score. The gain-score is calculated by grade for self-contained elementary school core teachers for each core subject (Reading, Math, Social Studies, Science, and Language Arts). The gain-score is calculated across grade by subject taught for departmentalized elementary and middle school teachers.

Appendix C (continued)

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 and an Expected Gain score for each subject (Reading, Math, Language Arts, Science, and Social Studies).
4. Using a multivariate mixed model, spring 2007 data are converted and compared to expected gain scores for each student producing a value-added score that is used to determine student progress.
5. Students are linked to teachers based on homeroom assignment for Part A and by subject taught for Part B. Student rosters are verified by teachers using an online verification process before teacher-level analysis is conducted.
6. Student value-added scores are used to calculate a teacher value-added score for each subject taught at each grade where applicable. By aggregating student scores across subjects (Reading, Math, Language Arts, Science, and Social Studies) and grades, a single teacher value-added composite is calculated and used in the ASPIRE Awards model.

For core teachers at the high school level– EVAAS® department/subject campus score: Gain-score calculated for each core subject. 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®.
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 and an Expected Gain score for each subject (Reading, Math, Language Arts, Science, and Social Studies).
4. Using a multivariate mixed model, spring 2007 data are converted and compared to expected gain scores for each student producing a value-added score that is used to determine student progress.
5. Student value-added scores are used to calculate a Campus value-added score for each subject (Reading, Math, Language Arts, Science, and Social Studies) by aggregating student scores across for each subject across grades 9–12. Subject value-added scores are used to represent department value-added scores for the high schools.

For core teachers at Early Childhood–grade 2 – EVAAS® campus subject score: Gain-score calculated for reading and math. Teachers paid based on campus-wide student improvement in reading and math.

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 and an Expected Gain score for each subject (Reading, Math, Language Arts, Science, and Social Studies).
4. Using a multivariate mixed model, spring 2007 data are converted and compared to expected gain scores for each student producing a value-added score that is used to determine student progress.
5. Student value-added scores are used to calculate a Campus value-added score for reading and math by aggregating student scores for each subject across grades 3–5.

Appendix C (continued)

Strand II Part A: Self-Contained Elementary School Core 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 subject (**Reading, Math, Language Arts, Science, and Social Studies**). Through this comparison, teachers will be placed into performance quartiles for each subject. Only positive gain scores will be rewarded.

Strand IIA: Self-Contained Classroom Teachers Awards Matrix										
Teacher Subject Value-Added Score Compared by Grade										
	Reading		Math		Language Arts		Science		Social Studies	
Grade	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2
Grade 3	$1000	$500	$1000	$500	$1000	$500	$1000	$500	$1000	$500
Grade 4	$1000	$500	$1000	$500	$1000	$500	$1000	$500	$1000	$500
Grade 5	$1000	$500	$1000	$500	$1000	$500	$1000	$500	$1000	$500
Grade 6	$1000	$500	$1000	$500	$1000	$500	$1000	$500	$1000	$500

Example for Strand II Part A:

- A 4th grade, self-contained teacher whose students' Value-added Gain-scores in reading, math, language arts, science and social studies, are each in the top 25 percent of these five distributions of 4th grade self-contained teachers would receive $1,000+ $1,000+ $1,000+ $1,000+ $1,000 for a total of $5,000 under Strand IIA, the maximum award for this strand.
- A 5th grade, self-contained teacher whose students' Value-added Gain-scores in reading and math are each in the top 25 percent of these five distributions of 5th 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 $1,000+ $1,000+ $0+ $500+ $0 for a total of $2,500 under Strand IIA.

Strand II Part B: Departmentalized Elementary and Middle School Core Teachers
In this method, the 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 subject that they teach. Only positive gain scores will be rewarded.

Strand IIB: Elementary Departmentalized and Middle School Core Teacher Awards Matrix				
	Teacher Score			
One Subject	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Comparable Teachers by Subject	Value-added Teacher Gain Score	Value-added Teacher Gain Score	Value-added Teacher Gain Score	Value-added Teacher Gain Score
Reading	$5,000	$2,500	$0	$0
Math	$5,000	$2,500	$0	$0
Language Arts	$5,000	$2,500	$0	$0
Science	$5,000	$2,500	$0	$0
Social Studies	$5,000	$2,500	$0	$0
	Teacher Composite			
Two Subject	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Comparable Teachers by Subject	Value-added Teacher Gain Score	Value-added Teacher Gain Score	Value-added Teacher Gain Score	Value-added Teacher Gain Score
Subject 1	$2,500	$1,250	$0	$0
Subject 2	$2,500	$1,250	$0	$0

Appendix C (continued)

Example for Strand II Part B:

- An elementary school departmentalized reading teacher whose reading students' Value-added Gain-scores are in the second quartile of the distribution of elementary school reading value-added scores would receive $2,500 for a total of $2,500 under Strand IIB.
- A 7th and 8th 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 would receive $1,250+$0 for a total of $1,250 under Strand IIB.

Strand II Part C: High School Core Teachers

In this method, the EVAAS® value-added scores for each subject at a campus are compared to other campus subject value-added scores and then placed in to department performance quartiles. Only positive gain scores will be rewarded.

Strand IIC: High School Core Teacher Awards Matrix Local Funding				
Teachers Teaching One Core Subject				
	Campus Department Composite			
	Quartile 1	**Quartile 2**	**Quartile 3**	**Quartile 4**
Comparable Departments by Subject	**Value-added Campus Subject Composite Gain**	**Value-added Campus Subject Composite Gain**	**Value-added Campus Subject Composite Gain**	**Value-added Campus Subject Composite Gain**
Reading/ELA	$5,000	$2,500	$0	$0
Math	$5,000	$2,500	$0	$0
Science	$5,000	$2,500	$0	$0
Social Studies	$5,000	$2,500	$0	$0
Teachers Teaching Two Core Subjects				
	Campus Department Composite			
	Quartile 1	**Quartile 2**	**Quartile 3**	**Quartile 4**
Comparable Departments by Subject	**Value-added Campus Subject Composite Gain**	**Value-added Campus Subject Composite Gain**	**Value-added Campus Subject Composite Gain**	**Value-added Campus Subject Composite Gain**
Subject 1	$2,500	$1,250	$0	$0
Subject 2	$2,500	$1,250	$0	$0

Example for Strand II Part C:

- A 10th grade social studies teacher whose campus's Value-added Social Studies Department Gain-scores are in the top 25 percent of the distribution of high school social studies scores but NOT with positive gain would receive $0 under Strand IIC.
- A 12th grade math and science teacher at a campus whose math students' Value-added Gain-scores are in the top 25 percent of the distribution of high school math scores and whose science students' scores are in the second quartile of the distribution of high school science scores would receive $2,500+$1,250 for a total of $3,750 under Strand IIC.

