MEMORANDUM February 8, 2017

TO: Board Members

FROM: Richard A. Carranza
Superintendent of Schools

SUBJECT: **2014–2015 ASPIRE Award Program Evaluation**

CONTACT: Carla Stevens, 713-556-6700

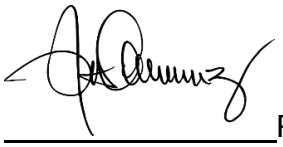
On January 12, 2006, the Houston Independent School District (HISD) Board of Education approved a teacher performance-pay program awarding teachers financial incentives based on three indicators of performance pay. These indicators involved group performance for teachers based on campus second grade 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 2014–2015 ASPIRE Award as required by federal grants. The following analyses are included in the evaluation:

- Award Payout by model and year
- Recruitment and Retention
- Teacher Attendance
- Student Academic Performance
- Survey Feedback
- Distribution of Highly Effective Teachers Across the District

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

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

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

ASPIRE AWARD PROGRAM EVALUATION 2014–2015

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

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RESEARCH

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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 paid out annually every January since 2008. Revisions were made to the model for the 2014–2015 school year, which was paid out on February 3, 2016.

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

The ASPIRE Award is dedicated to achieving the following goals:

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

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

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

Given these goals and principles, the ASPIRE Award involves three different indicators of academic performance:

- Indicator I–Individual Performance: (value-added core teacher progress);
- Indicator II–Group Performance: Teachers (department value-added or comparative growth); and,
- Indicator III–Group Performance: Campus-Wide (campus value-added and campus growth or achievement). Indicator III is based on the Education Value-Added Assessment System (EVAAS) campus composite cumulative gain index and the Iowa or Logramos 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. Under the model, every HISD teacher has the opportunity to participate in at least Indicator III.

The purpose of the evaluation was to assess the effectiveness of the 2014–2015 ASPIRE Award program in relation to the stated goals and the impact on the participants after ten years of implementing a performance-pay program. The logic model diagramming the inputs, activities, outputs, and outcomes is illustrated in Appendix A, p. 67. 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 2014–2015 ASPIRE Award?
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?
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?
8. Based upon survey results, what were the perceptions of respondents regarding the 2014–2015 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

Award Payout

- Since the inception of a performance-pay program, the district has paid out $266,420,123.20. There was a decrease of $4,814,697.95 from 2013–2014 to 2014–2015 due to changes in eligibility and award model calculations.
- Over the past nine years, the total ASPIRE Award payout increased from $24,653,724.71 for the 2006–2007 ASPIRE Award to $42,467,370.00 for 2009–2010 ASPIRE Award, but due to changes in funding decreased to $17,108,500.38 in 2014–2015. Due to changes in the award model, the number of staff receiving an award decreased from 13,157 in 2006–2007 or 77.6 percent of eligible staff to 5,424 in 2014–2015 or 45.7 percent of eligible staff.
- For 2014–2015, 54.7 percent of all eligible core teachers received an award, reflecting a decrease of 5.8 percentage points for all eligible core teachers from 2012–2013 and 2013–2014.
- The average payout for core foundation teachers (Group 1–3), rounded to the nearest dollar, decreased from $4,924 in 2013–2014 to $4,079 in 2014–2015. Similarly, the average payout for all teachers (Group 1–4) decreased from $4,431 in 2013–2014 to $3,701 in 2014–2015. This is consistent with model changes from a maximum award of $13,000 per teacher in 2013–2014 to a maximum of $9,750 in 2014–2015.

Recruitment and Retention

- Of the 1,086 core foundation teachers (Group 1) receiving a recruitment incentive and/or stipend (critical shortage stipend or recruitment incentive) for whom individual award data were available, 494 employees, or 45.5 percent received both a Group 1, teacher progress award, reflecting highly effective teachers, as well as a recruitment bonus. Out of 2,063 core foundation teachers with individual data (Group 1), 871 employees, or 42.2 percent, received a Group 1, teacher progress award, but no recruitment bonus.
- Classroom retention rates for teachers declined from 81.8 percent in 2012–2013 to 79.5 percent in 2013–2014, and increased to 83.2 percent in 2014–2015.
- The percentage of core teachers that were retained in the classroom and received a Group 1 award for teacher progress declined from 62.1 percent in 2010–2011 to 37.7 percent in 2014–2015. These percentages reflect more stringent award model criteria and calculations.
- The percentage of teachers in hard-to-staff schools receiving bonuses related to classroom level performance increased from 19.7 percent for the 2012–2013 cohort to 26.2 percent for the 2014–2015 cohort. Hard-to-staff schools reflected those schools that were identified as *Improvement Required* according to the Texas Education Agency.

Teacher Attendance

- Teacher attendance rates, using only requested absences, increased from 95.7 percent in 2010–2011 to 96.3 percent in 2011–2012 (performance pay year 5), but declined to 95.1 percent in 2014–2015. 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 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.

Student Academic Performance

- For both 2014 and 2015, the state outperformed the district in the percent of students that met the initial phase-in for Satisfactory Level II for STAAR grades 3–8. For 2015, the highest percentage of HISD students met the phase-in standard for Level II in mathematics (69 percent), while the lowest percentage of students was in social studies (55 percent).
- For 2015, district level results increased for all STAAR end-of-course subject areas with the exception of English II, where there was no change in the percentage of students who met Level III Advanced.
- For 2014 and 2015, the state outperformed the district for the percentage of students that met the Advanced level standard for all STAAR end-of-course subjects, with the exception of English II, where the results were the same in 2015.

