

## MEMORANDUM

September 18, 2009

TO: Board Members

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

SUBJECT: **2005–2006 Teacher Performance-Pay and 2006–2007 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 model. The purpose of the HISD 2006–2007 ASPIRE Award Model, which was adopted by the Board of Education on September 13, 2007, was to reward teachers for their efforts in improving the academic growth of their students. 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 2005–2006 Teacher Performance-Pay Model (TPPM) and the 2006–2007 ASPIRE Award.

### **Award Payout**

- The final total payout for the 2005–2006 Teacher Performance-Pay Model (TPPM) was \$17,007,023.31 for 8,351 instructional staff, 1,534 non-instructional, 88 instructional and non-instructional staff from Charter Schools, and 260 principals, reflecting 58.4 percent of eligible staff receiving an award.
- The 2006–2007 ASPIRE Award was paid out on January 30, 2008. The final total payout was \$24,653,724.71 for 7,208 instructional core teachers, 3,548 instructional non-core employees, 2,159 non-instructional employees, and 242 principals, reflecting 77.6 percent of eligible staff receiving an award.

### **Retention**

- Retention rates for teachers were 88 percent for both the 2005–2006 and 2006–2007 cohorts.
- The percentage of teachers in hard to staff schools receiving bonuses related to classroom level performance declined by 5.3 percentage points from 67.7 percent for the 2005–2006 cohort to 62.4 percent for the 2006–2007 cohort.

- There was an increase in the overall district application rate from 69.1 percent in 2006 (January 1 to December 31) to 84.4 percent in 2007 (January 1 to December 31).
- The number of applicants applying for positions in hard to staff schools increased from 50.5 percent in 2006 to 62.7 percent in calendar year 2007. This reflects an increase in the percentage of applicants for hard to staff schools by 12.2 percentage points.

### **Teacher Attendance**

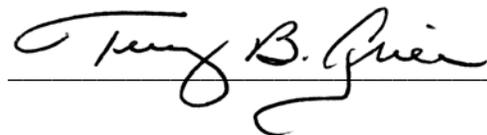
- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 to 95.0 percent in 2006–2007.

### **Student Academic Performance**

- On the English or Spanish TAKS test, the total percent passing increased for all subtests when comparing test results from 2004–2005 to 2006–2007.
- On the English or Spanish TAKS test, the percent commended increased for all subtests and grade levels, with the exception of grade 4 writing when comparing test results from 2004–2005 to 2006–2007. For grade 4 writing, there was no change in the percent scoring at the commended level.

### **Survey Feedback**

- Only 8.9 percent of pre-survey respondents and 7.5 percent of post-survey respondents provided answers to the question about preferred criterion in a performance pay model. The highest percentage of respondents indicated that they would prefer to develop a model based upon criteria other than student test scores from standardized assessments or for the teacher award model to incorporate other performance measures as well as standardized test scores.

 TBG

Attachment

cc: Superintendent's Direct Reports  
Executive Principals

# RESEARCH

**Educational Program Report**

**HOUSTON**  
Independent School District



Creating a College-Bound Culture

## **2005–2006 Teacher Performance-Pay and 2006–2007 ASPIRE Award Program Evaluation**



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**2005–2006 Teacher Performance-Pay and  
2006–2007 ASPIRE Award Program  
Evaluation  
2008–2009**

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## EXECUTIVE SUMMARY

### 2005–2006 TEACHER PERFORMANCE-PAY AND 2006–2007 ASPIRE AWARD PROGRAM EVALUATION

#### Program Description

On January 12, 2006, the Houston Independent School District (HISD) Board of Education approved a teacher performance-pay program awarding teachers financial incentives based on three strands of performance pay. 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. The purpose of the Teacher Performance-Pay Model was to focus on growth in student learning at both the campus and individual teacher levels and to make incentives more financially meaningful to teachers. Under the Teacher Performance-Pay Model, the maximum teacher award was \$7,000, (not including the 10 percent attendance bonus), and principals could earn up to \$9,000.

The Teacher Performance-Pay Model was based on several assumptions:

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

The awards were paid out in January 2007. The experience gained in the first year and consultations with national experts, teachers, and administrators provided the impetus for recommending the improvement and enhancement of the Teacher Performance-Pay model, which then became the ASPIRE Award, one component of the district's ASPIRE (Accelerating Student Progress: Increasing Results and Expectations) school improvement model. The purpose of the HISD 2006–2007 ASPIRE Award Model, which was adopted by the Board of Education on September 13, 2007, was to reward teachers for their efforts in improving the academic growth of their students. ASPIRE Award employs a value-added methodology that provides teachers with the information that they need to facilitate and measure student progress at the student, classroom, and campus levels. The ASPIRE Award is dedicated to achieving the following goals:

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

The ASPIRE Award is based on the same five assumptions and principles as the original Teacher Performance-Pay Model defined above. Given these goals and principles, the ASPIRE Award involves three different strands of academic performance: Strand I–Value-added Campus Improvement (Campus-Level Growth); Strand II–Value-added Core Teacher Improvement (Individual Teacher, Department, and/or Campus Growth); and Strand III–Campus Improvement and Achievement based on Texas Education

Agency (TEA) accountability ratings and Comparable Improvement on the Texas Assessment of Knowledge and Skills (TAKS) (Campus-Level Growth and Performance). Under the model, every HISD teacher has the opportunity to participate in at least two strands of the ASPIRE Awards (Strands I and III).

The 2006–2007 ASPIRE Award was paid out in January 2008. The purpose of the evaluation was to assess the effectiveness of the 2005–2006 Teacher Performance-Pay Model (TPPM) and the 2006–2007 ASPIRE Award Program in relation to the stated goals and the impact on the participants in the program.

## **Key Findings**

### **1. How many participants received an award and how much money was awarded district-wide for the 2005–2006 Teacher Performance-Pay Model (TPPM) and the 2006–2007 ASPIRE Award?**

- The final total payout for the 2005–2006 Teacher Performance-Pay Model (TPPM) was \$17,007,023.31 for 8,351 instructional staff, 1,534 non-instructional, 88 instructional and non-instructional staff from Charter Schools, and 260 principals, reflecting 58.4 percent of eligible staff receiving an award.
- For 2005–2006, the maximum award amount paid to teachers, including the attendance bonus, was \$7,175, while the maximum award amount paid to principals was \$8,920. Award amounts ranged from \$100.00 to \$7,175 for instructional staff and \$890.00 to \$8,920 for principals.
- For the 2005–2006 Teacher Performance-Pay Model, the average payout was \$1,805.13 for instructional staff, \$324.73 for non-instructional staff, \$1,752.84 for Charter School instructional and non-instructional staff, and \$4,923.07 for principals.
- For the 2005–2006 Teacher Performance-Pay Model, \$5,651,242.87 was awarded for Strand I, \$6,935,282.44 was awarded for Strand II, \$2,950,820.00 was awarded for Strand III, and \$189,679.00 was paid as an attendance bonus. Principals received awards totaling \$1,279,999.
- The 2006–2007 ASPIRE Award was paid out on January 30, 2008. The final total payout was \$24,653,724.71 for 7,208 instructional core teachers, 3,548 instructional non-core employees, 2,159 non-instructional employees, and 242 principals, reflecting 77.6 percent of eligible staff receiving an award.
- For 2006–2007, the maximum award paid was \$7,865.00 for teachers and \$11,760.00 for principals. The awards for instructional core teachers ranged from \$75.00 to \$7,865.00 with an average award of \$2,666.68. The awards for instructional non-core employees ranged from \$41.25 to \$2,530.00, with an average award of \$977.85. Non-instructional employees' awards ranged from \$62.50 to \$500.00, with an average award of \$369.74.
- For the 2006–2007 ASPIRE Award, 242 out of 259 eligible principals received an award that ranged from \$80.00 to \$11,760, with an average award of \$4,812.33.
- For the 2006–2007 ASPIRE Award, \$5,619,343.13 was awarded for Strand 1, \$11,684,794.28 was awarded for Strand 2, \$5,920,519.84 was awarded for Strand 3, with \$264,436.00 paid as an attendance bonus. Principals received awards totaling \$1,164,583.50.

### **2. Were there any common characteristics among the instructional staff that received a 2005–2006 Teacher Performance-Pay award and/or a 2006–2007 ASPIRE Award?**

- The 2005–2006 Teacher Performance-Pay and 2006–2007 ASPIRE Award recipients typically were female, held a bachelor's degree, and accumulated over 15 years of experience.
- For both 2005–2006 and 2006–2007, the largest percentage of employees receiving an award were categorized as teachers (88.5 percent and 86.9 percent, respectively).
- The largest increase for a specific category occurred for secondary teachers by 3.2 percentage points, whereas the largest decline occurred for elementary teachers (-4.5 percentage points).

**3. Have there been any changes in recruiting or retaining teachers, especially effective teachers providing instruction to high-need campuses, grade levels, and/or subject areas since program implementation?**

- Retention rates for teachers were 88 percent for both the 2005–2006 and 2006–2007 cohorts.
- The percentage of teachers in hard to staff schools receiving bonuses related to classroom level performance declined by 5.3 percentage points from 67.7 percent for the 2005–2006 cohort to 62.4 percent for the 2006–2007 cohort.
- There was an increase in the overall district application rate from 69.1 percent in 2006 (January 1 to December 31) to 84.4 percent in 2007 (January 1 to December 31).
- The number of applicants applying for positions in hard to staff schools increased from 50.5 percent in 2006 to 62.7 percent in calendar year 2007. This reflects an increase in the percentage of applicants for hard to staff schools by 12.2 percentage points.

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

- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 to 95.0 percent in 2006–2007.
- Teacher attendance rates, using both requested and mandatory absences, increased from 94.6 percent in 2004–2005 to 94.8 percent in 2006–2007.

**5. Have students shown academic gains in the four core content areas based on standardized test performance for 2005–2006 and 2006–2007?**

- Districtwide student performance on the Stanford 10 showed increases in the NCE scores from 2004–2005 to 2006–2007 in the four core content areas for tenth and eleventh grade students. NCE increases were evident for 7 out of 11 grades in reading, 7 out of 11 grades in math, 5 out of 11 grades in language, all 11 grades tested in environment/science, and six of nine grades tested in social science.
- Districtwide student performance on the Aprenda 3 showed increases in reading, mathematics, language arts, and environment/science NCE scores for grades 1, 2, and 3. Social Studies was not tested for these grade levels.
- On the English or Spanish TAKS test, the total percent passing increased for all subtests when comparing test results from 2004–2005 to 2006–2007.
- On the English or Spanish TAKS test, the percent commended increased for all subtests and grade levels, with the exception of grade 4 writing when comparing test results from 2004–2005 to 2006–2007. For grade 4 writing, there was no change in the percent scoring at the commended level.

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

- Prior to implementing a performance pay program, 41.4 percent of HISD campuses were ranked in the top two quartiles for TAKS Reading/ELA compared to similar campuses across the state, and this increased to 64.4 percent in 2006–2007.
- 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 2006–2007 (55.6 percent) for HISD schools compared to similar schools across the state.

- The percent of exemplary campuses increased from 2 percent in 2004–2005 to 5 percent in 2006–2007. The percent of recognized campuses increased from 10 percent in 2004–2005 to 25 percent in 2006–2007. There was a decrease in the percentage of academically acceptable campuses from 75 percent in 2004–2005 to 64 percent in 2006–2007, and in Academically Unacceptable campuses from 12 percent to 5 percent.
- 7. Based on survey results, what were the perceptions of respondents regarding the 2005–2006 Teacher Performance-Pay Model (TPPM) and the 2006–2007 ASPIRE Award?**
- Of the 16,296 Houston Independent School District (HISD) staff in 2005–2006, there were 1,851 participants who responded to the survey (11.3 percent) in December prior to payout for which 68.4 percent of HISD staff were core teachers and 31.6 percent were non-core instructional staff or “*Other*.”
  - Of the 16,504 HISD staff in 2006–2007, there were 6,383 who responded to the survey in May after payout, reflecting a response rate of 38.7 percent.
  - Pre-survey results indicated that the largest percentage of respondents were *in favor* or *somewhat in favor* of the concept of teacher performance pay (69.2 percent), while 18.8 percent of the respondents indicated that they were *somewhat opposed* or *opposed* to the concept.
  - Post-survey results indicated that the largest percentage of respondents were *in favor* or *somewhat in favor* of the concept of teacher performance pay (57.2 percent), while 22.1 percent were *somewhat opposed* or *opposed* to the concept.
  - When comparing pre-and post-survey results, the percentage of respondents that indicated they were *in favor* or *somewhat in favor* toward the concept of the Teacher Performance-Pay Model and to the ASPIRE Award Program was comparable (44.4 percent vs. 44.5 percent). After the payout of both models, however, opposition decreased by 9.2 percentage points.
  - For the 2005–2006 Teacher Performance Pay Model, only 46.2 percent of the respondents indicated that they *understood it completely* or *understood most aspects of it*; alternatively, for the 2006–2007 ASPIRE Award program (pre-survey), 66.5 percent of respondents indicated that they *understood it completely* or *understood most aspects of it*.
  - ASPIRE post-survey results indicated that 55.2 percent of respondents perceived they had *sufficient* understanding, while 27.4 percent felt their level of understanding was *high* or *very high* with regard to the ASPIRE Award program.
  - Of the 1,513 pre-survey respondents, 65.6 percent received a 2005–2006 Teacher Performance-Pay Award in January 2007. Of the 5,376 post-survey respondents, 79.7 percent received a 2006–2007 ASPIRE Award in January 2008.
  - The percentage of respondents that received training increased from 58.1 percent in 2005–2006 model to 91.9 percent in 2006–2007 model (pre-survey). Post-survey results indicated a decline in those respondents that received training by 6.8 percentage points.
  - The training component for which the largest percentage of respondents indicated a high or very high level of understanding centered on how value-added information can help educators (36.6 percent).
  - Over half of the respondents preferred a model based on a combination of student growth at the classroom and campus levels when comparing pre-and post-survey results (56.1 and 57.5 percent).
  - Only 8.9 percent of pre-survey respondents and 7.5 percent of post-survey respondents provided answers to the question about preferred criterion in a performance pay model. The highest percentage of respondents indicated that they would prefer to develop a model based upon criteria other than student test scores from standardized assessments or for the teacher award model to incorporate other performance measures as well as standardized test scores.

## **2005–2006 TEACHER PERFORMANCE-PAY AND 2006–2007 ASPIRE AWARD PROGRAM EVALUATION**

### **Introduction**

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

### **Program Description**

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

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

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

The purpose of the 2006–2007 ASPIRE Award Model, adopted by the Board of Education on September 13, 2007, was to reward teachers for their efforts in improving the academic growth of their students. The ASPIRE Award employs a value-added methodology that provides teachers with the information that they need to facilitate and measure student progress at the student, classroom, and campus levels. The ASPIRE Award is dedicated to achieving the following goals:

- Encourage cooperation in Professional Learning Communities;
- Be aligned with the district's other school-improvement initiatives;
- Use value-added data based on a national expert's methodology to reward teachers reliably and consistently for student progress;

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

The ASPIRE Award is based on the same five assumptions and principles of the Teacher Performance-Pay model defined above. Given these goals and principals, the ASPIRE Award involves three different strands of academic performance: Strand I–Value-added Campus Improvement (Campus-Level Growth); Strand II–Value-added Core Teacher Improvement (Individual Teacher, Department, and/or Campus Growth); and Strand III–Campus Improvement and Achievement based on Texas Education Agency (TEA) accountability and Comparable Improvement on the Texas Assessment of Knowledge and Skills (TAKS) (Campus-Level Growth and Performance). Under the model, every HISD teacher has the opportunity to participate in at least two strands of the ASPIRE Awards (Strands I and III).

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

The ASPIRE Award for principals:

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

## **Program History**

### *2005–2006 Teacher Performance-Pay Model Development and Methodology*

In early 2005, HISD stakeholders began exploring ideas to increase the level of sophistication and differentiated pay based on individual performance in the district’s performance pay program which at that time awarded everyone on a campus a small amount based on accountability ratings. The initial program was designed based on reviews of current incentive systems implemented nationally, and input from stakeholders, though constrained by guidelines established by the Board of Education and the Superintendent of Schools. In June, with strong encouragement from the HISD Board of Education, the newly appointed superintendent requested funds in the annual budget for a performance pay award for teachers. An initial plan was developed, and feedback on the plan was solicited from teachers, principals, and the wider community. In January 2006, the Board approved the Teacher Performance-Pay Model. This model was designed to provide bonuses to teachers whose students made sufficient academic progress. Although the school board passed the plan, it did not have the support of the local teacher’s union, and the level of input from teachers and campus administrators was limited. It was perceived by the Congress of Houston Teachers as a “top-down approach to developing the program” (cited in Center for Educator Compensation Reform, Houston Case Summary–4, C. Robinson, personal communication, August 4, 2008).