Strand II Part D: PK–Grade 2 Core Teachers

In this method, the gain scores for reading and math at a campus are used in the assessment of PK–grade 2 core teachers. Campuses are compared to other campuses for each subject based on the campus score for that subject and then placed into performance quartiles. Only positive gain scores will be rewarded. PK–grade 2 core teachers are rewarded based on the improvement of students in grades 3–5(6) and are not rewarded from the student they specifically teach. In order to recognize the importance of the foundations upon which future student performance is measured, they are included as core teachers in this model, but at fifty percent of the maximum award.

Appendix C (continued)

Strand IID: Teacher Composite for Self-Contained Classroom Teachers Awards Matrix								
	Campus Subject Value-Added Composite Compared by Grade Instructed							
	Reading				Math			
Grade	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
EC to Grade 2	$1,250	$625	$0	$0	$1,250	$625	$0	$0

Example for Strand II Part D:

- A kindergarten teacher at a campus whose Campus Value-added Gain-scores for reading are in the top 25 percent of the distribution of elementary school reading scores and whose math scores are in the top 25 percent of the distribution elementary school level math scores would receive $1,250+$1,250 for a total of $2,500 under Strand IID, the maximum award for this strand.

ASPIRE Award Model Strand III

Purpose: Reward 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 (All Teaching Faculty)–The individuals included as the All Teaching Faculty group are those individuals that are assigned to a campus and provide or support direct instruction at the that level. This group includes all Core Teachers and Non-Core Teachers.

Indicator: Comparable Improvement published in the Texas Education Agency's Academic Excellence Indicator System (AEIS) report and State Accountability ratings .

Strand III Part A: Campus Improvement– This part of Strand III is designed to reward staff at 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 is based on TEA Comparable Improvement Quartiles.

Strand IIIA: Campus Level TEA Improvement Matrix							
		TEA Comparable Improvement					
		Reading			Math		
Accountability Rating	**Campus Staff**	**Q1**	**Q2**	**Q3 & Q4**	**Q1**	**Q2**	**Q3 & Q4**
Exemplary, Recognized, and Acceptable	Instructional	$500	$250	$0	$500	$250	$0
Unacceptable	Instructional	$0	$0	$0	$0	$0	$0

Appendix C (continued)

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	$300	$150	$0	$0

Examples for Strand III:

- A teacher at an Exemplary school with TEA Comparable Improvement ranking in the top 25 percent for reading and the top 25 percent for math would receive $500+$500 under Strand IIIA and $300 under IIIB for the highest award for Strand III at $1,300.

- A teacher at an Exemplary school with TEA Comparable Improvement ranking in the top 25 percent for reading but not in the top half for math would receive $500+$0 under Strand IIIA and $300 under IIIB for a Strand III total of $800.

- A teacher at a Recognized school with TEA Comparable Improvement ranking in the third quartile for reading and the third quartile for math would receive $0 under Strand IIIA and $150 under IIIB for a Strand III total of $150.

- A teacher at an Acceptable school with TEA Comparable Improvement ranking in the second quartile for reading, but not in the top half for math would receive $250+$0 under Strand IIIA and $0 under IIIB for the minimum award for Strand III at $250.

Appendix D

Houston Independent School District 2006–2007 ASPIRE Awards for Principals: $12,000 Maximum

ASPIRE Award Model Strand I

Indicator: SAS Educational Value-Added Assessment System (EVAAS®) Campus Composite Gain-score calculated across grades and subjects to provide an overall campus value-added score.

Campus value-added scores will then be rank ordered at the elementary level and at the secondary level. Schools ranked in the first or second quartile receive incentives. Only principals at campuses with positive (greater than zero) composites receive an incentive. The maximum award in Strand I is $1,650.

Strand I: Elementary & Secondary Campus Awards Matrix				
	Campus Composite (Across Subjects and Across Grades)			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Comparable Campus by School Level	Value-added Campus Composite Gain	Value-added Campus Composite Gain	Value-added Campus Composite Gain	Value-added Campus Composite Gain
Elementary Schools	$1,650	$825	$0	$0
Secondary Schools	$1,650	$825	$0	$0

ASPIRE Award Model Strand II

Indicators: EVAAS® department/subject campus scores: Gain-score calculated for each core subject. Principals are paid on the basis of each department/subject performance determined from individual student improvement in the subject area.

Campuses are rank ordered by level (elementary or secondary) for each subject and placed into quartiles. Principals are eligible to receive an award for each subject based on these rankings. Only subjects with positive (greater than zero) composites will be rewarded. The maximum award in Strand II is $8,220.

Strand II: Elementary & Secondary Campus Subject/Department Awards Matrix				
	Elementary Campus Subject Composite			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Comparable Departments by Subject	Value-added Campus Subject Composite Gain	Value-added Campus Subject Composite Gain	Value-added Campus Subject Composite Gain	Value-added Campus Subject Composite Gain
Reading	$1,644	$822	$0	$0
Math	$1,644	$822	$0	$0
Language Arts	$1,644	$822	$0	$0
Science	$1,644	$822	$0	$0
Social Studies	$1,644	$822	$0	$0
	Secondary Campus Department Composite			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Comparable Departments by Subject	Value-added Campus Subject Composite Gain	Value-added Campus Subject Composite Gain	Value-added Campus Subject Composite Gain	Value-added Campus Subject Composite Gain
Reading/ELA	$2,055	$858	$0	$0
Math	$2,055	$858	$0	$0
Science	$2,055	$858	$0	$0
Social Studies	$2,055	$858	$0	$0

Appendix D (continued)

ASPIRE Award Model Strand III

Strand III Part A: Campus Improvement—This part of Strand III is designed to reward principals at 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 is based on TEA Comparable Improvement quartiles. The maximum award in Strand III Part A is $1,650.

Strand IIIA: Campus Level TEA Improvement Matrix						
	TEA Comparable Improvement					
	Reading			Math		
Accountability Rating	**Q1**	**Q2**	**Q3 & Q4**	**Q1**	**Q2**	**Q3 & Q4**
Exemplary, Recognized, and Acceptable	$825	$413	$0	$825	$413	$0
Unacceptable	$0	$0	$0	$0	$0	$0

Strand III Part B: Campus Achievement—This part of Strand III is designed to reward 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 staff members at schools that the TEA rates Exemplary or Recognized receive an award. The maximum award in Strand III Part B is $480.

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

Special Analysis Schools: Individual methodology will be developed for campuses with incomplete strand data in order to use the available data most effectively. Specifically, there are several types of campus that require special analysis. This will necessitate that several specific analyses be developed.

Appendix E

ASPIRE AWARD MODEL FOR TEACHERS 2007-08

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 and non-core 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%.

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, Registrar, Computer Network Specialist (CNS), and CET

Indicator: EVAAS® 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®.
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, Science, and Social Studies).
4. Using a multivariate mixed model, spring 2008 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 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 2006-07 NCE average score from the 2007-08 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 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.

