

MEMORANDUM

November 17, 2014

TO: Board Members

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

CONTACT: Carla Stevens, 713-556-6700

SUBJECT: **2013-2014 SRI PAYOUT AND STUDENT PERFORMANCE REPORT**

Beginning with the 2012–2013 school year, the Houston Independent School District (HISD) Board of Education approved the creation of the Secondary Reading Initiative (SRI) for 6th and 9th grade students. In the 2013–2014 school year, the SRI program was expanded to include students in the 7th grade.

Students in the 6th, 7th, and 9th grades, whose Stanford scores are lower than the 40th percentile are eligible to participate in the program. STAAR was used if Stanford was not available. Teachers who taught the SRI courses and attended training were eligible for performance incentives. Performance incentives up to \$7,000 for student reading performance were determined by the achievement of students enrolled in reading intervention courses were available for SRI teachers as an incentive to eligible teachers.

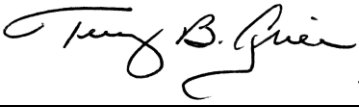
Attached is the 2013-2014 SRI Student Performance and Incentive Program Payout Report.

Some of the highlights are as follows:

- A total of 6,211 students participated in Reading Intervention courses.
- Of the 5,943 students who took the STAAR or STAAR EOC assessment in 2014, 2,120 (35.7%) reached or exceeded the Level II - Satisfactory (phase-in 1) performance standard.
- Approximately 70% of 6th grade students improved their STAAR reading scale scores, and almost 90% of 7th grade students improved their scale scores after taking reading intervention courses.
- Those students who did not meet the Level II Satisfactory performance standard in 2013 performed better than those who met the Level II Satisfactory performance standard in 2013 after taking SRI courses as determined by paired t-tests. For those students who met the Level II Satisfactory performance standard in the previous year, their reading performance in the current year declined (based on scale scores) after Reading Intervention courses.
- In the 2013–2014 SRI Award year, 141 teachers were eligible for the SRI student performance award, and a total of \$346,150 in student performance awards were paid to 82 teachers. Award amounts ranged from \$375 to \$7,000 with an average award of \$4,221.

Administrative Response:

Human Resource Department: After review by the Administration, the SRI program with an incentive payout has been discontinued for the 14-15 school year.


_____TBG

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
School Support Officers
Principals



RESEARCH

Educational Program Report

**SRI STUDENT PERFORMANCE AND INCENTIVE
PROGRAM PAYOUT REPORT
2013 - 2014**



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2013-2014 SRI Student Performance and Incentive Program Payout Report

Executive Summary

Program Description

Beginning with the 2012–2013 school year, the Houston Independent School District (HISD) Board of Education approved the creation of the Secondary Reading Initiative (SRI) for 6th and 9th grade students. In the 2013–2014 school year, the SRI program was expanded to include students in the 7th grade.

Students in the 6th, 7th, and 9th grades, whose Stanford scores are lower than the 40th percentile are eligible to participate in the program. STAAR was used if Stanford results were not available. Performance incentives up to \$7,000 for student reading performance determined by the achievement of students enrolled in reading intervention courses were available as an incentive for eligible SRI teachers.

This report focuses on the SRI teacher incentives provided to SRI teachers as well as student performance in the 2013–2014 school year.

Purpose of the Report

1. This report describes SRI award payout distribution for eligible teachers during the 2013–2014 school year.
2. This report presents the students' reading performance after taking Reading Intervention courses during the 2013–2014 school year.
3. This report, in part, informs the SRI Award Program Advisory Committee in the development of future award models.

Highlights

1. A total of 6,211 students participated in Reading Intervention courses:
 - o 2,047 6th graders,
 - o 1,971 7th graders, and
 - o 2,193 9th graders.
2. Of the 6,211 participating students, 5,943 students (95.7%) took either the STAAR Reading assessment (regular and modified versions) or the STAAR English I EOC assessment (regular and modified versions) in 2014.
3. Among those students who took the STAAR or STAAR EOC assessment in 2014, 2,120 (35.7%) reached or exceeded the Level II - Satisfactory (phase-in 1) performance standard. The percentages to reach or exceed Level II were
 - o 41.4% of 6th graders in 2014,
 - o 37.7% of 7th graders in 2014, and
 - o 28.3% of 9th graders in 2014.
4. Approximately 70% of 6th grade students improved their STAAR reading scale scores, and almost 90% of 7th grade students improved their scale scores after taking reading

intervention courses.