Survey Feedback

- The percent of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay was 54.9 percent in February 2016 which is the highest rate in the last four years.
- Over the last ten years, the percentage of respondents that indicated they were *opposed* or *somewhat opposed* to the ASPIRE Award model for that year, decreased from 39.2 percent to 23.6 percent.
- Out of a total of 3,409 respondents on the February 2016 survey, 1,520 or 44.6 percent of the respondents provided at least one response for recommending changes to the 2014–2015 ASPIRE

Award, whereas 55.4 percent of respondents did not provide any recommendations for changing the model. The top six emergent categories reflected 57.9 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 2015, when looking at the distribution of highly effective teachers based on the Cumulative 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).
- Nevertheless, there were higher percentages of highly effective teachers in the highest poverty schools in reading, mathematics, science, Algebra I, Biology, English I, English II, and U.S. History than in schools in the 2nd or 3rd quartiles.
- For 2015, when looking at the distribution of highly effective teachers based on the Cumulative Teacher Gain Index (TGI) and school poverty, there was a **higher proportion** of **highly effective** Algebra I and U.S. History teachers at the **highest** poverty schools (1st quartile) than in the lowest poverty schools (4th quartile).
- For 2015, 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).
- For 2015, there was a **lower** proportion of *Well Below Average* U.S. History teachers in the **highest poverty** schools (1st quartile) than in the lowest poverty schools (4th 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.

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.

2014–2015 ASPIRE Award Model

There have been minor changes to the 2014–2015 ASPIRE Award Model from the prior year. The maximum award amounts were reduced by 25 percent, and the Norm Referenced Test used in the analysis changed from Stanford/Aprenda to Iowa/Logramos. The model continues to be organized into three components: Individual Performance, Group Performance: Teachers, and Group Performance: Campus-Wide. The employees are placed into groups that are numbered (Groups 1–7, and 1L/2L) rather than categories that were lettered. The naming convention was changed in 2012–2013 to reduce confusion, and those changes are still in effect. A full description of each of the groups can be found in the Program and Eligibility Requirements document (**Appendix C**, p. 73), and a summary is listed below:

Group 1: Core Foundation Teachers, Grades 3–11, with a Value-Added Report: To be considered in this group, employees must teach at least one and as many as five core foundation subjects for which a value-added report is generated. 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. Student linkages for students in grades 1−2 are required to be provided during the spring linkage process in order for a teacher to be considered in this category.

Group 3. Core Foundation Teachers, Grades 3−12, without a 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 found on the district's ASPIRE portal. This group may include special education teachers who teach core foundation courses where a value-added report cannot be generated, high school teachers of students in grades and subjects for which a value-added report cannot be generated, or teachers of low class sizes. Student linkages for students in grades 3–11 are required to be provided during the spring linkage process in order for a teacher to be considered in this category.

Group 4. Elective/Ancillary Teachers: To be considered in this group, employees must teach elective/ancillary classes for the majority of the school day/year.

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.

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.

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 group, 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.

Awards for Staff in Groups 1–7

A detailed description and graphic presentation of the 2014–2015 ASPIRE Award Model is provided in **Appendix D** (p. 78–86). A summary of the award components is presented below.

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 $7,500. Teachers with a **composite** cumulative index of 1.00–1.99 are awarded $3,750. 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 $1,312.50 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 $2,625. For teachers who teach one subject, the award would be $2,625 for that subject; for teachers who teach two subjects, the award would be $1,312.50 per subject; for three subjects, the award would be $875 per subject; for four subjects, the award would be $656.25 per subject; and for teachers who teach 5 subjects, the award would be $525 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 ranging from $500 to $1,500. 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 Iowa/Logramos 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 Iowa/Logramos 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. Award amounts vary by group ranging from $150 to $375 per subject.
    - 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 in Quintile 1 are awarded. Awarding the top quintile reflects a change from the 2012–2013 model where campuses had been rewarded with 40 percent or more of students meeting the threshold. This change expanded the number of campuses that received an award. 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. Award amounts vary by group ranging from $300 to $750.

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. Leaders at campuses with a Campus Composite Cumulative Gain Index of -2.00 or less are not eligible to receive any other part of the ASPIRE Award.
- **Group Performance Campus-Wide Achievement or Growth:**
    - Leaders at elementary and middle school campuses are awarded using the Iowa/Logramos 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 Iowa/Logramos math or Iowa/Logramos 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 in Quintile 1 are awarded. Leaders at campuses that do not meet this threshold may also be awarded if the campus is in Quintile 1 for growth. This reflects a change since 2012–2013 where campuses leaders had been rewarded at campuses with 40 percent or more of students meeting the threshold. By changing it to Quintile 1, it expanded the number of high schools that received an award.

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.68–72) presents 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. 73–77; **Appendix D**, pp. 78–86; **Appendix E**, pp. 87–89; and **Appendix F**, pp. 90–94.

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 19.9 percent for the February 2016 administration (**Table 1**, p. 40).
- If survey participants were employed by HISD during the 2014–2015 school year, they were asked to indicate their eligibility status and categorization, for which 2,747 of the 3,409 respondents in 2014–2015 indicated their eligibility status and ASPIRE Award categorization (see **Table 2**, p. 40).

Data Limitations

- For a detailed description of the limitations in the following changes in the structure of the ASPIRE Award survey, teacher attendance, teacher recruitment and teacher retention, and TEA Accountability, see Appendix B, p. 72.