Strand I: Elementary & Secondary Campus Awards Matrix				
	Campus Progress Award Gain Score (Across Subjects and Across Grades)			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Comparable Campus by School Level	**Cumulative Gain Index**	**Cumulative Gain Index**	**Cumulative Gain Index**	**Cumulative Gain Index**
Elementary Schools				
Instructional Staff	$1,000	$500	$0	$0
Instructional Support Staff	$750	$375	$0	$0
Teaching Assistants	$750	$375	$0	$0
Operational Support	$500	$250	$0	$0
Middle Schools				
Instructional Staff	$1,000	$500	$0	$0
Instructional Support Staff	$750	$375	$0	$0
Teaching Assistants	$750	$375	$0	$0
Operational Support	$500	$250	$0	$0
High Schools				
Instructional	$1,000	$500	$0	$0
Instructional Support Staff	$750	$375	$0	$0
Teaching Assistants	$750	$375	$0	$0
Operational Support	$500	$250	$0	$0

ASPIRE Award Model Strand II

Purpose: Reward eligible core 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 subjects grades PK-12. Elementary and middle school teachers must have 10 students included in the EVAAS® calculations in order to have value-added data at the teacher level. Those teachers without value-added reports may be included in the model through special analysis using campus-level data.

Core Teachers-Represent those teachers who instruct students in core subjects (reading, math, language arts, science, social studies) in elementary school or core courses in middle and high school. In order to be considered a core teacher, the teacher must be responsible for providing content grades to students in the core subject they teach.

- **Elementary** - At the elementary schools, core 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 subjects are determined to be core courses based on their classification and description in the course catalog. Teachers at the middle and high schools are then identified as core teachers if they teach courses with a course number identified as a core course for the majority of the school day.
- **Special Education** - At elementary or secondary levels, teachers identified as instructing Special Education students in core subjects are identified through Chancery, People Soft and through the verification process.

Appendix E (continued)

Strand II Sections

In order to include more teachers, there are several different groups of core instructional staff and several indicators. Strand II (Value-added Core 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 teachers in grades PK-12:

- Part A- This method is used to reward self-contained core 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 teachers in grades 3-8 based on classroom value-added results by subject.
- Part C- This method is used to reward core instructional teachers at the high school level based on campus-level department value-added results by subject by grade.
- Part D- This method will be used to reward core Early Childhood to second grade teachers based on campus value-added performance in reading and math.
- Part E- This method will be used to reward core Special Education teachers based on campus value-added performance in the core subject they teach. Teachers of Special Education students who have classroom level value-added reports (10 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 10 or more students with 2008 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 core teachers grades 3-5(6) (Part A)- 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 by grade for self-contained elementary school core teachers for each core subject (reading, math, social studies, science, and language arts in grades 4-6 and reading, math, and language arts in grade 3).

For core 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 teachers for each core subject (reading, math, social studies, science, or language arts) a teacher instructs.

For core teachers at the high school level (Part C)- EVAAS® department/subject campus score: Campus Progress Gain-score (Campus Gain Index) 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.

For core teachers at Early Childhood-grade 2 (Part D) -EVAAS® campus subject score: Campus Progress Gain-score (Campus Gain Index) calculated for reading and math. Teachers awarded based on campus-wide student improvement in reading and math.

For core 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 a Campus Gain Index calculated for core subjects at the campus level.

Strand II Part A: Self-Contained Elementary School Core 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 subject (**Reading, Math, Language Arts, Science, and Social Studies**). Through this comparison, teachers will be placed into performance quartiles for each

Appendix E (continued)

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 subject. Only positive gain scores will be rewarded.

Strand II A Method:

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state 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 2008 data are converted and are provided with a current year NCE score.
5. Students are linked to teachers based on home room assignment for Part A and subjects taught. Student rosters are 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 and each grade where applicable. By aggregating student scores, a single teacher average NCE score is calculated for each subject for the current (2007-2008) and previous (2006-2007) year. The teacher's NCE gain score is calculated by subtract the 2006-07 average NCE from the 2007-08 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 dividing it by the standard error.
8. 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.
9. The maximum possible award for Strand II Part A is $5,000.

Strand IIA: Self-Contained Classroom Teachers Awards Matrix										
Teacher Subject Progress Gain Score Compared by Grade										
	Reading		Math		Language Arts		Science		Social Studies	
Grade	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2
Grade 3	$1667	$833	$1667	$833	$1667	$833	NA	NA	NA	NA
Grade 4	$1000	$500	$1000	$500	$1000	$500	$1000	$500	$1000	$500
Grade 5	$1000	$500	$1000	$500	$1000	$500	$1000	$500	$1000	$500
Grade 6	$1000	$500	$1000	$500	$1000	$500	$1000	$500	$1000	$500

Example for Strand II Part A:

- A 4th grade, self-contained teacher whose students' progress places their Teacher Gain Index in reading, math, language arts, science and social studies in the top 25 percent of these five distributions of 4th grade self-contained teachers would receive $1,000+ $1,000+ $1,000+ $1,000+ $1,000 for a total of $5,000 under Strand IIA, the maximum award for this strand.
- A 5th grade, self-contained teacher whose Teacher Gain Index in reading and math are each in the top 25 percent of the distributions of 5th 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 $1,000+ $1,000+ $0+ $500+ $0 for a total of $2,500 under Strand IIA.

Appendix E (continued)

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

In this method, the 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 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, Language Arts for elementary and middle school grades 3-8 and additionally, Science and Social Studies for grades 4-8).
4. Using a multivariate mixed model, spring 2008 data are converted and are provided with a current year NCE score.
5. Students are linked to teachers based on core subject or core course taught. Student rosters are 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 (2007-2008) and previous (2006-2007) year. The teacher's NCE gain score is calculated by subtract the 2006-07 average NCE from the 2007-08 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 the same academic level (ES or MS) 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.
9. The maximum possible award for Strand II Part B is $5,000.

Strand IIB: Elementary Departmentalized and Middle School Core Teacher Awards Matrix				
	Teacher Subject Progress Gain Score			
One Subject	**Quartile 1**	**Quartile 2**	**Quartile 3**	**Quartile 4**
Comparable Teachers by Subject and Level	**Value-added Teacher Gain Score**	**Value-added Teacher Gain Score**	**Value-added Teacher Gain Score**	**Value-added Teacher Gain Score**
Reading	$5,000	$2,500	$0	$0
Math	$5,000	$2,500	$0	$0
Language Arts	$5,000	$2,500	$0	$0
Science	$5,000	$2,500	$0	$0
Social Studies	$5,000	$2,500	$0	$0
	Teacher Subject Progress Gain Score			
Two Subjects	**Quartile 1**	**Quartile 2**	**Quartile 3**	**Quartile 4**
Comparable Teachers 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	$2,500	$1,250	$0	$0
Subject 2	$2,500	$1,250	$0	$0

Appendix E (continued)

Example for Strand II Part B:

- An elementary school departmentalized reading teacher whose reading Teacher Gain Index is in the second quartile of the distribution of elementary school reading value-added scores would receive $2,500 for a total of $2,500 under Strand IIB.
- A 7th and 8th grade math and science teacher whose math students' progress places her Teacher Gain Index in the second quartile of the distribution of middle school math scores and whose science students' progress is 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 $1,250+$0 for a total of $1,250 under Strand IIB.

