

MEMORANDUM

December 20, 2013

TO: Board Members

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

SUBJECT: **2010–2011 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 2010–2011 ASPIRE Award as required by state and federal grants.

Award Payout

- The 2010–2011 ASPIRE Award was paid out on January 25, 2012. The final total payout was \$35,362,083.25 for 12,458 employees.
- Since the inception of a performance-pay program, the district has paid out \$191,636,598.56. There was a decrease of approximately \$7.1 million from 2009–2010 to 2010–2011 due to changes in eligibility and award model calculations.

Recruitment and Retention

- Of the 974 employees receiving a recruitment incentive and/or stipend for which individual award data were available, 667 employees, or 68.5 percent received both a Strand 2 teacher progress award, reflecting highly effective teachers, as well as a recruitment bonus. Of the 2,059 employees receiving a Strand 2 teacher progress award, 1,404 employees, or 68.2 percent received a Strand 2 award, but no recruitment bonus.
- The percentage of teachers in hard to staff schools receiving bonuses related to classroom level performance declined by 15.5 percentage points from 67.7 percent for the 2005–2006 cohort to 52.2 percent for the 2010–2011 cohort, although this is reflective of a steady increase over the last three years.

- Classroom retention rates for teachers were 88.6 percent in 2007–2008, rose to 90.9 percent in 2009–2010, and then declined to 83.2 percent in 2010–2011, most likely due to budget cuts.
- The percentage of core teachers that were retained in the classroom and received a Strand 2 award for teacher progress increased overall from 61.9 percent in 2008–2009 to 62.1 percent in 2010–2011, reflecting the retention of a higher quality workforce.

Teacher Attendance

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

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 2011 by grade, ranging from 2 to 36 percentage points.
- On the English or Spanish TAKS test, the percent commended increased for all subtests and grade levels when comparing test results from 2005 to 2011, with grade level increases ranging from 6 to 34 percentage points.
- Although the state outperformed the district when looking at the percent passing for all grade levels in 2005 and 2011 for all subjects, the district showed greater gains than the state thus closing the gap between district and state performance.
- Prior to implementing a performance pay program, 41.4 percent of HISD campuses were ranked in the top two quartiles for TAKS Reading/ELA compared to similar campuses across the state, and this increased overall to 66.8 percent in 2010–2011.

Survey Feedback

- Of the 18,747 Houston Independent School District (HISD) campus-based employees surveyed, there were 3,441 participants who responded to the survey (18.4 percent) administered in March 2012. **The response rate is fairly low and the results, while informative, may not be generalized to the population.**
- When comparing survey results over the last six 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 58.6 percent in March 2012. However, this rate reflects a steady increase from March 2010.

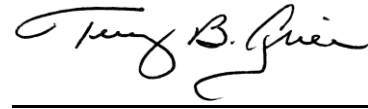
Distribution of Highly Effective Teachers Across the District

- For 2010–2011, there was a higher proportion of highly effective language arts, reading, science, and social studies teachers in lower poverty schools than in higher poverty schools.

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

Administrative Response

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


_____**TBG**

Attachment

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



RESEARCH

Educational Program Report

2010-2011 ASPIRE AWARD PROGRAM EVALUATION

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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RESEARCH

Journal of Education Reports



2010–2011 ASPIRE Award Program Evaluation 2012–2013

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ASPIRE Award

Program Evaluation, 2010–2011

Executive Summary

Program Description

In January 2007, the Houston Independent School District (HISD) inaugurated the Teacher Performance-pay Model, 2005–2006, becoming the first school district in the nation to implement a performance-pay system of this magnitude based on individual teacher effectiveness. The experience gained in the first year and consultations with national experts and teachers provided the impetus for recommending the improvement and enhancement of the model, which became the “Recognize” component of the district's comprehensive school-improvement and performance management model, “Accelerating Student Progress: Increasing Results and Expectations” (ASPIRE). The ASPIRE Award has been successfully paid out annually every January since 2008. With recommendations from the district's ASPIRE Awards Program Advisory Committee, revisions were made to the model for the 2010–2011 school year, which was paid out on January 25, 2012.

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

The ASPIRE Award is dedicated to achieving the following goals:

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

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

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

Given these goals and principles, the ASPIRE Award involves three different strands of academic performance: Strand I–Value-added Campus Progress (Campus-Level Growth); Strand II–Value-added Core Teacher Progress (individual teacher or department growth); and Strand III–Campus Improvement and Achievement based on Texas Education Agency (TEA) accountability ratings, Campus writing achievement for all academic levels, and Comparable Improvement on the Texas Assessment of Knowledge and Skills (TAKS) (Campus-Level Growth and Performance) for elementary and middle schools and Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit participation and AP and IB performance for high schools. Under the model, every HISD teacher has the opportunity to participate in at least two strands of the ASPIRE Awards (Strands I and III).

The purpose of the evaluation was to assess the effectiveness of the 2010–2011 ASPIRE Award program in relation to the stated goals and the impact on the participants after six years of implementing a performance-pay program. The logic model diagramming the inputs, activities, outputs, and outcomes is illustrated in **Appendix A, p. 52**. The program evaluation is required as a part of federal and state grant funding requirements. To accomplish this, the following research questions were addressed:

1. How many participants received an award, and how much money was awarded district-wide for the 2010–2011 ASPIRE Award? How does this compare over the past six years?
2. Were there any common characteristics among the instructional staff that received an ASPIRE Award over the past two years?
3. Has the program helped the district to recruit and retain teachers, especially effective teachers providing instruction to high-need campuses, grade levels, and/or subject areas?
4. Have there been any changes in teacher attendance since performance-pay has been implemented?
5. What were the levels of completion for the ASPIRE training courses? How effective were the training opportunities?
6. Has the implementation process been improved as measured by the number of formal inquiries submitted?
7. Have students shown academic gains in the four core content areas based on standardized test performance for 2005–2006 through 2010–2011?
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 2010–2011 ASPIRE Award? How does this compare to previous years?
10. Based upon survey results, what was the level of effectiveness for communicating information about the ASPIRE Award?
11. Based upon survey results, how did respondents rate the current teacher and principal appraisal system?
12. Based upon survey results, what recommendations were made to incorporate changes to the ASPIRE Award?
13. How are highly effective teachers based on value-added analysis by subject distributed in K–8 schools across the district based on school poverty?

Highlights

- When comparing the total payout from the 2005–2006 Teacher Performance-Pay Model to the 2006–2007 newly designed ASPIRE Award, the payout increased from \$17,007,023.31 to \$24,653,724.71 in 2006–2007.
- Over the past five years, the total payout increased from \$24,653,724.71 for the newly designed 2006–2007 ASPIRE Award to \$35,362,083.25 for 2010–2011 ASPIRE Award, and the number of staff receiving an award increased from 13,157 in 2006–2007 or 77.6 percent of eligible staff to 12,458 in 2010–2011 or 90.7 percent of eligible staff (Tables 3–9, pp. 32–37).
- From 2006–2007 to 2010–2011, there was an overall increase in the percentage of eligible core teachers (Categories A–E) that received an ASPIRE Award by 5.3 percentage points. From 2007–2008 to 2010–2011, there was an overall decrease in the percentage of all eligible teachers (Categories A–F) that received an ASPIRE Award by 0.6 of a percentage point due to award model changes.

- The average payout for core teachers (Categories A–E) increased from \$2,666.68 in 2006–2007 to \$3,753.89 in 2010–2011. Similarly, the average payout for all teachers (Categories A–F) increased from \$2,420.60 in 2007–2008 to \$3,331.22 in 2010–2011.
- Of the 974 employees receiving a recruitment incentive and/or stipend for which individual award data were available, 667 employees, or 68.5 percent received both a Strand 2 teacher progress award, reflecting highly effective teachers, as well as a recruitment bonus. Of the 2,509 employees receiving a Strand 2 teacher progress award, 1,404 employees, or 68.2 percent received a Strand 2 award, but no recruitment bonus.
- Classroom retention rates for teachers were 90.9 percent in 2008–2009 and 83.2 percent in 2010–2011 cohorts, reflecting a decrease of 7.7 percentage points in two years. During the 2010–2011 school year, budgetary cuts were responsible for the loss of teaching and other campus-based positions, which affected this number.
- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 (before performance-pay) to 98.5 percent in 2009–2010 (performance pay year 5), but declined to 95.7 percent 2010–2011 (performance-pay year 6). This decline may be attributed to the loss of the attendance bonus in 2010–2011. The attendance rates are based on the year of program implementation, while payout occurs during January of the following year.
- Teachers who received performance pay had slightly higher attendance rates than the district average.

Administrative Response

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

Introduction

The Houston Independent School District has had a system of performance pay based on indicators since the 1997–1998 school year. 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.

2010–2011 ASPIRE Award Model

The 2010–2011 ASPIRE Award involves three different strands of academic performance:

- Strand I–Value-added Campus Progress (Campus-Level Growth);
- Strand II–Value-added Core Teacher Progress (individual teacher or department growth); and,
- Strand III–Campus Improvement and Achievement based on Texas Education Agency (TEA) accountability ratings, Campus writing achievement for all academic levels, and Comparable Improvement on the Texas Assessment of Knowledge and Skills (TAKS) (Campus-Level Growth and Performance) for elementary and middle schools and Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit participation and AP and IB performance for high schools. Under the model, every HISD teacher has the opportunity to participate in at least two strands of the ASPIRE Awards (Strands I and III).

For 2010–2011, there were changes made regarding eligibility and categorization from the previous year for the ASPIRE Award. These included the following:

- Employees could not be absent from work for more than 10 days during the instructional year.
- Employees must have a job/record position assigned to a campus, and must have a campus ID as their department ID. Employees whose job record/position is assigned to non-campus departments for time reporting are not eligible for the 2010-2011 ASPIRE Award.
- Employees not supervised or evaluated by the principal are not eligible, even if 100% of their time is spent on a campus (e.g., food service employees, Plant Operators, custodians).
- All core foundation teachers of students in grades 3–8 must link students to be considered as a core foundation teacher. Teachers who have not linked students will be placed in Category F.

The following summarizes the model and award changes that occurred:

- Employees cannot be on a Growth Plan, Prescriptive Plan of Assistance (PPA), or Intervention Plan based on results of appraisal or staff review process.
- Core foundation teachers/administrators whose gain indices in Strand II are less than or equal to -2.0 across all core foundation subjects they teach will not be considered for any award in Strands I and III (affects A to E; J and K).
- No attendance bonus (affects Categories A to I).
- Award Strand 3B (Campus Achievement Award) to employees at campuses who receive a TEA Accountability Rating of Exemplary or Recognized without the use of the Texas Projection Measure (TPM) (affects Categories A to H; J and K).

Methods

Data Collection and Analysis

- Quantitative and qualitative data were collected from a variety of sources, including program documentation, teacher value-added data, teacher recruitment and retention data, ASPIRE survey data, ASPIRE Learn survey results, ASPIRE Award payout files, professional development data files, and student performance data files. Basic descriptive statistics were employed to analyze the data. Appendix B, pp.53–56 summarizes the methods used in detail.
- The eligibility requirements, methods of analysis for the teachers and campus-based staff, special analysis for teachers, methods of analysis for the deans, assistant principals, and principals, and model amendments are outlined in the following appendices, respectively: Appendix C, pp. 57–61; Appendix D, pp. 62–74; Appendix E, pp. 75–85; Appendix F, pp. 86–90; and Appendix G, p. 91.

Survey Participants

- Over the past five years, the response rate increased from 11.4 percent for the December 2007 administration to 18.4 percent for the March 2012 administration (Table 1, p. 32), although this is a decrease from the previous year.
- If survey participants were employed by HISD during the 2009–2010 and/or 2010–2011 school year, they were asked to report their eligibility status and categorization, for which 5,221 of the 6,083 in 2009–2010 and 2,911 of the 3,603 respondents indicated their eligibility status and ASPIRE Award categorization as determined by program personnel (see Table 2, p. 32).

Data Limitations

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

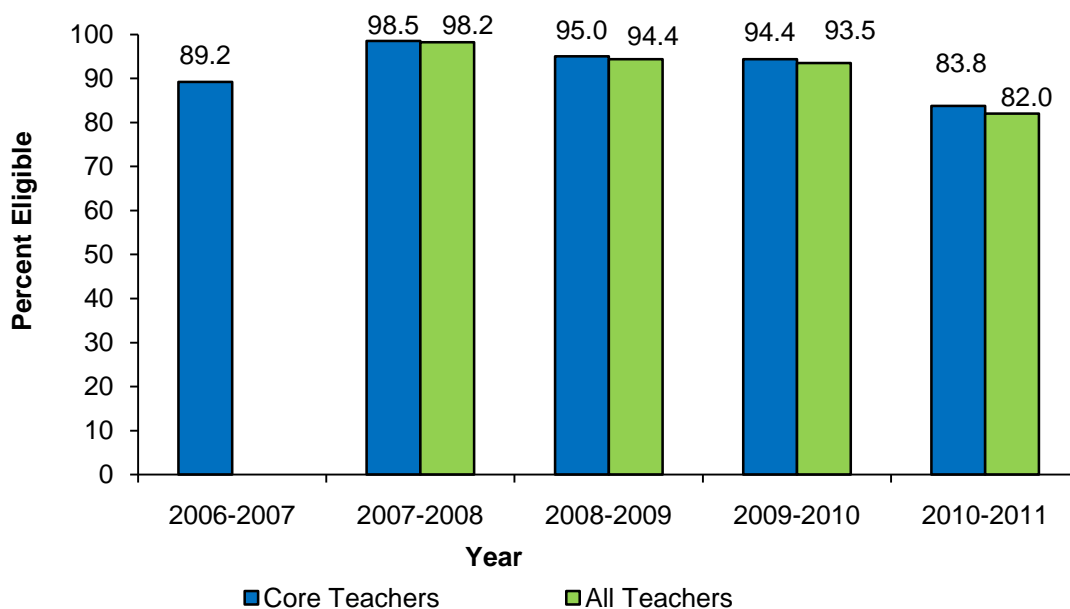
Results

How many participants received an award, and how much money was awarded districtwide for the 2010–2011 ASPIRE Award? How does this compare over the past six years?

- When comparing the total payout from the 2005–2006 Teacher Performance-Pay Model to the 2006–2007 newly designed ASPIRE Award, the payout increased from \$17,007,023.31 to \$24,653,724.71 in 2006–2007.
- Over the past five years, the total payout increased from \$24,653,724.71 for the newly designed 2006–2007 ASPIRE Award to \$35,362,083.25 for 2010–2011 ASPIRE Award, and the number of staff receiving an award increased from 13,157 in 2006–2007 or 77.6 percent of eligible staff to 12,458 in 2010–2011 or 90.7 percent of eligible staff (Tables 3–9, pp. 32–37).
- Figures 1–5, below 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 program, the percent that were paid an ASPIRE Award, as well as the average payout for core teachers and all teachers and the number of teachers paid an award over a five-year period (see pp. 58–59 for description of employee categories for award purposes).

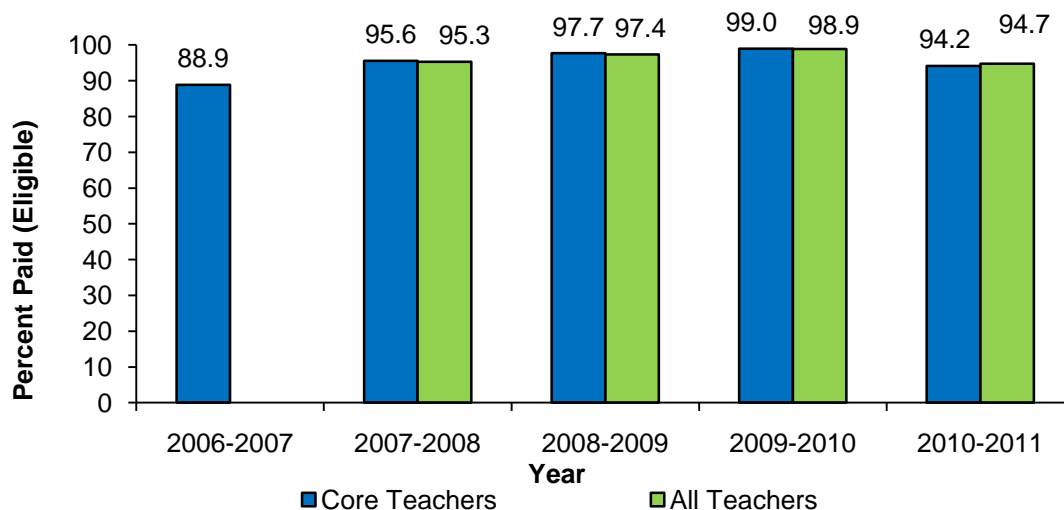
- When comparing the percentage of core teachers that were eligible to participate in ASPIRE Awards from 2006–2007 to 2007–2008, there was an increase of 9.3 percentage points, from 89.2 percent in 2006–2007 to 98.5 percent in 2007–2008, followed by a decline of 14.7 percentage points to 2010–2011 (Figure 1).
- A similar decline in the percent of all teachers (Categories A–F) that were eligible for the ASPIRE Award is shown in Figure 1. In 2007–2008, 98.2 percent of all teachers were eligible for the ASPIRE Award program, and this decreased by 16.2 percentage points to 82.0 percent in 2010–2011. As previously explained, policy changes impacted the increases and decreases observed through time. In part, the increase in eligible employees in 2007–2008 reflects an elimination of the requirement that the employee return to the district in a salaried position as of the payout date. The decrease in the number of eligible employees from 2007–2008 to 2008–2009 largely reflects the implementation of the attendance rule where an employee was required to be in attendance for at least 90 percent of the school year in order to be considered as eligible for the ASPIRE Award. **For 2010–2011, employees could no longer miss more than ten days to be eligible, and employees who were on a growth plan or prescriptive plan of assistance were also not eligible to receive an award.**

Figure 1. Percent of core teachers (Categories A–E) and all teachers (Categories A–F) that were eligible to receive an ASPIRE Award, 2006–2007 to 2010–2011



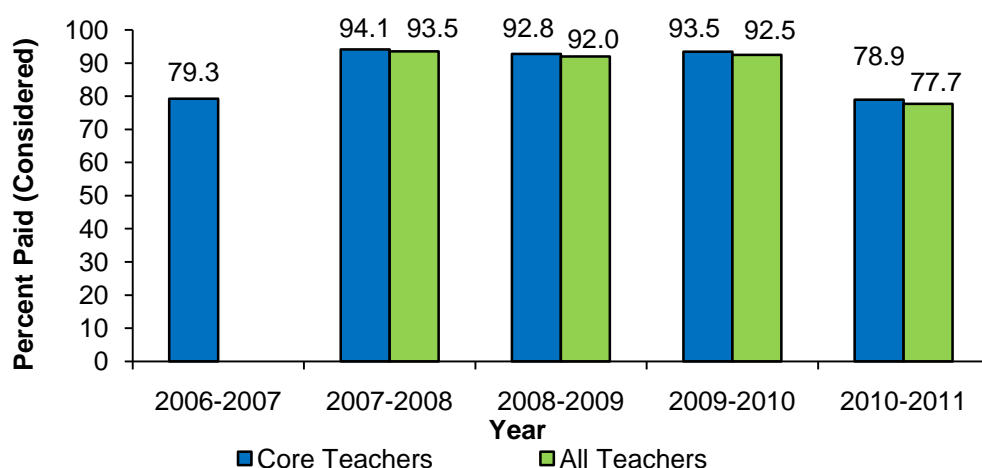
- Figure 2 (p. 7) summarizes the percent of eligible core teachers and all teachers that were paid an ASPIRE Award for 2006–2007 to 2010–2011. There was an increase in the percentage of eligible core teachers that received an ASPIRE Award from 2006–2007 to 2009–2010 by 10.1 percentage points, but a decline of 4.8 percentage points for 2010–2011. When comparing all eligible teachers, there was an increase in the percent paid by 3.6 percentage points from 2007–2008 to 2009–2010; however, there was a decline of 4.2 percentage points from 2009–2010 to 2010–2011 (See changes to award model, p. 4).

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 2010–2011



- Figure 3 summarizes the percent of all “considered” core teachers and all teachers from 2006–2007 to 2010–2011. “Considered” refers to employees who were in a position included in the award model at some point during the year, but may or may not have met the program requirements for eligibility. There was an increase in the percent of core teachers that received an ASPIRE Award from 2006–2007 to 2009–2010 by 14.2 percentage points, but a decline of 14.6 percentage points for 2010–2011. When comparing all teachers, there was a decrease in the percent of all teachers that were paid by 15.8 percentage points from 2007–2008 to 2010–2011 (See changes to the award model and program eligibility, p. 4).

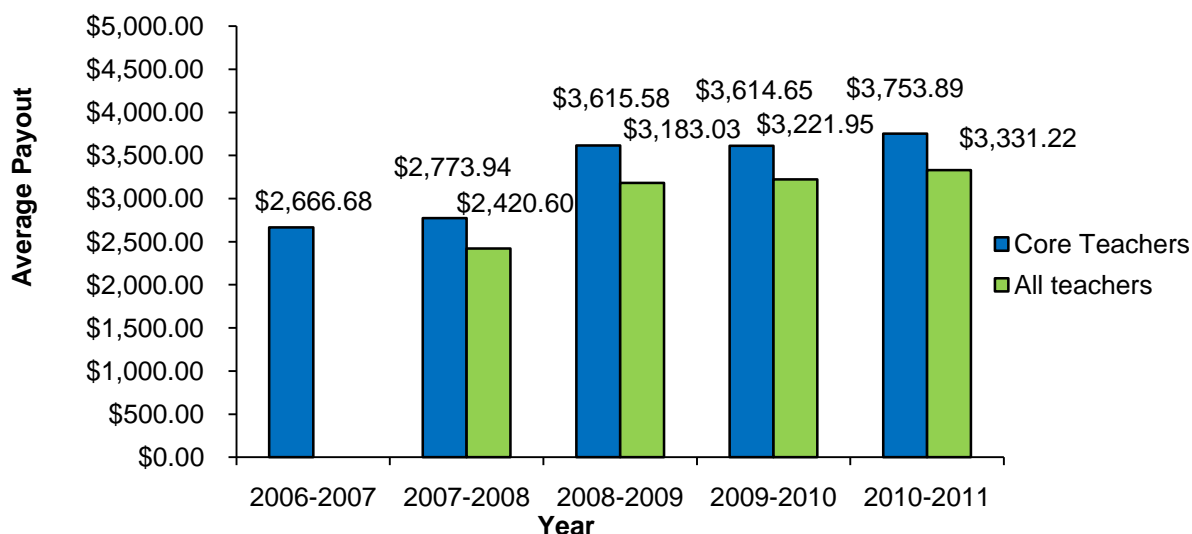
Figure 3. Percent of all considered core teachers (Categories A–E) and all teachers (Categories A–F) that were paid an ASPIRE Award for 2006–2007 to 2010–2011



- Figure 4 (p. 8) summarizes the average payout for core teachers and all teachers from 2006–2007 to 2010–2011. For core teachers, the average payout increased by \$1,087.21 from \$2,666.68 in 2006–2007 to \$3,753.89 in 2010–2011. Similarly, there was an increase in the

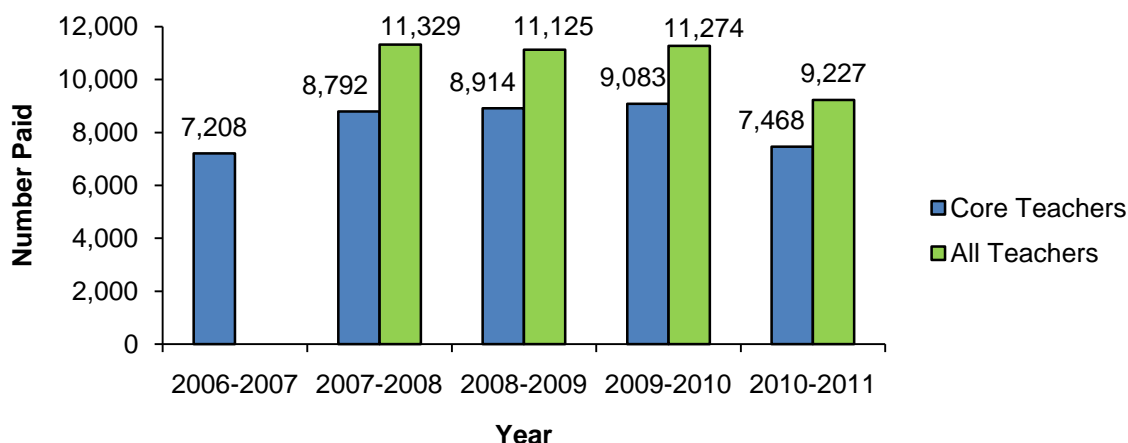
average payout for all teachers by \$910.62 from 2007–2008 to 2010–2011. Leveraging the federal Teacher Incentive Fund (TIF) and state grants, the maximum award for teachers increased over this four year period as reflected in the average payout.