The Teacher Performance-Pay Model focused on growth in student learning at both the campus and individual teacher levels. For this model, growth in student learning on the Stanford 10/Aprenda 3 was calculated using the difference between the current year average Normal Curve Equivalent and prior year average Normal Curve Equivalent from each cohort to arrive at a change score. For the TAKS, student learning was calculated using the difference between the current year average scale score and prior year average scale score for each cohort to arrive at a change score. For TAKS tests administered by teachers for which there is only one year of data, progress was assessed using the difference between the current year average scale score from the campus standard that was based on the previous year's campuswide performance.

The maximum payout for core teachers as originally approved in January 2006 was \$3,500. After the receipt of a five-year Teacher Incentive Fund (TIF) grant from the U.S. Department of Education, the awards were doubled to \$7,000 for teachers at the 109 campuses meeting the criteria of the grant and to \$9,000 for principals. The district, on January 11, 2007, went to the Board of Education to accept these funds and increase the amount of money paid out to teachers at the other campuses not in the grant to be covered under local funds. Therefore, all teachers were eligible to receive up to the \$7,000 maximum supported, in part, by the TIF grant. **Appendix A** provides a detailed description of the 2005–2006 Teacher Performance-Pay Model. There were three different strands of performance pay.

Strand I focused on campus-level performance using the school's state accountability rating for eligibility (Exemplary, Recognized, and Acceptable with Progress) in the strand and rewarded campus-based staff on how well the school had improved when compared with 40 other schools with similar demographics around the state (a statewide calculation published annually as part of the Texas Education Agency's Academic Excellence Indicator System report). The campuses had to rank in the top two quartiles of Comparable Improvement on the TAKS reading and mathematics tests in order to qualify for performance-pay under this strand. All staff on the campus were eligible for this performance-pay, and teaching faculty were eligible for up to \$2,000 for both reading and mathematics. For the 109 campuses in the TIF grant, \$1,000 came from TIF based on the district's incentive program guidelines. All non-instructional staff on the campus were eligible for up to \$500. All non-instructional pay was supported by local funds only.

Strand II provided awards based on individual teacher and campuswide performance. It paid individual teachers based on student progress on the Stanford 10 Achievement Test and its Spanish-language equivalent, the Aprenda 3, in the top half of improvement when compared with teachers in similar HISD classrooms. Students were required to have two years of Stanford/Aprenda data to be included in the analysis. Elementary core instructional faculty were measured by their students' progress on the complete battery of tests, while secondary core instructional faculty were measured by their students' progress on their corresponding subject area test(s). Another component of the second strand included all non-core instructional staff who would be rewarded based on campus-level improvement on the Stanford 10 and Aprenda 3 complete battery in the top half of comparison improvement. The maximum award for core instructional faculty was \$2,000, for which TIF paid \$1,000 of the maximum award for the 109 campuses meeting federal guidelines. The maximum award for non-core instructional faculty was \$1,000, of which \$500 was paid by TIF for grant-eligible campuses and staff.

Strand III awarded individual teacher performance based on student progress on the Texas Assessment of Knowledge and Skills (TAKS) in the top half of improvement when compared to teachers in similar HISD classrooms. Elementary core teachers were measured by student progress by grade level in reading and mathematics scale scores. Secondary core teachers were measured using student improvement in subject-area scale scores including reading, English language arts, mathematics, social studies, and science. Another component of the third strand involved teachers who administer TAKS tests for which there is only one year of data, such as grade 3 reading and mathematics, grade 5 science, grade 8 social studies, and grade 10 social studies and science. These teachers' individual students' progress was compared to a

campus standard that was based on the previous year's campuswide performance. The maximum award for elementary teachers who had reading, math, and science TAKS data was \$3,000 of which TIF funds contributed \$1,500 for eligible teachers at the 109 campuses meeting federal guidelines. For teachers with only reading and mathematics data, the maximum was \$2,000 with \$1,000 coming from TIF for the teachers at TIF eligible campuses. The maximum award for secondary core teachers was \$2,000 per subject area of which TIF funds contributed \$1,000 for teachers at campuses meeting federal guidelines.

Special Analysis methods were developed and applied to the specific schools that could not be assessed using the HISD Teacher Performance-Pay Model general methodology for the 2005–2006 school year. All schools that required special analysis were identified and categorized into eight general groupings based on the type of information missing. Below are the categories, the special analysis that was conducted, and the strands that the schools were eligible for after conducting the special analysis.

The eight special analysis categories included the following:

- A. No teacher data available through PEIMS: Collect roster from campus and apply model. Eligible for Strands I, II, III.
- B. No TEA Comparable Improvement because school serves students only under grade 3: Pair with TEA Accountability paired school for Strand I. Eligible for Strands I, II (Not eligible for Strand III since they do not administer TAKS).
- C. No TEA Comparable Improvement because school serves students only under grade 4: Pair with feeder school for Strand I. Eligible for Strands I, II, IIIA.
- D. No TEA Comparable Improvement because it is a new school with one year of data: Special analysis will be developed for one year of data. Eligibility for participation under specific strands will then be determined.
- E. Rated under TEA Alternative Education Accountability and No Comparable Improvement: Use TEA AEA Rating and Texas Growth Index results. Eligible for Strands I, II, III.
- F. No TEA Accountability rating, Comparable Improvement, or test data because the school serves students in Pre-K or K only: Pair with schools into which they feed. Eligible for Strands I, IIB (Not eligible for Strands IIA or III since teachers do not have students with actual test data).
- G. No TEA Accountability rating or Comparable Improvement: Special analysis will be developed for Special Education and DAEP (with flow-through funding) campuses with no or limited data. Eligibility for participation under specific strands will then be determined.
- H. No TEA Accountability rating or Comparable Improvement due to contract DAEP status: Not included in Performance-Pay Model.

#### *2005–2006 Principal Performance-Pay Model Development and Methodology*

The Principal Performance-Pay Model was aligned to the 2005–2006 Teacher Performance-Pay Model, and designed to be flexible so that changes could be incorporated as needed. The model development reflected the same processes as the Teacher Performance-Pay Model (see **Appendix B**).

The methodology used to calculate the performance pay of principals was based on the percentage of the total amount of possible performance pay at their campus that teachers at their campus actually earned. Specifically, the performance at all strands was taken into account to calculate the performance-based pay. After the Possible Incentive and Actual Incentive paid were calculated, they were summed across strands. The Actual Incentive paid was divided by the maximum Possible Incentive to provide the Percent of Possible Incentive Earned. This percentage was applied to the \$9,000 maximum per person incentive amount to determine what each principal received. Of the \$9,000 maximum award, TIF provided up to \$3,000 toward the maximum performance-pay for the principals at campuses meeting federal guidelines. **Appendix B** provides a detailed description of the 2005–2006 Principal Performance-Pay Model.

*2006–2007 ASPIRE Award Model Development and Methodology for Teachers*

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

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

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

As a result of input from these committees and through the institution of new partners, five key activities emerged to improve the implementation of the program. These included: (1) development of the ASPIRE Educational Improvement Model and incorporation of the differentiated compensation program into the improvement model as the ASPIRE Award program; (2) implementation of a Three-Phase Trainer-of-Trainers Professional Development plan that focused on differentiating growth versus achievement; (3) development of a strategic communications plan of the ASPIRE Award model and value-added student

academic growth; (4) creation of innovative technological infrastructure through the development of a portal and creation of a verification system; and, (5) model development using SAS EVAAS<sup>®</sup> value-added data. Additionally, the district allowed teachers to opt out of the performancy pay (ASPIRE Award) program prior to the analysis being conducted.

The first of the five key activities focused on the development of the ASPIRE Educational Improvement Model. ASPIRE is the basic framework for school improvement in HISD and is based on four pillars. The four pillars included:

1. Developing human capital,
2. Informing practice,
3. Improving teaching and learning, and
4. Recognizing excellence.

The district has been committed to recruiting, retaining, and developing a talented workforce. By aligning performance standards and goals at the region/department/campus/team level with those of the district, everyone has been moving in the same direction with the focus on student learning. As part of the plan to develop human capital, professional development has been targeted to those areas that were identified through the use of data derived from monitoring and assessing performance standards. Through university and college partnerships, employees have been able to continue their education and earn advanced degrees. Additional opportunities and professional development will be added annually.

With regard to informing practice, the district has striven to create a culture of continuous improvement. Through the use of longitudinal data, scorecards, feedback from stakeholders, collaborating in professional networks to determine and share best practices, and participating in national conferences to disseminate and review the latest research, the district has implemented a framework for fostering best practices and use of data at all levels.

With regard to improving teaching and learning, the district has implemented the fostering of collaborative learning among employees seeking to use research-based and innovative practices. Since students are unique, differentiating and personalizing instruction remains a strong focus.

HISD has been committed to recognizing, celebrating, and rewarding excellence. By acknowledging and sharing best practices through HISD publications, the ASPIRE portal, and recognition ceremonies, the district has continued to embark on new ways of recognizing outstanding work. Through the ASPIRE Award Program, HISD employees have had the opportunity to earn performance-based pay on their success in raising students' academic progress and achievement levels. Finally, HISD has encouraged employees to achieve excellence by supporting alternative career programs, mentorships, and certification programs.

The second key activity focused on launching a three-phase Trainer-of-Trainers Professional Development Plan that included the following:

- ASPIRE Maps were developed and rolled out to help staff understand the ASPIRE educational paradigm shift to thinking about growth of individual students versus passing rates (achievement).
- ASPIRE Core and Campus Teams were created. These individuals were trained to help their campuses understand ASPIRE, value-added data, and the ASPIRE Award Program.
- Funding was sought for the development of a learning management system to tailor and track the professional development offered to staff.
- Supported by grants from the Bill and Melinda Gates Foundation, the Broad Foundation, and Title II, the district worked in conjunction with Battelle for Kids, a national not-for-profit organization that provides educational-improvement strategies to launch a professional development plan.

The third key activity focused on creating a strategic communications plan regarding ASPIRE, the ASPIRE Award, and value-added student academic growth that included the following:

- Developed the ASPIRE school improvement framework model as the foundation of a strategic communications plan to help everyone understand the district’s overall educational improvement strategy and the role that differentiated compensation plays within it.
- Created educational learning maps to offer an interactive learning experience around ASPIRE. Map sessions were conducted on every campus in August and September.
- Produced a number of documents to acquaint administrators, teachers, staff, and parents/community members with ASPIRE and the ASPIRE Award infrastructure improvements that covered online verification, award notification, and inquiry system through the ASPIRE portal.
- Held more than 175 ASPIRE Community Engagement Forums from April to May in each region to learn about ASPIRE, discover the difference between progress and achievement and why it is important to measure both, hear about value-added analysis and the ways in which this diagnostic tool is improving teachers’ and schools’ impact on student learning, find out about some of the district and region’s strengths and priorities for improvement revealed through value-added reports, experience the ASPIRE portal and other informational resources available to community members, and share feedback with HISD administrators. Coordination of the calendar of events was managed by Battelle for Kids, and newsletter articles were published in HISD today. Materials were translated in Spanish and Vietnamese by HISD staff. The video, *An Introduction to Value-Added Analysis* developed by Battelle for Kids, was translated into Spanish and Vietnamese and used during the Community Engagement Forums. Battelle for Kids trained regional staff and provide ongoing support.
- Supported by grants from the Broad Foundation and the Bill and Melinda Gates Foundation, the activities for the strategic communications plan were accomplished in conjunction with Battelle for Kids and Yaffe Deutser, a local marketing firm.

The fourth key activity centered on the creation of an innovative technological infrastructure through the development of a web-based portal and creation of an on-line verification system.

- Developed the ASPIRE Portal, which included the following:
  - Information about the ASPIRE school improvement framework;
  - Information and documents about the ASPIRE award model;
  - Individual classroom-level value-added reports that employees access through a secure log-in; and
  - An estimator to help HISD staff calculate the differentiated compensation they may be eligible for as part of the ASPIRE Award Program.

The ASPIRE portal was developed by Battelle for Kids in conjunction with input from HISD personnel and supported by a grant from the Broad Foundation.

- Created the ASPIRE Verification System with the following components:
  - Assignment Verifications: Faculty and principals confirmed last year’s campus assignments (core instructional, non-core instructional, and non-instructional); and
  - Instructional Linkages: Core teachers in grades 3-8 verified class rosters, student mobility, and shared instructional time to make sure classroom-level value-added reports were as accurate as possible.
- Provided employees with an ASPIRE Award Estimate with supporting information about their estimated award prior to payout available through the ASPIRE Portal.

- Developed an inquiry process through which employees had the opportunity to ask about the accuracy of the information used to calculate their ASPIRE Award and provide documentation to support revision, if necessary.

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

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

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

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

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

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

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

On September 6, 2007, a Broad Foundation representative announced that a \$3,577,000 3-year grant would be awarded to the Houston Independent School District for the ASPIRE Initiative and the ASPIRE Award Program. The district has used the funding to develop and manage the data associated with the awards, conduct strategic planning for continuous improvement of the program, create a Web site to provide information about the program to teachers, create and implement a comprehensive communication plan, and help pay for a districtwide professional development program for teachers and administrators regarding the ASPIRE School Improvement framework, value-added data, measuring student growth, and how to use the data to improve student learning.

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

### *2006–2007 ASPIRE Award Model Development and Methodology for Principals*

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

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

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

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

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

### *Lessons Learned*

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

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

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

HISD funded the performance pay plan with a variety of sources. In order for any program to be successful, it is important that appropriate funding is available and that the program is sustainable. Prior to receiving grants from The Broad Foundation, Bill and Melinda Gates Foundation, and the Teacher Incentive Fund, the district committed one percent of payroll every year to the program. This showed the level of support from the Board of Education as representatives of their various constituencies.

## **Program Participants**

### *Categories*

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

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

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

identified as core teachers if they taught one or more courses with a course number identified as a core course.

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

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

*2005–2006 Teacher Performance-Pay Model (TPPM)*

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

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

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

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

*2006–2007 ASPIRE Award*

During the 2006–2007 school year, a total of 16,951 campus-based employees met the eligibility requirements for participating in the ASPIRE Award Program. **Table 2** depicts the eligible participants by categorization. Instructional Core staff consisted of 8,111 participants or 47.8 percent of the total, reflecting the highest percentage of eligible staff. Non-core Instructional and Non-instructional employees comprised 25.9 and 24.7 percent of the total participants, respectively. Principals comprised the smallest category with only 1.5 percent.

**Table 2. 2006–2007 ASPIRE Award Eligibility by Categorization**

<b>Categorization</b>	<b>N</b>	<b>%</b>
Instructional Core	8,111	47.8
Instructional, Non-core	4,388	25.9
Non-instructional	4,193	24.7
<b>Subtotal</b>	<b>16,692</b>	<b>98.5</b>
Principal	259	1.5
<b>Total</b>	<b>16,951</b>	<b>100.0</b>

### *Eligibility Criteria*

In order to be eligible for the 2005–2006 Teacher Performance-Pay Model, staff needed to be employed at a campus and active in the district at the time of payout. **Appendix A** defines the eligibility criteria for participation.

For 2006–2007, eligibility criteria were more specifically defined. In order to be eligible for 2006–2007 ASPIRE awards and bonuses, all HISD employees must have met the following general eligibility requirements:

- Completed the testing year
- Returned to the district as an employee at the beginning of the new testing year
- Was active on the payroll, with no break in service at the time bonuses were distributed. Family Medical Leave (FML), assault leave, and military leave were not considered breaks in service.
- Was in good standing, not under investigation, or reassigned pending investigation at the time bonuses were distributed. Employees were ineligible for bonuses until any investigation was concluded and the employee was cleared of the allegation. If the investigation was concluded with a confirmation of inappropriate employee behavior, then the employee was ineligible to receive a bonus as part of the ASPIRE Award Program.
- Employees who resigned or were terminated prior to the time bonuses were distributed were ineligible for a bonus.
- Employees who retired and did not return at the beginning of the new testing year were eligible for a bonus. HISD recognized one retirement. Retirees who were rehired must have met all eligibility requirements just like any other district employee and were not treated as “first-time retirees” for purposes of the ASPIRE Award Program, if they subsequently left the district again.