Strand II Part C: High School Core Teachers

In this method, the EVAAS® value-added scores for each subject at a campus are compared to other 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 teachers serving students grades 9-12 are included in the model and receive the total award for their subject/department.

Strand IIC Indicator- EVAAS® 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®.
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/ELA, Math, Language Arts, Science, and Social Studies for grades 9–11).
4. Using a multivariate mixed model, spring 2008 data are converted to NCEs and compared to spring 2007 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 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 2006-07 NCE average score from the 2007-08 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 1 and 2 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 $5,000.

Appendix E (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.

Strand IIC: High School Grade 9-12 Core Teacher Awards Matrix							
Campus Department Composite: Subject Value-Added Score by Grade							
Comparable Departments by One 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	$1667	$833	$1667	$833	$1667	$833	Gr 9 + Gr 10 + Gr 11
Math	$1667	$833	$1667	$833	$1667	$833	Gr 9 + Gr 10 + Gr 11
Science	$1667	$833	$1667	$833	$1667	$833	Gr 9 + Gr 10 + Gr 11
Social Studies	$1667	$833	$1667	$833	$1667	$833	Gr 9 + Gr 10 + Gr 11
Comparable Departments by 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 one	$833	$417	$833	$417	$833	$417	Gr 9 + Gr 10 + Gr 11
Subject two	$833	$417	$833	$417	$833	$417	Gr 9 + Gr 10 + Gr 11

Example for Strand II Part C:

- A 10th grade social studies teacher whose campus's value-added social studies department gain scores are in quartile 3 for grade 9, quartile 4 for grade 10, and quartile 1 for grade 11 will receive a Strand II award of $1,667.
- A 12th grade math and science teacher at a campus whose math students' value-added gain scores are in quartile 1 for grade 9, quartile 3 for grade 10, quartile 1 for grade 11 would get $1,667 for a math award. If her campus's science Value-added gain-scores were in quartile 2 for grade 9, quartile 2 for grade 10, quartile 2 for grade 11, she would get $1,250 for a science award. This teacher's total award is based on the math award of $1,667 plus the science award of $1,250 which equals a total award of $2,917.

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

In this method, the cumulative gain scores for reading and math at a campus are used in the assessment of Early Childhood (PK)-grade 2 core teachers. Campuses are compared to other campuses for each subject based on the campus score for that subject and then placed into performance quartiles. Only positive gain scores will be rewarded. PK-grade 2 core teachers are rewarded based on the improvement of students in grades 3-5(6) 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 teachers in this model, but at fifty percent of the maximum award.

Strand IID Indicator -EVAAS® campus subject cumulative gain score: Gain-score calculated for reading and math. Teachers paid based on campus-wide student improvement in reading and math;

6. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS®.
7. 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.
8. Each student is then provided with a baseline NCE for each subject (Reading, Math).
9. Using a multivariate mixed model, spring 2008 data are converted to campus average NCEs and compared to spring 2007 campus average NCEs in order to calculate campus gain scores.

Appendix E (continued)

10. 2006-07 average NCE scores are subtracted from 2007-08 average NCE scores to produce a average campus gain score.
11. Campus gain scores are calculated by aggregating scores for each subject (reading and math) across grades 3-5(6).
12. Campus gain scores are used to calculate a Campus Progress Award Gain Score (Cumulative Gain Index) for reading and math by taking the campus average gain score and subtracting the district standard for that subject and dividing it by the standard error. Then the reading and math cumulative gain indices are compared by campus for all elementary schools and the campuses are rank ordered into quartiles.
13. The maximum possible award for Strand II Part D is $2,500.

Strand IID: Teacher Composite for Self-Contained Early Childhood-Grade 2 Core Classroom Teacher Awards Matrix								
	Campus Progress Award Gain Score Across Grades by Subject							
	Reading				**Math**			
Grade	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
PK to Grade 2	$1,250	$625	$0	$0	$1,250	$625	$0	$0

Example for Strand II Part D:

a. A kindergarten teacher at a campus whose Campus Progress Award Gain Score for reading is in the top 25 percent of the distribution of elementary school reading scores and whose math score is in the top 25 percent of the distribution of elementary school level math scores would receive $1,250+$1,250 for a total of $2,500.

Strand II Part E: Special Education Teachers

In this method, teachers who instruct Special Education students in core 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 10 or more students that are included in the EVAAS® 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 10 or more students that have 2008 TAKS or TAKS-Accommodated scores will be included in Strand II Part C. Since the majority of Special Education teachers have less than 10 students included in the EVAAS® analyses or with TAKS or TAKS-Accommodated scores, this separate method, part E, was constructed to provide them an award under Strand II.

In the method for Part E, the gain scores for core 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 subject. Only positive gain scores will be rewarded. These Special Education core teachers in this part are rewarded based on the improvement of students included in the EVAAS® analyses at their campus and are not rewarded from the students they specifically teach. These Special Education teachers are included as core teachers in this model, but at fifty percent of the maximum award.

Strand IIE Indicator- EVAAS® campus subject score: Cumulative Gain Indices calculated for each subject: reading, math, language arts, science, and social studies. Teachers 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®.

Appendix E (continued)

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 for each subject.
4. Using a multivariate mixed model, spring 2008 data are converted to campus average NCEs and compared to spring 2007 campus average NCEs in order to calculate campus gain scores.
5. 2006-07 average NCE scores are subtracted from 2007-08 average NCE scores to produce a average campus gain score.
6. Campus gain scores are calculated by aggregating scores for each core subject across grades 3-5(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 $2,500.

Strand IIE: Special Education Core 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	$2,500	$1,250	$0	$0
Math	$2,500	$1,250	$0	$0
Language Arts	$2,500	$1,250	$0	$0
Science	$2,500	$1,250	$0	$0
Social Studies	$2,500	$1,250	$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	$1,250	$625	$0	$0
Subject 2	$1,250	$625	$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 $833+ $833+ $417 for a total of $2,083.

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 $1,250+ 0 for a total of $1,250.

Appendix E (continued)

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 and non-core 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%.

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- This part of Strand III is designed to reward instructional and instructional support staff at 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 is based on TEA Comparable Improvement quartiles.

Strand IIIA: Campus Level TEA Improvement Matrix								
	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 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

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.

Appendix E (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 2007-08 minus percent meeting readiness standard in 2006-07.

Award Standard: If a campus meets a Writing/ELA readiness standard rate of 70% or greater, fourth and seventh grade writing teachers and high school ELA teachers will receive $400. All other instructional staff at that campus receive $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 (continued)

ASPIRE Award for Teachers 2007–2008: 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 solely 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 *2007–2008 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 do not have the student achievement data to allow for the calculation of the mean gain score. Also, there are schools with multiple organizational numbers, and they require adjustment in the payout. These campuses require Special Analysis.

- Special Analysis Type I: Schools without a value-added cumulative gain index are matched with the campus with which they have the highest number of shared students over the past three years or equivalent strong relationship. The matched school provides 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 regional offices.