5. For those students meeting the STAAR Reading Level II Satisfactory performance standard in 2013 but did not meet the standard in 2014 were as follows:
 - 42.2% of 6th grade students,
 - 33.2% of 7th grade students, and
 - 61.2% of 9th grade students.
6. For those students who did not meet the Level II Satisfactory performance standard in 2013, and subsequently met or exceeded standards on their 2014 STAAR Reading or STAAR English I EOC are as follows:
 - 23.3% of 6th grade students,
 - 33.0% of 7th grade students, and
 - 11.2% of 9th students.
7. Those students who did not meet the Level II Satisfactory performance standard in 2013 performed better than those who met the Level II Satisfactory performance standard in 2013 after taking SRI courses as determined by paired t-tests. For those students who met the Level II Satisfactory performance standard in the previous year, their reading performance in the current year declined (based on scale scores) after Reading Intervention courses.
8. In the 2013–2014 SRI Award year, 141 teachers were eligible for the SRI student performance award, and a total of \$346,150 in student performance awards were paid to 82 teachers. Award amounts ranged from \$375 to \$7,000 with an average award of \$4,221.

Introduction

In May of 2012, the Houston Independent School District (HISD) Board of Education approved the creation of the Secondary Reading Initiative (SRI) program to target students in the 6th and 9th grades who were reading below the 50th percentile as measured by the Stanford/Aprena Achievement Test. In the 2013–2014 school year, the SRI program was expanded to include students in the 7th grade. Additionally, the criterion to be included in the Reading Intervention courses was made more restrictive (students at less than the 40th percentile instead of the 50th percentile) to ensure that the students who are receiving these interventions are those students most in need.

Beginning with the 2012–2013 school year, certified teachers on each campus provided supplemental reading classes to these students. SRI provides a teacher Professional Incentive Pay of \$3,000 for teaching selected courses and attending required workshops and professional development activities. Performance Incentive Pay is also available up to \$7,000 for student reading performance determined by the achievement of students enrolled in the 6th, 7th, and 9th grade Reading Intervention courses. This report focuses on the student performance incentive for SRI teachers and student performance in the 2013–2014 school year.

For the purpose of this program, Reading Intervention courses are defined to be those elective reading courses that have been created as part of the HISD Literacy Initiative to serve students identified as in need of reading intervention in the 6th, 7th, and 9th grades in 2013–2014. Students were required to enroll in elective Reading Intervention courses during the 2013–2014 school year if they scored below the 40th percentile on the Norm Referenced Test (NRT) in the previous year, or if they did not meet the STAAR Reading or STAAR (EOC) English I assessments and did not have prior year NRT data. The NRT used was the Stanford 10 in English or Aprenda 3 in Spanish.

Students were stratified into three groups based on their National Percentile Rank (NPR) of the NRT assessment or District-wide Percentile Rank (PR) of STAAR/EOC if NRT scores were not available:

- Group A – students scoring at or below the 15th percentile,
- Group B – students scoring at the 16th - 25th percentiles, and
- Group C – students scoring at the 26th - 39th percentiles.

Students who were repeating grades were placed into these groups based on their most recent NRT scores for the appropriate grade.

In the 2013–2014 school year, SRI teacher incentives were calculated for each student enrolled in the teacher's Reading Intervention courses. The incentive award was determined by each student's reading performance in 2014 for each student's respective group (Group A, B, or C). The 6th, 7th, or 9th grade student must have been enrolled in a Reading Intervention course for a minimum of one full semester during the 2013–2014 school year. The student must also have

taken the STAAR or STAAR Modified Reading (6th and 7th grades) or the STAAR or STAAR Modified English I EOC assessment (9th grade) in 2014.

Awards were calculated for teachers on a per-student basis for each student whose 2014 STAAR Reading (6th and 7th grades) or STAAR English I EOC (9th grade) scale score reached or exceeded the Level II Satisfactory performance standard, which ranged from \$150 to \$750 per student. The total maximum possible student achievement incentive was capped at \$7,000, regardless of the total number of students who were taught by a teacher and who actually obtained a reading score at one of the specified levels (see **Table A** in **Appendix A**). These amounts were selected using historical student data (i.e. STAAR 2013 distribution) and are based on the likelihood of students at each of the given starting points reaching the associated targets (Level II Satisfactory or Level III Advanced). The exact criterion scores associated with Level II Satisfactory and Level III Advanced are provided in **Table B** of **Appendix A**.

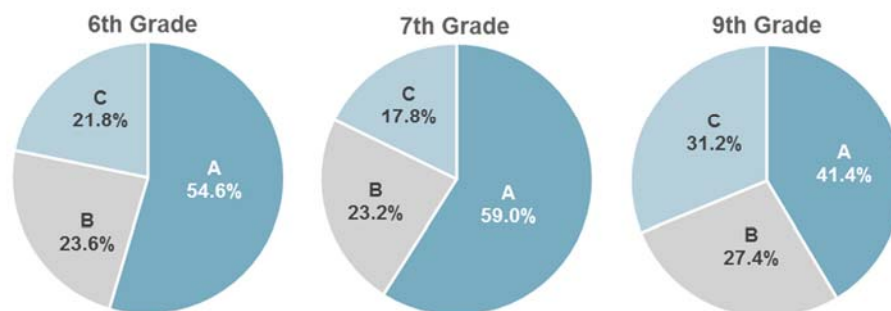
Results

Students' Reading Performance after Taking Reading Intervention Courses

During the 2013–2014 school year, a total of 6,211 students enrolled in SRI courses. The students were placed into groups according to their 2013 National Percentile Rank (NPR) as assessed by the Stanford Achievement Test or District-wide Percentile Rank (PR) of the STAAR Reading or STAAR English I EOC if their 2013 Stanford NPR data was not available.