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

### **Budget**

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

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

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

### **Purpose of the Evaluation**

The purpose of the evaluation was to assess the effectiveness of the 2005–2006 Teacher Performance-Pay Model (TPPM) and the 2006–2007 ASPIRE Award Program in relation to the stated goals and the impact on the participants in the program. 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 2005–2006 Teacher Performance-Pay Model (TPPM) and the 2006–2007 ASPIRE Award?
2. Were there any common characteristics among the instructional staff that received a 2005–2006 Teacher Performance-Pay award and/or a 2006–2007 ASPIRE Award?
3. Have there been any changes in recruiting or retaining teachers, especially effective teachers providing instruction to high-need campuses, grade levels, and/or subject areas since program implementation?
4. Have there been any changes in teacher attendance since performance-pay has been implemented?
5. Have students shown academic gains in the four core content areas based on standardized test performance for 2005–2006 and 2006–2007?
6. Have there been any changes in Comparable Improvement or TEA Accountability ratings since performance-pay has been implemented?
7. Based upon survey results, what were the perceptions of respondents regarding the 2005–2006 Teacher Performance-Pay Model (TPPM) and the 2006–2007 ASPIRE Award?

## **Methods**

### **Data Collection**

#### *2004–2005 Baseline Data*

Baseline data collection involved multiple data sources. Human resources provided a teacher attendance file extracted from PeopleSoft for the 2004–2005 school year. Districtwide performance data were extracted from the *District and School Stanford and Aprenda Performance Report* (2006) and the *Texas Assessment of Knowledge and Skills (TAKS) Report* (2006). TEA Accountability ratings were extracted from the *Texas Education Agency Accountability, Houston Independent School District, 2006 Final Results*. Comparable Improvement data were extracted from the *Academic Excellence Indicator System (AEIS)* for 2005.

#### *2005–2006 Teacher Performance-Pay Model*

Data collection involved multiple departments and data sources. Human Resources provided a comprehensive file with HISD staff for the 2005–2006 school year extracted from PeopleSoft. In addition, a separate teacher attendance data file was extracted from PeopleSoft for 2005–2006. HISD charter schools provided teacher information in EXCEL spreadsheets which were manually entered. Core courses were identified through discussions with staff from Federal State and Compliance as well as the Curriculum Department. 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. Performance data were extracted from the 2006 TAKS administration and the 2006 Stanford 10/Aprenda 3 administration. Student attendance data for the 2005–2006 school year was extracted from the Public Education Information Management System (PEIMS) Average Daily Attendance (ADA) file. The Texas Education Agency (TEA) Accountability ratings along with Comparable Improvement information were downloaded from the state's website. 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.

### *2006–2007 ASPIRE Award*

The Department of Research and Accountability, Performance Analysis Bureau, provided longitudinal TAKS, Stanford 10, and Aprenda 3 test results to EVAAS<sup>®</sup> according to their requirements for calculation of district-wide value-added performance and ultimately classroom-level performance. The value-added data were returned to Battelle for Kids (BFK) for portal upload and to Performance Analysis who also received employee data from PeopleSoft, as well as collecting all employee and assignment data for non-HISD charter school employees. After Performance Analysis provided them with HISD student and teacher linkage data from the Chancery system in the summer 2007, BFK coordinated the process of verifying employee assignments in Fall 2007, including teacher-student linkages, on the ASPIRE Portal. This information was provided to SAS EVAAS<sup>®</sup> in November after teachers reviewed and corrected the data if needed in September-October 2007 using the BFK portal, along with the Chancery assignment data previously provided to them. After coordinating with EVAAS<sup>®</sup> on the value-added data products that were necessary for award calculation in all strands of the model, HISD received EVAAS<sup>®</sup> teacher reports and cumulative Teacher Mean NCE Gain and Gain Index data in November 2007.

### *Survey Data*

To determine the perceptions and level of knowledge of participants regarding the 2005–2006 Teacher Performance-Pay Model (TPPM) paid out in January 2007 and the 2006–2007 ASPIRE Award program paid out in January 2008, pre-and post-surveys were administered from Tuesday, December 4, 2007 to Wednesday, December 12, 2007 and from Tuesday, May 13, 2008 to Thursday, May 21, 2008. 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 TPPM and ASPIRE Award program. Questions employed a Likert-scaled or single-response format, with respondents given the opportunity to provide additional comments on open-ended questions. Open-ended questions centered on identifying strengths of the ASPIRE Award program, providing criteria for a teacher award model from the perspective of the respondents, and providing recommendations for making changes to the current model. The responses were completely anonymous.

For the administration of the pre-survey, the Assistant Superintendent of Research and Accountability notified all principals directly (via e-mail) for accessing the survey on the Research and Accountability Website. Principals were asked to distribute the notice to all teachers. In addition, a notification flag about accessing the survey was posted on the employee portal site. Participants were instructed to complete the survey and return it via e-mail or print the survey and FAX the completed form. The data obtained from the completed surveys were collected without identifying information and entered into ACCESS. For the post-survey, participants were sent an e-mail with a link to the survey produced and distributed through Survey Monkey.

### *Survey Participants*

Of the 16,296 and 16,504 Houston Independent School District (HISD) staff 2005–2006 and 2006–2007, there were 1,851 participants who responded to the survey (11.3 percent) in December and 6,383 respondents in May (38.7 percent). If survey participants were employed by HISD during the 2005–2006 and/or 2006–2007 school year, they were asked to indicate the type of teaching position held. Of the 1,851 respondents, 1,494 and 1,643 indicated the type of position that was held for the 2005–2006 and 2006–2007 school years for the pre-survey, respectively, while 6,283 indicated their position for the post-survey (**Table 3**).

Table 3. Number and Percent of Survey Respondents Based on Position Held, 2005–2006 and 2006–2007

	TPPM 2005–2006		ASPIRE (Pre) Dec. 2007		ASPIRE (Post) May 2008	
	N	%	N	%	N	%
EC-2nd grade Core teacher	410	27.4	448	27.3	Instructional Staff	5,007 79.7
Grade 3-8 Core teacher	415	27.8	486	29.6	Non-Instructional Staff	687 10.9
High School Core teacher	161	10.8	190	11.6	Principal	96 1.5
EC-2nd grade Non-core instructional staff	53	3.5	61	3.7	Professional Support	162 2.6
Grade 3-8 Non-core instructional staff	78	5.2	72	4.4	Regional/Central Office Personnel	16 0.3
High School Non-core instructional staff	137	9.2	148	9.0		
Other (specify)	240	16.1	238	14.5	Other (please specify)	315 5.0
<b>Total</b>	<b>1,494</b>	<b>100.0</b>	<b>1,643</b>	<b>100.0</b>	<b>Total</b>	<b>6,283 100.0</b>

**Data Analysis**

Data analysis for the 2005–2006 Teacher Performance Pay Model followed the methodology described in Appendix A. The Department of Research and Accountability conducted the calculations for the model. Files produced for the model calculations and payouts were used for this evaluation report.

Value-added analysis for the 2006–2007 ASPIRE Award was conducted by SAS EVAAS®, and the completed data files were sent to the Department of Research and Accountability and BFK. Calculations for the model were conducted by the Performance Analysis Bureau following the methodology outlined in Appendix C.

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.

*Survey Analysis*

Both quantitative and qualitative research methods were employed to analyze the results of the surveys. Descriptive statistics in terms of frequencies, percentages, and crosstabulations were used to examine the single-response and Likert-type questions. Items marked “N/A” indicated that the item did not apply and was treated as missing data. For the pre-survey, if a respondent indicated that they were not employed by HISD in 2005–2006, their responses were excluded from the analysis for questions 5 through 15. Similarly, if a respondent indicated that they were not employed by HISD in 2006–2007, their responses were excluded from the analysis for questions 17 through 24. If respondents indicated that they did not receive training for the 2005–2006 TPPM, their responses to questions 10 and 11 were excluded from the analysis. Similarly, if respondents indicated that they did not receive training for the 2006–2007 ASPIRE Award, their response to question 21 was not included in the analysis. For the post-survey, raw data were provided by *Battelle For Kids* in an excel spreadsheet that had been downloaded from Survey Monkey. Data were recoded and analyzed in SPSS. Items that were skipped were coded as missing data and not included in the analysis. For the open-ended questions, qualitative analysis was employed by developing emergent categories. The data are presented using descriptive statistics.

**Data Limitations**

The limitations to pre-survey administration centered on the short time frame for completing the pre-survey coupled with distribution and access to the survey. Additionally, there were changes in the structure of the survey instrument as well as changes in coding for the post survey.

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

**Results**

**How many participants received an award and how much money was awarded district-wide for the 2005–2006 Teacher Performance-Pay Model (TPPM) and the 2006–2007 ASPIRE Award?**

**2005–2006 Teacher Performance-Pay Model (TPPM)**

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

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

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

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

<sup>a</sup> The maximum ward amount paid for instructional staff included the attendance bonus.

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

## 2006–2007 ASPIRE Award

In the first year of the ASPIRE Awards, 20,152 campus-based employees were considered for the 2006–2007 ASPIRE Award. Of those, 16,951 (84 percent) met eligibility requirements, which included returning to the district in a salaried position as of the payout date of January 30, 2008. **Table 5** summarizes the 2006–2007 ASPIRE Award eligibility categorizations with the respective minimum, maximum, and mean award amounts. Of the 16,951 who met eligibility requirements, 13,157 (78 percent) were paid, and 3,794 (22 percent) were not paid. The maximum award payment made was \$7,865 for teachers and \$11,760 for principals. In the first year of ASPIRE Awards, 8,111 instructional core teachers were eligible for the program and 7,208 received an award (Table 4). The awards ranged from \$75.00 to \$7,865.00 with an average award of \$2,666.68. Of 4,388 instructional non-core employees that were eligible for an award, 3,548 or 80.9 percent were paid and 840 or 19.1 percent were not paid. The awards for instructional non-core employees ranged from \$41.25 to \$2,530 with an average award of \$977.85. Over 50 percent of the non-instructional employees (2,159) received an award, while 48.5 percent were not paid. Awards for this category ranged from \$62.50 to \$500.00, with \$369.74 representing the average award. Out of the 259 eligible principals, 242 received an award that ranged from \$80.00 to \$11,760, with an average award of \$4,812.33.

Table 5. 2006–2007 ASPIRE Award Eligibility by Categorization

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

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

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

## Award Payout by Strand

### 2005–2006 Teacher Performance-Pay Model

**Table 6** summarizes the strand totals for all paid employees for the 2005–2006 Teacher Performance-Pay Model. Strand I was based on campus-level performance. The school's state accountability rating was the basis for eligibility. Rewards were based on how well the school improved when compared with 40 other schools across the state with comparable demographics. Strand II awards were based on individual teacher and campuswide performance. Individual teachers were paid based on student progress on the Stanford 10 Achievement test and the Aprenda 3 when compared with teachers in similar HISD classrooms. Campuswide awards were based on campus-level improvement on the Stanford 10 and Aprenda 3. Strand III rewarded individual teacher performance, specifically with regard to student progress on the Texas Assessment of Knowledge and Skills (TAKS) when compared to teachers in similar HISD classrooms.

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

**Table 6. Strand Totals for all Paid Campus Employees, 2005–2006**

	<b>Award Amounts</b>
Strand IA	\$ 5,143,229.87
Strand IB	\$ 508,013.00
<b>Strand I Total</b>	<b>\$ 5,651,242.87</b>
Strand IIA	\$ 4,575,330.00
Strand IIB	\$ 2,359,952.44
<b>Strand II Total</b>	<b>\$ 6,935,282.44</b>
Strand IIIA	\$ 2,768,820.00
Strand IIIB	\$ 182,000.00
<b>Strand III Total</b>	<b>\$ 2,950,820.00</b>
<b>Total Pre-Attendance</b>	\$15,537,345.31
<b>Attendance Bonus</b>	\$ 189,679.00
<b>Total with Attendance</b>	<b>\$15,727,024.31</b>
<b>Principal</b>	\$ 1,279,999.00
<b>Total Award</b>	<b>\$17,007,023.31</b>

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

**Table 7** summarizes the 2005–2006 Teacher Performance-Pay strand totals for all paid campus employees by category. The total payout for the 8,351 instructional employees was \$15,074,635.31, reflecting 88.6% of the total payout. For the 1,534 non-instructional employees, the total payout was \$498,139.00, while instructional and non-instructional staff at charter schools were paid \$154,250.00. The 260 principals were paid \$1,279,999.00, reflecting 7.5 percent of the total payout.

**Table 7. Strand Totals for All Paid Employees by Category, 2005–2006**

<b>Category</b>	<b>N</b>	<b>Strand 1</b>	<b>Strand 2</b>	<b>Strand 3</b>	<b>Attendance</b>	<b>Total</b>
Instructional	8,351	\$5,074,777.87	\$6,875,358.44	\$2,934,820.00	\$189,679.00	\$15,074,635.31
Non-instructional	1,534	\$493,215.00	\$4,924.00	\$0.00	\$0.00	\$498,139.00
Charter School Staff	88	\$83,250.00	\$55,000.00	\$16,000.00	\$0.00	\$154,250.00
Principal	260	\$1,279,999.00	\$0.00	\$0.00	\$0.00	\$1,279,999.00
<b>Total</b>	<b>10,233</b>	<b>\$6,931,241.87</b>	<b>\$6,935,282.44</b>	<b>\$2,950,820.00</b>	<b>\$189,679.00</b>	<b>\$17,007,023.31</b>

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

*2006–2007 ASPIRE Award*

**Table 8** summarizes the strand totals for all paid campus-based employees for the 2006–2007 ASPIRE Award. Strand 1 rewarded campus staff for cooperative efforts at improving individual student performance at the campus level through the application of campus-level value-added analysis of student academic progress. Strand 2 rewarded core instructional staff for individual efforts at improving student academic performance at the classroom/student cohort level through the application of teacher-level, or department-level, or campus-level value-added analysis of student academic progress. All teachers of core subjects providing instruction for grades PK–12 were included in Strand 2. Strand 3 rewarded instructional staff for cooperative efforts at improving student performance at the campus level and for achieving and/or maintaining the Recognized or Exemplary performance of their students.

A total of 13,157 campus employees, consisting of 7,208 instructional core, 3,548 instructional non-core, 2,159 non-instructional, and 242 principals earned a total of \$24,653,724.71 for the 2006–2007 ASPIRE Award, which included attendance bonuses totaling \$264,436.00. Of the three strands, the payout for Strand 2 was the largest with \$11,684,794.28. Strand 2 rewarded core instructional staff for individual

efforts at improving student academic performance at the classroom/student cohort level through the application of teacher-level or department-level value-added analysis of student academic progress. Strands 1 and 3 had similar levels of payout with \$5,619,343.13 and \$5,920,519.84 awarded, respectively.

**Table 8. Strand Totals for all Paid Campus Employees, 2006–2007**

<b>ASPIRE Award</b>	<b>Award Amounts</b>
<b>Strand 1 Total</b>	\$ 5,619,343.13
<b>Strand 2 Total</b>	\$11,684,794.28
Strand 3A	\$ 5,298,880.08
Strand 3B	\$ 621,639.76
Strand 3C	-
<b>Strand 3 Total</b>	\$ 5,920,519.84
<b>Total Pre-Attendance</b>	\$23,224,657.25
<b>Attendance Bonus</b>	\$ 264,436.00
<b>Total with Attendance</b>	\$23,489,093.25
<b>Principal</b>	\$ 1,164,583.50
<b>Total Award</b>	<b>\$24,653,724.71</b>

\*TIF money paid to those meeting federal requirements of the grant.  
 Note: 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 9** summarizes the strand totals for all paid employees, and the total award paid to each specific category for 2006–2007. A total of 13,157 employees (including principals) were paid \$24,653,724.71 for their 2006–2007 performance. Instructional staff were eligible to receive an attendance bonus, and for the 2007 payout, the attendance bonus totaled \$264,436.00. Instructional core employees received 78 percent of the total payout, followed by instructional non-core (14.1 percent), and lastly by non-instructional employees (4.7 percent). Principals received 4.7 percent of the total payout.

