

MEMORANDUM

January 12, 2011

TO: Board Members

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

SUBJECT: **2008–2009 ASPIRE Award Program Evaluation**

CONTACT: Carla Stevens (713) 556-6700

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

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

Attached is the evaluation report summarizing the effectiveness of the 2008–2009 ASPIRE Award as required by state and federal grants.

Award Payout

- The 2008–2009 ASPIRE Award was paid out on January 27, 2010. The final total payout was \$40,564,693.83 for 15,710 employees.
- Since the inception of a performance-pay program, the district has paid out \$113,807,145.31. There was an increase of approximately \$8.98 million from 2007–2008 to 2008–2009.

Recruitment and Retention

- Of the 1,281 employees receiving a recruitment incentive and/or stipend, 884 employees or 69.0 percent also received a Strand 2 teacher progress award, reflecting highly effective teachers. This represents an increase of 1.1 percentage point compared to 2007–2008.
- The percentage of teachers in hard to staff schools receiving bonuses related to classroom level performance declined by 16.5 percentage points from 67.7 percent for the 2005–2006 cohort to 51.2 percent for the 2008–2009 cohort.
- Classroom retention rates for teachers were 87.7 percent in 2006–2007 and 90.9 percent in 2008–2009 cohorts, reflecting an increase of 3.2 percentage points.

- The percentage of teachers that were retained in the classroom and received any performance-pay award increased from 84.4 percent in 2006–2007 to 91.8 percent in 2008–2009 cohorts.
- For core teachers that were retained in the classroom and received an ASPIRE award based on teacher progress, there was a decline from 65.8 percent in 2006–2007 to 61.9 percent in 2008–2009.
- The number of applicants applying for positions in hard to staff schools increased from 51 applicants per open position in calendar year 2006 to 138 applicants per open position in calendar year 2009.

Teacher Attendance

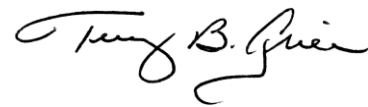
- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 (before performance-pay) to 95.3 percent in 2008–2009 (performance-pay year 4). However, these attendance rates remained at around 95 percent.

Student Academic Performance

- On the English or Spanish TAKS test, the percent passing increased for reading/ELA, mathematics, writing, science, and social studies when comparing test results from 2005 to 2009 by grade, ranging from 3 to 34 percentage points.
- On the English or Spanish TAKS test, the percent commended increased for all subtests and grade levels when comparing test results from 2005 to 2009, with grade-level increases ranging from 2 to 24 percentage points.

Survey Feedback

- When comparing survey results over the last four 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 55.2 percent in March 2010. The percentage in May 2009 was 63.9 percent.
- 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 46.5 percent (March 2010 survey administration). These results were after the payout of both models.



TBG

Attachment

cc:	Superintendent's Direct Reports	School Improvement Officers
	Chief School Officers	Principals
	Bill Horwath	

RESEARCH

Educational Program Report



2008–2009 ASPIRE Award Program Evaluation



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Carla Stevens
ASSISTANT SUPERINTENDENT
DEPARTMENT OF RESEARCH AND ACCOUNTABILITY

Laurie S. Zimmerman, Ph.D., Jennifer O'Brien,
Victoria Mosier, and Anna Olajay-Abarquez
RESEARCH SPECIALISTS

Don Hilber
RESEARCH MANAGER

Houston Independent School District

Hattie Mae White Educational Support Center
4400 West 18th Street
Houston, Texas 77092-8501

Website: www.houstonisd.org

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2008–2009 ASPIRE Award Program Evaluation 2009–2010

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EXECUTIVE SUMMARY

2008–2009 ASPIRE AWARD PROGRAM EVALUATION

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 2007–2008 ASPIRE Award was successfully paid out on January 28, 2009. Again, with recommendations from the district’s Teacher Advisory Committee, revisions were made to the model for the 2008–2009 school year, which was paid out on January 27, 2010.

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 2008–2009 ASPIRE Award program in relation to the stated goals and the impact on the participants after four 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 2008–2009 ASPIRE Award? How does this compare over the past three years?

- The 2008–2009 ASPIRE Award was paid out on January 27, 2010. The final total payout was \$40,564,693.83 for 15,710 employees.
- For 2008–2009, the maximum award paid was \$10,902.88 for teachers and \$15,530.00 for principals. The awards for core teachers ranged from \$100.00 to \$10,902.88 with an average award of \$3,615.58. Among principals that received some award, amounts ranged from \$240.00 to \$15,530.00, with an average award of \$6,122.46.
- Since the inception of a performance-pay program, the district has paid out \$113,807,145.31. There was an increase of approximately \$8.98 million from 2007–2008 to 2008–2009.
- For the 2008–2009 ASPIRE Award, \$9,292,437.65 was awarded for Strand 1, \$20,662,487.64 was awarded for Strand 2, \$10,135,574.25 was awarded for Strand 3, with \$363,461.91 paid as an attendance bonus.
- For 2008–2009, the Texas District Award for Teacher Excellence (D.A.T.E.) grant provided a supplemental fund of approximately \$110,000 to be paid out to teachers (Categories A–F) above their ASPIRE Award.
- Over the past four years, the total payout increased from \$17,007,023.31 in 2005–2006 to \$40,564,693.83 in 2008–2009, and the number of staff receiving an award increased from 10,233 in 2005–2006 to 15,710 in 2008–2009.
- From 2006–2007 to 2008–2009, there was an increase in the percentage of eligible core teachers (Categories A–E) that received an ASPIRE Award by 8.8 percentage points. From 2007–2008 to 2008–2009, there was an increase in the percentage of all teachers (Categories A–F) that received an ASPIRE Award by 2.1 percentage points.
- The average payout for core teachers (Categories A–E) increased from \$2,666.68 in 2006–2007 to \$3,615.58 in 2008–2009. Similarly, the average payout for all teachers (Categories A–F) increased from \$2,420.60 in 2007–2008 to \$3,183.03 in 2008–2009.

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

Over the past three years, award recipients typically were female, held a bachelor's degree, with at least 29 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 1,281 employees receiving a recruitment incentive and/or stipend, 884 employees or 69.0 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 169 applicants per open position in 2009 (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 calendar year 2006 to 138 applicants per open position in calendar year 2009.

- The percentage of teachers in hard to staff schools receiving bonuses related to classroom level performance declined by 16.5 percentage points from 67.7 percent for the 2005–2006 cohort to 51.2 percent for the 2008–2009 cohort.
- Classroom retention rates for teachers were 87.7 percent in 2006–2007 and 90.9 percent in 2008–2009 cohorts, reflecting an increase of 3.2 percentage points.
- The percentage of teachers that were retained in the classroom and received any performance-pay award increased from 84.4 percent in 2006–2007 to 91.8 percent in 2008–2009 cohorts.
- For core teachers that were retained in the classroom and did not receive any performance-pay, there was a decline from 33.3 percent in 2006–2007 to 31.2 percent in 2008–2009.
- 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 2.7 percentage points, from 0.1 percent in 2006–2007 to 2.8 percent in 2008–2009.
- For core teachers that were retained in the classroom and received an ASPIRE award based on teacher progress, there was a decline from 65.8 percent in 2006–2007 to 61.9 percent in 2008–2009.

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

- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 (before performance-pay) to 95.3 percent 2008–2009 (performance-pay year 4). However, these attendance rates remained at a rounded 95 percent.
- Teacher attendance rates, using both requested and mandatory absences, showed the same 0.5 percentage point increase from 2005–2005 to 2008–2009. Attendance rates were approximately 95 percent.
- Although attendance rates for performance-pay recipients slightly exceeded overall district attendance rates from 2005–2006 to 2008–2009, the differences were less than 1 percentage point.

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

For the 2008–2009 school year, a total of 3,693 (unduplicated count) and 6,373 (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 621 in 2008–2009. For 2008–2009, 73 percent were resolved without change in award amount.

7. Have students shown academic gains in the four core content areas based on standardized test performance for 2005–2006 through 2008–2009?

- Districtwide student performance on the Stanford 10 showed increases in the NCE scores from 2008 to 2009 in the four core content areas for seventh grade students. NCE increases were evident for 8 out of 11 grades in reading, 2 out of 11 grades in mathematics, 5 out of 11 grades in language, 9 out of 11 grades tested in environment/science, and seven out of nine grades tested in social science.
- From 2005 to 2009, districtwide student performance on the Aprenda 3 showed increases in reading, mathematics, language arts, and environment/science NCE scores for grades 1, 2, 3, 5, 6, and 8.

Third, fourth, fifth, and eighth grade students showed increases in social science when comparing NCE scores from 2005 to 2009. Social science was not tested in grades 1–2.

- On the English or Spanish TAKS test, the percent passing increased for reading/ELA, mathematics, writing, science, and social studies when comparing test results from 2005 to 2009 by grade, ranging from 3 to 34 percentage points.
- On the English or Spanish TAKS test, the percent commended increased for all subtests and grade levels when comparing test results from 2005 to 2009, with grade level increases ranging from 2 to 24 percentage points.

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 62.1 percent in 2008–2009.
- 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 2008–2009 (59.8 percent) for HISD schools compared to similar schools across the state.
- The percent of exemplary campuses increased from 2 percent in 2004–2005 to 30 percent in 2008–2009. The percent of recognized campuses increased from 10 percent in 2004–2005 to 43 percent in 2008–2009. There was a decrease in the percentage of academically acceptable campuses from 75 percent in 2004–2005 to 21 percent in 2008–2009, and in Academically Unacceptable campuses from 12 percent in 2004–2005 to 4 percent in 2008–2009.

9. Based upon survey results, what were the perceptions of respondents regarding the 2008–2009 ASPIRE Award? How does this compare to previous years?

- Survey invitations were sent to a total of 19,312 Houston Independent School District campus-based employees and regional staff members on February 23, 2010 with 7,284 participants who responded to the survey (37.7 percent).
- Over the past four years, the response rate has increased from 10.6 percent (December 2007 administration) to 37.7 percent (March 2010 administration).
- For the May 2010 ASPIRE Award Survey administration, out of 6,564 respondents, 87.1 percent indicated that they received an ASPIRE Award for the 2008–2009 school year.
- When comparing survey results over the last four 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 55.2 percent in March 2010. The percentage in May 2009 was 63.9.
- When comparing the percentage of respondents that indicated they were *in favor* or *somewhat in favor* toward the concept of the 2005–2006 Teacher-Performance Pay Model and to the ASPIRE Award Program for that year, there was an increase from 44.4 percent (December 2007 survey administration) to 46.5 percent (March 2010 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 for that year decreased by 11.9 percentage points over a four-year period to 27.3 percent in March 2010.

- 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. Alternatively, there was a decrease in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *high* or *very high* by 21.8 percentage points when comparing May 2009 to March 2010.
- The percentage of respondents that received training increased from 58.1 percent based on the results of the December 2007 survey administration to 71.2 percent based on the March 2010 survey results, although this was a decrease from the previous two years.
- Based on survey data collected in 2008 and 2010, 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 35.2 percent, respectively).
- On the 2009 and 2010 survey administration, the statement for which the largest percentage of respondents indicated *strongly agree* or *agree* centered on continuing the ASPIRE Award and modifying the model on an annual basis (56.7 percent and 48.7 percent, respectively).

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

- Based on the results of the May 2009 and March 2010 surveys, 70.1 percent and 72.3 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 and March 2010 surveys, the area for which the highest percentage of respondents perceived communications to be *not effective* or *somewhat effective* focused on *knowing how to interpret and understand my specific ASPIRE Award Notice* and *understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award*.
- Based on the results of the March 2010 survey, 33.3 percent of respondents reported the ASPIRE website as being *very effective*, reflecting the highest percentages for effectiveness when compared to the other seven venues used to communicate information about the ASPIRE Award program.

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

Out of a total of 7,284 respondents on the March 2010 survey, 3,305 or 45.4 percent of the respondents provided at least one response for recommending changes to the 2008–2009 ASPIRE Award. The top three emergent categories based on the percentage of the responses 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 (20.9 percent), providing other performance measures, ideas, or criteria (20.7 percent), or providing negative commentary about the model or the implementation of the model (18.5 percent).

2008–2009 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, \$7,800 for 2007–2008, and \$10,300 for 2008–2009, and up to \$9,000 for principals for the 2005–2006 model, \$12,000 for the 2006–2007 model, \$12,400 for the 2007–2008 model, and \$15,530 for 2008–2009. 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 2007–2008 ASPIRE Award was successfully paid out on January 28, 2009. Again, with recommendations from the district's Teacher Advisory Committee, revisions were made to the model for the 2008–2009 school year, which was paid out on January 27, 2010.

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).

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 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 performance 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. The *2005–2006 TPPM and 2006–2007 ASPIRE Award Program Evaluation* (Houston Independent School District, 2009a) provides a detailed description of the 2006–2007 ASPIRE Award model, methodology, and awards.

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 award program increased the potential award amount for eligible principals to \$12,000 based on analyses of 2006–2007 outcome data. The ASPIRE Award for principals was organized into three strands. The *2005–2006 TPPM and 2006–2007 ASPIRE Award Program Evaluation* provides a detailed description of the 2006–2007 ASPIRE Award for principals (Houston Independent School District, 2009a).

2007–2008 Award Model Development and Communications Activities

After the second year's payout in January 2008, from February 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-place, 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, Research 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 inquiries, 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)(see **Appendix A** for a description of employee categories and eligibility guidelines for the 2007–2008 ASPIRE Award). 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 maximum 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 significant improvement when compared to other similar schools across the state. Strand III Part A 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, Strand III Part B, 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 scale score 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 B** provides a detailed description of the 2007–2008 ASPIRE Award for teachers, including special analysis.

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 scale score 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 and \$6,200 for assistant principals/deans. **Appendix C** provides a detailed description of the 2007–2008 ASPIRE Award for principals, assistant principals and deans of instruction.

2008–2009 Award Model Development and Communications Activities

After the third year's payout in January 2009, the ASPIRE Award Program Advisory Committee (PAC), 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 PAC to educate the members on relative issues, discuss possible additions and improvements to the ASPIRE Award, and receive their recommendations for improvement. The 2008–2009 improvements that were recommended and approved by the Board of Education included the following:

- Implementing the 90 percent attendance requirement,
- Clarifying the eligibility on attendance to specify a latest-possible hiring date for first-year employees, and time missed as a result of school closures due to Hurricane Ike and the swine flu, which were not counted as absences, and
- Providing an additional bonus from the state D.A.T.E. grant supplemental funds equally distributed to all award winners that are classroom teachers.

The 2008–2009 improvements to the model that resulted from discussions generated by the PAC included the following:

- Using TAKS reading for the value-added analysis for both Reading and English Language Arts (ELA) teachers in grades 7 and 8, instead of using Stanford for ELA teachers; this resulted in four subjects rather than five on which Strand II of the award was based for these teachers, and
- Reducing the minimum number of students per subject per grade on which value-added reports for teachers are generated from 10 to 7.

Upon the August 13, 2009 Board approval of the 2008–2009 ASPIRE AWARD for Teachers model, HISD and Battelle for Kids (BFK) updated and modified the ASPIRE strategic communications plan and released updated documentation and communication messages. Documentation was available on the ASPIRE Portal, accessible from the HISD website, including updated eligibility requirements. Communications for this year also included Connect-Education phone messages to all employees' homes and the production of an ASPIRE newsletter sent electronically to all employees.

Under contract with HISD, BFK continued the hosting and maintenance of the ASPIRE Portal, designed to be the central, online place for staff, parents and community members to access ASPIRE information, download communications and material, and view value-added reports. HISD employees have additional access through My ASPIRE to web-based value-added learning courses and to a more expansive set of value-added reports not made available to the public including diagnostic, teacher- and student-level reports. Battelle for Kids has been strategizing how ownership of the technical systems they created can be transitioned to the district.

The HISD Board of Education and district administration recognized that each and every district employee plays a vital role in achieving this goal. Based on this premise, HISD rolled out the next generation of ASPIRE as an educational-improvement and performance-management model that more directly engaged every employee within all central service departments and at the campus level.

The ASPIRE educational-improvement and performance-management model consisted of the same four core components. However, the next generation of ASPIRE builds upon existing ASPIRE work at the campus level by expanding cohesiveness and focus and extending performance management to all central service departments throughout the district. Central service employees also must understand how they directly impact student success. The ASPIRE model has continually evolved over time as opportunities are identified for improvement and greater impact. The district continued to work with all of

its employees to realize the aspiration of preparing all students for success in college, in their careers, and beyond. This plan builds upon the strategies and tactics pursued in the 2007–2008 school year and includes several new efforts to achieve the following overarching goals:

- Continue to build understanding and support for the next generation of ASPIRE as the district's educational-improvement and performance-management model for: Accelerating Student Progress. Increasing Results & Expectations.
- Enhance district-wide understanding of the importance of measuring progress and build educators' capacity to use value-added information to improve teaching effectiveness and accelerate student progress.
- Continue to communicate the ASPIRE Award Program in ways that recognize excellence and foster transparency, understanding, and positive perceptions among all stakeholders.

The goals, strategies, and tactics proposed in this strategic communications plan were designed to support and drive implementation of the next generation of ASPIRE. The plan was grounded in the extensive research completed in spring 2007, the results of an internal staff survey on ASPIRE/ASPIRE Award Program communications in spring 2008, and the evaluation form feedback provided by the more than 1,000 family and community members who attended the ASPIRE Regional Community Forum Series in the spring 2008. Technical Expert Core Team members provided more community events during 2008–2009 as part of their updated responsibilities.

These results and thoughtful strategic planning, informed the direction and carefully developed strategies and implementation tactics for achieving each of the three overarching plan goals. Target audiences for communications were recognized for their importance in fulfilling the district's mission. Person(s) responsible were identified for each tactic. Battelle for Kids' Communications Team led all action steps and developed all materials associated with each tactic on HISD's behalf. The various HISD departments charged with providing support, feedback, varying levels of implementation, and approval were identified with each tactic as well. Ongoing assessments were included to keep the plan dynamic, identify new opportunities, and evaluate, and add new and/or refine strategies as needed. It is expected that these efforts will lead to accelerating student progress; increasing results & expectations throughout HISD.

On July 26–28, 2009, HISD's Professional Development staff presented Administrators' Boot Camp - ASPIRE Overview and Value-Added Training to approximately 60 new and aspiring campus administrators. From August 17–25, the district conducted district, regional and feeder pattern open labs to review 2009 Value-Added Reports. On August 26–28, The Broad Foundation funded the district's Core Technical Team travel to Cary, NC for their annual training with EVAAS® staff on the current year's value-added results and updates. This was the third year for this training opportunity. ASPIRE Core Team training was completed on the new ASPIRE Award models and the principal confirmation process on September 28, 2009; the district's Core Technical Team continues to be a most valuable district resource in communication and training regarding the technical aspects of the ASPIRE initiative. Implementation and confirmation training for all HISD principals was held on October 7, 2009. Administrators received training presentation materials to train faculty and staff at their campuses on the new model and to complete the Principal Confirmation (verification of employment and assignment data).

The District Awards for Teaching Excellence (DATE) grant from the Texas Education Agency (TEA) supplemented TIF and local funding this year to increase the district award amounts to financially meaningful maximums of \$10,300 for teachers of core subjects and \$15,530 for principals for the 2008–2009 school year to be paid January 2010. New increased award amounts for all staff categories are publicly available on the ASPIRE Portal. The Texas Education Agency also provided supplemental funding for the 2008–2009 school year, part of which was used to fund the design of an online course using results from the HISD Highly Effective Teacher Study to help foster best practices throughout the district. The course included content, video, activities and other resources generated in part from results of the study conducted in spring 2009 of teachers who facilitated the highest levels of student academic

growth in each of the previous two years, 2006–07 and 2007–08 based on EVAAS® value-added data. The district received notification of continuation funding in October 2009 and in addition to continuing to support the new award amounts, plans to use part of this funding to continue developing human and technological capacity, including sponsoring the members of the Core Technical Team to continue their annual meeting with EVAAS® in Cary, NC.