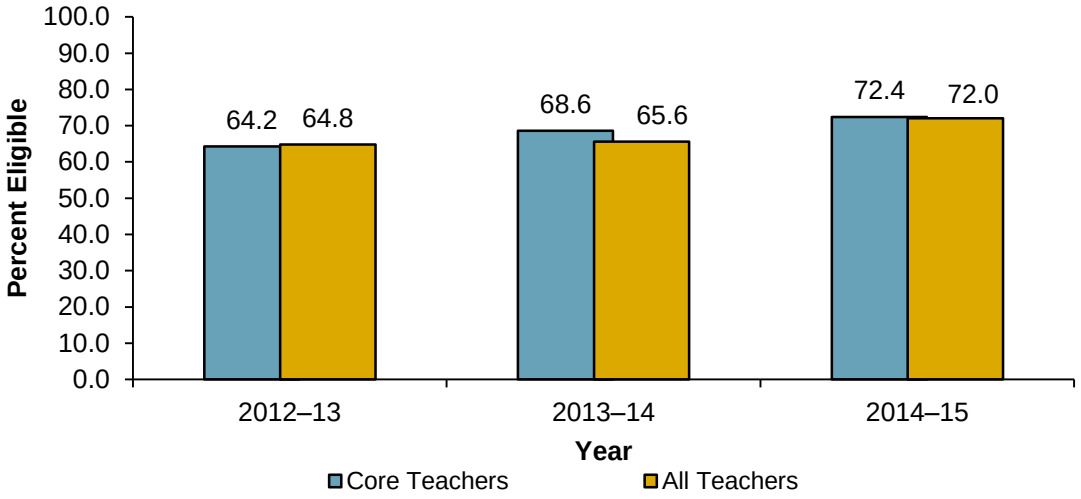
Results

How many participants received an award, and how much money was awarded districtwide for the 2014–2015 ASPIRE Award?

- Since the inception of a performance-pay program, the district has paid out $266,420,123.20. There was a decrease of $4,814,697.95 from 2013–2014 to 2014–2015 due to changes in eligibility and award model calculations (**Table 5**, p. 42)
- 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**, p. 41).
- Over the past nine years, the annual ASPIRE Award payout has ranged from $17.7 million in 2011–2012 to $42.5 million in 2009–2010 with a $17.1 million payout for the 2014–2015 ASPIRE Award, reflecting budgetary and model changes (Tables 3–4, pp. 41–42).
- The number of staff receiving an award decreased from 13,157 in 2006–2007, or 77.6 percent of eligible staff, to 5,424 in 2014–2015, or 45.7 percent of eligible staff, reflecting budgetary and model changes (**Tables 6–15**, pp. 43–49, **Figure 6**, p. 11).
- **Figures 1–5** below provide a summary of the percent of core (Groups 1–3) and all teachers (Groups 1–4) that were eligible or considered 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 from 2012–2013 to 2014–2015 (see Appendix C, pp. 75–76 for description of employee categories for award purposes). Only the last three years are compared due to changes in budget and model design from earlier years.

- When comparing the percentage of core teachers that were eligible to participate in ASPIRE Awards from 2012–2013 to 2014–2015, there was an **increase** of 8.2 percentage points, from 64.2 percent in 2012–2013 to 72.4 percent in 2014–2015. There was also an **increase** of all teachers that were eligible to participate in ASPIRE Awards from 64.8 percent in 2012–2013 to 72.0 percent in 2014–2015 (**Figure 1**).

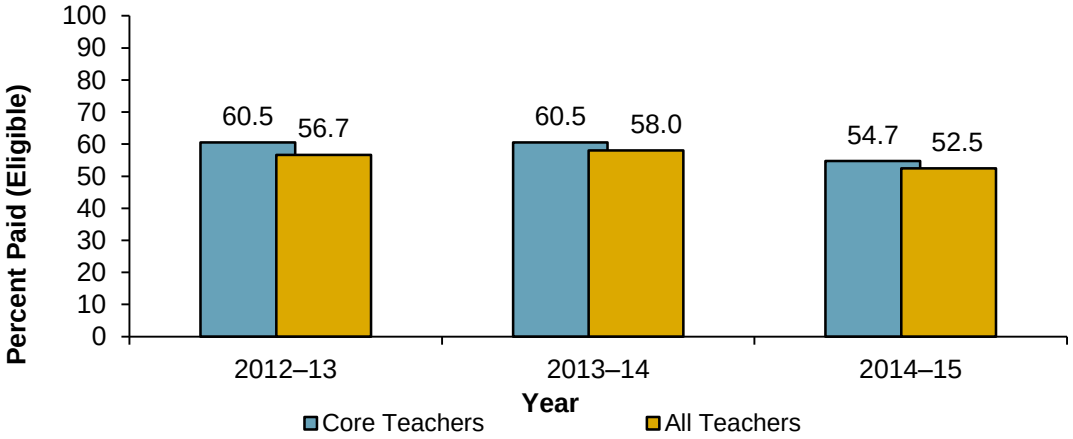
Figure 1. Percent of core teachers (Groups 1–3) and all teachers (Group 1–4) that were eligible to receive an ASPIRE Award, 2012–2013 to 2014–2015



Source: 2014–2015 ASPIRE Award Payout Report

- **Figure 2** summarizes the percent of eligible core teachers and all teachers that were paid an ASPIRE Award for 2012–2013 to 2014–2015. There was a **decline** in the percentage of core teachers that received an award for 2014–2015 by 5.8 percentage points. When comparing all teachers, there was a decrease in the percentage of all teachers that were paid by 5.5 percentage points from 2013–2014 and 4.2 percentage points from 2012–2013.

