MEMORANDUM December 19, 2014

TO: Board Members

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

SUBJECT: **2012–2013 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 indicators of performance pay. These indicators involved group performance for teachers based on campus second grade comparative growth in mathematics and reading and EVAAS™ department cumulative gain index within a subject; group performance campus-wide based on the EVAAS™ campus composite cumulative gain index and campus growth or achievement, and individual teacher performance based on student progress on state and district assessment programs (EVAAS™ teacher composite cumulative gain index).

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

Attached is the evaluation report summarizing the effectiveness of the 2012–2013 ASPIRE Award as required by state and federal grants.

Award Payout

- Since the inception of a performance-pay program, the district has paid out $227,388,424.49. There was an increase of $413,307.08 from 2011–2012 to 2012–2013 due to changes in eligibility and award model calculations.
- The 2012–2013 ASPIRE Award was paid out on January 25, 2013. The final total payout was $18,082,566.50 for 5,132 employees.

Recruitment and Retention

- The percentage of teachers in hard to staff schools receiving bonuses related to classroom level performance declined by 48.0 percentage points from 67.7 percent for the 2005–2006 cohort to 19.7 percent for the 2012–2013 cohort. This most recent decline may be attributed to a change in the TEA accountability system, as well as changes in the award model.
- Classroom retention rates for teachers were 88.6 percent in 2007–2008, rose to a peak of 90.9 percent in 2008–2009, and then declined to 81.8 percent in 2012–2013. During the 2010–2011 school year, budgetary cuts were responsible for the loss of teaching and other campus-based positions, which affected this number.

- The percentage of core teachers that were retained in the classroom and received a Strand 2 or Group 1 award for teacher progress increased overall from 61.9 percent in 2008–2009 to 62.1 percent in 2010–2011 and then declined to 34.6 percent in 2012–2013. These percentages may reflect the lack of retention of a higher quality workforce, as well as more stringent award model criteria and calculations.
- Of the 1,026 core foundation teachers (Group 1) receiving a recruitment incentive and/or stipend for whom individual award data were available, 455 employees, or 44.3 percent received both an ASPIRE Award for individual teacher progress, reflecting highly effective teachers, as well as a recruitment bonus. Out of 1,666 core foundation teachers with individual data (Group 1) who did not receive a recruitment bonus, 624 employees, or 37.5 percent, received an ASPIRE Award for individual teacher progress, but no recruitment bonus.

Teacher Attendance

- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 (before performance-pay) to 98.5 percent in 2009–2010 (performance-pay year 5), but declined to 95.7 percent in 2010–2011, and an increase in 2012–2013 to 96.2 percent (Figure 11, p. 13). This decline may be attributed to the elimination of the attendance bonus in 2009–2010, and the increase may be attributed to the 10-day instructional day eligibility criterion. The attendance rates are based on the year of program implementation, while payout occurs in January of the following year.
- Teachers who received an award for performance pay had slightly higher rates than the district average.

Student Academic Performance

- For both 2012 and 2013, the state outperformed the district in the percent of students that met the initial phase-in for standard Level II. For 2013, the highest percentage of HISD students met the phase-in standard for Level II in Reading/ELA (70 percent), while the lowest percentage of students was in social studies (57 percent).
- For 2012 and 2013, the state outperformed the district in the percent of students that met the Advanced Level with the exception of Writing, where both the district and the state had 7 percent and 6 percent of the students meeting the advanced standard, respectively.
- Although the state outperformed the district when looking at the percent of students that met the phase-in standard for Level II for all STAAR end-of-course subjects, the district showed greater gains than the state for English I-Reading and World Geography, thus narrowing the gap between district and state performance.
- For 2012 and 2013, the state outperformed the district for the percentage of students that met the Advanced level standard for Algebra I, English I-Reading, and World Geography. For 2013, the district and the state exhibited comparable levels of performance in biology, and for 2012 and 2013, the state and the district exhibited comparable levels of performance in English I-Writing.

Survey Feedback

- When comparing survey results over the last eight years, there was an overall decrease in the percent of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay from 69.2 percent in December 2007 to 53.2 percent in January 2014.
- Out of a total of 4,689 respondents on the January 2014 survey, 1,790 or 38.2 percent of the respondents provided at least one response for recommending changes to the 2012–2013 ASPIRE Award, whereas 61.8 percent of respondents did not provide any recommendations for changing the model. The top seven emergent categories reflected 63.1 percent of the

responses.**The response rate is fairly low and the results, while informative, may not be generalized to the population**.

Distribution of Highly Effective Teachers Across the District

- For 2013, when looking at the distribution of highly effective teachers based on the Cumulative Composite Teacher Gain Index (TGI) (value-added score) and school poverty, there was a higher proportion of highly effective language arts, reading, mathematics, science, and social studies teachers in lowest poverty schools (4th quartile) than in highest poverty schools (1st quartile).
- There was a lower proportion of *Well Below Average* language arts, reading, mathematics, science and social studies teachers in the lower poverty schools (4th quartile) than higher poverty schools (1st quartile).

Administrative Response

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

Should you have any further questions, please contact my office or Carla Stevens in Research and Accountability at 713-556-6700.

TBG

Attachment

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

Houston Independent School District

RESEARCH

Educational Program Report

ASPIRE AWARD PROGRAM EVALUATION
2012 – 2013

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

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ASPIRE Award

Program Evaluation, 2012–2013

Executive Summary

Program Description

In January 2007, the Houston Independent School District (HISD) inaugurated the Teacher Performance-pay Model, 2005–2006, becoming the first school district in the nation to implement a performance-pay system of this magnitude based on individual teacher effectiveness. The experience gained in the first year and consultations with national experts and teachers provided the impetus for recommending the improvement and enhancement of the model, which became the "Recognize" component of the district's comprehensive school-improvement and performance management model, "Accelerating Student Progress: Increasing Results and Expectations" (ASPIRE). The ASPIRE Award has been successfully paid out annually every January since 2008. Revisions were made to the model for the 2012–2013 school year, which was paid out on January 22, 2014.

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

The ASPIRE Award is dedicated to achieving the following goals:

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

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

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

Given these goals and principles, the ASPIRE Award involves three different indicators of academic performance: Individual Performance: (value-added core teacher progress); Group Performance: Teachers (department value-added or comparative growth); and Group Performance: Campus-Wide (campus value-added and campus growth or achievement). Indicator III is based on the EVAAS campus composite cumulative gain index and the Stanford and Aprenda reading and mathematics performance (percent of all students at/above 50th national percentile rank, across all grades) for middle and elementary schools and Advanced Placement (AP)/International Baccalaureate (IB) participation and performance for high schools.

The purpose of the evaluation was to assess the effectiveness of the 2012–2013 ASPIRE Award program in relation to the stated goals and the impact on the participants after eight years of implementing a performance-pay program. The logic model diagramming the inputs, activities, outputs, and outcomes is

illustrated in **Appendix A, p. 54**. The program evaluation is required as a part of federal grant funding requirements. To accomplish this, the following research questions were addressed:

1. How many participants received an award, and how much money was awarded district-wide for the 2012–2013 ASPIRE Award? How does this compare over the past seven years?
2. Were there any common characteristics among the instructional staff that received an ASPIRE Award over the past two years?
3. Has the program helped the district to recruit and retain teachers, especially effective teachers providing instruction to high-need campuses, grade levels, and/or subject areas?
4. Have there been any changes in teacher attendance since performance-pay has been implemented?
5. What were the levels of completion for the ASPIRE training courses?
6. Has the implementation process been improved as measured by the number of formal inquiries submitted?
7. Have students shown academic gains in the four core content areas based on standardized test performance for 2005–2006 through 2012–2013?
8. Based upon survey results, what were the perceptions of respondents regarding the 2012–2013 ASPIRE Award? How does this compare to previous years?
9. Based upon survey results, what was the level of effectiveness for communicating information about the ASPIRE Award?
10. Based upon survey results, what recommendations were made to incorporate changes to the ASPIRE Award?
11. How are highly effective teachers based on value-added analysis by subject distributed in schools across the district based on school poverty?

Highlights

- When comparing the total payout from the 2005–2006 Teacher Performance-Pay Model to the 2006–2007 newly designed ASPIRE Award, the payout increased from $17,007,023.31 to $24,653,724.71 in 2006–2007.
- Over the past seven years, the total payout increased from $24,653,724.71 for the newly designed 2006–2007 ASPIRE Award to $42,467,370.00 for 2009–2010 ASPIRE Award, but decreased to $18,082,566.50 in 2012–2013, and the number of staff receiving an award decreased from 13,157 in 2006–2007 or 77.6 percent of eligible staff to 5,132 in 2012–2013 or 49.7 percent of eligible staff.
- From 2006–2007 to 2009–2010, there was an overall increase in the percentage of eligible core foundation teachers (Categories A to E or Group 1–3) that received an ASPIRE Award by 10.1 percentage points; however, the percentage declined to 60.5 percent in 2012–2013. From 2010–2011 to 2012–2013, there was a decrease in the percentage of all eligible teachers (Categories A to F or Group 1–4) that received an ASPIRE Award by 38.0 percentage points. This reflects more stringent criteria in the award model that resulted in a decrease in the number of award recipeints over the past three years.
- The average payout for core foundation teachers (Categories A to E or Group 1–3), rounded to the nearest dollar, increased from $2,667 in 2006–2007 to $4,458 in 2012–2013. Similarly, the average payout for all teachers (Categories A to F or Group 1–4) increased from $2,421 in 2007–2008 to $4,072 in 2012–2013. When comparing 2012–2013 to 2011–2012, there was an increase in the average award amount by $1,317.
- Of the 1,026 core foundation teachers (Group 1) receiving a recruitment incentive and/or stipend for whom individual award data were available, 455 employees, or 44.3 percent received both a Group

1, teacher progress award, reflecting highly effective teachers, as well as a recruitment bonus. Out of 1,666 core foundation teachers with individual data (Group 1), 624 employees, or 37.5 percent, received a Group 1, teacher progress award, but no recruitment bonus.

- Classroom retention rates for teachers were 90.9 percent in 2008–2009 and fell to 81.8 percent in 2012–2013 cohorts, reflecting a decrease of 9.1 percentage points from peak retention in two years. During the 2010–2011 school year, budgetary cuts were responsible for the loss of teaching and other campus-based positions, which affected this number.
- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 (before performance-pay) to 98.5 percent in 2009–2010 (performance pay year 5), but declined to 95.7 percent 2010–2011 (performance-pay year 6) and then increased slightly to 96.2 in 2012–2013 percent. This decline may be attributed to the elimination of the attendance bonus in 2009–2010. The attendance rates are based on the year of program implementation, while payout occurs during January of the following year.
- Teachers who received performance pay had slightly higher attendance rates than the district average. This is likely influenced by the minimum attendance requirement implemented for eligibility when the attendance bonus was discontinued.

Administrative Response

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

Introduction

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

2012–2013 ASPIRE Award Model

The majority of the model for 2012–2013 ASPIRE Award has changed. Most notable is that there are no longer "strands" to identify the various parts of the award. Specifically, the awards are now defined as "Individual Performance" and "Group Performance." These changes were made in an effort to make the model easier to understand. An award summary is provided below.

Updates/Changes to Categorization

New for the 2012–2013 award year, employees are placed into groups that are numbered rather (Groups 1-7 and 1L/2L) than categories that were lettered. The naming convention was changed in an attempt to help reduce confusion. A full description of each of the groups can be found in the Program and Eligibility Requirements document; and a summary is listed below:

- **Group 1: Core Foundation Teachers, Grades 3-10, With a Value-Added Report:** Teachers in this group must have taught and linked (through the annual linkage process) a minimum of seven "effective[1]" students for at least one core foundation course and receive a teacher value-added report, and must have taught a core foundation course or courses for the majority of the school day.
- **Group 2: Core Foundation Teachers, Grades PK-2:** Teachers in this group must have taught students in grades PK-2, and must have taught a core foundation course or courses for the majority of the school day.
- **Group 3: Core Foundation Teachers, Grades 3-12, Without a Value-Added Report:** Teachers in this group taught and linked (through the annual linkage process) core foundation courses, but did not receive a value-added report. This group may include teachers with low class-sizes, special education teachers, or high school core foundation teachers whose students do not take the STAAR End of Course exams. Teachers in this group also must have taught a core foundation course or courses for the majority of the school day.
- **Group 4: Elective/Ancillary Teachers:** Teachers in this group must have taught elective/ancillary courses for the majority of the school day.

[1] An "effective" student is one tested student taught at 100 percent time for the entire school year. A teacher may have one "effective" student in a variety of ways; for example, one student taught at 100 percent time for the entire school year, or two students taught at 50 percent time for the entire school year, or 10 students taught at 20 percent time from January/May 2013, would all be considered as one effective student. Please note in these examples that the student(s) were all tested using the appropriate test version(s) for their subject(s).

- **Group 5: Instructional Support Staff:** Staff in this group must be degreed, certified, or licensed professionals assigned to a campus and providing direct support to the instruction of students, have a campus ID as their department ID, and be assigned to a campus for a minimum of 40 percent time in order to have an award calculated.
- **Group 6: Teaching Assistants:** Teaching assistants must have the specific job title of "Teaching Assistant" in order to be awarded in this group.
- **Group 7: Operational Support Staff:** Campus-based employees with a campus number as their department ID who do not meet the requirements for any of the above groups.
- **Group 1L: Principals:** To be considered in this group, employees must be the "principal of record" according to HR and PeopleSoft for the majority of the school year.
- **Group 2L**: **Assistant Principals/Deans of Instruction/Deans of Students**: To be considered in this group, employees must be coded as an assistant principal, dean of instruction, or dean of students according to Human Resources (HR) and PeopleSoft for the majority of the school year.

Awards for Staff in Groups 1–7

Individual Performance

- Individual Performance (Group 1): The EVAAS™ Teacher **Composite** Cumulative Gain Index is used to calculate this award. Teachers with a **composite** cumulative gain index of 2.00 or higher are awarded $10,000. Teachers with a **composite** cumulative index of 1.00–1.99 are awarded $5,000. Teachers with a **composite** cumulative gain index of -2.00 or less are not eligible to receive any other part of the ASPIRE award.

Group Performance for Teachers

- **Group Performance for Teachers in Group 2**: Campus-level 2nd grade Comparative Growth for math and for reading are calculated and rank-ordered with all other campuses. Teachers in Group 2 at campuses ranked in **Quintile 1** are awarded $1,750 per subject.
- **Group Performance for Teachers in Group 3:** The EVAAS™ department Cumulative Gain Index (CGI) for each subject is rank ordered with all other campuses of the same level (i.e., elementary campuses with other elementary campuses). Teachers in Group 3 at campuses ranked in Quintile 1 are awarded a total of $3,500. For teachers who teach one subject, the award would be $3,500 for that subject; for teachers who teach two subjects, the award would be $1,750 per subject; for three subjects, the award would be $1,166.67 per subject; for four subjects, thw award would be $875 per subject; and for teachers who teach 5 subjects, the award would be $700 per subject.

Group Performance Campus Wide

- **Group Performance Campus-Wide Value-Added:** This award is available to staff in all groups (Group 1–7), at varying award amounts. The EVAAS™ Campus **Composite** Cumulative Gain Index is rank-ordered with all other campuses of the same level (i.e. elementary campuses with other elementary campuses). Staff at campuses ranked in **Quintile 1** are awarded.
- **Group Performance Campus-Wide Achievement or Growth:**
    - **Staff at elementary and middle school campuses** are awarded using the Stanford/Aprenda Math and Reading indicators, where the percent of students at or above the 50th percentile rank across all grades is calculated. Staff at campuses where 85 percent of students are at or above the 50th percentile on Stanford/Aprenda math or reading are awarded. Staff at campuses that do not meet this threshold may also be awarded if the campus is in **Quintile 1** for growth. This award is available for staff Groups 1–6.
    - **Staff at high school campuses** are awarded using the AP/IB Participation and Performance indicator, where the number of students scoring 3 (AP exam) or 4 (IB exam) or higher is

divided by the number of students enrolled in grades 10–12 for schools with an AP program and grades 11-12 in schools with an IB program. Staff at campuses with 40 percent or more of students meeting this threshold are awarded. Staff at campuses that do not meet this threshold may also be awarded if the campus is in **Quintile 1** for growth. This award is available for staff in Groups 1–6.

Awards for Staff in Groups 1L and 2L

Group Performance

- **Group Performance Campus-Wide Value-Added:** This award is available to campus leaders in both groups, at varying award amounts. The EVAAS Campus Composite Cumulative Gain Index is rank-ordered with all other campuses of the same level (i.e. elementary campuses with other elementary campuses). Leaders at campuses ranked in **Quintile 1** are awarded.
- **Group Performance Campus-Wide Achievement or Growth:**
    - Leaders at elementary and middle school campuses are awarded using the Stanford/Aprenda math and reading indicators, where the percent of students at or above the 50th percentile rank across all grades is calculated. Leaders at campuses where 85 percent of students are at or above the 50th percentile on Stanford/Aprenda math or Stanford/Aprenda reading are awarded. Leaders at campuses that do not meet this threshold may also be awarded if the campus is in **Quintile 1** for growth.
    - Leaders at high school campuses are awarded using the AP/IB Participation and Performance indicator, where the number of students scoring 3 (AP exam) or 4 (IB exam) or higher is divided by the number of students enrolled in grades 10–12 at AP campuses and 11–12 at IB campuses. Leaders at campuses with 40 percent or more of students meeting this threshold are awarded. Leaders at campuses that do not meet this threshold may also be awarded if the campus is in **Quintile 1** for growth.

Updates/Changes to Eligibility Criteria

For the 2012–2013 award year, none of the eligibility criteria has been eliminated, but some general criteria have been added and/or clarified.

- Employees who receive a final summative rating of “Ineffective” or “Needs Improvement” for the 2012-2013 school year, according to the Teacher Appraisal and Development System or the School Leader Appraisal System, are not eligible to receive an ASPIRE Award payment. This final summative rating includes a Student Performance measure for applicable employees.
- Employees who were on a Growth Plan or Prescriptive Plan of Assistance (PPA) based on the 2012-2013 information, as determined by multiple measures including observations, walkthroughs, student performance, etc. and whose performance goals were not met by the end of the 2012-2013 school year, are not eligible to receive an ASPIRE Award payment.
- Employees must work at least 40 percent of the school time (equivalent to two days per week) at the same campus to be eligible.
- Employees who retire or resign in lieu of termination are not eligible to receive an ASPIRE Award payment.

Methods

Data Collection and Analysis

- Quantitative and qualitative data were collected from a variety of sources, including program documentation, teacher value-added data, teacher recruitment and retention data, ASPIRE survey data, ASPIRE Learn survey results, ASPIRE Award payout files, professional development data files, and student performance data files. Basic descriptive statistics were employed to analyze the data. Appendix B, pp.55–58 summarizes the methods used in detail.
- The eligibility requirements, methods of analysis for the teachers and campus-based staff, special analysis for teachers, methods of analysis for the deans, assistant principals, and principals, and model amendments are outlined in the following appendices, respectively: Appendix C, pp. 59–63; Appendix D, pp. 64–75; Appendix E, pp. 76–79; and Appendix F, pp. 80–83.

Survey Participants

- Over the past eight years, the response rate increased from 11.4 percent for the December 2007 administration to a peak of 50.8 for the May 2009 administration, then declined to 25.7 percent for the January 2014 administration (Table 1, p. 36).
- If survey participants were employed by HISD during the 2012–2013 school year, they were asked to indicate their eligibility status and categorization, for which 3,403 of the 4,689 respondents in 2012–2013 indicated their eligibility status and ASPIRE Award categorization (see Table 2, p. 36).

Data Limitations

- For a detailed description of the limitations in the following: renorming of Stanford 10 achievement test, changes in the structure of the ASPIRE Award survey, teacher attendance, teacher recruitment and teacher retention, see Appendix B, p. 58.

Results

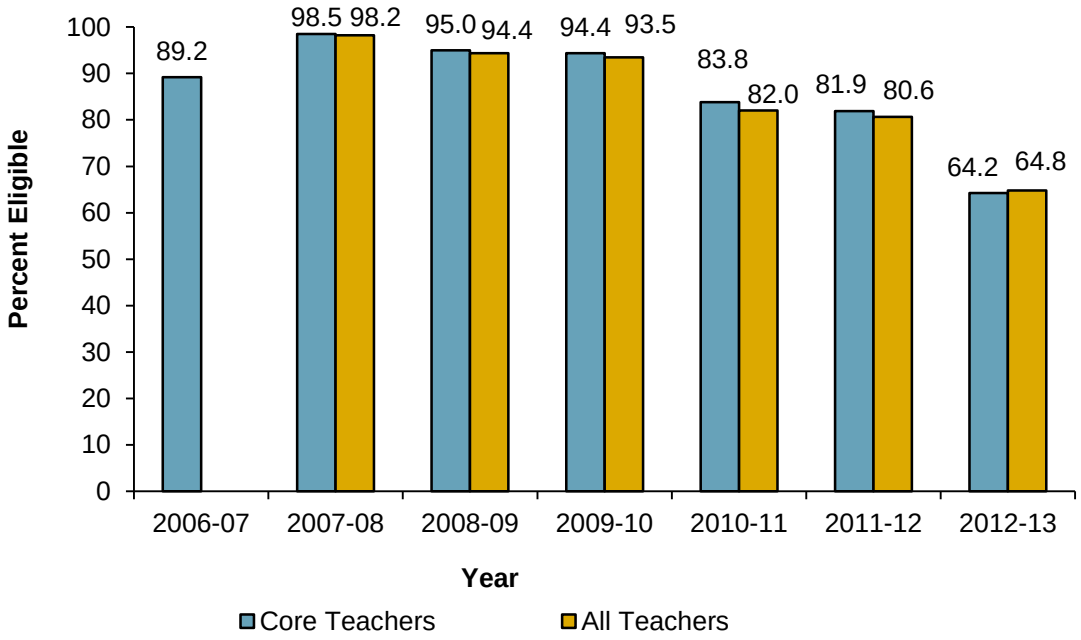
How many participants received an award, and how much money was awarded districtwide for the 2012–2013 ASPIRE Award? How does this compare over the past seven years?

- When comparing the total payout from the 2005–2006 Teacher Performance-Pay Model to the 2006–2007 newly designed ASPIRE Award, the payout increased from $17,007,023.31 to $24,653,724.71 in 2006–2007 (Table 3, pp. 36).
- Over the past seven years, the total payout decreased from $24,653,724.71 to $18,082,566.50 for the 2012–2013 ASPIRE Award. The number of staff receiving an award decreased from 13,157 in 2006–2007, or 77.6 percent of eligible staff, to 5,132 in 2012–2013, or 49.3 percent of eligible staff (Tables 3–12, pp. 36–42).
- Figures 1–5 below provide a summary of the percent of core (Categories A–E/Groups 1–3) and all teachers (Categories A–F/Groups 1–4) that were eligible for the ASPIRE Award program and the percent that were paid an ASPIRE Award, as well as the average payout for core and all teachers and the number of teachers paid an award over a six-year period (see pp. 60–62 for description of employee categories for award purposes).
- When comparing the percentage of core teachers that were eligible to participate in ASPIRE Awards from 2006–2007 to 2007–2008, there was an increase of 9.3 percentage points, from 89.2 percent

in 2006–2007 to 98.5 percent in 2007–2008, followed by a decline of 34.3 percentage points to 2012–2013 (**Figure 1**).

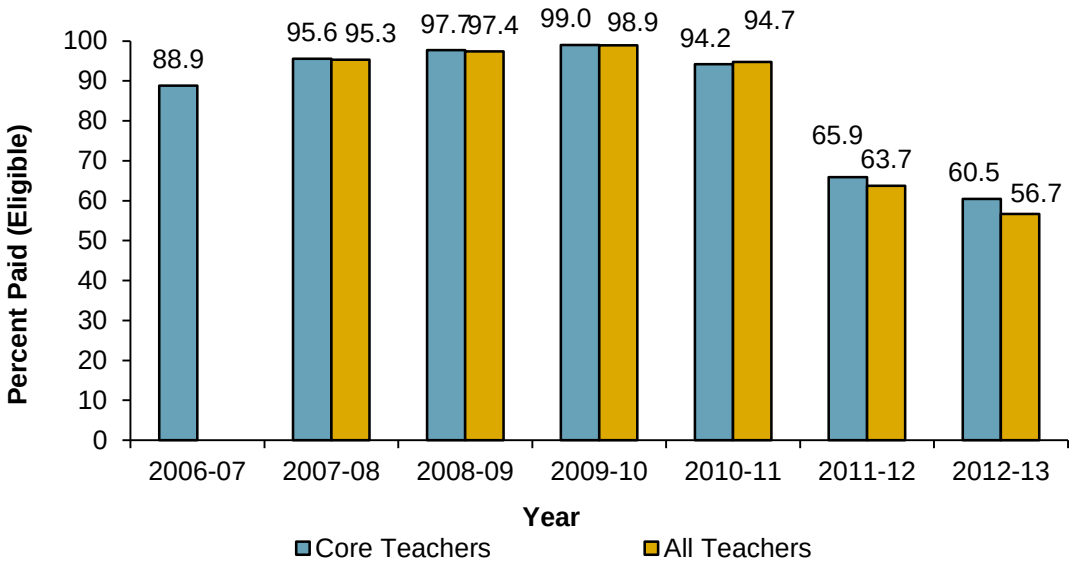
- A similar decline in the percent of all teachers (Categories A–F/Groups 1–4) that were eligible for the ASPIRE Award is shown in Figure 1. In 2007–2008, 98.2 percent of all teachers were eligible for the ASPIRE Award program, and this decreased by 33.4 percentage points to 64.8 percent in 2012–2013. As previously explained, policy changes impacted the increases and decreases observed through time. In part, the increase in eligible employees in 2007–2008 reflects an elimination of the requirement that the employee return to the district in a salaried position as of the payout date. The decrease in the number of eligible employees from 2007–2008 to 2008–2009 largely reflects the implementation of the attendance rule where an employee was required to be in attendance for at least 90 percent of the school year in order to be considered as eligible for the ASPIRE Award. For 2010–2011, employees could no longer miss more than ten days to be eligible, and employees who were on a growth plan or prescriptive plan of assistance were also not eligible to receive an award. **Employees who received a final summative rating of "Ineffective" or "Needs Improvement" for the 2012–2013 school year, according to the Teacher Appraisal and Development System or the School Leader Appraisal System, were not eligible to receive an ASPIRE Award payment. This final summative rating included a Student Performance measure for applicable employees**.

Figure 1. Percent of core teachers (Categories A–E/Groups 1–3) and all teachers (Categories A–E/Group 1–4) that were eligible to receive an ASPIRE Award, 2006–2007 to 2012–2013



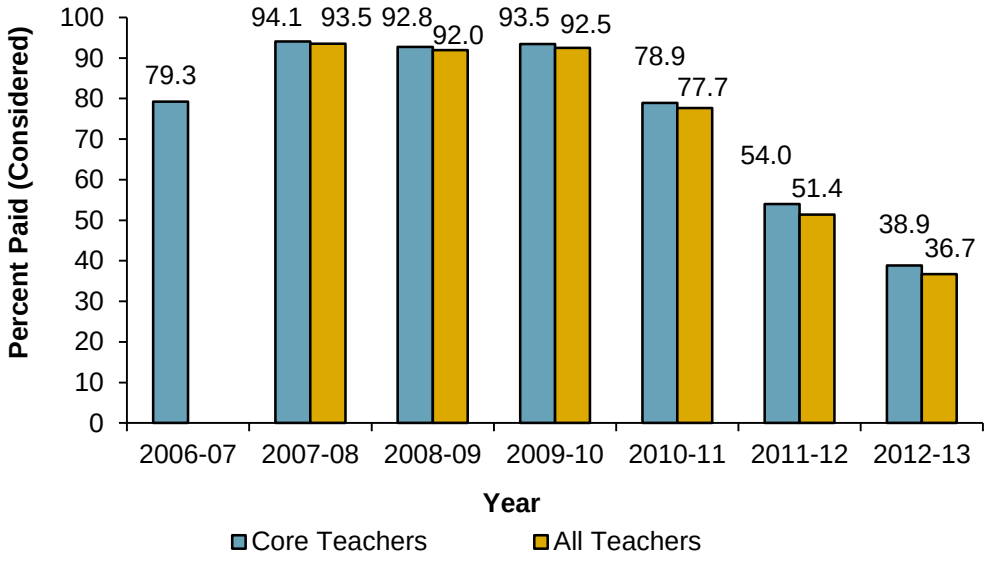
- **Figure 2** (p. 9) summarizes the percent of eligible core teachers and all teachers that were paid an ASPIRE Award for 2006–2007 to 2012–2013. There was an increase in the percentage of core teachers that received an ASPIRE Award from 2006–2007 to 2009–2010 by 10.1 percentage points, but a decline of 38.5 percentage points from 2009–2010 to 2012–2013. When comparing all teachers, there was an increase in the percentage of all teachers that were paid by 3.6 percentage points from 2007–2008 to 2009–2010; however, there was a decline of 42.2 percentage points for 2012–2013.