On August 14, 2009, EVAAS® provided district-wide value-added performance data to Research and Accountability’s Performance Analysis Bureau and made the results available on the EVAAS® portal. EVAAS® delivered individual teacher reports on classroom-level performance in September, two months earlier than in 2008. Core subject teachers with the now requisite 7 students testing on TAKS, including TAKS Accommodated, or Stanford and Aprenda can log onto their My ASPIRE account on the ASPIRE Portal to view their reports, including the last two years’ results where applicable. Finally, on October 30 per the district’s authority, EVAAS® released the campus- and region-level 2009 Value-Added Reports to the public.

In October, HISD completed the Fall Principal Confirmation Period (implemented in 2008) which allows for any remaining eligibility and categorization issues to be resolved prior to HISD Performance Analysis running the Award model. Cleaned eligibility and categorization information from PeopleSoft together with teacher categorization information based on 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” using the Inquiry Process Web-based tool developed by BFK to track and respond to questions and requests for corrections. Performance Analysis then received an employee “eligibility file” from BFK compiled from employee data from PeopleSoft together with the employee verification results as confirmed during the principal confirmation period. This file included the collected employee and assignment data for charter school non-HISD employees and was used with the EVAAS® value-added data and TEA Accountability data to calculate the ASPIRE Awards for all campus-based staff.

Human Resources, Chancery, Payroll, PeopleSoft, Academic Services, and Research and Accountability continued working together to successfully maintain the new timeline, achieving a December 11, 2009 posting of 2008–09 ASPIRE Award estimates. The posting opened the period of submission of formal inquiries, which could be submitted from December 11, 2009 through January 11, 2010. Moving the timeline forward gave staff more time to view their estimates and submit inquiries for resolution, helping to achieve the most accurate ASPIRE Award disbursements possible. For former employees, an electronic form was developed so that former employees had a venue for submitting their formal inquiry. Awards were direct-deposited for all staff on January 27, 2010, except for those few with an outstanding submitted inquiry or pending status regarding their good standing with the district; their deposits were withheld until a thorough investigation and resolution of the issue was completed.

2008–2009 ASPIRE Award Model for Teachers

Changes that were made to the 2008–2009 ASPIRE Award for Teachers were previously outlined. The first strand continued to pay all eligible staff members (instructional, instructional support, teaching assistants, and operational support) on a campus basis of above-average progress on the EVAAS value-added composite score (cumulative gain index)(See **Appendix D** for 2008–2009 ASPIRE Award Eligibility guidelines). Elementary campuses are compared to other elementary campuses for above-average median growth, middle-school campuses are compared to other middle-school campuses, and high-school campuses are compared to other high-school campuses. Employees at campuses that showed positive growth and were ranked in the first two quartiles qualified for up to \$1,500 for instructional staff (Categories A through F), up to \$1,000 for instructional support staff and teaching assistants (Categories G and H), and up to \$750 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, \$500 of local funds, and \$500 from the D.A.T.E. grant were all combined for the maximum of \$1,500. For instructional

staff at campuses not meeting federal grant guidelines \$500 of the funds used were from D.A.T.E., and \$1,000 of the funds were local. For non-instructional staff, 100 percent of funds used were local.

Strand II rewards individual teachers who teach core subjects (reading, mathematics, science, social studies, and language arts) on the basis of student progress when compared with teachers in similar instructional settings. EVAAS calculates value-added subject scores for reading, mathematics, science, social studies, and language arts) for grades 3–11, and science and social studies for grades 4–11. Self-contained elementary core teachers in grades 3–6 are awarded on the basis of classroom-level student progress in each applicable subject (three subjects for third grade teachers and five subjects for fourth through sixth grade teachers) compared to classroom-level performance in the same subject at the same grade level. Teachers received an award if their 2009 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 \$7,000. Similarly, departmentalized core teachers in grades 3–8 received an award if their 2009 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 maximum award for departmentalized core teachers was \$7,000. For TIF campuses, \$1,500 of the \$7,000 maximum was paid from the grant. For all campuses, D.A.T.E. funded \$2,000 of the \$7,000 maximum. The rest was paid using local funding (i.e. \$3,500 for TIF campuses and \$5,000 for non-TIF campuses).

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. Awards are determined by summing the award across grade levels for all core teachers in the 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 continue to be rewarded at half the Strand II amount on the basis of campus-level reading and math value-added scores to recognize the role they play in future student performance. Special Education teachers have been separated into their own group to detail the methods of inclusion. Those without value-added data are awarded on the basis of campus-level gain scores for core subjects with elementary, middle, and high school campuses compared to other same-level campuses, respectively, for each subject, also at half the Strand II amount. Elementary and middle school Special Education teachers with value-added data are analyzed under Strand II-A or Strand II-B. High school Special Education teachers who teach seven or more students tested on the 2009 TAKS or TAKS Accommodated test are analyzed under Strand II-C. Early childhood through second grade core Special Education teachers are analyzed under Strand II-D. The maximum award for Early Childhood and Special Education Teacher was \$3,500, of which \$750 was paid from the TIF grant for those campuses meeting federal grant guidelines, \$1,000 from the D.A.T.E. grant, and \$1,750 came from local funding. For campuses that did not meet federal grant guidelines, \$1,000 was paid from the D.A.T.E. grant and \$2,500 came from local funding.

The modification for Strand II decreased the number of effective students from 10 to 7 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, and is separated into parts A, B, and C. Strand III-A rewards all instructional and instructional support staff at campuses where students have exhibited significant 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. 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 and who received the maximum award in 2007–2008 and were ranked in Quartile 1 or Quartile 2 for 2008–2009. If campuses did not meet federal guidelines, and the campus was not paid for Strand III-A in 2007–2008, the D.A.T.E. grant paid 100% of the award. If campuses did not meet federal guidelines, and the campus was paid in 2007–2008 for Quartile 2 but improved in 2008–2009 by moving to Quartile 1, the D.A.T.E. grant paid 50% of the award and local funds paid 50%. The D.A.T.E. grant paid 100% of the award to new campuses in 2008–2009. Instructional Support Staff (Category G) were eligible to receive up to \$500 paid through local funds if they received the maximum award in 2007–2008. If the campus received half the award amount in 2007–2008, but received the maximum award in 2008–2009, the D.A.T.E. grant paid 50% of the award and local funds paid the other 50%. If the campus was not paid for Strand III-A in 2007–2008 or it was a new campus for the 2008–2009 school year, the D.A.T.E. grant paid 100% of the award.

The campus achievement award, Strand III-B, 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. Categories A through F were eligible to receive the maximum award which was paid through local funds if they received the maximum award in 2007–2008. If the campus received half the award amount in 2007–2008, but received the maximum award in 2008–2009, the D.A.T.E. grant paid 50% of the award and local funds paid the other 50%. If the campus was not paid for Strand III-B in 2007–2008 or it was a new campus for the 2008–2009 school year, the D.A.T.E. grant paid 100% of the award.

Strand III-Part C, introduced for the 2007–2008 awards and continued in the 2008–2009 awards model, rewarded writing teachers and other instructional staff where at least 70 percent of students met the TAKS writing/ELA readiness standard of 2200 scale score 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) meeting the criteria earned \$400. Other instructional staff (Categories A through F) were awarded \$200. If the campus was not paid for Strand III-C in 2007–2008 or it was a new campus for the 2008–2009 school year, the D.A.T.E. grant paid 100% of the award. If the campus received half the award amount in 2007–2008, but received the maximum award in 2008–2009, the D.A.T.E. grant paid 50% of the award and local funds paid the other 50%. If the campus was paid the maximum award amount in 2007–2008, local funds were used to pay the 100% of 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 \$10,300 based on analyses of 2008–2009 outcome data. **Appendix E** provides a detailed description of the 2008–2009 ASPIRE Award for teachers.

2008–2009 ASPIRE Award Model Development and Methodology for Principals & Assistant Principals/Deans

For 2008–2009, the Awards model revisions are as follows:

- In order to be eligible for an ASPIRE Award, principals, assistant principals, and deans must be in attendance 90 percent of the 175 instructional days identified as the “instructional year.”
- Strand I awards were increased by \$1,350 in quartile 1 principal awards to increase the potential Strand I award to \$3,000. An increase of \$675 was added to quartile 1 assistant principal/dean awards to increase the potential Strand I award for this group to \$1,500.
- Strand II awards were increased by \$1,780 in quartile 1 principal awards to increase the potential Strand II award to \$10,000. An increase of \$890 was added to quartile 1 assistant principal/dean awards to increase the potential Strand II award for this group to \$5,000.

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 2008–2009 model for principals reflected the 2007–2008 model. Assistant principals and deans of instruction are awarded the same as principals at half the award amount.

Strand I (Campus Value-Added Improvement) continues to pay all eligible staff members (principals, assistant principals, and deans) on the basis of above-average campus progress on the EVAAS value-added campus composite score (cumulative gain index). Elementary school campuses were compared to other elementary campuses for above median growth, middle school campuses were compared to middle school campuses, and high school campuses were compared to other high school campuses. Principals meeting the established criteria received up to \$3,000, and assistant principals received up to \$1,500. For campuses meeting federal guidelines, the TIF grant paid \$500 for principals (Category J), D.A.T.E. funds paid for \$1,350, and \$1,150 of local funds were used, for the maximum of \$3,000. For principals at campuses not meeting federal grant guidelines \$1,350 of the funds used were from D.A.T.E., and \$1,650 of the funds were local. For assistant principals/deans (Category K), the TIF grant paid \$500, the D.A.T.E. grant paid \$675, and local funds paid for \$325. For campuses not meeting federal guidelines, Assistant Principals/Deans were awarded \$675 from D.A.T.E., and \$825 in local funds.

Strand II (Campus Value-Added Improvement by Subject) rewards principals, assistant principals, and deans on the basis of student progress by subject when compared with same-level campuses. EVAAS calculates value-added subject scores for all students in five core subjects (reading, language arts, mathematics, social studies, and science) regardless of grade level of TAKS testing. Elementary and middle school principals, assistant principals, and deans will be measured by progress in value-added scores in all five subjects and will be rewarded on the basis of student progress in each subject compared to student progress in the same subject at other campuses at the same academic level (i.e., elementary, middle). High school principals, assistant principals, and deans will be measured by progress in value-added scores in reading/ELA, mathematics, science, and social studies and will be rewarded on the basis of student progress in each subject compared to student progress in the same subject at other high school campuses. The maximum Strand II award for principals is \$10,000 from which \$2,000 was paid by the TIF grant at those campuses meeting federal guidelines, \$1,780 was paid with D.A.T.E. funding, and local funds paid for \$6,220. For campuses not meeting federal guidelines, D.A.T.E. funds paid for \$1,780 of the maximum award and local funds covered \$8,220. The maximum Strand II award for assistant principals/deans is \$5,000 from which \$2,000 was paid by the TIF grant at those campuses meeting federal guidelines, \$890 was paid with D.A.T.E. funding, and local funds paid for \$2,110. For campuses not meeting federal guidelines, D.A.T.E. funds paid for \$890 of the maximum award and local funds covered \$4,110.

Strand III (Campus Improvement and Achievement) is separated into parts A, B, and C. Strand III-A rewards principals, assistant principals, and deans at campuses where the school shows TAKS scale score improvement in the top 50 percent when compared with 40 other schools with similar demographics around the state. The maximum principal award is \$1,650 for which the TIF grant paid \$825 for campuses that met federal guidelines, and the D.A.T.E. grant paid \$825 for campuses that did not receive any award for 2007–2008 or were new in 2008–2009 in addition to not meeting federal guidelines. The maximum assistant principal/dean award is \$825 for which the TIF grant paid \$250 for campuses meeting federal guidelines. For campuses not meeting federal guidelines, the D.A.T.E. grant paid \$412.50 if the campus did not receive any award for 2007–2008 or were new in 2008–2009.

Strand III-B provides an award for principals, assistant principals, and deans at campuses achieving or maintaining a state accountability rating of Exemplary or Recognized. The maximum principal award is \$480 for which the D.A.T.E. grant paid 100% of the award if the campus did not receive any award for 2007–2008 for Strand III-B, or were new campuses in 2008–2009. The maximum assistant principal/dean award is \$240 for which the D.A.T.E. grant paid 100% of the award if the campus did not receive any award for 2007–2008 for Strand III-B, or were new campuses in 2008–2009. Strand III-C rewards principals, assistant principals, and deans at campuses where at least 70 percent of students meet the TAKS Writing/ELA college-readiness standard of 2200 scale score or better and written composition score of 3 or better. Principals, assistant principals, and deans who do not meet this award standard may still qualify for Strand III-C awards if their campus ranks in the top half of the progress distribution of percentage of students reaching the college-readiness standard. Principals meeting the established criteria received a maximum award amount of \$400, and assistant principals and deans meeting the established criteria received a maximum award amount of \$200. Strand III-C was paid through local funds.

The award program increased the potential award amount for eligible principals to \$15,530 and assistant principals/deans to \$7,765 based on analyses of 2008–2009 outcome data. **Appendix F** provides a detailed description of the 2008–2009 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 conjunction 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.

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. This categorization scheme was followed for the 2008–2009 ASPIRE Award program. 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 qualified 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: Non-core/Ancillary Teachers. Considered as Instructional Non-core in 2006–2007.
- Category G: Instructional Support Staff. Considered as Instructional Non-core 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.

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.

Table 2 compares the number and percent of eligible participants by categorization for 2006–2007 through 2008–2009. Over the past three years, the number of eligible participants has increased from 16,951 in 2006–2007 to 17,806 in 2008–2009, reflecting a 5.0 percent increase. 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 (Categories A–E) consisted of 8,111 participants or 47.8 percent of the total, reflecting the highest percentage of eligible staff. Non-core Instructional (Categories F, G, and K) and Non-instructional (Categories H and I) 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, core teachers (Categories A through E) consisted of 9,201 participants or 50.8 percent of the total eligible staff. Of the eleven eligibility categories, Early Childhood–Grade 2 core teachers (Category D) had the highest percentage of eligible staff with 17.6 percent, while principals comprised only 1.5 percent of the eligible participants. There was an increase of eligible participants from 2006–2007 to 2007–2008 by 6.9 percent. This increase in the percentage of eligible participants may be attributed to the elimination of the 2006–2007 requirement that employees return to the campus in a salaried position as of the payout date.

For 2008–2009, core teachers (Categories A through E) consisted of 9,125 participants or 51.2 percent of the total percentage of eligible staff. Of the eleven eligibility categories, Early Childhood–Grade 2 core teachers (Category D) had the highest percentage with 17.8 percent. Principals comprised 1.5 percent of the eligible participants. When comparing the number of eligible employees from 2007–2008 to 2008–2009, there was a 1.7 percent decline in the number of eligible employees. This may be attributed to the implementation of the attendance rule where an employee was required to be in attendance for at least 90 percent of the school year in order to be considered as eligible for the ASPIRE Award.

Table 2. Comparison of ASPIRE Award Eligibility by Categorization, 2006–2007 to 2008–2009

Categorization			Eligible					
2006–2007	2007–2008	2008–2009	2006–2007		2007–2008		2008–2009	
			N	%	N	%	N	%
Instructional, Core	A	A	8,111	47.8	1,287	7.1	1,232	6.9
	B	B			2,644	14.6	2,704	15.2
	C	C			1,376	7.6	1,473	8.3
	D	D			3,188	17.6	3,165	17.8
	E	E			706	3.9	551	3.1
Subtotal					9,201	50.8	9,125	51.2
Instructional, Non-core	F	F	4,388	25.9	2,688	14.8	2,297	12.9
	G	G			1,319	7.3	1,506	8.5
	K	K			350	1.9	371	2.1
Non-instructional	H	H	4,193	24.7	1,355	7.5	1,309	7.4
	I	I			2,934	16.2	2,885	16.2
Principal	J	J	259	1.5	267	1.5	268	1.5
Total			16,951	100.0	18,114	100.0	17,806	100.0

Eligibility Criteria

For 2008–2009, eligibility criteria were more specifically defined. In order to be eligible for 2008–2009 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.
- Employees must be continuously employed in an eligible position through the last day of school.
- 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.
- Employees must be in attendance 90 percent of the 175 instructional days identified as the “instructional school year.” This means that employees cannot be absent for more than 10 percent of their scheduled hours to work during the instructional year; and first-year employees must have been hired by 10/01/2008. 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 with special information about Hurricane Ike and H1N1Flu. For detailed information with examples, see **Appendix D**.

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 was \$27.3 million, an increase of \$4.4 million from the previous 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 2007–2008 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.

For 2008–2009, the cost projection for the proposed ASPIRE Award program was \$38.2 million, an increase of \$8.9 million from last year. The Teacher Incentive Fund grant from the U.S. Department of Education provided \$1.4 million toward this in federal funds. The State of Texas, through the District Award for Teacher Excellence (D.A.T.E.) Grant, provided \$13 million towards the ASPIRE Awards for Teachers, and \$1.4 million of the \$13 million, went to pay principals and assistant principals/deans of instruction. Additional grant money was allocated to other program costs.

The cost projection for the proposed 2008–2009 ASPIRE Award for principals, assistant principals, and deans under the ASPIRE Award Program was \$2,702,354, an increase of \$557,881 from the prior school year.

Purpose of the Evaluation

The purpose of the evaluation was to assess the effectiveness of the 2008–2009 ASPIRE Award program in relation to the stated goals and the impact on the participants after four years of implementing a performance-pay program. The logic model diagramming the inputs, activities, outputs, and outcomes is illustrated in **Appendix G**. 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 2008–2009 ASPIRE Award? How does this compare over the past four years?
2. Were there any common characteristics among the instructional staff that received an ASPIRE Award over the past three years?
3. Has the program helped the district to recruit and retain teachers, especially effective teachers providing instruction to high-need campuses, grade levels, and/or subject areas?
4. Have there been any changes in teacher attendance since performance-pay has been implemented?
5. What were the levels of completion for the ASPIRE training courses?
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 2008–2009?
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 2008–2009 ASPIRE Award? How does this compare to previous years?
10. Based upon survey results, what was the level of effectiveness for communicating information about the ASPIRE Award?
11. Based upon survey results, 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 2008–2009. Teacher recruitment data were provided for 2007–2008 and 2008–2009 from a PeopleSoft extract. The Teacher Performance Pay data file from 2005–2006 and the ASPIRE Award files for 2006–2007 to 2008–2009 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; 2009e) and the *Texas Assessment of Knowledge and Skills (TAKS) Report* (Houston Independent School District, 2006b; 2008b; 2009f). TEA Accountability ratings for 2004–2005 to 2007–2008 were extracted from the *Texas Education Agency Accountability System Final Report, October 2009* (Houston Independent School District, 2009d). Comparable Improvement data were extracted from the *Academic Excellence Indicator System (AEIS)* (Academic Excellence Indicator System Report, 2005; 2006; 2007; 2008; 2009). For longitudinal comparisons, results were extracted from the *2005–2006 Teacher Performance-Pay and 2006–2007 ASPIRE Award Program Evaluation* (Houston Independent School District, 2009a), the *2005–2006 Teacher Performance-Pay and the 2006–2007 ASPIRE Award Survey* (Houston Independent School District, 2009b), *Inquiry Results 2006–2007 ASPIRE Award* (Houston Independent School District, 2008c), the *2007–2008 ASPIRE Award Program Evaluation* (Houston Independent School District, 2010a), the *2008–2009 ASPIRE Award Survey, Spring 2010* (Houston Independent School District, 2010b), the *ASPIRE Award Inquiry Report 2008–2009* (Houston Independent School District, 2010c), and the *ASPIRE Award Payout Report: 2006–2007 through 2008–2009* (Houston Independent School District, 2010d).