Figure 4. Average payout for core teachers (Categories A–E) and all teachers (Categories A–F), 2006–2007 to 2010–2011



- Figure 5 summarizes the number of core teachers (Categories A–E) and all teachers (Categories A–F) that received an ASPIRE Award from 2006–2007 to 2010–2011. For core teachers, the number of teachers receiving an award increased from 7,208 in 2006–2007 to 9,083 in 2009–2010, but declined by 1,615 teachers for 2010–2011. For all teachers, there was a decrease of 204 teachers when comparing 2007–2008 to 2008–2009, followed by an increase of 149 recipients from 2008–2009 to 2009–2010, which was followed by a decrease of 2,047 teachers in 2010–2011.

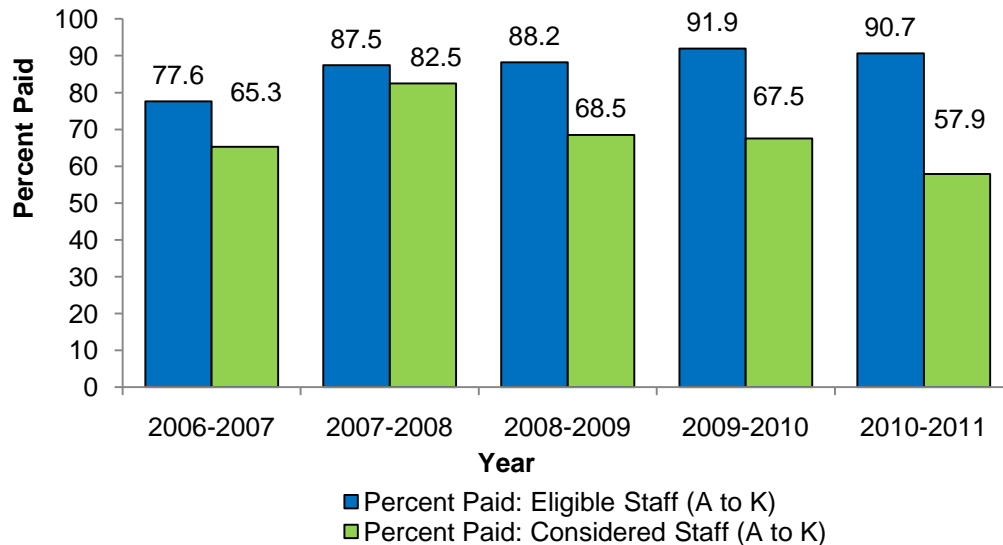
Figure 5. Number of core teachers (Categories A–E) and all teachers (Categories A–F) paid an ASPIRE Award, 2006–2007 to 2010–2011



- Figure 6** (p. 9) summarizes the percent of eligible employees (Categories A–K) and all considered employees (Categories A–K) that received an ASPIRE Award from 2006–2007 to

2010–2011. For eligible staff, the percent of teachers receiving an award increased from 77.6 percent in 2006–2007 to 91.9 percent in 2009–2010, but declined to 90.7 percent for 2010–2011. For all considered employees, there was an increase in award recipients from 65.3 percent in 2006–2007 to 82.5 percent in 2007–2008, followed by a decrease to 57.9 percent in 2010–2011.

Figure 6. Percent of Eligible Staff (Categories A–K) and All Considered Staff (Categories A–K) paid an ASPIRE Award, 2006–2007 to 2010–2011



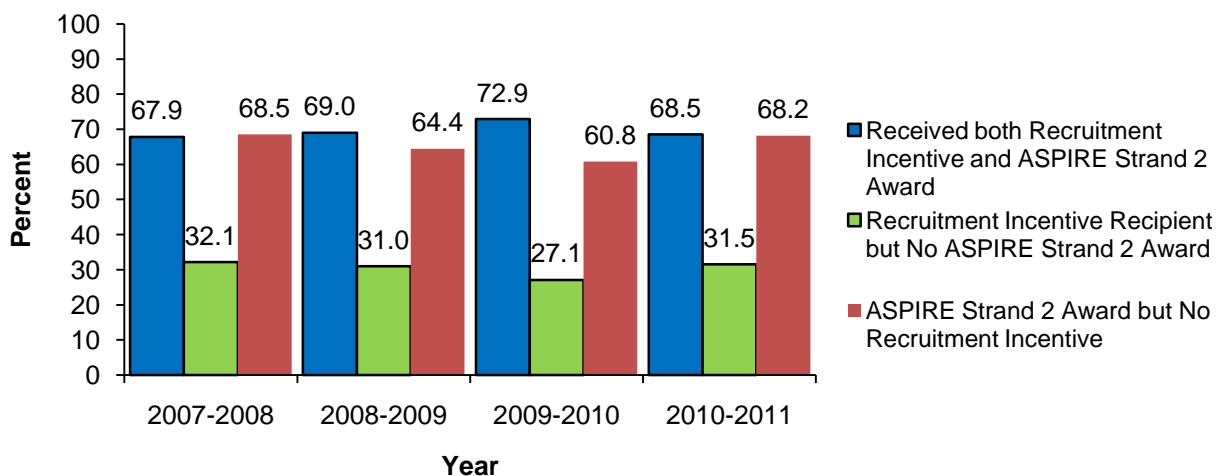
Were there any common characteristics among the instructional staff that received an ASPIRE Award over the past two years?

- Over the past two years, award recipients typically were female and held a bachelor's degree, at the same proportion as they reflect in the district population (Table 10, p. 36).
- For 2010–2011, the demographic characteristics generally appear to be unrelated to the likelihood of receiving an award, including degree held or years of teaching experience; however, disparities exist when looking at ethnicity and years of experience for 2009–2010.
- For 2009–2010, the percentage of African American, Asian, and Hispanic teachers who received an award was less than the percentage in the district by 10 percentage points, 1.5 percentage points, and 5.7 percentage points, respectively.
- For 2009–2010, the percentage of White teachers who received an award was higher than the percentage in the district by 17.4 percentage points.
- For 2010–2011, 75.6 percent of teachers with fewer than 6 years of experience received awards, in contrast to 75.2 percent of teachers with more than 11 years of experience (Table 10, p.38).

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?

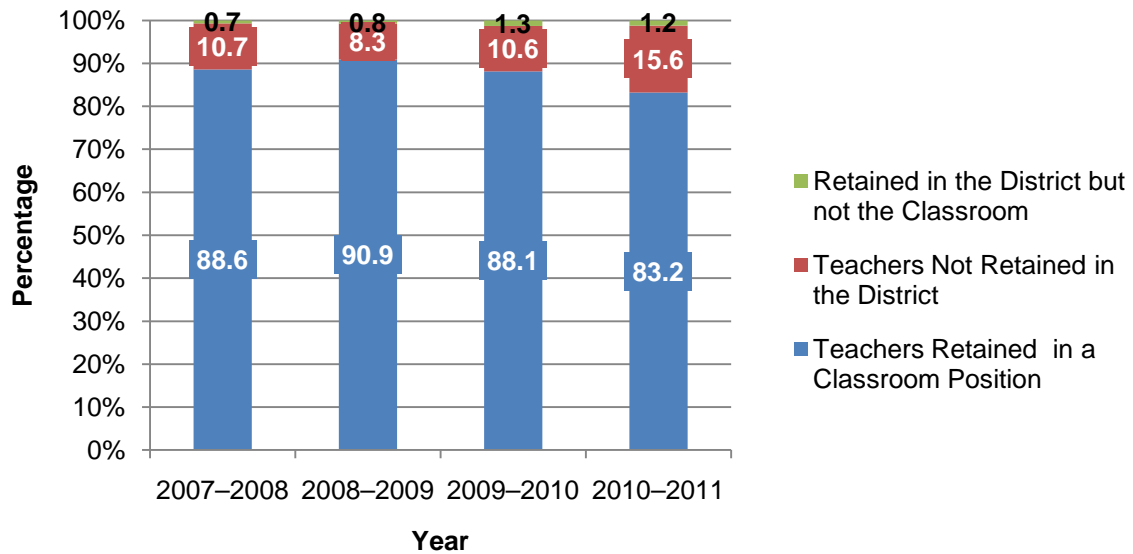
- Of the 974 employees receiving a recruitment incentive and/or stipend for which individual award data were available, 667 employees, or 68.5 percent received both a Strand 2 teacher progress award, reflecting highly effective teachers, as well as a recruitment bonus. Of the 2,059 employees receiving a Strand 2 teacher progress award, 1,404 employees, or 68.2 percent received a Strand 2 award, but no recruitment bonus. However, not all of the teachers may have been eligible to receive a recruitment/retention bonus (Figure 7 and Table 11, p. 39).
- Over the past four years, the percentage of employees receiving a recruitment incentive and/or stipend as well as a Strand 2 teacher progress award has increased from 67.9 percent in 2007–2008 to 68.5 percent in 2010–2011, although this is a decline from the previous year (Figure 7). Table 11 on page 39 describes the 2010–2011 incentive amounts of core teachers who received recruitment incentives. Changes over time may be attributed to factors other than the ASPIRE award such as implementing more refined recruitment and retention strategies.
- Over the past four years, the percent of core teachers receiving a recruitment incentive and/or stipend but not a Strand 2 teacher progress award has decreased from 32.1 percent in 2007–2008 to 27.1 percent in 2009–2010, but increased to 31.5 percent in 2010–2011 (Figure 7).
- Over the past four years, the percent of core teachers receiving an ASPIRE Strand 2 Award, reflecting a highly effective teacher, but no recruitment incentive has fluctuated over time decreasing from 68.5 percent in 2007–2008 to 60.8 percent in 2009–2010, and then increasing to 68.2 percent in 2010–2011 (Figure 7). This may suggest that recruitment and retention strategies need to be examined more closely.

Figure 7. Percent of core teachers (Categories A and B) receiving recruitment incentives and Strand 2 ASPIRE Awards recipient status, 2007–2008 to 2010–2011



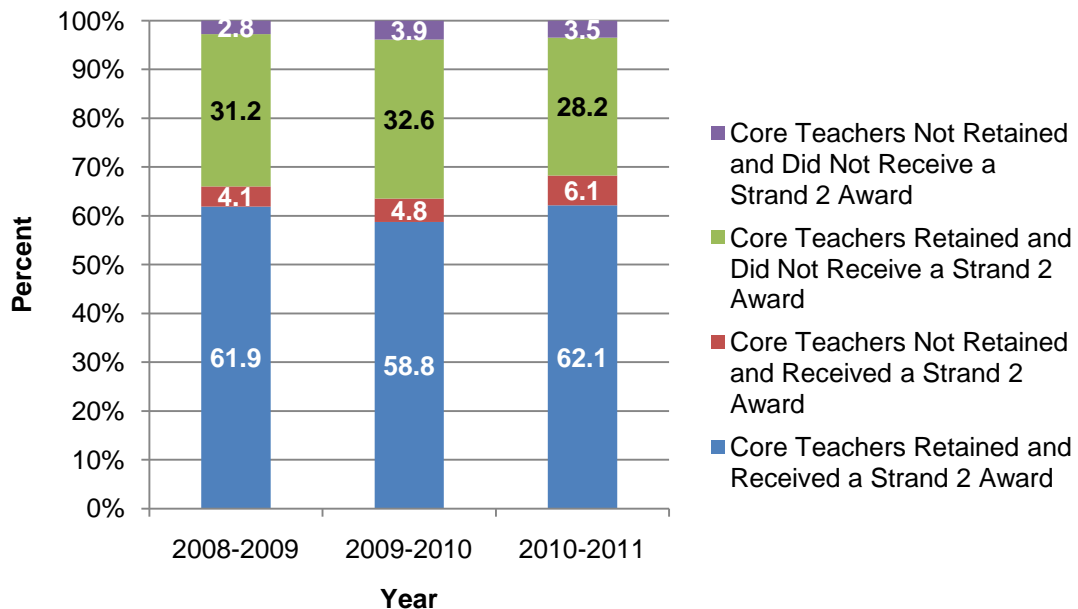
- The percentage of teachers in hard to staff schools receiving bonuses related to classroom level performance declined by 15.5 percentage points from 67.7 percent for the 2007–2008 cohort to 52.2 percent for the 2010–2011 cohort. However there has been a steady increase over the last three years (Table 12, p. 39).
- Classroom retention rates for teachers were 88.6 percent in 2007–2008, rose to 90.9 percent in 2009–2010, and then declined to 83.2 percent in 2010–2011 (Table 13, p. 39, and Figure 8).

Figure 8. Classroom Retention, 2007–2008 and 2010–2011



- The percentage of core teachers that were retained in the classroom and received a Strand 2 award for teacher progress increased overall from 61.9 percent in 2008–2009 to 62.1 percent in 2010–2011, reflecting the retention of a higher quality workforce (Figure 9 and Table 14, p. 40).

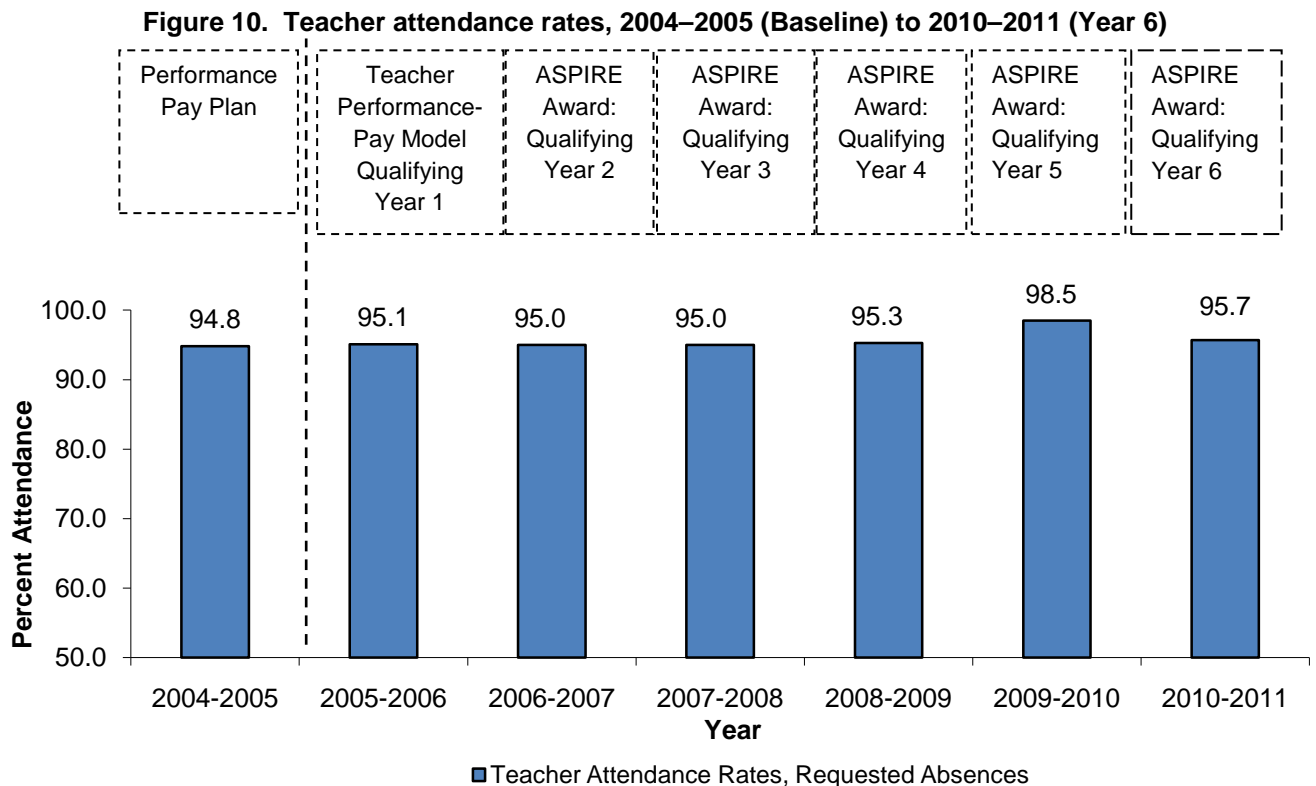
Figure 9. Eligible Core Teachers and Strand 2 Award Recipient Status, 2008–2009 to 2010–2011



- For core teachers that were retained in the classroom and did not receive a Strand II award, there was an increase from 31.2 percent in 2008–2009 to 32.6 percent in 2009–2010, followed by a decline to 28.2 percent in 2010–2011 (Figure 9 and Table 14, p.40).
- From 2008–2009 to 2010–2011, the number of core teachers who were retained and did not receive a Strand II award increased by 102 teachers, or, 1.4 percentage points from 2008–2009 to 2009–2010 and then decreased by 367 teachers (4.4 percentage points) from 2009–2010 to 2010–2011 (Figure 9 and Table 14, p. 40).
- For core teachers that were not retained in the classroom and received an ASPIRE award based on teacher progress, there was an increase overall from 4.1 percent in 2008–2009 to 6.1 percent in 2010–2011 (Figure 9 and Table 14, p. 40).

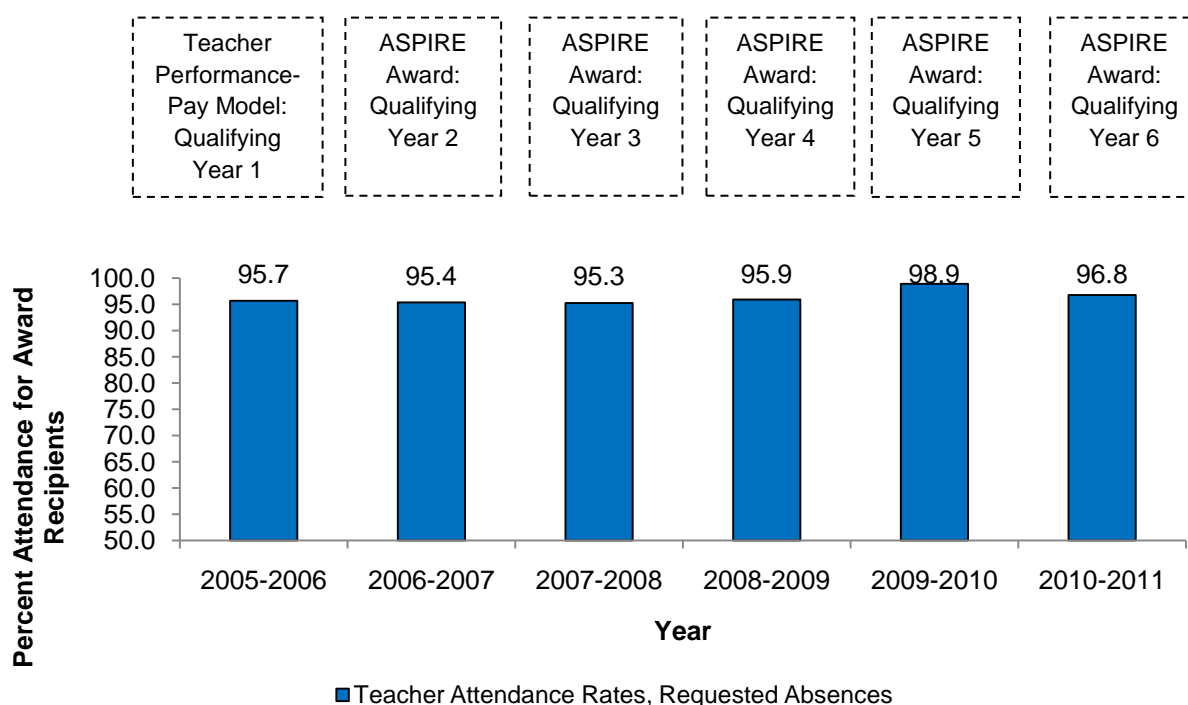
Have there been any changes in teacher attendance since performance-pay has been implemented?

- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 (before performance-pay) to 98.5 percent in 2009–2010 (performance-pay year 5), but declined to 95.7 percent in 2010–2011 (Figure 10). This decline may be attributed to the loss of the attendance bonus in 2010–2011. The attendance rates are based on the year of program implementation, while payout occurs in January of the following year.



- Attendance rates for performance-pay recipients slightly exceeded overall district attendance rates from 2005–2006 to 2010–2011, with the largest difference visible in 2010–2011 of 1.1 percentage points (Figure 11, p. 13).

Figure 11. Teacher attendance rates for performance-pay recipients, 2005–2006 to 2010–2011

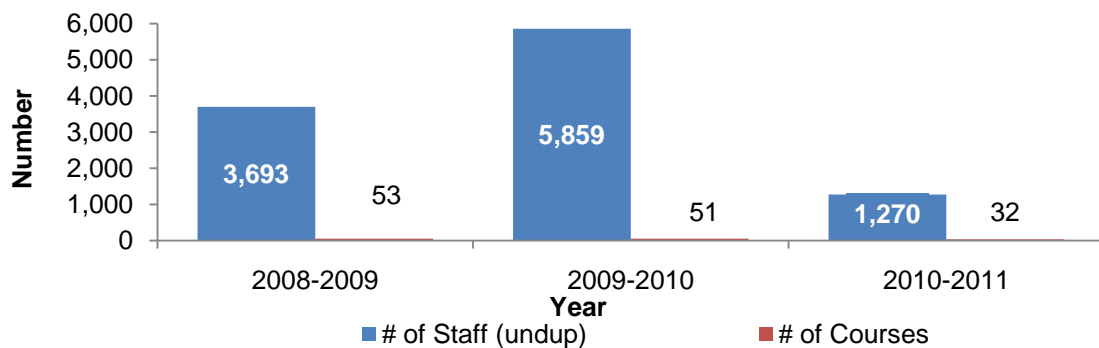


What were the levels of completion for the ASPIRE training courses? How effective were the training opportunities?