Figure 2. Percent of eligible core teachers (Categories A–E/Groups 1–3) and all teachers (Categories A–F/Groups 1–4) that were paid an ASPIRE Award for 2006–2007 to 2012–2013



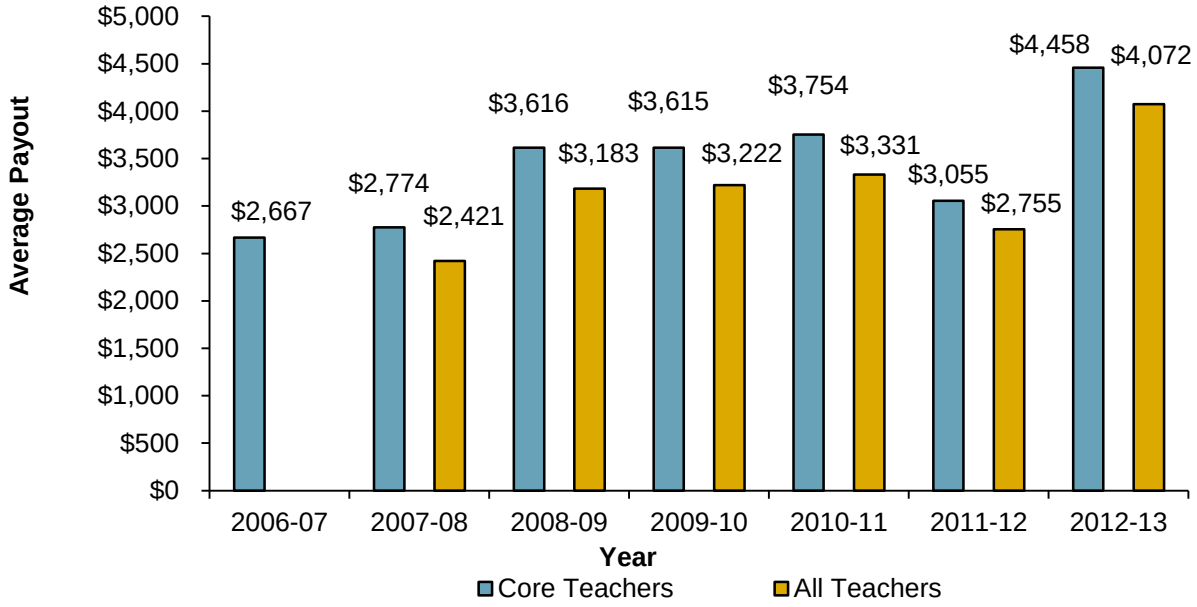
- **Figure 3** summarizes the percent of all considered core teachers and all teachers from 2006–2007 to 2012–2013. "Considered" refers to employees who were in a position included in the award model at some point during the year, but may or may not have met the program requirements for eligibility. There was an increase in the percentage of core teachers that received an ASPIRE Award from 2006–2007 to 2009–2010 by 14.2 percentage points, but a decline of 54.6 percentage points for 2012–2013. There was an overall decrease in the percentage of all teachers that were paid by 56.8 percentage points when comparing 2007–2008 to 2012–2013.

Figure 3. Percent of all considered core teachers (Categories A–E/Groups 1–3) and all teachers (Categories A–F/Groups 1–4) that were paid an ASPIRE Award for 2006–2007 to 2012–2013



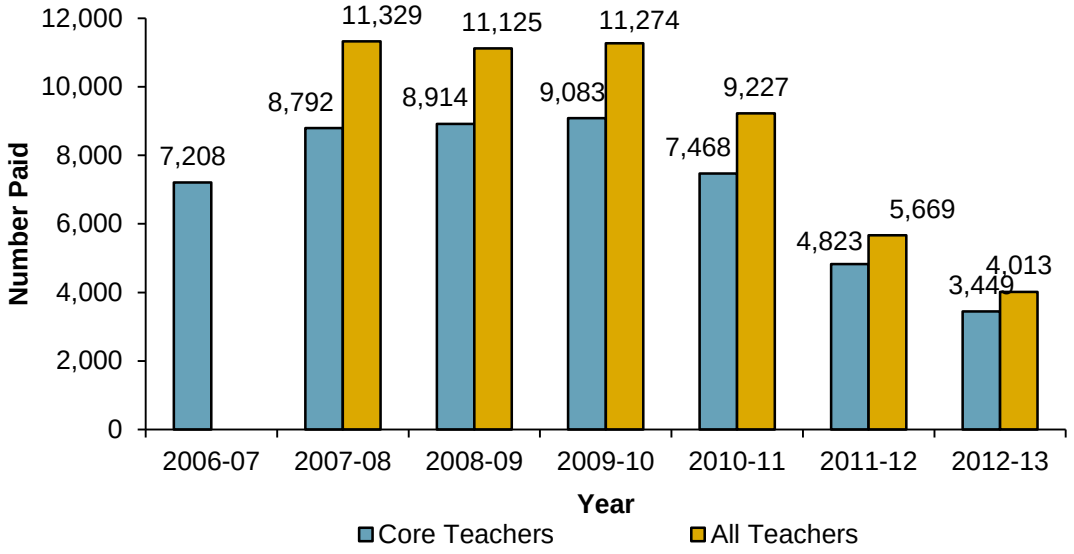
- **Figure 4** summarizes the average payout, rounded to the nearest dollar, for core teachers and all teachers from 2006–2007 to 2012–2013. For core teachers, the average payout increased by $1,791 from $2,667 in 2006–2007 to $4,458 in 2012–2013. Similarly, there was an increase in the average payout for all teachers by $1,651 from 2007–2008 to 2012–2013. There was a decrease in average teacher payout during the 2011–2012 program year for both core teachers and all teachers.

Figure 4. Average payout for core teachers (Categories A–E/Groups 1–3) and all teachers (Categories A–F/Groups 1–4), 2006–2007 to 2012–2013



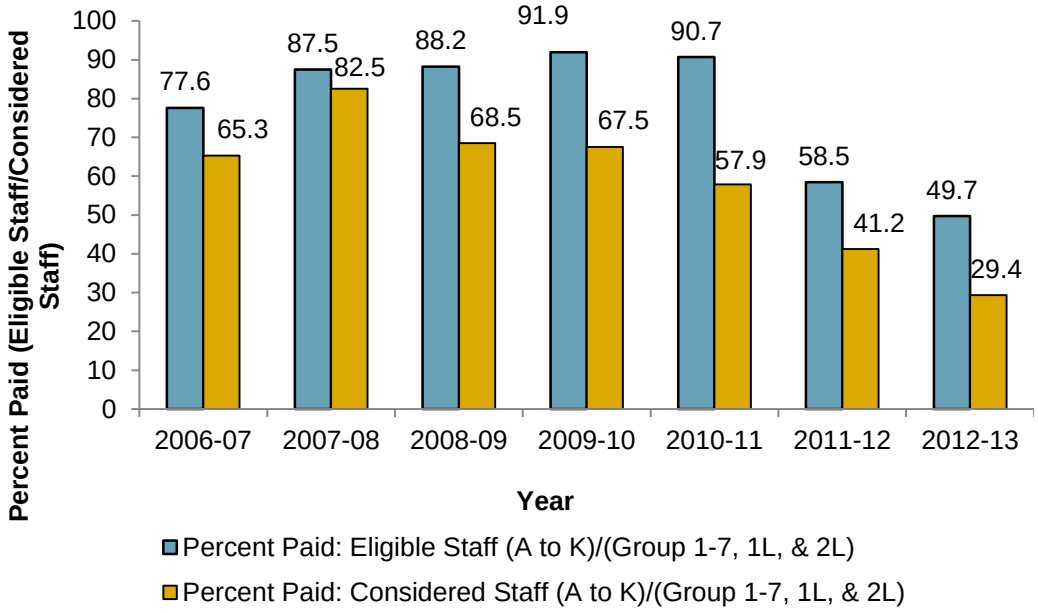
- **Figure 5** summarizes the number of core teachers (Categories A–E/Groups 1–3) and all teachers (Categories A–F/Groups 1–4) that received an ASPIRE Award from 2006–2007 to 2012–2013. For core teachers, the number of teachers receiving an award increased from 7,208 in 2006–2007 to 9,083 in 2009–2010, but declined 3,449 teachers for 2012–2013. For all teachers, there was a decrease of 204 teachers when comparing 2007–2008 to 2008–2009, followed by an increase of 149 teachers from 2008–2009 to 2009–2010, which was followed by a decrease of 2,047 teachers in 2010–2011, which further declined to 4,013 teachers in 2012–2013.

Figure 5. Number of core teachers (Categories A–E/Groups 1–3) and all teachers (Categories A–F/Groups 1–4) paid an ASPIRE Award, 2006–2007 to 2012–2013



- **Figure 6** summarizes the percent of eligible employees (Categories A–K/Groups 1–7) and all considered employees (Categories A–K/Groups 1–7) that received an ASPIRE Award from 2006–2007 to 2012–2013. For eligible staff, the percent of teachers receiving an award increased from 77.6 percent in 2006–2007 to 91.9 percent in 2009–2010, but declined to 49.7 percent for 2012–2013. For all considered employees, there was an increase in award recipients from 65.3 percent in 2006–2007 to 82.5 percent in 2007–2008, followed by a decrease to 29.4 percent in 2012–2013.

Figure 6. Percent of eligible staff (Categories A–K/Groups 1–7, 1L, & 2L) and all considered staff (Groups 1–7, 1L & 2L) paid an ASPIRE Award, 2006–2007 to 2012–2013



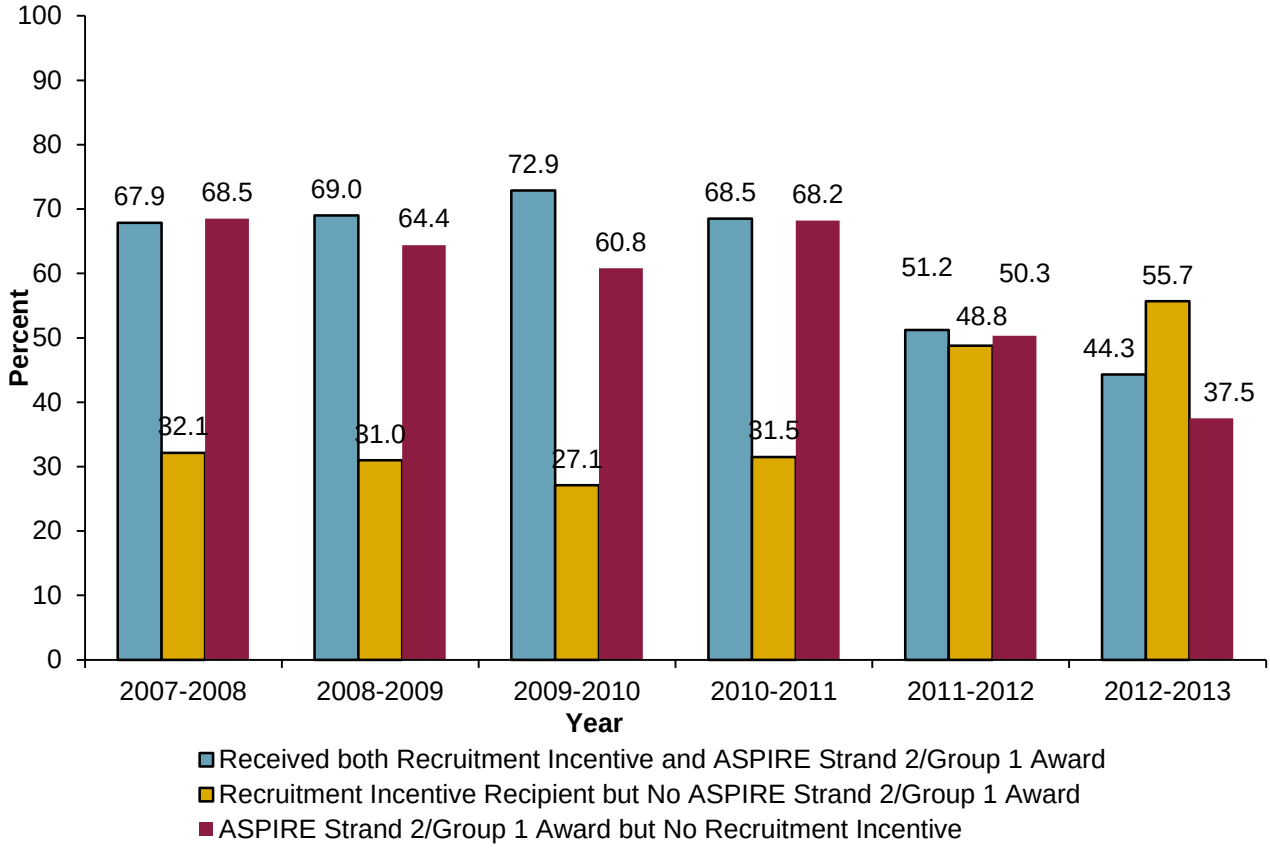
Were there any common characteristics among the instructional staff that received an ASPIRE Award over the past two years?

- For 2011–2012, award recipients typically were female, and held a bachelor's degree, at the same proportion as they reflect in the district population (Table 13, p. 43).
- For 2012–2013, disparities exist when looking at race/ethnicity, gender, and years of experience (beginning teachers and teachers with 1 to 5 years of experience). The proportion of White teachers who received an award was 3.9 percentage points higher compared to the district population. Whereas the percentage of African American teachers receiving an award was 5.7 percentage points lower than the district population.
- For 2011–2012, disparities exist when looking at race/ethnicity, highest degree held, and years of experience (beginning teachers) for 2011–2012. The proportion of Hispanic and White teachers who received an award was 6.7 percentage points and 2.5 percentage points higher compared to the district population, respectively. Whereas, the percentage of African American teachers receiving an award was 9.6 percentage points lower than the district population.

Has the program helped the district to recruit and retain teachers, especially effective teachers providing instruction to high-need campuses, grade levels, and/or subject areas?

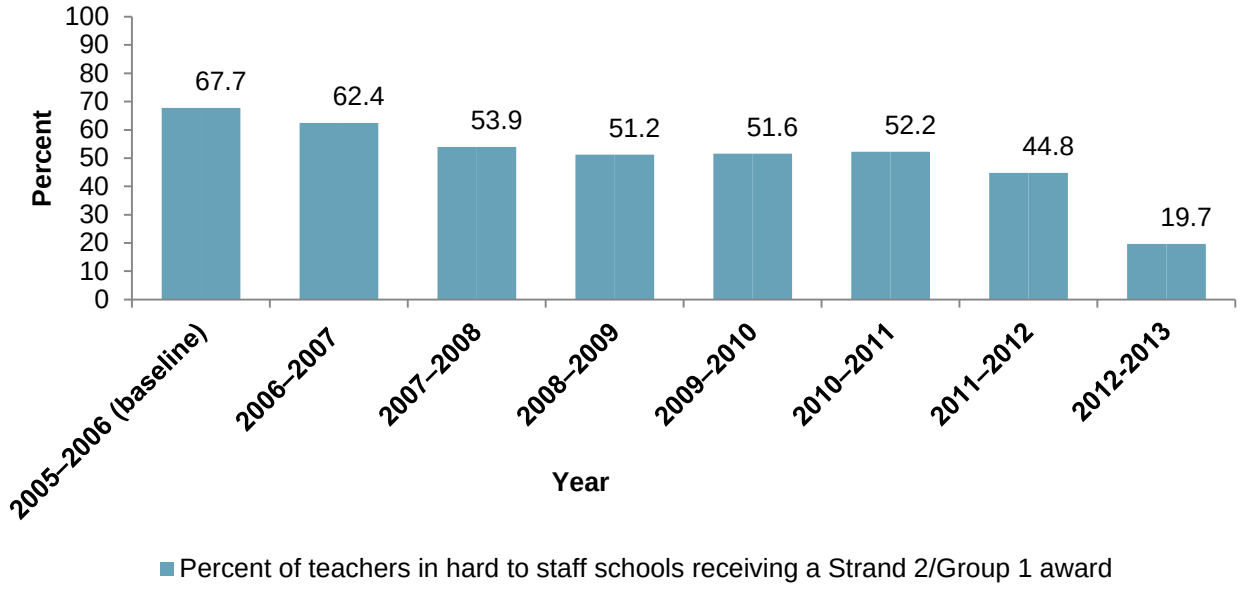
- Of the 1,026 core foundation teachers receiving a recruitment incentive and/or stipend (critical shortage stipend, bilingual stipend, strategic staffing stipend, or recruitment stipend) for whom individual award data were available (Group 1), 455 employees, or 44.3 percent, received both a Group 1/Strand 2 teacher progress award, reflecting highly effective teachers, as well as a recruitment bonus. Out of 1,666 core foundation teachers with individual data (Group 1) who did not receive a recruitment bonus, 624 employees, or 37.5 percent, received an individual performanceGroup 1/Strand 2 award, but no recruitment bonus. However, not all of the teachers may have been eligible to receive a recruitment/retention bonus (**Figure 7**, p.13 and Table 14, p. 43).
- The percentage of employees receiving a recruitment incentive and/or stipend as well as a Strand 2 teacher progress award has increased from 67.9 percent in 2007–2008 to 72.9 percent in 2009–2010, followed by a decline of 28.6 percentage points in 2012–2013 (Figure 7, p.13). Table 14 on p. 44 describes the 2012–2013 incentive amounts of core teachers who received recruitment incentives. Changes over time may be attributed to factors other than the ASPIRE award such as implementing more refined recruitment and retention strategies.
- Over the past six years, the percent of core teachers receiving a recruitment incentive and/or stipend but not a Strand 2 teacher progress award overall has increased from 32.1 percent in 2007–2008 to 55.7 percent in 2012–2013 (Figure 7, p.13).
- Over the past six years, the percent of core teachers receiving an ASPIRE Strand 2/Group 1 Award, reflecting a highly effective teacher, but no recruitment incentive has fluctuated over time decreasing from 68.5 percent in 2007–2008 to 60.8 percent in 2009–2010, and then increasing to 68.2 percent in 2010–2011 followed by a decrease to 37.5 percent in 2012–2013 (Figure 7, p.13). This may suggest that recruitment and retention strategies need to be examined more closely.

Figure 7. Percent of core teachers with individual data (Categories A and B/Group 1) receiving recruitment incentives and Strand 2/Group 1 ASPIRE Awards recipient status, 2007–2008 to 2012–2013



- The percentage of teachers in hard to staff schools receiving bonuses related to classroom level performance declined by 48.0 percentage points from 67.7 percent for the 2005–2006 cohort to 19.7 percent for the 2012–2013 cohort (**Figure 8**, p. 14). Due to changes in the award model through time, and changes in the TEA accountability system in 2012–2013, fewer teachers received a Strand 2/Group 1 Award.

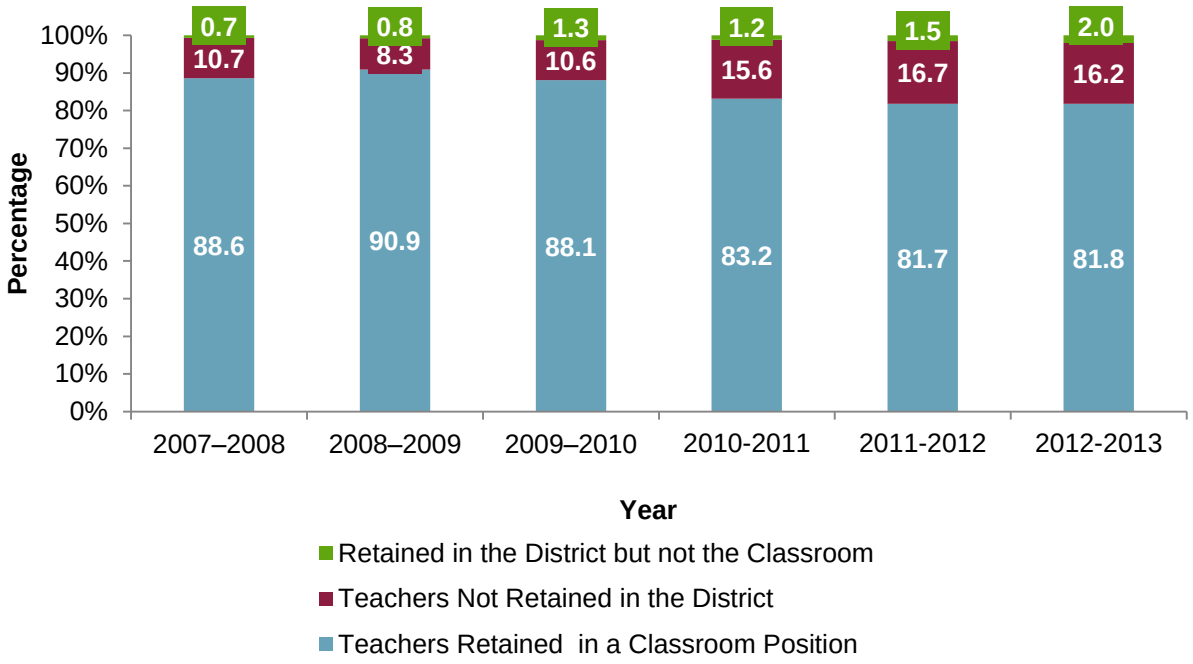
Figure 8. Percent of teachers in hard–to-staff schools earning a Strand 2/Group 1 award



Note: Eligible core teacher and earned Teacher Performance-Pay based on their own value-added data in schools that missed AYP or were TEA-rated "Unacceptable" in the previous year for 2005–2006 to 2011–2012. For 2012–2013, hard to staff schools refer to those schools that were TEA-rated as *Improvement Required* (IR).

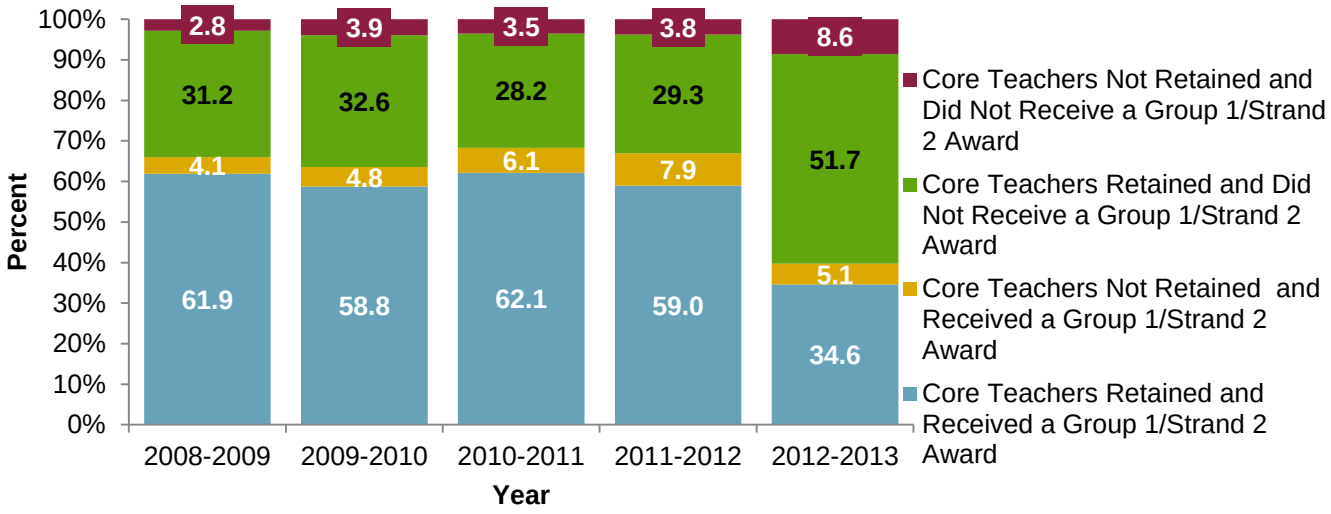
- Classroom retention rates for teachers were 88.6 percent in 2007–2008, rose to 90.9 percent in 2008–2009, and then declined to 81.8 percent in 2012–2013 (Table 15, p. 44, and **Figure 9**).

Figure 9. Classroom retention, 2007–2008 to 2012–2013



- The percentage of core teachers that were retained in the classroom and received a Group 1/Strand 2 award for teacher progress increased overall from 61.9 percent in 2008–2009 to 62.1 percent in 2010–2011 and then declined to 34.6 percent in 2012–2013. These percentages reflect the lack of retention of a higher quality workforce and changes in the model (**Figure 10** and Table 16, p. 44).