HISD charter schools provided teacher information in EXCEL spreadsheets which were manually entered for 2005–2006 to 2008–2009. Core courses were identified through discussions with staff from Federal and State Compliance as well as the Curriculum Department. The ASPIRE Award Core Subject Course Lists for 2006–2007 through 2008–2009 are posted on the ASPIRE website.

For 2006–2007 through 2008–2009, 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 2005–2006, student-teacher linkages were determined at the secondary level using Chancery Student Management System (SMS) and by having campuses provide information at the elementary level. Elementary campuses also provided information regarding classrooms that were departmentalized or self-contained by grade level. Formal inquiry data and supporting documentation about the awards were collected through the HISD website or by FAX. Informal questions were collected by e-mail.

Instrument Development/Data Collection

The *2008–2009 ASPIRE Award Survey* was developed to determine the perceptions and level of knowledge of participants regarding the 2008–2009 ASPIRE Award program paid out in January 2010. The survey items were developed from previous surveys, and the modified instrument was piloted by members of the 2009–2010 ASPIRE Award Program Advisory Committee. In addition, the instrument was reviewed by the Center for Educator Compensation Reform (CECR) in 2008–2009. Feedback from the ASPIRE Award Program Advisory Committee and CECR was incorporated into the design. The final

survey was reviewed and approved by members of the ASPIRE Award Executive Committee. The 2008–2009 ASPIRE Award Survey was administered on-line from Tuesday, February 23, 2010 to Friday, March 12, 2010. A reminder to complete the survey was sent to all campus-based employees on Monday, March 8, 2010. For reporting purposes, the survey administration will be referred to as the March 2010 administration.

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

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

Survey Participants

Survey invitations were sent to a total of 19,312 Houston Independent School District (HISD) campus-based employees and regional staff members on February 23, 2010, with 7,284 participants who responded to the survey (37.7 percent). **Table 3** provides a four-year summary of survey response rates by pay for performance model. Over the past four years, the response rate increased from 11.4 percent for the December 2007 administration to 37.7 percent for the March 2010 administration.

If survey participants were employed by HISD during the 2008–2009 school year, they were asked to indicate their eligibility status and categorization, for which 6,208 of the 7,284 respondents indicated their eligibility status and ASPIRE Award categorization (see **Table 4**).

Table 3. Four Year Summary of Survey Response Rates by Pay for Performance Model

Model and Year	Date of Survey Administration	Population	Sample	# of Respondents	Response Rate
2005–2006 TPPM	December 2007	16,296	-	1,851	11.4
2006–2007 ASPIRE Award	May 2008	16,504	-	6,383	38.7
2007–2008 ASPIRE Award	May 2009	16,907	8,073	4,102	50.8
2008–2009 ASPIRE Award	March 2010	19,312	-	7,284	37.7

Table 4. Number and Percent of Survey Respondents by Eligibility and Categorization, 2008–2009 ASPIRE Award, March 2010 Survey Administration

Category	# of Respondents	Percent
A. Core Teachers, Grades 3–6, Self-Contained	615	9.9
B. Core Teachers, Grades 3–8, Departmentalized	983	15.8
C. Core Teachers, Grades 9–12	519	8.4
D. Core Teachers, Early Childhood Through Grade 2	1,293	20.8
E. Core Special Education Teachers-No Value-Added Report	382	6.2
F. Non-Core/Ancillary Teachers	821	13.2
G. Instructional Support Staff	554	8.9
H. Teaching Assistants	360	5.8
I. Operational Support Staff	382	6.2
J. Principal	152	2.4
K. Assistant Principals/Deans of Instruction	147	2.4
Total	6,208	100.0

Data Analysis

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

Value-added analyses for the 2006–2007 through 2008–2009 ASPIRE Award were conducted by SAS EVAAS®, and the completed data files were sent to the Department of Research and Accountability and BFK. Calculations for the model were conducted by the Performance Analysis Bureau following the methodology outlined in the *2005–2006 Teacher Performance-Pay and 2006–2007 ASPIRE Award Program Evaluation* (Houston Independent School District, 2009a) for 2006–2007, and Appendix E and F for 2008–2009.

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 and 2008–2009 were provided by the Human Resources Department. The number of teachers recruited and receiving retention bonuses were calculated. The recruitment files were matched to the corresponding ASPIRE Award file to determine if those teachers received a Strand IIA or IIB award. Teachers that received special analysis for their award were excluded from the analysis.

Both quantitative and qualitative research methods were employed to analyze the results of the surveys. Descriptive statistics in terms of frequencies, percentages, and cross tabulations were used to examine the single-response items and items employing a Likert scale. Percentages do not always add up to 100 due to rounding. Items that were skipped or for which respondents answered "N/A" were coded as missing data, and not included in the analysis. For the open-ended questions, qualitative analysis used the PASW text analytic statistical package to develop emergent categories. The results were reported using frequency counts and percentages based on the number of responses. Results from selected items were compared with previous survey administrations to gain a longitudinal perspective regarding perceptions, level of knowledge, and feedback.

Data Limitations

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

Changes in the structure of the survey instrument as well as coding practices limited to some degree comparisons to the results of previously developed survey instruments.

For teacher attendance, the system of calculating the scheduled hours was not refined enough to take into account teachers or administrators that may have changed contracts in the middle of the year (i.e. 10-month to 12-month). Calculations for teacher attendance were adjusted based on this limitation. The sum of the scheduled hours in the Peoplesoft databases (2004–2005, 2005–2006, 2006–2007, 2008–2009) 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 2008–2009 ASPIRE Award? How does this compare over the past four years?

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 5** 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.

		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 award amount paid for instructional staff included the attendance bonus.

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

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 6** 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. 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 6. 2006–2007 ASPIRE Award Eligibility by Categorization

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

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

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

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 7** 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 (Category J), 255 received an award that ranged from \$200.00 to \$12,400.00, with an average award of \$5,102.42.

Table 7. 2007–2008 ASPIRE Award Eligibility by Categorization

	Eligible Employees		Paid Employees		
	Eligible	Not Eligible	Paid	Not Paid	Minimum [†] Maximum Mean
Category A	1,287	10	1,275	12	\$200.00 \$8,360.00 \$3,033.88
Category B	2,644	54	2,400	244	\$100.00 \$7,920.00 \$3,200.53
Category C	1,376	32	1,375	1	\$200.00 \$8,580.00 \$3,211.07
Category D	3,188	38	3,055	133	\$100.00 \$5,390.00 \$2,278.78
Category E	706	7	687	19	\$100.00 \$5,100.00 \$2,128.29
Category A–E Subtotal	9,201	141	8,792	409	\$100.00 \$8,580.00 \$2,773.94
Category F	2,688	82	2,537	151	\$100.00 \$2,860.00 \$1,196.11
Category A–F Subtotal	11,889	223	11,329	560	\$100.00 \$8,580.00 \$2,420.60
Category G	1,319	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.

In the third year of the ASPIRE Awards, 22,924 campus-based employees were considered for the 2008–2009 ASPIRE Award. Of those, 17,806 (78 percent) met eligibility requirements. **Table 8** summarizes the 2008–2009 ASPIRE Award eligibility categorizations with the respective minimum, maximum, and mean award amounts. Of the 17,806 who met eligibility requirements, 15,710 (88 percent) were paid, and 2,051 (12 percent) were not paid. The maximum award payment made was \$10,902.88 for all teachers and \$15,530.00 for principals. Although the maximum possible award amount for teachers was \$11,330, including the attendance bonus, none of the teachers achieved the maximum payout. Among core teachers (Categories A–E) who received some award, the awards ranged from \$100 to \$10,902.98, with an average of \$3,615.58. The award amounts for teachers (Categories A–F) ranged from \$100.00 to \$10,902.98, with an average award of \$3,183.03. Of the eleven categories, teaching assistants had the lowest award amount, ranging from \$25.00 to \$1210.00, with an average award amount of 464.91. Out of the 268 eligible principals, 264 received an award that ranged from \$240.00 to \$15,530.00, with an average award of \$6,122.46.

Since the inception of a performance-pay program, the number of eligible employees increased from 17,536 in 2005–2006 (TPPM) to 17,806 (ASPIRE year 3) in 2008–2009, reflecting an increase of 270 employees or 1.5 percent. Policy changes impacted the increases and decreases observed through time. For example, the number of eligible employees increased from 17,536 in 2005–2006 to 18,114 in 2007–2008. 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. Moreover, the decrease in the number of eligible employees from 2007–2008 to 2008–2009, largely reflects the implementation of the

attendance rule where an employee was required to be in attendance for at least 90 percent of the school year in order to be considered as eligible for the ASPIRE Award.

Table 8. 2008–2009 ASPIRE Award Eligibility by Categorization

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

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

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

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

Figures 1–3 provide a summary of the percent of core teachers (Categories A–E) and all teachers (Categories A–F) that were eligible for the ASPIRE Award, paid an ASPIRE Award, as well as the average payout for core teachers and all teachers over a three-year period. When comparing the percentage of core teachers that were eligible to receive an ASPIRE Award from 2006–2007 to 2007–2008, there was an increase by 9.3 percentage points, from 89.2 percent in 2006–2007 to 98.5 percent in 2007–2008, followed by a decline of 3.5 percentage points in 2008–2009 (Figure 1). A similar decline in the percent of all teachers (Categories A–F) that were eligible for the ASPIRE Award is shown in Figure 1. In 2007–2008, 98.2 percent of all teachers were eligible to receive an ASPIRE Award, and this decreased by 3.8 percentage points to 94.4 percent in 2008–2009. As previously explained, policy changes impacted the increases and decreases observed through time. 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. Moreover, the decrease in the number of eligible employees from 2007–2008 to 2008–2009, largely reflects the implementation of the attendance rule where an employee was required to be in attendance for at least 90 percent of the school year in order to be considered as eligible for the ASPIRE Award.

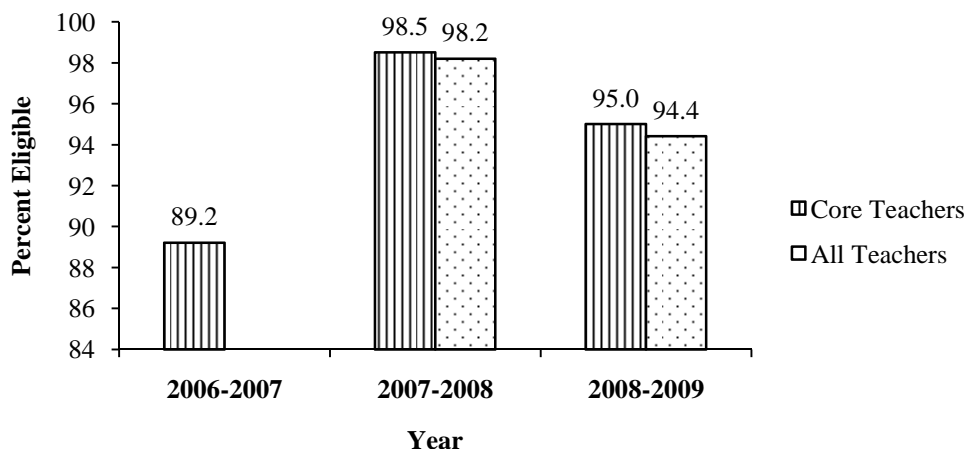


Figure 1. Percent of core teachers (Categories A–E) and all teachers (Categories A–F) that were eligible to receive an ASPIRE Award, 2006–2007 to 2008–2009.

Figure 2 summarizes the percent of eligible core teachers and all teachers that were paid an ASPIRE Award for 2006–2007 to 2008–2009. There was an increase in the percentage of core teachers that received an ASPIRE Award from 2006–2007 to 2008–2009 by 8.8 percentage points. When comparing all teachers, there was an increase in the percentage of all teachers that were paid by 2.1 percentage points from 2007–2008 to 2008–2009.

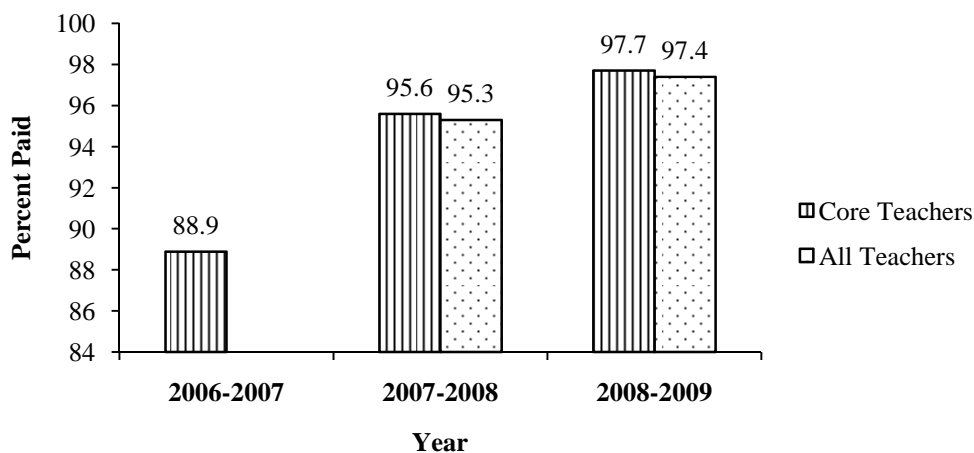


Figure 2. Percent of eligible core teachers (Categories A–E) and all teachers (Categories A–F) that were paid an ASPIRE Award for 2006–2007 to 2008–2009.

Figure 3 summarizes the average payout for core teachers and all teachers from 2006–2007 to 2008–2009. For core teachers, the average payout increased by \$948.90 from \$2,666.68 in 2006–2007 to \$3,615.58 in 2008–2009. Similarly, there was an increase in the average payout for all teachers by \$762.43 from 2007–2008 to 2008–2009. With the receipt of the federal TIF grant, the maximum award for teachers increased over this three year period as reflected in the average payout.

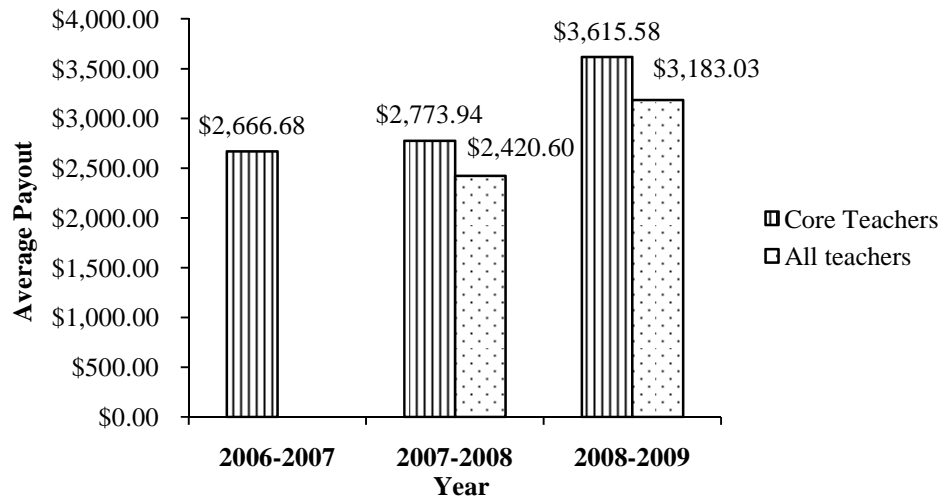


Figure 3. Average payout for core teachers (Categories A–E) and all teachers (Categories A–F), 2006–2007 to 2008–2009.

Award Payout by Strand

Table 9 summarizes the strand totals for all paid employees over the past four years. Since the inception of a performance-pay program, the district has paid out \$113,807,145.31. In 2005–2006, a total of \$17,007,023.31 was paid; in 2006–2007, a total of \$24,653,724.71 was paid. For 2007–2008, a total of \$31,581,703.46 was paid; and, in 2008–2009, a total of \$40,564,693.83 was paid. There was an increase of approximately \$8.98 million from 2007–2008 to 2008–2009. Of the three strands, Strand 2 reflected the highest amount paid to employees in all years (\$6,935,282.42 in 2005–2006, \$12,465,871.28 in 2006–2007, \$15,164,006.27 in 2007–2008, and \$20,662,487.64 in 2008–2009). In 2007–2008, Strand 3 awards showed the largest increase from the previous year, with approximately \$2.9 million more being paid out in the third year than in the second. Strand 3 Part C showed a decline of \$172,266 or 10.5 percent from the previous year because of more stringent requirements for participation.

Table 9. Strand Totals for all Paid Campus Employees, 2005–2006 to 2008–2009

	2005–2006 Award Amount	2006–2007 Award Amount	2007–2008 Award Amount	2008–2009 Award Amount
Strand 1 Total	\$5,651,242.87	\$5,785,445.13	\$7,110,021.99	\$9,292,437.65
Strand 2 Total	\$6,935,282.42	\$12,465,871.28	\$15,164,006.27	\$20,662,487.64
Strand 3A	-	\$5,493,651.08	\$5,720,776.02	\$6,166,365.59
Strand 3B	-	\$645,399.76	\$1,681,781.80	\$2,500,519.66
Strand 3C	-	\$0.00	\$1,640,955.00	\$1,468,689.00
Strand 3 Total	\$2,950,820.00	\$6,137,924.34	\$9,043,512.82	\$10,135,574.25
Total Pre-Attendance	\$15,537,345.31	\$24,389,240.75	\$31,317,541.08	\$40,090,499.54
Attendance Bonus	\$189,679.00	\$264,436.00	\$264,162.38	\$363,461.91
Date Supplement	\$0.00	\$0.00	\$0.00	\$110,732.38
Principal^a	\$1,279,999.00 ^a	-	-	-
Total Award	\$17,007,023.31	\$24,653,724.71	\$31,581,703.46	\$40,564,693.83

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

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

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

For the 2008–2009 ASPIRE Award, the Strands did not change, however, the Texas District Award for Teacher Excellence (D.A.T.E.) grant provided a supplemental fund of approximately \$110,000 to be paid out to teachers (Categories A–F) only, above and beyond their ASPIRE Award. **Table 10** summarizes the strand totals for all paid employees, the total award paid to each specific category for 2008–2009, and the D.A.T.E. supplement. A total of 15,710 employees (including principals) were paid \$40,564,693.83 for their 2008–2009 performance. Instructional staff (Categories A–H) were eligible to receive an attendance bonus, and for the 2010 payout, the attendance bonus totaled \$363,461.91. Principals received 4.0 percent of the total payout.

Table 10. Strand Totals for All Paid Employees by Category, 2008–2009

Paid Category	N	Strand 1	Strand 2	Strand 3	Attendance	DATE Supplement	Total
Category A	1,226	\$729,000.00	\$3,073,437.50	\$1,137,025.00	\$65,425.21	\$14,394.82	\$5,019,282.53
Category B	2,581	\$1,813,612.50	\$6,776,962.50	\$1,881,405.00	\$90,884.58	\$27,348.86	\$10,590,213.44
Category C	1,453	\$853,260.00	\$4,070,935.56	\$1,190,887.50	\$59,038.87	\$16,705.26	\$6,190,827.19
Category D	3,121	\$1,880,550.00	\$4,321,362.50	\$2,691,735.00	\$84,379.75	\$30,373.20	\$9,008,400.45
Category E	533	\$272,625.00	\$703,602.08	\$427,375.00	\$10,819.10	\$6,139.54	\$1,420,560.72
Cat. A–E	8,914	\$5,549,047.50	\$18,946,300.14	\$7,328,427.50	\$310,547.51	\$94,961.68	\$32,229,284.33
Category F	2,211	\$1,400,718.75	-	\$1,730,763.25	\$34,662.60	\$15,770.70	\$3,181,915.30
Cat. A–F	11,125	\$6,949,766.25	\$18,946,300.14	\$9,059,190.75	\$345,210.11	\$110,732.38	\$35,411,199.63
Category G	1,391	\$535,715.15	\$0.00	\$457,386.90	\$16,186.80	\$0.00	\$1,009,288.85
Category H	1,085	\$436,800.00	-	\$65,565.00	\$2,065.00	\$0.00	\$504,430.00
Category I	1,480	\$843,431.25	-	-	-	\$0.00	\$843,431.25
Category J	264	\$299,100.00	\$981,450.00	\$335,778.75	-	\$0.00	\$1,616,328.75
Category K	365	\$227,625.00	\$734,737.50	\$217,652.85	-	\$0.00	\$1,180,015.35
Total	15,710	\$9,292,437.65	\$20,662,487.64	\$10,135,574.25	\$363,461.91	\$110,732.38	\$40,564,693.83

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

Table 11 summarizes common characteristics among the instructional staff that were eligible and received an award compared to the instructional staff districtwide for 2006–2007 as well as employees that were categorized as teachers (Categories A–F) for 2007–2008 and 2008–2009. Regarding gender, at least 74.7 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 overall increase in the percentage of award recipients with more than fifteen years of experience from 28.7 percent in 2006–2007 to 30.4 percent in 2008–2009. 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 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 2008–2009, the average number of years of experience when comparing the district to award recipients was comparable (12.0 years vs. 11.5 years). Overall, award recipients typically were female, held a bachelor’s degree, with at least 29 percent accumulating over 15 years of experience.