- The 32 ASPIRE training courses that were provided covered topics ranging from understanding value-added analysis and value-added calculations, to understanding value added reports (diagnostic summary reports, diagnostic reports, teacher level reports). For a complete list, see Appendix G, p. 91.
- For the 2010–2011 school year, a total of 1,270 (unduplicated count) and 2,192 (duplicated count) staff members completed at least one of the 32 ASPIRE training courses offered from August 1, 2010 to July 31, 2011 (Appendix G, p. 91). A total of 922 staff members took more than one training course. This reflects 8.2 percent of the professional staff for 2010–2011.
- For the 2010–2011 school year, a total of 165 unique staff members completed Learning Path 1 (Appendix G, p. 91).
- Out of 2,192 trainings completed during the 2010–2011 school year, 463 staff members taking courses (21 percent) completed the online survey measuring perceptions about the training, including usefulness of 21 online courses (Table 15, p. 41).
- On the survey, 39.7 percent and 35.8 percent of respondents (representing just one-fifth of the total training participants) indicated that they took ASPIRE online courses because: *it was required by my campus administrator and/or to learn more about the subject* (Table 16, p. 42).
- The majority of respondents indicated that it took 45–60 minutes to complete the course, that the course content was interesting and engaging, and that they would recommend the course to others. (Table 16, p. 42).

- On a five-point scale, with 1 being *not useful* and 5 being *most useful*, the mean score was a 3.81 regarding usefulness of the course (Table 16, p. 42).
- Regarding knowledge before and after training, 351 out of 414 respondents to the question or 84.8 percent indicated that they increased their knowledge after the training (Table 16, p. 42).
- Regarding comfort in incorporating the course into educational practices before and after training, 311 out of 419 responding to the question or 74.3 percent indicated an increase in comfort in incorporating the training (Table 16, p. 42).
- Although the percentage of respondents that received training increased from 58.1 percent based on the December 2007 survey administration to 85.1 percent based on the May 2008 survey results, there has been a decline in the percentage of respondents reporting they received training by 34.6 percentage points from May 2008 to March 2012, and a corresponding increase in the percentage of respondents that indicated they did not receive training by 36.8 percentage points.
- The number of staff members taking ASPIRE professional development courses has decreased from 2009–2010 to 2010–2011, from 5,859 to 1,270 as well as the number of courses offered (Figure 12).

Figure 12. Number of staff members completing ASPIRE training and Number of ASPIRE courses offered, 2008–2009 to 2010–2011



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

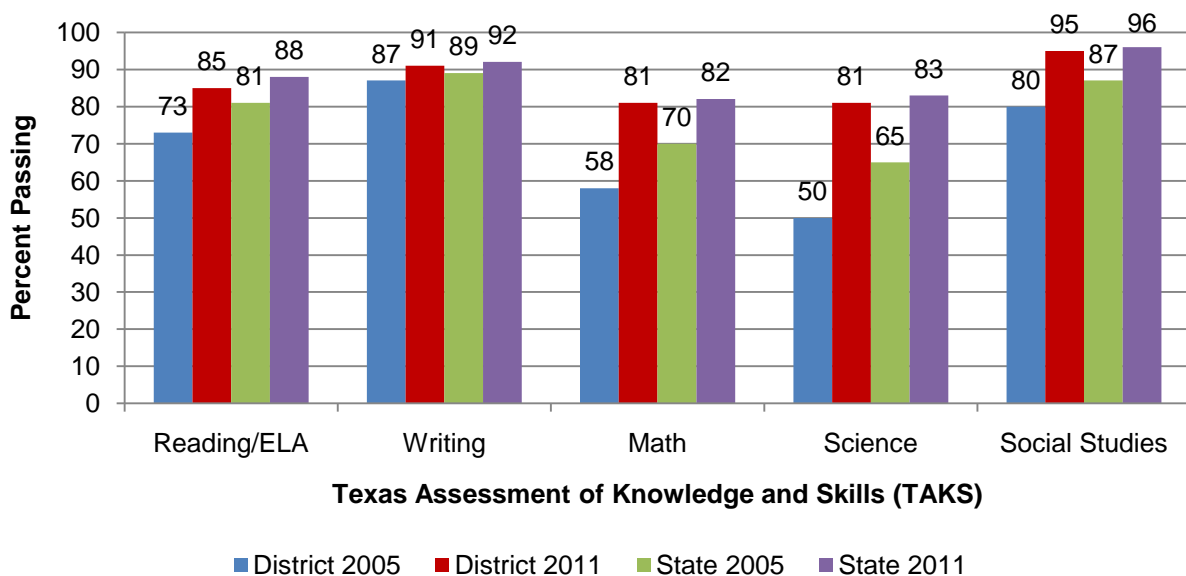
- There was a decrease in the number of formal inquiries submitted since the implementation of the ASPIRE Award program from 1,048 in 2006–2007 to 455 in 2009–2010, followed by an increase to 856 for 2010–2011. For 2010–2011, 60.9 percent were resolved without changes in award amount (Table 17, p. 43).

Have students shown academic gains in the four core content areas based on standardized test performance for 2005–2006 through 2010–2011?

- Districtwide student performance on the Stanford 10 showed increases in the NCE scores from 2010 to 2011 in all five core content areas for third, fourth, and seventh grade students. NCE increases were evident for 3 out of 8 grades in reading, 8 out of 8 grades in mathematics, 3 out of 8 grades in language, 8 out of 8 grades tested in environment/science, and five out of six grades tested in social science (Table 18, p. 43).

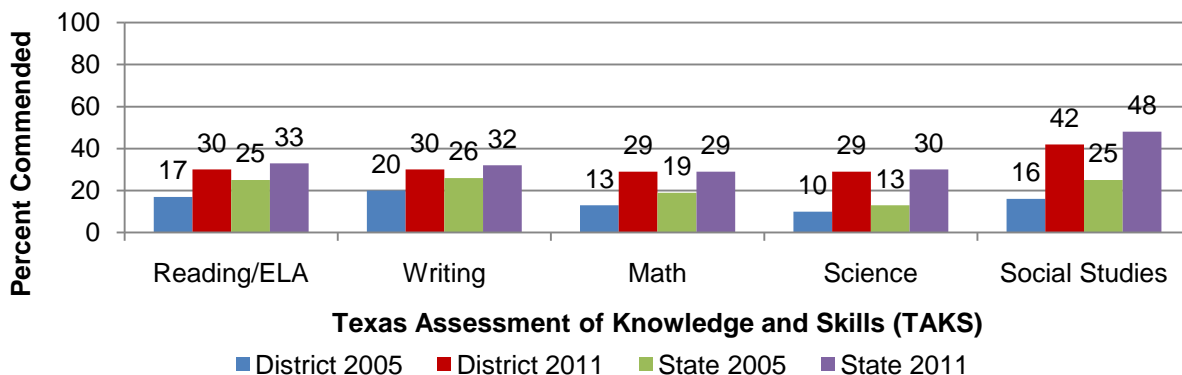
- From 2005 to 2011, districtwide student performance on the Aprenda 3 showed increases in reading, mathematics, and language for grades 1–4, 7, and 8. Science increased for all grade levels, and social science increased for grades 3, 4 and 6–8 when comparing student performance in 2005 to 2011. Social science was not tested in grades 1 and 2 (Tables 19–20, p. 44).
- 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 2011 by grade, ranging from 2 to 36 percentage points (Tables 21–22, pp. 44–45).
- On the English or Spanish TAKS test, the percent passing increased for all grade levels combined from 2005 to 2011 by 12 points for reading/ELA, 4 points for writing, 23 points for mathematics, 31 points for science, and 15 points for social studies (Figure 13).
- On the English or Spanish TAKS test, the percent commended increased for all subtests and grade levels when comparing test results from 2005 to 2011, with grade level increases ranging from 6 to 34 percentage points (Tables 23–24, pp. 45–46).
- Although the state outperformed the district when looking at the percent passing for all grade levels in 2005 and 2011 for all subjects, the district showed greater gains than the state thus closing the gap between district and state performance (Figure 13).

Figure 13. Percent Passing the Spanish or English TAKS, All Grade Levels, HISD and the State, 2005 and 2011



- On the English or Spanish TAKS test, the percent commended increased for all grade levels combined from 2005 to 2011 by 13 points for reading/ELA, 10 points for writing, 16 points for mathematics, 19 points for science, and 26 points for social studies (Figure 14, p. 16).
- Figure 14 (p. 16) summarizes the percent commended on the Spanish or English TAKS for all grade levels. The district showed improvement in closing the gap with the state by having greater gains in each subject in the percent commended for 2005 and 2011. In 2011, there was no difference in performance between HISD and the state for mathematics.

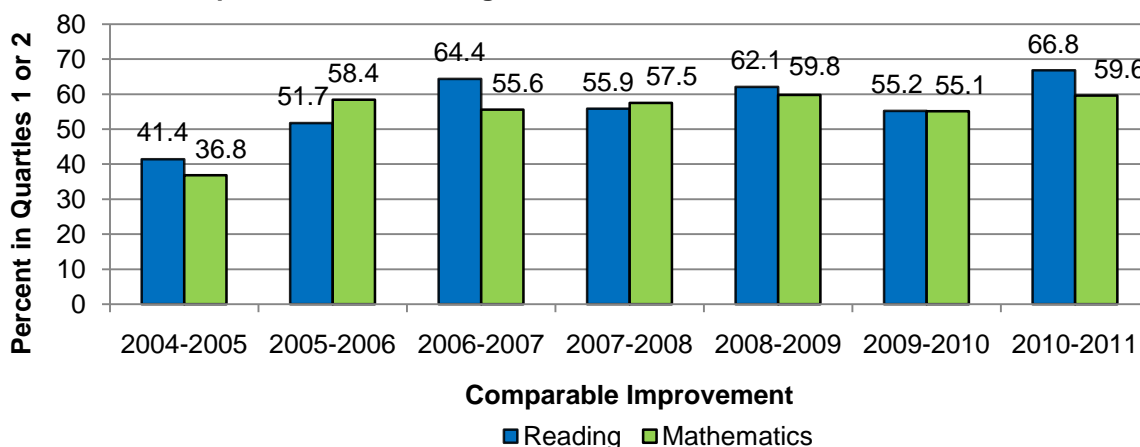
Figure 14. Percent Commended on the Spanish or English TAKS, All Grade Levels, HISD and the State, 2005 and 2011



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 overall to 66.8 percent in 2010–2011 (Figure 15).
- 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 2010–2011 (59.6 percent) for HISD schools compared to similar schools across the state (Figure 15).

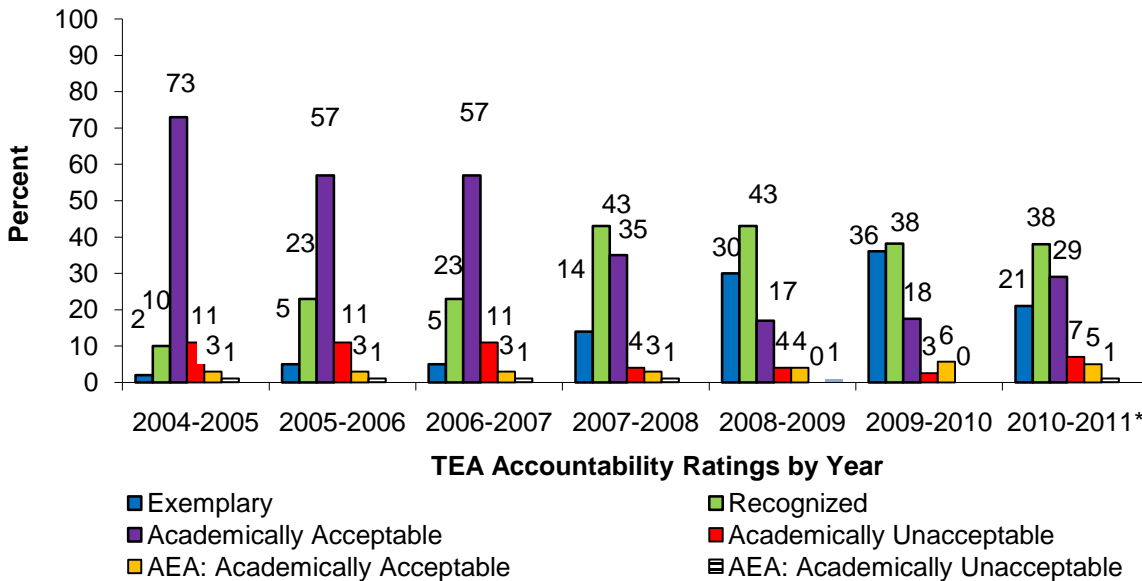
Figure 15. Percent of HISD Campuses Ranked in the Top Two Quartiles for Comparable Improvement in Reading and Mathematics, 2004–2005 to 2010–2011



- The percent of exemplary campuses increased overall from 2 percent in 2004–2005 to 21 percent in 2010–2011. The percent of recognized campuses increased from 10 percent in 2004–2005 to 43 percent in 2008–2009, but then declined to 38 percent for both 2009–2010 and 2010–2011. There was a corresponding decrease in the combined percentage of academically acceptable and AEA: Academically acceptable campuses from 76 percent in 2004–2005 to 24 percent in 2009–2010, followed by an increase to 34 percent in 2010–2011. Academically Unacceptable and AEA

(Alternative Education Accountability): Academically Unacceptable campuses decreased from a combined 12 percent in 2004–2005 to 3 percent in 2009–2010, followed by an increase to 8 percent in 2010–2011 (Figure 16).

Figure 16. Percent of HISD Campuses by TEA Accountability Ratings, 2004–2005 to 2010–2011

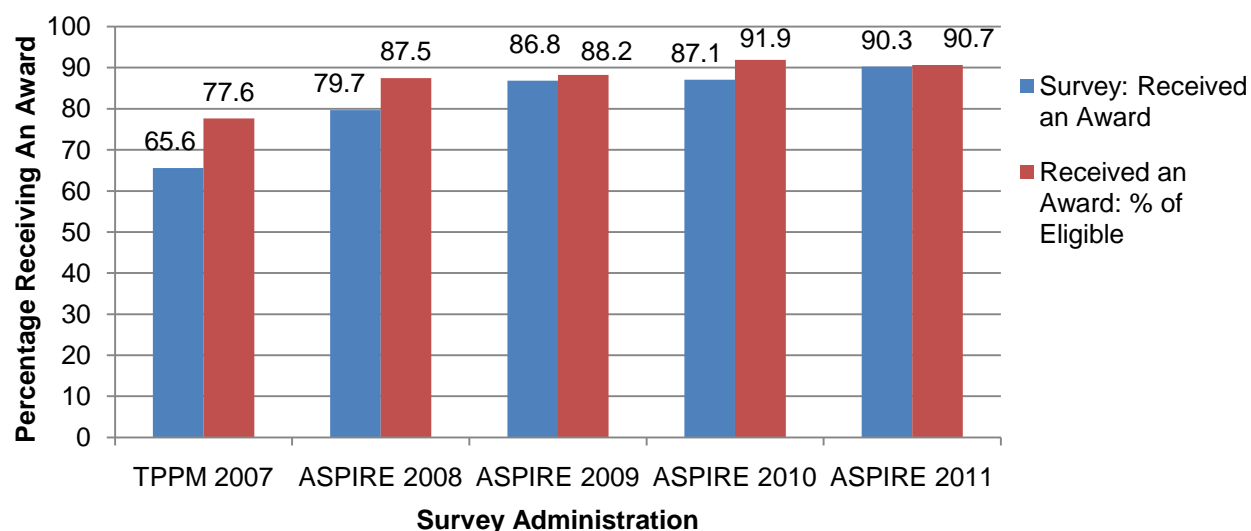


*Substantial changes were made to the state accountability system for 2010–2011 compared to 2009–2010.

Based upon survey results, what were the perceptions of respondents regarding the 2010–2011 ASPIRE Award? How does this compare to previous years?

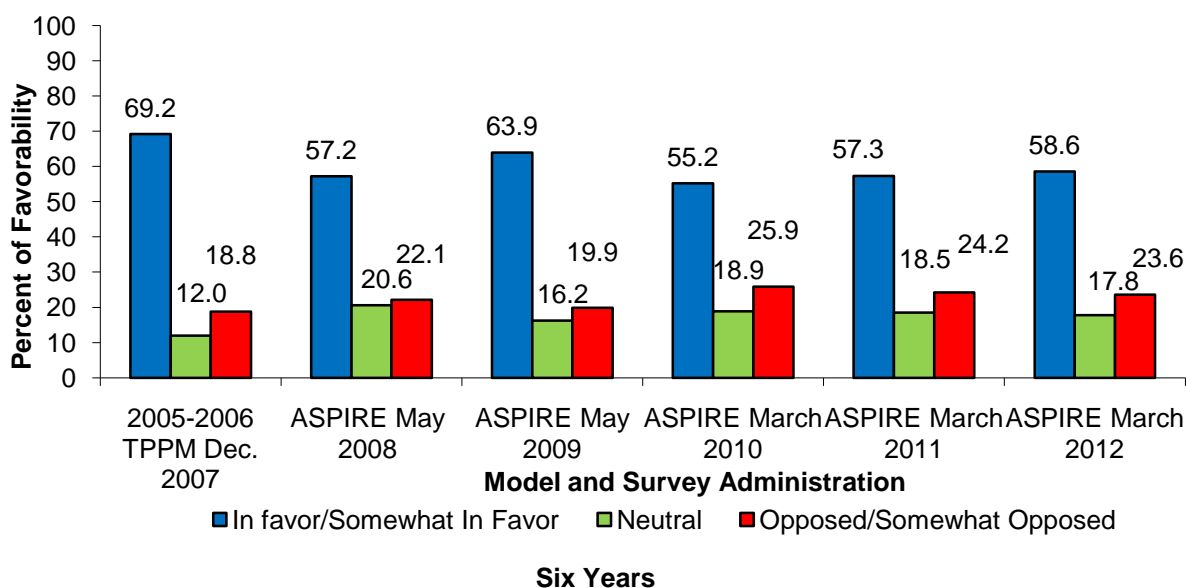
- Survey invitations were sent to a total of 18,747 Houston Independent School District campus-based employees on February 21, 2012 with 3,441 participants who responded to the survey (18.4 percent) (Table 1, p. 30). See Data Limitations, p. 56.
- Over the past six years, the response rate has increased from 11.4 percent (December 2007 administration) to 18.4 percent (March 2012 administration); however, the peak response rate occurred in 2007–2008 with 50.8 percent and has steadily decreased to 18.4 percent in 2010–2011 (Table 1, p. 32).
- Of the 1,851 December 2007 survey respondents, 65.6 percent indicated that they received an award for the previous school year. The percentage continued to increase through the March 2011 survey, where 90.3 percent of respondents received an award. However, there was a decline to 80.1 percent for 2012 (Figure 17, p. 18).
- Figure 17 summarizes the percent of eligible employees as well as the percent of survey respondents that received an award by program year. The majority of employees and respondents received an ASPIRE award.

Figure 17. Percent of Survey Respondents Receiving an ASPIRE Award, 2007 to 2012



- When comparing survey results over the last six 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 58.6 percent in March 2012. However, this rate reflects a steady increase from the March 2010 survey (Figure 18).

Figure 18. Percent of Respondents Indicating Favorability Toward the Concept of Performance Pay Over that Year

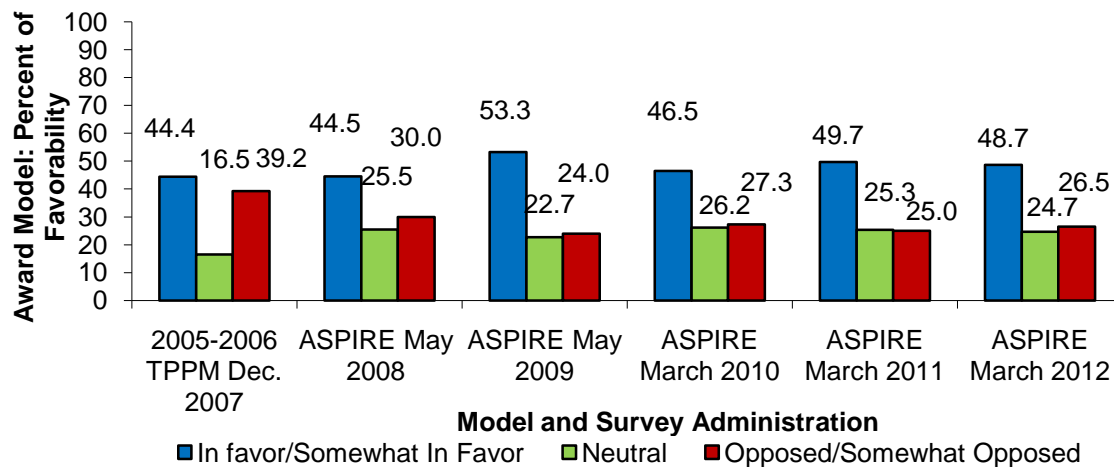


- When comparing the percentage of respondents that indicated they were in favor or somewhat in favor toward the 2005–2006 Teacher-Performance Pay Model and to the specific ASPIRE Award Program for that year, it was first reported at 44.4 percent (December 2007 survey administration),

reached a peak of 53.5 percent in 2009, and was most recently reported at 48.7 percent (March 2012 survey administration) (Figure 19).

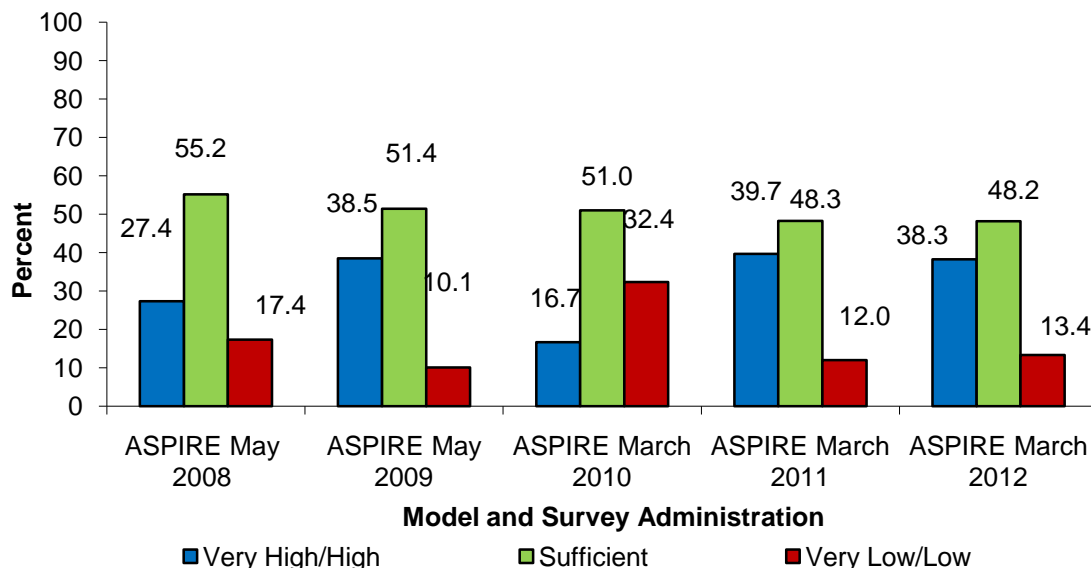
- When comparing survey results after each payout, the percentage of respondents that indicated they were somewhat opposed or opposed toward the 2005–2006 Teacher Performance-Pay Model and to the ASPIRE Award program for that year decreased by 12.7 percentage points over a six-year period to 26.5 percent in March 2012 (Figure 19).