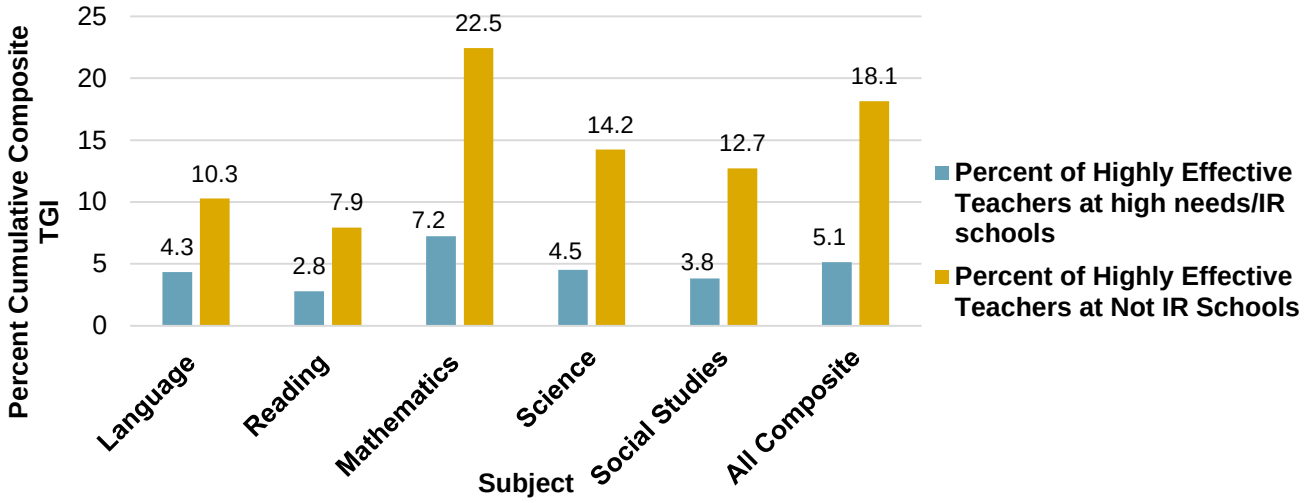
Figure 10. Eligible core teachers and group 1/strand 2 award recipient status, 2008–2009 to 2012–2013



- For core teachers that were retained in the classroom and did not receive a Group 1/Strand 2 award, there was an overall increase from 31.2 percent in 2008–2009 to 51.7 percent in 2012–2013 (Figure 10 and Table 16, p.44).
- For core teachers that were not retained in the classroom and received an ASPIRE award based on teacher progress, there was an increase overall from 4.1 percent in 2008–2009 to 7.9 percent in 2011–2012, followed by a decline to 5.1 percent in 2012–2013 (Figure 10 and Table 16, p. 44).
- Highly effective teachers are defined as those whose value-added scores are 2.00 or higher, and high needs schools were Texas Education Agency (TEA) rated as *Improvement Required* (IR). **Figure 11** (page 16) summarizes the percent of highly effective teachers by subject area in high needs/*Improvement Required* schools compared to those schools that were not. The subject area with the highest percentage of highly effective teachers is mathematics with 7.2 percent in *Improvement Required* campuses and 22.5 percent in campuses that are not designated as *Improvement Required* schools. Reading reflects the subject with the lowest percentage of highly effective teachers with 2.8 percent at *Improvement Required* schools and 7.9 percent at schools that are not designated as *Improvement Required*.
- **Figure 12** (page 16) summarizes the percentage of highly effective teachers at high needs/IR schools that were retained in the district and those that were retained in a classroom position by subject. Of importance, all of the teachers at these high needs schools that were highly effective stayed in the classroom and did not move to a position out of the classroom. Mathematics is the subject area with the highest retention rates with 6.1 percent of highly effective teachers retained in a classroom position or in the district. Reading and science were the subject areas with the lowest retention with 2.5 percent of highly effective teachers retained in the classroom or retained in the district. Although

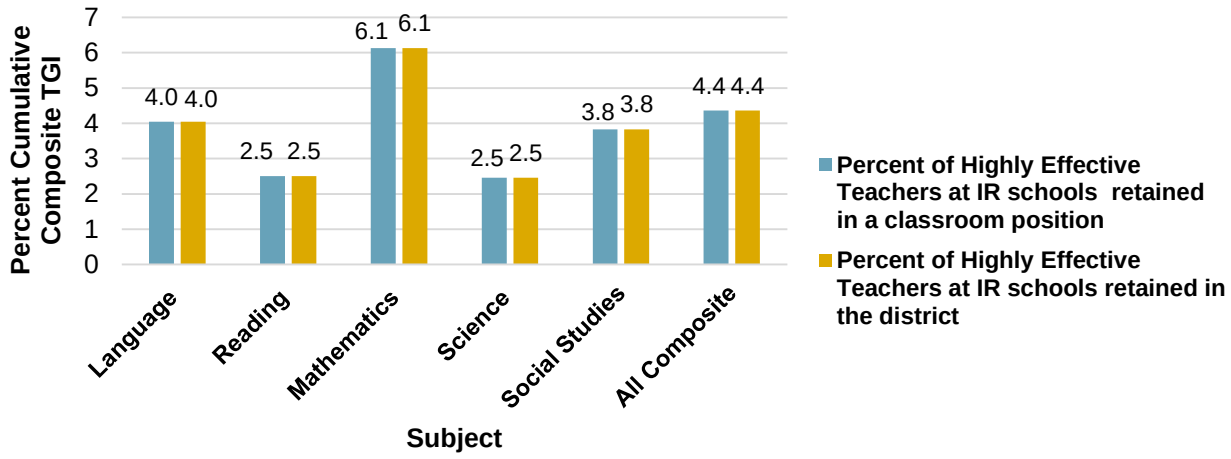
a higher percentage of highly effective teachers was found in schools that were not rated *Improvement Required*, there were only 58 schools that were identified as TEA-rated *Improvement Required*.

Figure 11. Percent of highly effective teachers at TEA-rated *Improvement Required* (IR) schools by subject area



Note: IR schools=TEA-rated as *Improvement Required* (IR). There were 58 schools with this designation for the 2012–2013 school year.
Source: EVAAS single-year value-added file, 2012–2013

Figure 12. Percent of highly effective teachers retained at TEA-rated *Improvement Required* (IR) schools by subject area

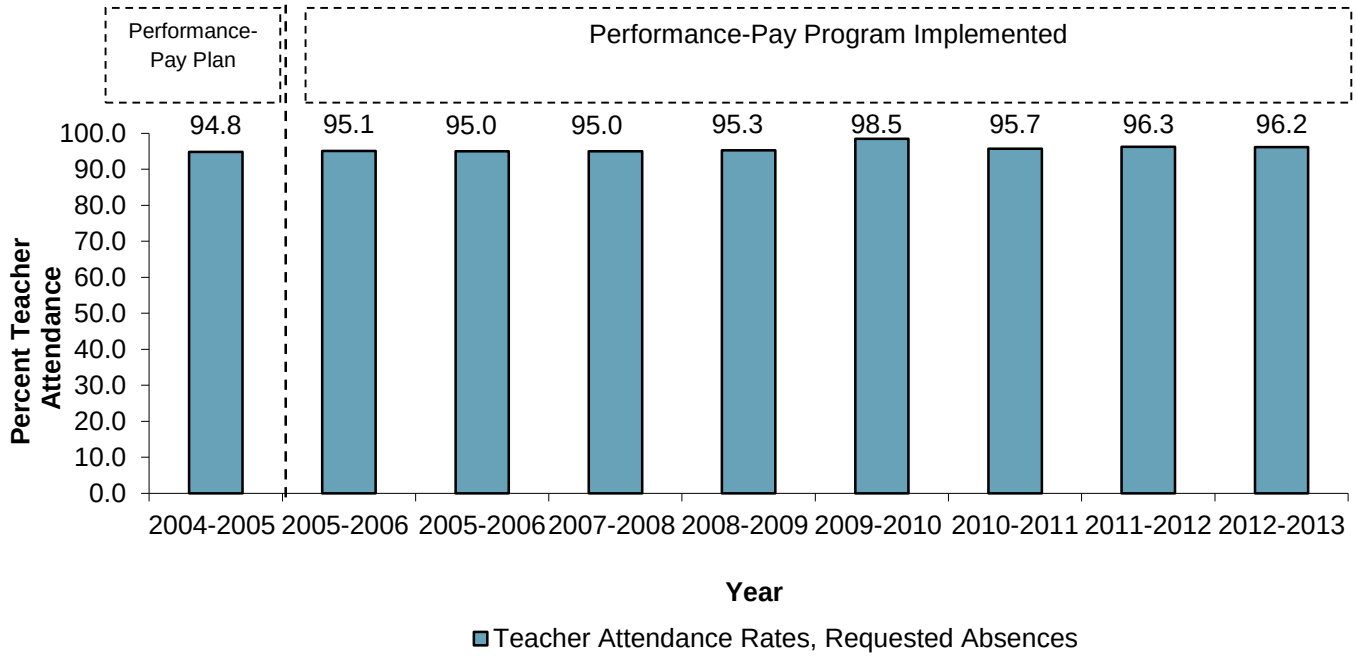


Note: Charter Schools are not included in the retention analysis. IR= TEA-rated as *Improvement Required* (IR). There were 58 schools with this designation.
Source: Teacher Retention File, 2012–2013; EVAAS single-year value-added file, 2012–2013

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

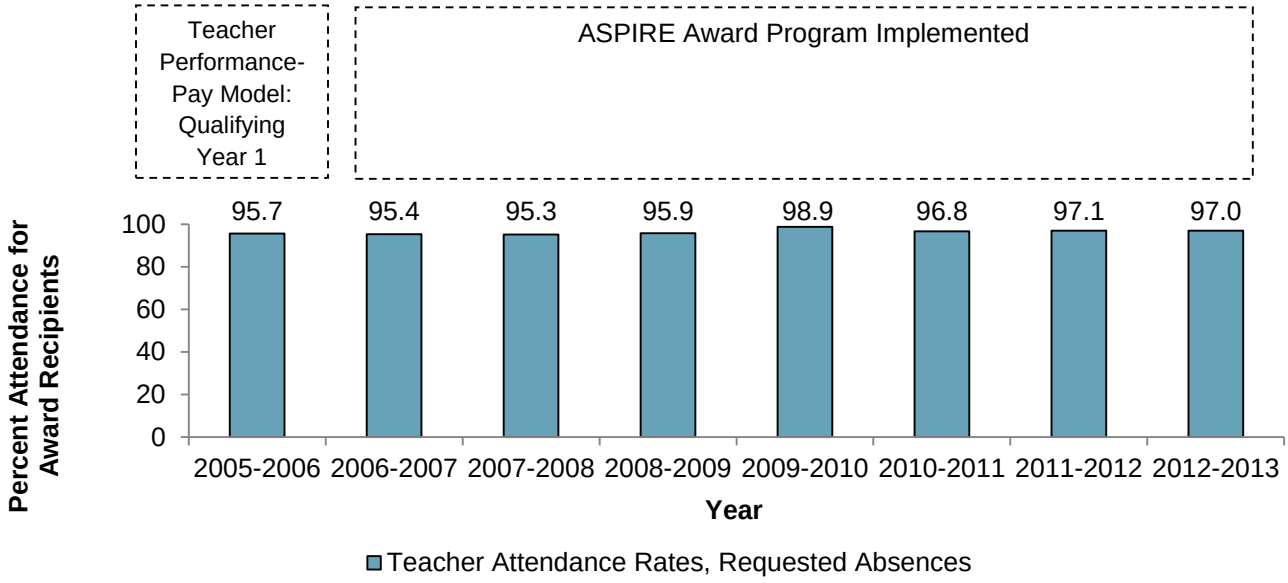
- Teacher attendance rates, using only requested absences, increased from 94.8 percent in 2004–2005 (before performance-pay) to 98.5 percent in 2009–2010 (performance-pay year 5), but declined to 95.7 percent in 2010–2011, and increased to 96.2 percent in 2012–2013 (**Figure 13**). This decline may be attributed to the elimination of the attendance bonus in 2010–2011. The attendance rates are based on the year of program implementation, while payout occurs in January of the following year.

Figure 13. Teacher attendance rates, 2004–2005 (Baseline) to 2012–2013 (Year 8)



- Attendance rates for performance-pay recipients slightly exceeded overall district attendance rates from 2005–2006 to 2012–2013, with the largest difference visible in 2010–2011 of 1.1 percentage points (**Figure 14**).

Figure 14. Teacher attendance rates for performance-pay recipients, 2005–2006 to 2011–2012



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

- The focus on training during the 2012–2013 school year was on EVAAS teacher reports and the Teacher Appraisal and Development System (Table 17A, p. 45). There were 148 teachers and administrators that completed at least one of the five courses.
- Battelle for Kids offered online training through 26 courses and learning paths. The majority of courses centered on the different value-added reports, formative instructional practices, and the ASPIRE Award program model. A total of 260 employees completed at least one of the 26 courses or learning paths offered (Table 17B, p. 45).

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

- There was a decrease in the number of formal inquiries submitted since the implementation of the ASPIRE Award program from 1,048 in 2006–2007 to 455 in 2009–2010, followed by an increase to 856 for 2010–2011, and then a decline to 515 for 2011–2012, followed by an increase to 521. For 2012–2013, 77.5 percent were resolved without changes in award amount. This exceeded the percentage from the previous year of 68.5 percent (Table 18, p. 46).

Have students shown academic gains in the four core content areas based on standardized test performance for 2005–2006 through 2012–2013?

- Districtwide student performance on the Stanford 10 showed increases in the NCE scores from 2010 and 2013 in all five core content areas for third grade. NCE increases were evident for 1 out of 8 grades in reading, 6 out of 8 grades in mathematics, 3 out of 8 grades in language, 7 out of 8 grades tested in environment/science, and 2 out of 6 grades tested in social science (Table 19, p. 46).
- From 2005 to 2013, districtwide student performance on the Aprenda 3 showed increases in reading, mathematics, language and environment/science for grades 1–4 and grades 6 and 8. Social science increased for 3 out six grade levels. The number of students tested drops dramatically for grades 6–8 (Tables 20–21, p. 47).

- **Figure 15** shows the percent of district and state students who met the initial phase-in standard for Level II (Satisfactory) by subject for spring 2012 and 2013. This figure includes the results from STAAR combined English and Spanish test versions. The highest percentage of HISD students met the phase-in standard for Level II in Reading/ELA (71 percent and 70 percent, respectively), while the lowest percentage of students was in social studies (53 percent and 57 percent). For both 2012 and 2013, the state outperformed the district in the percent of students that met the initial phase-in standard for Level II (Tables 22–24, p. 47–48).
- For 2012 and 2013 (**Figure 16**), the state outperformed the district in the percent of students that met the Advanced Level with the exception of Writing, where both the district and the state had 7 percent and 6 percent of the students meeting the advanced standard, respectively (Tables 22–24, p. 47–48).

Figure 15. HISD and state combined English and Spanish STAAR % Level II Satisfactory Phase-In standard, spring 2012 and 2013

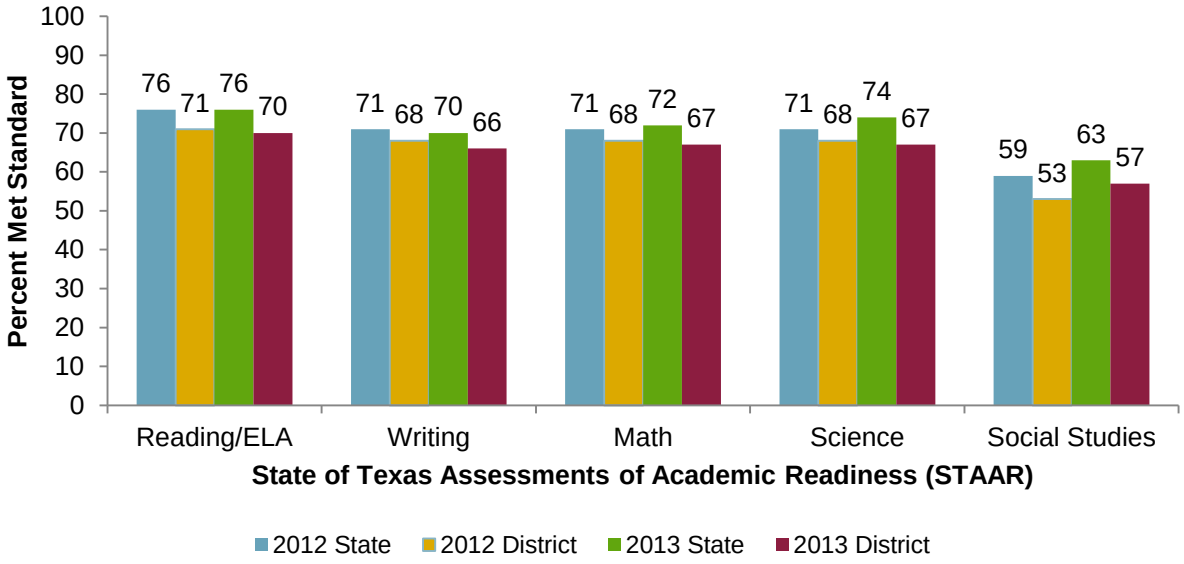
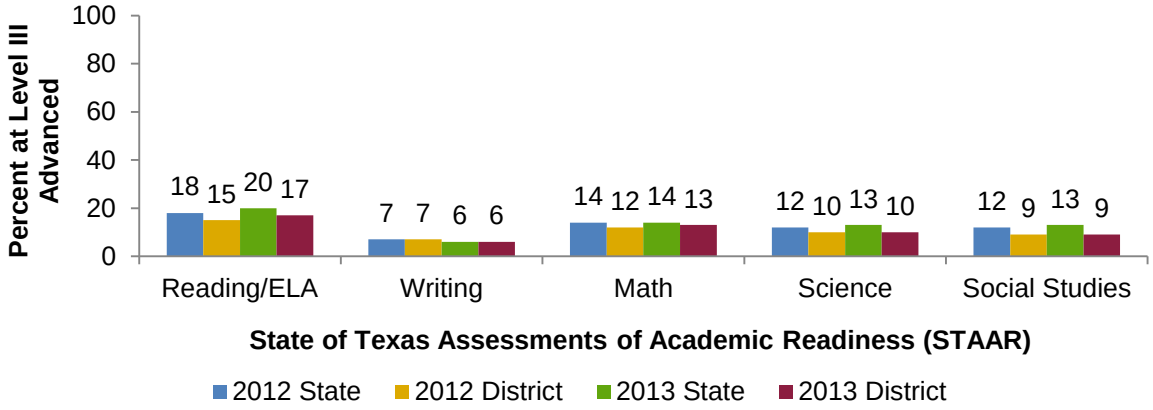


Figure 16. HISD and state combined English and Spanish STAAR % at Level III Advanced, spring 2012 and 2013



- For 2012 and 2013 (**Figure 17**), the state outperformed the district in the percent of students that met the phase-in standard for Level II for all STAAR end-of-course subjects. With the exception of the district's performance on the biology end-of-course exam, the percent meeting the phase-in standard for Level II declined from 2012 to 2013 for both the district and the state in all subjects. It should be noted that in 2012 only first-time testers were included in the results since that was the first year of the new tests. The 2013 results include retesters who had previously failed the assessment.
- For 2012 and 2013 (**Figure 18**), the state outperformed the district for the percentage of students that met the Advanced level standard for Algebra I, English I-Reading, and World Geography. For 2013, the district and the state exhibited comparable levels of performance in biology, and for 2012 and 2013, the state and the district exhibited comparable levels of performance in English I-Writing.
- Although the state outperformed the district when looking at the percent of students that met the phase-in standard for Level II for all STAAR end-of-course subjects, the district showed greater gains than the state for English I-Reading and World Geography, thus narrowing the gap between district and state performance.

Figure 17. HISD and state comparison of STAAR End-of-Course exams, meeting phase-in standard, 2012 and 2013

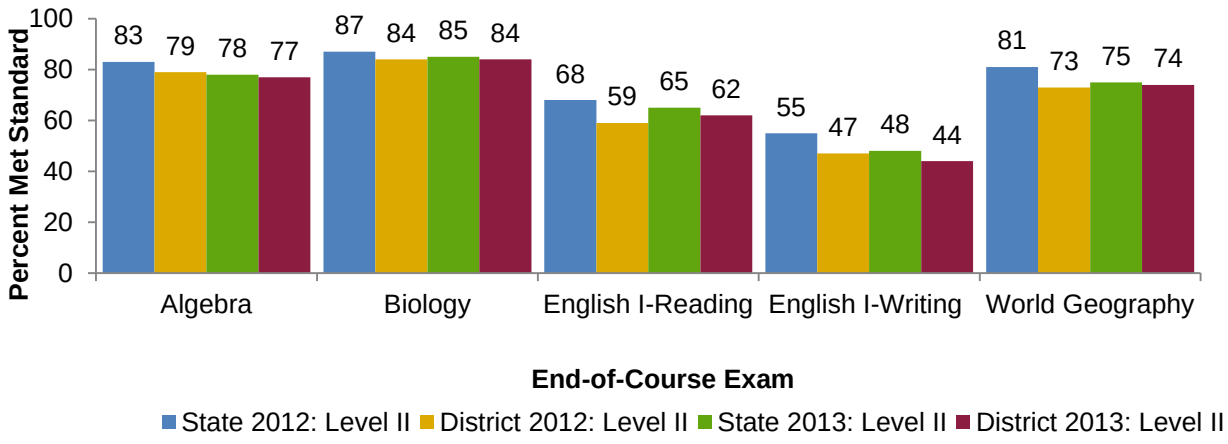
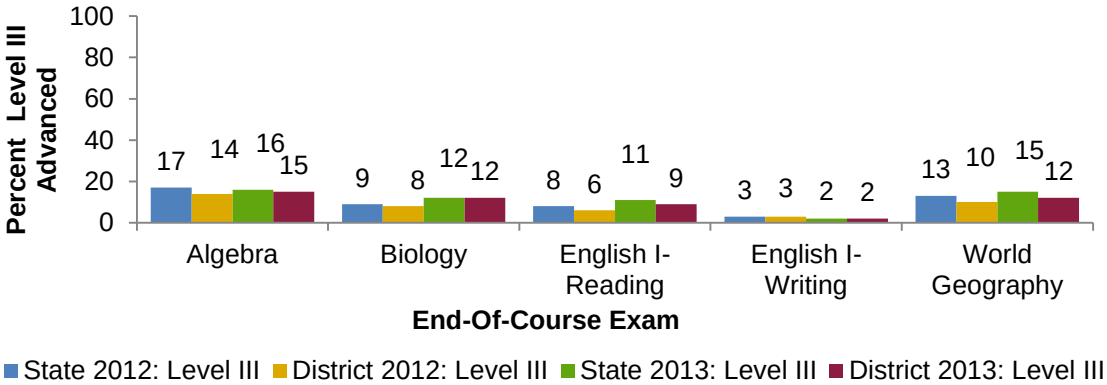


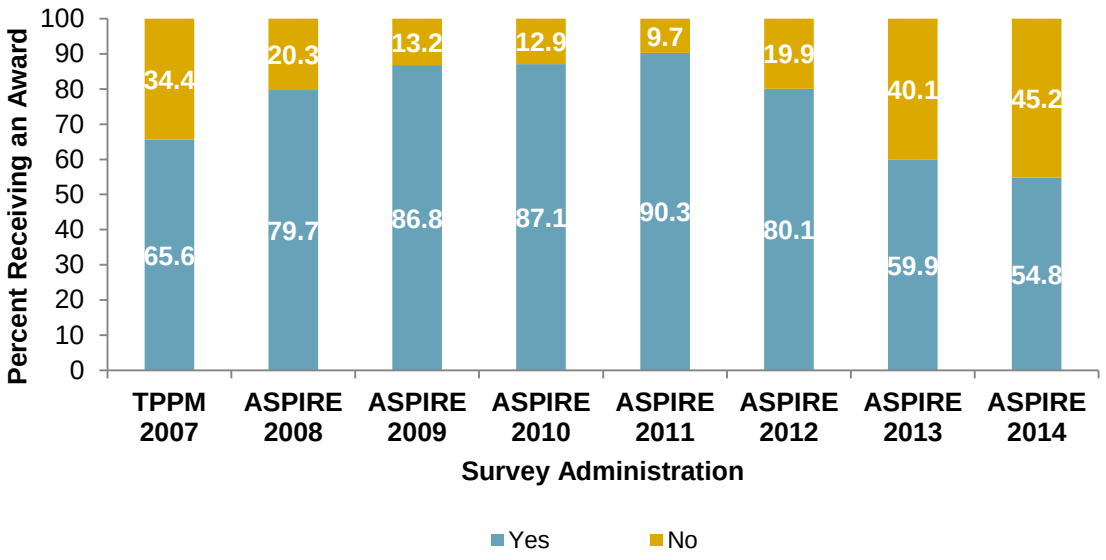
Figure 18. HISD and state comparison of STAAR End-of-Course Exams, Advanced Level, 2012 and 2013



Based upon survey results, what were the perceptions of respondents regarding the 2012–2013 ASPIRE Award? How does this compare to previous years?

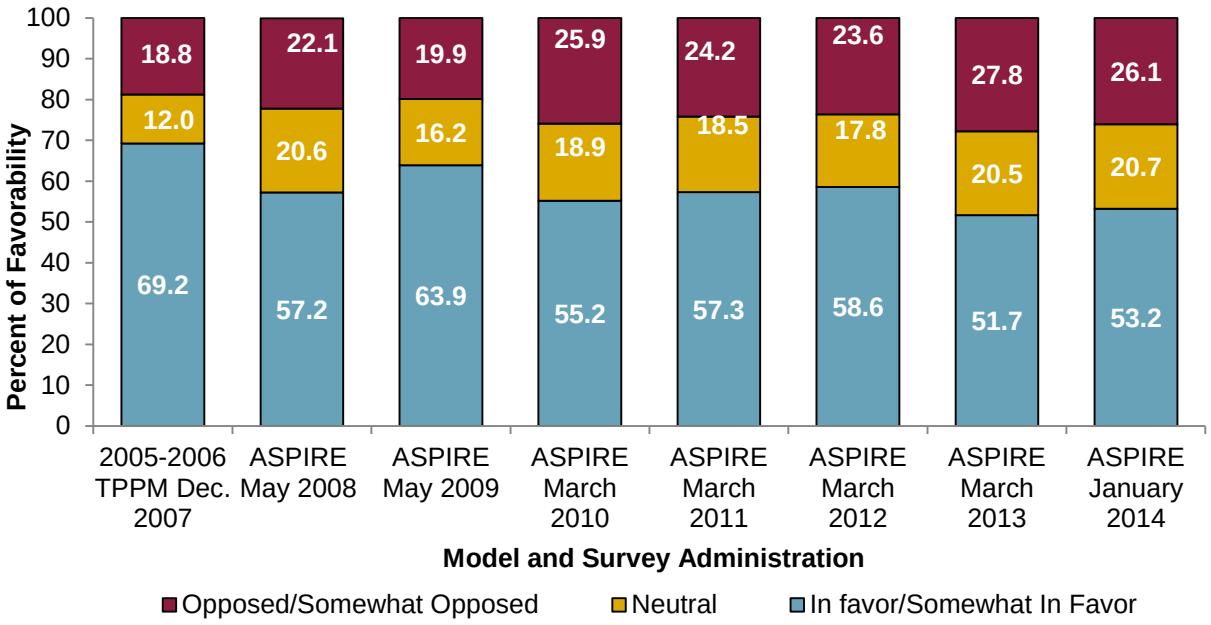
- Survey invitations were sent to a total of 18,269 Houston Independent School District campus-based employees on November 20, 2013 with 4,689 participants who responded to the survey (25.7 percent) (Table 1, p. 37). See Data Limitations, p. 58.
- Of the 4,689 respondents, 3,403 indicated their ASPIRE Award categorization for the 2012–2013 school year. Core teachers (Group 1, 2, and 3) represented the highest percentage of respondents with 60.1 percent, followed by elective/ancillary teachers with 11.0 percent (**Table 2**, p. 37).
- Of the 1,851 December 2007 survey respondents, 65.6 percent indicated that they received an award for the previous school year. The percentage continued to increase through the March 2011 survey, where 90.3 percent of respondents received an award. However, there was a decline to 54.8 percent for 2014 (**Figure 19**). This reflects more stringent criteria in the award model that resulted in a decrease in the number of recipients receiving an award over the past three years.
- Figure 19 summarizes the percent of survey respondents that reported receiving an award by program year. The majority of employees and respondents received an ASPIRE award.

Figure 19. Percent of respondents receiving an award based on results of eight survey administrations



- When comparing survey results over the last eight years, there was an overall decrease in the percent of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay from 69.2 percent in December 2007 to 53.2 percent in January 2014 (**Figure 20**).