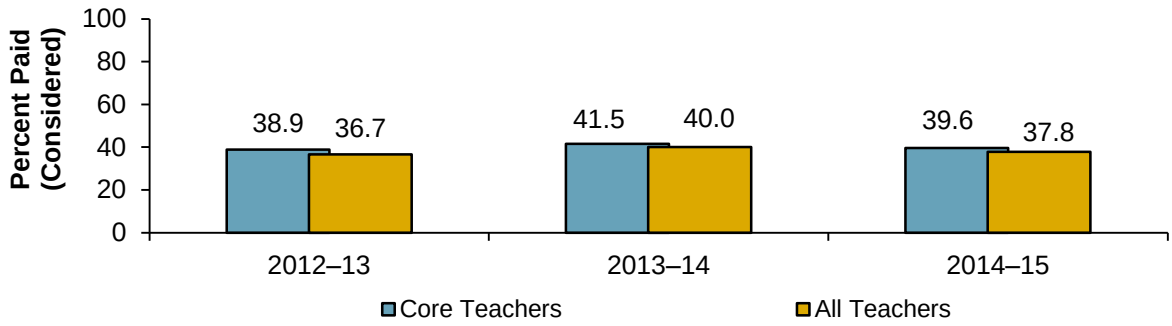
Figure 2. Percent of eligible core teachers (Groups 1–3) and all teachers (Groups 1–4) that were paid an ASPIRE Award for 2012–2013 to 2014–2015



Source: 2014–2015 ASPIRE Award Payout Report

- **Figure 3** summarizes the percent of all considered core teachers and all teachers from 2012–2013 to 2014–2015. "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. Although there was an increase of core teachers and all teachers who were considered and received an ASPIRE award from 2012–2013 to 2013–2014, this was followed by a decrease in the percentage of core teachers that received an ASPIRE Award from 2013–2014 to 2014–2015 by 1.9 percentage points, and a decrease in the percentage of all teachers that received an ASPIRE Award from 2013–2014 to 2014–2015 by 2.2 percentage points.

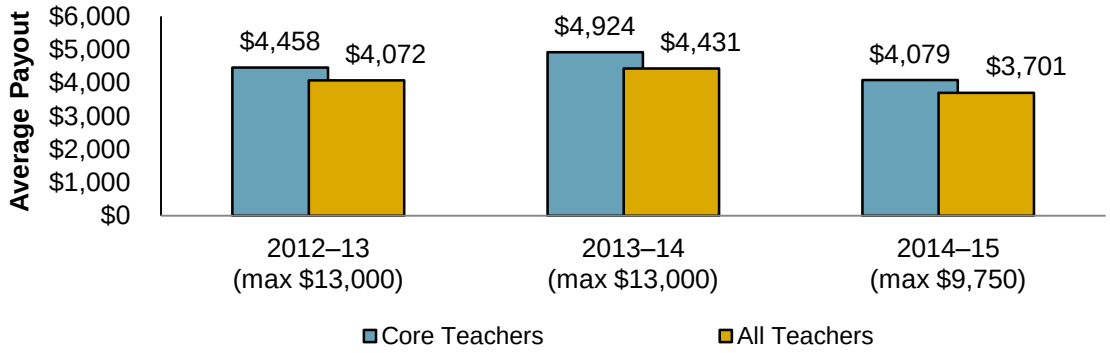
Figure 3. Percent of all considered core teachers (Groups 1–3) and all teachers (Groups 1–4) that were paid an ASPIRE Award for 2012–2013 to 2014–2015



Source: 2014–2015 ASPIRE Award Payout Report

- **Figure 4** summarizes the average payout, rounded to the nearest dollar, for core teachers and all teachers. The maximum award amounts were the same for 2012–2013 and 2013–2014, but decreased in 2014–2015. For core teachers, the average payout increased by $466 from 2012–2013 to 2013–2014, but decreased by $845 from 2013–2014 to 2014–2015. However, the average payout in 2013–2014 constituted 37.9 percent of the maximum possible payout while the average in 2014–2015 constituted a greater percentage (41.8 percent) of the maximum.
- Similarly, there was an increase to $4,431 in 2013–2014 followed by a decrease to $3,701 in 2014–2015 for the average payout for all teachers for the same time frame. This is consistent with the decrease in maximum payout per teacher due to shifts in budget allocations.

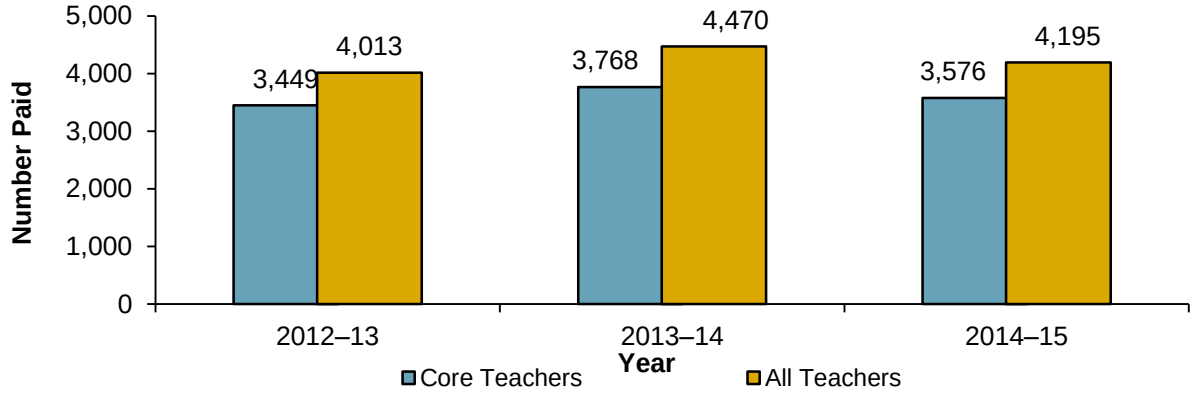
Figure 4. Average payout for core teachers (Groups 1–3) and all teachers(Groups 1–4), 2012–2013 to 2014–2015



Source: 2014–2015 ASPIRE Award Payout Report

- **Figure 5** summarizes the number of core teachers (Groups 1–3) and all teachers (Groups 1–4) that received an ASPIRE Award from 2013–2014 to 2014–2015. For core teachers and all teachers, there was an initial increase in the number of teachers paid from 2012–2013 to 2013–2014, followed by a decrease from 2013–2014 to 2014–2015. More specifically, the number of core teachers receiving an award decreased by 192 teachers from 2013–2014 to 2014–2015. Similarly, for all teachers, there was a decrease of 275 teachers over the same time frame.