Table 11. Characteristics Comparing Instructional Campus-Based Employees Receiving an Award to Districtwide Instructional Campus-Based Employees, 2006–2007 to 2008–2009

	2006–2007				2007–2008				2008–2009			
	District		Award		District		Award		District		Award	
	N	%	N	%	N	%	N	%	N	%	N	%
Race/Ethnicity												
African Am.	6,624	41.5	4,284	40.4	6,423	41.3	4,307	38.7	6,480	41.3	4,109	37.7
Asian	585	3.7	436	4.1	584	3.8	486	4.4	600	3.8	497	4.6
Hispanic	3,786	23.7	2,367	22.3	3,816	24.6	2,593	23.3	3,927	25.1	2,681	24.6
Native Am.	11	0.1	8	0.1	13	0.1	11	0.1	20	0.1	15	0.1
White	4,961	31.1	3,510	33.1	4,700	30.3	3,732	33.5	4,647	29.6	3,608	33.1
Gender												
Female	12,312	77.1	8,109	76.5	11,957	77.0	8,324	74.8	12,020	76.7	8,154	74.7
Male	3,655	22.9	2,496	23.5	3,579	23.0	2,805	25.2	3,654	23.3	2,756	25.3
Highest Degree Held												
Not Indicated	-	-	2	<1.0	-	-						
No Bachelor's Degree or higher	1,662	10.4	60	0.6	1,505	9.7	62	0.6	1,473	9.4	41	0.4
Bachelor's Degree	9,395	58.8	6,812	64.2	9,178	59.1	7,784	69.9	9,334	59.6	7,745	71.0
Some Graduate School	-	-	1	<0.1								
Master's Degree	4,605	28.8	3,504	33.0	4,544	29.2	3,069	27.6	4,569	29.2	2,917	26.7
Doctorate	305	1.9	226	2.1	309	2.0	214	1.9	298	1.9	207	1.9
Years of Experience												
0 to 2 yrs.	3,310	20.7	2,390	22.5	3,225	20.8	2,356	21.2	4,207	26.8	2,315	21.2
3 to 5 yrs.	2,588	16.2	1,921	18.1	2,292	14.8	1,725	15.5	2,582	16.5	1,729	15.8
6 to 10 yrs.	2,899	18.2	1,882	17.7	3,110	20.0	2,205	19.8	3,260	20.8	2,263	20.7
11 to 15 yrs.	1,952	12.2	1,365	12.9	1,871	12.0	1,330	12.0	1,724	11.0	1,283	11.8
> 15 yrs.	5,218	32.7	3,047	28.7	5,038	32.4	3,513	31.6	3,901	24.9	3,320	30.4
Total	15,967		10,605		15,536		11,129		15,674		10,910	
Avg. Exp.	11.9 years		10.5 years		12.0 years		11.8 years		12.0 years		11.5 years	
Avg. HISD Exp.	9.8 years		10.5 years		9.9 years		9.5 years		9.8 years		9.2 years	

Note: For 2008–2009, PeopleSoft data were not available 215 employees for which 192 were charter school employees. For 2007–2008, PeopleSoft data were not available for 205 charter employees in Categories A–F. For 2006–2007, PeopleSoft data were missing for 151 employees for which 138 were from HISD charter schools.

Source: 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. 2008–2009 Final Teacher Incentive File; 2008–2009 PeopleSoft Extract; PEIMS Staff file 2008;

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 2008–2009, 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 1,281 employees that received a recruitment stipend and had data for calculating the Strand 2 ASPIRE Award. A total of 884 core teachers received both a recruitment incentive and a Strand 2 teacher progress award, representing 69.0 percent of eligible employees with Strand 2 data. Alternatively, there were 397 or 31.0 percent of core teachers that received a recruitment incentive, but did not receive a Strand 2 ASPIRE Award. **Table 12** 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 12. Core Teachers Receiving Recruitment Incentives with ASPIRE Strand 2 Award Summary, 2008–2009

	N	Total Incentive	Minimum	Maximum	Average
Received both Recruitment Incentive and ASPIRE Strand 2 Award	884	\$4,993,502.30	\$1,275.00	\$11,000.00	\$5,648.76
ASPIRE Strand 2 Award Recipients		\$3,067,283.33	\$700.00	\$7,000.00	\$3,469.78
Recruitment Incentive Recipients		\$1,926,218.97	\$100.00	\$6,000.00	\$2,178.98
Recruitment Incentive Recipient but No ASPIRE Strand 2 Award	397	\$893,045.42	\$100.00	\$6,000.00	\$2,249.48
Total Core Teachers Receiving a Recruitment Incentive with Strand 2 Data	1,281				

Figure 4 summarizes the percent of core teachers receiving both recruitment incentives and a Strand 2 ASPIRE Award, and the percent of teachers receiving only a recruitment incentive, but no ASPIRE Strand 2 Award over the past two years. When comparing 2007–2008 to 2008–2009, the percentage of core teachers receiving both a recruitment incentive and a Strand 2 ASPIRE Award increased by 1.1 percentage point from 67.9 percent to 69.0 percent, respectively. There was a decrease in the percentage of core teachers that only received a recruitment incentive, but not an ASPIRE Strand 2 Award by 1.1 percentage point.

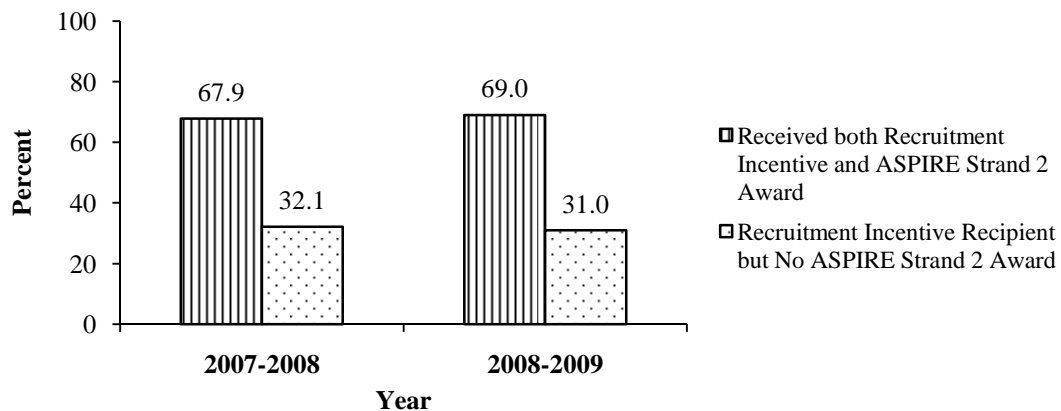


Figure 4. Percentage of core teachers (Categories A–E) receiving recruitment incentives and/or ASPIRE Strand 2 awards, 2007–2008 and 2008–2009.

Recruitment was measured by the number of applicants per open position. **Table 13** summarizes the number of applicants per open position from 2006 (baseline year) to 2009. Over the past four years, the number of applicants per open position increased from 69 in CY 2006 to 169 in CY 2009. For calendar year 2009, there were 293,783 applicants applying for 1,735 positions, reflecting 169 applicants per open position.

Table 13. Number of Applicants per Open Position, Calendar Year (CY) 2006–2009

	CY 2006 (baseline)	CY2007	CY2008	CY2009
Number of applicants	125,649	166,406	202,896	293,783
Number of open positions ^a	1,819	1,972	1,934	1,735
Applicants per open position	69	84	105	169

Note: Data presented for calendar year, not school year. Houston HR recruiting season begins in early spring.

^a Positions are sequenced (identical position re-opened with a new sequence of the original number).

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. **Table 14** summarizes the number of applicants per open position in a hard to staff school from 2006 (baseline year) to 2009. Over the past four years, the number of applicants for hard to staff schools increased from 51 applicants per open position in calendar year 2006 to 138 applicants per open position in calendar year 2009. For calendar year 2009, there were 76,230 applicants applying for 554 open positions, reflecting an application rate of 138 applicants per open position.

Table 14. Number of Applicants for Teaching Positions in Hard to Staff Schools , Calendar Year (CY) 2006–2009

	CY 2006 (baseline)	CY2007	CY2008	CY2009
Number of applicants	31,724	41,146	38,081	76,230
Number of open positions ^a	628	656	493	554
Applicants per open position	51	63	77	138

Note: Data presented for calendar year, not school year. Houston HR recruiting season begins in early spring. Schools rated Academically Unacceptable or Missed AYP in the previous year are considered hard to staff.

^a Positions are sequenced (identical position re-opened with a new sequence of the original number).

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 in the classroom. 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 15 summarizes the classroom retention data from 2005–2006 through 2008–2009. All campus-based teachers for the 2006–2007 cohort, who returned to a classroom teaching position as of the first day of school for 2007–2008 were considered retained. Classroom retention rates for 2006–2007 were 87.7 percent, classroom retention rates for 2007–2008 increased to 88.6 percent, and classroom retention rates for 2008–2009 were 90.9 percent. The increase in classroom retention rates over the three-year period was 3.2 percentage points.

Table 15. Classroom Retention Status of all Campus-Based Teachers, 2006–2007 to 2008–2009

	2006–2007 ^a		2007–2008 ^b		2008–2009 ^c	
	N	%	N	%	N	%
Teachers Retained in a Classroom Position	10,860	87.7	10,965	88.6	11,204	90.9
Teachers Not Retained in the District	1,466	11.8	1,319	10.7	1,029	8.3
Retained in the District but not the Classroom	56	0.5	85	0.7	93	0.8
Total	12,382	100.0	12,369	100.0	12,326	100.0

^a Retention for 2006–2007 teachers by August 12, 2007

^b Retention for 2007–2008 teachers by August 10, 2008

^c Retention for 2008–2009 teachers by August 9, 2009

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 through 2008–2009.

Eligible instructional staff were used as the basic unit of analysis, and teacher progress awards for 2006–2007, 2007–2008, and 2008–2009 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.

Table 16 summarizes the retention and award status for campus-based employees from 2006–2007 through 2008–2009. Overall, the percentage of teachers that were retained in the classroom and received any performance-pay award increased from 84.4 percent in 2006–2007 to 91.8 percent in 2008–2009, reflecting an increase of 7.4 percentage points. 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 three-year period by 3.9 percentage points, from 65.8 percent in 2006–2007 to 61.9 percent in 2008–2009. There was an increase in the percentage of core teachers that were not retained and received a teacher progress award over the three-year period by 3.3 percentage points, from 0.8 in 2006–2007 to 4.1 in 2008–2009. There was an increase in the percentage of core teachers that were not retained and did not receive an award for teacher progress by 2.7 percentage points, from 0.1 percent in 2006–2007 to 2.8 percent in 2008–2009.

Table 16. Classroom Retention and Award Status of Campus-Based Teachers, 2006–2007 to 2008–2009

	2006–2007 ^a		2007–2008 ^b		2008–2009 ^c	
	N	%	N	%	N	%
Teachers Retained and Received any Award	9,060	84.4	10,088	87.3	10,161	91.8
Teachers Not Retained and Received any Award	204	1.9	935	8.1	684	6.2
Teachers Retained and Did Not Receive any Award	1,437	13.4	484	4.2	216	2.0
Teachers Not Retained and Did Not Receive any Award	32	0.3	54	0.5	8	0.1
Total Teachers with Retention and Award Data	10,733	100.0	11,561	100.0	11,069	100.0
Core Teachers Retained and Received an Award ^{a,b,c}	2,218	65.8	2,187	60.8	2,219	61.9
Core Teachers Not Retained and Received an Award ^{a,b,c}	26	0.8	210	5.8	147	4.1
Core Teachers Retained and Did Not Receive an Award ^{a,b,c}	1,124	33.3	1,065	29.6	1,119	31.2
Core Teachers Not Retained and Did Not Receive an Award ^{a,b,c}	3	0.1	137	3.8	99	2.8
Total Core Teachers with Retention and Award Data	3,371	100.0	3,599	100.0	3,584	100.0

^a 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.

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

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

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.

One of the goals for the ASPIRE Award program was to ensure that an effective teacher was in every classroom, including hard to staff schools. To evaluate this measure, a quality teacher was defined as a teacher receiving a Strand IIa or IIb ASPIRE Award. **Table 17** summarizes the percentage of teachers receiving a Strand IIa or IIb ASPIRE Award in a school that missed Annual Yearly Progress (AYP) or received an Academically Unacceptable Rating from the Texas Education Agency (TEA) in the previous year.

Table 17. Percent of Teachers in Hard to Staff Schools, 2005–2006 to 2008–2009

	2005–2006	2006–2007	2007–2008	2008–2009
	(baseline)			
Percent of teachers in hard to staff schools receiving Strand IIa or IIb ASPIRE Award	67.7	62.4	53.9	51.2 [‡]

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

[‡] 5-7-2010: 488 core teachers out of 953 eligible received an award based on their own students' data in 55 schools that missed AYP or were TEA-rated "Unacceptable" in previous year (2007–2008).

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.

For 2008–2009, 488 core teachers out of 953 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 2007–2008. For 2008–2009, 51.2 percent of core teachers in hard to staff schools received bonuses related to classroom level performance.

Over the past four years, there has been a decline by 16.5 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 5** provides a comparison of teacher attendance base on both methodological procedures from baseline (2004–2005) to 2008–2009 (fourth year of a performance pay program).

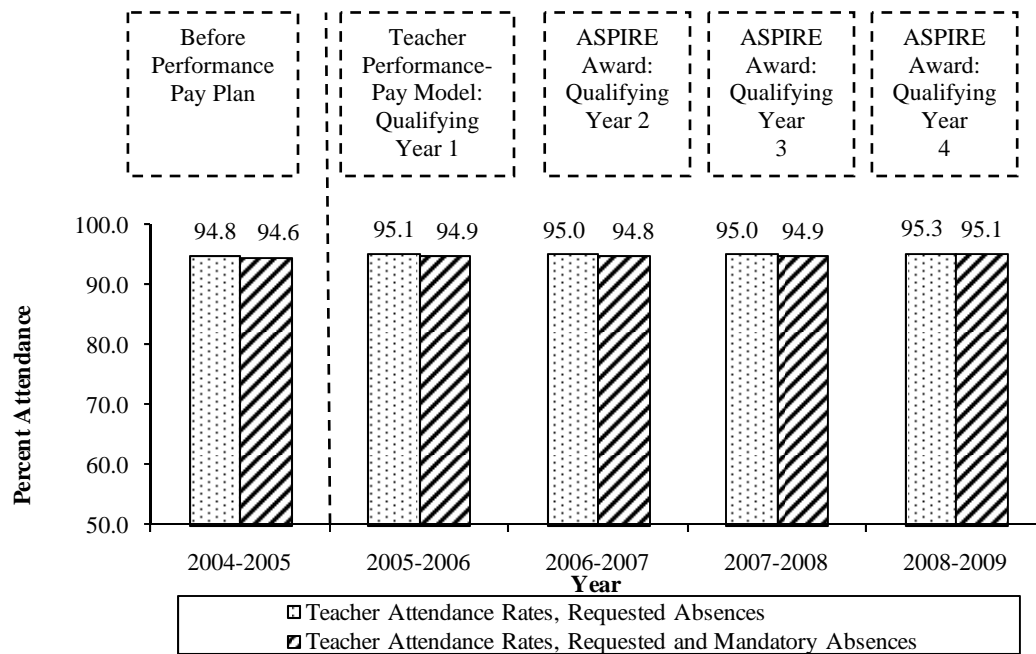


Figure 5. Teacher attendance rates, 2004–2005 (Baseline) to 2008–2009 (Year 4).

Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 to 95.3 percent in 2008–2009. When teacher attendance rates incorporated both requested and mandatory absences, there was a slight increase from 94.6 percent in 2004–2005 to 95.1 percent in 2008–2009.

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 6** provides a comparison of teacher attendance for award recipients based on both methodological procedures, from 2005–2006 to 2008–2009 (fourth year of a performance pay program). Although attendance rates for performance-pay recipients slightly exceeded overall district attendance rates from 2005–2006 to 2008–2009 as shown in Figure 5, the differences were less than 1 percentage point.

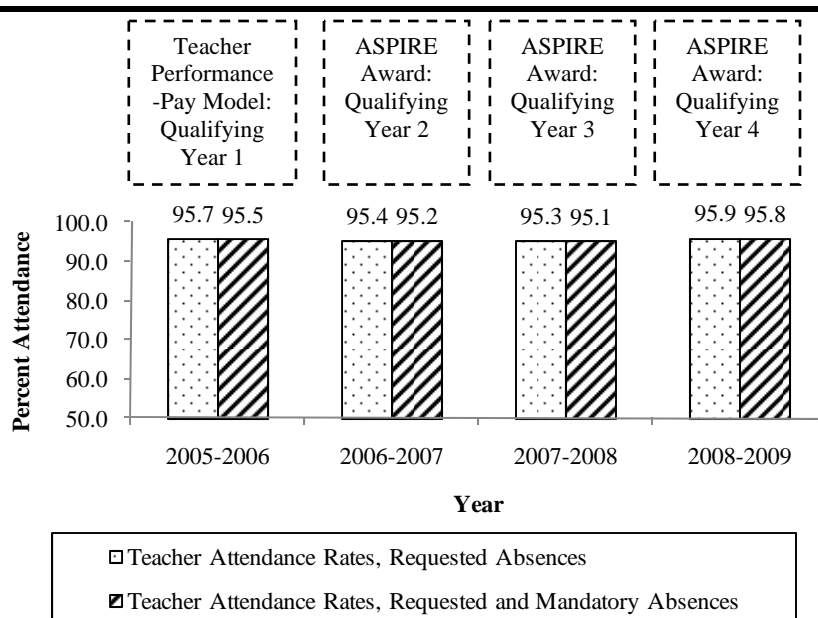


Figure 6. Teacher attendance rates for performance-pay recipients, 2005–2006 to 2008–2009 (Year 4).

What were the levels of completion for the ASPIRE training courses?

Appendix H summarizes the ASPIRE training courses offered, the hours earned for each course and the number of participants that completed each training session offered in 2008–2009. For the 2008–2009 school year, a total of 6,373 (duplicated count) and 3,693 (unduplicated count) staff members completed ASPIRE training. There were 53 courses offered. The course with the highest number of staff members completing the course was VA0101, ASPIRE-Value-Added Progress measurement (N=853).

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

The Principal Reconfirmation Period for the 2008–2009 ASPIRE Award program was open from October 7, 2009 through October 21, 2009. This period allowed principals to view the final categorization, eligibility, and percentage time on campus awarded for the staff at their campus and

request changes where necessary. These data were exposed prior to award calculations, in an attempt to make as many corrections as possible before awarded amounts were attached to individuals.