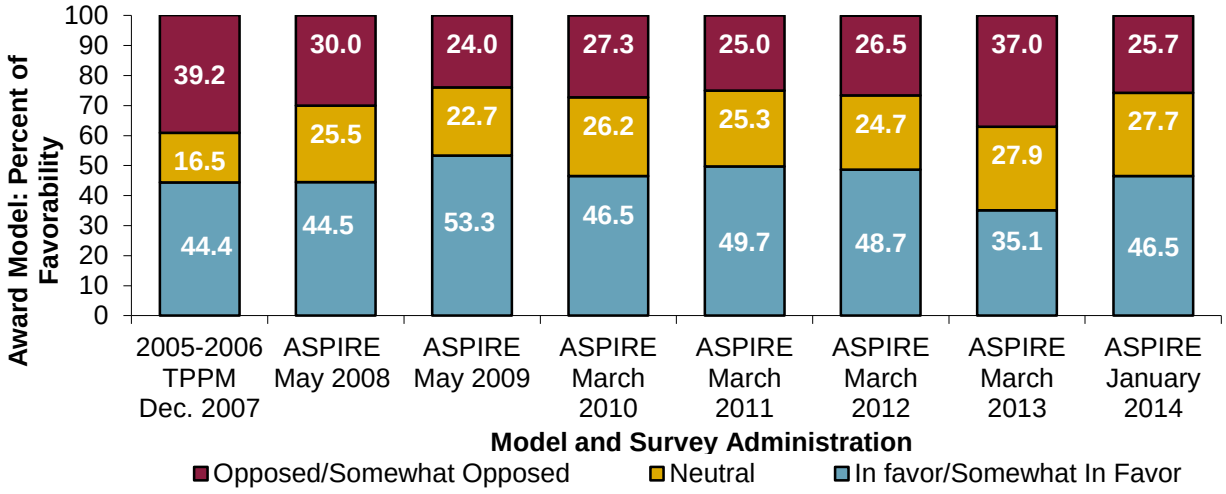
Figure 20. Percent of respondents indicating favorability toward the concept of performance pay over eight years



- When comparing the percentage of respondents that indicated they were in favor or somewhat in favor toward the 2005–2006 Teacher-Performance Pay Model and to the specific ASPIRE Award Program for that year, it was first reported at 44.4 percent (December 2007 survey administration), reached a peak of 53.3 percent in 2009, and was most recently reported at 46.5 percent (January 2014 survey administration). This is an 11.4 percent point increase from March 2013. These results were after the payout or simultaenously with the payout of each model (**Figure 21**).

- When comparing survey results after or simulteaneously with each payout, the percentage of respondents that indicated they were *somewhat opposed* or *opposed* toward the 2005–2006 Teacher Performance-Pay Model and to the ASPIRE Award program for that year decreased by 13.5 percentage points over an eight-year period, with the low being in 2009 at 24.0 percent (Figure 21).

Figure 21. Percent of survey respondents' favorability toward the performance-pay model paid out that year



- Over the past six years, survey respondents were asked to indicate their perceptions about the concept of receiving differentiated pay as seen in **Figure 22.** The percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of differentiated pay decreased overall from 55.5 percent after the 2009 payout to 49.4 percent simultaneously with the 2014 payout, but showed a 2.2 percentage point increase from 2013.
- When comparing ASPIRE May 2008 to January 2014 survey results, there was a difference in the percentage of respondents that indicated their level of understanding of the ASPIRE Award program was *high* or *very high* by 9.2 percentage points (**Figure 23**).

Figure 22. Percent of respondents indicating favorability toward the concept of differentiated pay for the past six years

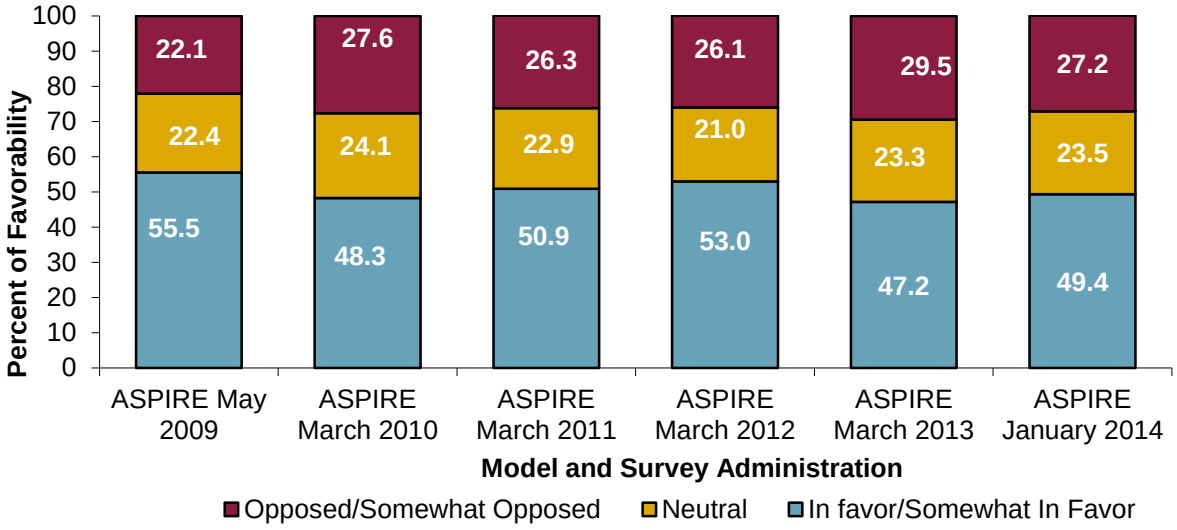
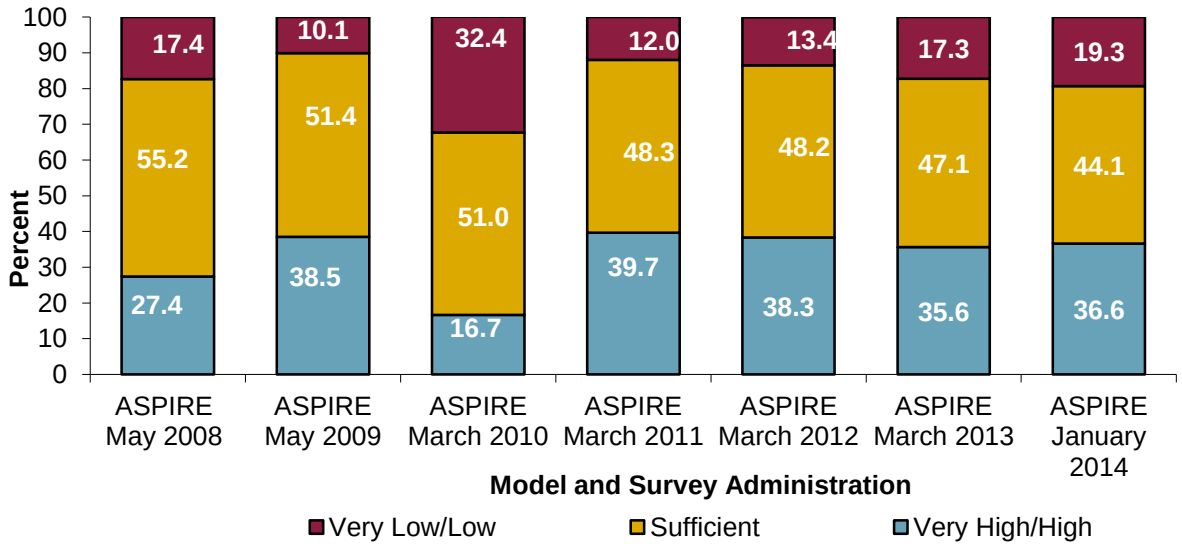
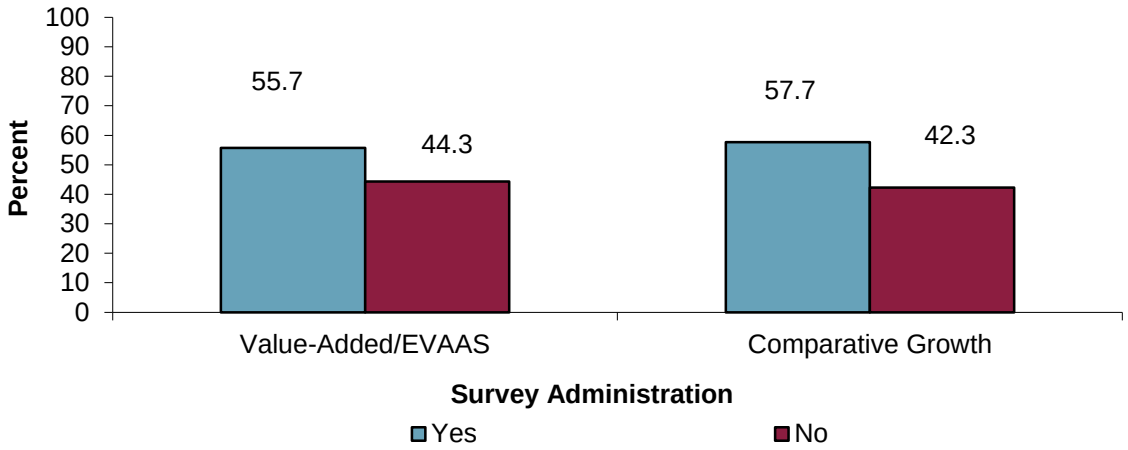


Figure 23. Percent of survey respondents' level of understanding of the performance-pay model paid out that year



- **Figure 24** provides a comparison of the percent of respondents receiving training in Value-Added/EVAAS and or Comparative Growth. The majority of respondents reported receiving training in Value-Added/EVAAS (55.7 percent) and Comparative Growth (57.7 percent). Out of 3,777 employees that responded, 64.6 indicated that they were aware of training opportunities regarding comparative growth and value-added analysis.

Figure 24. Percent of survey respondents receiving training, 2012–2013



- On the May 2008 ASPIRE Award survey, there were seven items that were designed to determine the level of understanding for different training components related to the ASPIRE Award. **Table 25** (p. 49) depicts the comparison of the baseline data collected in May 2008 with data collected in January 2014.
- When comparing ASPIRE May 2008 to January 2014 results, there was a difference in the percentage of respondents that indicated their level of understanding of the ASPIRE Award program was *high* or *very high* by 9.2 percentage points (Table 25, p. 48).
- Based on survey data collected in 2008 and 2014, the training component for which the largest percentage of respondents indicated a *very high* or *high* level of understanding centered on *my understanding of the difference between academic achievement and academic progress* (44.5 percent and 45.1 percent, respectively) (Table 25, p. 48), but this was still less than half.
- On the 2010 (all items regarding award amounts and models were fully developed) and 2014 survey administrations, the statement for which the largest percentage of respondents indicated *strongly agree* or *agree* centered on *continuing the ASPIRE Award with modifications on an annual basis* (48.7 percent and 45.8 percent, respectively) (**Table 26**, p. 49).
- Based on January 2014 results, 41.9 percent of respondents *strongly disagreed* or *disagreed* that the *ASPIRE Award is a fair way of acknowledging a teacher's impact on student growth,* compared to 27.8 percent who were *neutral* and 30.3 percent who *agreed* or *strongly agreed* (Table 26, p. 49). This reflects a decrease over the 2010 percent of 46.6.

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

- When comparing results from May 2009 to January 2014, four of the seven areas of communication showed decreases. *Knowing when specific information about my ASPIRE Award was available* reflected

the area of communication for which respondents indicated the highest increase for effectiveness (1.5 percentage points) to 69.9 percent (**Table 27**, p. 50).

- For questions on both the May 2009 (most items on communication were fully developed) and January 2014 surveys, the area for which the highest percentage of respondents perceived communications to be *not effective* or *somewhat effective* focused on *knowing how to interpret and understand my specific ASPIRE Award Notice* and *Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award* (Table 27, p. 50).
- Based on the January 2014 surveys, the areas for which the highest percentage of respondents perceived communications to be *not effective* or *somewhat effective* focused on *providing clear explanations about comparative growth calculations* (48.2 percent), *providing clear explanations about value-added calculations* (47.2 percent) and *providing clear explanations about the award model* (44.1 percent) (Table 27, p. 50).
- Based on the results of the January 2014 survey, 47.3 percent of respondents reported the *ASPIRE e-mail* as being *very effective*, reflecting the highest percentage for effectiveness when compared to the other four methods used to communicate information about the ASPIRE Award program. This was followed by the *ASPIRE portal* (41.9 percent) (**Table 28**, p. 50).

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

- Out of a total of 4,689 respondents on the January 2014 survey, 1,790 or 38.2 percent of the respondents provided at least one response for recommending changes to the 2012–2013 ASPIRE Award, whereas 61.8 percent of respondents did not provide any recommendations for changing the model. Listed in descending order, the top seven emergent categories reflected 63.1 percent of the responses (**Table 29**, p. 51).
- The predominant suggestion centered on the allocation of money (15.6 percent). Some respondents indicated that STAAR teachers or teachers in tested grade levels, teachers working in hard-to-staff schools and teachers providing instruction to low-income students and/or at-risk students should receive more money. Alternatively, respondents indicated that elective/ancillary teachers, special education teachers, Career and Technology teachers, librarians, nurses, early childhood teachers to grade 2 teachers (Group 2) should receive more money. Some respondents indicated that administrators should not receive any performance-pay money, their performance pay should be capped, or indicated that payouts for administrators were disproportionate in comparison to payouts for teachers. One respondent stated, “Aspire should be only for classroom teachers and teachers aids. Exclude principals, administrators, superintendent and anyone who does not teach students” (Table 29, p. 51).
- Approximately 11 percent of the responses focused on measuring growth and/or achievement. Respondents indicated that beginning-of-year (BOY) and end-of-year (EOY) tests should be used to measure growth, only passing rates should be used as a performance measure, and awards should be individual/campus/department/grade and/or subject. One suggestion was, “For this program to be effective and fair, you need to compare the growth of students from the beginning of the academic year to its end (e.g. August-May). If this award is for educators, it should be awarded to teachers” (Table 29, p. 51).
- Approximately 9 percent centered on making the model equitable, and inclusive so that all employees were treated equally, compensated equally, and/or had the opportunity to receive the same amount of award as the top dollar earners. Elective/ancillary teachers, special education teachers, early childhood through grade 2, instructional support (i.e. counselors, librarians, and literacy coach), teaching assistants,

and operational support staff (i.e. registrars, computer network specialists, and attendance specialists) were not eligible to receive the same level of compensation as core teachers with an EVAAS report. They felt "de-valued" by the way the model was designed. Some respondents indicated that the differences in eligibility and compensation were divisive for campuses. Moreover, respondents indicated that student success was a team effort, but the contribution of the team was not being equally valued for all members (Table 29, p. 51).

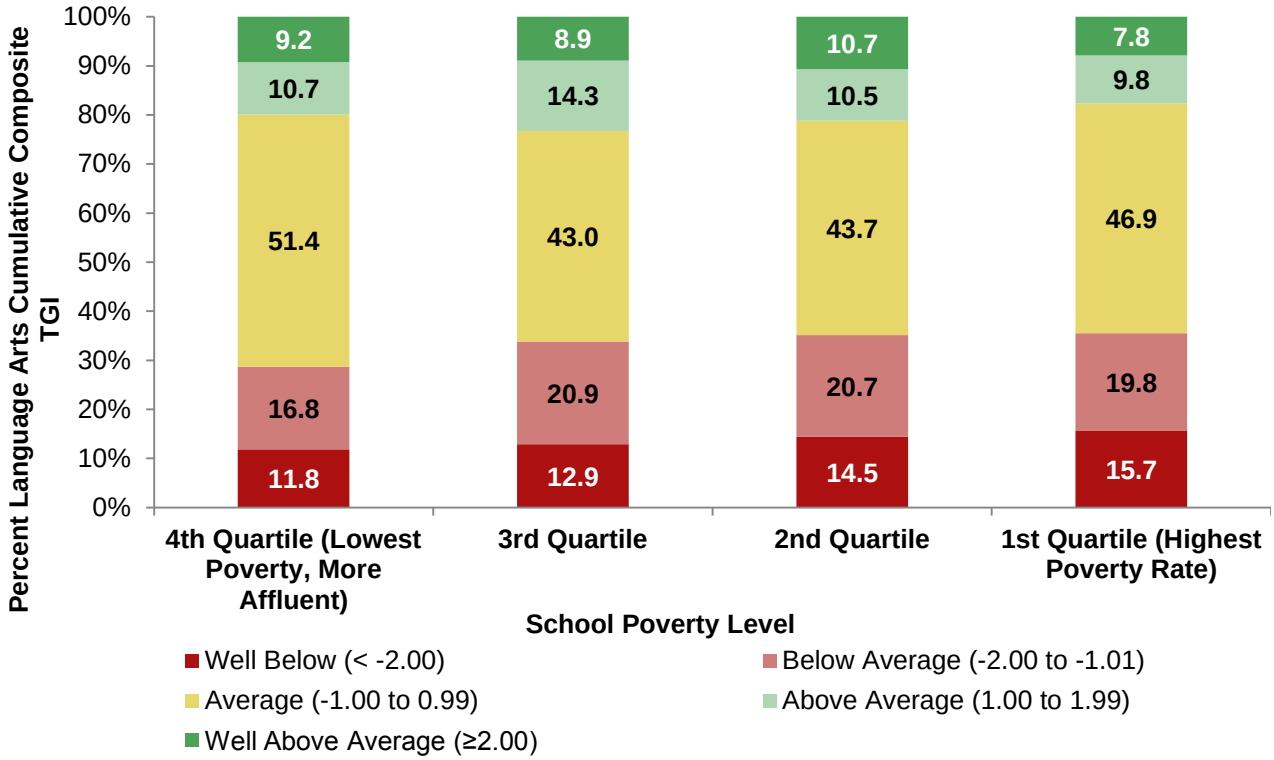
- A total of 188 responses, or 8.0 percent of respondents to this question indicated that the ASPIRE Award be discontinued. One respondent cited, "I would end the ASPIRE Award Program and provide teachers with annual pay increases that would be equivalent to the money spent or allotted for the ASPIRE Award Program annually. This program creates hostility, unnecessary competition, and chaos, when our mutual goals should be the educating of the children." Another respondent stated, "Eliminate it. I know of several teachers in my school building who have openly admitted to teaching to the test and/or not sharing ideas because they want to show maximum growth over the others. It is not a healthy award system and does not promote collaboration and community" (Table 29, p. 51).
- Approximiately 7 percent of responses centered on eligibility rules/categorization. These centered on reinstituting the attendance bonus, making hourly employees eligible, not including appraisal ratings as an eligibility requirement, and increasing the number of days participants could miss. Respondents indicated that plant operators, janitors, food service, and hourly employees should be eligible for an award. With regard to eligibility rules, respondents indicated that the attendance rule should allow for more days absent or eliminate the requirement. Regarding categorization, respondents indicated they would like to be categorized based on their job duties as opposed to their job title. Regarding their appraisal rating, respondents cited, "If a teacher is a 1 or a 2, but their students still grew, they should receive their award," and "summative rating should not be included" (Table 29, p. 51).

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

- To examine the distribution of effective teachers across the district, the cumulative composite teacher gain index (TGI) by subject was analyzed to see how highly effective teachers were distributed when examining schools with students in grades 3 through 8 and those taking end-of-course exams. Highly effective teachers earned value-added scores that were greater than or equal to 2.00, indicating the growth of their students was *Well Above Average* regarding the standard for academic growth. A TGI of less than -2.00 indicates *Well Below Average* than the standard for academic growth. **Figure 24** summarizes the cumulative composite teacher gain index for language reflecting single year results by the quartiled distribution of percent of campus poverty. For 2012–2013, the percentage of highly effective language arts teachers in lower poverty schools was higher than those in higher poverty schools (9.2 percent in the fourth quartile compared to 7.8 percent in the first quartile) (**Table 30**, p. 52).

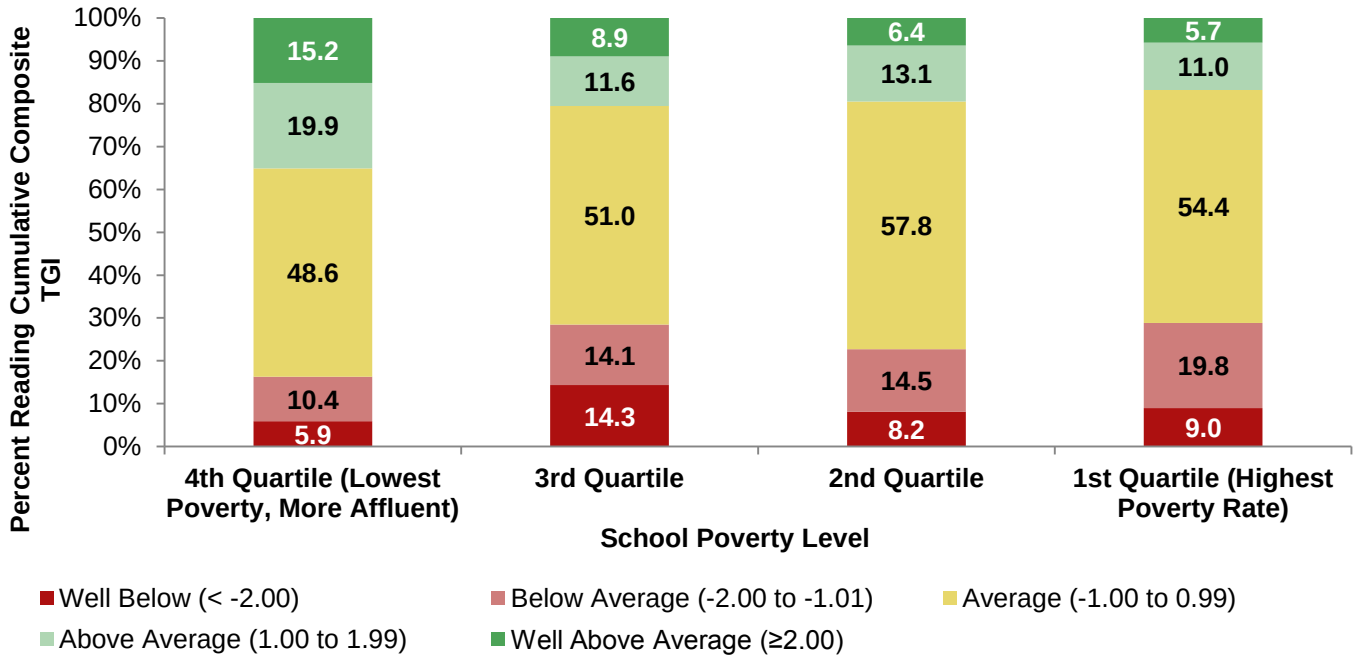
- Alternatively, there was a lower proportion of *Well Below Average* language arts teachers in the lower poverty schools than higher poverty schools. These results may correlate with the relationship between achievement and growth in 2012 created by Texas' implementation of a new standardized test, anticipated and discussed in the HISD 2012 EVAAS Updates (2012), as poverty and prior achievement are closely related.
- Approximately 11.8 percent of language arts teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 12.9 percent in the 3rd quartile of poverty, 14.5 percent in the second quartile of poverty, and 15.7 percent in the highest quartile of poverty (Figure 24, Table 30, p.52).

Figure 24. Percentage of Teachers and Their Effectiveness Based on Language Arts Cumulative Composite TGI and School Poverty, 2012–2013



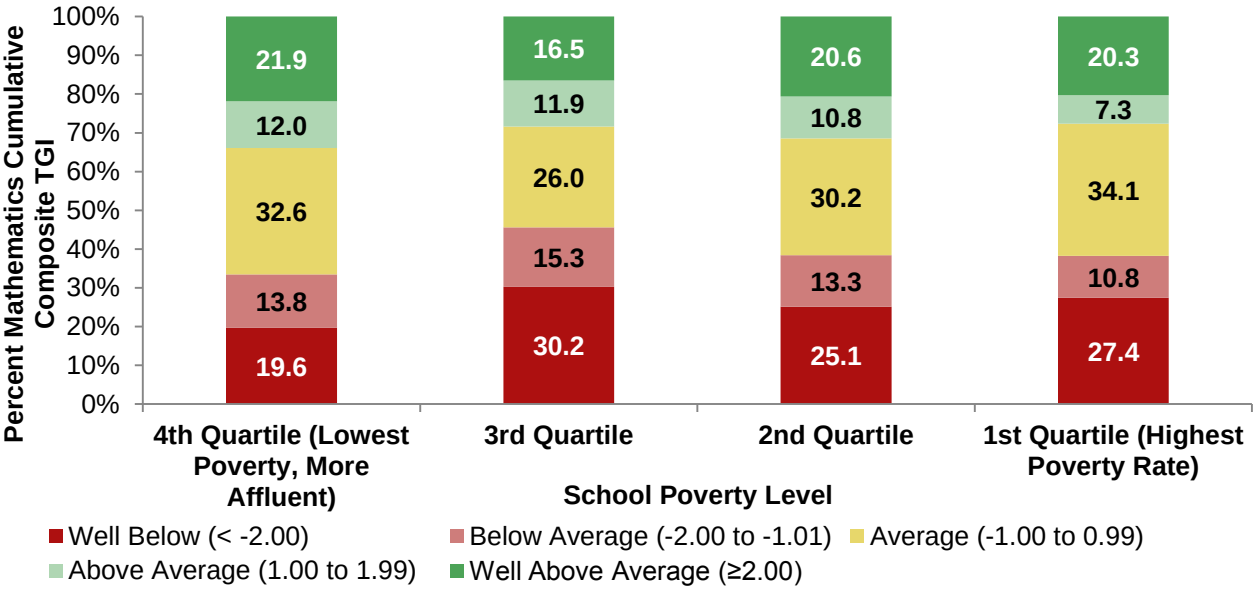
- For 2012–2013, 15.2 percent of reading teachers scored in the *Above Average* category in the lowest poverty (more affluent) schools compared to 8.9 percent in the 3rd quartile, 6.4 percent in the second quartile of poverty, and 5.7 percent in the highest poverty schools (**Figure 25**, p. 28, Table 31, p. 52). The percentage of teachers scoring in the *Well Above Average* category in the lowest poverty quartile was more than twice that in the highest poverty schools.
- Only 5.9 percent of reading teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 14.3 percent in the 3rd quartile of poverty, 8.2 percent in the 2nd quartile of poverty, and 9.0 percent in the highest poverty schools, and the percent of *Well Below Average* teachers in the highest poverty quartile was almost 1.5 that of the lowest poverty quartile (Figure 25, p. 28, Table 31, p. 52).

Figure 25. Percentage of Teachers and Their Effectiveness Based on Reading Cumulative Composite TGI and School Poverty, 2012–2013



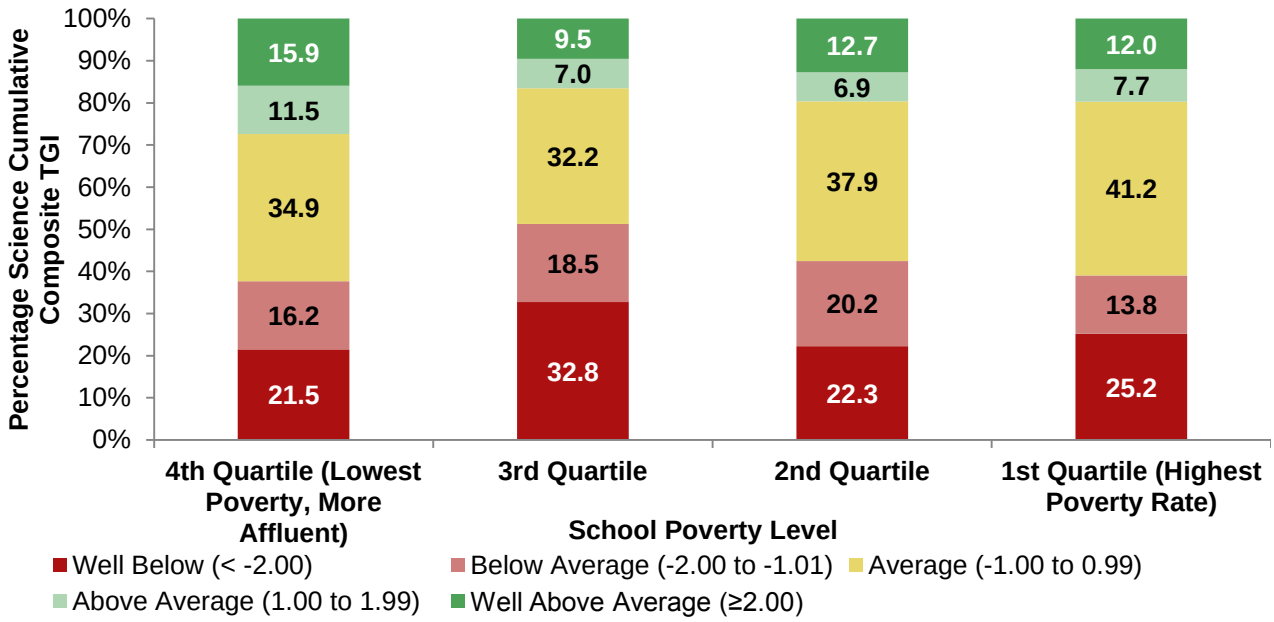
- For mathematics in 2012–2013, 21.9 percent of teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 20.3 percent in the highest poverty schools. (**Figure 26**, Table 32, p. 52).
- Approximately twenty percent of mathematics teachers in the lowest poverty schools were *Well Below Average* compared to 27.4 percent in the highest poverty schools (Figure 26, Table 32, p. 52).