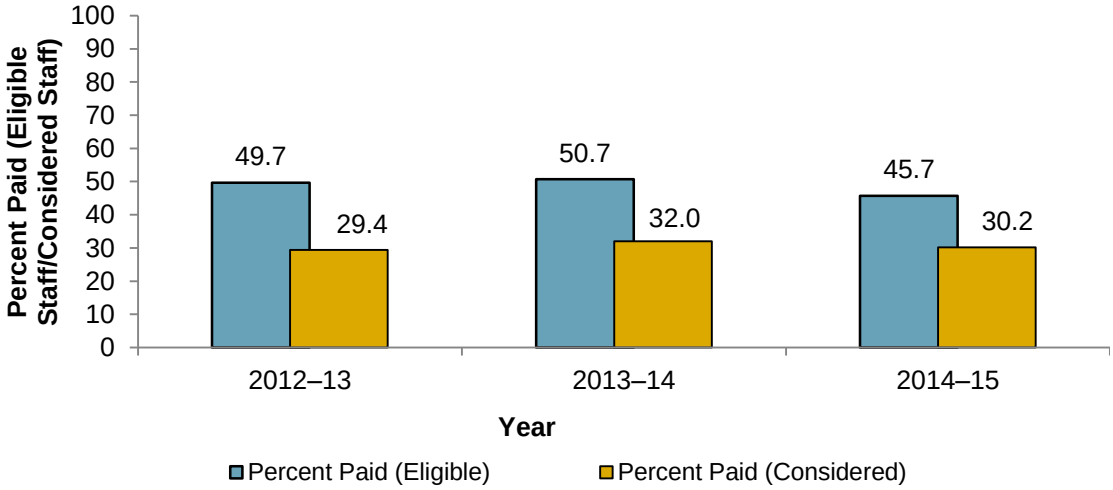
Figure 5. Number of core teachers (Groups 1–3) and all teachers (Groups 1–4) paid an ASPIRE Award, 2012–2013 to 2014–2015



Source: 2014–2015 ASPIRE Award Payout Report

- **Figure 6** summarizes the percent of eligible employees (Groups 1–7, 1L, and 2L) and all considered employees (Groups 1–7, 1L, and 2L) that received an ASPIRE Award from 2012–2013 to 2014–2015. Over the three year period, the percent paid for eligible staff and considered staff from 2012–2013 to 2013–2014 **increased** followed by deceases from 2013–2014 to 2014–2015.

Figure 6. Percent of eligible staff (Groups 1–7, 1L, & 2L) and all considered staff (Groups 1–7, 1L & 2L) paid an ASPIRE Award, 2012–2013 to 2014–2015



Source: 2014–2015 ASPIRE Award Payout Report

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

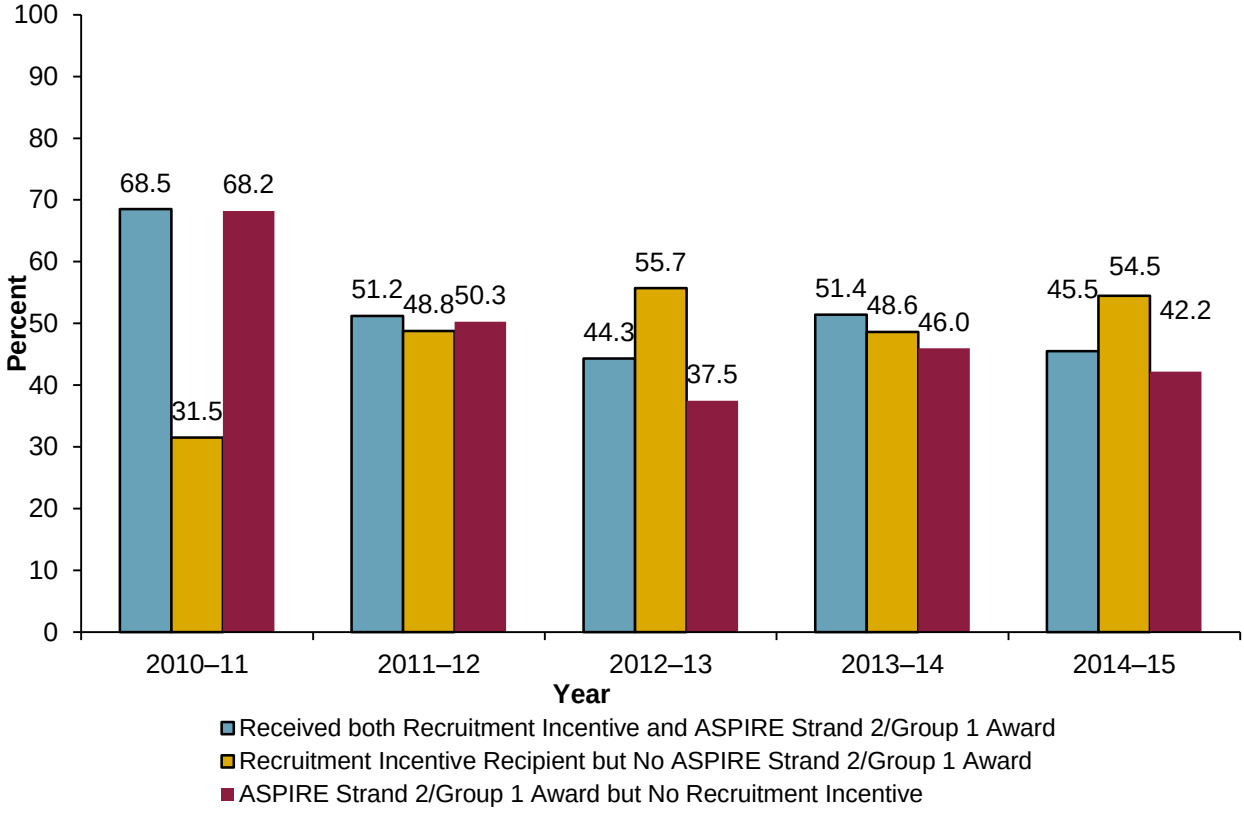
- For both 2013–2014 and 2014–2015, the typical award recipient was female and held a Bachelor's degree (**Table 16**, p. 50).
- For 2014–2015, disparities exist when looking at race/ethnicity, gender and years of experience (beginning teachers, teachers with 1 to 5 years of experience and teachers with 11 to 20 years of experience). The proportion of teachers who received an award who were Asian, White or Hispanic was 1.3, 5.7, and 1.1 percentage points higher compared to the district population. Whereas the percentage of teachers who received an award who were African American was 8.1 percentage points lower than the district population (Table 16, p. 50).