**Table 9. Strand Totals for All Paid Employees by Category, 2006–2007**

<b>Category</b>	<b>Number</b>	<b>Strand 1</b>	<b>Strand 2</b>	<b>Strand 3</b>	<b>Attendance</b>	<b>Total</b>
Instructional, Core	7,208	\$3,295,700.00	\$11,684,794.28	\$4,029,765.50	\$211,183.09	\$19,221,442.87
Instructional, Non-core	3,548	\$1,525,368.13	\$ -	\$1,890,754.34	\$ 53,252.91	\$ 3,469,423.34
Non-instructional	2,159	\$ 798,275.00	\$ -	\$ -	\$ -	\$ 798,275.00
Principal	242	\$ 166,102.00	\$ 781,077.00	\$ 217,404.50	\$ -	\$ 1,164,583.50
<b>Total</b>	<b>13,157</b>	<b>\$5,785,445.13</b>	<b>\$12,465,871.28</b>	<b>\$6,137,924.34</b>	<b>\$264,436.00</b>	<b>\$24,653,724.71</b>

\*TIF money paid to those meeting federal requirements of the grant.  
 Note: 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.

**Were there any common characteristics among instructional employees that received a 2005–2006 Teacher Performance-Pay award and/or a 2006–2007 ASPIRE Award?**

**Table 10** summarizes common characteristics among the instructional staff that were eligible and received an award compared to the instructional staff districtwide for 2005–2006 and 2006–2007. Regarding gender, 77.5 percent and 76.5 percent of the award recipients over the past two years were

female. At least 64 percent of the recipients over the past two years received a Bachelor’s degree, and at least 27 percent of the award recipients over the past two years accumulated over 15 years of experience. With regard to race/ethnicity of the instructional staff that received an award over the past two years, at least 37 percent were African American, at least 33 percent were White, and at least 22 percent were Hispanic. When comparing the characteristics of award recipients to the district, the distributions are similar regarding particular racial/ethnic groups, gender, and years of experience. Racial/ethnic differences between the district distributions and award recipients for 2006–2007 range from 0.0 percent points for Native Americans to 2.0 percentage points for Whites. When comparing the highest degree held for award recipients to the district, the largest differentials occurred for those campus-based employees that did not hold a Bachelor’s Degree or higher by -10.8 percentage points in 2005–2006 and -9.8 percentage points in 2006–2007. The average number of years of experience for the district in 2005–2006 was 11.9 years in 2005–2006 and 12.0 years in 2006–2007 compared to 10.5 years in 2005–2006 and 10.8 years in 2006–2007 for award recipients. Award recipients typically were female, held a bachelor’s degree, with at least 27 percent accumulating over 15 years of experience.

Table 10. Characteristics Comparing Instructional Campus-Based Employees Receiving an Award to Districtwide Instructional Campus-Based Employees, 2005–2006 and 2006–2007

	2005–2006				2006–2007			
	Districtwide		Award		Districtwide		Award	
	N	%	N	%	N	%	N	%
<b>Race/Ethnicity</b>								
African American	6,607	41.6	3,033	36.6	6,624	41.5	4,284	40.4
Asian	560	3.5	317	3.8	585	3.7	436	4.1
Hispanic	3,701	23.3	2,051	24.7	3,786	23.7	2,367	22.3
Native American	8	0.1	4	<1.0	11	0.1	8	0.1
White	5,014	31.6	2,886	34.8	4,961	31.1	3,510	33.1
<b>Gender</b>								
Female	12,286	77.3	6,427	77.5	12,312	77.1	8,109	76.5
Male	3,604	22.7	1,864	22.5	3,655	22.9	2,496	23.5
<b>Highest Degree Held</b>								
Not Indicated	-	-	3	<1.0	-	-	2	<1.0
No Bachelor’s Degree or higher	1,782	11.2	37	0.4	1,662	10.4	60	0.6
Bachelor’s Level Degree	9,237	58.1	5,494	66.3	9,395	58.8	6,812	64.2
Some Graduate School	-	-	-	-	-	-	1	<0.1
Master’s Level Degree	4,574	28.8	2,591	31.3	4,605	28.8	3,504	33.0
Doctorate	297	1.9	166	2.0	305	1.9	226	2.1
<b>Years of Experience (Total)</b>								
0 to 2 years	3,274	20.6	1,836	22.1	3,310	20.7	2,390	22.5
3 to 5 years	2,670	16.8	1,525	18.4	2,588	16.2	1,921	18.1
6 to 10 years	2,727	17.2	1,461	17.6	2,899	18.2	1,882	17.7
11 to 15 years	2,033	12.8	1,200	14.5	1,952	12.2	1,365	12.9
Greater than 15 years	5,186	32.6	2,269	27.4	5,218	32.7	3,047	28.7
<b>Total</b>	<b>15,890</b>		<b>8,291</b>		<b>15,967</b>		<b>10,605</b>	
<b>Average Experience</b>	11.9 years		10.5 years		12.0 years		10.8 years	
<b>Average Experience in HISD</b>	9.8 years		10.5 years		9.8 years		10.7 years	

Note: For 2005–2006, PeopleSoft data were missing for 67 employees, and for 2006–2007, PeopleSoft data were missing for 151 employees for which 138 were from HISD charter schools.

Source: 2005-2006 Final Teacher Incentive File; 2005–2006 PeopleSoft Extract; PEIMS Staff file 2005; 2006–2007 Final Teacher Incentive File; 2006–2007 PeopleSoft Extract; PEIMS Staff File 2006.

**Table 11** summarizes the specific job function that each campus-based employee held that received an award. For the 2005–2006 Teacher Performance-Pay Model, PeopleSoft data were available for 8,291 instructional staff that received an award. Information with regard to the job function was not available for the 67 charter school employees. Similarly, in 2006–2007, there were 151 or 1.4 percent of the 10,605 instructional employees for which the specific job function held was missing. Of the 8,291 employees receiving a Teacher Performance-Pay award for 2005–2006, 88.5 percent were categorized as teachers. Similarly, the largest percentage of employees receiving a 2006–2007 ASPIRE Award were categorized as teachers (86.9 percent). When comparing those employees receiving the 2005–2006 Teacher Performance-Pay Model award to those employees receiving a 2006–2007 ASPIRE Award, the largest increase for a specific category occurred for secondary teachers by 3.2 percentage points, whereas the largest decline occurred for elementary teachers (-4.5 percentage points). Overall, there were increases for assistant principals (0.3 percentage points), counselors (0.5 percentage points), deans (0.1 percentage points), no assignment (1.1 percentage points), and secondary teachers (3.2 percentage points). Decreases occurred for seven job functions including coordinators (-0.1 percentage points), librarians (-0.2 percentage points), nurses (-0.1 percentage points), principals (-0.1 percentage points), speech therapists (-0.1 percentage points), elementary teachers (-4.5 percentage points), and prekindergarten teachers (-0.3 percentage points). There was no change for psychologists, teachers, and trainers/mentors.

Job Function	2005–2006		2006–2007		1-year
	N	%	N	%	C
Assistant Principal	143	1.7	216	2.0	0.3
Coordinator	181	2.2	219	2.1	-0.1
Counselor	97	1.2	180	1.7	0.5
Dean	11	0.1	29	0.3	0.1
Librarian	119	1.4	134	1.3	-0.2
No Assignment <sup>†</sup>	161	1.9	325	3.1	1.1
Nurse	153	1.8	186	1.8	-0.1
Principal	14	0.2	10	0.1	-0.1
Psychologist	1	0.0	1	0.0	0.0
Speech Therapist	76	0.9	86	0.8	-0.1
Teacher	151	1.8	196	1.8	0.0
Elementary Teacher	3,692	44.5	4,240	40.0	-4.5
Prekindergarten Teacher	388	4.7	469	4.4	-0.3
Trainer/Mentor	1	0.0	2	0.0	0.0
Secondary Teacher	3,103	37.4	4,312	40.7	3.2
<b>Total</b>	<b>8,291</b>	<b>100.0</b>	<b>10,605</b>	<b>100.0</b>	

<sup>†</sup> No assignment included, but were not limited to, evaluation specialists, network specialists, campus technologists, facilitators, and registrars.

Note: For 2005–2006, PeopleSoft data were not available for 67 Charter School employees, and for 2006–2007, PeopleSoft data were not available for 151 employees for which 138 were from Charter Schools.

Source: 2005–2006 Final Teacher Incentive File; 2005–2006 PeopleSoft Extract; 2006–2007 Final Teacher Incentive File; 2006–2007 PeopleSoft Extract.

**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?**

Teacher retention for 2005–2006 cohort was calculated by analyzing the number of campus-based teachers in 2005–2006, excluding deaths and retirees, who returned to teaching (or were on official leave) as of the first teacher duty day of school for the 2006–2007 school year. Campus-based teachers were identified based upon having one of the five teacher salary plans as listed in the 2005–2006 Teacher Performance-Pay Model. This included librarians, counselors, and nurses. Retention rates for 2005–2006 were 88 percent. For 2006–2007, the methodology for calculating teacher retention rates was refined. Teachers were manually coded based upon their job description, and nurses, counselors, and librarians were not included in the analysis. Any teacher that did not return to a classroom teaching position, including deaths, retirees, or promotions, were not considered to be retained. All campus-based teachers for the 2006–2007 cohort, who returned to a classroom teaching position as of the first day of school for 2007–2008 were considered retained. Retention rates for 2006–2007 were 88 percent.

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

For 2006–2007, a quality teacher was defined as an eligible core teacher who earned a Strand 2 ASPIRE Award. Hard to staff schools were defined as a campus that was rated as Academically Unacceptable or Missed AYP in 2005–2006. For 2006–2007, the percent of teachers in hard to staff schools receiving bonuses related to classroom level performance was 62.4 percent. This reflects a decline from the previous year by 5.3 percentage points.

Recruitment was measured by the number of applicants per open position. For calendar year 2006, there were 125,649 applicants applying for 1,819 positions, reflecting a 69.1 percent application rate. For calendar year 2007, there were 166,406 applicants applying for 1,972 positions, reflecting an 84.4 percent application rate.

Recruitment for hard to staff schools was measured by the number of applicants for teaching positions in a school that was rated Academically Unacceptable or Missed AYP in the previous year. For calendar year 2006, there were 31,724 applicants applying for 628 open positions, reflecting a 50.5 percent application rate. For calendar year 2007, there were 41,146 applicants applying for 656 open positions reflecting a 62.7 percent application rate. This reflects an increase in the percentage of applicants for hard to staff schools by 12.2 percentage points.

### **Have the performance pay models affected teacher attendance?**

Teacher attendance consisted of using two methodological procedures. The first method calculates teacher attendance rates by including only requested absences, while the second method incorporates both requested absences and mandatory absences. Requested absences consisted of the following reasons: funeral leave, personal leave (salaried), religious holiday (salaried), sick leave (salaried), unpaid leave, vacation pay, local personal leave, supplemental sick leave, and state sick leave. Mandatory absences were classified into the following categories: compensatory time taken, jury duty (salaried), military leave, worker's compensation (salaried), and assault leave (salaried). **Figure 1** provides a comparison of teacher attendance base on both methodological procedures from baseline (2004–2005) to 2006–2007 (second year of a performance pay program).

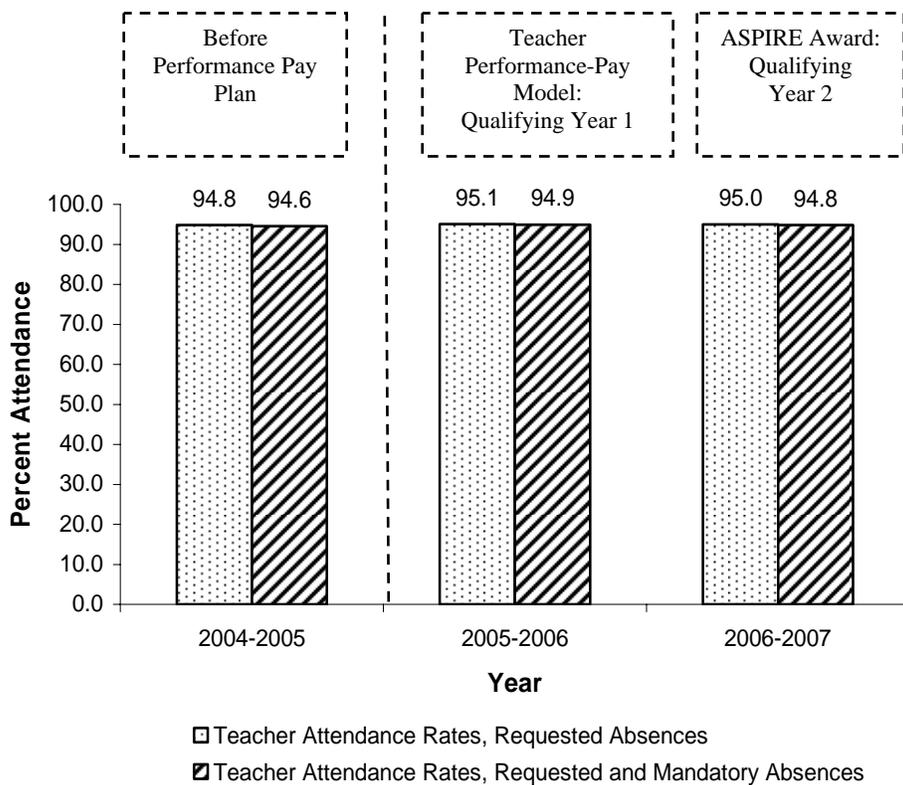


Figure 1. Teacher Attendance Rates, 2004–2005 (Baseline) to 2006–2007 (Year 2).

Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 to 95.0 percent in 2006–2007. When teacher attendance rates incorporated both requested and mandatory absences, there was an increase from 94.6 percent in 2004–2005 to 94.8 percent in 2006–2007.

**Have students shown academic gains in the four core areas based on standardized test performance?**

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

**Stanford 10/Aprenda 3**

Tables 12 and 13 summarize the number of students tested and the student performance on the Stanford 10 reading, mathematics, language, environment/science, and social science subtests from 2004–2005 (before implementation of the performance pay plan) to 2006–2007, first year for implementing the ASPIRE Award and the second year of implementing a performance pay plan. Over the 3-year period, there was a decrease in the number of students tested for all grade levels, with the exception of grade 3. When comparing student performance prior to implementing an incentive program to year two of implementation, reading NCEs increased for seven out of 11 grade levels, mathematics NCEs increased for seven out of

eleven grade levels, language NCEs increased for five out of eleven grade levels, environment/science NCEs increased for 11 out of 11 grade levels, and social science NCEs increased for six out of nine grade levels. Fifth grade student performance in science reflected the highest increases (5 NCEs) followed by sixth grade (4 NCEs). Fourth grade student performance did not change for reading, mathematics or language over the three-year period. Overall, districtwide student performance showed increases in the four core content areas for tenth and eleventh grade students.

Table 12. Stanford 10 Achievement Performance for Reading and Mathematics, 2004–2005 (Before Performance Pay) to 2006–2007, Non-Special Education Students

Grade	Number Tested				Reading NCE				Mathematics NCE			
	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr Δ	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr Δ	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr Δ
1	10,991	11,073	10,711	-280	51	50	52	1	51	51	51	0
2	10,070	10,328	9,789	-281	51	51	51	0	53	52	53	0
3	9,684	9,951	9,827	143	52	51	53	1	57	56	57	0
4	11,259	10,863	11,184	-75	54	53	54	0	59	59	59	0
5	13,402	13,451	12,396	-1,006	53	51	53	0	58	59	60	2
6	12,998	12,403	11,952	-1,046	49	50	50	1	54	55	56	2
7	12,466	12,511	11,847	-619	53	49	54	1	55	56	58	3
8	12,236	12,009	11,632	-604	51	51	51	0	54	56	57	3
9	13,618	14,191	13,372	-246	49	47	50	1	56	55	58	2
10	10,295	10,113	10,101	-194	51	50	52	1	51	55	54	3
11	8,528	8,748	8,315	-213	58	54	59	1	53	52	56	3

Table 13. Stanford 10 Achievement Performance for Language, Environment/Science, and Social Science, 2004–2005 (Before Performance Pay) to 2006–2007, Non-Special Education Students

Grade	Language NCE				Environ./Science NCE				Social Science NCE			
	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c
1	55	56	55	0	46	44	47	1				
2	50	53	51	1	48	48	49	1				
3	53	53	53	0	53	51	55	2	52	50	53	1
4	62	60	62	0	52	54	54	2	52	52	52	0
5	53	53	54	1	57	55	62	5	52	51	53	1
6	51	50	51	0	48	51	52	4	47	48	47	0
7	56	53	56	0	54	48	56	2	52	49	53	1
8	52	53	52	0	50	52	53	3	49	53	50	1
9	52	49	53	1	49	48	50	1	46	49	46	0
10	48	50	50	2	49	48	51	2	51	51	52	1
11	56	54	57	1	52	54	54	2	57	54	59	2

Tables 14 and 15 summarize the number of Non-Special Education students tested on the Aprenda 3, as well as student performance on the reading, mathematics, language, environment/science and social science subtests prior to the implementation of an incentive program to 2006–2007 (year 2). Over a 3-year period, there was an increase in the number of students tested for grades 1, 7, and 8, and a decrease in the number of students tested for grades 2 through 6. For reading, there were increases in student performance for grades 1 through 4 ranging from one to three NCEs, decreases in performance for grades 5 through 7, ranging from -1 to -8 NCEs, and no change for grade 8. Mathematics performance increased for four grade levels (grades 1–3 and 8), ranging from two to six NCEs, decreased for two grade levels (grades 6 and 7) by -3 NCEs, and had no change for two grade levels (grades 4 and 5). Language student performance increased for five grade levels (grades 1–3, 5 and 8) by 1 to 3 NCEs, decreased for 2 grade levels (grades 6 and 7) by

-1 to -6 NCEs, and had no change for grade 4. For the Environment/Science subtest, student performance increased for grades 1 through 5 by 2 to 6 NCEs and decreased for grades 6, 7, and 8 by -4 NCEs. For Social Science, student performance increased for grades 3 and 4, decreased 5 NCEs for grade 7, and had no change for grades 5, 6, and 8. Overall, districtwide student performance increased consistently in reading, mathematics, language, and science for grades 1–3, and social science increased for grades 3 and 4 when comparing student performance prior to implementing a performance pay plan (2004–2005) to year two of implementation (2006–2007).