Figure 19. Percent of Survey Respondents' Favorability Toward the Performance-Pay Model Paid Out that Year



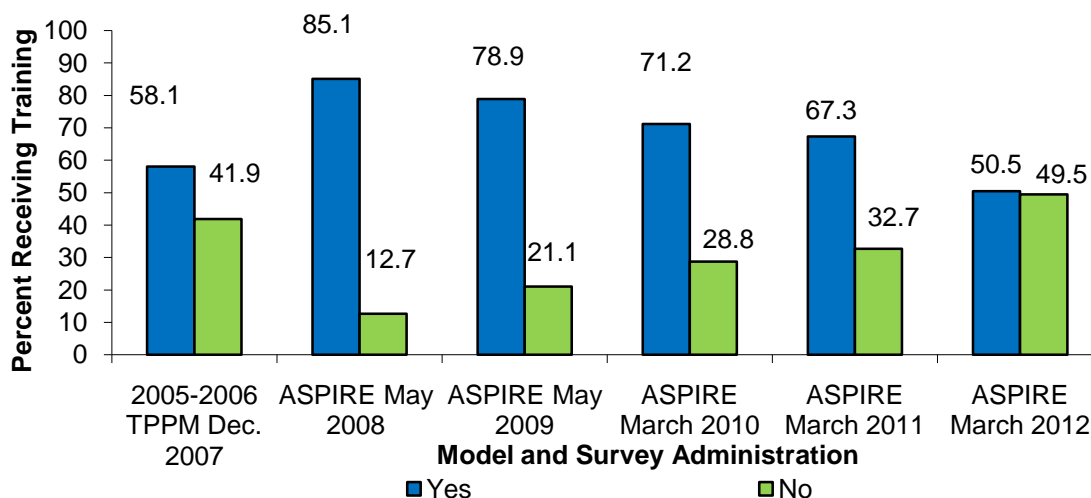
- When comparing ASPIRE May 2008 to March 2012 survey results, there was a net increase in the percentage of respondents that indicated their level of understanding of the ASPIRE Award program was *high* or *very high* by 10.9 percentage points. Responses for March 2011 and 2012 were relatively stable (Figure 20).

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



- Figure 21 provides a comparison of the percent of respondents indicating they received training from 2005–2006 to 2011–2012. Although the percentage of respondents indicating that they received training increased from 58.1 percent based on the results of the December 2007 survey administration to 85.1 percent based on the May 2008 survey results, there has been a steady decline in the percentage of respondents that reported having received training by 34.6 percentage points from May 2008 to March 2012.

Figure 21. Percent of Survey Respondents Receiving Training by Survey Administration



- On the May 2008 ASPIRE Award survey, there were six items that were designed to determine the level of understanding for different training components related to the ASPIRE Award. Table 25 (p. 44) depicts the comparison of the baseline data collected in May 2008 with data collected in March 2012.
- The percentage of respondents indicating a *high/very high* level of understanding increased for all six components. However, 2012 had roughly half the number respondents as 2008 (Table 25, p. 46).
- Based on survey data collected in 2008 and 2012, the training component for which the largest percentage of respondents indicated in 2008 a *very high* or *high* level of understanding centered on *how value-added information can help educators* (36.6 percent) and in 2012 was *my understanding of ASPIRE* (38.3 percent)(Table 25, p. 46).
- On the 2010 (all items were fully developed) and 2012 survey administrations, the statement for which the largest percentage of respondents indicated *strongly agree* or *agree* centered on *continuing the ASPIRE Award with modifications on an annual basis* (48.7 percent and 46.9 percent, respectively) (Table 26, p. 47).
- Based on March 2012 results, a higher percentage of respondents *strongly disagreed* or *disagreed* that their *maximum award amount was commensurate with their professional contribution*, 46.6 percent, compared to 27.5 percent who were neutral and 25.8 percent who agreed or strongly agreed (Table 26, p. 47).

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

- Based on the results of the May 2009 (all items were fully developed), 70.1 percent and 76.0 percent of respondents indicated that communication was *moderately effective* or *very effective* for *knowing where to find information about my specific ASPIRE Award*, reflecting the highest percentages for effectiveness (Table 27, p. 48).
- Based on the May 2009 (all items were fully developed) and March 2012 surveys, the area for which the highest percentage of respondents perceived communications to be *not effective* or *somewhat effective* focused on *knowing how to interpret and understand my specific ASPIRE Award Notice* and *Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award* (Table 27, p. 48).
- Based on the March 2012 survey, baseline data indicate that 40.7 and 45.4 percent of respondents perceived that communication was not effective or somewhat effective for *providing clear explanations about the award model* and *providing clear explanations about value-added calculations* (Table 27, p. 48).
- Based on the results of the March 2012 survey, 49.6 percent of respondents reported the ASPIRE e-mail as being *very effective*, reflecting the highest percentages for effectiveness when compared to the other four venues used to communicate information about the ASPIRE Award program. This was closely followed by the ASPIRE website (43.7 percent) (Table 28, p. 48).

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

- Out of a total of 3,441 respondents on the March 2012 survey, 1,693 or 49.2 percent of the respondents provided at least one response for improving the 2010–2011 ASPIRE Award model. The four highest emergent categories based on the percentage of the responses centered on the following; commentary describing how the money should be allocated, including salary increases or across the board raises, how much money should be allocated, including general responses such as increase the award amount (18.2 percent); other performance measures (13.1 percent); on making the model equitable, transparent, and inclusive 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 (9.7 percent); and respondents indicating that the award amount was not commensurate with their professional contribution (6.6 percent) (Table 29, p. 49).

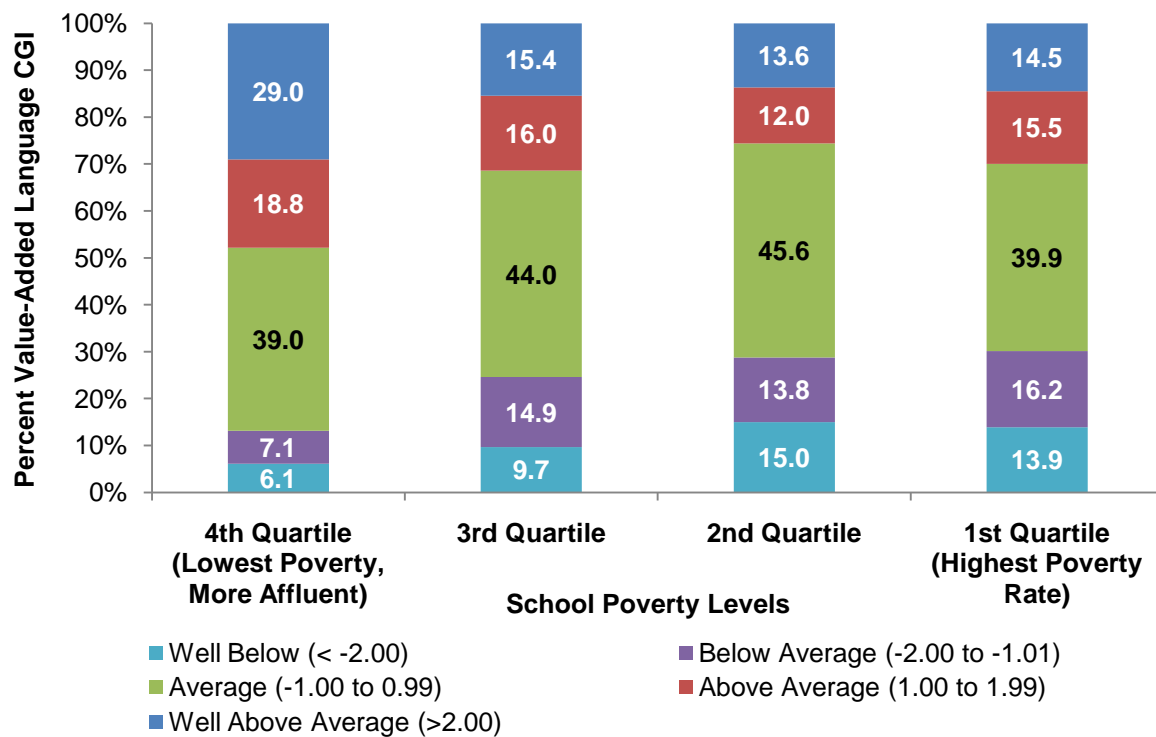
How are highly effective teachers based on value-added analysis by subject distributed in K–8 schools across the district based on school poverty?

- To examine the distribution of effective teachers across the district, the running average cumulative gain index (CGI) by subject was analyzed to see how highly effective teachers were distributed when examining K-8 schools. Highly effective teachers earned value-added scores that were greater than or equal to 2.00, indicating the growth of their students was *Well Above Average*. Conversely, a CGI of -2.00 or less is *Well Below Average*. **Figure 22** (p. 22) summarizes the running average cumulative gain index for language reflecting the highest available of 1-year, 2-year, or 3-year averages by the quartiled distribution of percent of campus poverty. For 2010–2011, there was a higher proportion of

highly effective language arts teachers in lower poverty schools than in higher poverty schools (Table 30, p. 50).

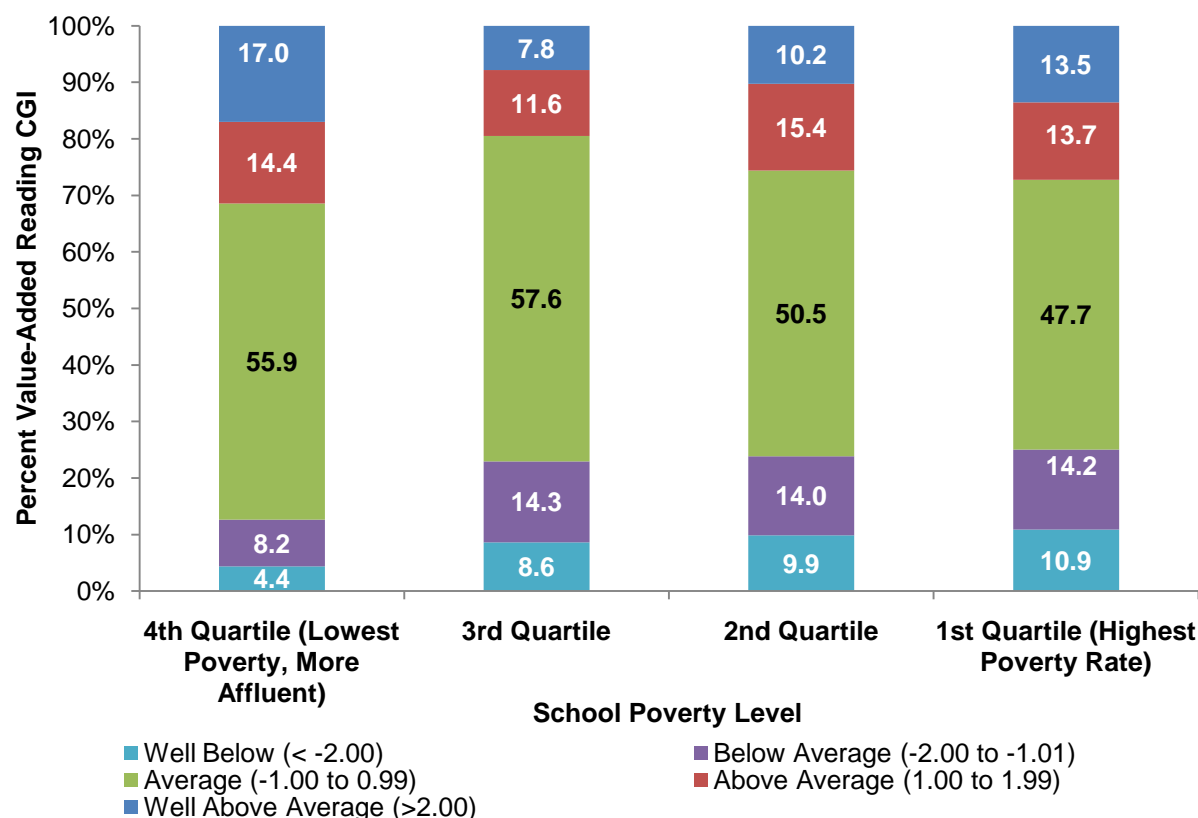
- There was a lower proportion of *Well Below Average* language teachers in the lower poverty schools than higher poverty schools.
- Only 6.1 percent of language arts teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 9.7 percent in the 3rd quartile of poverty, 15.0 percent in the second quartile of poverty, and 13.9 percent in the highest quartile of poverty, double the percent in the lowest poverty schools (Figure 22, Table 30, p.50).

Figure 22. Percentage of Teachers and Their Effectiveness Based on Language Arts CGI and School Poverty, 2010–2011



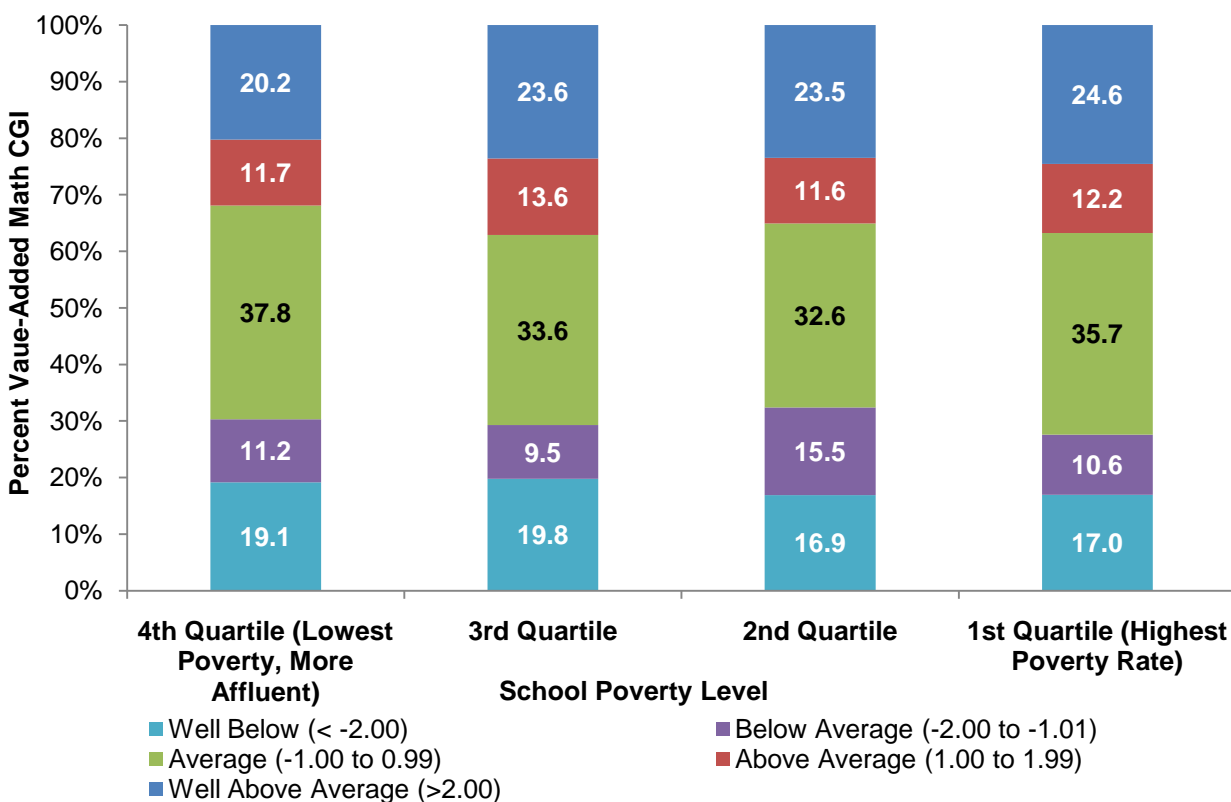
- For 2010–2011, 17.0 percent of reading teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 7.8 percent in the 3rd quartile, 10.2 in the second quartile of poverty, and 13.5 percent in the highest poverty schools (Figure 23, p. 23, Table 31, p. 50).
- Only 4.4 percent of reading teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 8.6 percent in the 3rd quartile of poverty, 9.9 percent in the 2nd quartile of poverty, and 10.9 percent in the highest poverty schools, and the percent of *Well Below Average* teachers in the highest poverty quartile was more than double that of the lowest poverty quartile (Figure 23, p. 23, Table 31, p. 50).

Figure 23. Percentage of Teachers and Their Effectiveness Based on Reading CGI and School Poverty, 2010–2011



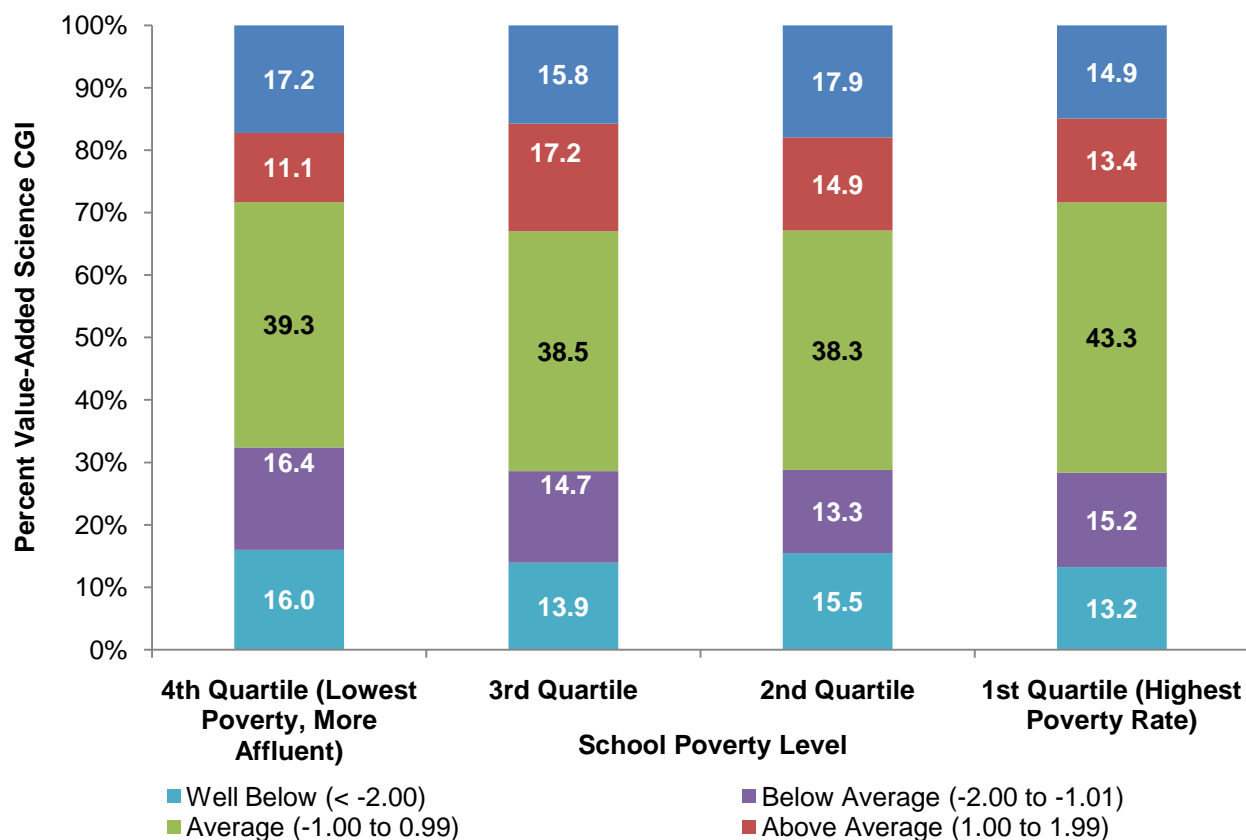
- For mathematics in 2010–2011, 20.2 percent of teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 24.6 percent in the highest poverty schools, reversing the trend seen in reading and language arts (Figure 24, p. 24, Table 32, p. 50).
- Approximately nineteen percent of mathematics teachers in the lowest poverty schools were *Well Below Average* compared to 17.0 percent in the highest poverty schools (Figure 24, p. 24, Table 32, p. 50).

Figure 24. Percentage of Teachers and Their Effectiveness Based on Mathematics CGI and School Poverty, 2010–2011



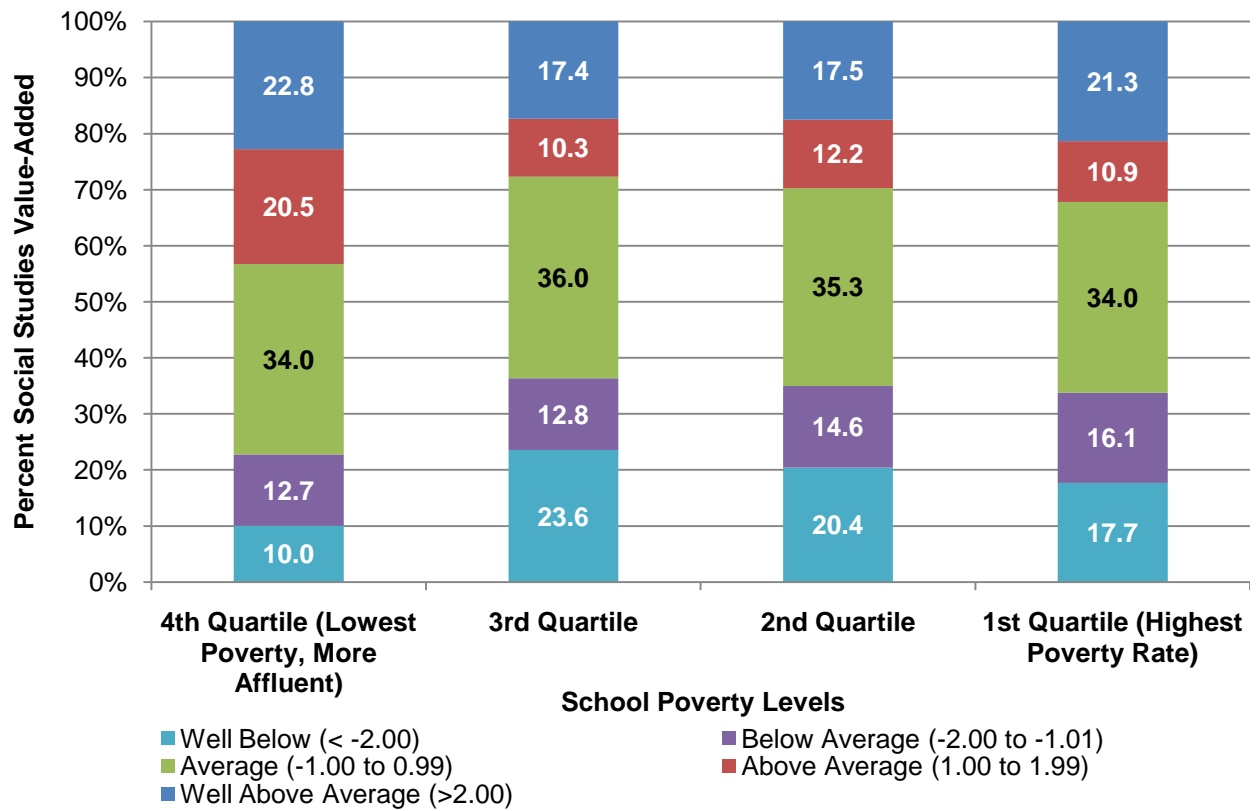
- In 2010–2011, 17.2 percent of science teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 14.9 percent in the highest poverty schools (Figure 25, p.25, Table 33, p. 51).
- Approximately 16 percent of science teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 13.2 percent in the highest poverty schools, similar to the trend in mathematics (Figure 25, p. 25, Table 33, p. 51).