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?

Recruitment

- Of the 1,086 core foundation teachers receiving a recruitment incentive and/or stipend (critical shortage stipend, bilingual stipend, strategic staffing stipend, or recruitment/retention stipend) for whom individual award data were available (Group 1), 494 employees, or 45.5 percent, received both a Group 1 teacher progress award, reflecting highly effective teachers, as well as a recruitment bonus. Out of 2,063 core foundation teachers with individual data (Group 1) who did not receive a recruitment bonus, 871 employees, or 42.2 percent, received an individual performance Group 1 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 17**, p. 51).
- The percentage of employees receiving a recruitment/retention incentive and/or stipend as well as a Group 1/Strand 2 teacher progress award has vacillated over the past five years, but ultimately **declined** from 68.5 percent in 2010–2011 to 45.5 percent in 2014–2015. (Figure 7, p.13). Table 17 on p. 51 describes the 2014–2015 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.
- Five years ago, the award model used different terminology to describe the three components of the award. The components were referred to as "Strands." Strand II reflected the Teacher Progress Award which is now referred to as the Group 1 award.
- Over the past five years, the percent of core teachers receiving a recruitment/retention incentive and/or stipend but not a Group 1/Strand 2 teacher progress award overall has increased from 31.5 percent in 2010–2011 to 54.5 percent in 2014–2015; however, there was a decline of 7.1 percentage points from 2012–2013 to 2013–2014 followed by an increase of 5.9 percentage points (Figure 7, p.13).
- Over the past five years, the percent of core teachers receiving an ASPIRE Group 1/ Strand 2 Award, reflecting a highly effective teacher, but no recruitment incentive has fluctuated over time decreasing from 68.2 percent in 2010–2011 to 37.5 percent in 2012–2013, and then increasing to 46.0 percent in 2013–2014 followed by a decrease to 42.2 percent in 2014–2015 (Figure 7, p.13). This may suggest that recruitment and retention strategies need to be examined more closely.

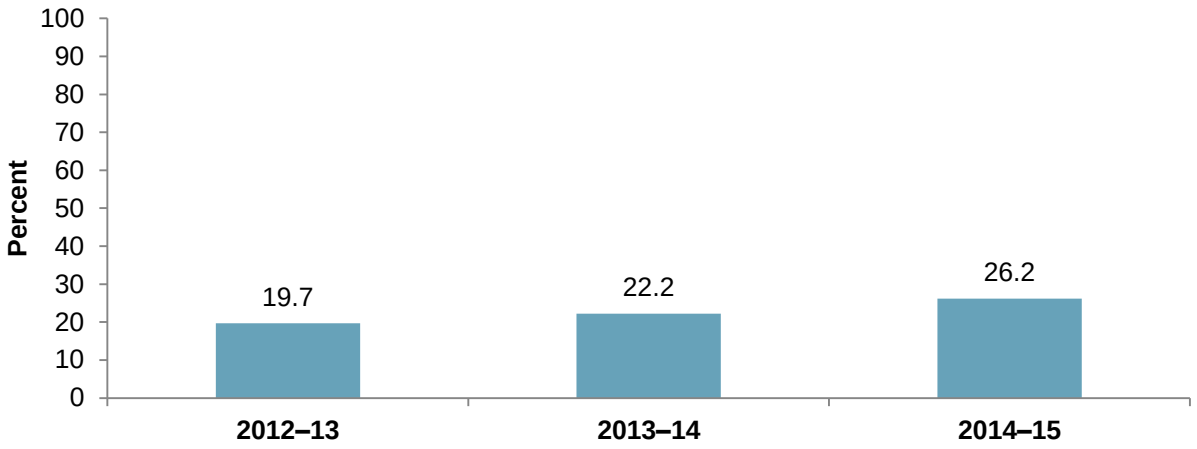
Figure 7. Percent of core teachers with individual data (Categories A and B/Group 1) receiving recruitment incentives and Strand 2/Group 1 ASPIRE Awards recipient status, 2010–2011 to 2014–2015



Source: 2014–2015 Retention Files; 2014–2015 PeopleSoft Stipend files; 2014–2015 ASPIRE Award Payout File; 2013–2014 ASPIRE Award Program Evaluation

- The percentage of teachers in hard-to-staff schools receiving bonuses related to classroom level performance **increased** from 19.7 percent in 2012–2013 to 26.2 percent in 2014–2015 (**Figure 8**, p. 14).