Awards were then calculated and award notices were posted live on the ASPIRE portal on December 11, 2009, at which time the formal inquiry process opened. All current staff were able to submit an inquiry via the ASPIRE portal from December 11, 2009 through January 11, 2010. The Research and Accountability and Human Resources departments contacted individuals who were no longer employed. These individuals were mailed their award notice, eligibility documentation, an inquiry form, and directions for submitting inquiries, and were directed to submit any necessary inquiries via mail or fax with the inquiry form provided or via a secure online site.

A total of 22,924 employees were considered for the 2008-2009 ASPIRE Award. A total of 621 (2.7%) inquiries were submitted as part of the 2008-2009 ASPIRE Award Teacher Inquiry period. As a frame of reference, a total of 721 inquiries, or 3.8 percent of the total number of employees considered, were submitted as part of the 2007-2008 ASPIRE Award Teacher Inquiry period. Moreover, a total of 1,048 inquiries, or 5.2 percent of the total number of employees considered, were submitted as part of the 2006–2007 ASPIRE Award Teacher Inquiry period (see **Table 18**). Over the past three years, the number of formal inquiries submitted has decreased from 5.2 percent in 2006–2007 to 2.7 percent in 2008–2009. This may be attributed to proactive measures, such as the implementation of the Principal Reconfirmation period, improved communications, and professional development designed to increase knowledge about the awards and value-added measurement. For the full inquiry report, please see the *ASPIRE Award Inquiry Report 2008–2009* (Houston Independent School District, 2010c) and the *Inquiry Results 2006–2007 ASPIRE Award* (Houston Independent School District, 2008c).

Table 18. Inquiry Comparison, 2006–2007 to 2008–2009

Award Year	Number Considered	Submitted		Withdrawn		Resolved with Changes		Resolved with No Changes	
		N	%*	N	%	N	%^	N	%
2006–2007	20,152	1,048	5.2	-	-	251	24.0	797	76.0
2007-2008	19,201	721	3.8	34	4.7	339	47.0	287	39.8
2008-2009	22,924	621	2.7	2	0.3	167	26.9	452	72.8

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

Source: 2008–2009 ASPIRE Award Inquiry Report; Inquiry Results 2006–2007 ASPIRE Award.

* Percent of all employees considered

^ Percent of all inquiries submitted

Have students shown academic gains in the four core content areas based on standardized test performance for 2005–2006 through 2008–2009?

Academic gains were measured by looking at districtwide student performance on the Stanford 10 Achievement Test from 2007–2008 to 2008–2009. Prior reports looked at performance measured before program implementation (2004–2005) through 2007–2008. However, the norms changed in 2008–2009, and comparisons should not be made using different sets of norms. Therefore, Stanford 10 comparisons were made comparing 2007–2008 to 2008–2009, since both years used the 2007 norms. The Texas Assessment of Knowledge and Skills (TAKS) and the Aprenda 3 Achievement Test compares academic performance prior to the implementation of a performance pay program (2004–2005) to 2008–2009,

which is the third year for implementing the ASPIRE Award and the fourth year for implementing a performance pay program.

Stanford 10/Appendix 3

Table 19 summarize the number of students tested and the student performance on the Stanford 10 reading, mathematics, language, environment/science, and social science subtests from 2008 to 2009. Over the past 2 years, there was an increase in the number of students tested for grades 2, 3, and 10. When comparing student performance from 2008 to 2009, reading NCEs increased for 8 out of 11 grade levels, mathematics NCEs increased for 2 out of 11 grade levels, language NCEs increased for 5 out of 11 grade levels, environment/science NCEs increased for 9 out of 11 grade levels, and social science NCEs increased for seven out of nine grade levels. Seventh grade student performance in science reflected the highest increases (8 NCEs). Student performance did not change over the past two years for sixth grade reading, first, third, fourth, fifth, eighth, and eleventh grade mathematics, fifth and tenth grade language, and fourth grade science. Overall, districtwide student performance showed increases in the four core content areas for seventh grade students over the past two years.

Table 19. Stanford 10 Achievement Performance, Non-Special Education Students (2007 norms), 2008 and 2009

Grade	Number Tested		Reading NCE		Mathematics NCE		Language NCE		Enviro./Science NCE		Social Science NCE	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
1	10,606	10,270	47	46	47	47	56	54	44	47		
2	9,889	10,039	47	46	50	49	49	46	48	51		
3	9,547	9,859	46	47	52	52	49	48	48	51	44	46
4	11,128	10,774	46	49	54	54	51	54	50	50	46	47
5	12,742	12,586	46	48	54	54	49	49	51	57	46	47
6	11,075	11,008	46	46	52	51	47	48	50	51	44	45
7	11,443	10,480	44	48	52	53	47	49	48	56	46	50
8	11,203	10,737	47	48	53	53	48	47	53	54	49	47
9	13,900	12,406	44	48	52	56	45	49	48	52	45	43
10	9,562	9,870	48	50	55	53	47	47	49	51	50	51
11	8,200	7,909	53	55	54	54	51	53	55	53	54	56

Note: 2008 Stanford measures have been changed to match the 2007 norm.

Tables 20–22 summarize the number of non-Special Education students tested on the Appendix 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 2008–2009 (year 4). Over a 5-year period, there was an increase in the number of students tested for grades 1 and 3. For reading, there were increases in student performance for grades 1 through 6 and 8 ranging from one to seven NCEs, and decreases in performance for grade 7 (5 NCEs). Mathematics performance increased for seven grade levels (grades 1–6 and 8), ranging from two to eleven NCEs and decreased for one grade level (grade 7) by -15 NCEs. Language student performance increased for six grade levels (grades 1–3, 5, 6 and 8) by 1 to 14 NCEs, and decreased for 2 grade levels (grades 4 and 7). For the environment/science subtest, student performance increased for grades 1 through 6 and 8 by 6 to 12 NCEs and decreased for grade 7 by -3 NCEs. For social science, student performance increased for grades 3–6 and 8 by 1 to 9 NCEs, with no change for grade 7. Overall, districtwide student performance increased consistently in reading, mathematics, language, and science for grades 1–3 and 5, 6, and 8, and social science increased for grades 3, 5, 6, and 8 when comparing student performance prior to implementing a performance pay plan (2004–2005) to year four of implementation (2008–2009). Social science was not administered to grades 1 and 2.

Table 20. Appendix 3 Achievement Performance for Reading, 2005 (Before Performance Pay) to 2009, Non-Special Education

Grade	Number Tested						Reading NCE					
	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	5-yr	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	5-yr
	2005	2006	2007	2008	2009	Δ	2005	2006	2007	2008	2009	Δ
1	6,147	6,175	6,470	6,196	6,419	272	65	67	68	70	71	6
2	5,879	5,470	5,367	5,785	5,781	-98	68	69	70	69	70	2
3	5,202	5,350	4,796	4,861	5,314	112	70	70	71	72	72	2
4	3,361	3,267	2,973	2,763	3,002	-359	65	66	66	67	68	3
5	385	306	131	112	86	-299	64	61	63	68	65	1
6	82	82	50	32	19	-63	57	58	55	54	64	7
7	39	79	81	35	25	-14	60	55	52	51	55	-5
8	42	46	53	50	23	-19	55	54	55	54	62	7

Table 21. Appendix 3 Achievement Performance for Mathematics and Language, 2005 (Before Performance Pay) to 2009, Non-Special Education

Grade	Mathematics NCE						Language NCE					
	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	5-yr	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	5-yr
	2005	2006	2007	2008	2009	Δ	2005	2006	2007	2008	2009	Δ
1	61	62	63	62	64	3	62	63	65	65	65	3
2	67	70	72	74	73	6	71	73	74	74	73	2
3	66	67	69	71	70	4	79	78	80	80	80	1
4	71	70	71	77	77	6	69	69	69	68	68	-1
5	65	65	65	69	67	2	62	59	63	66	65	3
6	65	62	62	56	71	6	50	46	49	46	59	9
7	64	60	61	52	49	-15	56	53	50	54	55	-1
8	52	55	58	53	63	11	56	50	57	60	70	14

Table 22. Appendix 3 Achievement Performance for Environment/Science and Social Science, 2005 (Before Performance Pay) to 2009, Non-Special Education

Grade	Environment/Science NCE						Social Science NCE					
	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	5-yr	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	5-yr
	2005	2006	2007	2008	2009	Δ	2005	2006	2007	2008	2009	Δ
1	55	57	61	63	65	10						
2	64	69	70	69	71	7						
3	69	71	73	79	79	10	69	71	72	77	77	8
4	67	69	70	79	79	12	68	68	69	74	75	7
5	60	60	62	65	66	6	64	64	64	67	65	1
6	57	57	53	56	69	12	56	60	56	58	65	9
7	58	55	54	51	55	-3	64	58	59	57	64	0
8	55	51	51	60	67	12	59	55	59	56	66	7

English or Spanish TAKS

Tables 23–25 summarize districtwide English or Spanish TAKS results by the number of students tested, the subtest and grade level prior to program implementation to year four of performance-pay implementation. Over the 5-year period, the number of students tested decreased for four grade levels (6, 7, 8, and 9). For reading, mathematics, writing, science, and social studies, there was an increase in the percent passing the English or Spanish Taks by grade over the 5-year period, ranging from 3 to 34 percentage points. For science, there was an increase in the percent passing, ranging from 18 to 34 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 66 percent in 2009. 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.

Table 23. English or Spanish TAKS Percent Passing for Reading/ELA, 2005 (Before Performance Pay) to 2009, All Students

Grade	Number Tested						Reading/ELA % Passing					
	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	5-yr	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	5-yr
	2005	2006	2007	2008	2009	Δ	2005	2006	2007	2008	2009	Δ
3					16,235		82	81	85	83	86	4
4	15,030	14,423	14,397	15,287	15,108	78	71	75	78	78	82	11
5					14,350		62	70	76	77	79	17
6	13,145	12,534	12,099	12,600	12,676	-469	76	82	85	85	86	10
7	12,853	12,862	12,255	12,951	12,184	-669	73	71	77	79	78	5
8	12,586	12,281	11,768	12,741	12,509	-77	78	79	86	87	89	11
9	13,843	14,497	13,537	14,739	13,714	-129	75	82	79	77	82	7
10	10,811	10,712	10,599	10,254	11,276	465	55	78	75	83	83	28
11	8,807	8,706	8,371	8,616	8,860	53	80	77	85	89	90	10
Total	87,075	86,015	83,026	87,188	116,912	29,837	73	77	81	82	84	11

Table 24. English or Spanish TAKS Percent Passing for Mathematics and Writing, 2005 (Before Performance Pay) to 2009, All Students

Grade	Mathematics % Passing						Writing % Passing					
	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	5-yr	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	5-yr
	2005	2006	2007	2008	2009	Δ	2005	2006	2007	2008	2009	Δ
3	71	72	78	80	82	11						
4	70	75	80	82	86	16	88	89	87	90	91	3
5	67	74	80	82	84	17						
6	55	63	66	71	74	19						
7	48	57	63	67	74	26	85	86	90	84	88	3
8	47	57	64	66	72	25						
9	44	43	48	51	57	13						
10	44	49	54	57	58	14						
11	69	69	77	78	80	11						
Total	58	62	68	71	75	17	87	88	88	87	90	3

Table 25. English or Spanish TAKS Percent Passing for Science and Social Studies, 2005 (Before Performance Pay) to 2009, All Students

Grade	Science % Passing						Social Studies % Passing					
	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	5-yr	Before	Yr. 1	Yr. 2	Yr. 3	Yr. 4	5-yr
	2005	2006	2007	2008	2009	Δ	2005	2006	2007	2008	2009	Δ
3												
4												
5	50	65	71	82	84	34						
6												
7												
8		57	56	60	66	-	78	76	83	88	89	11
9												
10	37	45	46	55	55	18	74	74	80	84	87	13
11	65	63	71	78	83	18	90	90	93	95	96	6
Total	50	58	61	69	72	22	80	79	84	89	90	10

Tables 26–28 summarize the districtwide English or Spanish TAKS percent commended by the subtest and grade level prior to implementation to year four of implementation, as well as the number of students tested. Over the 5-year period, the number of students tested decreased for four grade levels (6, 7, 8, and 9). For all grades and subjects, there was an increase in the percent commended on the English or Spanish TAKS over the 5-year period, ranging from 2 percentage points for tenth grade science to 24 percentage points for fifth grade mathematics and fifth grade science. For 2009, social studies had the highest overall percent commended at 35 percent and the most improvement at 19 percentage points over five years.

Table 26. English or Spanish TAKS Percent Commended for Reading/ELA, 2005 (Before Performance Pay) to 2009, All Students

Grade	Number Tested						Reading/ELA % Commended					
	Before 2005	Yr. 1 2006	Yr. 2 2007	Yr. 3 2008	Yr. 4 2009	5-yr Δ	Before 2005	Yr. 1 2006	Yr. 2 2007	Yr. 3 2008	Yr. 4 2009	5-yr Δ
3					16,235		27	29	29	30	40	13
4	15,030	14,423	14,397	15,287	15,108	78	17	16	24	22	27	10
5					14,350		15	15	19	22	24	9
6	13,145	12,534	12,099	12,600	12,676	-469	25	25	38	34	32	7
7	12,853	12,862	12,255	12,951	12,184	-669	12	13	17	22	22	10
8	12,586	12,281	11,768	12,741	12,509	-77	26	26	33	39	41	15
9	13,843	14,497	13,537	14,739	13,714	-129	11	14	18	24	17	6
10	10,811	10,712	10,599	10,254	11,276	465	3	9	7	14	15	12
11	8,807	8,706	8,371	8,616	8,860	53	13	13	19	16	26	13
Total	87,075	86,015	83,026	87,188	116,912	29,837	17	18	23	25	27	10

Table 27. English or Spanish TAKS Percent Commended for Mathematics and Writing, 2005 (Before Performance Pay) to 2009, All Students

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

Table 28. English or Spanish TAKS Percent Commended for Science and Social Studies 2005 (Before Performance Pay) to 2009, All Students

Grade	Science % Commended						Social Studies % Commended					
	Before 2005	Yr. 1 2006	Yr. 2 2007	Yr. 3 2008	Yr. 4 2009	5-yr Δ	Before 2005	Yr. 1 2006	Yr. 2 2007	Yr. 3 2008	Yr. 4 2009	5-yr Δ
3												
4												
5	17	25	9	34	41	24						
6												
7												
8	6	10	4	15	18	12	14	20	23	30	33	19
9												
10	7	7	2	11	9	2	17	21	23	25	30	13
11	7	9	6	10	16	9	19	23	31	33	42	23
Total	10	14	4	19	22	12	16	21	25	29	35	19

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 29** summarizes the number and percent of campuses placed in the top two quartiles from 2004–2005 to 2008–2009. 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, decreased to 55.9 percent in 2007–2008, but increased to 62.1 percent in 2008–2009. For TAKS mathematics, the percentage of campuses ranked in the top two quartiles increased from 36.8 percent in 2004–2005 to 58.4 percent in 2005–2006, decreased to 55.6 percent in 2006–2007, increased to 57.5 percent in 2007–2008, and increased to 59.8 percent in 2008–2009.

Table 29. Number and Percent of Campuses with Comparable Improvement in Quartiles 1 or 2, 2004–2005 (Before Performance Pay) to 2008–2009 (Year 4)

		Before Incentive		TPPM (Year 1)		ASPIRE (Year 2)		ASPIRE (Year 3)		ASPIRE (Year 4)	
		2004–2005		2005–2006		2006–2007		2007–2008		2008–2009	
		N	%	N	%	N	%	N	%	N	%
Reading/ELA	Quartiles 1 or 2	110	41.4	138	51.7	168	64.4	146	55.9	159	62.1
	Total Campuses	266		267		261		261			
Mathematics	Quartiles 1 or 2	98	36.8	156	58.4	145	55.6	150	57.5	153	59.8
	Total Campuses	266		267		261		261		256	

Source: AEIS Comparable Improvement District Summary 2004–2005, 2005–2006, 2006–2007, 2007–2008, and 2008–2009

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 30 summarizes the number and percent of campuses by TEA Accountability rating category prior to the implementation of a performance pay plan through year 4. The percent of exemplary campuses increased from 2 percent in 2004–2005 to 30 percent in 2008–2009. The percent of recognized campuses increased from 10 percent in 2004–2005 to 43 percent in 2008–2009. 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 21 percent in 2008–2009, and in Academically Unacceptable campuses from 12 percent to 4 percent.

Table 30. Number and Percent of Campuses by TEA Rating Category, 2004–2005 (Before Performance Pay) to 2008–2009										
Rating	Before		Year 1		Year 2		Year 3		Year 4	
	2004–2005		2005–2006		2006–2007		2007–2008		2008–2009*	
	N	%	N	%	N	%	N	%	N	%
Exemplary	6	2	15	5	15	5	38	14	84	30
Recognized	29	10	64	23	69	25	119	43	121	43
Academically Acceptable	204	73	159	57	169	61	96	35	47	17
Academically Unacceptable	31	11	32	11	13	5	13	4	12	4
AEA: Academically Acceptable	8	3	9	3	7	3	8	3	12	4
AEA: Academically Unacceptable	3	1	1	1	2	1	2	1	0	0
Not Rated Due to Ike Provision									4	1
Total	281		280		275		276		280	

*Ratings include use of Texas Projection Measure.

Based upon survey results, what were the perceptions of respondents regarding the 2008–2009 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. For the 2008–2009 ASPIRE Award Survey, survey invitations were sent to a total of 19,312 Houston Independent School District (HISD) campus-based employees and regional staff members on February 23, 2010, with 7,284 participants who responded to the survey (37.7 percent). Over the past four years, the response rate increased from 11.4 percent for the December 2007 administration to 37.7 percent for the March 2010 administration. This report presents some of the key findings from the survey. The full report is available from the Department of Research and Accountability, *2008–2009 ASPIRE Award Survey, Spring 2010* (Houston Independent School District, 2010c).

Table 31 summarizes the responses that measure the attitude toward the concept of teacher performance pay overall over the past four years. Although all survey administrations followed the January payout, it is important to understand that eleven months had elapsed from the time of payout until the first survey administration (December 2007). Changes were instituted in the pay for performance model, communication about the model was enhanced, and training on the new model had commenced. Therefore, perceptions about the 2005–2006 Teacher Performance-Pay Model (TPPM) may have been influenced by anticipating these positive changes. Moreover, on February 12, 2010, the Board of Education approved using value-added data as one of 34 criteria to evaluate teacher effectiveness, which may have affected perceptions for the March 2010 survey administration.

When comparing survey results over the last four 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 to 63.9 percent in 2009 and then a decrease to 55.2 percent in March 2010. When comparing survey results over the four 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 25.9 percent in March 2010.

Table 31. Comparison of the Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Overall, 2007–2010

	2005–2006 TPPM		2006–2007 ASPIRE		2007–2008 ASPIRE		2008–2009 ASPIRE	
	Dec. 2007		May 2008		May 2009		March 2010	
	N	%	N	%	N	%	N	%
Opposed	175	9.6	684	11.7	358	10.8	783	14.1
Somewhat opposed	167	9.2	608	10.4	302	9.1	654	11.8
Neutral	218	12.0	1,200	20.6	537	16.2	1,048	18.9
Somewhat in favor	430	23.6	1,145	19.7	733	22.2	1,200	21.6
In favor	831	45.6	2,185	37.5	1,378	41.7	1,861	33.6
Total	1,821	100.0	5,822	100.0	3,308	100.0	5,546	100.0

Two of the Likert-type questions related to the perceptions of the TPPM and ASPIRE Award programs. **Figure 7** summarizes the perceptions of respondents towards the two models.