Figure 26. Percentage of Teachers and Their Effectiveness Based on Mathematics Cumulative Composite TGI and School Poverty, 2012–2013



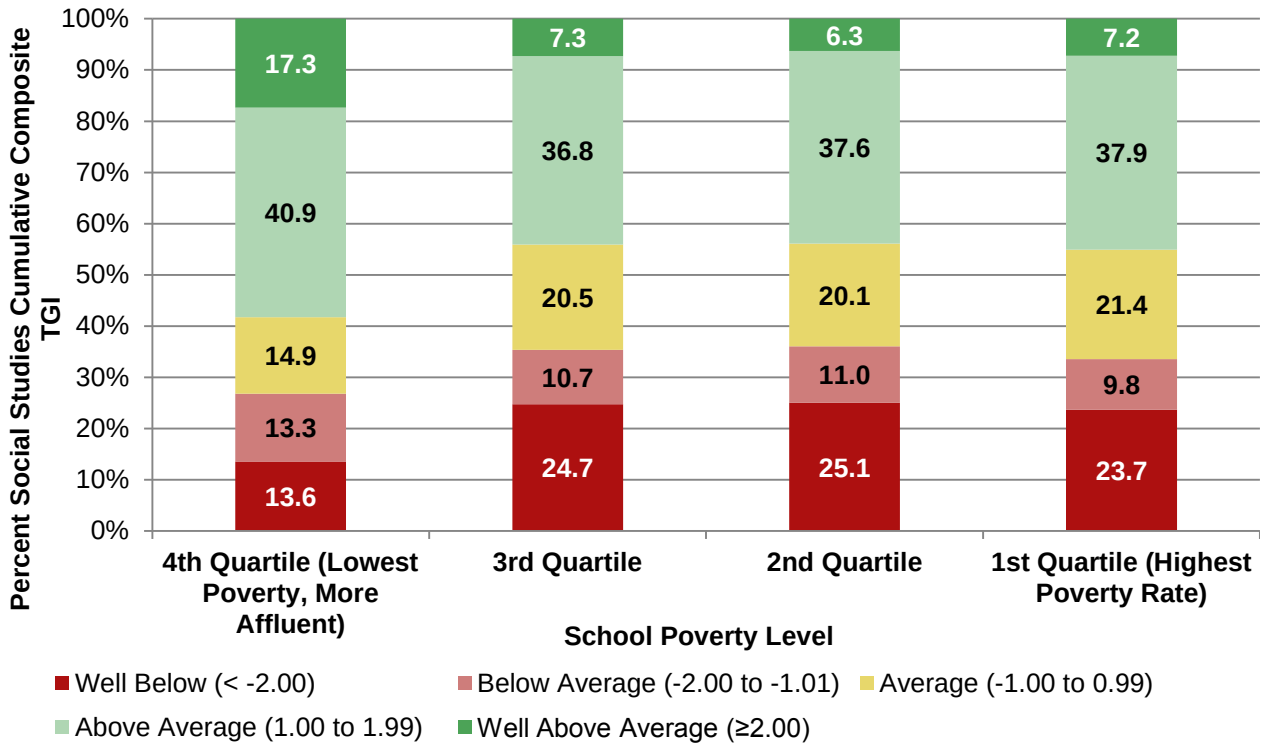
- In 2012–2013, 15.9 percent of science teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 12.0 percent in the highest poverty schools (**Figure 27**, Table 33, p. 53).
- Approximately 21.5 percent of science teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 25.2 percent in the highest poverty schools (Figure 27, Table 33, p. 53).

Figure 27. Percentage of Teachers and Their Effectiveness Based on Science Cumulative Composite TGI and School Poverty, 2012–2013



- For social studies in 2012–2013, 17.3 percent of teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 7.3 percent in the 3rd quartile, 6.3 in the second quartile of poverty, and 7.2 percent in the highest poverty schools. There was a higher proportion of highly effective social studies teachers in lower poverty schools than higher poverty schools. (**Figure 28**, p. 30, Table 34, p. 53).
- Approximately 13.6 percent of social studies teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 24.7 percent in the 3rd quartile of poverty, 25.1 percent in the 2nd quartile of poverty, and 23.7 percent in the highest poverty schools. There was a lower proportion of *Well Below Average* social studies teachers in lower poverty schools than higher poverty schools. (Figure 28, p. 30, Table 34, p. 53).

Figure 28. Percentage of Teachers and Their Effectiveness Based on Social Studies Cumulative Composite TGI and School Poverty, 2012–2013



Discussion

Over the past eight years, the performance-pay evaluation results indicated that the number of eligible teachers receiving performance pay and the total amount awarded increased from 2006–2007 to 2009–2010, and then declined when comparing results from 2009–2010 to 2012–2013. This most likely reflects the district's tightening of program eligibility in order to reward only the highest performers. The typical award recipient was female and held a Bachelor's degree; when comparing the award population to the district, race/ethnicity, gender, and years of experience for beginning teachers and teachers with 1 to 5 years of experience did not mirror the proportions of the district. A lower percentage of African American teachers, beginning teachers, and teachers with 1 to 5 years of experience received an award compared to the district. Future analysis to determine statistical significance of any differences may be necessary.

Recruitment strategies included different types of recruitment bonuses for critical shortage areas such as science, mathematics, bilingual, and/or special education. In addition, stipends were paid to teachers offering instruction in the aforementioned areas. Of the 1,026 core foundation teachers that received a recruitment bonus or stipend in 2012–2013, just 286 teachers, or 27.9 percent received a teacher progress reward, reflecting a highly effective teacher. However, not all of these newly recruited teachers met the eligibility requirements to be considered for a teacher-level ASPIRE Award.

When looking at the percent of teachers in hard-to-staff schools that earned a Group 1, 2a, or 2b ASPIRE award for teacher progress, there was a decline from 67.7 percent in 2005–2006 to 19.7 percent in 2012–2013. When examining the percentage of highly effective teachers at TEA-rated Improvement Required (IR) schools by subject area, the lowest percentage was in reading with 2.8 percent and the highest percentage was in mathematics with 7.2 percent.

When comparing classroom retention rates over six years, there was a decrease of 6.8 percentage points from 2007–2008 to 2012–2013. Classroom retention rates for core teachers that received a teacher progress award declined over the past three years from 61.9 percent retained in 2008–2009 to 34.6 percent in 2012–2013; moreover, there was an increase in the percentage of core teachers that received a teacher progress award but were not retained from 4.1 percent in 2008–2009 to 5.1 percent in 2012–2013. This indicates a need to consider what other factors might be influencing effective teachers' decisions to stay or leave the classroom, as through the annual survey discussed below. In addition, due to more rigorous criteria, fewer teachers earned a teacher progress award.

Attendance rates for teachers remained at approximately 95 percent from 2004–2005 to 2008–2009, increased to 98.5 percent in 2009–2010, and then declined to 96.2 percent in 2012–2013. Although attendance rates for teachers receiving an ASPIRE Award over the seven-year period were higher than the district's attendance rates, the differences did not exceed one percentage point with the exception of 2010–2011 (1.1 percentage points) and likely reflect the attendance requirement to receive an award.

Implementation of the ASPIRE Award program has improved over the past seven years because of improved communications and professional development. For the 2012–2013 school year, professional development centered on the new Teacher Appraisal and Development System, of which a component was student performance, reflecting their academic growth, for the first time. Value added and comparative growth were important topical areas as well as formative instructional practices. Although a lower number of employees completed professional development for the 2012–2013 school year, combined with those that competed training last year, the district is moving in a positive direction to building human capacity. Prior to payout, employees received their ASPIRE Award Notice. After reviewing the information, they had the opportunity to submit a formal inquiry with regard to their award amount. When comparing the number of formal inquiries submitted in 2006–2007 to 2009–2010, there was a decline from 1,048 to 455. An increase to 856 inquiries in 2010–2011 was likely related to the attendance requirement for eligibility and was followed

by a decline to 515 in 2011–2012, followed by a slight increase to 521. For 2012–2013, 77.5 percent were resolved without changes in award amount, and this exceeded the 68.5 percent for the previous year.

With regard to student performance, data from standardized tests are characterized by mixed results in the core content areas when comparing results from 2004–2005 to 2012–2013. Stanford results showed overall increases in mathematics, environment/science, and social science, but decreases in reading and language arts. Aprenda tended to show higher achievement in grades one through four in 2013, with declines across all subjects for grade 5, and mixed results for grade 7. Increases occurred for grades 6 and 8 in reading, mathematics, language, and environment/science, but the number of test takers in those grades decreased dramatically as well. This may therefore reflect a very different population of Aprenda testers, possibly due to earlier advancement of students to Stanford in 2013 than in 2005. STAAR results for 2012 and 2013 show that the state outperformed the district for the percent of students scoring at the Level II Satisfactory Phase-In Standard for all subjects; however, the district's gain in social studies for 2012 to 2013 were greater than those of the state for social studies. Although the state outperformed the district when looking at the percent of students that met the phase-in standard for Level II for all STAAR end-of-course subjects, the district showed greater gains than the state for English I-Reading and World Geography.

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

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

There have been four key areas that have shown mixed results over the past six to eight years. First, when comparing the survey response rate for December 2007 to the response rate for January 2014, there was an overall increase from 11.4 percent to 25.7 percent, but a decrease of 25.1 percentage points from May 2009. This is a low response rate, waning from the peak of interest, and caution is warranted in making any generalizations.

Another key area, support for the program, showed mixed results over the eight-year period. Although the percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance pay had decreased on the whole from 69.2 percent after the 2007 payout to 55.2 percent after the 2010 payout, this increased to 58.6 after the 2012 payout but then had decreased to 53.2 percent in January 2014. When respondents were asked about their perceptions of the award model for that year, 44.4 percent of respondents were *in favor* or *somewhat in favor* of the 2005–2006 Teacher Performance-Pay Model (December 2007) compared to 53.3 percent who were *in favor* or *somewhat in favor* of the ASPIRE Award program (May 2009), and this was most recently reported at 46.5 percent (January 2014 survey administration. Alternatively, the majority of respondents have been *neutral* or *opposed/somewhat opposed*

to the ASPIRE Award program over the past five years. A related measure, support for the concept of differentiated pay, also showed mixed results, fluctuating around half the respondents.

The final key area that showed mixed results over the eight-year period centered on increasing knowledge about components of the ASPIRE Award program and the Teacher Appraisal and Development System. There was not an online ASPIRE course module that was developed for the 2012–2013 school year, although 33 employees took the on-line module for the 2009–2010 ASPIRE Award. For the 2012–2013 school year, the focus of the training centered on the Teacher Appraisal and Development System, value-added analysis, value-added reports, and formative instructional practices. Compared to the previous year, the number of employees that completed training was very low (Houston Independent School District, 2014a). Although there was an increase in the percentage of respondents that indicated their level of understanding was *high* or *very high* when comparing 2008 to 2013, there was not a majority of respondents that perceived that they had a *high* or *very high* level of understanding about the ASPIRE Award Program and six of the seven components

For a performance pay system to be sustainable, the incentive has to be meaningful to all participants. Less than half of principals (39.1 percent), and assistant principals/deans of instruction (36.1 percent) agreed that their maximum ASPIRE Award amount recognized their efforts to increase student progress and that this award amount was commensurate with their professional contribution. Of the eleven eligibility categories, instructional support staff (20.4 percent) and elective/ancillary teachers (19.7 percent) had the lowest level of agreement with regard to their maximum award amount.The majority of respondents do not feel that the incentive is meaningful for any of the eleven categories of employees, but this may in part reflect the amount of the award they actually received, in some cases, much less than the maximum possible.

When looking at the distribution of highly effective teachers based on the Cumulative Composite Teacher Gain Index (TGI) (value-added score) and school poverty, there was a higher proportion of highly effective language arts, reading, mathematics, science, and social studies teachers in lowest poverty schools (4th quartile) than in highest poverty schools (1st quartile).

The survey administered after each payout has additionally served as a vehicle for respondents to recommend changes to the current model. Feedback is particularly valued to improve the ASPIRE Award program. As one respondent stated, "I am satisfied with how things are managed at this time."

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Table 1. Eight-Year Summary of Survey Response Rates by Pay for Performance Model

Model and Year	Date of Survey Administration	Population	Sample	# of Respondents	Response Rate
2005–2006 TPPM	December 2007	16,296	-	1,851	11.4
2006–2007 ASPIRE Award	May 2008	16,504	-	6,383	38.7
2007–2008 ASPIRE Award	May 2009	16,907	8,073	4,102	50.8
2008–2009 ASPIRE Award	March 2010	19,312	-	7,284	37.7
2009–2010 ASPIRE Award	March 2011	20,048		6,083	30.3
2010–2011 ASPIRE Award	March 2012	18,747		3,411	18.4
2011–2012 ASPIRE Award	March 2013	19,072		3,603	18.9
2012–2013 ASPIRE Award	January 2014	18,269		4,689	25.7

Table 2. Number and Percent of Survey Respondents by Categorization, 2012–2013 ASPIRE Award, January 2014 Survey Administrations

	2012–2013	
Category	**N**	**%**
Group 1, Core Teacher Grades 3–10 w/EVAAS	1,062	31.2
Group 2, Core Teacher PK–2	702	20.6
Group 3, Core Teacher Grades 3–12 w/o EVAAS	283	8.3
Group 4, Elective/Ancillary Teacher	375	11.0
Group 5, Instructional Support	253	7.4
Group 6, Teaching Assistant	252	7.4
Group 7, Operational Support	282	8.3
Group 1L, Principals	104	3.1
Group 2L, Assistant Principals/Deans of Instruction	90	2.6
Total	**3,403**	**100.0**

Table 3. Strand Totals for All Paid Campus Employees, 2005–2006 to 2008–2009

	2005–2006 Award Amount	2006–2007 Award Amount	2007–2008 Award Amount	2008–2009 Award Amount
Strand 1 Total	$5,651,242.87	$5,785,445.13	$7,110,021.99	$9,292,437.65
Strand 2 Total	$6,935,282.42	$12,465,871.28	$15,164,006.27	$20,662,487.64
Strand 3 Total	$2,950,820.00	$6,137,924.34	$9,043,512.82	$10,135,574.25
Total Pre-Attendance	$15,537,345.31	$24,389,240.75	$31,317,541.08	$40,090,499.54
Attendance Bonus	$189,679.00	$264,436.00	$264,162.38	$363,461.91
Principal	$1,279,999.00	-	-	$110,732.38
Total Award	**$17,007,023.31**	**$24,653,724.71**	**$31,581,703.46**	**$40,564,693.83**

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

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

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

Table 4. Totals for all Paid Campus Employees, 2009–2010 to 2012–2013

	2009–2010 Award Amount	2010–2011 Award Amount	2011–2012 Award Amount	2012–2013 Award Amount
Campus Progress Component	$11,158,730.00	$8,561,767.50	$3,027,709.75	$4,594,727.50
Core Foundation Teacher Component	$20,704,593.47	$18,485,521.11	$12,165,894.17	$11,253,275.00
Campus Achievement Component	$10,260,804.01	$8,314,794.65	$2,475,655.50	$2,234,564.00
Total Pre-Attendance	$42,124,127.48	$35,362,083.25	$17,669,259.42	$18,082,566.50
Attendance Bonus	$343,242.52	N/A	N/A	N/A
Total Award	**$42,467,370.00**	**$35,362,083.26**	**$17,669,259.42**	**$18,082,566.50**

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

Table 5. 2005–2006 Teacher Performance-Pay Model (TPPM) Eligibility by Categorization

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

† Awards are prorated by FTE and percent of assignment at each qualifying campus.
[a] The maximum award amount paid for instructional staff included the attendance bonus.
Note: Charter school data combined both instructional and non-instructional employees due to the method of collecting the data from the schools. Charter school data were better defined in subsequent years.

Table 6: 2006–2007 ASPIRE Award Eligibility by Categorization

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

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

Table 7: 2007–2008 ASPIRE Award Eligibility by Categorization

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

† Awards are prorated by FTE and percent of assignment at each qualifying campus.
*Six employees were paid a total of $25. These employees were teaching assistants from Gregory-Lincoln Elementary and Gregory-Lincoln Middle School who were awarded Strand 3B funds only. Strand 3B for these campuses was $25 for Teaching Assistants, as these campuses were averaged with one campus rated "Recognized" ($50) and another rated "Academically Acceptable" ($0).
Note: The maximum award amount for instructional staff included the attendance bonus.

Table 8: 2008–2009 ASPIRE Award Eligibility by Categorization

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

† Awards are prorated by FTE and percent of assignment at each qualifying campus.
*Six employees were paid a total of $25. These employees were teaching assistants from Gregory-Lincoln Elementary and Gregory-Lincoln Middle School who were awarded Strand 3B funds only. Strand 3B for this campuses was $25 for Teaching Assistants, as these campuses were averaged with one campus rated “Recognized” ($50) and another rated “Academically Acceptable” ($0).
Note: The maximum award amount for instructional staff included the attendance bonus.

Table 9: 2009–2010 ASPIRE Award Eligibility by Categorization

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

† Awards are prorated by FTE and percent of assignment at each qualifying campus.
*Only one employee was paid a total award of $25. This employee was a 0.50 FTE teaching assistant who was awarded Strand IIIB funds only. Strand IIIB for this campus was $50 for Teaching Assistants, as this campus was rated "Recognized."
Note: The maximum award amount for instructional staff included the attendance bonus.

Table 10: 2010–2011 ASPIRE Award Eligibility by Categorization

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

† Awards are prorated by FTE and percent of assignment at each qualifying campus.
*Only one employee was paid a total award of $25. This employee was a 0.50 FTE librarian who was awarded Strand IIIB funds only. Strand IIIB for this campus was $50 for Instructional Support Staff, as this campus was rated "AEA: Academically Acceptable."

Table 11: 2011–2012 ASPIRE Award Eligibility by Categorization

				Eligible Employees		Paid Employees		
	Considered	Eligible	Not Eligible	Paid	Not Paid	Minimum†	Maximum	Mean
Category A/B	3,670	3,033	637	2,036	997	$250.00	$9,000.00	$3,629.22
Category C	1,358	1,082	276	710	372	$500.00	$9,000.00	$3,719.51
Category D	3,172	2,648	524	1,738	910	$500.00	$5,500.00	$2,210.01
Category E	731	554	177	339	215	$500.00	$5,500.00	$2,553.47
Category A–E Subtotal	8,931	7,317	1,614	4,823	2,494	$250.00	$9,000.00	$3,055.48
Category F	2,098	1,577	521	846	731	$200.00	$2,000.00	$1,043.82
Category A–F Subtotal	11,029	8,894	2,135	5,669	3,225	$200.00	$9,000.00	$2,755.27
Category G	1,198	910	288	435	475	$147.00	$1,350.00	$690.65
Category H*	1,244	769	475	378	391	$100.00	$1,150.00	$607.47
Category I	1,814	1,183	631	310	873	$200.00	$490.79	$500.00
Category J	267	259	8	182	77	$825.00	$13,500.00	$4,441.00
Category K	355	328	27	243	85	$412.50	$6,750.00	$2,301.06
Ineligible Category	1,615	0	1,615	N/A	0	N/A	N/A	N/A
Total	**17,522**	**12,343**	**5,179**	**7,217**	**5,126**			

Table 12: 2012–2013 ASPIRE Award Eligibility by Categorization

				Eligible Employees		Paid Employees		
	Considered	Eligible	Not Eligible	Paid	Not Paid	Minimum†	Maximum	Mean
Group 1	4,384	2,692	1,692	1,670	1,022	$500.00	$13,000.00	$6,527.60
Group 2	3,213	2,135	1,078	1,327	808	$500.00	$6,500.00	$2,402.22
Group 3	1,280	875	405	452	423	$500.00	$6,500.00	$2848.95
Group 1–3	8,877	5,702	3,175	3,449	2,253	$500.00	$13,000.00	$4,458.27
Group 4	2,058	1,381	677	564	817	$245.00	$3,000.00	$1,710.53
Group 1–4	10,935	7,083	3,852	4,013	3,070	$245.00	$13,000.00	$4,072.09
Group 5	1,162	895	267	368	527	$147.00	$1,350.00	$717.60
Group 6	1,224	729	495	323	406	$200.00	$1,150.00	$595.28
Group 7	1,822	1,197	625	255	942	$250.00	$500.00	$497.65
Group 1L	263	182	81	79	103	$2,500.00	$15,000.00	$8,702.53
Group 2L	374	244	130	94	150	$1,250.00	$7,500.00	$4,867.02
Ineligible Category	1,692	0	1,692	N/A	N/A	N/A	N/A	N/A
Total	**17,472**	**10,330**	**7,142**	**5,132**	**5,198**			

Table 13: Characteristics Comparing Teachers Receiving an Award to Districtwide Instructional Campus-Based Employees, 2011–2012 to 2012–2013

	2011–2012				2012–2013			
	District		Award		District		Award	
	N	%	N	%	N	%	N	%
Race/Ethnicity								
African American	3,938	36.1	820	26.5	3,918	35.8	1,160	30.1
American Indian	35	0.3	10	0.3	21	0.2	9	0.2
Asian/Pacific Islander	516	4.7	155	5.0	524	4.8	223	5.8
Hispanic	2,957	27.1	1,045	33.8	3,003	27.4	1,092	28.3
White	3,317	30.4	1,017	32.9	3,326	30.4	1,323	34.3
Two or More	158	1.4	43	1.4	166	1.5	47	1.2
Gender								
Female	8,175	74.9	2,340	75.7	8,215	75.0	3,037	78.8
Male	2,745	25.1	750	24.3	2,742	25.0	817	21.2
Highest Degree Held								
No Bachelor's Degree	63	0.6	24	0.8	54	0.5	6	0.2
Bachelor's Degree	7,459	68.3	2,165	70.1	7,515	68.6	2,690	69.8
Master's Degree	3,195	29.3	821	26.6	3,198	29.2	1,078	28.0
Doctorate	204	1.9	80	2.6	191	1.7	80	2.1
Years of Experience								
Beginning Teachers	535	4.9	120	3.9	1,140	10.4	304	7.9
1 to 5 yrs.	3,003	27.5	875	28.3	2,602	23.7	1,019	26.4
6 to 10 yrs.	2,532	23.2	720	23.3	2,455	22.4	868	22.5
11 to 20 yrs.	2,670	24.4	761	24.6	2,787	25.4	974	25.3
Over 20 yrs.	2,181	20.0	614	19.9	1,973	18.0	689	17.9
Total	**10,920**		**3,090**		**10,958**	**100.0**	**3,854**	**100.0**
Avg. Exp.	12.0		12.0		11.3		11.2	
Avg. HISD Exp.	10.0		10.0		9.3		9.3	

Note: For 2011–2012, PeopleSoft and PEIMS data were not available for 87 charter school employees in Categories A to F; for 2012–2013, PeopleSoft and PEIMS data were not available for 156 charter school employees in Group 1–4. For district totals taken from the AEIS District Profile and the Texas Academic Performance Report, the numbers were rounded.

Source: Fall PEIMS Staff File: 2011 and 2012; Final Teacher Incentive File: 2011–2012 and 2012–2013; PeopleSoft extracts: 2011–2012 and 2012–2013; District Data: AEIS District Profile, 2012 and 2013.

Table 14: Core Teachers with Individual Data Receiving Recruitment Incentives with ASPIRE Strand 2ab Award Summary, 2012–2013

	N	Total Incentive	Minimum	Maximum	Average
Received both Recruitment Incentive and ASPIRE Strand 2ab/Group 1 Award	455	$4,283,175.00	$5,675.00	$15,675.00	$8,417.58
Recruitment Incentive Recipient but No ASPIRE Strand 2ab/Group 1 Award	571	$567,125.00	$675.00	$5,500.00	$993.21
Total Core Teachers Receiving a Recruitment Incentive with Strand 2ab/Group 1 Data	**1,026**				

Table 15: Classroom Retention Status of all Campus-Based Teachers, 2010–2011 to 2012–2013

	2010–2011[a]		2011–2012[b]		2012–2013[c]	
	N	%	N	%	N	%
Teachers Retained in a Classroom Position	10,173	83.2	9,291	81.7	9,285	81.8
Teachers Not Retained in the District	1,901	15.6	1,903	16.7	1,833	16.2
Retained in the District but not the Classroom	147	1.2	176	1.5	226	2.0
Total	**12,221**	**100.0**	**11,370**	**100.0**	**11,344**	**100.0**

[a] Retention for 2010–2011 teachers by August 7, 2011
[b] Retention for 2011–2012 teachers by August 5, 2012
[c] Retention for 2012–2013 teachers by August 4, 2013
Note: Teachers were defined as those employees with a Job Function of teacher (TCH), Elementary Teacher (TEL), Prekindergarten teacher (TPK), or Secondary Teacher (TSC) with Department Type from 00 to 04.

Table 16: Classroom Retention and Award Status of Campus-Based Teachers, 2010–2011 to 2012–2013

	2010–2011[a]		2011–2012[b]		2012–2013[c]	
	N	%	N	%	N	%
Teachers Retained and Received any Award	8,371	86.2	5,000	56.9	3,468	51.4
Teachers Not Retained and Received any Award	849	8.7	581	6.6	354	5.2
Teachers Retained and Did Not Receive any Award	420	4.3	2,889	32.9	2,610	38.7
Teachers Not Retained and Did Not Receive any Award	70	0.7	315	3.6	318	4.7
Total Teachers with Retention and Award Data	**9,710**	**100.0**	**8,785**	**100.0**	**6,750**	**100.0**
Core Teachers Retained and Received an Award [a,b,c]	1,881	62.1	1,672	59.0	899	34.6
Core Teachers Not Retained and Received an Award [a,b,c]	186	6.1	225	7.9	132	5.1
Core Teachers Retained and Did Not Receive an Award [a,b,c]	954	28.2	829	29.3	1,341	51.7
Core Teachers Not Retained and Did Not Receive an Award [a,b,c]	106	3.5	107	3.8	223	8.6
Total Core Teachers with Retention and Award Data	**3,027**	**100.0**	**2,833**	**100.0**	**2,594**	**100.0**

[a] Retention for 2010–2011 teachers by August 7, 2011; Core Teachers (Category A or B) refer to those eligible to receive a Strand 2 Award for teacher progress.
[b] Retention for 2011–2012 teachers by August 5, 2012; Core Teachers (Category A or B) refer to those eligible to receive a Strand 2 Award for teacher progress.
[c] Retention for 2012–2013 teachers by August 4, 2013; Core Teachers (Group 1) refer to those eligible to receive a Group 1 award for individual performance.
Note: Teachers were defined as those employees with a Job Function of teacher (TCH), Elementary Teacher (TEL), Prekindergarten teacher (TPK), or Secondary Teacher (TSC) with a Department Type from 00 to 04.

Table 17A: Summary of Completed Professional Development Courses, 2012–2013

Course	Course Title	Attendance	N
DC3014	EVAAS 6-12 Teacher Reports	Completed	59
DC3015	EVAAS Proj and Diag Reports	Completed	5
DC3016	EVAAS Proj & Diag Reports	Completed	6
EA0026	PPA	Completed	55
EA0027	Overview: ePerformance	Completed	23
Total			**148**

Source: e-TRAIN, 2012–2013.