Table 14. Apenda 3 Achievement Performance for Reading and Mathematics, 2004–2005 (Before Performance Pay) to 2006–2007, Non-Special Education

Grade	Number Tested			Reading NCE				Mathematics NCE				
	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr C	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr C	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr C
1	6,147	6,175	6,470	323	65	67	68	3	61	62	63	2
2	5,879	5,470	5,367	-512	68	69	70	2	67	70	72	5
3	5,202	5,350	4,796	-406	70	70	71	1	66	67	69	3
4	3,361	3,267	2,973	-388	65	66	66	1	71	70	71	0
5	385	306	131	-254	64	61	63	-1	65	65	65	0
6	82	82	50	-32	57	58	55	-2	65	62	62	-3
7	39	79	81	42	60	55	52	-8	64	60	61	-3
8	42	46	53	11	55	54	55	0	52	55	58	6

Table 15. Apenda 3 Achievement Performance for Language, Environment/Science and Social Science, 2004–2005 (Before Performance Pay) to 2006–2007, Non-Special Education

Grade	Language NCE			Environ./Science NCE				Social Science NCE				
	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr C	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr C	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr C
1	62	63	65	3	55	57	61	6				
2	71	73	74	3	64	69	70	6				
3	79	78	80	1	69	71	73	4	69	71	72	3
4	69	69	69	0	67	69	70	3	68	68	69	1
5	62	59	63	1	60	60	62	2	64	64	64	0
6	50	46	49	-1	57	57	53	-4	56	60	56	0
7	56	53	50	-6	58	55	54	-4	64	58	59	-5
8	56	50	57	1	55	51	51	-4	59	55	59	0

**English or Spanish TAKS**

Tables 16 and 17 summarize districtwide English or Spanish TAKS results by the number of students tested, the subtest and grade level prior to program implementation to year two of implementation. Over the 3-year period, the number of students tested decreased for all grade levels. For reading, mathematics, and social studies, there was an increase in the percent passing the English or Spanish TAKS over the 3-year period, ranging from 3 to 20 percentage points. For science, there was an increase in the percent passing, ranging from 9 to 21 percentage points, for all grade levels with the exception of grade 8. The eighth grade science TAKS subtest was not administered in 2004–2005, and the percent passing decreased from 57 percent in 2006 to 56 percent in 2007. However, it should be noted that with a new test, there is a 3-year phase-in cycle of passing standards. Year 1 (2006) had a passing standard 2 standard errors of measurement (SEM) below the recommended level and Year 2 (2007) had a passing standard at 1 SEM. Although the percentage of students passing declined, the standard was harder in 2007 than 2006. The writing subtest was administered at two grade levels, and the percent passing increased by 5 percentage points for grade 7, but decreased 1 percentage point for grade 4.

Table 16. English or Spanish TAKS Percent Passing for Reading/ELA and Mathematics 2004–2005 (Before Performance Pay) to 2006–2007, All Students

Grade	Number Tested				Reading/ELA % Passing				Mathematics % Passing			
	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c
3					82	81	85	3	71	72	78	7
4	15,030	14,423	14,397	-633	71	75	78	7	70	75	80	10
5					62	70	76	14	67	74	80	13
6	13,145	12,534	12,099	-1,046	76	82	85	9	55	63	66	11
7	12,853	12,862	12,255	-598	73	71	77	4	48	57	63	15
8	12,586	12,281	11,768	-818	78	79	86	8	47	57	64	17
9	13,843	14,497	13,537	-306	75	82	79	4	44	43	48	4
10	10,811	10,712	10,599	-212	55	78	75	20	44	49	54	10
11	8,807	8,706	8,371	-436	80	77	85	5	69	69	77	8
<b>Total</b>	<b>87,075</b>	<b>86,015</b>	<b>83,026</b>	<b>-4,049</b>	<b>73</b>	<b>77</b>	<b>81</b>	<b>8</b>	<b>58</b>	<b>62</b>	<b>68</b>	<b>10</b>

Table 17. English or Spanish TAKS Percent Passing for Writing, Science, and Social Studies, 2004–2005 (Before Performance Pay) to 2006–2007, All Students

Grade	Writing % Passing				Science % Passing				Social Studies % Passing			
	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c
3												
4	88	89	87	-1								
5					50	65	71	21				
6												
7	85	86	90	5								
8						57	56	-1	78	76	83	5
9												
10					37	45	46	9	74	74	80	6
11					65	63	71	6	90	90	93	3
<b>Total</b>	<b>87</b>	<b>88</b>	<b>88</b>	<b>1</b>	<b>50</b>	<b>58</b>	<b>61</b>	<b>11</b>	<b>80</b>	<b>79</b>	<b>84</b>	<b>4</b>

Tables 18 and 19 summarize the districtwide English or Spanish TAKS percent commended by the subtest and grade level prior to implementation to year two of implementation, as well as the number of students tested. Over the 3-year period, the number of students tested decreased for all grade levels. For reading, mathematics, science, and social studies, there was an increase in the percent commended on the English or Spanish TAKS over the 3-year period, ranging from 2 to 14 percentage points. The writing subtest was administered at two grade levels, and the percent scoring at the commended level increased by 3 percentage points for grade 7, with no change for grade 4.

Table 18. English or Spanish TAKS Percent Commended for Reading/ELA and Mathematics 2004–2005 (Before Performance Pay) to 2006–2007, All Students

Grade	Number Tested				Reading/ELA % Commended				Mathematics % Commended			
	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c
3					27	29	29	2	15	20	25	10
4	15,030	14,423	14,397	-633	17	16	24	7	21	25	28	7
5					15	15	19	4	19	29	33	14
6	13,145	12,534	12,099	-1,046	25	25	38	13	15	17	21	6
7	12,853	12,862	12,255	-598	12	13	17	5	6	7	10	4
8	12,586	12,281	11,768	-818	26	26	33	7	9	10	11	2
9	13,843	14,497	13,537	-306	11	14	18	7	9	9	11	2
10	10,811	10,712	10,599	-212	3	9	7	4	7	8	11	4
11	8,807	8,706	8,371	-436	13	13	19	6	11	14	16	5
<b>Total</b>	<b>87,075</b>	<b>86,015</b>	<b>83,026</b>	<b>-4,049</b>	<b>17</b>	<b>18</b>	<b>23</b>	<b>6</b>	<b>13</b>	<b>16</b>	<b>19</b>	<b>6</b>

Table 19. English or Spanish TAKS Percent Commended for Writing, Science, and Social Studies, 2004–2005 (Before Performance Pay) to 2006–2007, All Students

Grade	Writing % Passing				Science % Passing				Social Studies % Passing			
	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c	Before 2005	Yr. 1 2006	Yr. 2 2007	3-yr c
3												
4	20	20	20	0								
5					16	17	25	9				
6												
7	20	28	23	3								
8						6	10	4	14	20	23	9
9												
10					5	7	7	2	17	21	23	6
11					3	7	9	6	19	23	31	12
<b>Total</b>	<b>20</b>	<b>24</b>	<b>21</b>	<b>1</b>	<b>10</b>	<b>10</b>	<b>14</b>	<b>4</b>	<b>16</b>	<b>21</b>	<b>25</b>	<b>9</b>

**Have the performance pay models affected Comparable Improvement or TEA Accountability?**

**Comparable Improvement**

Comparable Improvement is a measure that shows how student performance on the TAKS reading/ELA and mathematics tests at a given school has changed (or grown) from one year to the next, and then compares that change to that of 40 schools across the state that are demographically most similar to the given, or "target" school. Comparable Improvement is calculated separately for reading/ELA and mathematics, based on individual student Texas Growth Index (TGI) values. The student-level TGI values are aggregated to the campus level to create an average TGI for each campus. The average TGI values for the 40-member group are rank ordered into four quartiles. Schools that fall into the first quartile represent the top 10 schools of the 40 in their comparison group. **Table 20** summarizes the number and percent of campuses placed in the top two quartiles from 2004–2005 to 2006–2007. Prior to implementing a performance pay program, 41.4 percent of HISD campuses were ranked in the top two quartiles for TAKS Reading/ELA. This increased to 51.7 percent in 2005–2006 and to 64.4 percent in 2006–2007. For TAKS mathematics, the percentage of campuses ranked in the top two quartiles increased from 36.8 percent in 2004–2005 to 55.6 percent in 2006–2007.

Table 20. Number and Percent of Campuses with Comparable Improvement in Quartiles 1 or 2, 2004–2005 (Before Performance Pay) to 2006–2007

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

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

**Texas Education Agency Accountability System**

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

**Table 21** summarizes the number and percent of campuses by TEA Accountability rating category prior to the implementation of a performance pay plan through year 2. The percent of exemplary campuses increased from 2 percent in 2004–2005 to 5 percent in 2006–2007. The percent of recognized campuses increased from 10 percent in 2004–2005 to 25 percent in 2006–2007. There was a decrease in the percentage of academically acceptable campuses (rated on either the standard or alternative accountability systems) from 75 percent in 2004–2005 to 64 percent in 2006–2007, and in Academically Unacceptable campuses from 12 percent to 5 percent.

Table 21. Number and Percent of Campuses by TEA Rating Category, 2004–2005 (Before Performance Pay) to 2006–2007

Rating	Before		Year 1		Year 2	
	2004–2005		2005–2006		2006–2007	
	N	%	N	%	N	%
Exemplary	6	2	15	5	15	5
Recognized	29	10	64	23	69	25
Academically Acceptable	204	73	159	57	169	61
Academically Unacceptable	31	11	32	11	13	5
AEA: Academically Acceptable	8	3	9	3	7	3
AEA: Academically Unacceptable	3	1	1	1	2	1
<b>Total</b>	<b>281</b>		<b>280</b>		<b>275</b>	

**Based upon survey results, what were the perceptions of respondents regarding the 2005–2006 Teacher Performance-Pay Model (TPPM) and the 2006–2007 ASPIRE Award?**

Of the 17,536 and 16,951 HISD staff who were eligible to participate in the performance pay programs in 2005–2006 and 2006–2007, there were 1,851 participants who responded to the survey (10.6 percent) in December (“pre-survey”) prior to the 2006–2007 payout and 6,383 respondents in May (37.7 percent) (“post-survey”) after 2006–2007 payout. Among the HISD staff who returned the pre-survey, 68.4 percent were core teachers and 31.6 percent were non-core instructional staff or “Other.”

**Table 22** summarizes the responses that measure the attitude toward the concept of teacher performance pay overall. Pre-survey results indicated that the largest percentage of respondents were *in favor* or *somewhat in favor* of the concept of teacher performance pay (69.2 percent), while 18.8 percent of the respondents indicated that they were *somewhat opposed* or *opposed* to the concept. Post-survey results indicated that the largest percentage of respondents were *in favor* or *somewhat in favor* of the concept of teacher performance pay (57.2 percent), while 22.1 percent were *somewhat opposed* or *opposed* to the concept.

Table 22. Comparison of the Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Overall, Pre-Post Survey Results

	ASPIRE (Pre) Dec. 2007		ASPIRE (Post) May 2008	
	N	%	N	%
In favor	831	45.6	2,185	37.5
Somewhat in favor	430	23.6	1,145	19.7
Neutral	218	12.0	1,200	20.6
Somewhat opposed	167	9.2	608	10.4
Opposed	175	9.6	684	11.7
<b>Total</b>	<b>1,821</b>	<b>100.0</b>	<b>5,822</b>	<b>100.0</b>

Two of the Likert-type questions related to the perceptions of the TPPM and ASPIRE Award programs, and one question asked whether respondents received an award from either the 2005–2006 Teacher Performance-Pay Model (TPPM) or the 2007 ASPIRE Award Program. **Table 23** summarizes the perceptions of respondents towards the two models.

Table 23. Number and Percent of Respondents Indicating Favorability Toward the Concept of the 2005–2006 Teacher Performance-Pay Model (TPPM) and the ASPIRE Award Program

	2005–2006 TPPM		ASPIRE (Pre)		ASPIRE (Post)	
	December 2007		December 2007		May 2008	
	N	%	N	%	N	%
In favor	355	23.7	517	31.4	1,571	27.7
Somewhat in favor	311	20.7	478	29.0	950	16.8
Neutral	247	16.5	280	17.0	1,446	25.5
Somewhat opposed	220	14.7	160	9.7	699	12.3
Opposed	368	24.5	214	13.0	1,004	17.7
<b>Total</b>	<b>1,501</b>	<b>100.0</b>	<b>1,649</b>	<b>100.0</b>	<b>5,670</b>	<b>100.0</b>

When comparing pre-and post-survey results, the percentage of respondents that indicated they were *in favor* or *somewhat in favor* toward the concept of the Teacher Performance-Pay Model and to the ASPIRE Award Program was comparable (44.4 vs. 44.5 percent). These results were after the payout of both models. When comparing how favorable respondents were toward the 2005–2006 Teacher Performance-Pay Model after payout to the 2006–2007 ASPIRE Award prior to payout (pre-survey), there was an increase of 16 percentage points (*in favor* or *somewhat in favor*). When comparing pre-and post-survey results, the percentage of respondents that indicated they were *somewhat opposed* or *opposed* toward the concept of the 2005–2006 Teacher Performance-Pay Model and to the ASPIRE Award Program decreased by 9.2 percentage points. Alternatively, the percentage of respondents indicating that they were *neutral* toward the concept of the 2006–2007 ASPIRE Award after payout increased by 8.5 percentage points from before payout.

**Table 24** summarizes the results regarding the level of understanding respondents indicated toward the 2005–2006 Teacher Performance-Pay model and the 2006–2007 ASPIRE Award program.

Table 24. Number and Percent of Survey Respondents Level of Understanding of the 2005–2006 Teacher Performance-Pay Model (TPPM) and the 2006–2007 ASPIRE Award Program

	TPPM		ASPIRE (Pre)		ASPIRE (Post)	
	2005–2006		December 2007		May 2008	
	N	%	N	%	N	%
I understood it completely	272	18.0	373	22.5	Very High	396 6.7
I understood most aspects of it	427	28.2	729	44.0	High	1,217 20.7
I understood some of it	381	25.2	400	24.1	Sufficient	3,247 55.2
I understood a little of it	309	20.4	148	8.9	Low	780 13.3
I didn't know anything about it	125	8.3	7	0.4	Very Low	242 4.1
<b>Total</b>	<b>1,514</b>	<b>100.0</b>	<b>1,657</b>	<b>100.0</b>	<b>Total</b>	<b>5,882 100.0</b>

For the 2005–2006 Teacher Performance Pay Model, only 46.2 percent of the respondents indicated that they understood it completely or understood most aspects of it; alternatively, for the 2006–2007

ASPIRE Award program (pre-survey), 66.5 percent of respondents indicated that they understood it completely or understood most aspects of it. ASPIRE post-survey results indicated that 55.2 percent of respondents perceived they had sufficient understanding, while 27.4 percent felt their level of understanding was high or very high with regard to the ASPIRE Award program.