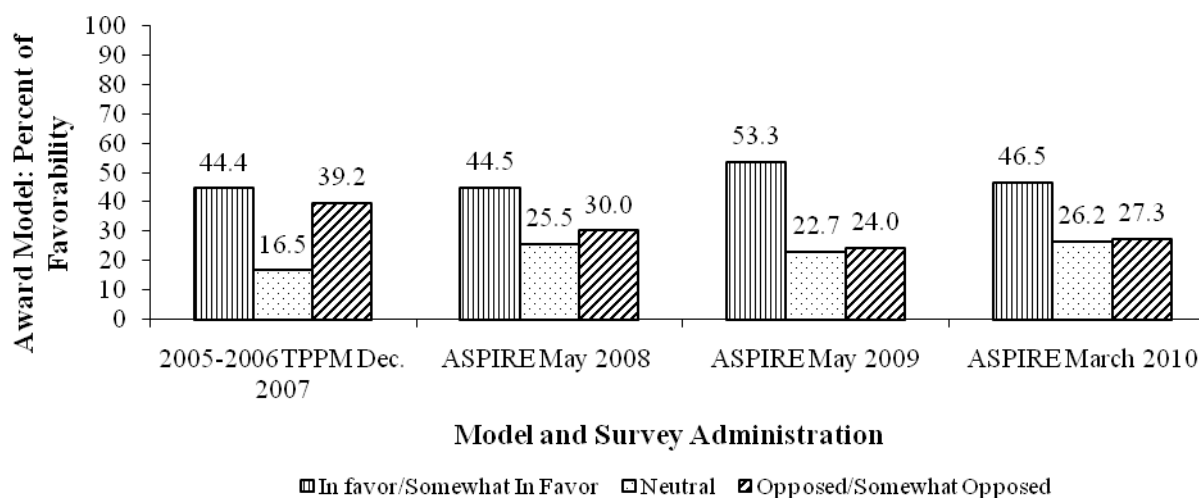


Figure 7. Percent of respondents indicating favorability toward the 2008–2009 ASPIRE Award Program with comparisons to the previous three years' survey responses.

When comparing the percentage of respondents that indicated they were *in favor* or *somewhat in favor* toward the concept of the 2005–2006 Teacher-Performance Pay Model and to the specific ASPIRE Award Program for that year, there was an increase from 44.4 percent (December 2007 survey administration) to 46.5 percent (March 2010 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 11.9 percentage points over a four-year period. When comparing the percentage of respondents indicating that they were *neutral* toward the model implemented that year, there was an increase of 9.7 percentage points from 2007 to 2010.

Table 32 summarizes the results regarding the level of understanding respondents indicated toward the award models for each of the last four years.

Table 32. Number and Percent of Survey Respondents' Level of Understanding of the Performance-Pay Model Paid Out That Year

	2005–2006 TPPM		ASPIRE							
	Dec. 2007		May 2008		May 2009		March 2010			
	N	%	N	%	N	%	N	%		
I understood it completely	272	18.0	Very High	396	6.7	486	14.6	256	4.6	
I understood most aspects of it	427	28.2	High	1,217	20.7	794	23.9	676	12.1	
I understood some of it	381	25.2	Sufficient	3,247	55.2	1,712	51.4	2,857	51.0	
I understood a little of it	309	20.4	Low	780	13.3	270	8.1	1,216	21.7	
I didn’t know anything about it	125	8.3	Very Low	242	4.1	66	2.0	599	10.7	
Total	1,514	100.0	Total	5,882	100.0	3,328	100.0	5,604	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. Alternatively, there was a decrease in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *high* or *very high* by 21.8 percentage points when comparing May 2009 to March 2010. When comparing survey results from May 2009 to March 2010, there was an increase in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *very low* or *low* (22.3 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* (0.4 percentage point).

Respondents were asked whether they received an award from the 2005–2006 Teacher Performance-Pay Model (TPPM) and/or the ASPIRE Award Program. **Figure 8** summarizes the percentage of respondents that indicated they received an award based upon data provided by respondents after four survey administrations. Survey data were collected after the payout period each year.

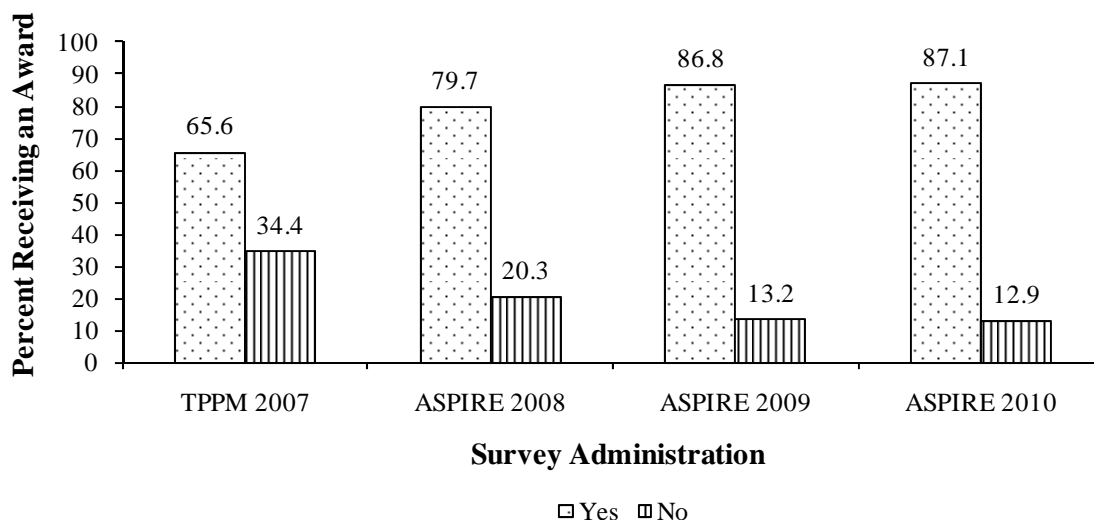


Figure 8. Percent of respondents receiving an award based upon results from four survey administrations.

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. Of the 6,564 March 2010 survey respondents, 87.1 percent indicated that they received an ASPIRE Award. Over the past four years, the percentage of survey respondents who reported receiving an award increased by 21.5 percentage points.

Figure 9 provides a comparison of the number and percent of respondents receiving training over the past four years. The percentage of respondents that received training increased from 58.1 percent based on the results of the December 2007 survey administration to 71.2 percent based on the March 2010 survey results. There was a decline in the percentage of respondents that received training by 13.9 percentage points in March 2010 from May 2008 respondents that had a high of 85.1 percent. When comparing survey results from December 2007 to March 2010, there was an increase in the percentage of respondents that indicated they received training by 13.1 percentage points.

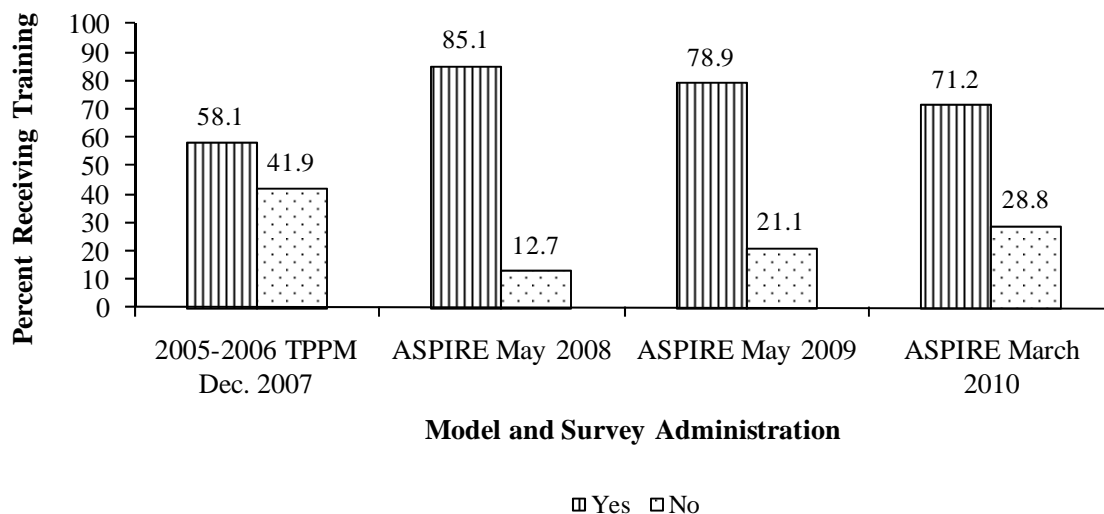


Figure 9. Percent of respondents receiving training by model and survey administration.

On the May 2008 ASPIRE Award survey, there were five items that were designed to determine the level of understanding for different training components related to the ASPIRE Award. **Table 33** depicts the comparison of the baseline data collected in May 2008 with data collected in March 2010. Based on survey data collected in 2008 and 2010, 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 35.2 percent, respectively). Based on survey data collected in 2008 and 2010, 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 37.2 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 ASPIRE Award Program, and how ASPIRE Awards were calculated/determined. This decreased to 62.8 percent for survey data collected from the March 2010 administration.

Table 33. Number and Percent of Survey Respondents Indicating Their Level of Understanding for Training Components of the 2006–2007 and 2008–2009 ASPIRE Award, May 2008 and March 2010 Survey Administrations

	N		Very Low/Low		Sufficient		Very High/High	
			%		%		%	
	2008	2010	2008	2010	2008	2010	2008	2010
My understanding of value-added analysis is:	5,844	5,542	21.3	22.2	50.0	47.1	28.7	30.7
My understanding of how value-added information can help me as an educator is:	5,832	5,290	18.3	19.4	45.1	45.5	36.6	35.2
My understanding of how to read/interpret value-added reports is:	5,817	5,393	23.7	22.8	47.0	46.7	29.3	30.6
My understanding of the different stands of the ASPIRE Award Program was:	5,835	5,470	23.2	23.7	48.7	47.7	28.1	28.6
My understanding of how the ASPIRE Awards were calculated/determined is:	5,852	5,457	33.9	37.2	43.9	41.0	22.2	21.8

One question asked respondents to indicate their perceptions about award amounts and the ASPIRE Award model. The results are presented in **Table 34**. On the 2009 and 2010 survey administration, the statement for which the largest percentage of respondents indicated *strongly agree* or *agree* centered on continuing the ASPIRE Award and modifying the model on an annual basis (56.7 and 48.7, respectively).

Table 34. Number and Percent of Survey Respondents Indicating Their Perceptions About Award Amounts and the ASPIRE Award Model, May 2009 and March 2010

	N		Strongly Disagree/ Disagree		Neutral		Strongly Agree/Agree	
			%		%		%	
	2009	2010	2009	2010	2009	2010	2009	2010
The maximum award amount for my ASPIRE Award category adequately recognizes my efforts to increase student progress.	3,152	5,274	43.0	44.4	25.3	26.5	31.8	29.1
The maximum award amount for my ASPIRE Award category encourages me to remain in a campus-based position.	3,164	5,319	36.0	37.2	30.5	32.4	33.5	30.3
The maximum award amount for my ASPIRE Award category is commensurate with my professional contribution.	3,194	5,325	44.6	44.9	26.5	28.5	28.9	26.6
The ASPIRE Award should be continued in its current form.	3,260	5,408	40.5	45.2	32.1	31.5	27.4	23.3
The ASPIRE Award should be continued with modifications incorporated on an annual basis.	3,223	5,367	14.2	18.9	29.1	32.4	56.7	48.7
The ASPIRE Award is a fair way of acknowledging a teacher's impact on student growth.	-	5,417	-	46.6	-	26.6	-	26.7
The formal inquiry process allowed me the opportunity to question the accuracy of my award.	-	4,812	-	22.8	-	39.7	-	37.5

A higher percentage of respondents *strongly disagreed* or *disagreed* that the ASPIRE Award is a fair way of acknowledging a teacher's impact on student growth (46.6 percent) compared to 26.6 percent who were *neutral* and 26.7 percent who *agreed* or *strongly agreed* based on 2010 survey results. Based on survey results from May 2009 and March 2010, 36.0 percent and 37.2 percent of respondents *strongly disagreed* or *disagreed* that their maximum award amount encouraged them to remain in a campus-based position compared to 33.5 percent and 30.3 percent of respondents who *agreed* or *strongly agreed* and 30.5 percent and 32.4 percent who were *neutral*. Based on survey results over the past two years, a higher percentage of respondents *strongly disagreed* or *disagreed* that their maximum award amount was commensurate with their professional contribution (44.6 percent and 44.9 percent) compared to 26.5 percent and 28.5 percent who were *neutral* and 28.9 percent and 26.6 percent who *agreed* or *strongly agreed*.

Over the past two years, respondents were asked whether the ASPIRE Award encouraged specific behaviors. **Table 35** compares the responses of respondents over the past two years for nine items. Based on survey data collected in 2009 and 2010, the largest percentage of respondents indicated that they agreed or strongly agreed that the ASPIRE Award encouraged them to use value-added data to make instructional decisions in 2009 (59.9 percent) and that the ASPIRE Award encouraged them to use standardized data to make instructional decisions in 2010 (55.2 percent). Based on survey data collected in 2009 and 2010, the largest percentage of respondents indicated that they disagreed or strongly disagreed that the ASPIRE Award encouraged them to come to work on a daily basis (27.3 and 30.4, respectively). When comparing 2009 to 2010 survey results, there was a decrease in the percentage of respondents that indicated that they agreed or strongly agreed for all nine items with differences ranging from -1.8 (The ASPIRE Award encourages me to come to work on a daily basis) to -6.9 (The ASPIRE Award encourages me to use value-added data to make instructional decisions).

Table 35. Number and Percent of Survey Respondents Indicating Their Level of Agreement for which the ASPIRE Award Encouraged Specific Behaviors, May 2009 and March 2010

	N		Strongly Disagree/ Disagree		Neutral		Strongly Agree/Agree	
			%		%		%	
	2009	2010	2009	2010	2009	2010	2009	2010
The ASPIRE Award encourages me to:								
Continue teaching in the classroom	2,750	4,863	26.3	30.1	25.7	25.5	47.9	44.4
Come to work on a daily basis	3,222	5,491	27.3	30.4	25.7	24.3	47.0	45.2
Increase the amount of time I spend collaborating with my colleagues	3,135	5,329	25.9	29.3	24.3	25.3	49.8	45.4
Use standardized data to make instructional decisions	2,969	5,025	20.6	22.9	20.3	22.0	59.1	55.2
Use value-added data to make instructional decisions	2,971	5,019	19.2	24.1	20.9	22.9	59.9	53.0
Use TAKS data as a diagnostic tool for my classroom	2,736	4,704	20.3	22.9	22.5	23.5	57.2	53.6
Use Stanford data as a diagnostic tool for my classroom	2,744	4,813	22.0	24.7	23.7	23.5	54.3	51.8
Use value-added data as a diagnostic tool for my classroom	2,796	4,832	19.8	25.0	24.0	24.7	56.2	50.3
Increase the amount of time spent in professional development	3,055	5,232	26.1	28.5	26.5	27.3	47.4	44.2

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

For the May 2009 and March 2010 survey administrations, there were seven items for which respondents rated the level of effectiveness regarding communication about the ASPIRE Award. The responses are summarized in **Table 36**.

Table 36. Number and Percent of Survey Respondents Indicating Their Perceptions About Communicating Effectively, May 2009 and March 2010

	N		Not Effective/ Somewhat Effective		Very Effective/ Moderately Effective	
	2009	2010	2009	2010	2009	2010
Knowing where to find information about the ASPIRE Award in general.	3,383	5,618	32.6	31.5	67.4	68.5
Knowing when specific information about my ASPIRE Award was available.	3,371	5,593	31.5	27.8	68.4	72.2
Knowing where to find information about my specific ASPIRE Award.	3,367	5,572	30.0	27.7	70.1	72.3
Knowing how to interpret and understand my specific ASPIRE Award Notice.	3,368	5,573	38.6	38.9	61.4	61.1
Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award.	3,362	5,571	38.6	37.7	61.4	62.3
Understanding where to find information about the inquiry process on the portal.	3,364	5,552	36.4	34.7	63.7	65.3
Understanding that formal inquiries were required to be submitted by a specific deadline.	3,352	5,533	34.7	30.8	65.4	69.2

Based on the results of the May 2009 and March 2010 surveys, 70.1 percent and 72.3 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 and March 2010 surveys, the area for which the highest percentage of respondents perceived communications to be *not effective* or *somewhat effective* focused on *knowing how to interpret and understand my specific ASPIRE Award Notice* and *understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award*. When comparing results from May 2009 to March 2010, *knowing when specific information about my ASPIRE Award was available* and *understanding that formal inquiries were required to be submitted by a specific deadline* reflected the two areas of communication for which respondents indicated the highest increases for effectiveness (3.8 percentage points). Six of the seven areas of communication showed increases in effectiveness.

On the March 2010 survey, nine questions were designed to rate the effectiveness of specific types of communication. The results are summarized in **Table 37**.

Table 37. Number and Percent of Survey Respondents Indicating Their Perceptions About the Level of Effectiveness for Different Types of Communication, March 2010

	N	Not Effective	Somewhat Effective	Moderately Effective	Very Effective	Don't Know
ASPRE Learn	5,631	8.8	24.0	31.0	24.0	12.5
Face-to-Face Questions with Core Team Members	5,592	10.3	20.7	27.4	20.5	21.0
Connect-Ed	5,576	11.6	20.2	26.1	15.0	27.1
ASPIRE Newsletter	5,594	9.7	24.5	30.5	23.4	11.9
Memos	5,575	9.5	23.8	31.0	23.4	12.2
ASPIRE e-mail	5,606	7.2	22.8	30.8	32.4	6.8
ASPIRE website	5,591	6.7	22.3	31.2	33.3	6.6
Community Forums	5,502	13.8	19.2	22.4	12.3	32.2

Based on the results of the March 2010 survey, 33.3 percent of respondents reported the ASPIRE website as being *very effective*, reflecting the highest percentages for effectiveness when compared to the other seven venues used to communicate information about the ASPIRE Award program. When comparing eight different venues for communicating information about the ASPIRE Award program, 13.8 percent of respondents (employees) perceived the community forums as being *not effective*, and 32.2 percent of respondents indicated *don't know* regarding their perceptions of community forums.

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

Out of a total of 7,284 respondents on the March 2010 survey, 3,305 or 45.4 percent of the respondents provided at least one response for recommending changes to the 2008–2009 ASPIRE Award, whereas 54.6 percent of respondents did not provide any recommendations for changing the model. **Table 38** summarizes the frequency and percent of responses.

Table 38. Number and Percent of Responses for Recommended Changes to the 2008–2009 ASPIRE Award, March 2010

	N	%
Equitability regarding levels of compensation and eligibility	2,009	20.9
Other performance measures or criteria	1,990	20.7
Negative Commentary	1,777	18.5
Factors impacting growth or calculation of growth	1,063	11.1
Fiscal Commentary	1,022	10.6
Improve Communications about the award/provide clearer explanations about the model and value added calculations/ provide feedback for teachers based on their data	567	5.9
Not Sure	474	4.9
Eliminate the ASPIRE Award Program	224	2.3
Language Transition (Spanish to English)	155	1.6
Re-evaluate the eligibility requirements for attendance/attendance bonus	127	1.3
I would not change anything	77	0.8
Miscellaneous	71	0.7
General satisfaction	30	0.3
No comment	25	0.3
Total Number of Responses	9,611	100.0

A total of 1.1 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 approximately 60.1 percent of the responses. One of the highest emergent categories 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 (20.9 percent). Non-core/ancillary teachers, special education teachers, early childhood through grade 2, instructional support (i.e. counselors, librarians, and API), teaching assistants, and operational support staff (i.e. registrars, computer network specialists, and attendance specialists) were not eligible to receive the same level of compensation as core teachers. They felt “de-valued” by the way the model was designed. Some respondents indicated that the differences in eligibility and compensation were divisive for campuses. Moreover, respondents indicated that student success was a team effort, but the contribution of the team was not being equally valued for all members.