Table 17B: Summary of Completed Professional Development Courses, 2012–2013

Course	Course Title	Attendance	N
AL0000	Assessment Learn Introductory Course	Completed	12
AL0001	Professional Learning Communities	Completed	1
AS0003	2009-2010 Aspire Award Program	Completed	33
DT0001	Digital Tools for Instruction	Completed	1
FD0001	First Days of School	Completed	1
FP1001	Introduction to Formative Instructional Practices	Completed	12
FP1002	Clear Learning Targets - National	Completed	7
FP1003	Collecting and Documenting Evidence of Student Learning - National	Completed	3
FP1004	Analyzing Data and Providing Effective Feedback - National	Completed	3
FP1005	Student Ownership of Learning: Peer Feedback, Self-Assessment, More	Completed	3
FP1006	Formative Instruction for Leaders - National	Completed	3
FP1007	Formative Instruction for Coaches - National	Completed	1
HET0001	Introduction & Research of the HISD HET Study	Completed	2
HET0002	The Findings of the HISD HET Study	Completed	2
HET0003	Applying the Results of the HISD HET Study	Completed	2
HET0004	Using Results from the Highly Effective Teacher Study to Improve Your Practice	Completed	1
MG1001	Introduction to the District-Level Value Added Learning Path	Completed	1
MG1003	Introduction to the Teacher-Level Value Added Learning Path	Completed	4
MG1040	From Macro to Micro: Examining Building-Level Value Added Reports	Completed	2
MG1060	Interpreting School Value-Added Reports	Completed	2
MG1090	Interpreting School Diagnostic Reports	Completed	2
MG1120	How to Use the Student Search	Completed	2
MG1130	Interpreting Individual Student Reports	Completed	2
MG1140	Interpreting Teacher-Level Value-Added Reports	Completed	2
VA1010	Introduction to Value-Added Progress Metrics	Completed	4
VA1020	Progress and Achievement	Completed	4
AL0000	Assessment Learn Introductory Course	Completed	12
Total			**260**

Source: Battelle for Kids, 2012–2013

Table 18: Inquiry Comparison, 2006–2007 to 2012–2013

Award Year	Number Considered	Submitted		Withdrawn		Resolved with Changes		Resolved with No Changes	
		N	%*	N	%	N	%^	N	%
2006–2007	20,152	1,048	5.2	-	-	251	1.2	797	4.0
2007–2008	19,201	721	3.8	34	4.7	339	47.0	287	39.8
2008–2009	22,924	621	2.7	2	0.3	167	26.9	452	72.8
2009–2010	24,497	455	1.9	7	1.5	138	30.3	310	68.1
2010–2011	21,528	856	4.0	6	0.7	329	38.4	521	60.9
2011–2012	17,522	515	2.9	3	0.6	159	30.9	353	68.5
2012–2013	17,427	521	3.0	6	1.2	111	21.3	404	77.5

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

Source: 2012–2013 inquiry data provided by Anna Olajay-Abarquez, personal communication, August 6, 2014; 2011-2012 ASPIRE Award Inquiry Report, 2010–2011 ASPIRE Award Inquiry Report, *2009–2010 ASPIRE Award Inquiry Report*, *2008–2009 ASPIRE Award Inquiry Report*; *Inquiry Results 2006–2007 ASPIRE Award*.

* Percent of all employees considered

^ Percent of all inquiries submitted

Table 19: Stanford 10 Achievement Performance, Non-Special Education Students (2007 norms), 2010 and 2013

	Number Tested		Reading NCE		Mathematics NCE		Language NCE		Environment/ Science NCE		Social Science NCE	
Grade	**2010**	**2013**	**2010**	**2013**	**2010**	**2013**	**2010**	**2013**	**2010**	**2013**	**2010**	**2013**
1	10,484	10,397	49	46	49	50	57	50	46	47		
2	9,858	10,144	46	46	49	50	49	48	50	51		
3	10,450	10,725	47	49	53	58	49	51	49	52	45	48
4	11,387	12,631	47	47	55	56	52	54	51	53	48	48
5	12,899	13,418	47	46	55	55	50	49	53	57	48	50
6	11,268	11,650	48	45	53	53	48	47	54	54	46	46
7	11,264	11,206	45	45	54	55	47	48	51	53	48	48
8	10,753	10,957	48	46	55	56	48	46	57	59	51	51
Total	**88,813**	**91,128**	**47**	**46**	**53**	**54**	**50**	**49**	**51**	**54**	**47**	**49**

Table 20: Aprenda 3 Achievement Performance for Reading and Mathematics, 2005 (Before Performance Pay) and 2013, Non-Special Education

	Number Tested			Reading NCE			Mathematics NCE		
	Before	Yr. 8	9-yr	Before	Yr. 8	9-yr	Before	Yr. 8	9-yr
Grade	2005	2013	Δ	2005	2013	Δ	2005	2013	Δ
1	6,147	5,942	-205	65	78	13	61	72	11
2	5,879	5,558	-321	68	76	8	67	75	8
3	5,202	4,345	-857	70	75	5	66	76	10
4	3,361	1,871	-1,490	65	71	6	71	81	10
5	385	47	-338	64	58	-6	65	56	-9
6	82	11	-71	57	64	7	65	77	12
7	39	14	-25	60	60	0	64	71	7
8	42	15	-27	55	56	1	52	62	10

Table 21: Aprenda 3 Achievement Performance for Language, Environment/Science, and Social Studies, 2005 (Before Performance Pay) and 2013, Non-Special Education

	Language NCE			Environment/Science NCE			Social Studies NCE		
	Before	Yr. 8	9-yr	Before	Yr. 8	9-yr	Before	Yr. 8	9-yr
Grade	2005	2013	Δ	2005	2013	Δ	2005	2012	Δ
1	62	74	12	55	69	14			
2	71	78	7	64	78	14			
3	79	82	3	69	81	12	69	78	9
4	69	71	2	67	84	17	68	78	10
5	62	56	-6	60	59	-1	64	61	-3
6	50	61	11	57	63	6	56	71	15
7	56	56	0	58	68	10	64	61	-3
8	56	62	6	55	56	1	59	59	0

Table 22: English and Spanish STAAR Results for Reading and Mathematics % Passing and Advanced Level, Spring 2012 and 2013: All Students

	Reading						Mathematics					
	2012			2013			2012			2013		
	# Tested	% SA	% AD	# Tested	% SA	% AD	# Tested	% SA	% AD	# Tested	% SA	% AD
3	15,977	71	19	15,563	74	19	15,878	65	14	15,491	65	15
4	14,912	71	16	15,096	65	18	14,2855	66	14	15,004	64	16
5	14,558	72	14	14,100	70	17	14,442	75	18	14,009	69	19
6	12,240	67	13	12,390	64	17	11,915	73	17	11,931	70	15
7	11,747	70	13	11,982	72	13	7,371	53	2	8,093	56	3
8	11,752	76	15	11,779	77	20	12,827	71	4	12,401	76	6
Total	**81,186**	**71**	**15**	**80,910**	**70**	**17**	**77,288**	**68**	**12**	**76,929**	**67**	**13**
Texas		**76**	**18**		**76**	**20**		**71**	**14**		**72**	**14**

Note: SA (At Least Satisfactory) & AD (Advanced); Green shaded area reflects passing standard.

Table 23: English and Spanish STAAR Results for Science and Social Studies % Passing, Spring 2012 and 2013: All Students

	Science						Social Studies					
	2012			2013			2012			2013		
	# Tested	% SA	% AD	# Tested	% SA	% AD	# Tested	% SA	% AD	# Tested	% SA	% AD
3												
4												
5	14,518	69	11	14,174	66	9						
6												
7												
8	11,457	66	10	11,400	68	10	11,393	53	9	11,450	57	9
Total	**25,975**	**68**	**10**	**25,574**	**67**	**10**	**11,393**	**53**	**9**	**11,450**	**57**	**9**
Texas		**71**	**12**		**74**	**13**		**59**	**12**		**63**	**13**

Note: SA (At Least Satisfactory) & AD (Advanced); Green shaded area reflects passing standard.

Table 24: English and Spanish STAAR Results for Writing % Passing, Spring 2012 and 2013: All Students

	Writing					
	2012			2013		
	# Tested	% SA	% AD	# Tested	% SA	% AD
3						
4	14,894	70	9	15,164	68	8
5						
6						
7	11,745	67	6	12,015	64	4
8						
Total	**26,639**	**68**	**7**	**27,179**	**66**	**6**
Texas		**71**	**7**		**70**	**6**

Note: SA (At Least Satisfactory) & AD (Advanced); Green shaded area reflects passing standard.

Table 25: Number and Percent of Survey Respondents Indicating Their Level of Understanding for the ASPIRE Award Program and Its Components for the 2006–2007 and 2012–2013 ASPIRE Award, May 2008 and January 2014 Survey Administrations

Please rate your level of understanding to the following items:	N		Very Low/Low %		Sufficient %		Very High/High %	
	2008	2014	2008	2014	2008	2014	2008	2014
My understanding of ASPIRE is:	5,882	3,631	17.4	19.3	55.2	44.1	27.4	36.6
My understanding of value-added analysis is:	5,844	3,539	21.3	25.0	50.0	42.7	28.7	32.3
My understanding of the difference between student achievement and academic progress is:	5,848	3,584	11.6	13.7	43.9	41.2	44.5	45.1
My understanding of how value-added information can help me as an educator is:	5,832	3,439	18.3	23.8	45.1	40.9	36.6	35.3
My understanding of how to read/interpret value-added reports is:	5,817	3,484	23.7	24.3	47.0	42.5	29.3	33.1
My understanding of the different strands of the ASPIRE Award Program was:	5,835	3,561	23.2	27.5	48.7	42.9	28.1	29.5
My understanding of how the ASPIRE Awards were calculated/determined is:	5,852	3,541	33.9	38.5	43.9	37.3	22.2	24.2

See Data Limitations, p. 58.

Table 26: Number and Percent of Survey Respondents Indicating Their Perceptions About Award Amounts and the ASPIRE Award Model, March 2010 and January 2014

	N		Strongly Disagree/ Disagree %		Neutral %		Agree/ Strongly Agree %	
	2010	2014	2010	2014	2010	2014	2010	2014
There is a connection between classroom instruction and ASPIRE Award results.	5,428	3,430	34.2	38.1	27.6	29.2	38.3	32.6
The maximum award amount for my ASPIRE Award category adequately recognizes my efforts to increase student progress.	5,274	3,431	44.4	36.8	26.5	26.8	29.1	36.5
The maximum award amount for my ASPIRE Award category encourages me to remain in a campus-based position.	5,319	3,429	37.2	36.0	32.4	31.0	30.3	33.1
The maximum award amount for my ASPIRE Award category is commensurate with my professional contribution.	5,325	3,424	44.9	40.4	28.5	28.5	26.6	31.1
The ASPIRE Award is a fair way of acknowledging a teacher's impact on student growth.	5,417	3,466	46.6	41.9	26.6	27.8	26.7	30.3
The formal inquiry process allowed me the opportunity to question the accuracy of my award.	4,812	3,004	22.8	24.5	39.7	38.6	37.5	37.0
The ASPIRE Award should be continued in its current form.	5,408	3,438	45.2	38.1	31.5	32.5	23.3	29.3
The ASPIRE Award should be continued with modifications incorporated on an annual basis.	5,367	3,415	18.9	20.3	32.4	33.9	48.7	45.8

See Data Limitations, p. 58.

Table 27: Number and Percent of Survey Respondents Indicating Their Perceptions About Communicating Effectively, May 2009 and January 2014

	N		Not Effective/ Somewhat Effective		Moderately Effective/ Very Effective	
	Baseline	2014	Baseline	2014	Baseline	2014
Knowing where to find information about the ASPIRE Award in general.	3,383	3,584	32.6	33.2	67.4	66.8
Knowing when specific information about my ASPIRE Award was available.	3,371	3,571	31.5	30.1	68.4	69.9
Knowing where to find information about my specific ASPIRE Award.	3,367	3,555	30.0	30.8	70.1	69.2
Knowing how to interpret and understand my specific ASPIRE Award Notice.	3,368	3,556	38.6	39.1	61.4	60.8
Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award.	3,362	3,557	38.6	38.5	61.4	61.5
Understanding where to find information about the inquiry process on the portal.	3,364	3,561	36.4	36.5	63.7	63.5
Understanding that formal inquiries were required to be submitted by a specific deadline.	3,352	3,555	34.7	33.8	65.4	66.3
Providing clear explanations about the award model.*	2,828	3,556	40.7	44.1	59.2	55.9
Providing clear explanations about value-added calculations.*	2,807	3,534	45.4	47.2	54.7	52.9
Providing clear explanations about comparative growth calculations**	3,011	3,517	51.9	48.2	48.1	51.8

* Baseline year for the items *asterisked* was 2012, and **Baseline year was 2013; it was 2009 for all other items.

Table 28: Number and Percent of Survey Respondents Indicating Their Perceptions About the Level of Effectiveness for Different Types of Communication, January 2014

	N	Not Effective	Somewhat Effective	Moderately Effective	Very Effective	Don't Know
School Messenger	3,582	11.7	17.1	27.2	32.3	11.8
ASPIRE eNews	3,586	9.3	18.4	29.7	35.0	7.6
Academic Services Memos (electronic format)	3,554	9.8	17.4	28.6	31.7	12.5
ASPIRE e-mail	3,596	6.1	14.8	26.5	47.3	5.2
ASPIRE portal	3,555	7.4	15.9	28.9	41.9	5.9

Table 29: Number and Percent of Responses for Recommended Changes and Educational Impact to the 2012–2013 ASPIRE Award, January 2014		
	N	**%**
Allocate more money for awards/allocate money for specified group(s)/reallocate money so that particular groups benefit and designated groups receive no award or their award is capped/allocate funds to buying resources	365	15.6
Measuring growth/achievement (BOY/EOY/student growth/passing rates/campus, department, grade, subject, and/or individual award	250	10.7
Make the model equitable, fair, and inclusive	213	9.1
Discontinue the Award	188	8.0
Change the Eligibility Rules and make plant operators, janitors, food service, hourly employees, and tutors eligible/Attendance Rule (more days/eliminate)/Attendance bonus (reinstitute the bonus)/Don't include Appraisal Ratings (Biased in some cases) especially Student Performance Measures	161	6.9
Factors impacting growth or the calculation of growth	151	6.4
Improve communications about the award/provide clearer explanations about the model and value added calculations/provide feedback for teachers based on their data/more timely communications about changes in the award model/teacher input	150	6.4
Unintended Consequences (divisive, cheating, free-riding)	148	6.3
Performance measures or criteria (e.g. position in hard-to-staff school, number of highly effective teachers and retention of them, college readiness and college acceptance, parent's role, working with students new to the district)	136	5.8
N/A or No Comment	94	4.0
No Changes/Satisfied	86	3.7
Don't Know/Not Sure	76	3.2
Pay Raise	69	2.9
Award not commensurate	62	2.6
Calculation/Formula	49	2.1
Training	49	2.1
Miscellaneous	40	1.7
Expectations	36	1.5
Don't Like the Program	11	0.5
Payout Timeline	10	0.4
Old Model	3	0.1
Total	**2,347**	**100.0**

Table 30: Distribution of All Teacher Language Arts Cumulative Composite TGI (Value-Added Scores) by K–12 School Low Income Enrollment, 2012–2013

	Overall N=1,939	4th Quartile (<77) N=422	3rd Quartile (77–90) N=426	2nd Quartile (90–94) N=581	1st Quartile (95–100) N=510
Well Above Average (≥ 2.00)	9.2	9.2	8.9	10.7	7.8
Above Average (1.00 to 1.99)	11.2	10.7	14.3	10.5	9.8
Average (-1.00 to 0.99)	46.1	51.4	43.0	43.7	46.9
Below Average (-2.00 to -1.01)	19.6	16.8	20.9	20.7	19.8
Well Below Average (< -2.00)	13.9	11.8	12.9	14.5	15.7

Source: Poverty Levels as measured by percent eligible for free/reduced price meals from *District and School Profiles, 2012-2013*; EVAAS HISD Teacher-level Data File, 2013

Table 31: Distribution of All Teacher Reading Cumulative Composite TGI (Value-Added Scores) by K–12 School Low Income Enrollment, 2012–2013

	Overall N=2,096	4th Quartile (<77) N=527	3rd Quartile (77–90) N=516	2nd Quartile (91–94) N=564	1st Quartile (95–100) N=489
Well Above Average (≥ 2.00)	9.1	15.2	8.9	6.4	5.7
Above Average (1.00 to 1.99)	14.0	19.9	11.6	13.1	11.0
Average (-1.00 to 0.99)	53.0	48.6	51.0	57.8	54.4
Below Average (-2.00 to -1.01)	14.6	10.4	14.1	14.5	19.8
Well Below Average (< -2.00)	9.3	5.9	14.3	8.2	9.0

Source: Poverty Levels as measured by percent eligible for free/reduced price meals from *District and School Profiles, 2012-2013*; EVAAS HISD Teacher-level Data File, 2013

Table 32: Distribution of All Teacher Mathematics Cumulative Composite TGI (Value-Added Scores) by K–12 School Low Income Enrollment, 2012–2013

	Overall N=2,045	4th Quartile (<77) N=484	3rd Quartile (77–90) N=496	2nd Quartile (91–94) N=573	1st Quartile (95–100) N=492
Well Above Average (≥ 2.00)	19.9	21.9	16.5	20.6	20.3
Above Average (1.00 to 1.99)	10.5	12.0	11.9	10.8	7.3
Average (-1.00 to 0.99)	30.7	32.6	26.0	30.2	34.1
Below Average (-2.00 to -1.01)	13.3	13.8	15.3	13.3	10.8
Well Below Average (< -2.00)	25.6	19.6	30.2	25.1	27.4

Source: Poverty Levels as measured by percent eligible for free/reduced price meals from *District and School Profiles, 2012-2013*; EVAAS HISD Teacher-level Data File, 2013

Table 33: Distribution of All Teacher Science Cumulative Composite TGI (Value-Added Scores) by K–12 School Low Income Enrollment, 2012–2013

	Overall N=1,417	4th Quartile (<77) N=358	3rd Quartile (77–90) N=357	2nd Quartile (91–94) N=377	1st Quartile (95–100) N=325
Well Above Average (≥ 2.00)	12.6	15.9	9.5	12.7	12.0
Above Average (1.00 to 1.99)	8.3	11.5	7.0	6.9	7.7
Average (-1.00 to 0.99)	36.5	34.9	32.2	37.9	41.2
Below Average (-2.00 to -1.01)	17.3	16.2	18.5	20.2	13.8
Well Below Average (< -2.00)	25.4	21.5	32.8	22.3	25.2

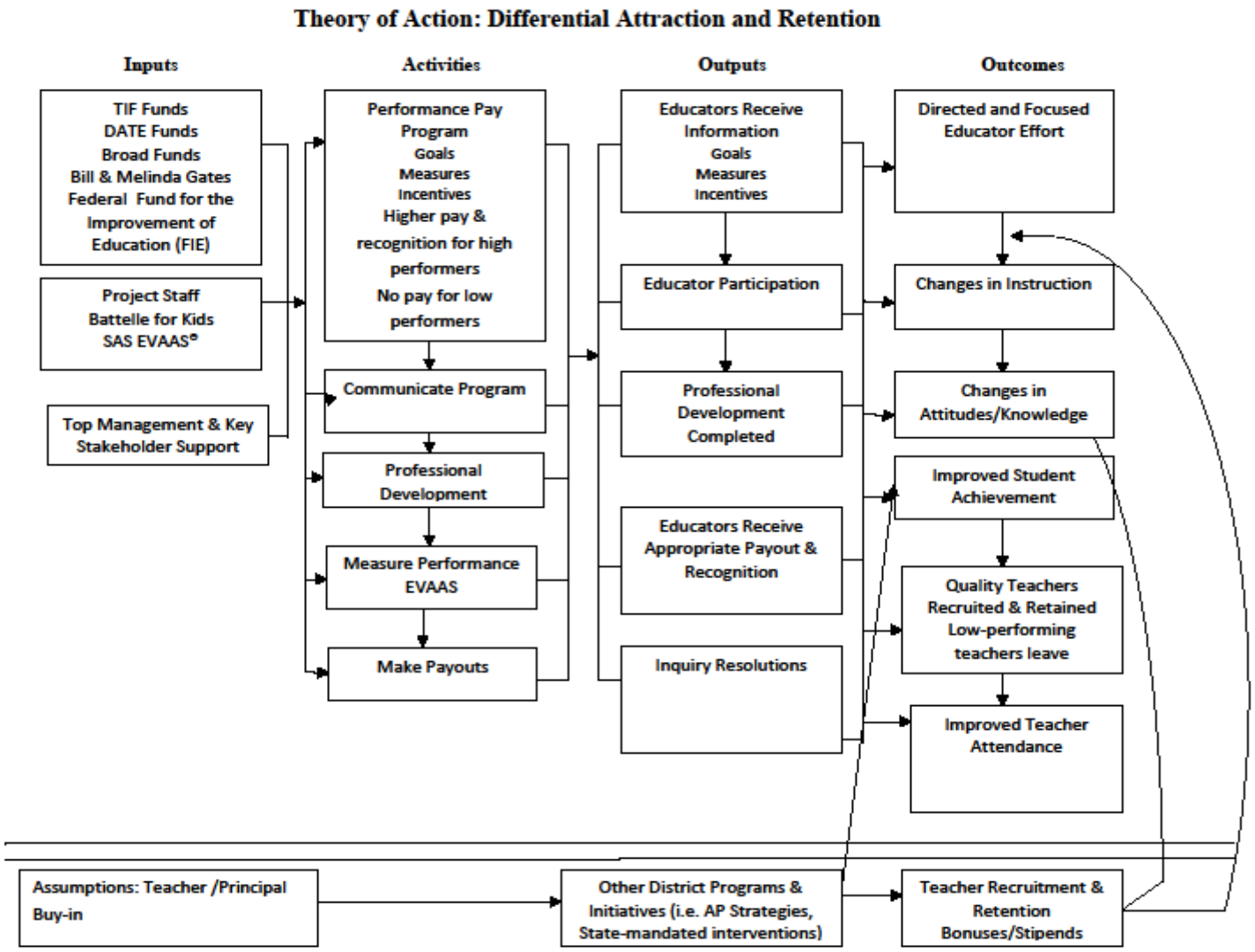
Source: Poverty Levels as measured by percent eligible for free/reduced price meals from *District and School Profiles, 2012-2013*; EVAAS HISD Teacher-level Data File, 2013

Table 34: Distribution of All Teacher Social Studies Cumulative Composite TGI (Value-Added Scores) by K–12 School Low Income Enrollment, 2012–2013

	Overall N=1,454	4th Quartile (<77) N=369	3rd Quartile (77–90) N=356	2nd Quartile (91–94) N=383	1st Quartile (95–100) N=346
Well Above Average (≥ 2.00)	9.6	17.3	7.3	6.3	7.2
Above Average (1.00 to 1.99)	38.3	40.9	36.8	37.6	37.9
Average (-1.00 to 0.99)	19.2	14.9	20.5	20.1	21.4
Below Average (-2.00 to -1.01)	11.2	13.3	10.7	11.0	9.8
Well Below Average (< -2.00)	21.7	13.6	24.7	25.1	23.7

Source: Poverty Levels as measured by percent eligible for free/reduced price meals from *District and School Profiles, 2012-2013*; EVAAS HISD Teacher-level Data File, 2013

APPENDIX A


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

APPENDIX B

DATA COLLECTION

Longitudinal, including baseline data, involved multiple departments and data sources. Human resources provided teacher attendance files and teacher staff files extracted from PeopleSoft for 2004–2005 through 2012–2013. Teacher recruitment data were provided for 2007–2008 through 2012–2013 from a PeopleSoft extract. The Teacher Performance Pay data file from 2005–2006 and the ASPIRE Award files for 2006–2007 to 2012–2013 were used to analyze participation and payout information. Districtwide performance data were extracted from the *District and School Stanford and Aprenda Performance Report* (Houston Independent School District, (2010e; 2013f), the *State of Texas Assessments of Academic Readiness (STAAR) Standards-Based Performance, Grades 3–8, Spring 2013* (Houston Independent School District, 2013g), and the *State of Texas Assessments of Academic Readiness (STAAR) End of Course Results, Spring, 2013* (Houston Independent School District, 2013h). Statewide data were extracted from the statewide summary data reports from the Texas Education Agency (TEA). For longitudinal comparisons, results were extracted from the *2005–2006 Teacher Performance-Pay and 2006–2007 ASPIRE Award Program Evaluation* (Houston Independent School District, 2009a), the *2005–2006 Teacher Performance-Pay and the 2006–2007 ASPIRE Award Survey* (Houston Independent School District, 2009b), Inquiry Results 2006–2007 ASPIRE Award (Houston Independent School District, 2008c), the *2007–2008 ASPIRE Award Program Evaluation* (Houston Independent School District, 2010a), the *2008–2009 ASPIRE Award Survey, Spring 2010* (Houston Independent School District, 2010b), the *ASPIRE Award Inquiry Report 2008–2009* (Houston Independent School District, 2010c), the 2008–2009 ASPIRE Award Program Evaluation (Houston Independent School District, 2011a), the 2009–2010 ASPIRE Award Survey, Spring 2011 (Houston Independent School District, 2011b), the *ASPIRE Award Payout Report: 2006–2007 through 2009–2010* (Houston Independent School District, 2011c), the 2010–2011 ASPIRE Award Program Evaluation (Houston Independent School District, 2012a) the 2010–2011 ASPIRE Award Survey, Spring 2012 (Houston Independent School District, 2012 b), the 2010–2011 ASPIRE Award Payout Report (Houston Independent School District, 2012c), the ASPIRE Award Inquiry Report 2010–2011 (Houston Independent School District 2012d), the 2011–2012 ASPIRE Award Survey (Houston Independent School District, 2013a), the 2010–2011 ASPIRE Award Program Evaluation (Houston Independent School District, 2013b), the 2011–2012 ASPIRE Award Payout Report (Houston Independent School District, 2013c), the 2011–2012 ASPIRE Award Inquiry Report (Houston Independent School District, 2013d), the 2011–2012 ASPIRE Award Program Evaluation (Houston Independent School District, 2014a), the 2012–2013 ASPIRE Award Survey (Houston Independent School District, 2014b), and the 2012–2013 ASPIRE Award Payout Report Updated July 2014 (Houston Independent School District, 2014c). The 2012–2013 inquiry data were provided by Anna Abarquez, email message to authors, August 6, 2014.Teacher characteristics data were extracted from the Texas Academic Performance Report, 2011–2012–2013 District Profile and the Academic Excellence Indicatory System, 2011–2012 District Performance.

HISD charter schools provided teacher information in EXCEL spreadsheets which were manually entered for 2005–2006 to 2012–2013. Core courses were identified through discussions with staff from Federal and State Compliance as well as the Curriculum Department. The ASPIRE Award Core Subject Course Lists for 2006–2007 through 2012–2013 are posted on the ASPIRE website.

For 2006–2007 through 2012–2013, the Department of Research and Accountability, Performance Analysis Bureau, provided Stanford 10, and Aprenda 3 test results to EVAAS® according to their requirements for calculation of district-wide value-added performance and ultimately classroom-level performance. The value-added data were returned to Battelle for Kids (BFK) for portal upload and to Performance Analysis who also received employee data from PeopleSoft, as well as collecting all employee and assignment data for non-HISD charter school employees. After Performance Analysis provided them

with HISD student and teacher linkage data from the Chancery system in the summer, BFK coordinated the process of verifying employee assignments in Fall, including teacher-student linkages, on the ASPIRE Portal. This information was provided to SAS EVAAS® in November after teachers reviewed and corrected the data if needed in September-October using the BFK portal, along with the Chancery assignment data previously provided to them. After coordinating with EVAAS® on the value-added data products that were necessary for award calculation in all strands of the model, HISD received EVAAS® teacher reports and cumulative Teacher Mean NCE Gain and Gain Index data August. In December, Award notices were posted for teachers to review. Teachers had one month to submit a formal inquiry to adjust any information that they questioned and to have their request reviewed.