Figure 25. Percentage of Teachers and Their Effectiveness Based on Science CGI and School Poverty, 2010–2011



- For social studies in 2010–2011, 22.8 percent of teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 17.4 percent in the 3rd quartile, 17.5 in the second quartile of poverty, and 21.3 percent in the highest poverty schools (Figure 26, Table 34, p. 51).
- Ten percent of social studies teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 23.6 percent in the 2nd quartile of poverty, 20.4 percent in the 3rd quartile of poverty, and 17.7 percent in the highest poverty schools (Figure 26, Table 34, p. 51).

Figure 26. Percentage of Teachers and Their Effectiveness Based on Social Studies CGI and School Poverty, 2010–2011



Discussion

Over the past six years, the performance-pay evaluation results indicated that the number of eligible teachers receiving performance pay and the total amount awarded increased from 2006–2007 to 2009–2010, and then declined when comparing results from 2009–2010 to 2010–2011. This most likely reflects the district's tightening of program eligibility in order to reward only the highest performers. The typical award recipient was female and held a Bachelor's degree; all demographic characteristics mirrored the district as a whole, including years of experience and educational attainment. Recruitment strategies included 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 972 employees that received a recruitment bonus or stipend in 2010–2011, 667 teachers or 68.6 percent received a teacher progress reward, reflecting a highly effective teacher.

When comparing classroom retention rates for 2008–2009 through 2010–2011, there was a decrease of 7.7 percentage points from 2008–2009 to 2010–2011. Classroom retention rates for core teachers that were retained and received an award declined over the past three years from 61.9 percent in 2008–2009 to 60.2 percent to 2010–2011; moreover, there was a decrease in the percentage of core teachers that were not retained and received a teacher progress award from 4.1 percent in 2008–2009 to 5.9 percent in 2010–2011.

Attendance rates for teachers remained at approximately 95 percent from 2004–2005 to 2008–2009, increased to 98.5 percent in 2009–2010, and then declined to 95.7 percent in 2010–2011. Although attendance rates for teachers receiving an ASPIRE Award over the six-year period were higher than the district's attendance rates, the differences did not exceed one percentage point with the exception of 2010–2011 (1.1 percentage points).

Implementation of the ASPIRE Award program has improved over the past six years because of improved communications and professional development. A total of 1,270 (unduplicated count) employees completed ASPIRE training for 2010–2011. Participants that completed training included the central office staff. These employees served as a resource districtwide to help answer questions and address issues regarding the program. One of the goals of the district is to build human capacity, and with the improved communication and professional development, the district is moving in a positive direction toward that goal. Prior to payout, employees received their ASPIRE Award Notice. After reviewing the information, they had the opportunity to submit a formal inquiry with regard to their award amount. When comparing the number of formal inquiries submitted in 2006–2007 to 2009–2010, there was a decline from 1,048 to 455, but an increase to 856 inquiries in 2010–2011, most likely related to the attendance requirement for eligibility.

With regard to student performance, data from standardized tests support increases in the core content areas when comparing results from 2004–2005 to 2010–2011. 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 2010–2011 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 21 percent in 2010–2011. The percent of recognized campuses increased from 10 percent in 2004–2005 to 43 percent in 2008–2009, but then declined to 38 percent for both 2009–2010 and 2010–2011. There was a decrease in the percentage of academically acceptable campuses (rated on either the standard or alternative accountability systems) from 76 percent in 2004–2005, followed by an increase to 34 percent in 2010–2011. Academically Unacceptable campuses decreased from 12 percent to 3 percent in 2009–2010, followed by an increase

to 8 percent in 2010–2011. However, changes to the state's accountability system may have impacted campus ratings.

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

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

There have been four key areas that have shown mixed results over the past five to six years. First, when comparing the survey response rate for December 2007 to the response rate for March 2012, there was an overall increase from 11.4 percent to 18.4 percent, but a decrease of 32.4 percentage points from May 2009 and 11.9 percentage points from March 2011. By capturing a higher percentage of respondents, perceptions and feedback can be generalized to a greater degree. Although there was an initial increase in the percentage of respondents that indicated they received training (December 2007 to May 2008), there has been a decline in the percentage of respondents that indicated they received training by 34.6 percentage points from May 2008 to March 2012.

Another key area, support for the program, showed mixed results over the six-year period. Although the percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance pay decreased from 69.2 percent after the 2007 payout to 55.2 percent after the 2010 payout, this increased to 58.6 after the 2012 payout. When respondents were asked about their perceptions of the award model for that year, 44.4 percent of respondents were *in favor* or *somewhat in favor* of the 2005–2006 Teacher Performance-Pay Model (December 2007) compared to 53.3 percent who were *in favor* or *somewhat in favor* of the ASPIRE Award program (May 2009). Alternatively, there was a decrease in the percent of respondents *in favor* or *somewhat in favor* of the ASPIRE Award model when comparing May 2009 results (53.3 percent) to March 2010 (46.5 percent), but an increase from March 2010 to March 2011 (49.7 percent), followed by a decrease to 48.7 percent in 2012.

A related measure, support for the concept of differentiated pay, showed mixed results. Baseline data were collected during the May 2009 survey administration. Approximately 56 percent of respondents indicated they were *in favor* or *somewhat in favor* of differentiated pay in 2009, and this decreased to 48.3 percent in March 2010, but over the next two years, increased to 53.0 percent in March 2012.

The final key area that showed mixed results over the six-year period centered on increasing knowledge about the ASPIRE Award program. During the 2006–2007 and 2007–2008 school years, there was a concerted effort by the district to promote training. Training courses were offered online so that staff could complete the modules at their own pace. In addition, face-to-face training sessions were also available. Results from the 2010 survey indicated that additional follow-up regarding the effectiveness of

the training should be undertaken. When comparing 2008 to 2009 survey results, there was an increase in the percentage of respondents that indicated they had a *high* or *very high* level of understanding regarding the ASPIRE award model from 27.4 percent in 2008 to 38.5 percent in 2009. This was followed by a sharp decline to 16.7 percent in 2010 which was then followed by an increase to 39.7 percent in 2011 followed by a decline to 38.3 percent in 2012. There was also an increase in the percentage of respondents that indicated their level of understanding of six different components of the ASPIRE Award Educational-Improvement program were *high* or *very high* when comparing 2008 to 2012.

For a performance pay system to be sustainable, the incentive has to be meaningful to all participants. Principals and assistant principals/deans of instruction perceived that their maximum ASPIRE Award amount recognized their efforts to increase student progress and that this award amount was commensurate with their professional contribution. Of the eleven eligibility categories, instructional support staff and elective/ancillary teachers had the lowest level of agreement with regard to their maximum award amount.

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

The survey administered after each payout has served as a vehicle for respondents to recommend changes to the current model. Feedback is particularly valued to improve the ASPIRE Award program. As one respondent stated, "I feel the ASPIRE system is a great acknowledgement of the efforts of a campus on educating students to achieve higher levels of performance. The financial compensation is a great "thank you"; that it is earned not owed."

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

Model and Year	Date of Survey Administration	Population	Sample	# of Respondents	Response Rate
2005–2006 TPPM	December 2007	16,296	-	1,851	11.4
2006–2007 ASPIRE Award	May 2008	16,504	-	6,383	38.7
2007–2008 ASPIRE Award	May 2009	16,907	8,073	4,102	50.8
2008–2009 ASPIRE Award	March 2010	19,312	-	7,284	37.7
2009–2010 ASPIRE Award	March 2011	20,048		6,083	30.3
2010–2011 ASPIRE Award	March 2012	18,747		3,441	18.4

Table 2. Number and Percent of Survey Respondents by Categorization, 2009–2010 and 2010–2011 ASPIRE Award, March 2011 and March 2012 Survey Administrations

Category	2009–2010		2010–2011	
	N	%	N	%
A. Core Foundation Teachers, Grades 3–6, Self-Contained	455	8.7	235	8.1
B. Core Foundation Teachers, Grades 3–8, Departmentalized	805	15.4	437	15.0
C. Core Foundation Teachers, Grades 9–12	495	9.5	276	9.5
D. Core Foundation Teachers, Early Childhood Through Grade 2	928	17.8	464	15.9
E. Core Special Education Teachers-No Value-Added Report	327	6.3	170	5.8
F. Elective/Ancillary Teachers	648	12.4	363	12.5
G. Instructional Support Staff	526	10.1	278	9.5
H. Teaching Assistants	320	6.1	203	7.0
I. Operational Support Staff	438	8.4	318	10.9
J. Principal	141	2.7	93	3.2
K. Assistant Principals/Deans of Instruction	138	2.6	74	2.5
Total	5,221	100.0	2,911	100.0

Table 3: Strand Totals for all Paid Campus Employees, 2006–2007 to 2010–2011

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	Award Amount	Award Amount	Award Amount	Award Amount	Award Amount
Strand 1 Total	\$5,785,445.13	\$7,110,021.99	\$9,292,437.65	\$11,158,730.00	\$8,561,767.50
Strand 2 Total	\$12,465,871.28	\$15,164,006.27	\$20,662,487.64	\$20,704,593.47	\$18,485,521.11
Strand 3A	\$5,493,651.08	\$5,720,776.02	\$6,166,365.59	\$5,962,957.81	\$5,510,752.64
Strand 3B	\$645,399.76	\$1,681,781.80	\$2,500,519.66	\$2,768,442.20	\$1,695,966.00
Strand 3C	\$0.00	\$1,640,955.00	\$1,468,689.00	\$1,529,404.00	\$1,108,076.00
Strand 3 Total	\$6,137,924.34	\$9,043,512.82	\$10,135,574.25	\$10,260,804.01	\$8,314,794.64
Total Pre-Attendance	\$24,389,240.75	\$31,317,541.08	\$40,090,499.54	\$42,124,127.48	\$35,362,083.25
Attendance Bonus	\$264,436.00	\$264,162.38	\$363,461.91	\$343,242.52	\$0.00
Date Supplement	\$0.00	\$0.00	\$110,732.38	\$0.00	\$0.00
Total Award	\$24,653,724.71	\$31,581,703.46	\$40,564,693.83	\$42,467,370.00	\$35,362,083.25

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

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

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

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

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

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

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

Table 5: 2006–2007 ASPIRE Award Eligibility by Categorization

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

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

Table 6: 2007–2008 ASPIRE Award Eligibility by Categorization

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

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

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

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

Table 7: 2008–2009 ASPIRE Award Eligibility by Categorization

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

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

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

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

Table 8: 2009–2010 ASPIRE Award Eligibility by Categorization

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

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

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

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

Table 9: 2010–2011 ASPIRE Award Eligibility by Categorization

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

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

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

Table 10: Characteristics Comparing Teachers Receiving an Award to Districtwide Teachers, 2009–2010 to 2010–2011

	2009–2010				2010–2011			
	District		Award		District		Award	
	N	%	N	%	N	%	N	%
Race/Ethnicity								
African Am.	4,326	36.0	2,866	26.0	4,313	36.5	3,112	34.7
American Indian	-	-	-	-	39	0.3	28	0.3
Asian/Pacific Islander	496	4.1	285	2.6	536	4.5	434	4.8
Hispanic	2,698	22.4	1,838	16.7	3,064	25.9	2,494	27.8
Native American	15	0.1	1	0.0	-	-	-	-
White	4,492	37.3	6,021	54.7	3,671	31.1	2,770	30.9
Two or More	-	-	-	-	189	1.6	126	1.4
Gender								
Female	8,920	74.2	8,206	74.5	8,750	74.1	6,749	75.3
Male	3,107	25.8	2,805	25.5	3,062	25.9	2,215	24.7
Highest Degree Held								
No Bachelor's Degree or higher	64	0.5	59	0.5	62	0.5	47	0.5
Bachelor's Degree	8,453	70.3	7,777	70.6	8,198	69.4	6,293	70.2
Master's Degree	3,290	27.4	2,975	27.0	3,328	28.2	2,451	27.3
Doctorate	220	1.8	200	1.8	224	1.9	173	1.9
Years of Experience								
Beginning Teachers	737	6.1	878	8.0	733	6.2	530	5.9
1 to 5 yrs.	3,623	30.1	4,117	37.4	3,503	29.7	2,663	29.7
6 to 10 yrs.	2,533	21.1	2,357	21.4	2,514	21.3	1,963	21.9
11 to 20 yrs.	2,600	21.6	2,109	19.2	2,661	22.5	2,096	23.4
> 20 yrs.	2,534	21.1	1,550	14.1	2,400	20.3	1,712	19.1
Total	12,027		11,011		11,812		8,964	
Avg. Exp.		11.8		11.6		11.8		11.5
Avg. HISD Exp.		9.5		9.4		9.7		9.5

Note: For 2009–2010, PeopleSoft data were not available for 263 charter school teachers in Categories A to F; for 2010–2011, PeopleSoft data were not available for 263 charter school employees in Categories A to F; For district totals taken from the AEIS District Profile, the numbers were rounded.

Source: Fall PEIMS Staff File: 2009 and 2010; Final Teacher Incentive File: 2009–2010 and 2010–2011; PeopleSoft extracts: 2008–2009, 2009–2010, and 2010–2011; District Data: AEIS District Profile, 2010b and 2011b.

Table 11: Core Teachers Receiving Recruitment Incentives with ASPIRE Strand 2 Award Summary, 2010–2011

	N	Total Incentive	Minimum	Maximum	Average
Received both Recruitment Incentive and ASPIRE Strand 2 Award	667	\$3,547,368.33	\$1,200.00	\$10,000.00	\$5,318.39
Recruitment Incentive Recipient but No ASPIRE Strand 2 Award	307	\$396,512.28	\$100.00	\$4,000.00	\$1,291.57
Total Core Teachers Receiving a Recruitment Incentive with Strand 2 Data	974				

Table 12: Percent of Core Teachers Receiving Classroom-level awards in Hard to Staff Schools, 2005–2006 to 2010–2011

	2005–2006 (baseline)	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Percent of teachers in hard to staff schools receiving Strand IIa or IIb ASPIRE Award	67.7	62.4	53.9	51.2	51.6	52.2

Note: Eligible core teacher and earned Strand IIa or IIb ASPIRE Award (individual value-added data) in schools that missed AYP or were TEA-rated “Unacceptable” in the previous year.

Table 13: Classroom Retention Status of all Campus-Based Teachers, 2008–2009 to 2010–2011

	2008–2009 ^a		2009–2010 ^b		2010–2011 ^c	
	N	%	N	%	N	%
Teachers Retained in a Classroom Position	11,204	90.9	11,169	88.1	10,173	83.2
Teachers Not Retained in the District	1,029	8.3	1,346	10.6	1,901	15.6
Retained in the District but not the Classroom	93	0.8	167	1.3	147	1.2
Total	12,326	100.0	12,682	100.0	12,221	100.0

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

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

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

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.

Table 14: Classroom Retention and Award Status of Campus-Based Teachers, 2008–2009 to 2010–2011

	2008–2009 ^a		2009–2010 ^b		2010–2011 ^c	
	N	%	N	%	N	%
Teachers Retained and Received any Award	10,161	91.8	10,473	82.4	8,371	86.1
Teachers Not Retained and Received any Award	684	6.2	927	7.3	849	8.7
Teachers Retained and Did Not Receive any Award	216	2.0	782	6.2	431	4.4
Teachers Not Retained and Did Not Receive any Award	8	0.1	530	4.2	70	0.7
Total Teachers with Retention and Award Data	11,069	100.0	12,712	100.0	9,721	100.0
Core Teachers Retained and Received a Strand II Award ^{a,b,c}	2,219	61.9	2,203	58.8	1,881	62.1
Core Teachers Not Retained and Received a Strand II Award ^{a,b,c}	147	4.1	179	4.8	186	6.1
Core Teachers Retained and Did Not Receive a Strand II Award ^{a,b,c}	1,119	31.2	1,221	32.6	854	28.2
Core Teachers Not Retained and Did Not Receive a Strand II Award ^{a,b,c}	99	2.8	146	3.9	106	3.5
Total Core Teachers with Retention and Award Data	3,584	100.0	3,749	100.0	3,027	100.0

^a 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.

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

^c Retention for 2010–2011 teachers by August 7, 2011; 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.

Table 15: Number of Online ASPIRE Award Survey Respondents, 2010-2011

Course Name	N
AS0001 - 2007-2008 Aspire Award Program	1
AS0002 - 2008-2009 Aspire Award Program	7
AS0003 - 2009-2010 Aspire Award Program	316
FP001 - ASPIRE•FOCUS Show Info Enrolled Already	1
FP002 - FOCUS on my Classroom	1
VA0101 - Introducing Value-Added Progress Measures	37
VA0103 - Reviewing Value-Added Data Concepts	2
VA0104 - Exploring Value-Added Analysis - The Basics	24
VA0106 - Introducing Value-Added Reports Delving Deeper	18
VA0109 - Gaining a Deeper Understanding of Value-Added Calculations	1
VA0114 - Interpreting Value-Added Summary Reports	9
VA0116 - Interpreting Mean Gain Approach School and System Value-Added Reports	6
VA0117 - Interpreting School and System Diagnostic Reports	9
VA0119 - Interpreting School and System Performance	6
VA0120 - Interpreting Diagnostic Summary Reports	3
VA0121 - Interpreting Individual Student Reports	9
VA0123 - Performing Searches and Creating Custom Reports	2
VA0124 - Using Value-Added Information to Set Goals	2
VA0125 - Creating a Climate for Success	1
VA0126 - Getting Ready for Value-Added Analysis	2
VA0128 - Interpreting Teacher-Level Value-Added Reports	6
Total	463

Note: The response rate for the survey was 21 percent (463 out of 2,192 training participants). Responses may not reflect the views of the entire population.

Table 16: ASPIRE Online Training Survey Summary of Responses, 2010–2011

Why did you take the course?		
N*	%	
104	19.6	To improve my practice
190	35.8	To learn more about the subject
26	4.9	It was recommended to me by a colleague
211	39.7	It was required by my campus administrator
How long did it take you to complete the course?		
N	%	
356	76.2	45–60 minutes
61	13.1	61–90 minutes
48	10.3	More than 90 minutes
2	0.4	No Response
Was the course content interesting and engaging?		
N	%	
375	80.3	Yes
85	18.2	No
7	1.5	No Response
Would you recommend the course to others?		
N	%	
403	86.3	Yes
61	13.1	No
3	0.6	No Response
Rate the Usefulness of the course (scale of 1 to 5).		
3.81	Mean Score: Usefulness of the Course	
Rate your knowledge of the content before and after this course (scale of 1 to 5)		
2.52	Mean Score before the training (knowledge)	
3.95	Mean Score after the training (knowledge)	
Rate your comfort in incorporating this course into educational practices before and after this course (scale of 1 to 5).		
2.62	Mean Score before the training (comfort)	
3.81	Mean Score after the training (comfort)	
Increase/Decrease in Rating your knowledge of the content		
N	%	
1	0.2	Decrease by 2 Rating Levels
1	0.2	Decrease by 1 Rating Level
61	14.7	No Change
145	35.0	Increase by 1 Rating Level
142	34.3	Increase by 2 Rating Levels
47	11.4	Increase by 3 Rating Levels
17	4.1	Increase by 4 Rating Levels
Increase/Decrease in Rating your comfort in incorporating into educational practices		
108	25.8	No Change
141	33.7	Increase by 1 Rating Level
120	28.6	Increase by 2 Rating Levels
38	9.1	Increase by 3 Rating Levels
12	2.9	Increase by 4 Rating Levels

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

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

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

* Percent of all employees considered

^ Percent of all inquiries submitted

Table 18: Stanford 10 Achievement Performance, Non-Special Education Students (2007 norms), 2010 and 2011

Grade	Number Tested		Reading NCE		Mathematics NCE		Language NCE		Enviro./Science NCE		Social Science NCE	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
1	10,484	10,457	49	48	49	53	57	52	46	49		
2	9,858	10,210	46	46	49	51	49	48	50	52		
3	10,450	10,099	47	49	53	58	49	50	49	52	45	49
4	11,387	11,997	47	49	55	59	52	57	51	55	48	50
5	12,899	13,584	47	47	55	56	50	50	53	60	48	52
6	11,268	11,180	48	47	53	56	48	48	54	55	46	46
7	11,264	11,010	45	47	54	57	47	49	51	54	48	49
8	10,753	11,049	48	48	55	57	48	47	57	61	51	53
Total	88,813	89,586	47	48	53	56	50	50	51	55	47	50

Table 19: Apenda 3 Achievement Performance for Reading and Mathematics, 2005 (Before Performance Pay) and 2011, Non-Special Education

Grade	Number Tested			Reading NCE			Mathematics NCE		
	Before	Yr. 6	7-yr	Before	Yr. 6	7-yr	Before	Yr. 6	7-yr
	2005	2011	Δ	2005	2011	Δ	2005	2011	Δ
1	6,147	6,034	-113	65	78	13	61	76	15
2	5,879	5,801	-78	68	76	8	67	76	9
3	5,202	5,081	-121	70	76	6	66	80	14
4	3,361	2,650	-711	65	73	8	71	84	13
5	385	28	-357	64	60	-4	65	57	-8
6	82	6	-76	57	48	-9	65	61	-4
7	39	13	-26	60	61	1	64	70	6
8	42	5	-37	55	65	10	52	60	8

Table 20: Apenda 3 Achievement Performance for Language, Environment/Science, and Social Studies, 2005 (Before Performance Pay) and 2011, Non-Special Education

Grade	Language NCE			Environment/Science NCE			Social Studies NCE		
	Before	Yr. 6	7-yr	Before	Yr. 6	7-yr	Before	Yr. 6	7-yr
	2005	2011	Δ	2005	2011	Δ	2005	2011	Δ
1	62	75	13	55	73	18			
2	71	77	6	64	79	15			
3	79	84	5	69	83	14	69	81	12
4	69	73	4	67	85	18	68	81	13
5	62	57	-5	60	64	4	64	62	-2
6	50	49	-1	57	65	8	56	60	4
7	56	59	3	58	64	6	64	70	6
8	56	62	6	55	61	6	59	65	6

Table 21. English or Spanish TAKS Number Tested, Percent Passing for Reading/ELA and Mathematics, 2005 (Before Performance Pay) and 2011, All Students

Grade	Number Tested			Reading/ELA % Passing			Mathematics % Passing		
	Before	Yr. 6	7-yr	Before	Yr. 6	7-yr	Before	Yr. 6	7-yr
	2005	2011	Δ	2005	2011	Δ	2005	2011	Δ
3		16,224		82	88	6	71	85	14
4	15,030	16,065	1,035	71	84	13	70	87	17
5		14,902		62	84	22	67	86	19
6	13,145	12,465	-680	76	81	5	55	83	28
7	12,853	12,351	-502	73	83	10	48	80	32
8	12,586	12,199	-387	78	87	9	47	78	31
9	13,843	13,113	-730	75	83	8	44	65	21
10	10,811	11,149	338	55	87	32	44	71	27
11	8,807	10,010	1,203	80	92	12	69	87	18
Total	87,075	118,478	31,403	73	85	12	58	81	23
State	-	-	-	81	88	7	70	82	12

Table 22. English or Spanish TAKS Percent Passing for Writing, Science, and Social Studies, 2005 (Before Performance Pay) and 2011, All Students

Grade	Writing % Passing			Science % Passing			Social Studies % Passing		
	Before 2005	Yr. 6 2011	7-yr Δ	Before 2005	Yr. 6 2011	7-yr Δ	Before 2005	Yr. 6 2011	7-yr Δ
3									
4	88	90	2						
5				50	86	36			
6									
7	85	93	8						
8					78	-	78	95	17
9									
10				37	70	33	74	92	18
11				65	88	23	90	98	8
Total	87	91	4	50	81	31	80	95	15
State	89	92	3	65	83	18	87	96	9

Table 23: English or Spanish TAKS Number Tested, Percent Commended for Reading/ELA and Mathematics, 2005 (Before Performance Pay) and 2011, All Students

Grade	Number Tested			Reading/ELA % Commended			Mathematics % Commended		
	Before 2005	Yr. 6 2011	7-yr Δ	Before 2005	Yr. 6 2011	7-yr Δ	Before 2005	Yr. 6 2011	7-yr Δ
3		16,224		27	42	15	15	34	19
4	15,030	16,065	1,035	17	36	19	21	40	19
5		14,902		15	33	18	19	41	22
6	13,145	12,465	-680	25	31	6	15	31	16
7	12,853	12,351	-502	12	25	13	6	22	16
8	12,586	12,199	-387	26	38	12	9	22	13
9	13,843	13,113	-730	11	25	14	9	21	12
10	10,811	11,149	338	3	15	12	7	17	10
11	8,807	10,010	1,203	13	19	6	11	23	12
Total	87,075	118,478	31,403	17	30	13	13	29	16
State	-	-	-	25	33	8	19	29	10

Table 24: English or Spanish TAKS Percent Commended for Writing, Science, and Social Studies, 2005 (Before Performance Pay) and 2011, All Students

Grade	Writing % Commended			Science % Commended			Social Studies % Commended		
	Before	Yr. 6	7-yr	Before	Yr. 6	7-yr	Before	Yr. 6	7-yr
	2005	2011	Δ	2005	2011	Δ	2005	2011	Δ
3									
4	20	29	9						
5				17	43	26			
6									
7	20	31	11						
8					28	-	14	36	22
9									
10				7	15	8	17	38	21
11				7	23	16	19	53	34
Total	20	30	10	10	29	19	16	42	26
State	26	32	6	13	30	17	25	48	23

Table 25. Number and Percent of Survey Respondents Indicating Their Level of Understanding for the ASPIRE Award Program and Its Components for the 2006–2007 and 2010–2011 ASPIRE Award, May 2008 and March 2012 Survey Administrations

	Very Low/Low		Sufficient		Very High/High	
	N		%		%	
	2008	2012	2008	2012	2008	2012
My understanding of ASPIRE is:	5,882	2,846	17.4	13.4	55.2	48.2
My understanding of value-added analysis is:	5,844	2,823	21.3	21.5	50.0	44.9
My understanding of how value-added information can help me as an educator is:	5,832	2,705	18.3	18.6	45.1	44.0
My understanding of how to read/interpret value-added reports is:	5,817	2,758	23.7	21.5	47.0	45.0
My understanding of the different stands of the ASPIRE Award Program was:	5,835	2,799	23.2	21.5	48.7	46.4
My understanding of how the ASPIRE Awards were calculated/determined is:	5,852	2,801	33.9	34.9	43.9	40.1

See Data Limitations, p. 56.