- Of the 6,211 students, 2,047 were from 6th grade, 1,971 were from 7th grade, and 2,193 were from 9th grade (see **Table 1** in **Appendix B**).
- Among the 6th grade students, 1,117 (54.6%) were placed into Group A, with scores between 1st and 15th NPR/PR; 484 (23.6%) were placed into Group B, with scores between 16th and 25th NPR/PR; and 446 (21.8%) were placed into Group C, with scores between 26th and 39th NPR/PR (see **Figure 1**).
- For the 7th grade students, 1,164 (59.0%) were placed into Group A; 457 (23.2%) were placed into Group B; and 350 (17.8%) were placed into Group C.
- For the 9th grade students, 907 (41.4%) were placed into Group A; 601 (27.4%) were placed into Group B; and 685 (31.2%) were placed into Group C.
- Group A has the highest percentage of students for each grade level indicating that the SRI program captured those students who had low reading performance and needed additional reading intervention.

Figure 1. Percent of Students Enrolled in SRI Course by Grade and Group in 2013-2014

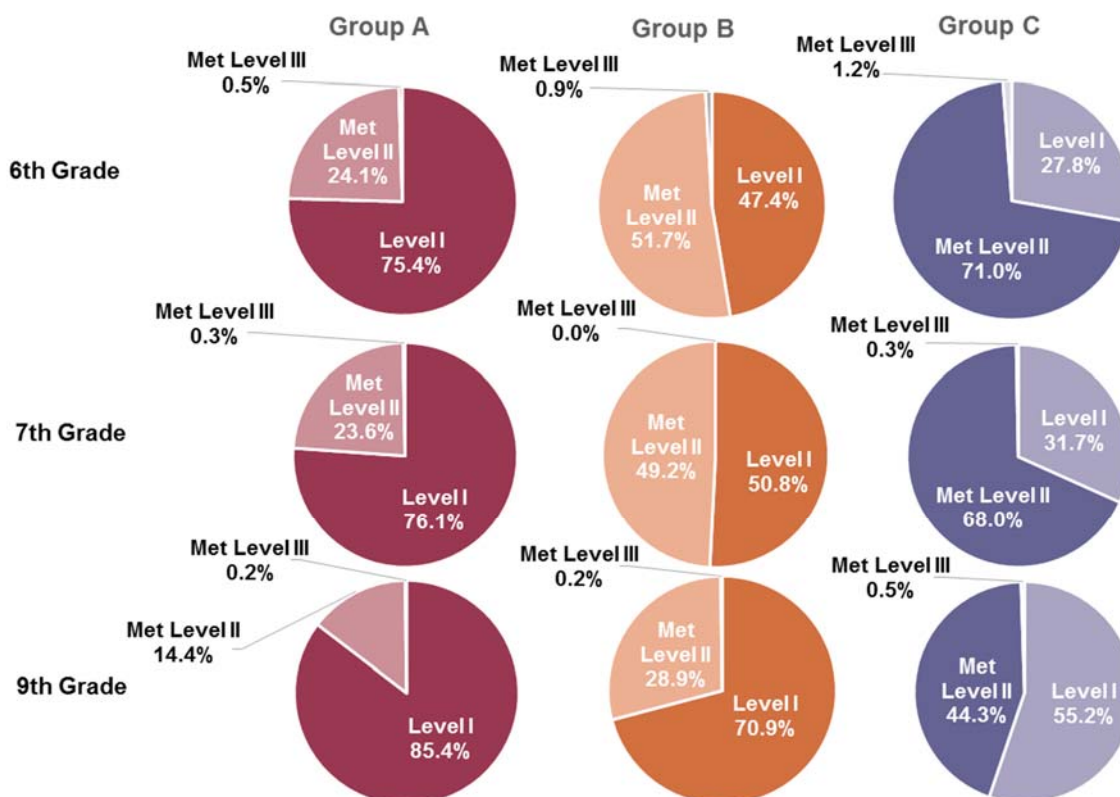


Among those who enrolled in Reading Intervention courses, 5,943 students (95.7%) took the STAAR Reading assessment (regular or modified version) hereafter referred to as “STAAR” or the STAAR English I End-of-Course (EOC) (regular or modified version) hereafter referred to as “STAAR EOC” in 2014.

SRI student progress awards were awarded to teachers on a per-student basis for each student whose 2014 STAAR or STAAR EOC scale score reached or exceeded Level II Satisfactory performance (at the phase-in 1 standard). Level II Satisfactory Academic Performance indicates that the student is sufficiently prepared for the next grade level or course. Of the 5,943 tested students, 2,120 (35.7%) reached the Level II standard (see **Table 2** in **Appendix B**).