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



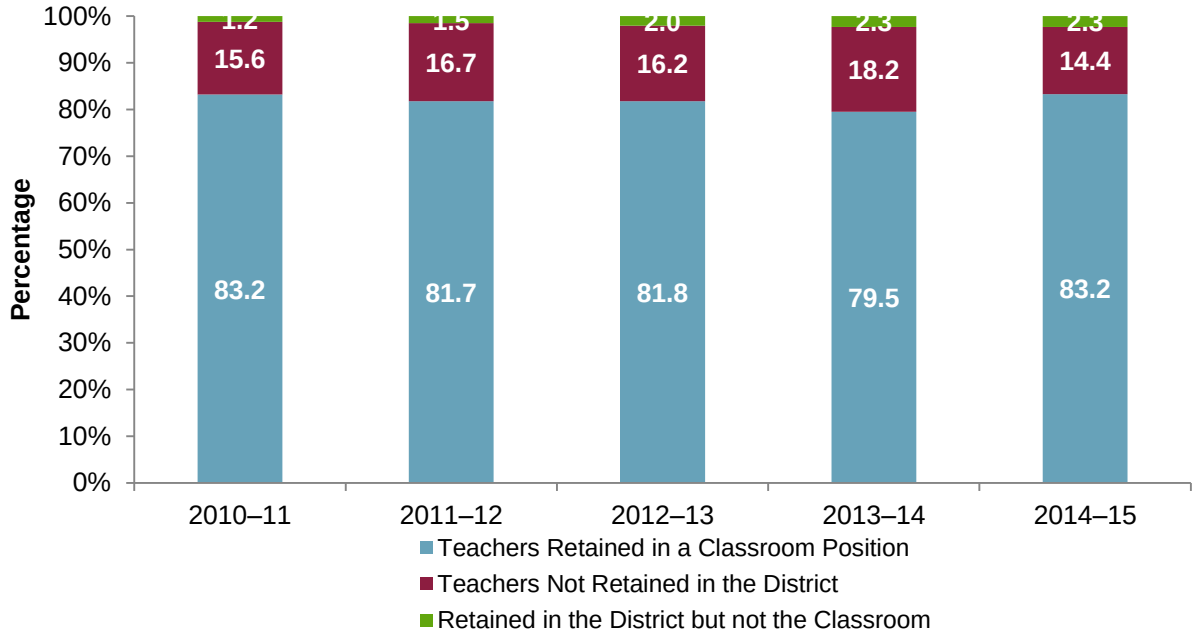
Source: 2014–2015 ASPIRE Award Payout File; 2014–2015 HISD Final TEA Accountability Ratings Report; 2013–2014 ASPIRE Award Program Evaluation

Note: Eligible core teacher and earned Teacher Performance-Pay based on their own value-added data in schools that were TEA-rated as *Improvement Required* (IR).

Retention

- Classroom retention rates for teachers were 83.2 percent in 2010–2011, declined to 79.5 in 2013–2014 and rose to 83.2 in 2014–2015 (Table 18, p. 51, and **Figure 9**).
- For the 2010–2011 school year, budgetary cuts were responsible for the loss of teaching and other campus-based positions.

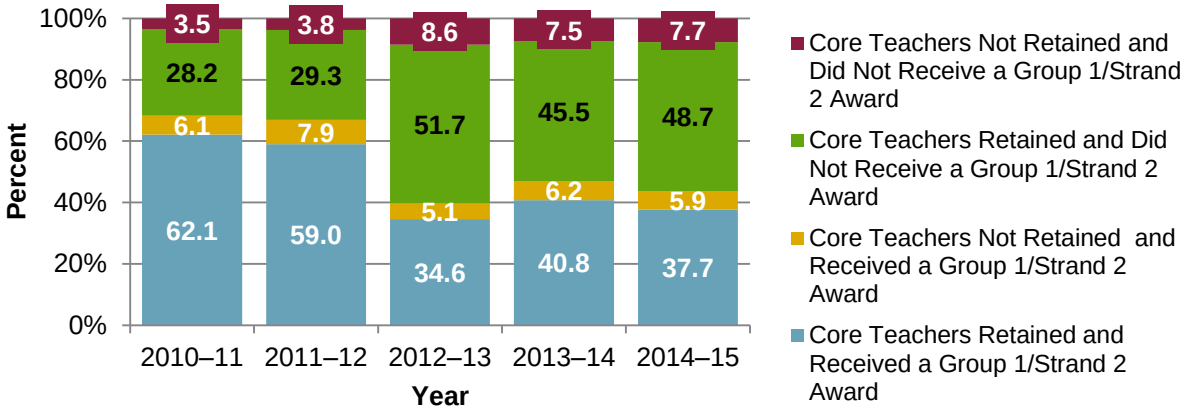
Figure 9. Classroom retention, 2010–2011 to 2014–2015



Source: 2014–2015 Retention Files; 2013–2014 ASPIRE Award Program Evaluation

- The percentage of core teachers that were retained in the classroom and received a Group 1/Strand 2 award for teacher progress decreased overall from 62.1 percent in 2010–2011 to 37.7 percent in 2014–2015. These percentages reflect changes in the model (**Figure 10** and **Table 19**, p. 52).

Figure 10. Eligible core teachers and group 1/strand 2 award recipient status, 2008–2009 to 2014–2015



Source: 2014–2015 Retention Files; 2014–2015 ASPIRE Award Payout file; 2013–2014 ASPIRE Program Evaluation