The second highest category centered on providing other performance measures, ideas, or criteria (20.7 percent). Respondents suggested incorporating the *TPRI/Tejas Lee* into the ASPIRE Award model to refine how early childhood teachers were measured. Other suggestions included principal input, classroom observations, professional development hours, involvement in student activities, number of students enrolling in college, data from the Professional Development and Appraisal System (PDAS), dropout rates, student attendance rates, or to develop assessments for early childhood teachers or other non-core subject areas such as fine arts, computer, and foreign language. As one respondent stated, “It should not be based only on TAKS results and other academic results. It should also be based on how a teacher is a part of other co-curricular activities to promote overall growth of kids.”

Nineteen percent of the responses centered on negative commentary. Negative comments centered on the ASPIRE Award Model, specific aspects of the model that respondents felt did not work, negative attitudes where respondents felt that the model was unfair, negative competencies where respondents felt they did not have a clear understanding of the model, and negative feelings that may have surfaced as a result of implementation of the ASPIRE Award.

The emergent category fiscal commentary, which centered on the monetary aspects of the program, consisted of 10.6 percent of the responses. Representative commentary included the following: “A *higher percentage should be given to the TAKS grade teachers (3-12);*” “*Administrators have no direct contact*

with students. I think it's absurd that they should receive any kind of bonus for student achievement. It is even more absurd that they should receive disproportionately larger awards than teachers who are the ones actually working with these students;" "A pay raise across the board would encourage all employees to work harder..." and, "All awards should be evenly distributed throughout the school."

Conclusions

Over the past four years, the performance-pay evaluation results indicated that the number of eligible staff receiving performance pay and the total amount awarded increased. The typical award recipient was female, held a bachelor's degree, and accumulated over 15 years of experience. 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 2008–2009, 1,281 teachers or 69.0 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, there was an increase of 3.2 percentage points to 90.9 percent for the 2008–2009 cohort. Classroom retention rates for core teachers that received an award declined over the past three years from 65.8 percent in 2006–2007 to 61.9 percent to 2008–2009; moreover, there was an increase in the number of core teachers that were not retained and received a teacher progress award from 0.8 percent in 2006–2007 to 4.1 percent in 2008–2009.

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 four-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 four years because of improved communications and professional development. A total of 3,693 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 2008–2009, there was a decline from 1,048 to 621.

With regard to student performance, data from standardized tests support increases in the core content areas when comparing results from 2004–2005 to 2008–2009. 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 2008–2009 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 30 percent in 2008–2009. The percent of recognized campuses increased from 10 percent in 2004–2005 to 43 percent in 2008–2009. 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 21 percent in 2008–2009, and in Academically Unacceptable campuses from 12 percent to 4 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.

On February 12, 2010 the Board of Education approved using value-added data as the 34th criteria to evaluate teacher effectiveness. Questions and uncertainties arose regarding the impact of this policy for teachers. When the 2008–2009 ASPIRE Award Survey was launched on February 23, 2010 amid this policy change, sufficient time had not elapsed to fully address questions or correct misconceptions. It is highly likely that the climate of concern that was evident among teachers during that time impacted their responses to the survey items. This is apparent in the decreases across the board in almost all items from 2009 to 2010.

Overall, there were three key areas that moved in a positive direction for the ASPIRE Award program over a four-year period comparing baseline 2007 to 2010: increase in the percentage of participants who received training, increase in the number of training sessions attended before and after payout, and increase in the survey response rate. First, when comparing the survey response rate for December 2007 to the response rate for March 2010, there was an increase from 11.4 percent to 37.7 percent. By capturing a higher percentage of respondents, perceptions and feedback can be generalized to a greater degree. Based on data collected over the four-year period, there was an increase in the percentage of teachers and staff receiving training, where 58.1 percent of respondents reported attending training in December 2007 compared to 71.2 percent of respondents who reported attending training in March 2010, although this was a decrease from the previous two years.

One key area, support for the program, showed mixed results over the four-year period. Although the percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance pay decreased from 69.2 percent after the 2007 payout to 55.2 percent after the 2010 payout, 44.4 percent of respondents were *in favor* or *somewhat in favor* of the 2005–2006 Teacher Performance-Pay Model (December 2007) compared to 46.5 percent who were *in favor* or *somewhat in favor* of the ASPIRE Award Program (March 2010).

There was one key area that moved in a negative direction, and this centered on increasing knowledge about the ASPIRE Award program. During the 2006–2007 and 2007–2008 school years, there was a concerted effort by the district to promote training. Training courses were offered on-line so that staff could complete the modules at their own pace. In addition, face-to-face training sessions were also available. Results from this survey indicate that additional follow-up regarding the effectiveness of the training should be undertaken. Although a higher percentage of respondents indicated that they received training, and that they participated in multiple training sessions, survey items that focused on the level of understanding of different components of the ASPIRE Award declined, especially regarding how the ASPIRE Awards were calculated/determined and understanding the different strands of the ASPIRE Award Program. Discussions with training staff indicate that the live face-to-face training sessions seemed to be more effective, especially because of the interaction with other participants as well as the presence and expertise of training staff.

For a performance pay system to be sustainable, the incentive has to be meaningful to all participants. Principals and assistant principals/deans of instruction perceived that their maximum ASPIRE Award amount recognized their efforts to increase student progress and that this award amount was commensurate with their professional contribution. A higher percentage of respondents *strongly disagreed* or *disagreed* with the statement that *the maximum award amount adequately recognizes my efforts to increase student progress* (43.0 percent) compared to 29.1 percent who *strongly agreed* or *agreed* and 26.5 percent who were *neutral*.

The survey administered after each payout has served as a vehicle for respondents to recommend changes to the current model. Feedback is particularly valued to improve the ASPIRE Award program. As one respondent stated, "Thanks for your time and consideration of my input."

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APPENDIX A

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.

Appendix A (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.

Appendix A (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.

Appendix B

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.

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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.

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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 B (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 B (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 B (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.

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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

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

Example for Strand II Part C:

- A 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;

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 for each subject (Reading, Math).
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.

Appendix B (continued)

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 subject (reading and math) across grades 3-5(6).
7. 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.
8. 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[®].

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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 B (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								
Campus Staff	TEA Comparable Improvement							
	Reading				Math			
	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				
Campus Staff	TEA Accountability Rating			
	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 B (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 B (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 B (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	Briar Meadow Charter	Type II	A		Payouts based on average payout of combined campuses
344	Briar Meadow MS	Type II	A		Payouts based on average payout of combined campuses

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

Org 07–08	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Reason for Special Analysis
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 B (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 B (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 B (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	Briar Meadow Charter		Type Va	A		Payouts based on average payout of combined campuses
344	Briar Meadow 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 B (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 B (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 B (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 ¹	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

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

Appendix B (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 B (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 C

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 C (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 C (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 C (continued)

Strand IIIB Campus Level TEA Achievement Matrix				
Campus Staff	TEA Accountability Rating			
	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 D

2008–2009 ASPIRE Awards Program and Eligibility Requirements



Following are the revised program and eligibility requirements for the 2008–2009 ASPIRE Awards.

General Eligibility Requirements

To be eligible to participate in the 2008–2009 ASPIRE Awards, HISD employees must meet all of the following general eligibility requirements.

1. Employees must be supervised and evaluated by the principal of the campus where they are serving students. (This does not apply to Category J: Principals)
 2. Employees must be employed in a campus-assigned position as of the fall snapshot date.
 3. Employees must be continuously employed in an eligible position through the last day of school.
 4. Employees must complete the instructional-linkage and assignment-verification process, or have this completed by their principal, through the ASPIRE portal by the submission deadline as published annually. It is recommended that employees review instructional-linkage and assignment-verification information on the ASPIRE portal for accuracy.
 5. Employees may “opt out” of the ASPIRE Award Program during the linkage and verification process. If an employee does not make a selection, the employee will be included for consideration for an ASPIRE Award.
 6. Employees eligible under other incentive plans are not eligible for ASPIRE Awards (e.g., food services employees).
 7. Hourly employees in any capacity, including substitute/associate teachers, are not eligible to participate in the ASPIRE Awards. Employees holding an hourly or substitute position must be converted to a non-hourly position by the fall snapshot date in order to be eligible.
 8. Employees who take leave of absence during the eligibility period (e.g., temporary disability, but not family medical leave) are not eligible to participate in the ASPIRE Awards.
 9. Employees must be in attendance 90 percent of the 175 instructional days identified as the “instructional school year.” This means that employees cannot be absent for more than 10% of their scheduled hours to work during the instructional year; and first-year employees must have been hired by 10/01/2008 (which is 10% of the scheduled instructional days taking into consideration Hurricane Ike closure). 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.
- Special note about Hurricane Ike and H1N1 Flu:** During Hurricane Ike and H1N1 Flu closings, many HISD schools were closed. Employees were recorded as “worked” in order to be paid during the school closure periods. When schools re-opened, employees were required to return to service. Days missed before the closing and after the re-opening of an employee’s school will count as absences for the attendance eligibility requirement and attendance bonus.

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.

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The 2008–2009 ASPIRE Awards are based on value-added results for the 2008–2009 school year.
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Appendix D (continued)

2008–2009 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 7 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, API, social worker, literacy coach, Magnet coordinator, or Title I coordinator.

H. Teaching Assistants

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

Appendix D (continued)

2008–2009 ASPIRE Awards Program and Eligibility Requirements



I. Operational Support Staff

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

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

Campus Leadership Categories

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

J. Principals

To be considered in this category, employees must meet all eligibility requirements, 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

- 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 G: 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.
- 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).
- 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.
- 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.
- 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.

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The 2008–2009 ASPIRE Awards are based on value-added results for the 2008–2009 school year.
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Appendix D (continued)

2008–2009 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 E

ASPIRE AWARDS MODEL 2008–09 Amended August 13, 2009

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-percent.

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

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

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

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

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, Social Studies).
4. Using a multivariate mixed model, spring 2009 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 2007-08 NCE average score from the 2008-09 average score NCE and comparing it to the District Reference Gain and taking the difference.

Appendix E (continued)

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	\$1,500	\$750	\$0	\$0
Instructional Support Staff	\$1,000	\$500	\$0	\$0
Teaching Assistants	\$1,000	\$500	\$0	\$0
Operational Support Staff	\$750	\$375	\$0	\$0
Middle Schools				
Instructional Staff	\$1,500	\$750	\$0	\$0
Instructional Support Staff	\$1,000	\$500	\$0	\$0
Teaching Assistants	\$1,000	\$500	\$0	\$0
Operational Support Staff	\$750	\$375	\$0	\$0
High Schools				
Instructional	\$1,500	\$750	\$0	\$0
Instructional Support Staff	\$1,000	\$500	\$0	\$0
Teaching Assistants	\$1,000	\$500	\$0	\$0
Operational Support Staff	\$750	\$375	\$0	\$0

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 seven 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, and 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.

Appendix E (continued)

- **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.

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 (seven or more students included in the value-added analysis) are included in Part A or B. Teachers of Special Education students at the high school level who have seven or more students with 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 in grades 3-6 for each core subject (Reading, Math, Social Studies, Science, or Language Arts) a teacher instructs. This gain-score is calculated across grades for core teachers in grades 7 and 8 for each core subject (Reading/ELA, Math, Social Studies, or Science) 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.

Appendix E (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. 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 2009 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 (2008-2009) and previous (2007-2008) year. The teacher's NCE gain score is calculated by subtract the 2007-08 average NCE from the 2008-09 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 \$7,000.

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	\$2,333	\$1,167	\$2,333	\$1,167	\$2,333	\$1,167	NA	NA	NA	NA
Grade 4	\$1,400	\$700	\$1,400	\$700	\$1,400	\$700	\$1,400	\$700	\$1,400	\$700
Grade 5	\$1,400	\$700	\$1,400	\$700	\$1,400	\$700	\$1,400	\$700	\$1,400	\$700
Grade 6	\$1,400	\$700	\$1,400	\$700	\$1,400	\$700	\$1,400	\$700	\$1,400	\$700

Example for Strand II Part A:

- A 3rd grade, self-contained teacher whose students' Value-added Gain-scores in Reading, Math, and Language Arts are each in the top 25 percent of the distributions of 3rd grade self-contained teachers would receive \$2,333+ \$2,333+ \$2,333 for a total of \$7,000 under Strand IIA, the maximum award for this strand.

Appendix E (continued)

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

Strand II Part B: Departmentalized Elementary and Middle School Core 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, and Language Arts for elementary and middle school grades 3-6; Reading/ELA for middle school grades 7-8; Science and Social Studies for elementary and middle school grades 4-8).
4. Using a multivariate mixed model, spring 2009 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 (2008-2009) and previous (2007-2008) year. The teacher's NCE gain score is calculated by subtract the 2007-08 average NCE from the 2008-09 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 \$7,000.

Appendix E (continued)

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 (applicable grades)	Value-added Teacher Gain Score	Value-added Teacher Gain Score	Value-added Teacher Gain Score	Value-added Teacher Gain Score
Reading (3-6)	\$7,000	\$3,500	\$0	\$0
Math (3-8)	\$7,000	\$3,500	\$0	\$0
Language Arts (3-6)	\$7,000	\$3,500	\$0	\$0
Science (4-8)	\$7,000	\$3,500	\$0	\$0
Social Studies (4-8)	\$7,000	\$3,500	\$0	\$0
Reading/ELA (7-8)	\$7,000	\$3,500	\$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	\$3,500	\$1,750	\$0	\$0
Subject 2	\$3,500	\$1,750	\$0	\$0

Example for Strand II Part B:

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

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 2009 data are converted to NCEs and compared to spring 2008 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.

Appendix E (continued)

6. A Campus Composite Average NCE Gain score is calculated for each subject at each grade by subtracting the 2007-08 NCE average score from the 2008-09 average score NCE and comparing it to the District Reference Gain and taking the difference.
7. The Campus Progress Award Gain Score (Campus Gain Index) for each subject at each grade is calculated by taking the Campus Composite Average NCE Gain for each subject at each grade and dividing it by its accompanying standard error.
8. High School Campus value-added gain scores are compared to each other by grade and subject and rank ordered into quartiles. Campuses in quartiles one and two receive awards for their teachers. Only campuses with positive (greater than zero) gain scores receive an award.
9. The maximum possible award for Strand II Part C is \$7,000.

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

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

Example for Strand II Part C:

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

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

Appendix E (continued)

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 50-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;

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 and Math).
4. Using a multivariate mixed model, spring 2009 data are converted to campus average NCEs and compared to spring 2008 campus average NCEs in order to calculate campus gain scores.
5. 2007-08 average NCE scores are subtracted from 2008-09 average NCE scores to produce a average campus gain score.
6. Campus gain scores are calculated by aggregating scores for each subject (Reading and Math) across grades 3-5(6).
7. 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.
8. The maximum possible award for Strand II Part D is \$3,500.

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	\$1,750	\$875	\$0	\$0	\$1,750	\$875	\$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 \$1,750+\$1,750 for a total of \$3,500.

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 seven 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 seven 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 seven 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

Appendix E (continued)

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[®].
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.
4. Using a multivariate mixed model, spring 2009 data are converted to campus average NCEs and compared to spring 2008 campus average NCEs in order to calculate campus gain scores.
5. 2007-08 average NCE scores are subtracted from 2008-09 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 \$3,500.

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	\$3,500	\$1,750	\$0	\$0
Math	\$3,500	\$1,750	\$0	\$0
Language Arts	\$3,500	\$1,750	\$0	\$0
Science	\$3,500	\$1,750	\$0	\$0
Social Studies	\$3,500	\$1,750	\$0	\$0
Campus Progress Award Gain Score Across Grades				
Two Subjects	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Comparable Campus by Subject and Level	Value-added Teacher Gain Score	Value-added Teacher Gain Score	Value-added Teacher Gain Score	Value-added Teacher Gain Score
Subject 1	\$1,750	\$875	\$0	\$0
Subject 2	\$1,750	\$875	\$0	\$0

Example for Strand II Part E:

- b. A Special Education teacher teaching Reading, Math, and Language Arts at an elementary school campus whose Campus Progress Award Gain Scores for Reading and Language Arts are in the top 25-percent of the distribution of elementary school scores in those subjects and whose math scores are in the second quartile of the distribution of elementary school level Math scores would receive up to \$1,167+ \$1,167+ \$583 for a total of \$2,917.

Appendix E (continued)

- c. A Special Education teacher teaching Reading/ELA and Social Studies at a middle school campus whose Campus Progress Award Gain Score for Reading/ELA is in the top 25-percent of the distribution of middle school reading scores and whose Social Studies scores are in the third quartile of the distribution of middle school level Social Studies scores would receive \$1,750+ 0 for a total of \$1,750.

ASPIRE Award Model Strand III

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

People Included:

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

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

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

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

Strand III Part A: Campus Improvement- 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.

Appendix E (continued)

Strand IIIB Campus Level TEA Achievement Matrix				
Campus Staff	TEA Accountability Rating			
	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.

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 2008-09 minus percent meeting readiness standard in 2007-08.

Award Standard: If a campus meets a Writing/ELA readiness standard rate of 70-percent 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				
	Campus Staff	70% of Students met Readiness Standard* on TAKS Writing/ELA	Distribution of Improvement in Percent meeting Readiness Standard* on TAKS Writing/ELA	
		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 2008–2009: 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 *2008–2009 ASPIRE Awards for Teachers*, posted on the HISD ASPIRE portal, which also provides an overall description of the various strands segmented by staff category.

Strand I: Campus Value-added Strand

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

Several campuses did not have the student achievement data to allow for the calculation of the mean gain score. Also, there were schools with multiple organizational numbers which require adjustment in the payout. These campuses require Special Analysis.

- **Special Analysis Type I:** Schools without a value-added cumulative gain index were matched with the campus with which they had the highest number of shared students over the past three years or equivalent strong relationship. The matched school provided the value-added cumulative gain index, the quartile ranking and the payout amounts for the campuses in this analysis group. The decisions on pairing were done with input from the regional offices.

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

- Campuses that did not serve students in grades at which value-added data is reported.
 - Campuses that did not have enough students taking the TAKS or Stanford/Aprenda so that a value-added analysis could be performed.
- **Special Analysis Type II:** There are 11 clusters of campuses that share sites and payroll assignments but have multiple organization numbers. These campuses had separate value-added cumulative gain indices calculated for each organization number and had separate quartile rankings. However, since employees may have had assignments at both levels of these clustered campuses, the payout was based on an average of what would be earned by each organization number as determined by the quartile rankings.

An example of Special Analysis Type II: Campus site A has two organization numbers: 80 and 280. School 80 was ranked in 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 \$1,500. Add school 80: \$0 to school 280: \$1,500, and divide by 2. Campus A instructional staff receive \$750 each.

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Strand I Special Analyses 2008–2009

Org 07–08	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Reason for Special Analysis
013	Community Services Alternative School	Type I	008	Lamar High School	Alternative/Charter without enough student test data for value-added analysis
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
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
340	Las Americas Middle School	Type I	334	Kaleidoscope Middle School	Alternative/Charter without enough student test data for value-added analysis
349	REACH Charter	Type I	004	Furr High School	Alternative/Charter without enough student test data for value-added analysis
350	Energized For Excellence PK	Type I	364*	Energized for Excellence (3-5)	Alternative/Charter Early Childhood School without students in grades included in analysis
352	Farias ECC	Type I	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
366	North Alternative Elementary School	Type I	286	Herrera Elementary School	Alternative/Charter without enough student test data for value-added analysis
387	South District Alternative	Type I	247	Young Elementary School	Alternative/Charter without enough student test data for value-added analysis
392	Young Learners Charter School	Type I	108	Bastian Elementary School	Alternative/Charter Early Childhood Center without students in grades included in analysis

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

Appendix E (continued)

Org 07-08	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Reason for Special 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
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 7 TAKS-tested students do not receive individual value-added gain indices, they are included in Strand II parts C, D, and E in which student improvement is assessed through the use of campus-based gain indices that are calculated across grade for each core subject: Reading, Mathematics, ELA, Science, and Social Studies. For 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 did not have the student achievement data to allow for the calculation of the value-added gain index by subject for each core subject, Special Analysis is necessary for these campuses.