- For the 6th grade students in Group A, 24.5% reached or exceeded the Level II standard, and 52.6% reached or exceeded the Level II standard in Group B. A majority of 6th grade students in Group C (72.2%) reached or exceeded the Level II standard (see **Table 2** in **Appendix B** and **Figure 2**).
- The distribution of 7th and 9th grade tested students who met or exceeded the Level II standard for each group is similar to the 6th grade. The highest percentage to meet the Level II standard was also from Group C. However, the total percentage to reach or exceed the Level II standard for the 9th grade was only 28.3% which is much lower than the 6th and 7th grades (41.4% and 37.7%, see **Table 2** in **Appendix B**).
- The percentages to meet Level III Advanced performance standard for each grade and each group are lower than 1%, except for Group C, 6th grade (1.2%, see **Table 2** in **Appendix B** and **Figure 2**).

Figure 2. Distribution of SRI Students Meeting STAAR Standard by Grade and Group in 2013-2014

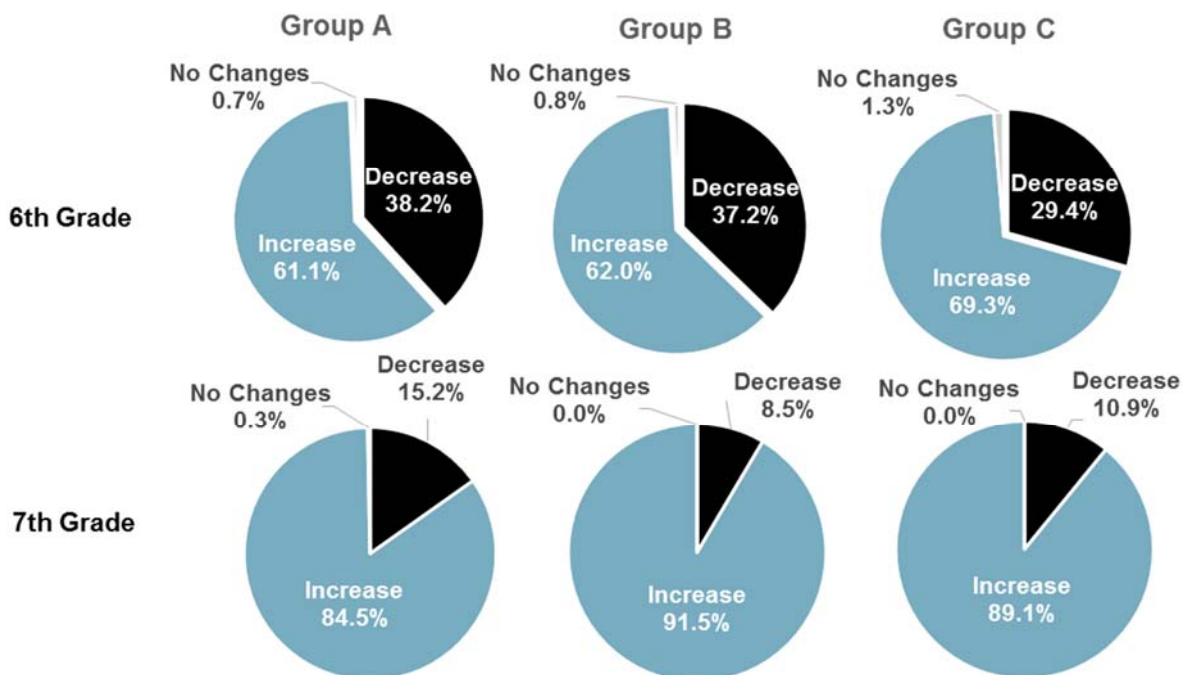


In the 2013–2014 school year, the 6th grade students who took STAAR Reading assessment increased their scores on average by 41.2 points (Group A), 33.2 points (Group B), and 34.4 points (Group C) (see **Table 3** in **Appendix B**). For the 7th grade students, their reading scores increased by 71.5 points, 83.1 points, and 82.3 points for Groups A, B, and C, respectively (see **Table 3** in **Appendix B**).

The STAAR assessment for grades 3-8 reading is a vertical scale score, and therefore can be used to evaluate a student’s progress across grades. As such, a paired t-test analysis was used to examine whether or not 6th and 7th STAAR reading performance improved after students enrolled in the SRI Intervention courses in 2013–2014 school year.

- The paired t-tests indicated that performance improvement for each group was statistically significant ($p < 0.01$ for the 6th and 7th grades) from 2013 to 2014 (see **Table 3** in **Appendix B**).
- For 6th grade students, approximately 70% of students had increased their STAAR reading assessment scores (see **Figure 3**).
- For the 7th grade students, almost 90% had increased their STAAR reading assessment scores (see **Figure 3**).