Respondents were asked whether they received an award from the 2005–2006 Teacher Performance-Pay Model (TPPM) and/or the 2006–2007 ASPIRE Award Program. **Table 25** summarizes the results. Of the 1,513 pre-survey respondents, 65.6 percent received a 2005–2006 Teacher Performance-Pay Award in January 2007. Of the 5,376 post-survey respondents, 79.7 percent received a 2006–2007 ASPIRE Award in January 2008.

**Table 25. Number and Percent of Respondents Receiving an Award from the 2005–2006 Teacher Performance-Pay Model (TPPM ) and/or 2006–2007 ASPIRE, Pre-Post Survey Results**

	2005–2006 TPPM		ASPIRE (Post) May 2008	
	N	%	N	%
No	521	34.4	1,093	20.3
Yes	992	65.6	4,283	79.7
<b>Total</b>	<b>1,513</b>	<b>100.0</b>	<b>5,376</b>	<b>100.0</b>

**Table 26** provides a comparison of the number and percent of respondents receiving training for the 2005–2006 and 2006–2007 performance pay models. The percentage of respondents that received training increased from 58.1 percent in 2005–2006 to 91.9 percent in 2006–2007 (pre-survey). Post-survey results indicate a decline in respondents reporting receiving training by 6.8 percentage points.

**Table 26. Number and Percent of Respondents Receiving Training for the 2005–2006 Teacher Performance-Pay Model (TPPM ) and the 2006–2007 ASPIRE Award Program, Pre-Post Survey Results**

	2005–2006 TPPM		ASPIRE (Pre) Dec. 2007		ASPIRE (Post) May 2008	
	N	%	N	%	N	%
No	628	41.9	135	8.1	812	12.7
Yes	871	58.1	1,528	91.9	4,642	85.1
<b>Total</b>	<b>1,513</b>	<b>100.0</b>	<b>1,663</b>	<b>100.0</b>	<b>5,454</b>	<b>100.0</b>

On the post-survey, there were five items that were designed to determine the level of understanding for different training components related to the ASPIRE Award. Baseline data were collected in May. **Table 27** depicts the results. The training component for which the largest percentage of respondents indicated a very high or high level of understanding centered on how value-added information can help educators (36.6). The training component for which the largest percentage of respondents indicated a very low or low level of understanding focused on understanding how the 2007 ASPIRE Awards were calculated/determined (33.9 percent). At least 43.9 percent of the post-survey respondents indicated they had a sufficient level of understanding for the five training components: value-added analysis, how value-added information can help educators, how to read/interpret value-added reports, the different strands of the 2007 ASPIRE Award Program, and how 2007 ASPIRE Awards were calculated/determined.

Table 27. Number and Percent of Survey Respondents Indicating Their Level of Understanding for Training Components of the 2006–2007 ASPIRE Award, Baseline Data from Post-Survey Results

	N	Very Low	Low	Sufficient	High	Very High
		%	%	%	%	%
My understanding of value-added analysis is:	5,844	5.6	15.7	50.0	21.0	7.7
My understanding of how value-added information can help me as an educator is:	5,832	5.0	13.3	45.1	25.9	10.7
My understanding of how to read/interpret value-added reports is:	5,817	5.7	18.0	47.0	21.6	7.7
My understanding of the different stands of the 2007 ASPIRE Award Program was:	5,835	6.1	17.1	48.7	20.6	7.5
My understanding of how 2007 ASPIRE Awards were calculated/determined is:	5,852	12.6	21.3	43.9	16.2	6.0

One question asked respondents what factor would be preferred when choosing a teacher award model. The results are presented in **Table 28**. Over half of the respondents selected a model based on a combination of student growth at the classroom and campus levels when comparing pre- and post-survey results.

Table 28. Number and Percent of Respondents Indicating the Preferred Factor On Which to Base the ASPIRE Awards/Teacher Award Model

	TPPM		ASPIRE (Post)	
	Paid January 2007		Paid January 2008	
	N	%	N	%
Student growth at the classroom level only	342	19.5	944	18.1
Campus-wide student growth only	265	15.1	796	15.3
A combination of student growth at the classroom and campus levels	986	56.1	2,999	57.5
Other (please specify)	165	9.4	473	9.1
<b>Total</b>	<b>1,758</b>	<b>100.0</b>	<b>5,212</b>	<b>100.0</b>

For the pre-survey, of the 165 or 9.4 percent who indicated *Other*, a total of 163 provided at least one response. The data were grouped into emergent categories for a total of 209 responses. For the post-survey, a total of 473 (9.1 percent) respondents provided at least one response. The data were grouped into emergent categories for a total of 521 responses. **Table 29** presents the number and percent of responses describing the criteria suggested by respondents for a teacher award model. The top four emergent categories reflected at least 63 percent of the responses for the pre- and post-survey.

The highest percentage of respondents indicated that they would prefer to develop a model based upon criteria other than student test scores from standardized assessments or for the teacher award model to incorporate qualitative measures as well as standardized test scores. The following criteria were suggested: teacher performance (i.e. teacher participation or involvement in the school/district and traditional measures such as years of experience, and educational degree(s)), school characteristics, student characteristics, appropriate assessments relative to academic ability or content area, growth at the grade level (teams) or department level, teachers set performance goals, and negotiation.

Table 29. Number and Percent of Responses Describing Preferred Criteria for a Teacher Performance Pay Model, ASPIRE Pre-Post Survey Results

	ASPIRE (Pre)		ASPIRE (Post)	
	N	%	N	%
Developing a model based upon criteria other than standardized test scores or Incorporating criteria other than standardized test scores into a model	56	26.8	152	29.2
Pay raise across the board	32	15.3	55	10.6
Equitability regarding levels of compensation and eligibility	23	11.0	65	12.5
No teacher award model	20	9.6	99	19.0
Student growth at the classroom level	19	9.1	35	6.7
Factors impacting the model	18	8.6	23	4.4
Campus growth	12	5.7	11	2.1
Passing Rates (TAKS)	10	4.8	29	5.6
Miscellaneous	9	4.3	13	2.5
Student Achievement	7	3.3	21	4.0
Don't Know/Not Sure	3	1.4	11	2.1
No Changes to the model	-	-	4	0.8
<b>Total</b>	<b>209</b>	<b>100.0</b>	<b>521</b>	<b>100.0</b>

When comparing pre-post survey results, the highest percentage of respondents answering this question indicated that they would prefer to develop a model based upon criteria other than student test scores from standardized assessments or for the teacher award model to incorporate other performance measures as well as standardized test scores. Pre-survey respondents provided a greater variety of suggestions for performance measures to incorporate into a teacher award model than post-survey respondents did.

Respondents indicating that they did not want a teacher award model reflected one of the largest increases when comparing pre-and post-survey results (9.4 percentage points). Reasons cited for having no teacher award model included “children are too different,” or “I don’t believe there is any fair way to do this. We are dealing with too many variables.” When comparing pre-and post-survey results, 15.3 percent of the 209 pre-survey responses and 10.6 percent of the 521 post-survey responses indicated that teachers/staff wanted a pay raise across the board, representing a decline by 4.7 percentage points.

## Conclusions

Evaluation results for the 2005–2006 Teacher Performance-Pay Model and 2006–2007 ASPIRE Award indicated that the number of eligible staff receiving performance pay and the total amount awarded increased. The typical award recipient was female, held a bachelor’s degree, and accumulated over 15 years of experience. For both 2005–2006 and 2006–2007, the largest percentage of employees receiving an award were categorized as teachers (88.5 percent and 86.9 percent), reflecting the focus of the program on classroom teachers. Although teacher retention rates remained comparable at 88 percent for the 2005–2006 and the 2006–2007 cohorts, there were increases in the percentage of teachers in hard to staff schools receiving bonuses related to classroom level performance, as well as the percentage of applicants applying for positions for hard to staff schools. Attendance rates for teachers slightly increased when comparing 2006 to 2007. With regard to student performance, data from standardized tests support increases in the core content areas when comparing results from 2004–2005 to 2006–2007.

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 2006–2007 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 5 percent in 2006–2007. The percent of recognized campuses increased from 10 percent in 2004–2005 to 25 percent in 2006–2007. There was a decrease in the percentage of academically acceptable campuses from 75 percent in 2004–2005 to 64 percent in 2006–2007, and in Academically Unacceptable campuses from 12 percent to 5 percent.

Overall, there were five key areas showing a positive direction for the ASPIRE Award program based on survey results: support for the program, increase in the number of participants who received training, increase in the knowledge gained from training, an increase in the number of survey respondents, and recommendations made by respondents. First, when comparing pre-survey to post-survey results, the number of respondents increased from 1,851 to 6,383. By capturing a larger number of respondents, perceptions and feedback can be generalized to a greater degree. Based on pre-survey and post-survey results, the percentage of respondents that indicated they were *somewhat opposed* or *opposed* toward the concept of pay for performance models decreased by 9.2 percentage points after the payout of both models. There was an increase in the number of teachers and staff receiving training, and the increase in training led to an increase in their understanding of the ASPIRE model and its components. More specifically, the component for which the largest percentage of respondents indicated a *sufficient* level of understanding centered on understanding value-added analysis (50 percent). Recommendations were made by respondents to improve the program. These included, but were not limited to, issues pertaining to eligibility, factors that may impact the fairness of the model, streamlining the verification process, and requests for increased compensation.

# Appendix A

Research Brief

Teacher Performance-Pay Model, 2005–06

**Critical Elements**

**Strand I (Campus-Level Performance)** considers the school's state accountability rating for eligibility in the strand and rewards teachers based on how well the school has improved when compared with 40 other schools with similar demographics around the state. All teaching faculty on the campus are eligible for this performance-pay. Another component of the first strand rewards all non-instructional staff on the campus based on the same criteria (i.e. TEA Accountability rating and Comparable Improvement on TAKS).

**Strand II (Individual Teacher & Campuswide Performance)** pays individual teachers based on student progress on the Stanford 10 Achievement Test and its Spanish-language equivalent, the Aprenda 3, when compared with teachers in similar HISD classrooms. Elementary core teachers are measured by their students' progress on the complete battery of tests, while secondary core teachers are measured by their students' progress on their corresponding subject area test(s). Another component of the second strand includes all non-core teachers who will be rewarded based on campus-level improvement on the Stanford 10 and Aprenda 3 complete battery.

**Strand III (Individual Teacher Performance)** pays individual teachers based on student progress on the Texas Assessment of Knowledge and Skills (TAKS) when compared to teachers in similar HISD classrooms. Elementary core teachers are measured by student progress by grade level in reading and math scale scores. Secondary core teachers are measured using student improvement in subject-area scale scores including Reading, English Language Arts, Mathematics, Social Studies and Science. Another component of the third strand involves teachers who administer TAKS tests for which there is only one year of data, such as grade 3 reading and math, grade 5 science, grade 8 social studies, and grade 10 social studies and science. These teachers' cohorts are compared to a campus standard that is based on the previous year's campuswide performance.

**Special Analysis**

Special Analysis methods have been developed and will be applied to the specific schools that can not be assessed using the HISD Teacher Performance-Pay Model for the 2005–06 school year. All schools that require special analysis were identified and categorized into eight general groupings based on the type of information missing. Below are the categories, the special analysis that will be done, and the strands that the schools will now be eligible for after conducting the special analysis. Contact the Research and Accountability Department for a list of the specific campuses that fall into each of these categories.

**Special Analysis Categories**

- A. **No teacher data available through PEIMS:** Collect roster from campus and apply model. Eligible for Strands I, II, III.
- B. **No TEA Comparable Improvement because school serves students only under grade 3:** Pair with TEA Accountability paired school for Strand I. Eligible for Strands I, II (Not eligible for Strand III since they do not administer TAKS).
- C. **No TEA Comparable Improvement because school serves students only under grade 4:** Pair with feeder school for Strand I. Eligible for Strands I, II, IIIB.
- D. **No TEA Comparable Improvement because it is a new school with one year of data:** Special analysis will be developed for one year of data. Eligibility for participation under specific strands will then be determined.
- E. **Rated under TEA Alternative Education Accountability and No Comparable Improvement:** Use TEA AEA Rating and Texas Growth Index results. Eligible for Strands I, II, III.
- F. **No TEA Accountability rating, Comparable Improvement, or test data because the school serves students in Pre-K or K only:** Pair with schools into which they feed. Eligible for Strands I, IIIB (Not eligible for Strands IIA or III since teachers do not have students with actual test data).
- G. **No TEA Accountability rating or Comparable Improvement:** Special analysis will be developed for Special Education and DAEP (with flow-through funding) campuses with no or limited data. Eligibility for participation under specific strands will then be determined.
- H. **No TEA Accountability rating or Comparable Improvement due to contract DAEP status:** Not included in Performance-Pay Model.

**Summary of Significant Dates Related to the HISD Performance-Pay System**

April 2006	District receives Stanford/Aprenda results for all students.
May 2006	District receives TAKS results for all students.
October 2006	TEA releases final accountability ratings.
December 2006	TEA releases Comparable Improvement ratings.

**Distribution of Funds**

This year, teachers can receive a maximum of \$3,000 under this program. Over time, that amount is expected to increase. Funds to eligible teachers and non-instructional staff meeting the performance criteria will be available by the end of January 2007 based on 2005–06 performance.

Houston Independent School District

# Research Brief

## Teacher Performance-Pay Model 2005–06 School Year

The purpose of the HISD Teacher Performance-Pay Model is to focus on growth in student learning at both the campus and individual teacher levels and to make the incentives more financially meaningful to teachers.

The primary goals of the Teacher Performance-Pay Model are to:

- build upon the success of HISD's previous teacher incentive models;
- focus on and be driven by growth in student learning;
- compensate both campus and individual teaching excellence;
- make campus and classroom performance comparisons as fair as possible; and
- ensure all teachers are included.

The Teacher Performance-Pay Model is based on several assumptions:

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

Given these goals and assumptions, the teacher performance pay plan involves three different strands of performance pay: Strand I—TEA Accountability and Comparable Improvement on TAKS (Campus-Level Performance); Strand II—Stanford and Aprenda (Individual Teacher & Campuswide Performance); and Strand III—TAKS (Individual Teacher Performance). Every HISD teacher has the opportunity to participate in the first two strands of performance pay; about half would have the opportunity to participate in the third strand, depending on the grade levels and subjects they teach.

The following criteria were used to determine participation eligibility:

**All Teaching Faculty** – those faculty who are classified by Human Resources under one of five job codes; RT (Regular Teachers), VT (Vocational Teachers), AE (Evaluation Specialists), ES (Counselors), and SA/H (Assistant Principals). These five faculty groups comprise the All Teaching Faculty included in this incentive program.

- **RT** - Includes all employees under the RT salary plan such as classroom teachers, librarians, nurses, Special Education teachers, ancillary teachers, therapists, and coordinators.
- **VT** - Includes all employees under the VT salary plan such as CATE teachers.
- **AE** - Includes all employees under the AE salary plan such as Bilingual Evaluation Specialists and Evaluation Specialists.
- **ES** - Includes all employees under the ES salary plan such as elementary and secondary counselors, CATE counselors, and Bilingual counselors.
- **SA/H** - Includes all employees under the SA/H salary plan such as elementary and secondary Assistant Principals.

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

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

**Non-Core Teachers** – those teachers not classified as a Core Teacher.

- **Elementary** - Teachers that are not homeroom teachers. They include ancillary teachers and other instructional staff including counselors and assistant principals.
- **Secondary** - Teachers that do not teach at least one core course and other instructional staff including counselors and assistant principals.

**Non-Instructional Staff** – Staff members that are not teachers, administrators, or other school professionals. They include janitors, aides, clerks, office personnel, and other staff members not included as School Administrators, All Teaching Faculty, or Core Teachers.

(Continued on back)

# Appendix A (continued)

## HISD Teacher Performance-Pay Model

The purpose of the HISD Performance-Pay Model is to focus on growth in student learning at both the campus and individual teacher levels. To accomplish this, the model employs three distinct strands:  
 Strand I - TEA Accountability and TEA Comparable Improvement on TAKS (Campus-Level Performance)  
 Strand II - HISD Comparable Improvement on Stanford/Aprena (Individual-Level & Campus-Level Performance)  
 Strand III - HISD Comparable Improvement on TAKS (Individual-Level Performance)

### Strand I\*

Campus TEA Accountability Rating

Exemplary | Recognized | Acceptable | Unacceptable (no \$)

Is Campus' improvement for each Acceptable indicator greater than the District's improvement for those indicators?