There are two reasons for campuses to require Type I Special Analysis under Strand I:

- Campuses that do not serve students in grades at which value-added data is reported.
- Campuses that do not have enough students taking the TAKS or Stanford/Aprenda so that a value-added analysis can 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 will have separate value-added cumulative gain indices for each organization number and will have separate quartile rankings. However, since employees may have assignments at each level of these clustered campuses, the payout will be 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 Q3, 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 $1,000. Add school 80: $0 to school 280: $1,000, and divide by 2. Campus A instructional staff receive $500 each.

Appendix E (continued)

ASPIRE Award for Teachers 2007–2008: Special Analysis

Org 07–08	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Reason for Special Analysis
094	Harper Alternative School	Type I	038	Carter 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
270	Concord ECC	Type I	185	Kashmere Gardens 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 Central Alternative Middle School	Type I	082	Williams Middle School	Alternative/Charter without enough student test data for value-added analysis
346	Pleasant Hill Elementary School	Type I	172	NQ Henderson Elementary	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	144	Durkee Elementary School	Early Childhood Center without students in grades included in analysis
354	Mistral ECC	Type I	248	Sutton Elementary School	Early Childhood Center without students in grades included in analysis
355	ML King ECC	Type I	207	Montgomery 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
387	South District Alternative	Type I	247	Young Elementary	Alternative/Charter without enough student test data for value-added analysis
391	St. John's Academy	Type I	201	MacGregor Elementary School	Alternative/Charter Early Childhood School without students in grades included in analysis
392	Young Learners Charter School	Type I	108	Bastian Elementary School	Alternative/Charter Early Childhood Center without students in grades included in analysis
143	Briarmeadow Charter	Type II	A		Payouts based on average payout of combined campuses
344	Briarmeadow MS	Type II	A		Payouts based on average payout of combined campuses

Org 07–08	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Reason for Special Analysis
* 364 (Energized for Excellence 3-5) is averaged with 342 (Energized MS); see Type II					
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

Appendix E (continued)

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 10 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 Strand IIC, these core subject-level value-added gain indices are used to reward high school teachers by department at their campus. For Strand IID, Reading and Math across-grade value-added gain scores are used to reward EC to 2nd grade teachers. For Strand IIE, Reading, Mathematics, ELA, Science, and Social Studies across-grade value-added gain scores are used to reward Special Education teachers for the subject(s) they teach. For core teachers without value-added data used in Strands II A-E, Special Analysis is applied.

Since several campuses do 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) are matched with the campus with which they have 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 subjects without results, 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 their paired campus. ECC teachers are eligible to earn up to $2,500 (50% of the total) for Strand IID.

- Special Analysis Type II: Elementary schools without a value-added gain index for a core subject are matched with the campus with which they have 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 is necessary. For EC-grade 2 teachers, Strand IID is calculated using reading and math value-added data for their paired campus. For other core teachers, the appropriate subject-level gain index for the subject they teach will be used. *In cases where campus-level data are used for teachers of grades 3-8, the maximum award is 50% of the total award for Strand 2.*

- Special Analysis Type III: Middle schools without a value-added gain index for a core subject are matched with the campus with which they have 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 is necessary. For core teachers, the appropriate subject-level value-added gain index for the subject they teach will be used. *In cases where campus-level data are used for teachers of grades 6-8, the maximum award is 50% of the total award for Strand 2.*

- Special Analysis Type IV: High schools without a value-added gain index for a core subject are matched with the campus with which they have 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 is necessary. If the campus has its own results for a specific subject, those will be 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 will be used to rank order scores for core subject teachers without value-added data for their own students. These teachers will be eligible to receive up to $2,500 for value-added gains made by all students at their campus. This is consistent with ECC teachers being able to earn up to 50 percent of the $5,000 available in Strand II for campus-level data.

Appendix E (continued)

- Special Analysis Type Va: There are 12 clusters of campuses that share sites and payroll assignments but have multiple organization numbers. These campuses will have separate value-added cumulative gain indices and separate quartile rankings for each organization number. However, since employees may have assignments at each level of these clustered campuses, the payout will be based on an average of what would be earned by each organization number as determined by the quartile rankings. Except for multilevel organizations including a middle school and a high school, teachers at these organizations who need Special Analysis Type V will receive an amount up to $2,500 based on the average of what would be earned by teachers at each organization number as determined by the quartile rankings.

Strand II Special Analyses 2007–2008

Org 07–08	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
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	144	Durkee Elementary School	Reading and Math for Strand IID for teachers
354	Mistral ECC	PK	Type I	248	Sutton Elementary School	Reading and Math for Strand IID for teachers
355	M L King ECC	PK	Type I	207	Montgomery 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
391	St. John's Academy	EE-1	Type I	201	MacGregor Elementary School	Reading and Math for Strand IID for teachers
392	Young Learners Charter School	PK	Type I	108	Bastian Elementary School	Reading and Math for Strand IID for teachers
270	Concord ECC	PK	Type I	185	Kashmere Gardens Elementary School	Reading and Math for Strand IID for teachers
273	Ashford Elementary School	EE-4	Type II	276	Shadowbriar Elementary School	Reading, Math, Language, Science, Social Studies
328	TSU Charter Lab School	PK-5	Type II	195	Lockhart Elementary School	Reading, Math, Language, Science, Social Studies
346	Pleasant Hill Elementary School	PK-5	Type II	172	NQ Henderson Elementary	Reading, Math, Language, Science, Social Studies

Appendix E (continued)

Org 07–08	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	KN-6	366	286	Herrera Elementary School	Reading, Math, Science
387	South District Alternative ES	2-6	Type II	247	Young Elementary School	Reading, Math, Language, Science, Social Studies
339	North Central Alternative MS	6-8	Type III	082	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	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	Briarmeadow Charter		Type Va	A		Payouts based on average payout of combined campuses
344	Briarmeadow MS		Type Va	A		Payouts based on average payout of combined campuses
364	Energized Academy		Type Va	C		Payouts based on average payout of combined campuses
342	Energized MS		Type Va	C		Payouts based on average payout of combined campuses
058	Gregory-Lincoln Ed MS		Type Va	D		Payouts based on average payout of combined campuses
282	Gregory-Lincoln Ed ES		Type Va	D		Payouts based on average payout of combined campuses
334	Kaleidoscope		Type Va	E		Payouts based on average payout of combined campuses
340	Las Americas MS		Type Va	E		Payouts based on average payout of combined campuses

Appendix E (continued)

Org 07–08	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 Va	F		Payouts based on average payout of combined campuses
339	North Central Alternative MS		Type Va	F		Payouts based on average payout of combined campuses
071	Project Chrysalis MS		Type Va	G		Payouts based on average payout of combined campuses
287	Cage ES		Type Va	G		Payouts based on average payout of combined campuses
080	The Rice School Middle School		Type Va	H		Payouts based on average payout of combined campuses
280	The Rice School Elementary School		Type Va	H		Payouts based on average payout of combined campuses
067	Smith Education Center		Type Va	I		Payouts based on average payout of combined campuses
266	EO Smith ES		Type Va	I		Payouts based on average payout of combined campuses
296	TH Rogers ES		Type Va	J		Payouts based on average payout of combined campuses
039	TH Rogers MS		Type Va	J		Payouts based on average payout of combined campuses
127	Woodson ES		Type Va	K		Payouts based on average payout of combined campuses
074	Woodson MS		Type Va	K		Payouts based on average payout of combined campuses

Appendix E (continued)

Strand III: Campus Improvement and Campus Achievement

Strand III is divided into three parts: Campus Improvement which is based on Texas Education Agency (TEA) Comparable Improvement (CI), Campus Achievement which is based on TEA accountability ratings, and Writing / English Language Arts (ELA) TAKS results for 4th, 7th, and 11th grade.