Figure 3. Distribution of Changes in STAAR Scores from 2013-2014 for SRI Students by Grade and Group



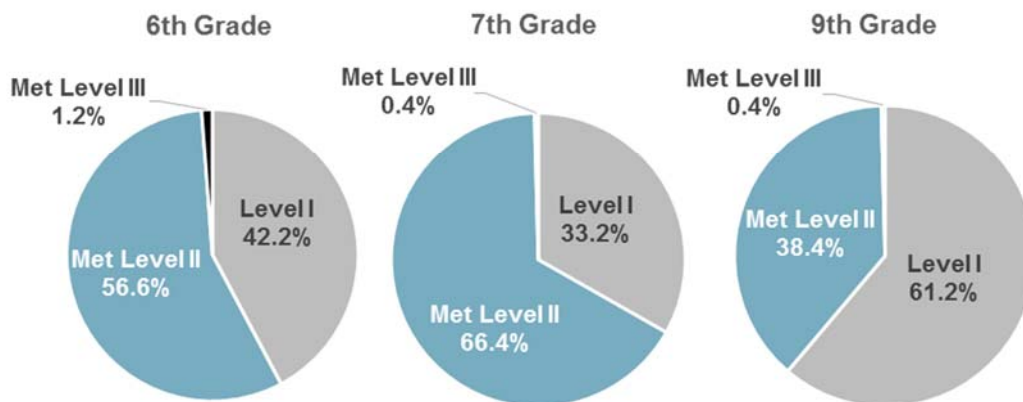
To determine growth between the 9th grade STAAR English I EOC and 8th grade STAAR Reading assessment, the district must wait for the state to publish the growth expectation in scale scores. This has not been released. Future analyses can include comparisons for these grade levels. Therefore, the only available analysis is to compare 2014 SRI students' 2014 STAAR/EOC Reading/English I performance by seeing if they met or did not meet the Level II performance standard in 2013 (see **Table 4** in **Appendix B** and **Figure 4**).

- Although SRI students were selected by their lower NPR/PR (below 40th NPR/PR on the Stanford or STAAR), over half of them had met the Level II phase-in 1 performance standard on the STAAR in 2013, except for the 7th grade (52.1% for the 6th grade, 13.8% for the 7th grade and 61.3% for the 9th grade, see **Table 4** in **Appendix B** for more details).
- A lower percentage meeting the Level II performance standard on the STAAR reading assessment in 2013 for the 7th grade can partly explain why the 7th grade students had more improvements in 2014 STAAR performance than the other two grades after Reading Intervention.

Figure 4a shows the distribution of SRI students' reading performance in the current year if they met the Level II performance standard in the previous year. The results show that 6th and 7th grade students had better performance than the 9th grade students did.

- 42.2% of the 6th grade students and 33.2% of the 7th grade students who had met Level II in 2013 did not meet the Level II standard in 2014.
- 61.2% of the 9th grade students did not meet the Level II performance standard in 2014 even though they previously performed satisfactorily on the STAAR Reading assessment in 2013.

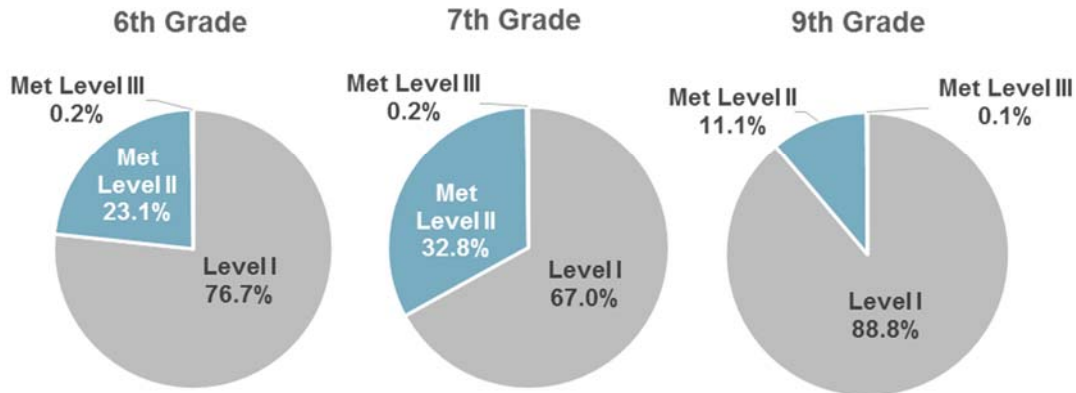
Figure 4a. Distribution of 2014 Reading Performance for SRI Students Who Met 2013 STAAR Level II Satisfactory by Grade



In contrast, **Figure 4b** presents the distribution of SRI students' reading performance in the current year if they did not meet Level II in the previous year. For those who did not meet the Level II performance standard in 2013, the percentage of students who met the Level II standard in 2014 was lower than those who met Level II in the previous year.