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

Appendix E (continued)

- Special Analysis Type Va: There are 10 clusters of campuses that share sites and payroll assignments but have multiple organization numbers. These campuses may have separate value-added cumulative gain indices and separate quartile rankings for each organization number. However, since employees in Category E (Special Education core teachers) may have assignments at each level of these clustered campuses, the payout was based on an average of what would be earned by each organization number as determined by the quartile rankings. Except for multilevel organizations including a middle school and a high school, Category E teachers at these organizations who need Special Analysis Type V received an amount up to \$3,500 based on the average of what was be earned by teachers at each organization number as determined by the quartile rankings.

Strand II Special Analyses 2008–2009

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
273	Ashford Elementary School	EE-4	Type I	276	Shadowbriar Elementary School	Reading and Math for Strand IID for teachers
328	TSU Charter Lab School	PK-5	Type I	195	Lockhart Elementary School	Reading and Math for Strand IID for teachers
350	Energized for Excellence (PK-2)	PK-2	Type I	364	Energized for Excellence (3-5)	Reading and Math for Strand IID for teachers
352	Farias ECC	PK	Type I	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
392	Young Learners Charter School	PK	Type I	108	Bastian Elementary School	Reading and Math for Strand IID for teachers

Appendix E (continued)

Org 07–08	School Name	Level	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Reason for Special Analysis
194	Lewis Elementary School	EE-3	Type II	360	Belfort Academy	Science, Social Studies for principal/APs/Deans only
366	North Central Alternative ES	KN-6	Type II	286	Herrera Elementary School	Reading, Math, Language, Science, Social Studies
387	South District Alternative ES	2-6	Type II	247	Young Elementary School	Reading, Math, Language Arts, 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 Alternative School	K-12	Type IV	008	Lamar High School	Reading, Math, Science, Social Studies
094	Harper Alternative School	6-12	Type IV	038	HP Carter Career Center	Reading, Math, Science, Social Studies
097	HCC Life Skills	12	Type IV	008	Lamar High School	Reading, Math, Science, Social Studies
324	Liberty Charter	11	Type IV	009	Lee High School	Reading, Math, Science, Social Studies
349	REACH Charter	11-12	Type IV	004	Furr High School	Reading, Math, Science, Social Studies
143	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

Appendix E (continued)

Org 07-08	School Name	Level	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Reason for Special Analysis
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
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: III A) Campus Improvement which is based on Texas Education Agency (TEA) Comparable Improvement (CI) in Reading and Math, III B) Campus Achievement which is based on TEA accountability ratings, and III C) Writing / English Language Arts (ELA) TAKS results and/or improvement for 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 2008 and/or 2009, and schools with multiple organizational numbers that require adjustment in the payout.

- Special Analysis Type I: Campuses paired for TEA Accountability Ratings. These campuses are schools serving students in grade one and/or higher that do not have TAKS data. Campuses were paired for these calculations in the state system, and the paired campus provided the accountability rating, the CI quartiles, and the percentage of students passing or the improvement of the percentage of students passing the Writing/ELA TAKS needed for the ASPIRE Award Model.
- Special Analysis Type II: Campuses not rated or paired for TEA Accountability Ratings. These campuses were paired with the campus with which they have the highest number of shared students over the past three years or equivalent strong relationship. The paired school provides the accountability rating, the CI quartiles, and the percentage of students passing or the improvement in the percentage of students passing the Writing/ELA TAKS needed for the ASPIRE Award model. The decisions on pairing were done with input from the regional offices
- Special Analysis Type III: Campuses rated by TEA with no CI. For this model, schools that were rated under the state accountability system but did not have a Comparable Improvement analysis calculated by TEA, the CI quartiles from a paired campus with which they had the highest number of shared students over the past three years or equivalent strong relationship were used.
- Special Analysis Type IV: Campuses rated by TEA with no CI and no TAKS Writing/ ELA data for both 2008 and 2009. For this model, schools that were rated under the state accountability system but did not have a CI analysis calculated by TEA and did not have sufficient TAKS Writing/ELA data to calculate the percentage of students passing or the improvement of the percentage of students passing the Writing/ELA TAKS, the CI quartiles and the Writing/ELA percentages from a paired campus with whom they have the highest number of shared students over the past three years or equivalent strong relationship were used.
- Special Analysis Type V: Campuses rated by TEA on the AEA model. For this model, AEA-Acceptable campuses were treated like Recognized schools from the regular accountability model for the purposes of the ASPIRE Awards. TEA does not calculate CI quartiles for AEA campuses. The comparable improvement measure was based on the percent of student tests at the school that were coded on TEA's TAKS Progress Indicator Student Listing roster as TG (Student that met the Texas Growth Index, but did not meet the student passing standard for the subject test) or TB (Student that met both, the student passing standard and the Texas Growth Index) divided by the number of all student tests. This was done separately for both reading and for math. These percentages were compared to the previous year's percentage. Any improvement was considered in Q1 and no growth was in Q4.
- Special Analysis Type VI: Campuses rated by TEA on the AEA model with no growth data and insufficient writing data. Campuses that did not have data on TEA's TAKS Progress Indicator Student Listing roster and did not have sufficient Writing/ELA data (for both 2008 and 2009) had their own accountability rating used but were paired for CI and for Writing/ELA. These campuses were paired with the campus with which they have the highest number of shared students over the past three years or equivalent strong relationship. The decisions on pairing were done with input from the regional offices.

Appendix E (continued)

- Special Analysis Type VII: Campuses with no TAKS Writing / English Language Arts data for both 2008 and 2009. Campuses that did not have 11th grade data but did have 10th grade TAKS ELA data received awards based on their own 10th grade data. Campuses that had 2009 data only received awards based on their own data for 2009 only, with no comparison to the previous school year. Campuses that had no TAKS Writing/ELA data were paired with the campus with which they had the highest number of shared students over the past three years or equivalent strong relationship. The matched school provided the percentage of students meeting college readiness standards for grades 4, 7, or 11, or the improvement in percentage of students meeting college readiness standards for grades 4, 7, or 11, as measured by the TAKS writing/ELA exam. The decisions on pairing were done with input from the regional offices.
- Special Analysis Type VIII: There are 11 clusters of campuses that share sites and payroll assignments but have multiple organization numbers. These campuses could have had separate accountability ratings, CI quartiles, and Writing/ELA data for each organization number. However, since employees may have assignments at each level of these clustered campuses, the payout was based on an average of what would be earned by each organization number as determined by the ratings, quartile rankings, and scores. An example of Strand III Special Analysis Type VIII for a 4th grade writing (core) teacher: Campus site A has two organization numbers, 143 and 244. School 143 was in Q1 for Reading (\$500) and Q3 for Math, while school 244 was in Q4 for Reading (\$0) and Q2 for Math (\$250); the averaged award for Strand 3A is \$375 (\$250 for Reading and \$125 for Math). School 143 was Exemplary (\$400), school 093 was Acceptable (\$0); the averaged award for Strand 3B is \$200. School 143 had 72% of students meet the college readiness standard on TAKS Writing (\$400), while school 244 was in Q3 for improvement in meeting the readiness standard (\$0). As a writing teacher assigned to the campus that met the writing standard, this teacher is awarded \$400 for Strand 3C. However, writing teachers at school 244, as well as all other instructional staff, receive \$100 for Strand 3C.
- Special Analysis Type IX: Campuses not rated or paired for TEA Accountability or Comparable Improvement Ratings due to exemptions. These campuses did not have a TEA accountability rating and/or a TEA Comparable Improvement score for 2009, as they were exempt from such ratings due to closures as a result of Hurricane Ike. For these campuses, the rating and/or CI score from 2008 were used.

Strand III Special Analyses 2008–2009

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 School	Paired for SIIIA, B, and C
273	Ashford Elementary School	Type I	276	Shadowbriar Elementary School	Paired for SIIIA, B, and C
328	TSU Charter Lab School	Type I	195	Lockhart Elementary School	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
300	Inspired for Excellence Academy West	Type II	374	Tinsley Elementary School	Paired for SIIIA, B and C
312	Inspired for Excellence Academy North	Type II	286	Herrera 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

Appendix E (continued)

Org 07–08	School Name	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Special Analysis Strand III
350	Energized for Excellence (PK-2)	Type II	364* *	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
392	Young Learners Charter School	Type II	108	Bastian Elementary School	Paired for SIIIA, B, and C
013	Community Services Alternative School	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
326	Leader's Academy	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
340	Las Americas	Type V			Part A Comparable Improvement based on TEA Progress Indicator Student Listing Acc Data Tables; Part B based on AEA
349	REACH Charter	Type V			Part 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 SIIC
327	New Aspirations	Type VI	023	Sharpstown High School	Part B based on AEA; No CI, Paired for SIIIA and SIIC (no data 2008)

* 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
308	North Houston Early College High School	Type VII	310	Houston Math, Science and Technology Center	Paired for SIIC Only - No Data for 2008
321	Energized for E-STEM Academy	Type VII	026	DeBakey HSHP	Paired for SIIC Only - No Data for 2008
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
048	Clifton Middle School	Type IX			Part s A and B based on 2008 ratings
067	Smith Education Center	Type IX			Part A based on 2008 rating
108	Bastian Elementary School	Type IX			Part s A and B based on 2008 ratings
198	Love Elementary School	Type IX			Part A based on 2008 rating
212	Oates Elementary School	Type IX			Part A based on 2008 rating
376	Dominion Academy Charter School	Type IX			Parts A and B based on 2008 rating

Appendix F

Houston Independent School District 2008–2009 ASPIRE Awards for Principals and Assistant Principals: Maximum Possible Payouts of \$15,530 and \$7,765

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	\$3,000	\$1,500	\$0	\$0
Assistant Principals	\$1,500	\$750	\$0	\$0
Middle Schools				
Principals	\$3,000	\$1,500	\$0	\$0
Assistant Principals	\$1,500	\$750	\$0	\$0
High Schools				
Principals	\$3,000	\$1,500	\$0	\$0
Assistant Principals	\$1,500	\$750	\$0	\$0

ASPIRE Award Model Strand II

Purpose: Reward eligible principals, assistant principals, and deans of instruction for efforts at improving student academic performance at the classroom/student cohort level through the application of campus-level value-added analysis of student academic progress.

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

Indicators: EVAAS® department/subject campus score: Campus Gain-score (Cumulative Gain Index) calculated for each core subject. Principals and assistant principals are paid based on department/subject performance determined from individual student improvement in the subject area.

In this method, the EVAAS® value-added scores for each 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 Level	Elementary School Subject Cumulative Gain Score					
	Quartile 1		Quartile 2		Quartile 3	Quartile 4
	Principal	AP	Principal	AP	Principals and APs	Principals and APs
Reading	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Math	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Language Arts	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Science	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Social Studies	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Middle School Subject Cumulative Gain Score						
	Quartile 1		Quartile 2		Quartile 3	Quartile 4
	Principal	AP	Principal	AP	Principals and APs	Principals and APs
Reading	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Math	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Language Arts	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Science	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
Social Studies	\$2,000	\$1,000	\$1,000	\$500	\$0	\$0
High School Subject Cumulative Gain Score						
	Quartile 1		Quartile 2		Quartile 3	Quartile 4
	Principal	AP	Principal	AP	Principals and APs	Principals and APs
Reading/ELA	\$2,500	\$1,250	\$1,250	\$625	\$0	\$0
Math	\$2,500	\$1,250	\$1,250	\$625	\$0	\$0
Science	\$2,500	\$1,250	\$1,250	\$625	\$0	\$0
Social Studies	\$2,500	\$1,250	\$1,250	\$625	\$0	\$0

ASPIRE Award Model Strand III

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

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

Indicators: Comparable Improvement published in the Texas Education Agency’s (TEA) Academic Excellence Indicator System (AEIS) report, 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 Comparable Improvement Matrix						
All Campuses	Reading			Math		
	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 and assistant principals will receive \$400.

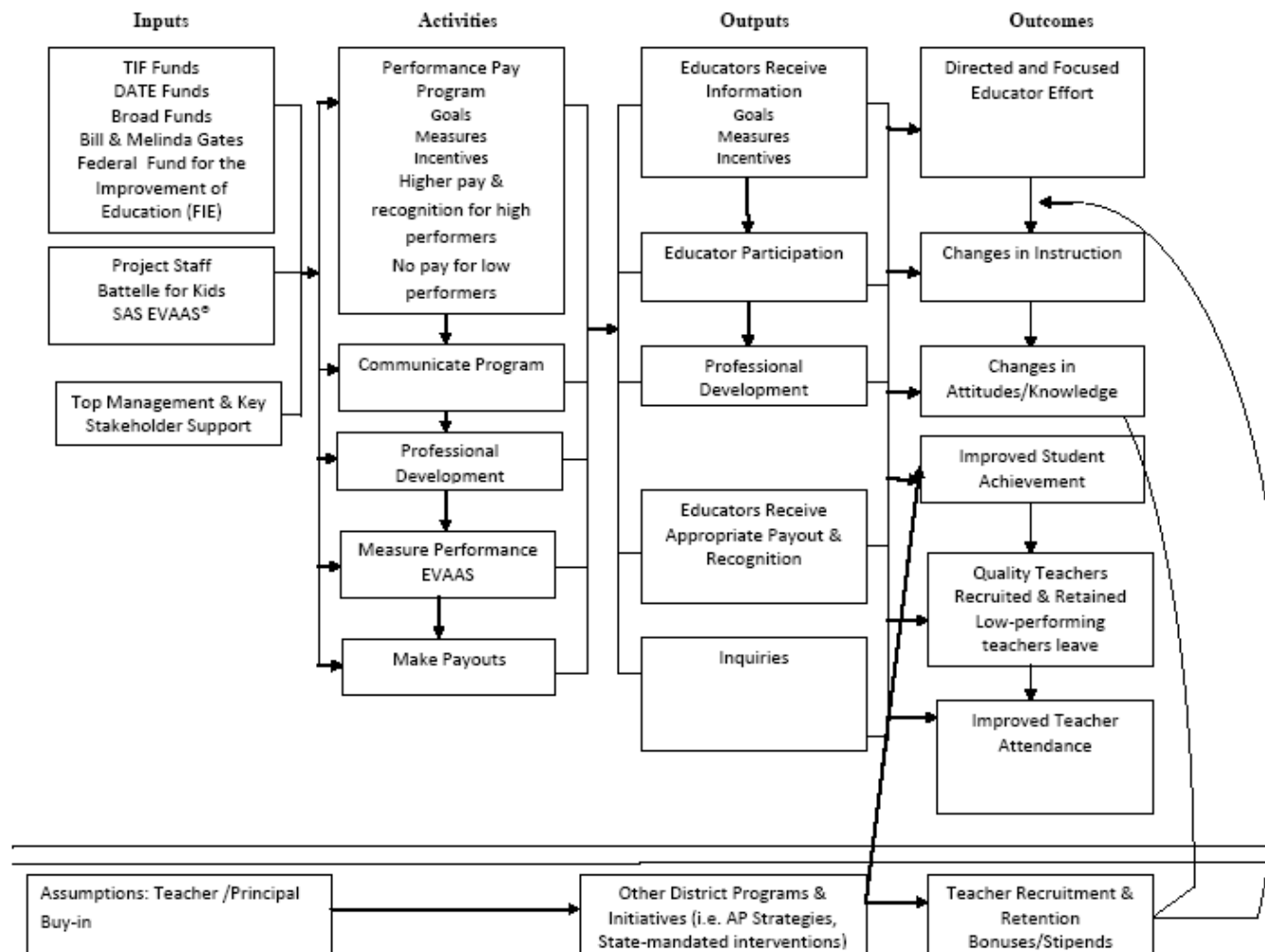
Improvement Indicator: For campuses that do not meet this award standard, an improvement indicator is calculated. The improvement indicator is then compared to all other campuses that did not meet the award standard at the campus level (elementary, middle, and high). The campuses in the top two quartiles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

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

Theory of Action: Differential Attraction and Retention



Appendix H

2008–2009 ASPIRE Awards Professional Development

Course	Course Title	N	Hours Earned
AD0167	ASPIRE-Intro to VA (Level 1)	1	3
AD0168	ASPIRE-Intro to VA (Level 2)	2	6
BB0027	ASPIRE Value-Added - Teachers	3	6
NR0199	ASPIRE-Intro to VA (Level 1)	32	96
NR0200	ASPIRE-Intro to VA (Level 2)	8	20
PD0547	ASPIRE Verification - Camp Tm	83	181.5
PD0711	ASPIRE Value-Added - Campus Tm	16	24
PD0905	ASPIRE Verification - Core Tm	8	24
PD0908	ASPIRE-Intro to VA (Level 1)	15	45
PD0909	ASPIRE-Intro to VA (Level 2)	21	63
PD0922	ASPIRE-Intro to VA (Level 3)	40	120
PD0924	ASPIRE-Intro to VA (Level 1)	7	21
PD0925	ASPIRE-VA Overview - PDS	28	56
PD0926	ASPIRE-Intro to VA (Level 2)	7	21
PD0930	ASPIRE Value-Added - Principal	28	42
PD0931	ASPIRE-Intro to VA (Level 2)	9	27
PD0932	ASPIRE-Intro to VA (Level 2)	1	3
PD0933	ASPIRE-Intro to VA (Level 2)	5	15
PD0934	ASPIRE-Intro to VA (Level 1)	15	45
PD0935	ASPIRE-Intro to VA (Level 1)	5	15
PD0936	ASPIRE-Intro to VA (Level 2)	10	30
PD0937	ASPIRE-Intro to VA (Level 3)	1	3
PD0938	ASPIRE-Intro to VA (Level 3)	3	9
PD0939	ASPIRE-Intro to VA (Level 1)	3	9
PD4100	ASPIRE Performance Management	104	156
SU0303	ASPIRE-Intro to VA (Level 1)	28	84
SU0304	ASPIRE-Intro to VA (Level 2)	3	9
VA0101	ASPIRE - VA Progress Measmt	853	853
VA0102	ASPIRE - Basic Descriptive Stats	34	34
VA0103	ASPIRE - VA Data Concepts	28	28
VA0104	ASPIRE - Exploring VA Analysis	731	731
VA0105	ASPIRE - School Effectiveness	7	7
VA0106	ASPIRE - Value-Added Report	724	724
VA0107	ASPIRE - Stud Learning Factors A	12	12
VA0108	ASPIRE - Stud Learning Factors B	12	12

Appendix H (continued)

2008–2009 ASPIRE Awards Professional Development

Course	Course Title	N	Hours Earned
VA0109	ASPIRE - VA Calculations	10	10
VA0111	ASPIRE - Mean Gain Approach	8	8
VA0112	ASPIRE - Login & Navigation	16	16
VA0113	ASPIRE - VA Reports (Admin)	7	7
VA0114	ASPIRE - VA Summary Reports	605	605
VA0116	ASPIRE - Interpreting MGA	576	576
VA0117	ASPIRE - School/Sys Diagnostic Reports	568	568
VA0119	ASPIRE - School/Sys Diagnostic Performance	485	485
VA0120	ASPIRE - Diagnostic Summary Report	34	34
VA0121	ASPIRE - Individual Student Report A	552	552
VA0123	ASPIRE - Searches, Custom Reports	32	32
VA0124	ASPIRE - Setting VA Goals	31	31
VA0125	ASPIRE - A Climate for Success	23	23
VA0126	ASPIRE - Ready for VA Analysis	22	22
VA0127	ASPIRE - VA Rollout Plan	1	1
VA0128	ASPIRE - Teacher-Level VA Reports	513	513
WD0242	ASPIRE-Intro to VA (Level 1)	2	6
WD0243	ASPIRE-Intro to VA (Level 2)	1	3
Total (duplicated)		6,373	7,026.5
Total (unduplicated)		3,693	