Special analysis is needed for those schools that do not have Comparable Improvement and/or Accountability ratings, campuses that are rated on the Alternative Accountability model (AEA), schools with no 4th, 7th, or 11th grade TAKS Writing/ELA results for 2007 and/or 2008, 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 are paired for these calculations in the state system, and the paired campus provides 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.

- Special Analysis Type II: Campuses not rated or paired for TEA Accountability Ratings. These campuses are paired with the campus with which they have the highest number of shared students over the past three years or equivalent strong relationship. The matched 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. The decisions on pairing were done by the HISD Research and Accountability Department with input from the regional offices.

- Special Analysis Type III: Campuses rated by TEA with no CI. For this model, schools that are rated under the state accountability system but do not have a Comparable Improvement analysis calculated by TEA, the CI quartiles from a paired campus with whom they have a feeder relationship will be used.

- Special Analysis Type IV: Campuses rated by TEA with no CI and no TAKS Writing/ ELA data for both 2007 and 2008. For this model, schools that are rated under the state accountability system but do not have a CI analysis calculated by TEA and do 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 a feeder relationship will be used.

- Special Analysis Type V: Campuses rated by TEA on the AEA model. For this model, AEA-Acceptable campuses are 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 will be 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 is done separately for both reading and for math. These percentages are compared to the previous year's percentage. Any improvement will be counted as Q1 and no growth is Q4.

- Special Analysis Type VI: Campuses rated by TEA on the AEA model with no growth data and insufficient writing data. Campuses that do not have data on TEA's TAKS Progress Indicator Student Listing roster and who do not have sufficient Writing/ELA data (for both 2007 and 2008) will use their own accountability rating but be paired for CI and for Writing/ELA. Campuses are paired by the HISD Research and Accountability Department with input from the regional offices.

- Special Analysis Type VII: Campuses with no TAKS Writing / English Language Arts data for both 2007 and 2008. Campuses that have only the most recent year's data and meet the student passing standard will receive awards based on their own data. Of these campuses, those that do not meet the student passing standard and campuses that do not have two years worth of TAKS Writing/ELA data will be paired with the campus with which they have the highest number of shared students over the past three

Appendix E (continued)

years or equivalent strong relationship. The matched school provides 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 made by the HISD Research and Accountability Department with input from the regional offices.

- Special Analysis Type VIII: There are 12 clusters of campuses that share sites and payroll assignments but have multiple organization numbers. These campuses will have 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 will be based on an average of what would be earned by each organization number as determined by the quartile rankings. An Example of Strand III Special Analysis Type VIII: Campus site A has two organization numbers 029 and 093. School 029 was Exemplary, ranked in Q3 in Reading and Q2 in Math, did not meet Writing/ELA standards and did not show sufficient improvement. School 093 was Acceptable, ranked in Q1 Reading and Q1 in Math, and showed sufficient improvement in Writing/ELA to receive an award. Instructional staff at Campus A will receive an average of what the two schools qualified for: specifically, School 029 student improvement qualifies instructional staff for $550 ($0 for Reading and $250 for Math for Strand III part A, $300 for Part B, and $0 for Part C), while School 093 student improvement qualifies instructional staff for $1,200 ($500 for Reading and $500 for Math for Part A, $0 for Part B, and $200 for Part C). We add school 029: $550 to school 093: $1,200 and divide by 2. Campus A instructional staff and Writing/ELA instructional staff at the campus that did not qualify on its own data for Part C will receive $725 each; 4th and 7th grade and high school Writing/ELA instructional staff at the campus that qualified on its own data receive $1,025 each.

Strand III Special Analyses 2007–2008

Org 07–08	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Special Analysis Strand III
131	Halpin Early Childhood Center	Type I	374	Tinsley Elementary	Paired for SIIIA, B, and C
273	Ashford Elementary	Type I	276	Shadowbriar Elementary	Paired for SIIIA, B, and C
328	TSU Charter Lab School	Type I	195	Lockhart Elementary School	Paired for SIIIA, B, and C
391	St. John's Academy	Type I	201	MacGregor Elementary	Paired for SIIIA, B, and C
094	Harper Alternative School	Type II	038	Carter Career Center	Paired for SIIIA, B, and C
097	HCC Life Skills	Type II	008	Lamar High School	Paired for SIIIA, B, and C
270	Concord ECC	Type II	185	Kashmere Gardens Elementary School	Paired for SIIIA, B, and C
339	North Central Alternative Middle School	Type II	082	Williams Middle School	Paired for SIIIA, B, and C
350	Energized for Excellence (PK-2)	Type II	364[18]	Energized for Excellence (3-5)	Paired for SIIIA, B, and C
352	Farias ECC	Type II	144	Durkee Elementary School	Paired for SIIIA, B, and C
354	Mistral ECC	Type II	248	Sutton Elementary School	Paired for SIIIA, B, and C
355	ML King ECC	Type II	207	Montgomery Elementary School	Paired for SIIIA, B, and C
357	Laurenzo ECC	Type II	124	Burnet Elementary School	Paired for SIIIA, B, and C
366	North Central Alternative Elementary School	Type II	286	Herrera Elementary School	Paired for SIIIA, B, and C
387	South District Alternative	Type II	247	Young Elementary	Paired for SIIIA, B, and C

[18] 364 (Energized for Excellence 3-5) is averaged with 342 (Energized MS); see Type VIII

Appendix E (continued)