- 33% of the 7th grade students who had previously performed unsatisfactorily on STAAR met or exceeded the Level II performance standard in 2014 and performed better than the 6th and 9th grade students did.
- The 9th grade students had the lowest performance on STAAR due to the fact that approximately 90% of the students did not meet the Level II performance standard in 2014.
- For the 9th grade students who did not meet the 2013 Level II performance standard, only 11.2% met the 2014 STAAR EOC Level II Satisfactory performance standard.

Figure 4b. Distribution of 2014 Reading Performance for SRI Students Who Did Not Meet 2013 STAAR Level II Satisfactory by Grade



The distributions of the two groups (satisfactory and unsatisfactory performance on STAAR reading in 2013) in 2014 are quite different so it is necessary to further understand the STAAR difference between the current and previous year based on their 2013 STAAR performance. The results from the paired t-test analysis for the 6th and 7th grades are very similar (see **Table 5** in **Appendix B**).

- First, the score differences between 2013 and 2014 are statistically significant ($p < 0.01$).
- Secondly, the 2014 score is significantly higher than the 2013 score for the group with unsatisfactory performance.
- Finally, the 2014 score is significantly lower than the 2013 score for the group meeting the satisfactory performance level.

In summary, those students performed better after taking SRI courses if they did not meet STAAR Level II in 2013. On the other hand, for those students who met STAAR Level II in the previous year, their reading performance in the current year declined (based on scale scores) after Reading Intervention courses.

SRI Award Program Payout Report

For the 2013–2014 SRI Award year, 141 teachers taught one or more of the Reading Intervention courses for at least one full semester to the 6th, 7th and 9th grade students and were eligible for the SRI program. The student performance incentive was determined by each student's reading performance in 2014 for their respective group (Group A, B, or C). Each eligible teacher received the amount specified per qualifying student in **Appendix A**, which ranged from \$150 to \$750 per student. The total maximum possible student performance award was capped at \$7,000, regardless of the total number of students who were taught by the teacher and who actually obtained a reading score at one of the specified levels.

- A total of \$346,150 in student performance awards was paid to 82 teachers (see **Table 6** in **Appendix B**).
- The average award was \$4,221, minimum was \$375, and maximum was \$7,000. A total of 24 SRI teachers received the maximum award.

Of the 141 teachers, a total of 73 had a 2013 EVAAS (teacher value-added) reading score (see **Table 7** in **Appendix B**).

- The majority of teachers (37) had a gain index between -0.99 and 0.99 (not detectably different from average), and only five had a gain index above 2.0 (2 or more standard errors above average).
- The number of teachers with a gain index above 2.0 or between 1.0 and 1.99 was relatively low (total of 11, see **Table 7** in **Appendix B**).
- However, these two groups received the most awards and the highest amounts. Although SRI teachers had lower-than-expected teacher gain indices, these scores may be misleading as the EVAAS calculations for SRI teachers may or may not have included the SRI students along with other students in non-SRI classes, depending on the campus linkage process.

The total amount of \$346,150 was not awarded evenly among the three student groups (A, B and C) (see **Table 8** in **Appendix B**).

- The largest amounts (60.5%) were awarded to the teachers who taught Reading Intervention courses for students in the Group A. The second largest amounts (23.8%) were awarded to the teachers who taught students in Group B, and 15.8% was awarded to Group C.

Program Change for 2014-2015 School Year

The Secondary Reading Initiative (SRI) will continue for the 2014–2015 school year, and it will expand to include 8th grade. Therefore, the SRI program will include students in grades 6–9 in the following school year. During the 2014–2015 school year, all training will occur during contract hours. Therefore, there will be no Professional Development Incentive Pay. Additionally, because SRI teachers are eligible for ASPIRE (the district-wide teacher performance pay program), there will be no Student Performance Incentive Pay for 2014–2015 SRI program.

Conclusions

The Secondary Reading Initiative (SRI) for 2013–2014 was in its second year of implementation in HISD. Compared to the first year, the total number of students who enrolled in 2013-2014 SRI Reading Intervention courses was higher than in 2012-2013 (5,943 vs. 4,725) but the percentage of students meeting Level II performance standard for 2013–2014 was lower than for 2012–2013 (35.7% vs. 42.2%). The reason could be due to the fact that the criterion to be included in the Reading Intervention courses was made more restrictive (students at less than the 40th percentile instead of the 50th percentile). SRI students increased their STAAR scale scores in the 2013–2014 school year, on average, by 41 points and 78 points, for grade 6 and 7, respectively.

Overall, 43% of 2014 SRI students met the Level II performance standard on the STAAR reading assessment in 2013 and approximately half of them also met the STAAR Level II performance standard in 2014. On the other hand, for those who did not meet the satisfactory Level II performance standard in 2013, only one quarter of the SRI students met or exceeded the Level II Satisfactory performance standard in 2014. When comparing the 2014 STAAR performance by grade level, 6th and 7th grade students had better performance than 9th grade students.