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

INSTRUMENT DEVELOPMENT/SURVEY DATA COLLECTION

The *2012–2013 ASPIRE Award Survey* was developed to determine the perceptions and level of knowledge of participants regarding the 2012–2013 ASPIRE Award program paid out in January 2014. The survey items were developed from previous surveys, and the modified instrument was piloted. The 2012–2013 ASPIRE Award Survey was administered on-line Wednesday, November 20, 2013 to Wednesday, January 22, 2014, with follow-up reminders on Tuesday, January 7, 2014 and Thursday, January 16, 2014. The survey responses were completely anonymous through SurveyMonkey with no IP addresses collected. For reporting purposes, the survey administration will be referred to as the January 2014 administration.

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

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

APPENDIX B (CONTINUED)

SURVEY PARTICIPANTS

Survey invitations were sent to a total of 18,269 Houston Independent School District (HISD) campus-based employees on November 20, 2014, with 4,689 participants who responded to the survey (25.7 percent). **Table 1,** p. 36 provides an eight-year summary of survey response rates by pay for performance model. Over the past eight years, the response rate increased from 11.4 percent for the December 2007 administration to 25.7 percent for the January 2014 administration.

If survey participants were employed by HISD during the 2012–2013 school year, they were asked to indicate their eligibility status and categorization, for which 3,403 of the 4,689 respondents indicated their eligibility status and ASPIRE Award categorization (see **Table 2,** p. 36).

DATA ANALYSIS

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

Value-added analyses for the 2006–2007 through 2012–2013 ASPIRE Award were conducted by SAS EVAAS®, and the completed data files were sent to the Department of Research and Accountability and BFK. Calculations for the model were conducted by the Performance Analysis Bureau following the methodology outlined in the Appendices D, E, and F for 2012–2013.

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

Teacher retention rates were calculated for 2005–2006 to 2012–2013 using the same methodological procedures. Teachers were defined using the following job function codes: TCH (teacher), TEL (Elementary Teacher), TPK (Prekindergarten Teacher), or TSC (Secondary Teacher). Teachers were required to be employed in the district during the 2012–2013 school year. Retained teachers were those that returned to the district in a campus-based teaching position, based on job function, for the first duty date the following the school year, 2011–2012. A retained teacher's employee status for the 2012–2013 school year included the following: A (active), L (leave), P (paid leave), or S (suspended). Teachers were not considered retained if their status was R (retirement), D (death), or T (terminated) or if they left the classroom, but remained in the district. Retained teachers and those that were not retained were matched to the corresponding ASPIRE Award file to determine those teachers that received Strand 2A, 2B, or Goup 1 awards (teacher progress awards). Teachers that received special analysis, for which campus-level value-added scores were used, were not included. Retained teachers and those that were not retained were also matched to the corresponding award file to determine if those teachers received any ASPIRE Award. To calculate retention rates of highly effective teachers for high needs schools, value-added files were matched to the retention

file for those schools that TEA identified as *Improvement Required*. Those teachers retained in the classroom and earning a 2.00 or higher in their subject area were selected.

Teacher recruitment data for 2007–2008 to 2012–2013 were provided by the Human Resources Department. The number of teachers recruited and receiving retention bonuses were calculated. The recruitment files were matched to the corresponding ASPIRE Award file to determine if those teachers received a Strand 2A, 2B, or Group 1 award. Teachers that received special analysis for their award were excluded from the analysis.

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

DATA LIMITATIONS

Pearson, Inc. updated the Stanford Achievement Test Series, Tenth Edition (Stanford 10) to 2007 norms in 2009. The previous Stanford 10 results used 2002 norms. This update caused a shift in the National Percentile Rank (NPR) and Normal Curve Equivalent (NCE) scores, which is typical when a test changes norms. Pearson provided the 2008 Stanford 10 data using the updated 2007 norms so that a two-year comparison could be made. It is not appropriate to compare 2011 data using 2007 norms with data that used 2002 norms. For this report, 2010 and 2013 Stanford 10 data with the 2007 norms are presented.

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

For teacher attendance, the system of calculating the scheduled hours was not refined enough to take into account teachers or administrators that may have changed contracts in the middle of the year (i.e. 10-month to 12-month). Calculations for teacher attendance were adjusted based on this limitation. The sum of the scheduled hours in the Peoplesoft databases (2004–2005, 2005–2006, 2006–2007, 2008–2009, 2009–2010, 2010–2011, 2011–2012 and 2012–2013) did not equal the the sum of the Hours Present plus the Requested Absence Hours, although it should. Therefore, the denominator used in calculating attendance summed the Hours Present plus the Requested Absence Hours. For teacher retention, there were cases when teacher data were not available for the first duty date of the following year. In these instances, a history was requested from PeopleSoft to examine employee status. The cut-off date for these exceptions was the end of August. Therefore, if an employee was an active employee, on leave, or suspended and if the employee was in a campus-based position at the end of August, they were considered retained.

For teacher recruitment, secondary teachers did not receive teacher-level value-added reports prior to 2012, when the district began to phase these reports in for teachers of courses with fully-implemented End-of-Course (EOC) exams only. Therefore, they were not included in the analysis, and recruitment effectiveness using value-added data could not be fully evaluated.

APPENDIX C

GENERAL ELIGIBILITY REQUIREMENTS

To be eligible to participate in the 2012–2013 ASPIRE Awards, HISD employees must meet all of the following general eligibility requirements.

1. Employees must be supervised and appraised by the principal or other designated appraiser of the campus where they are serving students. Employees not supervised or appraised by the principal or campus appraiser are not eligible, even if 100% of their time is spent on a campus (e.g., food service employees, Plant Operators, custodians).

2. Employees must have a job/record position assigned to a campus, and must have a campus ID as their department ID by September 11, 2012 (September 4, 2012 if employee is at a secondary Apollo campus). **EMPLOYEES** *whose job record/position is assigned to non-campus departments for time reporting are not eligible for the 2012-2013 ASPIRE Award.*

3. Employees must be continuously employed in an eligible position through the last day of school.

4. Employees must work at least 40 percent of the school time (equivalent to two days per week) at the same campus to be eligible.

5. Employees must complete the instructional-linkage and assignment-verification process, or have this completed by their principal, through the ASPIRE portal by the submission deadline as published annually. It is recommended that employees review instructional-linkage and assignment-verification information on the ASPIRE portal for accuracy.

6. Employees may "opt out" of the ASPIRE Award Program during the linkage and verification process. If an employee does not make a selection, the employee will be included for consideration for an ASPIRE Award.

7. Non-administrative employees eligible under other incentive plans are not eligible for ASPIRE Awards (e.g. Sr. Academic Tutor Apollo HS).

8. Hourly employees in any capacity, including substitute/associate teachers, are not eligible to participate in the ASPIRE Awards. Employees holding an hourly or substitute position must be converted to a non-hourly position by September 11, 2012 (September 4, 2012 if employee is at a secondary Apollo campus) in order to be eligible.

9. Employees who take leave of absence during the eligibility period (e.g., temporary disability, but not family medical leave) are not eligible to participate in the ASPIRE Awards.

10. Employees cannot be absent for more than 10 instructional days during the "instructional school year" (77.50 hours for staff on a 7.75-hour day[2]; 80.00 hours for staff on an 8-hour day). This means first-year employees must commence employment no later than September 11, 2012, as any instructional days missed from the start of their campus' instructional school year to the date employed will be counted as absent. Staff at secondary Apollo 20 campuses must have commenced employment no later than September 4, 2012. Early release days are treated as other instructional days – the entire day (7.75 hours, or 8.0 hours) is considered instructional. The following types of leave will be held harmless and not count as days absent: funeral leave (coded as funeral leave, not as "additional funeral leave," as per board policy), military leave, family medical leave, assault leave, jury duty, holidays, religious holidays, floating holiday, vacation pay, compensatory time, and

[2]Some teachers work at campuses where extended time is worked (i.e., teachers at Apollo campuses). This extended time is paid at the time it was worked. When absences are incurred, teachers' leave banks are charged for the regular length of the day (7.75 hours), and not for any additional time. Therefore, for all teachers, one day's absence is 7.75 hours, and 10 days of absences remains at 77.50 hours, regardless of the extended hours at the campus.

authorized off-campus duty. **Family medical leave, military leave and assault leave must be authorized through Human Resources at the time of the leave.**

11. Employees who receive a final summative rating of "Ineffective" or "Needs Improvement" for the 2012-2013 school year, according to the Teacher Appraisal and Development System or the School Leader Appraisal System, are not eligible to receive an ASPIRE Award payment. This final summative rating includes a Student Performance measure for applicable employees.

12. Employees who were on a Growth Plan or Prescriptive Plan of Assistance (PPA) based on the 2012-2013 information as determined by multiple measures including observations, walkthroughs, student performance, etc. and whose performance goals were not met by the end of the 2012-2013 school year are not eligible to receive an ASPIRE Award payment.

13. Employees who retire in lieu of termination or resign in lieu of termination are not eligible to receive an ASPIRE Award payment.

Position Eligibility Requirements and Award Groups

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

Instructional Position Groups

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

Core Foundation Teaching Positions

For employees to qualify as core foundation instructional staff, employees must be assigned to a campus, plan lessons, provide direct instruction to students, and be responsible for providing content grades, not conduct or participation grades for ASPIRE core foundation courses for the majority of the day/school year.

ASPIRE Core Foundation Courses

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

Group 1. Core Foundation Teachers, Grades 3-10 with Value-Added Report

To be considered in this group, employees must teach at least one and as many as five core foundation subjects in grades 3-10. Student linkages are required to be provided during the spring linkage process in order for a teacher to be considered in this category. A teacher-level value-added report must be produced in order to be considered in this group.

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

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

Appendix C (Continued)

Group 3. Core Foundation Teachers, Grades 3-12, without Value-Added Report

To be considered in this group, employees must qualify as core foundation teachers. Core foundation courses must be taught the majority of the school day. For a complete list of these courses, please review the Master Course List with ASPIRE core foundation subjects. This group may include special education teachers who teach core foundation courses in grades 3–10 where a value-added report cannot be generated, high school teachers of students in grades 11 and 12, or teachers of low class sizes in grades 3-8. Student linkages for students in grades 3-10 are required to be provided during the spring linkage process in order for a teacher to be considered in this category.

Elective/Ancillary Instructional Positions

Group 4. Elective/Ancillary Teachers

To be considered an elective/ancillary teacher, teachers must teach elective/ancillary classes (e.g., art, music, physical education, etc.) for the majority of the school day/year.

Other Position Groups

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

Group 5. Instructional Support Staff

Instructional support-staff members are degreed, certified, or licensed professionals assigned to a campus and provide direct support to the instruction of students. If the instructional support-staff member is assigned to multiple campuses, the percentage of assignment to a single campus cannot be less than 40 percent. Instructional support staff must have a campus ID as their department ID. Instructional support staff may link students and receive a value-added report, but the production of a value-added report does not place an employee as a core foundation teacher for the purposes of determining ASPIRE award groups.

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

Group 6. Teaching Assistants

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

Group 7. Operational Support Staff

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

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

Campus Leadership Groups

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

Group 1L. Principals

To be considered in this group, employees must meet all general eligibility requirements and be the “principal of record” according to HR and PeopleSoft.

Group 2L. Assistant Principals/Deans of Instruction/Deans of Students

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

Additional Position Eligibility Requirements

1. For an employee who transfers or is reassigned from one ASPIRE Award-eligible position to another ASPIRE Award-eligible position during the eligibility period, the award will be determined on the basis of the ASPIRE Award-eligible position the employee held the greatest percentage of the school year (based on the 180-day academic calendar).

For example: On September 5, an employee teaches third-grade math. On February 5, the employee transfers to content specialist on the same campus. Both assignments are ASPIRE Award-eligible. However, the award model and eligibility requirements differ. In this case, the greatest percentage of the "school year" was spent as a third grade, departmentalized, core foundation teacher. Therefore, the award amount would be determined on the basis of the job, a third grade, departmentalized, core foundation teacher.

2. For an employee who transfers from an ASPIRE Award-eligible position to a non-eligible position during the eligibility period, he/she will not be eligible for an award (see General Eligibility Requirements 1, 2 and 3).

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

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

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

5. For employees who meet the criteria of a Group 1 teacher but teach additional grade levels that are not included in the teacher's value-added report, awards will be based on the value-added report only.

For example: If a teacher teaches second- and third-grade reading, and a value-added report is obtained for third grade based on the direct measure of student growth, the teacher would be considered for Group 1 awards, and would not be considered for Group 2 awards.

6. The production of a value-added report does not necessarily place an employee in Group 1 for awards.

For example: If a value-added report is produced to measure the growth of students by a literacy coach for diagnostic and instructional improvement, the literacy coach is not considered as a core foundation teacher; the literacy coach remains in Group 5 for award purposes.

ASPIRE Award Calculation and Payout Rules

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

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

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

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

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

3. Good Standing:

- Employees must be in good standing at the time of payment. Therefore, an employee under investigation or reassigned pending investigation is not eligible for an ASPIRE Award payment until he or she is cleared of any allegation. If the investigation is concluded with a confirmation of inappropriate employee behavior, the employee is not eligible to receive an ASPIRE Award payment.

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

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

APPENDIX D

ASPIRE AWARD MODEL
TEACHERS AND CAMPUS-BASED STAFF
2012–2013

There are four major components of the ASPIRE Award Model for Teachers and Campus-Based Staff: 1) Group Performance based on Campus Value-Added; 2) Group Performance based on Campus Academic Achievement; 3) Group Performance based on Grade/Subject Student Growth; and 4) Individual Performance based on Teacher Value-Added.

Group Performance: Campus Value Added

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

People Included in Group Performance: Campus-level Value-added

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

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

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

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

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

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

Method for Group Performance: Campus Value-Added

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

Elementary and Middle Schools

1. Three years of student STAAR, TAKS and Stanford/Aprenda data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR data for 2013. This data acts as the benchmark for comparison purposes.
3. Each student is then provided with a baseline NCE score for each subject (Reading, Math, Language Arts, Science, Social Studies).
4. Using a multivariate mixed model, spring 2013 data are converted and are provided with a current year's NCE score.

5. Student NCE scores are used to calculate Campus Composite NCE scores by aggregating student gain scores across core foundation subjects (Reading, Math, Language Arts, Science, and Social Studies) and grades for each year.
6. A Campus Composite Average NCE Gain-score is calculated by subtracting the 2011-12 NCE average score from the 2012-13 average score NCE and comparing it to the District Reference Gain and taking the difference.
7. The Campus Composite Value-Added Gain Score (Cumulative Gain Index) is calculated by taking the Campus Composite Average NCE Gain for a Campus and dividing it by the Composite Average NCE Gain Standard Error.
8. The Campus Composite Value-Added Gain Score (Cumulative Gain Index) is rank-ordered at the elementary and middle school levels, separately. Staff at schools ranked in the first quintile with positive (greater than zero) Campus Gain Score receive awards. K-6 and K-8 schools are ranked with elementary schools.

High Schools

1. Three years of student STAAR and TAKS data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR data for 2013. This data acts as the benchmark for comparison purposes.
3. Each student is then provided with a baseline NCE score for each core foundation subject (Reading, Math, Science, Social Studies).
4. Using a multivariate mixed model, spring 2013 data are converted and are provided with a current year's NCE score for grade 11.
5. Student NCE scores for grade 11 is used to calculate Campus Composite NCE scores by aggregating student gain scores across core foundation subjects (Reading, Math, Science, and Social Studies) and grades for each year.
6. A Campus Composite Average NCE Gain-score for grade 11 is calculated by subtracting the 2010-11 NCE average score from the 2012-13 average score NCE and comparing it to the District Reference Gain and taking the difference.
7. Using a univariate response model (URM), spring 2013 data from STAAR EOC assessments are converted and used to calculate Campus Actual and Predicted scores for each core foundation subjects (Reading, Math, Science, and Social Studies) for grades 9 and 10, and for a Composite value.
8. The Campus Composite Value-Added Gain Score (Cumulative Gain Index) is calculated from the 11th grade Campus Composite Average NCE Gain, the Composite Average NCE Gain Standard Error, the 9th grade Actual minus Predicted Composite value and its Standard Error.
9. The Campus Composite Value-Added Gain Scores (Cumulative Gain Indexes) are rank-ordered. Staff at schools ranked in the first quintile with positive (greater than zero) Campus Composite Value-Added Gain Score receive awards.

Campus Value Added Awards Matrix		
Comparable Campus by School Level	**Campus Composite Value-Added Gain Score (Across Subjects and Across Grades)**	
Elementary Schools, Middle Schools and High Schools Ranked Separately	**Quintile 1**	**Quintiles 2 - 5**
	Cumulative Gain Index	**Cumulative Gain Index**
Instructional Staff	$2,000	$0
Instructional Support Staff	$750	$0
Teaching Assistants	$750	$0
Operational Support Staff	$500	$0

Group Performance: Campus Academic Achievement

Purpose: Reward instructional and campus-based instructional staff for cooperative efforts at meeting student achievement levels or improving student performance at the campus level.

People Included in Group Performance: Campus Academic Achievement

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

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

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

Method for Group Performance: Campus Academic Achievement

Indicators: Stanford/Aprenda -- percent of all students at or above 50th National Percentile Rank (NPR); AP/IB -- percent of all campus students scoring at a level to earn college credit or growth in this percent

Elementary and Middle Schools

This component of the Group Performance Award is designed to reward instructional and instructional support staff at elementary and middle schools for which 85% of all students across all grade levels have scored at or above the 50th National Percentile Rank (NPR) on 2012-2013 Stanford/Aprenda or for which the campus has exhibited significant improvement in the percent of students across all grades at this rank. Significant improvement is defined as being in the top quintile (top 20%) of schools within elementary school rankings or middle school rankings. Schools are compared with either elementary or other middle schools. K-6 and K-8 schools are ranked with elementary schools. Schools are ranked and awarded separately for Math and Reading.

Campus Academic Achievement Awards Matrix – Elementary and Middle Schools				
		Percent of Students At or Above 50th NPR) - Math	**Distribution of Percentage-Point Improvement in Percent of Students At or Above 50th NPR - Math**	
	Campus Staff	**Award Standard: 85 %**	**Quintile 1**	**Quintiles 2 - 5**
Met Award Standard	Instructional Staff	$500	NA	NA
	Instructional Support Staff	$300	NA	NA
	Teaching Assistants	$200	NA	NA
Did not meet Award Standard	Instructional Staff	NA	$500	$0
	Instructional Support Staff	NA	$300	$0
	Teaching Assistants	NA	$200	$0
		Percent of Students At or Above 50th NPR) - Reading	**Distribution of Percentage-Point Improvement in Percent of Students At or Above 50th NPR - Reading**	
	Campus Staff	**Award Standard: 85 %**	**Quintile 1**	**Quintiles 2 - 5**
Met Award Standard	Instructional Staff	$500	NA	NA
	Instructional Support Staff	$300	NA	NA
	Teaching Assistants	$200	NA	NA
Did not meet Award Standard	Instructional Staff	NA	$500	$0
	Instructional Support Staff	NA	$300	$0
	Teaching Assistants	NA	$200	$0

High Schools

This component of the Group Performance Award is designed to reward instructional and instructional support staff at high schools whose students attain high levels of achievement or exhibit significant improvement in the percentage of their students with college-credit earning Advanced Placement (AP) and International Baccalaureate (IB) exam performance.

AP/IB Participation and Performance

1. AP test data are extracted from the AP data provided by the College Board for 2011–2012 and 2012–2013. Student-level IB test data are downloaded from the International Baccalaureate Organization and provided to the Department of Research and Accountability from campuses that participate in the International Baccalaureate program. Because the electronic data files for both AP and IB are dynamic, a cut-off date is used for reporting purposes.
2. Total enrollment in grades 10-12 for each campus as of the fall PEIMS snapshot date in 2011 and 2012 is collected.
3. The participation/performance rate for each year at each campus is calculated using the number of students in grades 10-12 with at least one AP exam with a score of 3 or higher plus the number of students with at least one IB exam with a score of 4 or higher (an unduplicated count of students), by total grade 10-12 enrollment, all values expressed to the nearest tenth of a percentage point (.1).
4. Eligible staff at a campus that meets the 2012-2013 award standard of 40.0 percent are awarded for this strand component. There is no rounding to meet the standard (i.e., 39.9 percent is not awarded).
5. Campuses that do not meet the standard are rank-ordered according to the percentage-point change in their participation/performance rates between 2011-2012 and 2012-2013, with both the underlying values and this change expressed to nearest tenth of percentage point. Only campuses with at least five students testing each year and hence a participation/performance rate for both years are rank-ordered. Campuses that do not have their own data are not included in the analysis and will not be awarded on this strand.
6. Campuses rank-ordered by participation/performance rate changes between 2011-2012 and 2012-2013 are placed into quintiles. Eligible staff at campuses ranked in the first quintile (top 20%) are awarded provided the participation/performance rate change is positive.

Campus Academic Achievement Matrix – High Schools				
		Participation/Performance Rate: Percent of Students in Grades 10-12 with a score of 3 or higher (AP) or 4 or higher (IB)	Distribution of Percentage-Point Improvement in Participation/Performance Rate	
	Campus Staff	Award Standard: 40.0 %	Quintile 1	Quintiles 2 - 5
Met Award Standard	Instructional Staff	$1,000	NA	NA
	Instructional Support Staff	$600	NA	NA
	Teaching Assistants	$400	NA	NA
Did not meet Award Standard	Instructional Staff	NA	$1,000	$0
	Instructional Support Staff	NA	$600	$0
	Teaching Assistants	NA	$400	$0

Group Performance: Grade/Subject Student Growth

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

People Included in Group Performance: Grade/Subject Student Growth

All teachers of core foundation subjects grades PK-12 who meet the criteria for a core foundation teacher, described herein and do not meet the criteria for Individual Performance based on value-added, described in the next section. Core foundation teachers not considered for individual performance awards may be included in the model through department-level or campus-level data, using value-added analysis, comparative growth analysis or special analysis.

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

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

There are two different groups of core foundation teachers who qualify for this component of the award, depending on grades taught. Each has distinct indicators.

For core foundation teachers of Early Childhood - Grade 2: Comparative Growth campus subject score: Campus median calculated for Reading and for Math at the second-grade level. Teachers awarded based on campus-wide second-grade student improvement in Reading and Math.

For core foundation teachers of Grades 3-12: EVAAS® campus subject score. If a teacher does not qualify for an individual performance award based on value-added analysis, they are awarded based on the Campus Gain Index calculated for the core foundation subject(s) they teach at the campus level.

Methods for Group Performance: Grade/Subject Student Growth

Early Childhood-Grade 2 Core Foundation Teachers

In this method, the second-grade Comparative Growth scores for reading and math at a campus are used in the assessment of Early Childhood (PK)-grade 2 core foundation teachers. Campuses are compared to other campuses for each subject based on the second grade score for each subject and then placed into performance quartiles. Only positive gain scores will be rewarded. PK-grade 2 core foundation teachers are rewarded based on the improvement of students in grade 2 and are not rewarded from the students they specifically teach.

Indicator: Comparative Growth campus subject second-grade score. Comparative Growth scores are calculated for reading and for math. Teachers are awarded based on campus-wide second-grade

student improvement in reading and in math. Steps 1 through 8 are conducted for reading and math separately.

1. 2012 student Stanford/Aprenda scores from 1st grade are collected.
2. 2013 student Stanford/Aprenda scores from 2nd grade are collected.
3. Students are placed into three groups: 1) those with Stanford scores from both years; 2) those with Aprenda scores from both years; 3) those with Aprenda scores in 2012 and Stanford scores in 2013; 4) all other students. Students from group 4 are not used in the analysis.
4. Cohorts from each of the three groups are identified, based upon all students who scored at the same Normal Curve Equivalent (NCE). These students form a cohort. For each cohort, the score in 2012 is subtracted from the score in 2013 to generate a student gain value.
5. Student gain values for each cohort are rank-ordered against all other students in HISD from the same cohort.
6. Gain values are converted to an HISD percentile rank, using the Hazen method of constructing percentile ranks.
7. All students ascribed to a campus that have a percentile rank (across all cohort groups) are in turn rank-ordered by percentile rank.
8. The median percentile ranking among students at each campus is determined. The median serves as the Campus Comparative Growth Score.
9. Campus Comparative Growth Scores are used as the Campus Progress Award Gain Score for Reading and for Math. The Reading and the Math gain scores are compared separately by campus for all elementary schools and the campuses are rank ordered into quartiles. Teachers at campuses in the top quintile (top 20%) for each subject are awarded. Only staff at campuses with positive (greater than zero) Comparative Growth scores receive an award.
10. The maximum possible award for Group Performance: Grade/Subject Student Growth is $3,500.

Grade/Subject Student Growth Awards Matrix				
Early Childhood–Grade 2 Core Foundation Teachers				
	Comparative Growth Score in Second Grade by Subject			
	Reading		Math	
Grade	Quintile 1	Quintiles 2-5	Quintile 1	Quintiles 2-5
PK to Grade 2	$1,750	$0	$1,750	$0

Example:

a. A kindergarten teacher at a campus whose Campus Comparative Growth Score for 2nd grade Reading is in the top 20 percent and whose 2nd grade Campus Comparative Growth Score for 2nd Grade Math is in the second 20 percent would receive $1,750+$0 for a total of $1,750.

Grades 3-12 Core Foundation Teachers without Value-Added

In the method, the gain scores for core foundation subjects at a campus are used for teachers who instruct students in core foundation subjects at grades 3-12, and do not qualify for an individual performance award based on their own value-added analysis. Campuses are compared to other campuses for each subject based on the campus score for each subject and then placed into performance quartiles. Comparisons are done at each level: elementary, middle, and high school for each core foundation subject. Only positive gain scores will be rewarded. These core foundation teachers in this part are rewarded based on the improvement of students included in the EVAAS® analyses at their campus and are not rewarded from the students they specifically teach.

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

Elementary and Middle Schools

Three years of student STAAR, TAKS and Stanford/Aprenda data are supplied to EVAAS®.

1. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR data for 2013. This data acts as the benchmark for comparison purposes.
2. Each student is then provided with a baseline NCE score for each subject (Reading, Math, Language Arts, Science, Social Studies).
3. Using a multivariate mixed model, spring 2013 data are converted and are provided with a current year's NCE score.
4. Student NCE scores are used to calculate Campus NCE scores for core foundation subjects (Reading, Math, Language Arts, Science, and Social Studies) and grades for each year.
5. A Campus Average NCE Gain-score is calculated by subtracting the 2012-12 NCE average score from the 2012-13 average score NCE and comparing it to the District Reference Gain and taking the difference.
6. Campus gain scores are calculated by aggregating scores for each core foundation subject across grades 3-6 for elementary schools and across grade 6–8 for middle schools.
7. Campus gain scores are used to calculate a Campus Subject Gain Score (Cumulative Gain Index) for each core subject by taking the campus average gain score and subtracting the district standard for that subject and dividing it by the standard error. Then the subject cumulative gain indices are compared by subject for all elementary and middle schools, separately.
8. Campuses are rank ordered into quintiles at their respective levels. K-6 and K-8 campuses are ranked with elementary schools. Only employees at a campus in the top quintile e are awarded. Only staff at campuses with a positive (greater than zero) Campus Subject Gain Score receive an award.
9. The maximum possible award for Group Performance: Grade/Subject Growth $3,500. Awards are calculated separately for each subject taught and added together.