Org 07–08	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Special Analysis Strand III
392	Young Learners Charter School	Type II	108	Bastian Elementary School	Paired for SIIIA, B, and C
013	Community Services	Type III	008	Lamar High School	No CI, Paired for SIIIA
194	Lewis Elementary School	Type IV	360	Bellfort Elementary School	No CI, Paired for SIIIA and C
029	Contemporary Learning Center High School	Type V			Part A Comparable Improvement based on TEA Progress Indicator Student Listing Acc Data Tables; Part B based on AEA
038	HP Carter Career Center	Type V			Part A Comparable Improvement based on TEA Progress Indicator Student Listing Acc Data Tables; 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
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
341	ALTA Academy	Type V			Part A Comparable Improvement based on TEA Progress Indicator Student Listing Acc Data Tables; Part B based on AEA
324	Liberty High School	Type VI	009	Lee High School	Part B based on AEA; No CI, Paired for SIIIA and SIIIC
326	Leader's Academy	Type VI	010	Madison High School	Part B based on AEA; No CI, Paired for SIIIA and SIIIC (no data 2007)
327	New Aspirations	Type VI	023	Sharpstown High School	Part B based on AEA; No CI, Paired for SIIIA and SIIIC (no data 2007)
340	Las Americas	Type VI	334	Kaleidoscope Middle School	Part B based on AEA; No CI, Paired for SIIIA and SIIIC
349	REACH Charter	Type VI	004	Furr	Part B based on AEA; No CI, Paired for SIIIA and SIIIC (no data 07-08)
325	Empowerment College Prep High School	Type VII	014	Sterling High School	Paired for SIIIC Only - No Data for 2007
345	East Early College High School	Type VII	001	Austin High School	Paired for SIIIC Only - No Data for 2007 or 2008
346	Pleasant Hill Academy Elementary School	Type VII	172	NQ Henderson Elementary	Paired for SIIIC Only - No Data for 2007 or 2008
348	International High School	Type VII	034	HS for Law Enforcement and Criminal Justice.	Paired for SIIIC Only - No Data for 2007 or 2008
353	St. George Place	Type VII	218	Pilgrim Elementary	Paired for SIIIC Only - No Data for 2007
358	Felix Cook Jr. Elementary School	Type VII	113	Paige Elementary School	Paired for SIIIC Only - No Data for 2007
368	Sands Point Elementary School	Type VII	149	Emerson Elementary	Paired for SIIIC Only - No Data for 2007
396	Daily Ray	Type VII	275	Bush Elementary	Paired for SIIIC Only - No Data for 2007

Appendix E (continued)

Org 07–08	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Special Analysis Strand III
143	Briarmeadow Charter	Type VIII	A		Payouts based on average payout of combined campuses
344	Briarmeadow 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
074	Woodson Middle school	Type VIII	K		Payouts based on average payout of combined campuses

Appendix F

Houston Independent School District 2007–2008 ASPIRE Awards for Principals and Assistant Principals: Maximum Possible Payouts of $12,400 and $6,200

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 the performance of campus staff.

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

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

Strand I Method:

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state 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 2008 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 2006-07 NCE average score from the 2007-08 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 quartile 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**
Elementary Schools				
Principals	$1,650	$825	$0	$0
Assistant Principals	$825	$413	$0	$0
Middle Schools				
Principals	$1,650	$825	$0	$0
Assistant Principals	$825	$413	$0	$0
High Schools				
Principals	$1,650	$825	$0	$0
Assistant Principals	$825	$413	$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 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 subject (Reading, Math, Language Arts, Science, and Social Studies).
4. Using a multivariate mixed model, spring 2008 data are converted and compared to NCEs and compared to spring 2007 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 Subject	**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	$1,644	$822	$822	$411	$0	$0
Math	$1,644	$822	$822	$411	$0	$0
Language Arts	$1,644	$822	$822	$411	$0	$0
Science	$1,644	$822	$822	$411	$0	$0
Social Studies	$1,644	$822	$822	$411	$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	$1,644	$822	$822	$411	$0	$0
Math	$1,644	$822	$822	$411	$0	$0
Language Arts	$1,644	$822	$822	$411	$0	$0
Science	$1,644	$822	$822	$411	$0	$0
Social Studies	$1,644	$822	$822	$411	$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	$2,055	$1,028	$1,028	$514	$0	$0
Math	$2,055	$1,028	$1,028	$514	$0	$0
Science	$2,055	$1,028	$1,028	$514	$0	$0
Social Studies	$2,055	$1,028	$1,028	$514	$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, state accountability ratings, and TAKS writing achievement.

Strand III Part A: Campus Improvement—This part of Strand III is designed to reward principals and assistant principals at 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 is based on TEA Comparable Improvement quartiles.

Strand IIIA: Campus Level TEA Improvement Matrix						
	TEA Comparable Improvement					
	Reading			**Math**		
Exemplary, Recognized, and Acceptable Campuses	**Q1**	**Q2**	**Q3 & Q4**	**Q1**	**Q2**	**Q3 & Q4**
Principals	$825	$413	$0	$825	$413	$0
Assistant Principals	$413	$206	$0	$413	$206	$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.

Appendix F (continued)

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.

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 2007–08 minus percent meeting readiness standard in 2006–07.

Award Standard: If a campus meets a Writing/ELA college readiness standard rate of 70%, principals will receive $400 and assistant principals will receive $200.

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 $200 for 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

2007–2008 ASPIRE Awards

Program and Eligibility Requirements

After receiving input from the ASPIRE Award Advisory Committee, made up of HISD teachers, instructional support staff, and administrators, the district has refined and enhanced the ASPIRE Awards for 2007–2008. Following are the revised program and eligibility requirements for the 2007–2008 ASPIRE Awards.

General Eligibility Requirements

To be eligible to participate in the 2007–2008 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, October 26, 2007.
3. Employees must be continuously employed in an eligible position through the last day of school, May 30, 2008.
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. *Waived for 2008:* Effective for the 2008–2009 school year (to be paid out in January 2010), employees must be in attendance 90 percent of the 175 instructional days identified as the "instructional school year." 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 HR), 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 or non-core instructional positions as defined below.

Core Instructional Positions

For employees to qualify as core 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.

The 2007–2008 ASPIRE Awards are based on value-added results for the 2007–2008 school year.

Appendix G (continued)

2007–2008 ASPIRE Awards
Program and Eligibility Requirements

A. Core Teachers, Grades 3–6, Self-Contained
To be considered in this category, employees must qualify as core instructional staff and teach the majority of the same students in grades 3–6 in at least four out of the five core 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 Teachers, Grades 3–8, Departmentalized
To be considered in this category, employees must qualify as core instructional staff and teach one to three core 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 Teachers, Grades 9–12
To be considered in this category, employees must qualify as core instructional staff and teach grades 9–12 core courses the majority of the school day. For a complete list of these courses, please review the 2008 Master Course List with ASPIRE subjects.

D. Core Teachers, Early Childhood through Grade 2
To be considered in this category, employees must qualify as core instructional staff and teach core subjects to students in Early Childhood through grade 2 the majority of the school day.

E. Core Special Education Teachers–No Value-Added Report
To be considered in this category, employees must qualify as core instructional staff and teach core subjects to Special Education students in grades 3–8 where a value-added report cannot be generated, or teach fewer than 10 TAKS or TAKS-accommodated Special Education students in grades 9–12. All other Special Education teachers will be considered under their respective core-teacher category (above).

Non-Core Instructional Positions

F. Non-Core/Ancillary Teachers
To be considered a non-core teacher, employees must teach ancillary, non-core/elective classes (e.g., art, music, etc.) or not meet the definitions of core teachers (above) in grades EC–12.

Other Position Categories
In addition to recognizing instructional staff, the ASPIRE Awards also acknowledge the contributions of employees who contribute to student growth in other ways throughout the school year. Following are new categories that have been created 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, 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.

The 2007–2008 ASPIRE Awards are based on value-added results for the 2007–2008 school year.

Appendix G (continued)

2007–2008 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, registrar, computer network specialist, and CET.