Approximately two-thirds of the 9th grade students did not meet the Level II Satisfactory performance standard in 2014 even though they previously met the STAAR Reading Level II Satisfactory performance standard. Approximately 90% of 9th grade students did not meet the Level II Satisfactory performance standard in 2014 if they did not meet STAAR Level II in 2013. Generally, the students in the 2013–2014 SRI program performed better than the 2012–2013 SRI students for those who did not meet the STAAR Level II Satisfactory performance standard in the previous year, but not for those who performed satisfactorily in the previous year. Over 60% of the total students met the Level II Satisfactory performance standard for 2013 SRI program if they previously met the STAAR Reading Level II Satisfactory performance standard (60.9% vs. 48.7%) and 18.3% met the Level II Satisfactory performance standard in 2013 if they did not meet the STAAR Level II Satisfactory performance in 2012 (18.3% vs. 25.0%).

For the 2013–2014 SRI Award year, 141 teachers were eligible for the SRI student performance award, and a total of \$346,150 in student performance awards were paid to 82 teachers. Among the SRI teachers who received awards for student performance, amounts ranged from \$375 to \$7,000 with an average award of \$4,221. The total number of teachers awarded the incentive and the total amount awarded for the 2013–2014 SRI program was lower than those from the 2012–2013 SRI program year (82 vs. 89; \$346,150 vs. \$383,775).

APPENDIX A

2013–2014 Secondary Reading Initiative Incentive Payout Model

Table A. Incentive Amount Per Student At Selected STAAR Standard in 2014			
Group	Prior Year NRT NPR or Prior Year STAAR Within-District Ranking	Qualifying Standard on STAAR or STAAR EOC English I	Amount
A	1 st - 15 th NPR	Level II Met Standard	\$750
B	16 th - 25 th NPR	Level II Met Standard	\$250
		Scale Score Above Level II and ¼ way to Level III	\$500
C	26 th - 39 th NPR	Level II Met Standard	\$150
		Scale Score Above Level II and ½ way to Level III	\$250

Table B. STAAR Level II and Level III Cut Scores by Grade and Subject in 2014				
Grade	Subject	Test	Level II Phase-in 1 Satisfactory	Level III- Advanced
6	Reading	STAAR	1504	1718
		STAAR-Modified	2800	3316
7	Reading	STAAR	1556	1753
		STAAR-Modified	2800	3368
9	English I	STAAR EOC	3750	4691
		STAAR EOC-Modified	2800	3359

Source: TEA Raw Score Conversion Tables

APPENDIX B

Tables

Table 1. Numbers of Students Enrolled in SRI Courses and Took STAAR Exam by Grade and Group in 2013-2014					
Grade	Group*		# of Enrolled Course	# of Took Exam	% of Took Exam
6	A	1 st - 15 th NPR	1,117	1,088	97.4%
	B	16 th - 25 th NPR	484	468	96.7%
	C	26 th - 39 th NPR	446	428	96.0%
	Subtotal		2,047	1,984	96.9%
7	A	1 st - 15 th NPR	1,164	1,124	96.6%
	B	16 th - 25 th NPR	457	441	96.5%
	C	26 th - 39 th NPR	350	341	97.4%
	Subtotal		1,971	1,906	96.7%
9	A	1 st - 15 th NPR	907	832	91.7%
	B	16 th - 25 th NPR	601	567	94.3%
	C	26 th - 39 th NPR	685	654	95.5%
	Subtotal		2,193	2,053	93.6%
Total			6,211	5,943	95.7%

Group*: Prior Year NRT NPR or Prior Year STAAR Within-District Ranking

Table 2. Numbers and Percentages of Tested Students Met Standard (STAAR Reading or STAAR English I EOC) by Grade and Group in 2013-2014

Grade	Group	Qualifying Standard	# of Took Exam	# of Met Standard	% of Met Standard	% of Met Level II Standard in each Group	% of Met Level II Standard in each Grade
6	A	Level II - Satisfactory	1,088	262	24.1%	24.5%	41.4%
		Level III - Advanced		5	0.5%		
	B	Level II - Satisfactory	468	242	51.7%	52.6%	
		Level III - Advanced		4	0.9%		
	C	Level II - Satisfactory	428	304	71.0%	72.2%	
		Level III - Advanced		5	1.2%		
7	A	Level II - Satisfactory	1,124	265	23.6%	23.8%	37.7%
		Level III - Advanced		3	0.3%		
	B	Level II - Satisfactory	441	217	49.2%	49.2%	
		Level III - Advanced		0	0.0%		
	C	Level II - Satisfactory	341	232	68.0%	68.3%	
		Level III - Advanced		1	0.3%		
9	A	Level II - Satisfactory	832	120	14.4%	14.7%	28.3%
		Level III - Advanced		2	0.2%		
	B	Level II - Satisfactory	567	164	28.9%	29.1%	
		Level III - Advanced		1	0.2%		
	C	Level II - Satisfactory	654	290	44.3%	44.8%	
		Level III - Advanced		3	0.5%		
Total		Level II - Satisfactory	5,943	2,120	35.7%		