Table 26: Number and Percent of Survey Respondents Indicating Their Perceptions About Award Amounts and the ASPIRE Award Model, May 2010 and March 2012

	N		Strongly Disagree/ Disagree		Neutral		Strongly Agree/Agree	
			%		%		%	
	2010	2012	2010	2012	2010	2012	2010	2012
The maximum award amount for my ASPIRE Award category adequately recognizes my efforts to increase student progress.	5,274	2,686	44.4	44.2	26.5	26.4	29.1	29.5
The maximum award amount for my ASPIRE Award category encourages me to remain in a campus-based position.	5,319	2,718	37.2	38.9	32.4	30.3	30.3	30.8
The maximum award amount for my ASPIRE Award category is commensurate with my professional contribution.	5,325	2,714	44.9	46.6	28.5	27.5	26.6	25.8
The ASPIRE Award should be continued in its current form.	5,408	2,742	45.2	42.3	31.5	30.9	23.3	26.7
The ASPIRE Award should be continued with modifications incorporated on an annual basis.	5,367	2,738	18.9	20.5	32.4	32.5	48.7	46.9
The ASPIRE Award is a fair way of acknowledging a teacher's impact on student growth.	5,417	2,773	46.6	42.8	26.6	27.3	26.7	30.0
The formal inquiry process allowed me the opportunity to question the accuracy of my award.	4,812	2,412	22.8	23.2	39.7	38.4	37.5	38.4

See Data Limitations, p. 56.

Table 27. Number and Percent of Survey Respondents Indicating Their Perceptions About Communicating Effectively, May 2009 and March 2012

	N		Not Effective/ Somewhat Effective		Moderately Effective/ Very Effective	
	2009	2012	2009	2012	2009	2012
Knowing where to find information about the ASPIRE Award in general.	3,383	2,858	32.6	27.9	67.4	72.1
Knowing when specific information about my ASPIRE Award was available.	3,371	2,849	31.5	23.2	68.4	76.8
Knowing where to find information about my specific ASPIRE Award.	3,367	2,847	30.0	23.9	70.1	76.0
Knowing how to interpret and understand my specific ASPIRE Award Notice.	3,368	2,844	38.6	34.3	61.4	65.7
Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award.	3,362	2,824	38.6	34.4	61.4	65.5
Understanding where to find information about the inquiry process on the portal.	3,364	2,838	36.4	32.2	63.7	67.8
Understanding that formal inquiries were required to be submitted by a specific deadline.	3,352	2,826	34.7	30.0	65.4	70.1
Providing clear explanations about the award model.	-	2,828	-	40.7	-	59.2
Providing clear explanations about value-added calculations.	-	2,807	-	45.4	-	54.7

See Data Limitations, p. 56.

Table 28: Number and Percent of Survey Respondents Indicating Their Perceptions About the Level of Effectiveness for Different Types of Communication, March 2012

	N	Not Effective	Somewhat Effective	Moderately Effective	Very Effective	Don't Know
Connect-Ed/School Messenger	2,835	11.3	19.5	26.0	27.1	16.2
ASPIRE Newsletter	2,842	8.6	20.1	29.3	34.1	7.9
Memos (electronic format)	2,825	7.4	18.1	28.9	36.6	9.1
ASPIRE e-mail	2,850	4.6	16.1	25.6	49.6	4.1
ASPIRE website	2,826	5.3	17.7	28.0	43.7	5.2

Table 29: Number and Percent of Responses for Recommended Changes to the 2010–2011 ASPIRE Award Survey, March 2012

	N	%
Allocate more money for awards/allocate money for specified group(s)/reallocate money so that particular groups benefit and designated groups receive no award or their award is capped/when money is allocated	423	18.2
Performances measures or criteria	305	13.1
Make the model transparent, equitable, and inclusive	225	9.7
Award is not commensurate with professional contribution	154	6.6
Improve communications about the award/provide clearer explanations about the model and value added calculations/ provide feedback for teachers based on their data/more timely communications about changes in the award model	149	6.4
Factors impacting growth or the calculation of growth	144	6.2
Discontinue	129	5.6
Attendance Rule (more days/eliminate attendance rules)	118	5.1
No changes	107	4.6
Unintended consequences (divisive, cheating, free riding)	102	4.4
N/A	96	4.1
Calculate/Formula (change how award is calculated/revise the formula)	78	3.4
Eligibility Rules (make plant operators, janitors, food service eligible/change rules) and Categorization	77	3.3
Miscellaneous	50	2.2
Not Sure	43	1.9
Pay Raise	40	1.7
Attendance Bonus (reinstitute the attendance bonus)	28	1.2
Individual Performance/Grade/Team/Dept. Award	39	1.7
When the award is paid out	8	0.3
Inquiry Process (more time, committee-based decisions)	5	0.2
Total Number of Responses	2,320	100.0

Table 30: Distribution of All Teacher Language Arts CGI (Value-Added Scores) by School Low Income Enrollment, 2010–2011

	Overall N=2,090	4 th Quartile (<79) N=410	3 rd Quartile (79-91) N=382	2 nd Quartile (92-95) N=601	1 st Quartile (96-100) N=697
Well Above Average (≥ 2.00)	17.3	29.0	15.4	13.6	14.5
Above Average (1.00 to 1.99)	15.2	18.8	16.0	12.0	15.5
Average (-1.00 to 0.99)	42.1	39.0	44.0	45.6	39.9
Below Average (-2.00 to -1.01)	13.5	7.1	14.9	13.8	16.2
Well Below Average (< -2.00)	11.9	6.1	9.7	15.0	13.9

Source: Poverty Levels from *District and School Profiles, 2010-2011*; Value-Added Data File, 2011

Table 31: Distribution of All Teacher Reading CGI (Value-Added Scores) by School Low Income Enrollment, 2010–2011

	Overall N=1,959	4 th Quartile (<79) N=388	3 rd Quartile (79-91) N=370	2 nd Quartile (92-95) N=566	1 st Quartile (96-100) N=635
Well Above Average (> 2.00)	12.2	17.0	7.8	10.2	13.5
Above Average (1.00 to 1.99)	13.9	14.4	11.6	15.4	13.7
Average (-1.00 to 0.99)	52.0	55.9	57.6	50.5	47.7
Below Average (-2.00 to -1.01)	13.0	8.2	14.3	14.0	14.2
Well Below Average (< -2.00)	8.9	4.4	8.6	9.9	10.9

Source: Poverty Levels from *District and School Profiles, 2010-2011*; Value-Added Data File, 2011

Table 32: Distribution of All Teacher Mathematics Arts CGI (Value-Added Scores) by School Low Income Enrollment, 2010–2011

	Overall N=1,938	4 th Quartile (<79) N=376	3 rd Quartile (79-91) N=369	2 nd Quartile (92-95) N=562	1 st Quartile (96-100) N=631
Well Above Average (> 2.00)	23.2	20.2	23.6	23.5	24.6
Above Average (1.00 to 1.99)	12.2	11.7	13.6	11.6	12.2
Average (-1.00 to 0.99)	34.8	37.8	33.6	32.6	35.7
Below Average (-2.00 to -1.01)	11.9	11.2	9.5	15.5	10.6
Well Below Average (< -2.00)	17.9	19.1	19.8	16.9	17.0

Source: Poverty Levels from *District and School Profiles, 2010-2011*; Value-Added Data File, 2011

Table 33: Distribution of All Teacher Science CGI (Value-Added Scores) by School Low Income Enrollment, 2010–2011

	Overall N=1,294	4 th Quartile (<79) N=244	3 rd Quartile (79-91) N=273	2 nd Quartile (92-95) N=368	1 st Quartile (96-100) N=409
Well Above Average (> 2.00)	16.4	17.2	15.8	17.9	14.9
Above Average (1.00 to 1.99)	14.2	11.1	17.2	14.9	13.4
Average (-1.00 to 0.99)	40.1	39.3	38.5	38.3	43.3
Below Average (-2.00 to -1.01)	14.8	16.4	14.7	13.3	15.2
Well Below Average (< -2.00)	14.5	16.0	13.9	15.5	13.2

Source: Poverty Levels from *District and School Profiles, 2010-2011*; Value-Added Data File, 2011

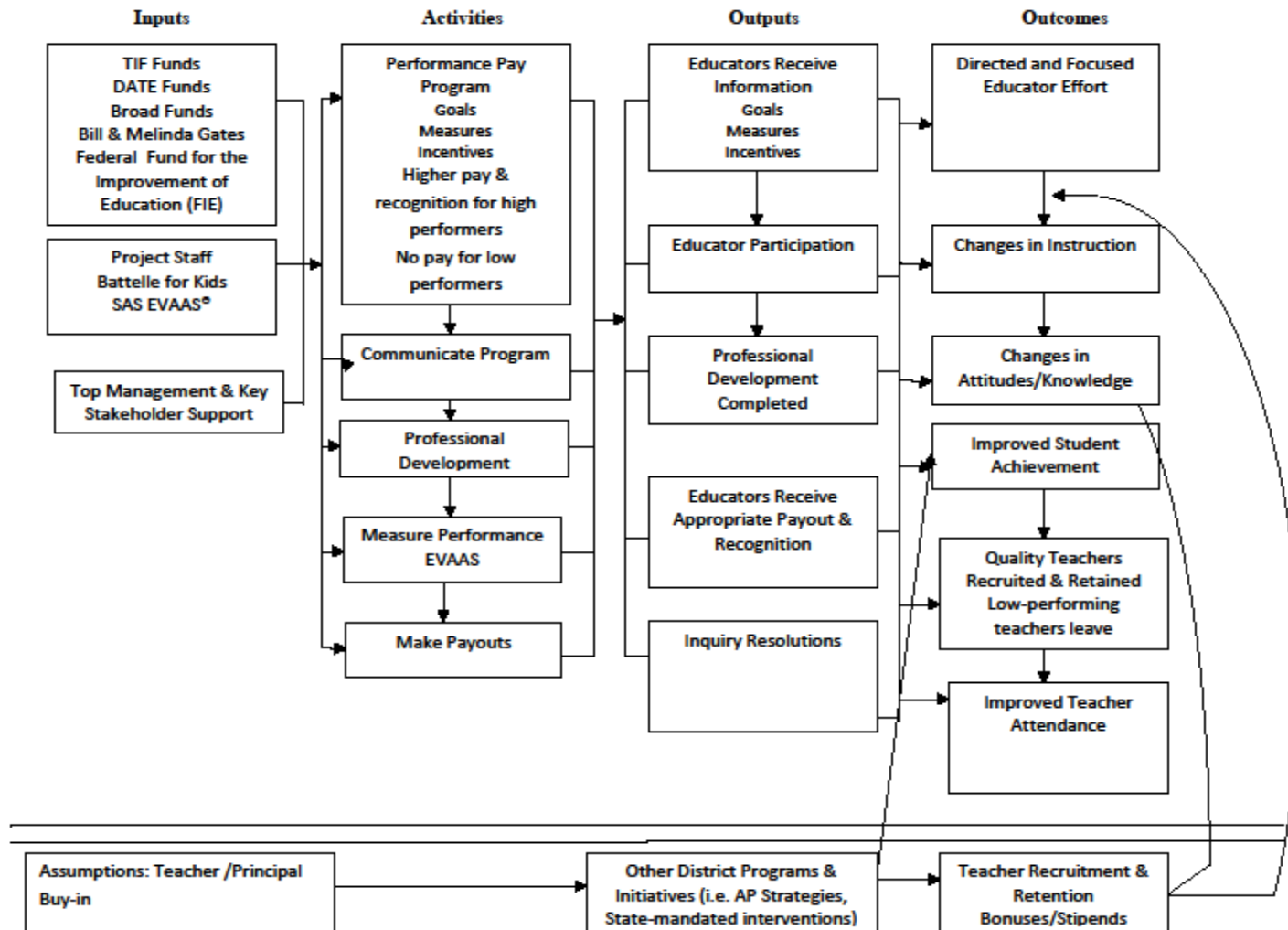
Table 34: Distribution of All Teacher Social Studies CGI (Value-Added Scores) by School Low Income Enrollment, 2010–2011

	Overall N=1,319	4 th Quartile (<79) N=259	3 rd Quartile (79-91) N=242	2 nd Quartile (92-95) N=377	1 st Quartile (96-100) N=441
Well Above Average (> 2.00)	19.8	22.8	17.4	17.5	21.3
Above Average (1.00 to 1.99)	13.0	20.5	10.3	12.2	10.9
Average (-1.00 to 0.99)	34.7	34.0	36.0	35.3	34.0
Below Average (-2.00 to -1.01)	14.4	12.7	12.8	14.6	16.1
Well Below Average (< -2.00)	18.0	10.0	23.6	20.4	17.7

Source: Poverty Levels from *District and School Profiles, 2010-2011*; Value-Added Data File, 2011

APPENDIX A

Theory of Action: Differential Attraction and Retention



APPENDIX B

DATA COLLECTION

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

HISD charter schools provided teacher information in EXCEL spreadsheets which were manually entered for 2005–2006 to 2010–2011. 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 2010–2011 are posted on the ASPIRE website.

For 2006–2007 through 2010–2011, the Department of Research and Accountability, Performance Analysis Bureau, provided longitudinal TAKS, Stanford 10, and Aprenda 3 test results to EVAAS[®] according to their requirements for calculation of district-wide value-added performance and ultimately classroom-level performance. The value-added data were returned to Battelle for Kids (BFK) for portal upload and to Performance Analysis who also received employee data from PeopleSoft, as well as collecting all employee and assignment data for non-HISD charter school employees. After Performance Analysis provided them with HISD student and teacher linkage data from the Chancery system in the summer, BFK coordinated the process of verifying employee assignments in Fall, including teacher-student linkages, on the ASPIRE Portal. This information was provided to SAS EVAAS[®] in November after teachers reviewed and corrected the data if needed in September-October using the BFK portal, along with the Chancery assignment data previously provided to them. After coordinating with EVAAS[®] on the value-added data products that were necessary for award calculation in all strands of the model, HISD received EVAAS[®] teacher reports and cumulative Teacher Mean NCE Gain and Gain Index data August. In December, Award notices were posted for teachers to review. Teachers had one month to submit a formal inquiry to adjust any information that they questioned and to have their request reviewed.

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

APPENDIX B (CONTINUED)

INSTRUMENT DEVELOPMENT/SURVEY DATA COLLECTION

The *2010–2011 ASPIRE Award Survey* was developed to determine the perceptions and level of knowledge of participants regarding the 2010–2011 ASPIRE Award program paid out in January 2012. The survey items were developed from previous surveys, and the modified instrument was piloted by members of the 2010–2011 ASPIRE Award Program Advisory Committee. In addition, the instrument was reviewed by the Center for Educator Compensation Reform (CECR) in 2008–2009. To leverage resources, TNTP developed questions to gather input for the Career Pathways and Compensation group. These items were included on the survey instrument. 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 2010–2011 ASPIRE Award Survey was administered online from Tuesday, February 21, 2012 to Friday, March 26, 2012. A reminder to complete the survey was sent to all campus-based employees on Tuesday, March 20, 2012. For reporting purposes, the survey administration will be referred to as the March 2012 administration.

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

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

SURVEY PARTICIPANTS

Survey invitations were sent to a total of 18,747 Houston Independent School District (HISD) campus-based employees on February 21, 2012, with 3,441 participants who responded to the survey (18.4 percent). **Table 1, p. 30** provides a five-year summary of survey response rates by pay for performance model. Over the past five years, the response rate increased from 11.4 percent for the December 2007 administration to 18.4 percent for the March 2012 administration.

If survey participants were employed by HISD during the 2010–2011 school year, they were asked to indicate their eligibility status and categorization, for which 2,911 of the 3,603 respondents indicated their eligibility status and ASPIRE Award categorization (see **Table 2, p. 30**).

APPENDIX B (CONTINUED)

DATA ANALYSIS

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

Value-added analyses for the 2006–2007 through 2010–2011 ASPIRE Award were conducted by SAS EVAAS®, and the completed data files were sent to the Department of Research and Accountability and BFK. Calculations for the model were conducted by the Performance Analysis Bureau following the methodology outlined in the Appendices D, E, F, and G for 2010–2011.

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

Teacher retention rates were calculated for 2005–2006 to 2010–2011 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 2010–2011 school year. Retained teachers were those that returned to the district in a campus-based teaching position, based on job function, for the first duty date the following the school year, 2011–2012. A retained teacher's employee status for the 2010–2011 school year included the following: A (active), L (leave), P (paid leave), or S (suspended). Teachers were not considered retained if their status was R (retirement), D (death), or T (terminated) or if they left the classroom, but remained in the district. Retained teachers and those that were not retained were matched to the corresponding ASPIRE Award file to determine those teachers that received Strand II A or II B awards (teacher progress awards). Teachers that received special analysis, for which campus-level value-added scores were used, were not included. Retained teachers and those that were not retained were also matched to the corresponding award file to determine if those teachers received any ASPIRE Award.

Teacher recruitment data for 2007–2008 to 2010–2011 were provided by the Human Resources Department. The number of teachers recruited and receiving retention bonuses were calculated. The recruitment files were matched to the corresponding ASPIRE Award file to determine if those teachers received a Strand IIA or IIB award. Teachers that received special analysis for their award were excluded from the analysis.

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

APPENDIX B (CONTINUED)

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

DATA LIMITATIONS

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

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

For teacher attendance, the system of calculating the scheduled hours was not refined enough to take into account teachers or administrators that may have changed contracts in the middle of the year (i.e. 10-month to 12-month). Calculations for teacher attendance were adjusted based on this limitation. The sum of the scheduled hours in the Peoplesoft databases (2004–2005, 2005–2006, 2006–2007, 2008–2009, 2009–2010, and 2010–2011) did not equal the the sum of the Hours Present plus the Requested Absence Hours plus the Mandatory Absence Hours, although it should. Therefore, the denominator used in calculating attendance summed the Hours Present plus the Requested Absence Hours plus the Mandatory Absence Hours.

For teacher retention, there were cases when teacher data were not available for the first duty date of the following year. In these instances, a history was requested from PeopleSoft to examine employee status. The cut-off date for these exceptions was the end of August. Therefore, if an employee was an active employee, on leave, or suspended and if the employee was in a campus-based position at the end of August, they were considered retained.

For teacher recruitment, secondary teachers do not receive teacher-level value-added reports. Therefore, they were not included in the analysis, and recruitment effectiveness using value-added data could not be fully evaluated.

APPENDIX C

2010-2011 ASPIRE Awards

Program and Eligibility Requirements

Amended: October 2011



Following are the revised program and eligibility requirements for 2010-2011 ASPIRE Awards.

General Eligibility Requirements

To be eligible to participate in the 2010–2011 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 (does not apply to Category J: Principals). Employees not supervised or evaluated by the principal are not eligible, even if 100% of their time is spent on a campus (e.g., food service employees, Plant Operators, custodians).
2. Employees must have a job/record position assigned to a campus, and must have a campus ID as their department ID by September 7, 2010 (August 30, 2010 if employee is at an Apollo campus). Employees with a job/record position assigned to a non-campus department or with a department ID that is not a campus ID for time reporting are not eligible, with exceptions granted for teachers of record at a campus.
3. Employees must be continuously employed in an eligible position through the last day of school.
4. Employees must complete the instructional-linkage and assignment-verification process, or have this completed by their principal, through the ASPIRE portal by the submission deadline as published annually. It is recommended that employees review instructional-linkage and assignment-verification information on the ASPIRE portal for accuracy.
5. Employees may "opt out" of the ASPIRE Award Program during the linkage and verification process. If an employee does not make a selection, the employee will be included for consideration for an ASPIRE Award.
6. Non-administrative employees eligible under other incentive plans are not eligible for ASPIRE Awards (e.g. Sr. Academic Tutor – Apollo 20 Math Fellow).
7. Hourly employees in any capacity, including substitute/associate teachers, are not eligible to participate in the ASPIRE Awards. Employees holding an hourly or substitute position must be converted to a non-hourly position by September 7, 2010 (August 30, 2010 if employee is at an Apollo campus) in order to be eligible.
8. Employees who take leave of absence during the eligibility period (e.g., temporary disability, but not family medical leave) are not eligible to participate in the ASPIRE Awards.
9. Employees cannot be absent for more than 10 instructional days during the "instructional school year" (77.50 hours for staff on a 7.75-hour day; 80.00 hours for staff on an 8-hour day). This means first-year employees must commence employment no later than September 7, 2010, as any instructional days missed from the start of their campus' instructional school year to the date employed will be counted as absent. Staff at Apollo 20 campuses must have commenced employment no later than August 30, 2010. The following types of leave will be held harmless and not count as days absent: funeral leave, military leave, family medical leave, assault leave, jury duty, holidays, religious holidays, floating holiday, vacation pay, compensatory time, and authorized off-campus duty. Family medical leave, military leave and assault leave must be authorized through Human Resources.