Campus Leadership Categories
The ASPIRE Award Program recognizes campus-leadership for their contribution to student progress and achievement based on campus and departmental performance. The following describe the award category eligibility for leadership positions:

J. Principals
To be considered in this category, employees must meet all eligibility requirements, 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, 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 (in time for the fall snapshot), an employee teaches third-grade math (Category B: a departmentalized, core teacher). On February 5, the employee transfers to content specialist on the same campus (Category F: an instructional support position). Both assignments are ASPIRE Award-eligible. However, the award model and eligibility requirements differ. In this case, the greatest percentage of the "school year" was spent as a third grade, departmentalized, core teacher. Therefore, the award amount would be determined on the basis of the job, a third grade, departmentalized, core teacher.

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

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

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

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

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

   For example: If a teacher teaches second- and third-grade reading, and a value-added report is obtained for third grade based on the direct measure of student growth, the teacher would be eligible under Category B, as a core 3–8, departmentalized teacher. If an employee teaches music the majority of the day, and one class of reading (for which he/she may receive a value-added report), the employee will be categorized as F. non-core instructional.

The 2007–2008 ASPIRE Awards are based on value-added results for the 2007–2008 school year.

Appendix G (continued)

2007–2008 ASPIRE Awards
Program and Eligibility Requirements

6. The production of a value-added report does not necessarily categorize an employee as a core 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 teacher unless all the criteria for a core teacher position (See the Position Eligibility Requirements and Categorization section) are met.

ASPIRE Award Calculation and Payout Rules

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

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

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

2. Awards for employees whose job record/position is assigned to non-campus departments or regional offices for time reporting, but who are assigned to work on specific campuses a minimum of 40 percent of the time, and report directly to the principal (principal is responsible for supervising and evaluating the individual employee) will be calculated and prorated on the basis of the percentage of campus assignments. Examples include evaluation specialists, content specialists, speech therapists, and various Special Education positions.

   For example: A 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.

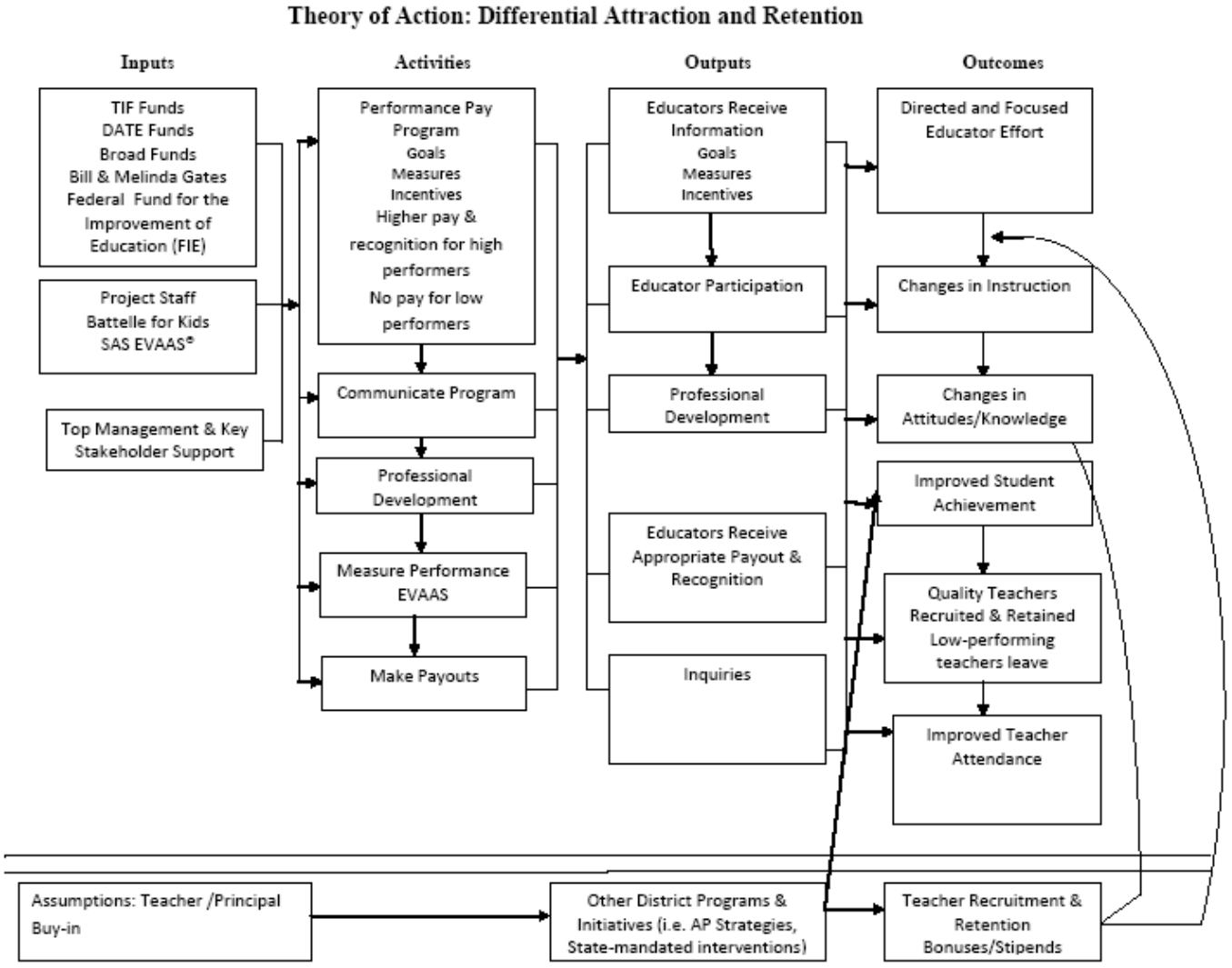
3. The ASPIRE Award for employees assigned to multilevel campuses (e.g., T. H. Rogers) will be determined by an average of both campus-award amounts for Strands I and III.

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.

Appendix H


Theory of Action: Differential Attraction and Retention
Inputs
Activities
Outputs
Outcomes
TIF Funds
DATE Funds
Broad Funds
Bill & Melinda Gates
Federal Fund for the Improvement of Education (FIE)
Project Staff
Battelle for Kids
SAS EVAAS©
Top Management & Key Stakeholder Support
Performance Pay Program
Goals
Measures
Incentives
Higher pay & recognition for high performers
No pay for low performers
Communicate Program
Professional Development
Measure Performance EVAAS
Make Payouts
Educators Receive Information
Goals
Measures
Incentives
Educator Participation
Professional Development
Educators Receive Appropriate Payout & Recognition
Inquiries
Directed and Focused Educator Effort
Changes in Instruction
Changes in Attitudes/Knowledge
Improved Student Achievement
Quality Teachers Recruited & Retained
Low-performing teachers leave
Improved Teacher Attendance
Assumptions: Teacher /Principal Buy-in
Other District Programs & Initiatives (i.e. AP Strategies, State-mandated interventions)
Teacher Recruitment & Retention
Bonuses/Stipends