High Schools

1. Three years of student STAAR and TAKS data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR and TAKS data for 2013. This data acts as the benchmark for comparison purposes.
3. Each student is then provided with a baseline NCE score for each core foundation subject (Reading/ELA, Math, Science, Social Studies).
4. Using a multivariate mixed model, spring 2012 data are converted and are provided with a current year's NCE score for grade 11.
5. Student NCE scores for grade 11 are used to calculate Campus Composite NCE scores by aggregating student gain scores across core foundation subjects (Reading, Math, Science, and Social Studies) and grades for each year.
6. A Campus Composite Average NCE Gain-score for grade 11 is calculated by subtracting the 2011-12 NCE average score from the 2012-13 average score NCE and comparing it to the District Reference Gain and taking the difference.
7. Using a univariate response model (URM), spring 2013 data from STAAR EOC assessments are converted and used to calculate Campus Actual and Predicted scores for each core foundation subjects (Reading/ELA, Math, Science, and Social Studies) for grades 9 and 10.
8. The Campus Gain Score (Cumulative Gain Index) for each core foundation subject is calculated from the 11th grade Campus Composite Average NCE Gain, the Composite Average NCE Gain Standard Error, the 9th and 10th grade Actual minus Predicted Composite values and their Standard Errors.
9. Campuses are rank ordered into quintiles. Only employees at a campus in the top quintile are awarded. Only staff at campuses with positive (greater than zero) Campus Progress Award Gain Score receive an award.
10. The maximum possible award for Group Performance: Grade/Subject Growth $3,500. Awards are calculated separately for each subject taught and added together.

Grade/Subject Student Growth Awards Matrix		
Grades 3-12 Core Foundation Teachers without Value-Added		
	Campus Progress Award Gain Score Across Grades	
One Subject	**Quintile 1**	**Quintiles 2-5**
Comparable Campus by Subject and Level	**Value-added Campus Gain Score**	**Value-added Campus Gain Score**
Reading (ES/MS)	$3,500	$0
Math	$3,500	$0
Language Arts (ES/MS)	$3,500	$0
Science	$3,500	$0
Social Studies	$3,500	$0
Reading/ELA (HS)	$3,500	$0
Two Subjects	**Quintile 1**	**Quintiles 2-5**
Comparable Campus by Subject and Level	**Value-added Campus Gain Score**	**Value-added Campus Gain Score**
Subject 1	$1,750	$0
Subject 2	$1,750	$0
Three Subjects	**Quintile 1**	**Quintiles 2-5**
Comparable Campus by Subject and Level	**Value-added Campus Gain Score**	**Value-added Campus Gain Score**
Subject 1	$1.167	$0
Subject 2	$1,167	$0
Subject 3	$1,167	$0
Four Subjects	**Quintile 1**	**Quintiles 2-5**
Comparable Campus by Subject and Level	**Value-added Campus Gain Score**	**Value-added Campus Gain Score**
Subject 1	$875	$0
Subject 2	$875	$0
Subject 3	$875	$0
Subject 4	$875	$0
Five Subjects	**Quintile 1**	**Quintiles 2-5**
Comparable Campus by Subject and Level	**Value-added Campus Gain Score**	**Value-added Campus Gain Score**
Subject 1	$700	$0
Subject 2	$700	$0
Subject 3	$700	$0
Subject 4	$700	$0
Subject 5	$700	$0

Example:

a. A Core Foundation Teacher teaching Reading, Language Arts and Math at an elementary school campus whose Campus Progress Award Gain Scores for Reading and Language Arts are in the top 20-percent of the distribution of elementary school scores in those subjects and whose math scores are in the second quintile of the distribution of elementary school level Math scores would receive up to $1,167+ $1,167+ $0 for a total of $2,234.

A Core Foundation Teacher teaching Reading and Social Studies at a middle school campus whose Campus Progress Award Gain Score for Reading is in the top 20-percent of the distribution of middle school reading scores and whose Social Studies scores are in the third quintile of the distribution of middle school level Social Studies scores would receive $1,750+ 0 for a total of $1,750.

Individual Performance: Teacher Value-Added

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

People Included in Individual Performance: Teacher Value-added

All teachers of core foundation subjects grades 3-12, who 1) teach at least two courses that are assigned a value-added student performance measure during the measure assignment process of the Teacher Appraisal and Development System; and 2) receive a value-added report by having at least seven effective students included in the EVAAS® calculations. Those core foundation teachers who do not qualify for an Individual Performance Award are included in the model through the Group Performance: Grade/Subject Student Growth component. Core Foundation Teachers are described in that component's section.

There are three different groups of core foundation teachers who qualify for this component of the award, depending on grades taught. Each has distinct indicators.

For core foundation teachers in grades 3-8 who do not teach STAAR End of Course (EOC) exams: EVAAS® teacher value-added scores: Teacher Composite Cumulative Gain Index calculated from teachers' individual students' scores to provide an overall teacher value-added score. This gain-score is based on all core foundation subjects taught (Reading, Math, Language Arts in grades 3-8 and Science, Social Studies in grades 4-8).

For core foundation teachers in grades 9-12 who teach STAAR End of Course (EOC) exams: EVAAS® teacher value-added scores: Teacher Composite Cumulative Gain Index calculated from teachers' individual students' scores to provide an overall teacher value-added score. This gain-score is based on all core foundation subjects taught (EOC tests covering Reading/ELA, Math, Science and, Social Studies).

For core foundation teachers in grades 6-8 who teach STAAR End of Course (EOC) exams: EVAAS® teacher value-added scores: Teacher Composite Cumulative Gain Index calculated from teachers' individual students' scores to provide an overall teacher value-added score. This gain-score is based on all core foundation subjects taught (Reading, Math, Language Arts, Science and Social Studies in grades 6-8 and all EOC tests covering Reading/ELA, Math, Science and Social Studies).

Methods for Individual Performance: Teacher Value-Added

In this method, there are distinct steps followed for each type of teacher. All use the same awards matrix.

Elementary and Middle School Core Foundation Teachers: No STAAR EOC

In this method, value-added scores for each teacher in each core foundation subject (**Reading, Math, Language Arts, Science, and Social Studies**) taught are compared to the HISD standard for designating teachers as above or well-above average.

1. Three years of student STAAR, TAKS and Stanford/Aprenda data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is normalized with the state STAAR data for 2013. This acts as the Benchmark.
3. Each student is then provided with a benchmark NCE score for each subject (Reading, Math, and Language Arts for elementary and middle school grades 3-6; Reading/ELA and Math for middle school grades 7-8; Science and Social Studies for elementary and middle school grades 4-8).

4. Using a multivariate mixed model, spring 2013 data are converted and are provided with a current year NCE score.
5. Student rosters for core foundation subjects are edited, corrected and verified by teachers using an online verification process before teacher-level analysis is conducted.
6. Student NCE scores are used to calculate teacher average NCE scores for each subject and grade taught where applicable. By aggregating student scores, a single teacher average NCE score is calculated for each subject for the current (2012-2013) and previous (2011-2012) year. The teacher's NCE gain score is calculated by subtracting the 2011-12 average NCE from the 2012-13 average NCE.
7. The Teacher Gain Score (Teacher Gain Index) is calculated by taking a teacher's average Gain Score in a subject and subtracting the District Standard Gain Score in that subject and then dividing by the standard error.
8. The Teacher Composite Cumulative Gain Index (CGI) is calculated using all Teacher NCE Gain Scores for all subjects taught and the standard errors and n size associated with each gain score.
9. The Teacher Composite Cumulative Gain Index is then compared against to the standard selected by HISD for teacher effectiveness levels using EVAAS® value-added, by which teachers are designated as well above average (2.00 or higher), above average (1.01 to 1.99), average (-1.00 to 0.99), below average (-1.01 to -2.00) or well below average (lower than -2.00). Teachers with a Teacher Composite CGI of 1.00 or higher receive awards, with a Teacher Composite CGI of 2.00 or higher earning the maximum award.
10. The maximum possible award for Strand II Part A/B is $10,000.

Examples:

- An elementary school Social Studies teacher who only teaches Social Studies and receives a value-added teacher composite cumulative gain index of 1.45 would receive $5,000.
- A seventh and eighth grade Math and Science teacher whose composite value-added cumulative gain index score is 1.22 would receive $5,000.

High School Core Foundation Teachers: STAAR EOC

In this method, value-added scores for each teacher for all EOC courses in each core foundation subject (**Reading, Math, Language Arts, Science, and Social Studies**) taught are compared to the HISD standard for designating teachers as above or well-above average.

1. Three years of student STAAR and TAKS data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR and TAKS data for 2013. This data acts as the benchmark for comparison purposes.
3. Each student is then provided with a baseline NCE score for each core foundation subject (Reading/ELA, Math, Science, Social Studies).
4. Student rosters for core foundation subjects are edited, corrected and verified by teachers using an online verification process before teacher-level analysis is conducted.
5. Using a univariate response model (URM), spring 2013 data from STAAR EOC assessments are converted and used to calculate Teacher Actual and Predicted scores for each EOC course taught in core foundation subjects (Reading/ELA, Math, Science, and Social Studies) for grades 9 and 10.
6. The Teacher Composite Cumulative Gain Index is calculated from the 9th and 10th grade Actual minus Predicted scores for each EOC course taught and the standard errors and n size associated with each gain score.
7. The Teacher Composite Cumulative Gain Index is then compared against to the standard selected by HISD for teacher effectiveness levels using EVAAS® value-added, by which teachers are designated as well above average (2.00 or higher), above average (1.01 to 1.99), average (-1.00 to 0.99), below average (-1.01 to -2.00) or well below average (lower than -2.00). Teachers with a Teacher Composite CGI of 1.00 or higher receive awards, with a Teacher Composite CGI of 2.00 or higher earning the maximum award.

8. The maximum possible award for Strand II Part C is $10,000.

Examples:

- A tenth grade Social Studies teacher whose composite value-added score from teaching World History is more than two standard errors greater than the district average would receive an Individual Performance award of $10,000.
- A ninth grade Math and Science whose composite value-added score from teaching Algebra I, Geometry and Biology is between one and two standard errors greater than the district average would receive an Individual Performance award of $5,000.

Middle School Core Foundation Teachers: STAAR EOC

In this method, value-added scores for each teacher for all EOC courses taught along with value added scores for all STAAR and Stanford courses taught (if applicable) in each core foundation subject (**Reading, Math, Language Arts, Science, and Social Studies**) are compared to the HISD standard for designating teachers as above or well-above average.

1. Three years of student STAAR and TAKS data are supplied to EVAAS®.
2. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR and TAKS data for 2013. This data acts as the benchmark for comparison purposes.
3. Each student is then provided with a baseline NCE score for each core foundation subject (Reading/ELA, Math, Science, Social Studies).
4. Student rosters for core foundation subjects are edited, corrected and verified by teachers using an online verification process before teacher-level analysis is conducted.
5. Using a multivariate mixed model, spring 2013 data are converted and are provided with a current year NCE score.
6. Student rosters for core foundation subjects are edited, corrected and verified by teachers using an online verification process before teacher-level analysis is conducted.
7. Student NCE scores are used to calculate teacher average NCE scores for each subject and grade taught where applicable (Stanford and STAAR End of Year Exams). By aggregating student scores, a single teacher average NCE score is calculated for each subject for the current (2012-2013) and previous (2011-2012) year. The teacher's NCE gain score is calculated by subtracting the 2011-12 average NCE from the 2012-13 average NCE.
8. The Teacher Gain Score (Teacher Gain Index) is calculated by taking a teacher's average Gain Score in a subject and subtracting the District Standard Gain Score in that subject and then dividing by the standard error.
9. Using a univariate response model (URM), spring 2013 data from STAAR EOC assessments are converted and used to calculate Teacher Actual and Predicted scores for each EOC course taught in core foundation subjects (Reading/ELA, Math, Science, and Social Studies) for grades 7 and 8.
10. The Teacher Composite Cumulative Gain Index is calculated 1) using all Teacher NCE Gain Scores for all subjects taught and the standard errors and n size associated with each gain score, and 2) from the 7th and 8thth grade Actual minus Predicted scores for each EOC course taught and the standard errors and n size associated with each gain score.
11. The Teacher Composite Cumulative Gain Index is then compared against to the standard selected by HISD for teacher effectiveness levels using EVAAS® value-added, by which teachers are designated as well above average (2.00 or higher), above average (1.01 to 1.99), average (-1.00 to 0.99), below average (-1.01 to -2.00) or well below average (lower than -2.00). Teachers with a Teacher Composite CGI of 1.00 or higher receive awards, with a Teacher Composite CGI of 2.00 or higher earning the maximum award.
12. The maximum possible award for Strand II Part C is $10,000.

Examples:

- A eighth grade Math teacher whose composite value-added score from teaching Algebra I and Eight Grade Math is more than two standard errors greater than the district average would receive an Individual Performance award of $10,000.
- A eighth grade Math teacher whose composite value-added score from teaching Algebra I is between one and two standard errors greater than the district average would receive an Individual Performance award of $5,000.

Individual Performance Awards Matrix		
Amount Awarded for Teacher Effectiveness Levels		
Well-Above Average	Above Average	Average, Below-Average or Well-Below Average
Value-added Teacher Composite Cumulative Gain Index >= 2.00	Value-added Teacher Composite Cumulative Gain Index 1.00 to 1.99	Value-added Teacher Composite Cumulative Gain Index < 1.00
$10,000	$5,000	$0

APPENDIX E

ASPIRE Award for Teachers and Campus Leaders 2012–2013: Special Analysis

Background

Special Analysis refers to the alternative methods used to determine awards if staff are assigned to a campus where data are not available. This document describes the award exceptions and how they are calculated. Specific campuses which require Special Analysis are listed.
For the regular methods used in award determination by staff category, please reference the document 2012–2013 ASPIRE Award Model Diagram: Teachers & Campus-Based Staff or 2012–2013 ASPIRE Award Model Diagram: School Leaders, posted on the HISD ASPIRE portal.

Individual Performance

There are no special analysis procedures for the Individual Performance award. Teachers who do not have their own EVAAS value-added analysis are placed into either Group 2, EC-2nd grade Teachers, or Group 3, Grade 3-12 Teachers Without EVAAS.

Group Performance: Teachers

For teachers who do not receive teacher-level value-added gain indices, Group Performance teacher awards are calculated, in which student improvement is assessed through the use of campus-based indices that are calculated across grades for each core subject (Reading, Math, Language Arts, Science, and Social Studies). For teachers of students in grades 3–12 who do not have their own value-added reports, subject-level value-added gain indices are used to reward teachers by department at their campus. For teachers of students in grades EC–2, second grade comparative growth campus median scores are used to reward teachers of grades EC–2.

There were three reasons for campuses to require special analysis under Group Performance: Teachers:

1. Early Childhood Centers were matched with the campus with which they had the highest number of shared students over the past three years or equivalent strong relationship. The matched school provided the second grade comparative growth median, the quintile ranking, and the payout amounts for the teachers at these campuses for Reading and for Math.
2. Elementary schools without value-added gain indices for one or more core foundation subjects were matched with the campus with which they had the highest number of shared students over the past three years or equivalent strong relationship. The matched school provided the value-added gain indices or comparative growth medians, quintile rankings, and payout amounts for the campuses

3. in these analysis groups in these analysis groups for each subject that was missing results. If the campus has its own results for a specific subject, they were used; data from the paired campus were only used for subject(s) that had no data.
   - For EC to second grade teachers whose campus did not have Comparative Growth median data, Group Performance awards were calculated using Reading and Math second grade comparative growth median data from the paired campus.
   - For all other core foundation teachers, the appropriate subject-level gain index for the subject(s) they taught were used.
4. High schools without value-added gain indices for core foundation subjects were matched with the campus with which they had the highest number of shared students over the past three years or equivalent strong relationship. The matched school provided the value-added gain indices, the ranking, and the payout amounts for teachers at campuses in this analysis group for each subject in which paired data was necessary. If the campus had its own results for a specific subject, they were used; campuses were only paired for subjects with no data.

School Name	Paired School Name	Reason for Special Analysis
Halpin ECC	Tinsley Elementary	1
Neff ELC	Neff Elementary	1
Energized for Excellence ECC	Energized for Excellence Elementary	1
Farias Early ECC	Moreno Elementary	1
Mistral ECC	Sutton Elementary	1
King M. L. ECC	Windsor Village Elementary	1
Laurenzo ECC	Burnet Elementary	1
Bellfort Academy	Lewis Elementary	1
Young Learners Charter School	Foster Elementary	1
Elementary DAEP	Eliot Elementary	1, 2
Harper Alternative School	Black Middle School	2
Las Americas	Long Middle School	2 – Math Only
Community Services	Lamar High School	3
HCC Life Skills	Lamar High School	3
Liberty High School	Lee High School	3

Group Performance: Campus Value-Added

Group Performance Campus Value-Added is based on the EVAAS® campus value-added composite gain index. The composite gain index is calculated across all subjects and grade levels at the campus. Several campuses did not have the student achievement data to allow for the calculation of value-added analysis. These campuses require special analysis.

Schools without a value-added composite gain index were matched with the campus with which they had the highest number of shared students over the past three years or equivalent strong relationship. The matched school provided the value-added composite gain index, the quintile ranking, and the payout amounts for the campuses in this analysis group.

There were two reasons for campuses to require special analysis under Group Performance: Campus Value-Added:

1. Alternative/Charter without enough student test data for value-added analysis
2. Early Childhood campus without students in grades included in analysis.

School Name	Paired School Name	Reason for Special Analysis
Community Services	Lamar High School	1
Harper Alternative School	Black Middle School	1
HCC Life Skills	Lamar High School	1
Halpin ECC	Tinsley Elementary	2
Neff ELC	Neff Elementary	2
Ashford Elementary School	Shadowbriar Elementary	2
Liberty High School	Lee High School	1
TSU Charter Lab School	Lockhart Elementary	2
Energized for Excellence ECC	Energized for Excellence Elementary	2
Farias ECC	Moreno Elementary	2
Mistral ECC	Sutton Elementary	2
King ECC	Windsor Village Elementary	2
Laurenzo ECC	Burnet Elementary	2
Bellfort Academy	Lewis Elementary	2
Young Learners Charter School	Foster Elementary	2
Elementary DAEP	Eliot Elementary	1

Group Performance: Campus Growth or Achievement

Group Performance Campus Growth or Achievement is based on the percent of all students at or above the 50th national percentile rank across all grades on the Stanford/Aprenda for Math and for Reading for staff at elementary and middle school campuses. For staff at high school campuses, Campus Growth or Achievement is based on AP and/or IB participation and performance or improvement. Special analysis is done **only at the elementary and middle school level** for Campus Growth or Achievement.

There were two reasons for campuses to require special analysis under Group Performance: Campus Growth or Achievement:

1. These campuses are Early Childhood Centers serving students in grades EC-K, and they do not have Stanford data. These campuses are paired for Stanford/Aprenda Math and Reading. The paired campus provided the percent of students meeting the standard or the quintile ranking in improvement and the payout amounts for teachers and campus leaders. This type applies to Early Childhood campuses only.
2. Schools that did not have sufficient Stanford/Aprenda data were paired to another campus. The paired campus provided the percent of students meeting the standard or the quintile ranking in improvement and the payout amounts for teachers and campus leaders.

School Name	Paired School Name	Reason for Special Analysis
Harper Alternative School	Black Middle School	2
Halpin ECC	Tinsley Elementary	1
Neff ELC	Neff Elementary	1
Energized for Excellence ECC	Energized for Excellence Academy	1
Farias ECC	Moreno Elementary	1
Mistral ECC	Sutton Elementary	1
King ECC	Windsor Village Elementary	1
Laurenzo ECC	Burnet Elementary	1
Bellfort Academy	Lewis Elementary	1
Young Learners Charter School	Foster Elementary	1
Elementary DAEP	Eliot Elementary	2

APPENDIX F

SCHOOL LEADER PERFORMANCE-PAY MODEL 2012–2013

For 2012–2013, School Leaders (Principals, Assistant Principals and Deans of Instruction) will be included in the ASPIRE Award Model.

There are two major components of the School Leader Performance-Pay Model; these align with the ASPIRE Award Model for Teachers and Campus-Based Staff: 1) Group Performance based on Campus Value-Added; 2) Group Performance based on Campus Academic Achievement.

Group Performance: Campus Value Added

Purpose: Reward eligible school leaders 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 Group Performance: Campus Value-Added

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

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

Method for Group Performance: Campus Value-Added

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

Elementary and Middle Schools

Three years of student STAAR, TAKS and Stanford/Aprenda data are supplied to EVAAS®.

9. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR data for 2013. This data acts as the benchmark for comparison purposes.
10. Each student is then provided with a baseline NCE score for each subject (Reading, Math, Language Arts, Science, Social Studies).
11. Using a multivariate mixed model, spring 2013 data are converted and are provided with a current year's NCE score.
12. Student NCE scores are used to calculate Campus Composite NCE scores by aggregating student gain scores across core foundation subjects (Reading, Math, Language Arts, Science, and Social Studies) and grades for each year.
13. A Campus Composite Average NCE Gain-score is calculated by subtracting the 2011-12 NCE average score from the 2012-13 average score NCE and comparing it to the District Reference Gain and taking the difference.
14. The Campus Composite Value-Added Gain Score (Cumulative Gain Index) is calculated by taking the Campus Composite Average NCE Gain for a Campus and dividing it by the Composite Average NCE Gain Standard Error.
15. The Campus Composite Value-Added Gain Score (Cumulative Gain Index) is rank-ordered at the elementary and middle school levels, separately. Staff at schools ranked in the first quintile with positive (greater than zero) Campus Gain Score receive awards. K-6 and K-8 schools are ranked with elementary schools.

High Schools

10. Three years of student STAAR and TAKS data are supplied to EVAAS®.

11. EVAAS® converts student data to a single Normal Curve Equivalent (NCE) scale which is anchored to the state STAAR data for 2013. This data acts as the benchmark for comparison purposes.
12. Each student is then provided with a baseline NCE score for each core foundation subject (Reading, Math, Science, Social Studies).
13. Using a multivariate mixed model, spring 2013 data are converted and are provided with a current year's NCE score for grade 11.
14. Student NCE scores for grade 11 is used to calculate Campus Composite NCE scores by aggregating student gain scores across core foundation subjects (Reading, Math, Science, and Social Studies) and grades for each year.
15. A Campus Composite Average NCE Gain-score for grade 11 is calculated by subtracting the 2010-11 NCE average score from the 2012-13 average score NCE and comparing it to the District Reference Gain and taking the difference.
16. Using a univariate response model (URM), spring 2013 data from STAAR EOC assessments are converted and used to calculate Campus Actual and Predicted scores for each core foundation subjects (Reading, Math, Science, and Social Studies) for grades 9 and 10, and for a Composite value.
17. The Campus Composite Value-Added Gain Score (Cumulative Gain Index) is calculated from the 11th grade Campus Composite Average NCE Gain, the Composite Average NCE Gain Standard Error, the 9th grade Actual minus Predicted Composite value and its Standard Error.
18. The Campus Composite Value-Added Gain Scores (Cumulative Gain Indexes) are rank-ordered. Staff at schools ranked in the first quintile with positive (greater than zero) Campus Composite Value-Added Gain Score receive awards.

Campus Value Added Awards Matrix		
Comparable Campus by School Level	**Campus Composite Value-Added Gain Score (Across Subjects and Across Grades)**	
Elementary Schools, Middle Schools and High Schools Ranked Separately	**Quintile 1**	**Quintiles 2 - 5**
	Cumulative Gain Index	**Cumulative Gain Index**
Principals	$10,000	$0
Assistant Principals	$5,000	$0

Group Performance: Campus Academic Achievement

Purpose: Reward eligible school leaders for efforts at improving student academic performance at the classroom/student cohort level through the application of campus-level value-added analysis of student academic progress.

People Included in Group Performance: Campus Academic Achievement

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

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

Method for Group Performance: Campus Academic Achievement

Indicators: Stanford/Aprenda -- percent of all students at or above 50th National Percentile Rank (NPR); AP/IB -- percent of all campus students scoring at a level to earn college credit or growth in this percent

Elementary and Middle Schools

This component of the Group Performance Award is designed to reward instructional and instructional support staff at elementary and middle schools for which 85% of all students across all grade levels have scored at or above the 50th National Percentile Rank (NPR) on 2012-2013 Stanford/Aprenda or for which the campus has exhibited significant improvement in the percent of students across all grades at this rank. Significant improvement is defined as being in the top quintile (top 20%) of schools within elementary school rankings or middle school rankings. Schools are compared with either elementary or other middle schools. K-6 and K-8 schools are ranked with elementary schools. Schools are ranked and awarded separately for Math and Reading.

Campus Academic Achievement Awards Matrix – Elementary and Middle Schools				
		Percent of Students At or Above 50th NPR) - Math	Distribution of Percentage-Point Improvement in Percent of Students At or Above 50th NPR - Math	
	Campus Staff	Award Standard: 85 %	Quintile 1	Quintiles 2 - 5
Met Award Standard	Principals	$2,500	NA	NA
	Assistant Principals	$1,250	NA	NA
Did not meet Award Standard	Principals	NA	$2,500	$0
	Assistant Principals	NA	$1,250	$0
		Percent of Students At or Above 50th NPR) - Reading	Distribution of Percentage-Point Improvement in Percent of Students At or Above 50th NPR - Reading	
	Campus Staff	Award Standard: 85 %	Quintile 1	Quintiles 2 - 5
Met Award Standard	Principals	$2,500	NA	NA
	Assistant Principals	$1,250	NA	NA
Did not meet Award Standard	Principals	NA	$2,500	$0
	Assistant Principals	NA	$1,250	$0

High Schools

This component of the Group Performance Award is designed to reward instructional and instructional support staff at high schools whose students attain high levels of achievement or exhibit significant improvement in the percentage of their students with college-credit earning Advanced Placement (AP) and International Baccalaureate (IB) exam performance.

AP/IB Participation and Performance

1. AP test data are extracted from the AP data provided by the College Board for 2011–2012 and 2012–2013. Student-level IB test data are downloaded from the International Baccalaureate Organization and provided to the Department of Research and Accountability from campuses that participate in the International Baccalaureate program. Because the electronic data files for both AP and IB are dynamic, a cut-off date is used for reporting purposes.
2. Total enrollment in grades 10-12 for each campus as of the fall PEIMS snapshot date in 2011 and 2012 is collected.
3. The participation/performance rate for each year at each campus is calculated using the number of students in grades 10-12 with at least one AP exam with a score of 3 or higher plus the number of students with at least one IB exam with a score of 4 or higher (an unduplicated count of students), by total grade 10-12 enrollment, all values expressed to the nearest tenth of a percentage point (.1).
4. Eligible staff at a campus that meets the 2012-2013 award standard of 40.0 percent are awarded for this strand component. There is no rounding to meet the standard (i.e., 39.9 percent is not awarded).
5. Campuses that do not meet the standard are rank-ordered according to the percentage-point change in their participation/performance rates between 2011-2012 and 2012-2013, with both the underlying values and this change expressed to nearest tenth of percentage point. Only campuses with at least five students testing each year and hence a participation/performance rate for both years are rank-ordered. Campuses that do not have their own data are not included in the analysis and will not be awarded on this strand.
6. Campuses rank-ordered by participation/performance rate changes between 2011-2012 and 2012-2013 are placed into quintiles. Eligible staff at campuses ranked in the first quintile (top 20%) are awarded provided the participation/performance rate change is positive.

Campus Academic Achievement Matrix – High Schools				
		Participation/Performance Rate: Percent of Students in Grades 10-12 with a score of 3 or higher (AP) or 4 or higher (IB)	Distribution of Percentage-Point Improvement in Participation/Performance Rate	
	Campus Staff	Award Standard: 40.0 %	Quintile 1	Quintiles 2 - 5
Met Award Standard	Principals	$5,000	NA	NA
	Assistant Principals	$2,500	NA	NA
Did not meet Award Standard	Principals	NA	$5,000	$0
	Assistant Principals	NA	$2,500	$0