Position Eligibility Requirements and Categorization

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

Instructional Position Categories

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

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APPENDIX C (CONTINUED)

2010-2011 ASPIRE Awards

Program and Eligibility Requirements

Amended: October 2011



Core Foundation Teaching Positions

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

ASPIRE Core Foundation Courses

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

A. Core Foundation Teachers, Grades 3–8, Self-Contained

To be considered in this category, employees must qualify as core foundation teachers and teach the majority of the same students in grades 4–8 in at least four out of the five core foundation subject areas. For third grade only, employees must teach reading, math, and language arts to the majority of the same students to be considered "self-contained." A teacher-level value-added report should be produced for these employees. For small class sizes, a special analysis may be performed (see Award Model Diagram for further details and definitions). Student linkages are required to be provided during the spring linkage process in order for a teacher to be considered in this category.

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

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

C. Core Foundation Teachers, Grades 9–12

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

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

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

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

To be considered in this category, employees must qualify as core foundation instructional staff and teach core foundation subjects to Special Education students in grades 3–8 where a value-added report cannot be generated, or teach fewer than 7 TAKS or TAKS-accommodated Special Education students in grades 9–12. All other Special Education teachers will be considered under their respective core foundation teacher category (above). Student linkages are required to be provided during the spring linkage process in order for a teacher of grades 3–8 to be considered in this category.

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APPENDIX C (CONTINUED)

2010-2011 ASPIRE Awards

Program and Eligibility Requirements

Amended: October 2011



Elective/Ancillary Instructional Positions

F. Elective/Ancillary Teachers

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

Other Position Categories

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

G. Instructional Support Staff

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

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

H. Teaching Assistants

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

I. Operational Support Staff

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

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

Campus Leadership Categories

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

J. Principals

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

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

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

APPENDIX C (CONTINUED)

2010-2011 ASPIRE Awards

Program and Eligibility Requirements

Amended: October 2011



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, an employee teaches third-grade math (Category B: a departmentalized, core foundation 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 foundation teacher. Therefore, the award amount would be determined on the basis of the job, a third grade, departmentalized, core foundation teacher.

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

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

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

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

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

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

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

For example: If a value-added report is produced to measure the growth of students by a literacy coach for diagnostic and instructional improvement, the literacy coach is not eligible as a core foundation teacher unless all the criteria for a core foundation 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 would be eligible to receive 50 percent of the award. This same employee who works 50 percent of his/her time at two campuses (0.25 FTE at each campus) would not be eligible.

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APPENDIX C (CONTINUED)

2010-2011 ASPIRE Awards

Program and Eligibility Requirements

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2. Employees whose job record/position is assigned to non-campus departments for time reporting are not eligible for the 2010-2011 ASPIRE Award. Awards for employees whose job record/position is assigned to a campus department for time reporting who are assigned to and work on multiple campuses a minimum of 40 percent of the time, and report directly to the principal (principal is responsible for supervising and evaluating the individual employee) will be calculated and prorated on the basis of the percentage of campus assignments. Examples include evaluation specialists, content specialists, speech therapists, and various Special Education positions.

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

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. Good Standing:

- Employees must be in good standing at the time of payment. Therefore, an employee under investigation or reassigned pending investigation is not eligible for an ASPIRE Award payment until he or she is cleared of any allegation. If the investigation is concluded with a confirmation of inappropriate employee behavior, the employee is not eligible to receive an ASPIRE Award payment.
- Employees who retire in lieu of termination or resign in lieu of termination are not eligible to receive an ASPIRE Award payment.
- Employees who were on a Growth Plan, Prescriptive Plan of Assistance (PPA), or Intervention Plan based on results of appraisal or staff review process determined by multiple measures including observations, walkthroughs, student performance, etc. at any time during the 2010-2011 school year and whose performance goals were not met are not eligible to receive an ASPIRE Award payment.

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

6. Core foundation teachers whose gain indices in Strand II are less than or equal to -2.0 across all core foundation subjects they teach will not be considered for any award in Strands I and III.

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

APPENDIX D
ASPIRE AWARD MODEL 2010–2011
TEACHERS AND CAMPUS-BASED STAFF
ASPIRE Award Model Strand I

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

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

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

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

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

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

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

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

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

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 2011 data are converted and are provided with a current year's NCE score.
5. Student NCE scores are used to calculate Campus Composite NCE scores by aggregating student gain scores across core foundation subjects (Reading, Math, Language Arts, Science, and Social Studies) and grades for each year.
6. A Campus Composite Average NCE Gain-score is calculated by subtracting the 2009-10 NCE average score from the 2010-11 average score NCE and comparing it to the District Reference Gain and taking the difference.
7. The Campus Progress Award Gain Score (Cumulative Gain Index) is calculated by taking the Campus Composite Average NCE Gain for a Campus and dividing it by the Composite Average NCE Gain Standard Error.

APPENDIX D (CONTINUED)

8. The Campus Progress Award Gain Score (Cumulative Gain Index) is rank-ordered at the elementary level, middle, and high school levels, separately. Schools ranked in the first or second quartile receive awards. Only staff at campuses with positive (greater than zero) Campus Progress Award Gain Score receive an award.
9. Staff who have low-value added results in Strand II, defined as a cumulative gain index of less than or equal to -2.00 in all subjects they teach or in all grades and subjects upon which their Strand II award is based, do not receive an award for Strand I.

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

APPENDIX D (CONTINUED)

ASPIRE Award Model Strand II

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

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

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

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

Strand II Sections

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

- Part A: This method is used to reward self-contained core foundation subject teachers in elementary school grades 3-6 based on classroom value-added results by grade and by subject.
- Part B: This method is used to reward departmentalized elementary school and middle school core foundation teachers in grades 3-8 based on classroom value-added results by subject.
- Part C: This method is used to reward core foundation instructional teachers at the high school level based on campus-level department value-added results by subject by grade.
- Part D: This method is used to reward core foundation Early Childhood to second grade teachers based on campus value-added performance in Reading and Math.
- Part E: This method is used to reward core foundation Special Education teachers in grades 3-8 based on campus value-added performance in the core foundation subject(s) they teach. Teachers of Special Education students who have classroom level value-added reports (seven or more students included in the value-added analysis) are included in Part A or B. Teachers of Special Education students at the high school level who have seven or more students with 2011 TAKS or TAKS-Accommodated scores are included in Strand II Part C. Teachers of Special Education students who instruct students in Early Childhood to grade two are included in Part D.

Indicators:

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

APPENDIX D (CONTINUED)

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

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

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

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

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

Strand II Part A: Self-Contained Elementary School Core Foundation Teachers

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

Strand II A Method:

1. Three years of student TAKS and Stanford/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 2011 data are converted and are provided with a current year NCE score.
5. Student rosters for core foundation subjects are edited, corrected and verified by teachers using an online verification process before teacher-level analysis is conducted.
6. Student NCE scores are used to calculate teacher average NCE scores for each subject taught and each grade where applicable. By aggregating student scores, a single teacher average NCE score is calculated for each subject for the current (2010-2011) and previous (2009-2010) year. The teacher's NCE gain score is calculated by subtracting the 2009-10 average NCE from the 2010-11 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.

APPENDIX D (CONTINUED)

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

Example for Strand II Part A:

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

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

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS[®].
2. EVAAS[®] converts student data to a single NCE scale which is normalized with the state TAKS data for 2006. This acts as the Baseline/Benchmark.
3. Each student is then provided with a baseline NCE score for each subject (Reading, Math, and Language Arts for elementary and middle school grades 3-6; Reading/ELA for middle school grades 7-8; Science and Social Studies for elementary and middle school grades 4-8).
4. Using a multivariate mixed model, spring 2011 data are converted and are provided with a current year NCE score.
5. Student rosters for core foundation subjects are edited, corrected and verified by teachers using an online verification process before teacher-level analysis is conducted.
6. Student NCE scores are used to calculate teacher average NCE scores for each subject taught where applicable. By aggregating student scores, a single teacher average NCE score is calculated for each subject for the current (2010-2011) and previous (2009-2010) year. The teacher's NCE gain score is calculated by subtracting the 2009-10 average NCE from the 2010-11 average NCE.
7. The Teacher Subject Progress Gain Score (Teacher Gain Index) is calculated by taking a Teacher's Average Gain Score in a subject and subtracting the District Standard Gain Score in that subject and then dividing by the standard error.
8. The Teacher Subject Gain Index score is then compared to all other teachers for that subject and rank ordered into quartiles. Elementary school teachers are rank-ordered with other departmentalized elementary teachers by subject. Middle school teachers are rank-ordered with other departmentalized middle-school teachers by subject at the same grade level when only one grade is taught (for example, 6th grade teachers rank-ordered with other 6th grade teachers).

APPENDIX D (CONTINUED)

8. Middle school teachers who teach multiple grade levels are rank-ordered with other middle school departmentalized teachers who teach multiple grade levels by subject. Teachers ranked in the first or second quartile receive awards. Only teachers with positive (greater than zero) gain indices receive an award.
9. The maximum possible award for Strand II Part B is \$7,000.

Strand IIB: Elementary Departmentalized and Middle School Core Foundation 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 (3-8)	\$7,000	\$3,500	\$0	\$0
Math (3-8)	\$7,000	\$3,500	\$0	\$0
Language Arts (3-8)	\$7,000	\$3,500	\$0	\$0
Science (4-8)	\$7,000	\$3,500	\$0	\$0
Social Studies (4-8)	\$7,000	\$3,500	\$0	\$0
	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 whose Social Studies students' Value-added Gain-scores are in the second quartile of the distribution of elementary school Social Studies value-added scores would receive \$3,500 for a total of \$3,500 under Strand IIB.
- A seventh and eighth grade Math and Science teacher whose Math students' Value-added Gain-scores are in the second quartile of the distribution of middle school Math scores and whose Science students' scores are in the second quartile of the distribution of middle school grade Science scores but NOT with positive gain relative to the district standard would receive \$1,750+\$0 for a total of \$1,750 under Strand IIB.

Strand II Part C: High School Core Foundation Teachers

In this method, the EVAAS[®] value-added scores for each subject at a high school campus are compared to other high school campus subject value-added scores 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 (where applicable) plus the Grade 10 award plus the Grade 11 award. All core foundation teachers responsible for a minimum of 7 TAKS or TAKS-Accommodated tested students in grades 9-12 are included in the model and receive the total award for their subject/department.

Strand 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 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 and Math for grades 9-11, Science and Social Studies for grades 10-11).

APPENDIX D (CONTINUED)

4. Using a multivariate mixed model, spring 2011 TAKS data are converted to NCEs and compared to spring 2010 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 or 10-11) and core foundation subjects (Reading/ELA, Math, Science, and Social Studies) and for each year.
6. A Campus Composite Average NCE Gain score is calculated for each subject at each grade by subtracting the 2009-2010 NCE average score from the 2010-2011 average score NCE and comparing it to the District Reference Gain and taking the difference.
7. The Campus Progress Award Gain Score (Campus Gain Index) for each subject at each grade is calculated by taking the Campus Composite Average NCE Gain for each subject at each grade and dividing it by its accompanying standard error.
8. High School Campus value-added gain scores are compared to each other by grade and subject and rank ordered into quartiles. Campuses in quartiles one and two receive awards for their teachers. Only campuses with positive (greater than zero) gain scores receive an award.
9. The maximum possible award for Strand II Part C is \$7,000.

Strand IIC: High School Grade 9–12 Core Foundation Teacher Awards Matrix							
Campus Department Composite: Subject Value-Added Score by Grade							
Comparable Departments by Subject	Grade 9		Grade 10		Grade 11		Across Grade Award
	Q 1	Q 2	Q 1	Q 2	Q 1	Q 2	Total
Reading/ELA	\$2,333	\$1,167	\$2,333	\$1,167	\$2,333	\$1,167	Gr 9 + Gr 10 + Gr 11
Math	\$2,333	\$1,167	\$2,333	\$1,167	\$2,333	\$1,167	Gr 9 + Gr 10 + Gr 11
Science	NA	NA	\$3,500	\$1,750	\$3,500	\$1,750	Gr 10 + Gr 11
Social Studies	NA	NA	\$3,500	\$1,750	\$3,500	\$1,750	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 (Math, Reading/ELA)	\$1,167	\$583	\$1,167	\$583	\$1,167	\$583	Gr 9 + Gr 10 + Gr 11
Subject 2 (Math, Reading/ELA)	\$1,167	\$583	\$1,167	\$583	\$1,167	\$583	Gr 9 + Gr 10 + Gr 11
Subject 1 (Science, Social Studies)	NA	NA	\$1,750	\$875	\$1,750	\$875	Gr 10 + Gr 11
Subject 2 (Science, Social Studies)	NA	NA	\$1,750	\$875	\$1,750	\$875	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 four for grade 10, and quartile one for grade 11 will receive a Strand II award of \$3,500.

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 10 and quartile two for grade 11, the teacher will receive \$1,750 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 \$1,750, which equals a total award of \$4,083.

APPENDIX D (CONTINUED)

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

In this method, the third-grade gain scores for reading and math at a campus are used in the assessment of Early Childhood (PK)-grade 2 core foundation teachers. Campuses are compared to other campuses for each subject based on the third-grade score for each subject and then placed into performance quartiles. Only positive gain scores will be rewarded. PK-grade 2 core foundation teachers are rewarded based on the improvement of students in grade 3 and are not rewarded from the students they specifically teach. In order to recognize the importance of the foundations upon which future student performance is measured, they are included as core foundation teachers in this model, but at 50-percent of the maximum award.

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

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS®.
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 2011 data are converted to campus average NCEs and compared to spring 2010 campus average NCEs in order to calculate campus gain scores.
5. 2009-10 average NCE scores are subtracted from 2010-11 average NCE scores to produce an average campus gain score for each subject (Reading and Math) in grade 3.
6. Campus gain scores are used to calculate a Campus Progress Award Gain Score (Gain Index) for Reading and Math by taking the campus gain score and subtracting the district standard for that subject and dividing it by the standard error. Then the Reading and Math gain indices are compared by campus for all elementary schools and the campuses are rank ordered into quartiles.
7. The maximum possible award for Strand II Part D is \$3,500.

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

Example for Strand II Part D:

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

Strand II Part E: Special Education Core Foundation Teachers

In this method, teachers who instruct Special Education students in core foundation subjects at grades 3-12 are included in this Strand. There are two possible methods of analysis for these teachers depending on the number of students they serve who are included in the value-added analyses (elementary and middle school) or have TAKS or TAKS-Accommodate scores (high school). Teachers that serve seven or more students that are included in the EVAAS® analyses will receive teacher value-added report data and will be included in parts A or B of Strand II. High school teachers that teach seven or more students that have 2010 TAKS or TAKS-Accommodated scores will be included in Strand II Part C. Part E was constructed to provide special education teachers with less than seven tested students an award under Strand II.

APPENDIX D (CONTINUED)

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

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

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS[®].
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 2011 data are converted to campus average NCEs and compared to spring 2010 campus average NCEs in order to calculate campus gain scores.
5. 2009-10 average NCE scores are subtracted from 2010-11 average NCE scores to produce a average campus gain score.
6. Campus gain scores are calculated by aggregating scores for each core foundation subject across grades 3-6 for elementary schools and across grade 6-8 for middle schools.
7. Campus gain scores are used to calculate a Campus Progress Award Gain Score (Cumulative Gain Index) for each core subject by taking the campus average gain score and subtracting the district standard for that subject and dividing it by the standard error. Then the subject cumulative gain indices are compared by subject for all elementary, middle, and high schools, separately. Then the campuses are rank ordered into quartiles at their respective levels.
8. The maximum possible award for Strand II Part E is \$3,500.

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

Example for Strand II Part E:

- A 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 ar

APPENDIX D (CONTINUED)

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.

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

ASPIRE Award Model Strand III

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

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

People Included in Campus Achievement Strand III:

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

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

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

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

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

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

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

APPENDIX D (CONTINUED)

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

AP/IB/DC Participation

1. Courses for 2009-2010 and 2010-2011 offered in 10th, 11th and 12th grades meeting the standard for an AP, IB and DC course are identified.
2. For AP, IB, and Dual Credit course enrollment, a student must have a six-week grade to be considered enrolled in the course. In the case of a two-semester AP, or IB course, the student must be enrolled for both semesters, including a six-week grade for each semester. For Dual Credit courses, enrollment is considered separately for fall and spring courses.
3. An unduplicated count of students in grades 10-12 for each campus is tallied from the three separate course types (AP, IB, DC). A student can be counted only once for this measure (with the exception that a student enrolled in a fall Dual Credit course on one campus and a spring Dual Credit course at a second campus may be considered enrolled at each campus).
4. Total enrollment in grades 10-12 for each campus as of the fall PEIMS snapshot date in 2009 and 2010 is collected.
5. The participation rate for each year at each campus is the number of unduplicated AP/IB/DC enrolled students divided by total grade 10-12 enrollment, all values expressed to the nearest tenth of a percentage point (.1)
6. Eligible staff at campuses that meet the 2010-2011 threshold level of 45.0 percent are awarded the maximum amount for this strand component. There is no rounding to meet the threshold (i.e., 44.9 percent is not awarded).
7. Campuses that do not meet the threshold level are rank-ordered according to the percentage-point change in their participation rates between 2009-2010 and 2010-2011, with both the underlying values and this change expressed to nearest tenth of percentage point. Only a campus with AP/IB/DC enrollment of at least five students each year (a participation rate for both years) is rank-ordered. Campuses that do not have their own data are not included in the analysis and will not be awarded on this strand.
8. Campuses rank-ordered by participation rate changes between 2009-2010 and 2010-2011 are quartiled. Eligible staff at campuses in the first quartile are awarded the maximum amount for this strand component. Eligible staff at campuses in the second quartile are awarded half the maximum for this strand component. Only those staff at campuses with a positive participation rate change are awarded.

AP/IB Performance

1. AP test performance data are extracted from the AP data provided by the College Board for 2009–2010 and 2010–2011. Student-level IB test performance data are downloaded from the International Baccalaureate Organization and provided to the Department of Research and Accountability from campuses that participate in the International Baccalaureate program. Because the electronic data files for both AP and IB are dynamic, a cut-off date is used for reporting purposes.
2. The performance rate for each year at each campus is calculated using the number of AP exams with a score of 3 or higher plus the number of IB exams with a score of 4 or higher, divided by the number of AP and IB exams taken, with all values expressed to the nearest tenth of a percentage point (.1). All exams are considered regardless of grade level, subject matter or the number of exams a student has taken.

APPENDIX D (CONTINUED)

3. Eligible staff at a campus that meets the 2010-2011 award standard of 50.0 percent are awarded the maximum for this strand component. There is no rounding to meet the standard (i.e., 49.9 percent is not awarded).
4. Campuses that do not meet the threshold level are rank-ordered according to the percentage-point change in their performance rates between 2009-2010 and 2010-2011, with both the underlying values and this change expressed to nearest tenth of percentage point. Only campuses with at least five students testing each year and hence a performance rate for both years are rank-ordered. Campuses that do not have their own data are not included in the analysis and will not be awarded on this strand.
5. Campuses rank-ordered by performance rate changes between 2009-2010 and 2010-2011 are quartiled. Eligible staff at campuses ranked in the first quartile are awarded the maximum amount. Eligible staff at campuses in the second quartile are awarded half the maximum. Only those staff at campuses with a positive performance rate change are awarded.

Strand IIIA Campus Level College Credit Participation/Performance Matrix – High Schools					
		Participation Rate: Percent of Students in Grades 10-12 enrolled in at least one AP, IB or Dual Credit course	Distribution of Percentage-Point Improvement in Participation Rate		
	Campus Staff	Award Standard: 45.0 %	Quartile 1	Quartile 2	Quartiles 3, 4
Met Award Standard	Instructional Staff	\$500	NA	NA	NA
	Instructional Support Staff	\$250	NA	NA	NA
Did not meet Award Standard	Instructional Staff	NA	\$500	\$250	\$0
	Instructional Support Staff	NA	\$250	\$125	\$0
		Performance Rate: Percent of all AP/IB exams taken with scores of 3 or higher (AP) and 4 or higher (IB)	Distribution of Percentage-Point Improvement in Performance Rate		
	Campus Staff	Award Standard: 50.0 %	Quartile 1	Quartile 2	Quartiles 3, 4
Met Award Standard	Instructional Staff	\$500	NA	NA	NA
	Instructional Support Staff	\$250	NA	NA	NA
Did not meet Award Standard	Instructional Staff	NA	\$500	\$250	\$0
	Instructional Support Staff	NA	\$250	\$125	\$0

Strand III Part B: Campus Achievement – Part B of Strand III is designed to reward staff at schools whose students reach and maintain high levels of academic achievement. It is based on the TEA accountability ratings calculated without use of the Texas Projection Model (TPM). In this part of Strand III, only staff at schools that are TEA rated Exemplary or Recognized without TPM receive awards.

Strand IIIB Campus Level TEA Achievement Matrix				
	TEA Accountability Rating (without TPM)			
Campus Staff	Exemplary	Recognized	Acceptable	Unacceptable
Instructional Staff	\$400	\$200	\$0	\$0
Instructional Support Staff	\$200	\$100	\$0	\$0
Teaching Assistants	\$100	\$50	\$0	\$0

APPENDIX D (CONTINUED)

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

Indicators:

- Percent of students that achieve a Writing/ELA TAKS scale score of 2200 or greater **AND** a Writing Composition score of 3 or better (college readiness standard).
- Improvement in percent of students meeting readiness standard: percent meeting readiness standard in 2010-11 minus percent meeting readiness standard in 2009-10.

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

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

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

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

APPENDIX E

ASPIRE Award for Teachers 2010–2011: Special Analysis

Background

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

For the regular methods used in award determination, please reference the document *2010–2011 ASPIRE Awards for Teachers*, posted on the HISD ASPIRE portal, which also provides an overall description of the various strands segmented by staff category.

Strand I: Campus Value-added Strand

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

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

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

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

- Campuses that did not serve students in grades at which value-added data is reported.
- Campuses that did not have enough students taking the TAKS or Stanford/Aprenda so that a value-added analysis could be performed.
- **Special Analysis Type II:** There are 12 clusters of campuses that shared sites and payroll assignments during the 2010-2011 school year but had multiple organization numbers. These campuses had separate value-added cumulative gain indices calculated for each organization number and had separate quartile rankings. However, since employees may have had assignments at both levels of these clustered campuses, the payout was based on an average of what would be earned by each organization number as determined by the quartile rankings.