No → Acceptable w/o Progress (no \$)  
 Yes → Acceptable w/ Progress

\*Eligible participants are members of TEA rated Exemplary, Recognized, or Acceptable (with Progress) campuses and whose students rank in the top two quartiles of Comparable Improvement on the TAKS reading and math tests. Shaded elements in the preceding graph indicate eligibility criteria. Shaded elements in the following graph indicate qualification for incentive pay.

Campus Reading & Math Performance Quartile based on Comparable Improvement in TAKS Scale Scores (Published in the Texas Education Agency AEIS Report)

Q1 | Q2 | Q3 (no \$) | Q4 (no \$)

#### Incentive Dollars

Part A: All Teaching Faculty				
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Reading	\$500	\$250		\$0
Math	\$500	\$250		\$0

Part B: All Non-Instructional Staff				
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Reading	\$250	\$125		\$0
Math	\$250	\$125		\$0

### Strand II

Determine Cohort

Core Teachers | Non-Core Teachers

Instructional Cohort | Campus Cohort

Elementary Level: current students in a teacher's homeroom who have 2 years of Stanford/Aprena scores on the complete battery  
 Secondary Level: current students with 2 years of Stanford/Aprena subject test data that corresponds to the teacher's core subject area  
 All Levels: current students on the campus with 2 years of Stanford/Aprena Complete Battery data

Determine Comparable Improvement groups based on percentage of economically disadvantaged students in Cohort and divide into 4 groups from high to low

Current year average Normal Curve Equivalent for each Cohort - Prior year average Normal Curve Equivalent for each Cohort = Change Score

Rank order all Change Scores within each Comparable Improvement group and divide into quartiles from high to low

Q1 | Q2 | Q3 (no \$) | Q4 (no \$)

#### Incentive Dollars

Part A: Core Teachers				
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Elementary	\$1,000	\$500		\$0
Secondary	\$1,000	\$500		\$0

Part B: Non-Core Teachers				
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Elementary	\$500	\$250		\$0
Secondary	\$500	\$250		\$0

### Strand III

Determine Cohort

2 consecutive years of data | only 1 year of data

Instructional Cohort | Instructional Cohort

Elementary Level: current students in a teacher's homeroom who have 2 years of TAKS Reading and Math data  
 Secondary Level: current students with 2 years of TAKS subject test data that corresponds to the teacher's core subject area  
 3<sup>rd</sup> Grade: current students with current year TAKS Reading and Math data  
 5<sup>th</sup> Grade: current students with current year TAKS Science data  
 8<sup>th</sup> Grade: current students with current year TAKS Social Studies data  
 10<sup>th</sup> Grade: current students with current year TAKS Social Studies & Science data

Determine Comparable Improvement groups based on percentage of economically disadvantaged students in Cohort and divide into 4 groups from high to low

Current year average Scale Score for each Cohort - Prior year average Scale Score for each Cohort = Change Score

Rank order all Change Scores within each Comparable Improvement group and divide into quartiles from high to low

Q1 | Q2 | Q3 (no \$) | Q4 (no \$)

#### Incentive Dollars

Parts A & B: Core Teachers							
	Quartile 1		Quartile 2		Quartile 3	Quartile 4	
	Read	Math	Science	Read	Math	Science	
Elementary	\$500	\$500	\$500	\$250	\$250	\$250	\$0
	Subject Area		Subject Area				
Secondary	\$1,000		\$500				

## Appendix A (continued)

### HISD Teacher Performance-Pay Model Methodology

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## Appendix A (continued)

### Strand I-A (All Teaching Faculty)

#### Summary:

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

#### Methodology:

1. Determine if campus met TEA Accountability standard:  
**Eligible** = Exemplary, Recognized, or Acceptable with Progress<sup>1</sup>—proceed to step 2.  
**Not Eligible** = Acceptable without Progress or Unacceptable—stop: not eligible for Strand I incentive.
2. Determine incentive amount awarded to each member of campus' teaching faculty based on TEA Comparable Improvement (CI)<sup>2</sup> on TAKS reading and math:  
**\$500** = Campus TAKS reading/math scores are in the first quartile of CI  
**\$250** = Campus TAKS reading/math scores are in the second quartile of CI  
**\$0** = Campus TAKS reading/math scores are in the third or fourth quartile of CI

### Strand I-B (All Non-Instructional Staff)

#### Summary:

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

#### Methodology:

1. Determine if campus met TEA Accountability standard:  
**Eligible** = Exemplary, Recognized, or Acceptable with Progress—proceed to step 2.  
**Not Eligible** = Acceptable without Progress or Unacceptable—stop: not eligible for Strand I incentive.
2. Determine incentive amount awarded to each member of campus' non-instructional staff based on TEA Comparable Improvement on TAKS reading and math:  
**\$250** = Campus TAKS reading/math scores are in the first quartile of CI  
**\$125** = Campus TAKS reading/math scores are in cond quartile of CI  
**\$0** = Campus TAKS reading/math scores are in the third or fourth quartile of CI

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

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

## Appendix A (continued)

### Strand II-A (Elementary Core Teachers)

#### Summary:

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

#### Methodology:

1. Determine each teacher’s Instructional Cohort:
  - Instructional Cohort = All students in a teacher’s homeroom who have 2 years of Stanford/Aprena scores on the Complete Battery<sup>3</sup>.
2. Determine Comparable Improvement Groups:
  - Retrieve socioeconomic status indicator<sup>4</sup> from current year SASI for every student in each Instructional Cohort by grade level across the district.
  - Calculate the percentage of students in each Instructional Cohort who are economically disadvantaged.
  - Partition the corresponding distribution into four quarters each containing 25% of the total number of elementary students.
  - Assign each Instructional Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.
3. Determine prior year average NCE for each Instructional Cohort:
  - Retrieve each student’s NCE on the Complete Battery from the previous year, then sum the NCE values and divide the total by the number of students in the Instructional Cohort.
4. Determine current year average NCE for each Instructional Cohort:
  - Retrieve each student’s NCE on the Complete Battery from the current year, then sum the NCE values and divide the total by the number of students in the Instructional Cohort.
5. Compute the Change Score for each Instructional Cohort:
  - Subtract current year’s average from prior year’s average on the Stanford/Aprena Complete Battery.
6. Determine performance quartiles within each Comparable Improvement group:
  - Partition the distribution of Change Scores into four quarters each containing 25% of the Instructional Cohorts.
  - Assign each Instructional Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.
7. Determine incentive amount awarded to each homeroom teacher based on Comparable Improvement (CI) of teacher’s Instructional Cohort on Stanford/Aprena Complete Battery
  - **\$1000** = Change Score is in the first quartile of CI\*
  - **\$500** = Change Score is in the second quartile of CI\*
  - **\$0** = Change Score is in the third or fourth quartile of CI
  - \*must show positive improvement to receive incentive.

<sup>3</sup> Consideration is being given as to the length of time the student is in the teacher’s classroom. A final decision has not been made at this point.

<sup>4</sup> Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

## **Appendix A (continued)**

### **Strand II-A (Secondary Core Teachers)**

**Summary:**

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

**Methodology:**

1. Determine each teacher’s Instructional Cohort:
  - Instructional Cohort = Current students with 2 years of Stanford/Aprena subject test data that corresponds to the teacher’s core subject area. For example, students within an Algebra I teacher’s Instructional Cohort would be those who have 2 years of data from the math subtest of the Stanford/Aprena<sup>5</sup>.
2. Determine Comparable Improvement Groups:
  - Retrieve socioeconomic status indicator<sup>6</sup> from current year SASI for every student in each Instructional Cohort by specific core subject area across the district.
  - Calculate the percentage of students in each Instructional Cohort who are economically disadvantaged.
  - Partition the corresponding distribution into four quarters each containing 25% of the students.
  - Assign each Instructional Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.
3. Determine prior year average NCE for each Instructional Cohort:
  - Retrieve each student’s NCE on the relevant core area subject test from the previous year, then sum the NCE values and divide the total by the number of students in the Instructional Cohort.
4. Determine current year average NCE for each Instructional Cohort:
  - Retrieve each student’s NCE on the relevant core area subject test from the current year, then sum the NCE values and divide the total by the number of students in the Instructional Cohort.
5. Compute the Change Score for each Instructional Cohort:
  - Subtract current year’s average from prior year’s average on the relevant core area subject test of the Stanford/Aprena.
6. Determine performance quartiles within each Comparable Improvement group:
  - Partition the distribution of Change Scores into four quarters each containing 25% of the Instructional Cohorts.
  - Assign each Instructional Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.

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<sup>5</sup> Consideration is being given as to the length of time the student is in the teacher’s classroom. A final decision has not been made at this point.

<sup>6</sup> Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

## Appendix A (continued)

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

### Strand II-B (All Non-Core Teachers)

#### Summary:

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

#### Methodology:

1. Determine each campus' Student Cohort:
  - Student Cohort = All current students on the campus with 2 years of Stanford/Aprenda Complete Battery data<sup>7</sup>.
2. Determine Comparable Improvement Groups:
  - Retrieve socioeconomic status indicator<sup>8</sup> from current year SASI for every student in each campus' Student Cohort by grade level across the district.
  - Calculate the percentage of students in each campus' Student Cohort who are economically disadvantaged.
  - Partition the corresponding distribution into four quarters each containing 25% of the students.
  - Assign each campus' Student Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.
3. Determine prior year average NCE for each campus' Student Cohort:
  - Retrieve each student's NCE on the Complete Battery from the previous year, then sum the NCE values and divide the total by the number of students in the campus' Student Cohort.
4. Determine current year average NCE for each campus' Student Cohort:
  - Retrieve each student's NCE on the Complete Battery from the current year, then sum the NCE values and divide the total by the number of students in the campus' Student Cohort.
5. Compute the Change Score for each Student Cohort:
  - Subtract current year's average from prior year's average on the Stanford/Aprenda Complete Battery.
6. Determine performance quartiles within each Comparable Improvement group:
  - Partition the distribution of Change Scores into four quarters each containing 25% of the Student Cohorts.

<sup>7</sup> Consideration is being given as to the length of time the student is in the teacher's classroom. A final decision has not been made at this point.

<sup>8</sup> Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

## Appendix A (continued)

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

\*must show positive improvement to receive incentive.

### Strand III-A (Elementary Core Teachers)

#### Summary:

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

#### Methodology:

1. Determine each teacher's Instructional Cohort:
  - Instructional Cohort = All students in a teacher's homeroom who have 2 years of TAKS reading/math scores<sup>9</sup>.
2. Determine Comparable Improvement Groups:
  - Retrieve socioeconomic status indicator<sup>10</sup> from current year SASI for every student in each Instructional Cohort by grade level across the district.
  - Calculate the percentage of students in each Instructional Cohort who are economically disadvantaged.
  - Partition the corresponding distribution into four quarters each containing 25% of the students.
  - Assign each Instructional Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.
3. Determine prior year average Scale Score for each Instructional Cohort:
  - Retrieve each student's Scale Score on the TAKS Reading & Math from the previous year, then sum the Scale Score values and divide the total by the number of students in the Instructional Cohort.
4. Determine current year average Scale Score for each Instructional Cohort:
  - Retrieve each student's Scale Score on the TAKS Reading & Math from the current year, then sum the Scale Score values and divide the total by the number of students in the Instructional Cohort.
5. Compute the Change Score for each Instructional Cohort:
  - Subtract current year's average from prior year's average on the TAKS Reading & Math.

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<sup>9</sup> Consideration is being given as to the length of time the student is in the teacher's classroom. A final decision has not been made at this point.

<sup>10</sup> Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

6. Determine performance quartiles within each Comparable Improvement group:
  - Partition the distribution of Change Scores into four quarters each containing 25% of the Instructional Cohorts.
  - Assign each Instructional Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.
7. Determine incentive amount awarded to each elementary core teacher based on Comparable Improvement (CI) of teacher’s Instructional Cohort on TAKS reading and math:

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

\* must show positive improvement to receive incentive.

**Strand III-A (Secondary Core Teachers)**

**Summary:**

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

**Methodology:**

1. Determine each teacher’s Instructional Cohort:
  - Instructional Cohort = Current students with 2 years of TAKS subject test data that corresponds to the teacher’s core subject area. For example, students within an Algebra I teacher’s Instructional Cohort would be those who have 2 years of data from the TAKS math subtest<sup>11</sup>.
2. Determine Comparable Improvement Groups:
  - Retrieve socioeconomic status indicator<sup>12</sup> from current year SASI for every student in each Instructional Cohort by specific core subject area across the district.
  - Calculate the percentage of students in each Instructional Cohort who are economically disadvantaged.
  - Partition the corresponding distribution into four quarters each containing 25% of the students.
  - Assign each Instructional Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.
3. Determine prior year average Scale Score for each Instructional Cohort:
  - Retrieve each student’s Scale Score on the relevant core area subtest from the previous year, then sum the Scale Score values and divide the total by the number of students in the Instructional Cohort.

<sup>11</sup> Consideration is being given as to the length of time the student is in the teacher’s classroom. A final decision has not been made at this point.

<sup>12</sup> Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

## Appendix A (continued)

4. Determine current year average Scale Score for each Instructional Cohort:
  - Retrieve each student's Scale Score on the relevant core area subtest from the current year, then sum the Scale Score values and divide the total by the number of students in the Instructional Cohort.
5. Compute the Change Score for each Instructional Cohort:
  - Subtract current year's average from prior year's average on the relevant core area subtest of the TAKS.
6. Determine performance quartiles within each Comparable Improvement group:
  - Partition the distribution of Change Scores into four quarters each containing 25% of the Instructional Cohorts.
  - Assign each Instructional Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.
7. Determine incentive amount awarded to each core teacher based on Comparable Improvement (CI) of teacher's Instructional Cohort on the relevant subtest of the TAKS:
  - \$1000 = Change Score is in the first quartile of CI\*
  - \$500 = Change Score is in the second quartile of CI\*
  - \$0 = Change Score is in the third or fourth quartile of CI
  - \* must show positive improvement to receive incentive.

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

#### **Summary:**

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

#### **Methodology:**

1. Determine each teacher's Instructional Cohort:
  - Instructional Cohort = Current students with current year TAKS reading and math data<sup>13</sup>.
2. Determine Comparable Improvement Groups:
  - Retrieve socioeconomic status indicator<sup>14</sup> from current year SASI for every third grade student in each Instructional Cohort across the district.
  - Calculate the percentage of students in each Instructional Cohort who are economically disadvantaged.
  - Partition the corresponding distribution into four quarters each containing 25% of the students.
  - Assign each Instructional Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.

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<sup>13</sup> Consideration is being given as to the length of time the student is in the teacher's classroom. A final decision has not been made at this point.

<sup>14</sup> Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

## Appendix A (continued)

3. Determine campus-wide prior year average TAKS Scale Score in reading and math:
  - Retrieve every third grade student’s Scale Score on the first administration of TAKS reading and math from the previous year, then sum the Scale Score values and divide the total by the number of third grade students tested on the first administration in the previous year at the campus.
4. Determine current year average Scale Score for each third grade Instructional Cohort:
  - Retrieve each third grade student’s Scale Score on the first administration of TAKS reading and math from the current year, then sum the Scale Score values and divide the total by the number of students in the Instructional Cohort.
5. Compute the Change Score for each Instructional Cohort:
  - Subtract the third grade Instructional Cohort’s current year Scale Score average from the campus-wide prior year third grade Scale Score average on the TAKS reading and math.
6. Determine performance quartiles within each Comparable Improvement group:
  - Partition the distribution of Change Scores into four quarters each containing 25% of the Instructional Cohorts.
  - Assign each Instructional Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.
7. Determine incentive amount awarded to each third grade teacher based on Comparable Improvement (CI) of teacher’s Instructional Cohort on TAKS reading and math:

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

\*must show positive improvement to receive incentive.

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

**Summary:**

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

**Methodology:**

1. Determine each teacher’s Instructional Cohort:
  - Instructional Cohort = Current students with current year TAKS science data<sup>13</sup>.