Table 3. Comparison of Student Performance in STAAR Reading* by Grade and Group between 2013 and 2014

Grade	Group	Year	Average STAAR Performance	N	t	pr.
6	A	2014	1633.7	1,085	3.571	0.0002
		2013	1592.5			
		Progress	41.2			
	B	2014	1528.8	467	3.103	0.001
		2013	1495.6			
		Progress	33.2			
	C	2014	1551.8	425	4.488	0.000
		2013	1517.4			
		Progress	34.4			
7	A	2014	1634.6	1,114	9.652	0.000
		2013	1563.1			
		Progress	71.5			
	B	2014	1567.2	441	15.591	0.000
		2013	1484.1			
		Progress	83.1			
	C	2014	1574.0	339	10.303	0.000
		2013	1491.7			
		Progress	82.3			
9	A	2014	3384.7	829		
		2013	1662.9			
		Progress	1721.8			
	B	2014	3577.1	558		
		2013	1599.4			
		Progress	1977.7			
	C	2014	3685.5	644		
		2013	1632.7			
		Progress	2052.7			

*Only Grades 6 and 7 student reading score scales can be applied in the paired t-test analysis.

Table 4. Crosstable in STAAR Performance between 2013 and 2014 by Grade						
Grade	2013			2014		
	Performance	#	%	Performance	#	%
6	Level I	947	47.9%	Level I	726	76.7%
				Met Level II	219	23.1%
				Met Level III	2	0.2%
	Met Level II	1,030	52.1%	Level I	435	42.2%
				Met Level II	583	56.6%
				Met Level III	12	1.2%
7	Level I	1632	86.2%	Level I	1,093	67.0%
				Met Level II	536	32.8%
				Met Level III	3	0.2%
	Met Level II	262	13.8%	Level I	87	33.2%
				Met Level II	174	66.4%
				Met Level III	1	0.4%
9	Level I	786	38.7%	Level I	698	88.8%
				Met Level II	87	11.1%
				Met Level III	1	0.1%
	Met Level II	1,245	61.3%	Level I	762	61.2%
				Met Level II	478	38.4%
				Met Level III	5	0.4%
Total	Level I	3,365	57.0%	Level I	2,517	74.8%
				Met Level II	842	25.0%
				Met Level III	6	0.2%
	Met Level II	2,537	43.0%	Level I	1,284	50.6%
				Met Level II	1,235	48.7%
				Met Level III	18	0.7%

Table 5. Comparison of Student Performance in STAAR Reading* by Grade and 2013 Performance between 2013 and 2014

Grade	2013 Performance	Year	Average STAAR Performance	N	t	pr.
6	Level I	2014	1536.0	947	10.832	0.000
		2013	1424.2			
		Difference	111.8			
	Met Level II	2014	1642.2	1,030	-3.332	0.001
		2013	1672.3			
		Difference	-30.1			
7	Level I	2014	1569.8	1,632	28.863	0.000
		2013	1469.0			
		Difference	100.8			
	Met Level II	2014	1846.3	262	-3.152	0.002
		2013	1923.7			
		Difference	-77.5			

*Only Grades 6 and 7 student reading score scales can be applied in the paired t-test analysis.

Table 6. Description of SRI Award Payout Amount for Eligible Teachers in 2013-2014

# Total Eligible Teacher	# Awarded Teacher	Average Award	Median	Maximum	Minimum	Total Amount
141	82	4,221.3	3,950	7,000	375	346,150

Table 7. Description of SRI Award Payout Amount by previous year EVAAS* Value

EVAAS Group	# Teacher	# Awarded Teacher	% Awarded Teacher	Average Award	Total Amount	Maximum	Minimum
Below Average (<=-1.0)	25	13	52.0%	\$3,865	\$50,250	\$7,000	\$375
Average (-0.99 - 0.99)	37	26	70.3%	\$4,473	\$116,300	\$7,000	\$375
Above Average (1.0 - 1.99)	6	5	83.3%	\$5,700	\$28,500	\$7,000	\$2,450
Well Above Average (>=2.0)	5	4	80.0%	\$5,425	\$21,700	\$7,000	\$3,000
Missing	68	34	50.0%	\$3,806	\$129,400	\$7,000	\$750
Total	141	82	58.2%	\$4,221	\$346,150	\$7,000	\$375

*The EVAAS calculations for SRI teachers may or may not have included the SRI students depends on the campus linkage process.

Table 8. Percentage and Estimated Amount of SRI Award by Group in 2013-2014

Group	%	Amount
A	60.5%	\$209,306
B	23.8%	\$82,242
C	15.8%	\$54,602
Total	100.0%	\$346,150