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

APPENDIX E (CONTINUED)
Strand I Special Analyses 2010–2011

Org 10–11	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	029	Contemporary Learning Center High School	Alternative/Charter without enough student test data for value-added analysis
097	HCC Life Skills	Type I	008	Lamar High School	Alternative/Charter without enough student test data for value-added analysis
131	Halpin 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
325	Empowerment College Prep High School	Type I	454	South Early College 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 Early Childhood School without students in grades included in analysis
349	REACH Charter	Type I	004	Furr High School	Alternative/Charter without enough student test data for value-added analysis
350	Energized For Excellence PK	Type I	364*	Energized for Excellence (3-5)	Alternative/Charter Early Childhood School without students in grades included in analysis
352	Farias ECC	Type I	359	Moreno Elementary School	Early Childhood Center without students in grades included in analysis
354	Mistral ECC	Type I	372	Rodriguez Elementary School	Early Childhood Center without students in grades included in analysis
355	ML King ECC	Type I	260	Windsor Village Elementary School	Early Childhood Center without students in grades included in analysis
357	Laurenzo ECC	Type I	124	Burnet Elementary School	Early Childhood Center without students in grades included in analysis
360	Bellfort Academy	Type I	194	Lewis Elementary School	Early Childhood Center without students in grades included in analysis
366	North Alternative Elementary	Type I	286	Herrera Elementary School	Alternative/Charter without enough student test data for value-added analysis
387	South District Alternative	Type I	247	Young Elementary School	Alternative/Charter without enough student test data for value-added analysis
392	Young Learners Charter School	Type I	154	Foster Elementary School	Alternative/Charter Early Childhood Center without students in grades included in analysis

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

APPENDIX E (CONTINUED)

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
071	Project Chrysalis Middle School	Type II	G		Payouts based on average payout of combined campuses
287	Cage Elementary	Type II	G		Payouts based on average payout of combined campuses
080	The Rice School Middle School	Type II	H		Payouts based on average payout of combined campuses
280	The Rice School Elementary School	Type II	H		Payouts based on average payout of combined campuses
067	Smith Education Center	Type II	I		Payouts based on average payout of combined campuses
266	EO Smith Elementary School	Type II	I		Payouts based on average payout of combined campuses
296	TH Rogers Elementary School	Type II	J		Payouts based on average payout of combined campuses
039	TH Rogers Middle School	Type II	J		Payouts based on average payout of combined campuses
127	Woodson Elementary	Type II	K		Payouts based on average payout of combined campuses
074	Woodson Middle school	Type II	K		Payouts based on average payout of combined campuses
454	South Early College High School	Type II	L		Payouts based on average payout of combined campuses
325	Empowerment High School	Type II	L		Payouts based on average payout of combined campuses

APPENDIX E (CONTINUED)

For teachers, Strand II is based on EVAAS® generated teacher value-added gain indices for a teacher's classroom where available. Since high school, grades EC–2, and special education teachers with fewer than 7 TAKS-tested students do not receive individual value-added gain indices, they are included in Strand II parts C, D, and E in which student improvement is assessed through the use of campus-based gain indices that are calculated across grade for each core subject: Reading, Mathematics, ELA, Science, and Social Studies. For Strands IIC and IIE, these core subject-level value-added gain indices are used to reward school teachers by department at their campus. For Strand IID, Reading and Math third grade value-added gain scores are used to reward EC to 2nd grade teachers. For core teachers without value-added data used in Strands II A-E, Special Analysis is applied.

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

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

APPENDIX E (CONTINUED)

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

Strand II Special Analyses 2010–2011

Org 10–11	School Name	Level	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Core Subjects with Special Analysis Applied/Special Analysis
131	Halpin Center Elementary School	EE-1	Type I	374	Tinsley Elementary School	Reading and Math for Strand IID for teachers
273	Ashford Elementary School	EE-4	Type I	276	Shadowbriar Elementary School	Reading and Math for Strand IID for teachers
328	TSU Charter Lab School	PK-5	Type I	195	Lockhart Elementary School	Reading and Math for Strand IID for teachers
350	Energized for Excellence (PK-2)	PK-2	Type I	364	Energized for Excellence (3-5)	Reading and Math for Strand IID for teachers
352	Farias ECC	PK	Type I	359	Moreno Elementary School	Reading and Math for Strand IID for teachers
354	Mistral ECC	PK	Type I	372	Rodriguez Elementary School	Reading and Math for Strand IID for teachers
355	M L King ECC	PK	Type I	260	Windsor Village Elementary School	Reading and Math for Strand IID for teachers
357	Laurenzo ECC	PK	Type I	124	Burnet Elementary School	Reading and Math for Strand IID for teachers
360	Bellfort Academy	PK-KN	Type I	194	Lewis Elementary School	Reading and Math for Strand IID for teachers
392	Young Learners Charter School	PK	Type I	154	Foster Elementary School	Reading and Math for Strand IID for teachers
366	North Alternative ES	2-6	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, Science, Social Studies

APPENDIX E (CONTINUED)

Org 10–11	School Name	Level	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Core Subjects with Special Analysis Applied/Special Analysis
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	029	Contemporary Learning Center High School	Reading, Math, Science, Social Studies
097	HCC Life Skills	12	Type IV	008	Lamar High School	Reading, Math, Science, Social Studies
309	Ninth Grade Prep Academy	9	Type IV	310	Houston Math and Science Technology Center	Science, Social Studies
324	Liberty Charter	11	Type IV	009	Lee High School	Reading, Math, Science, Social Studies
325	Empowerment College Prep High School	12	Type IV	454	South Early College 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 VI	A		Payouts based on average payout of combined campuses
344	Briarmeadow MS		Type VI	A		Payouts based on average payout of combined campuses
364	Energized Academy		Type VI	C		Payouts based on average payout of combined campuses
342	Energized MS		Type VI	C		Payouts based on average payout of combined campuses
058	Gregory-Lincoln Ed MS		Type VI	D		Payouts based on average payout of combined campuses
282	Gregory-Lincoln Ed ES		Type VI	D		Payouts based on average payout of combined campuses
334	Kaleidoscope		Type VI	E		Payouts based on average payout of combined campuses
340	Las Americas MS		Type VI	E		Payouts based on average payout of combined campuses
071	Project Chrysalis MS		Type VI	G		Payouts based on average payout of combined campuses
287	Cage ES		Type VI	G		Payouts based on average payout of combined campuses

APPENDIX E (CONTINUED)

Org 10–11	School Name	Level	Special Analysis Type	Paired Sch# or matched ID	Paired School Name	Core Subjects with Special Analysis Applied/Special Analysis
280	The Rice School Elementary School		Type VI	H		Payouts based on average payout of combined campuses
067	Smith Education Center		Type VI	I		Payouts based on average payout of combined campuses
266	EO Smith ES		Type VI	I		Payouts based on average payout of combined campuses
296	TH Rogers ES		Type VI	J		Payouts based on average payout of combined campuses
039	TH Rogers MS		Type VI	J		Payouts based on average payout of combined campuses
127	Woodson ES		Type VI	K		Payouts based on average payout of combined campuses
074	Woodson MS		Type VI	K		Payouts based on average payout of combined campuses
454	South Early College HS		Type VI	L		Payouts based on average payout of combined campuses
325	Empowerment HS		Type VI	L		Payouts based on average payout of combined campuses

APPENDIX E (CONTINUED)

ASPIRE AWARDS
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Strand III: Campus Improvement and Campus Achievement

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

Special analysis is needed for those schools that do not have Accountability ratings, Elementary and Middle Schools that do not have Comparable Improvement ratings, High Schools that do not have sufficient Advanced Placement, International Baccalaureate and Dual Credit data, schools that are rated on the Alternative Accountability model (AEA), schools with no 4th, 7th, or 11th grade TAKS Writing/ELA results for 2010 and/or 2011, and schools with multiple organizational numbers that require adjustment in the payout.

Note: Type numbering has changed from prior-year Special Analysis Documents to reflect current TEA practices regarding campus ratings, pairings and data availability.

- Special Analysis Type I: Campuses paired for Comparable Improvement, TEA Accountability Ratings, and Writing data. These campuses are school serving students in grades PK-1 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 percentage of students passing the Writing/ELA TAKS needed for the ASPIRE Award Mode. This type applies to Early Childhood and Elementary campuses only.
- Special Analysis Type II: 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. For Middle Schools: TEA does not calculate CI quartiles for AEA campuses. No Texas Growth Index data was provided by TEA for these campuses for 2011. Therefore, the award amount for Strand IIIA was calculated as the average award amount of all middle schools. High schools are subject to Strand IIIB High School analysis, not CI data.
- Special Analysis Type III: Campuses rated by TEA with no CI. For this model, schools that were rated by TEA on the AEA model but did not have a Comparable Improvement analysis calculated by TEA, the CI quartiles from a paired campus with which they had the highest number of shared students over the past three years or equivalent strong relationship were used. This type now applies to middle schools only.
- Special Analysis Type IV: Campuses with insufficient writing data. For this model, schools that did not have writing TAKS data for the appropriate grade level (4, 7, 10, or 11) were paired to a campus with which they had the highest number of shared students or equivalent strong relationship.
- Special Analysis Type V: 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 needed for the ASPIRE Award Model.
- Special Analysis Type VI: High School campuses with no accountability ratings and no TAKS Writing/ELA data. For this model, high schools that were not rated under the state accountability system and did not have sufficient TAKS Writing/ELA data to calculate the percentage of student passing or the improvement of the percentage of students passing the Writing/ELA TAKS, the award for accountability ratings and the Writing/ELA percentages from a paired campus with whom they had the highest number of shared students over the past three years or equivalent strong relationship were used. This type applies to high schools only.
- Special Analysis Type VII: Campuses without sufficient data for Advanced Placement (AP), International Baccalaureate (IB) or Dual Credit (DC). These high school campuses 1) did not meet the minimum threshold for AP and IB assessments taken, 2) did not have an assessment history that covered both 2010 and 2011 (if they failed to meet the performance standard for 2011), and/or 3) did not have enrollment in any 10th through 12th grade AP, IB or DC courses for both 2010 and 2011 (if failed to meet the participation standard for 2011). For these reasons, a campus may not be eligible for an award in Strand III A Participation, Strand III A Performance, or both.
- 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)

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ASPIRE AWARDS
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teacher: Campus site A has two organization numbers, 074 and 127. School 074 was in Q3 for Reading (\$0) and Q3 for Math (\$0), while school 127 was in Q1 for Reading (\$500) and Q1 for Math (\$500); the averaged award for Strand 3A is \$500 (\$250 for Reading and \$250 for Math). School 074 was Academically Acceptable (\$0) and school 127 was Exemplary (\$400), so the averaged award for Strand 3B is \$200. School 074 was in Q3 for improvement of students meeting the college readiness standard on TAKS Writing (\$0), while school 127 was in Q1 for improvement of students meeting the college readiness standard on TAKS Writing (\$400). As a writing teacher assigned to the campus that met the writing standard, this teacher is awarded \$400 for Strand 3C. However, writing teachers at school 074, as well as all other instructional staff, receive \$100 for Strand 3C.

Strand III Special Analyses 2010–2011

Org 10-11	School Name	Special Analysis Type	Paired Sch# or Match ed ID	Paired School Name	Special Analysis Strand III
131	Halpin Center Early Childhood Education Center	Type I	374	Tinsley Elementary	Paired for SIII A, B, and C
273	Ashford Elementary School	Type I	276	Shadowbriar Elementary	Paired for SIII A, B, and C
328	TSU Charter Lab School	Type I	195	Lockhart Elementary	Paired for SIII A, B, and C
350	Energized for Excellence Early Childhood Education Center	Type I	364	Energized for Excellence Elementary	Paired for SIII A, B, and C
352	Farias Early Childhood Education Center	Type I	359	Moreno Elementary	Paired for SIII A, B, and C
354	Mistral Early Childhood Education Center	Type I	372	Rodriguez Elementary	Paired for SIII A, B, and C
355	King M. L. Early Childhood Education Center	Type I	260	Windsor Village Elementary	Paired for SIII A, B, and C
357	Laurenzo Early Childhood Education Center	Type I	124	Burnet Elementary	Paired for SIII A, B, and C
360	Bellfort Academy	Type I	194	Lewis Elementary	Paired for SIII A, B, and C
392	Young Learners Charter School	Type I	154	Foster Elementary	Paired for SIII A, B, and C
366	North Alternative Elementary School	Type I	286	Herrera Elementary	Paired for SIII A, B, and C
387	South Alternative Elementary School	Type I	247	Young Elementary	Paired for SIII A, B, and C
300	Inspired for Excellence Academy West	Type II			Average MS Award for SIII A; Part B based on AEA
312	Inspired for Excellence Academy North	Type II			Average MS Award for SIII A; Part B based on AEA
332	Pro-Vision School	Type II			Average MS Award for SIII A; Part B based on AEA
456	High School Ahead Academy	Type II			Average MS Award for SIII A; Part B based on AEA
326	Leader's Academy	Type II			Part B based on AEA

APPENDIX E (CONTINUED)

ASPIRE AWARDS
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Org 10-11	School Name	Special Analysis Type	Paired Sch# or Match ed ID	Paired School Name	Special Analysis Strand III
013	Community Services Alternative School	Type II, Type VII			No award for Part A; Part B based on AEA
029	Contemporary Learning Center High School	Type II, Type VII			No award for Part A; Part B based on AEA
327	New Aspirations	Type II, Type VII			No award for Part A; Part B based on AEA
329	Hope Academy	Type II, Type VII			No award for Part A; Part B based on AEA
349	REACH Charter High School	Type II, Type VII			No award for Part A; Part B based on AEA
453	Vision Academy	Type II, Type VII			No award for Part A; Part B based on AEA
462	Advanced Virtual Academy/Twilight	Type II, Type VII			No award for Part A; Part B based on AEA
324	Liberty High School	Type II, Type IV, Type VII	009	Lee High School	No award for Part A; Part B based on AEA; paired for Part C
093	Contemporary Learning Center Middle School	Type III	029	Contemporary Learning Center High School	Paired for SIIIA; Part B based on AEA
340	Las Américas Middle School	Type III	334	Kaleidoscope Middle School	Paired for SIIIA; Part B based on AEA
459	E-STEM Academy Central Middle School	Type IV	102	Alcott Elementary	Paired for SIIIC
309	Ninth Grade College Preparatory Academy	Type IV, Type VII	310	Houston Math and Science Technology Center	No award for Part A; paired for Part C
325	Empowerment College Prep High School	Type V, Type VI	454	South Early College High School	Paired for SIIIB and C
097	HCC Life Skills	Type V, Type VI, Type VII	008	Lamar High School	No award for Part A; paired for part B and C
094	Harper Alternative School	Type VII			No award for Part A
143	Briar Meadow Charter	Type VIII	A		Payouts based on average payout of combined campuses
344	Briar Meadow 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

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Org 10-11	School Name	Special Analysis Type	Paired Sch# or Match ed ID	Paired School Name	Special Analysis Strand III
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
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
454	South Early College High School	Type VIII	L		Payouts based on average payout of combined campuses
325	Empowerment High School	Type VIII	L		Payouts based on average payout of combined campuses

APPENDIX F

ASPIRE AWARD MODEL 2010–2011 PRINCIPALS AND ASSISTANTS PRINCIPALS ASPIRE Award Model Strand I

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

People Included:

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

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

Indicator: EVAAS[®] 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 2011 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 2009-10 NCE average score from the 2010-11 average score NCE and comparing it to the District Reference Gain and taking the difference.
7. The Campus Progress Award Gain Score (Cumulative Gain Index) is calculated by taking the Campus Composite Average NCE Gain for a Campus and dividing it by the Composite Average NCE Gain Standard Error.
8. The Campus Progress Award Gain Score (Cumulative Gain Index) is rank-ordered at the elementary, middle, and high school levels, separately. Staff at campuses ranked in the first or second quartiles receive awards. Only staff at campuses with positive (greater than zero) Campus Progress Award Gain Scores receive an award.
9. Staff who have low-value added results in Strand II, defined as a cumulative gain index of less than or equal to -2.00 in all grades and subjects upon which their Strand II award is based, do not receive an award for Strand I.

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

APPENDIX F (CONTINUED)

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 and assistant principals / deans of instruction.

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

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

Strand II Method:

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS®.
2. EVAAS® converts student data to a single NCE scale which is normalized with the state TAKS data for 2006. This acts as the baseline/benchmark.
3. A baseline NCE score is then calculated for each student in each core foundation subject (Reading, Math, Language Arts, Science, and Social Studies).
4. Using a multivariate mixed model, spring 2011 data are converted and compared to NCEs and compared to spring 2010 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.

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

APPENDIX F (CONTINUED)

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.

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

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

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

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

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

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

AP/IB/DC Participation

1. Courses for 2009-2010 and 2010-2011 offered in 10th, 11th and 12th grades meeting the standard for an AP, IB and DC course are identified.
2. For AP, IB, and Dual Credit course enrollment, a student must have a six-week grade to be considered enrolled in the course. In the case of a two-semester AP, or IB course, the student must be enrolled for both semesters, including a six-week grade for each semester. For Dual Credit courses, enrollment is considered separately for fall and spring courses.
3. An unduplicated count of students in grades 10-12 for each campus is tallied from the three separate course types (AP, IB, DC). A student can be counted only once for this measure (with the exception that a student enrolled in a fall Dual Credit course on one campus and a spring Dual Credit course at a second campus may be considered enrolled at each campus).
4. Total enrollment in grades 10-12 for each campus as of the fall PEIMS snapshot date in 2009 and 2010 is collected.
5. The participation rate for each year at each campus is the number of unduplicated AP/IB/DC enrolled students divided by total grade 10-12 enrollment, all values expressed to the nearest tenth of a percentage point (.1)
6. Eligible staff at campuses that meet the 2010-2011 threshold level of 45.0 percent are awarded the maximum amount for this strand component. There is no rounding to meet the threshold (i.e., 44.9 percent is not awarded).

APPENDIX F (CONTINUED)

7. Campuses that do not meet the threshold level are rank-ordered according to the percentage-point change in their participation rates between 2009-2010 and 2010-2011, with both the underlying values and this change expressed to nearest tenth of percentage point. Only a campus with AP/IB/DC enrollment of at least five students each year (a participation rate for both years) is rank-ordered. Campuses that do not have their own data are not included in the analysis and will not be awarded on this strand.
8. Campuses rank-ordered by participation rate changes between 2009-2010 and 2010-2011 are quartiled. Eligible staff at campuses in the first quartile are awarded the maximum amount for this strand component. Eligible staff at campuses in the second quartile are awarded half the maximum for this strand component. Only those staff at campuses with a positive participation rate change are awarded.

AP/IB Performance

1. AP test performance data are extracted from the AP data provided by the College Board for 2009–2010 and 2010–2011. Student-level IB test performance data are downloaded from the International Baccalaureate Organization and provided to the Department of Research and Accountability from campuses that participate in the International Baccalaureate program. Because the electronic data files for both AP and IB are dynamic, a cut-off date is used for reporting purposes.
2. The performance rate for each year at each campus is calculated using the number of AP exams with a score of 3 or higher plus the number of IB exams with a score of 4 or higher, divided by the number of AP and IB exams taken, with all values expressed to the nearest tenth of a percentage point (.1). All exams are considered regardless of grade level, subject matter or the number of exams a student has taken.
3. Eligible staff at a campus that meets the 2010-2011 award standard of 50.0 percent are awarded the maximum for this strand component. There is no rounding to meet the standard (i.e., 49.9 percent is not awarded).
4. Campuses that do not meet the threshold level are rank-ordered according to the percentage-point change in their performance rates between 2009-2010 and 2010-2011, with both the underlying values and this change expressed to nearest tenth of percentage point. Only campuses with at least five students testing each year and hence a performance rate for both years are rank-ordered. Campuses that do not have their own data are not included in the analysis and will not be awarded on this strand.
5. Campuses rank-ordered by performance rate changes between 2009-2010 and 2010-2011 are quartiled. Eligible staff at campuses ranked in the first quartile are awarded the maximum amount. Eligible staff at campuses in the second quartile are awarded half the maximum. Only those staff at campuses with a positive performance rate change are awarded.

Strand IIIA Campus Level College Credit Participation/Performance Matrix – High Schools					
		Participation Rate: Percent of Students in Grades 10-12 enrolled in at least one AP, IB or Dual Credit course	Distribution of Percentage-Point Improvement in Participation Rate		
	Campus Staff	Award Standard: 45.0 %	Quartile 1	Quartile 2	Quartiles 3, 4
Met Award Standard	Principals	\$825	NA	NA	NA
	Assistant Principals	\$412.50	NA	NA	NA
Did not meet Award Standard	Principals	NA	\$825	\$412.50	\$0
	Assistant Principals	NA	\$412.50	\$206.25	\$0
		Performance Rate: Percent of all AP/IB exams taken with scores of 3 or higher (AP) and 4 or higher (IB)	Distribution of Percentage-Point Improvement in Performance Rate		
	Campus Staff	Award Standard: 50.0 %	Quartile 1	Quartile 2	Quartiles 3, 4
Met Award Standard	Principals	\$825	NA	NA	NA
	Assistant Principals	\$412.50	NA	NA	NA
Did not meet Award Standard	Principals	NA	\$825	\$412.50	\$0
	Assistant Principals	NA	\$412.50	\$206.25	\$0

APPENDIX F (CONTINUED)

Strand III Part B: Campus Achievement— Part B 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 on the TEA accountability ratings calculated without use of the Texas Projection Model (TPM). In this part of Strand III, only principals and assistant principals at schools that are TEA rated Exemplary or Recognized without TPM receive awards.

Strand IIIB Campus Level TEA Achievement Matrix				
	TEA Accountability Rating (without TPM)			
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 2010–11 minus percent meeting readiness standard in 2009–10.

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

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

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

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

APPENDIX G

ASPIRE AWARDS PROFESSIONAL DEVELOPMENT, 2010–2011

Course	Description	N
PD0844	ASPIRE-Intro to VA (Level 3)	2
PD0848	ASPIRE Advanced Level EVAAS	52
PD0854	ASPIRE-VA (Level 1 & Level 2)	418
PD0856	ASPIRE-VA (Level 1 & Level 2)	1
PD0868	ASPIRE-VA (Level 1 & Level 2)	14
PD0871	ASPIRE-VA (Level 1 & Level 2)	215
PD0880	ASPIRE-EVAAS 4-11 Activity Pk	145
PD0908	ASPIRE-Intro to VA (Level 1)	1
PD0930	ASPIRE Value-Added - Principal	85
PD0947	ASPIRE-VA (Level 1 & Level 2)	44
VA0101	ASPIRE - VA Progress Measmt	192
VA0102	ASPIRE - Basic Descriptv Stats	9
VA0103	ASPIRE - VA Data Concepts	4
VA0104	ASPIRE - Exploring VA Analysis	149
VA0105	ASPIRE - School Effectiveness	1
VA0106	ASPIRE - Value-Added Report	133
VA0107	ASPIRE - Stud Learng Factors A	3
VA0108	ASPIRE - Stud Learng Factors B	1
VA0109	ASPIRE - VA Calculations	3
VA0111	ASPIRE - Mean Gain Approach	2
VA0114	ASPIRE - VA Summary Reports	93
VA0116	ASPIRE - Interpreting MGA	127
VA0117	ASPIRE - School/Sys Diag Rpts	100
VA0119	ASPIRE - School/Sys Diag Perf	89
VA0120	ASPIRE - Diagnostic Summary Rt	22
VA0121	ASPIRE - Individl Student Rt A	106
VA0123	ASPIRE - Searches, Custom Rpts	19
VA0124	ASPIRE - Setting VA Goals	27
VA0125	ASPIRE - A Climate for Success	25
VA0126	ASPIRE - Ready for VA Analysis	18
VA0127	ASPIRE - VA Rollout Plan	1
VA0128	ASPIRE - Teacher-Level VA Rpts	91
Total Duplicated		2,192
Total Unduplicated (Unique Staff)		1,270
Value-Added Learning Path - Level 1		165
Total Unduplicated (Unique Staff)		165