## Appendix A (continued)

2. Determine Comparable Improvement Groups:
  - Retrieve socioeconomic status indicator<sup>15</sup> from current year SASI for every fifth grade student in each Instructional Cohort across the district.
  - Calculate the percentage of students in each Instructional Cohort who are economically disadvantaged.
  - Partition the corresponding distribution into four quarters each containing 25% of the students.
  - Assign each Instructional Cohort to a Comparable Improvement group based on where its percentage of economically disadvantaged students falls within the quartiled distribution.
3. Determine campus' prior year average TAKS Scale Score in Science:
  - Retrieve every fifth grade student's Scale Score on the TAKS Science from the previous year, then sum the Scale Score values and divide the total by the number of fifth grade students tested in the previous year at the campus.
4. Determine current year average Scale Score for each fifth grade Instructional Cohort:
  - Retrieve each fifth grade student's Scale Score on the TAKS Science from the current year, then sum the Scale Score values and divide the total by the number of students in the Instructional Cohort.
5. Compute the Change Score for each Instructional Cohort:
  - Subtract the fifth grade Instructional Cohort's current year Scale Score average from the campus' prior year fifth grade Scale Score average on the TAKS Science.
6. Determine performance quartiles within each Comparable Improvement group:
  - Partition the distribution of Change Scores into four quarters each containing 25% of the Instructional Cohorts.
  - Assign each Instructional Cohort to a performance quartile based on where its Change Score falls within the quartiled distribution.
7. Determine incentive amount awarded to each fifth grade science teacher based on Comparable Improvement (CI) of teacher's Instructional Cohort on TAKS Science:
  - \$500** = Change Score is in the first quartile of CI\*
  - \$250** = Change Score is in the second quartile of CI\*
  - \$0** = Change Score is in the third or fourth quartile of CI\*

\*must show positive improvement to receive incentive.

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<sup>15</sup> Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

## Appendix A (continued)

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

#### Summary:

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

#### Methodology:

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

<sup>16</sup> Consideration is being given as to the length of time the student is in the teacher’s classroom. A final decision has not been made at this point.

<sup>17</sup> Recipient of free or reduced meals = economically disadvantaged / Not recipient of free or reduced meals = not economically disadvantaged.

## Appendix A (continued)

7. Determine incentive amount awarded to each teacher based on Comparable Improvement (CI) of teacher’s Instructional Cohort on TAKS Social Studies/Science:

**\$1000** = Change Score is in the first quartile of CI\*

**\$500** = Change Score is in the second quartile of CI\*

**\$0**= Change Score is in the third or fourth quartile of CI

\*must show positive improvement to receive incentive.

### Special Analysis

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

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

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

## Appendix A (continued)

### Appendix A: Special Analysis Campuses

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

## Appendix A (continued)

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

## Appendix B

Research Brief

Principal Performance-Pay Model, 2005–06

### EXAMPLE FOR TOTAL PRINCIPAL PERFORMANCE-PAY MODEL

Local	\$5,700
Federal/Local Match	\$2,250
<b>TOTAL PRINCIPAL PERFORMANCE-PAY</b>	<b>\$7,950</b>

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

**Note: Special Analysis**

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

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

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

Houston Independent School District

# Research Brief

## Principal Performance-Pay Model 2005–06

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

The performance pay models are based on several assumptions:

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

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

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

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

**PRINCIPAL PERFORMANCE-PAY MODEL: LOCAL**

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

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

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

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

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

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

(continue on next page)

## Appendix B (continued)

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

**Example for Local Model: Alpha Elementary School**

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

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

\*See Local Principal Payout Quartile Rankings (handout)

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

**PRINCIPAL PERFORMANCE-PAY MODEL: FEDERAL GRANT AND LOCAL MATCH**

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

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

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

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

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

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

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

**Example for Federal/Local Match Model: Alpha Elementary School**

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

## Appendix C

### Methods for the ASPIRE Awards Model for 2006–07

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

#### ASPIRE Award Model Strand I

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

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

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

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

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

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

#### Examples for Strand I:

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

## Appendix C (continued)

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

### ASPIRE Award Model Strand II

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

**People Included in Teacher Value-added Strand II:** All teachers of core subjects grades PK–12

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

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

#### Strand II Sections

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

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

#### Indicators:

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

## Appendix C (continued)

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS®.
2. EVAAS® converts student data to a single NCE scale, which is normalized, with the state TAKS data for 2006. This acts as the Baseline/Benchmark.
3. Each student is then provided with a baseline NCE and an Expected Gain score for each subject (Reading, Math, Language Arts, Science, and Social Studies).
4. Using a multivariate mixed model, spring 2007 data are converted and compared to expected gain scores for each student producing a value-added score that is used to determine student progress.
5. Students are linked to teachers based on homeroom assignment for Part A and by subject taught for Part B. Student rosters are verified by teachers using an online verification process before teacher-level analysis is conducted.
6. Student value-added scores are used to calculate a teacher value-added score for each subject taught at each grade where applicable. By aggregating student scores across subjects (Reading, Math, Language Arts, Science, and Social Studies) and grades, a single teacher value-added composite is calculated and used in the ASPIRE Awards model.

***For core teachers at the high school level***– EVAAS® department/subject campus score: Gain-score calculated for each core subject. Teachers are paid based on department/subject performance determined from individual student improvement in the subject area.

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS®.
2. EVAAS® converts student data to a single NCE scale, which is normalized, with the state TAKS data for 2006. This acts as the Baseline/Benchmark.
3. Each student is then provided with a baseline NCE and an Expected Gain score for each subject (Reading, Math, Language Arts, Science, and Social Studies).
4. Using a multivariate mixed model, spring 2007 data are converted and compared to expected gain scores for each student producing a value-added score that is used to determine student progress.
5. Student value-added scores are used to calculate a Campus value-added score for each subject (Reading, Math, Language Arts, Science, and Social Studies) by aggregating student scores across for each subject across grades 9–12. Subject value-added scores are used to represent department value-added scores for the high schools.

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

1. Three years of student TAKS and Stanford/Aprenda data are supplied to EVAAS®.
2. EVAAS® converts student data to a single NCE scale, which is normalized, with the state TAKS data for 2006. This acts as the Baseline/Benchmark.
3. Each student is then provided with a baseline NCE and an Expected Gain score for each subject (Reading, Math, Language Arts, Science, and Social Studies).
4. Using a multivariate mixed model, spring 2007 data are converted and compared to expected gain scores for each student producing a value-added score that is used to determine student progress.
5. Student value-added scores are used to calculate a Campus value-added score for reading and math by aggregating student scores for each subject across grades 3–5.

## Appendix C (continued)

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

In this method, the subject value-added scores of each teacher will be compared to teachers at the same grade level (elementary grades 3–6) for each subject (**Reading, Math, Language Arts, Science, and Social Studies**). Through this comparison, teachers will be placed into performance quartiles for each subject. Only positive gain scores will be rewarded.

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

#### Example for Strand II Part A:

- A 4<sup>th</sup> grade, self-contained teacher whose students’ Value-added Gain-scores in reading, math, language arts, science and social studies, are each in the top 25 percent of these five distributions of 4<sup>th</sup> grade self-contained teachers would receive \$1,000+ \$1,000+ \$1,000+ \$1,000+ \$1,000 for a total of \$5,000 under Strand IIA, the maximum award for this strand.
- A 5<sup>th</sup> grade, self-contained teacher whose students’ Value-added Gain-scores in reading and math are each in the top 25 percent of these five distributions of 5<sup>th</sup> grade self-contained teachers(Q1), while the teacher’s value-added score for language arts and social studies are in Q3, and the teacher’s science value-added score is in Q2 would receive \$1,000+ \$1,000+ \$0+ \$500+ \$0 for a total of \$2,500 under Strand IIA.

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

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

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

## Appendix C (continued)

**Example for Strand II Part B:**

- An elementary school departmentalized reading teacher whose reading students’ Value-added Gain-scores are in the second quartile of the distribution of elementary school reading value-added scores would receive \$2,500 for a total of \$2,500 under Strand IIB.
- A 7<sup>th</sup> and 8<sup>th</sup> grade math and science teacher whose math students’ Value-added Gain-scores are in the second quartile of the distribution of middle school math scores and whose science students’ scores are in the second quartile of the distribution of middle school grade science scores but NOT with positive gain would receive \$1,250+\$0 for a total of \$1,250 under Strand IIB.

**Strand II Part C: High School Core Teachers**

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

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

**Example for Strand II Part C:**

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

**Strand II Part D: PK–Grade 2 Core Teachers**

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

## Appendix C (continued)

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

**Example for Strand II Part D:**

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

### ASPIRE Award Model Strand III

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

**People Included:**

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

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

**Strand III Part A: Campus Improvement**– This part of Strand III is designed to reward staff at schools whose students have exhibited significant improvement as measured by TAKS scale scores when compared to other demographically similar schools across the state. Strand III Part A is based on TEA Comparable Improvement Quartiles.

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

## Appendix C (continued)

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

Strand IIIB Campus Level TEA Achievement Matrix				
	TEA Accountability Rating			
Campus Staff	Exemplary	Recognized	Acceptable	Unacceptable
Instructional	\$300	\$150	\$0	\$0

### Examples for Strand III:

- A teacher at an Exemplary school with TEA Comparable Improvement ranking in the top 25 percent for reading and the top 25 percent for math would receive \$500+\$500 under Strand IIIA and \$300 under IIIB for the highest award for Strand III at \$1,300.
- A teacher at an Exemplary school with TEA Comparable Improvement ranking in the top 25 percent for reading but not in the top half for math would receive \$500+\$0 under Strand IIIA and \$300 under IIIB for a Strand III total of \$800.
- A teacher at a Recognized school with TEA Comparable Improvement ranking in the third quartile for reading and the third quartile for math would receive \$0 under Strand IIIA and \$150 under IIIB for a Strand III total of \$150.
- A teacher at an Acceptable school with TEA Comparable Improvement ranking in the second quartile for reading, but not in the top half for math would receive \$250+\$0 under Strand IIIA and \$0 under IIIB for the minimum award for Strand III at \$250.

## Appendix D

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

#### ASPIRE Award Model Strand I

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

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

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

#### ASPIRE Award Model Strand II

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

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

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

### ASPIRE Award Model Strand III

**Strand III Part A: Campus Improvement**—This part of Strand III is designed to reward principals at schools whose students have exhibited significant improvement as measured by TAKS scale scores when compared to other demographically similar schools across the state. Strand III Part A is based on TEA Comparable Improvement quartiles. The maximum award in Strand III Part A is \$1,650.

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

**Strand III Part B: Campus Achievement**—This part of Strand III is designed to reward principals at schools whose students reach and maintain high levels of academic achievement. It is based solely on TEA accountability ratings. In this part of Strand III, only staff members at schools that the TEA rates Exemplary or Recognized receive an award. The maximum award in Strand III Part B is \$480.

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

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

## Appendix E



### ASPIRE AWARD FOR TEACHERS—ELIGIBILITY GUIDELINES

#### I. General Eligibility

In order to be eligible for participation in the ASPIRE award for teachers, employees must first meet *all of the following* general eligibility criteria.

##### A. Core, Instructional Staff (e.g., Grade 3 Math Teacher)

1. Be employed as the “teacher of record” or identified through the verification process as core instructional staff (e.g., co-teachers and inclusion teachers).
2. Be responsible for instructional planning and assignment of grades.
3. Be employed in an eligible position as of the fall snapshot date (October 27, 2006).
4. Be continuously employed in an eligible position through the last day of school (May 25, 2007).
5. Instruct students 90% of the instructional year with no more than 10% of the instructional year away from the classroom during this period of time. For example, 10% "absence" for an employee who is obligated to work 7.75 hours a day for 180 days a year equals 18 days or 139.5 hours; for an employee obligated to work an 8-hour day, 10% would equal 144 hours.

##### B. Non-Core, Instructional Staff (e.g., Music Teacher)

1. Be employed in an eligible position as of the fall snapshot date (October 27, 2006).
2. Be continuously employed in an eligible position through the last day of school (May 25, 2007).
3. Work with students 90% of the instructional year, with no more than 10% of the instructional year away from students during this period of time. (See example in A5 above.)

##### C. Non-Instructional Staff (e.g., Teacher’s Aide, Secretary)

1. Be employed in a campus-assigned position as of the fall snapshot date (October 27, 2006),
2. Be employed in an eligible position as of December 31 and continue employment in an eligible position through the last day of school (May 25, 2007).
3. Work on the campus 90% of the instructional year, with no more than 10% of the instructional year away from campus during this period of time. (See example in A5 above.)

## Appendix E (continued)

### II. Payout eligibility

Once an employee meets all of the general eligibility requirements for participation in the ASPIRE award for teachers, the following payout eligibility requirements must be met before payment will occur.

1. Employees must not have “opted-out” of the ASPIRE award to receive payout during the verification process. Employees had from September 4 through September 30 to make (or change) their selection. If an employee did not make a selection, the employee was included for consideration for an ASPIRE award.
2. Employees must return to the district as an employee by the payout date in an active-duty position. A substitute/associate teacher or an hourly employee without any earnings in the 2007–2008 school year, would not be considered “active duty.”
3. Employees must be in good standing at the time of payment. Therefore, an employee cannot be under investigation or reassigned pending investigation. An employee is ineligible for 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 ineligible to receive an ASPIRE award payment.
4. Employees who resign or are terminated prior to the payment date or take leave of absence (e.g., personal, health-related, educational) are ineligible for the payout.
5. Employees who retire from HISD and who do not return at the beginning of the new year are eligible for the ASPIRE award payment. However, HISD recognizes one retirement. Retirees who are rehired must meet all eligibility requirements, just as any other district employee must, and are not treated as a “first-time retiree” for purposes of the ASPIRE award.
6. Employees who work less than full time will be eligible at a pro-rated award amount based on the full-time equivalent (FTE) of their position (e.g., half-time is 0.5 FTE and equates to 50% of the qualified incentive payout).
7. For an employee who voluntarily transfers from one eligible ASPIRE position to another ASPIRE-award-eligible position during the school year, the payout determinant will be the position that meets eligibility the greatest percentage of the school year (based on the 187-day duty schedule).
 

*Example: On September 5 (in time for the fall snapshot), an employee teaches third-grade math (a core teacher). On February 5, the employee transfers to curriculum specialist on the same campus (no longer a core teacher). Both assignments are ASPIRE-award-eligible. However, the award model and eligibility requirements differ. In this case, the greatest percentage of “school year” was spent as a core instructional teacher; therefore, the award amount would be determined on the basis of the core instructional teacher model.*
8. All employees eligible under incentive plans other than the ASPIRE Award Program are not eligible for an ASPIRE award (e.g., Food Services).
9. Awards for employees whose job record/position is assigned to non-campus departments or regional offices for time reporting, but who are assigned to work on specific campuses (campus-based) and report directly to the principal, will be calculated and prorated on the basis of the percentage of campus assignments. Examples include evaluation specialists, content specialists, speech therapists, curriculum specialists, and various Special Education positions.
 

*Example: A department-assigned, campus-based employee works 20% of his or her time at campus A. If the employee is eligible for an ASPIRE award based on the campus A data, then the employee would receive 20% of the eligible payout at campus A.*
10. 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.
11. Hourly employees in any capacity (including substitute/associate teachers) are ineligible to participate in the ASPIRE Award Program.

## Appendix E (continued)

### III. FREQUENTLY ASKED QUESTIONS ON ELIGIBILITY

1.	<p><b>Is “attendance for eligibility” the same as the “attendance bonus”?</b></p> <p><i>No. To be eligible for an ASPIRE award for teachers, you must be present 90% of the instructional year. In order to receive an attendance bonus, you must be “instructional staff,” and you must have perfect attendance or miss less than two days (less than 15.49 hours).</i></p>
2.	<p><b>I took funeral leave for three days during the 2006–2007 instructional year. Does this time count as time away from the classroom in determining my eligibility for an ASPIRE award?</b></p> <p><i>No. HISD recognizes there are times when an employee must take leave time. For the purposes of ASPIRE award eligibility and the attendance bonus, the following types of leave are exempt:</i></p> <ul style="list-style-type: none"> <li>• <i>Funeral Leave</i></li> <li>• <i>Military Leave</i></li> <li>• <i>Family Medical Leave (must be authorized through HR)</i></li> <li>• <i>Assault Leave</i></li> <li>• <i>Jury Duty</i></li> <li>• <i>Religious Holidays</i></li> <li>• <i>Compensatory Time</i></li> <li>• <i>Off-Campus Duty</i></li> <li>• <i>Workers’ Compensation</i></li> <li>• <i>Vacation Time (Beginning in 2008–2009, vacation time may count as time away from the instructional year.)</i></li> </ul>
3.	<p><b>What are some examples of an “instructional” position versus a “non-instructional” position?</b></p> <p><b>Examples of instructional jobs</b>  Teacher  Counselor  Nurse  Librarian  Dean of Instruction  Assistant Principal  Speech Therapist  Evaluation Specialist</p> <p><b>Examples of non-instructional jobs</b>  School Secretary  Data Entry Clerk  Teaching Assistant  Teacher Aide  School Improvement Facilitator  Social Worker  Clerk  Attendance Specialist  Speech Therapist Assistant  Police Officer  SIMS Clerk</p>