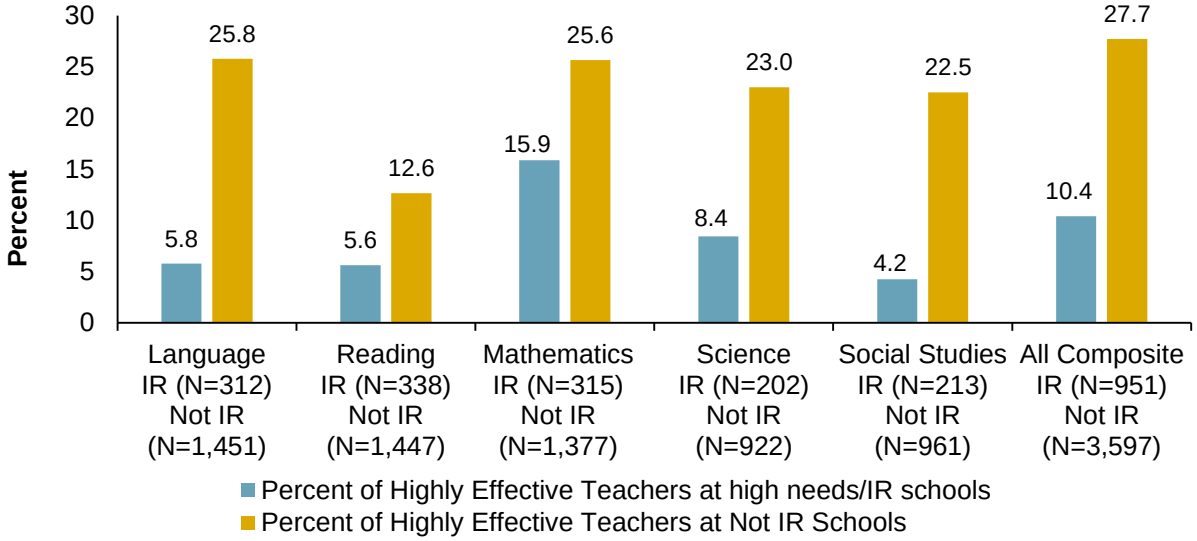
- For core teachers that were retained in the classroom and did not receive a Group 1/Strand 2 award, there was an overall increase from 28.2 percent in 2010–2011 to 51.7 percent in 2012–2013, marked by a decline to 45.5 percent in 2013–2014, and followed by an increase to 48.7 percent in 2014–2015 (Figure 10 and Table 19, p.52).
- For core teachers that were not retained in the classroom and received an ASPIRE award based on teacher progress, there were fluctuations marked by a maximum value of 7.9 percent in 2011–2012 and a minimum value of 5.1 percent in 2012–2013 (Figure 10 and Table 19, p. 52).

Teachers in High-Needs Schools

- Highly effective teachers are defined as those whose value-added scores are 2.00 or higher, and high needs schools are defined as schools that were rated by the Texas Education Agency (TEA) as *Improvement Required* (IR). **Figures 11A and 11B** (p. 16) summarize the percent of highly effective teachers by subject area in high needs/*Improvement Required* schools compared to those schools that were not.
- The STAAR End-Of-Grade subject area with the highest percentage of highly effective teachers is mathematics with 15.9 percent in *Improvement Required* campuses and 25.6 percent in campuses that are not designated as *Improvement Required* schools. Social studies reflects the subject with the lowest percentage of highly effective teachers with 4.2 percent at *Improvement Required* schools; however, the lowest percentage of highly effective teachers at campuses not designated as *Improvement Required* was reading at 12.6 percent.
- For 2015, the STAAR End-of-Course subject with the highest percentage of effective teachers was Algebra I with 9.4 percent, while the lowest percentage of effective teachers was in Biology and English I (both at 0 percent) for *IR* campuses. At campuses not designated as IR, the subject with the highest percentage of effective teachers (31.0 percent) was Algebra I, and the lowest percentage of effective teachers was English II at 16.1 percent (Figure 11B, p. 16).

- **Figures 12A and 12B** (p. 17) summarize the percentage of highly effective teachers at high needs/IR schools that were retained and not retained in the **classroom** by subject. Charter school personnel were not included since their data were not available in PeopleSoft. Retention rates were highest for language (94.1 percent) and mathematics (93.5 percent) as well as U.S. History teachers (100.0 percent). There were only 58 schools that were identified as TEA-rated *Improvement Required*.

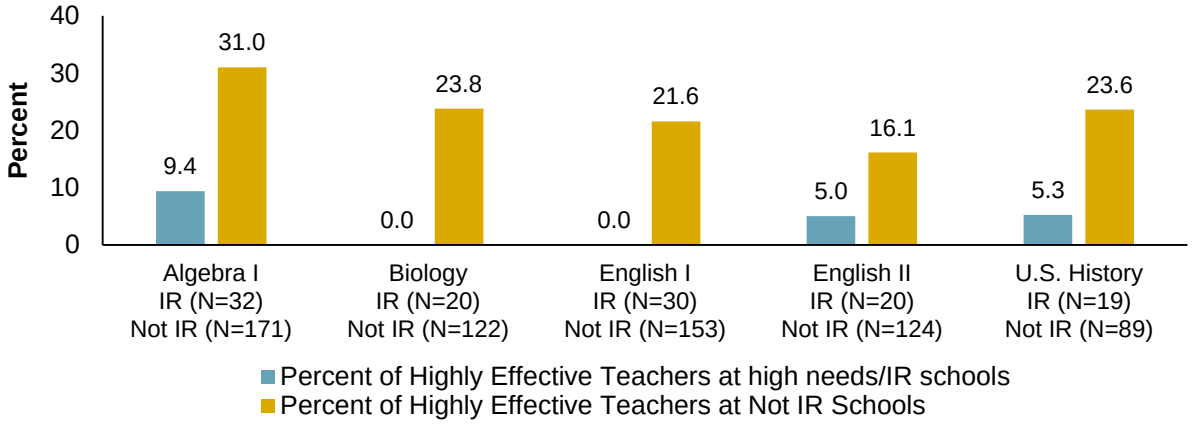
Figure 11A. Percent of highly effective teachers at TEA-rated *Improvement Required* (IR) schools by subject area, 2014–2015



Source: EVAAS single-year value-added file, 2014–2015; highly effective defined as receiving a cumulative composite TGI≥2.0; 2014–2015 HISD Final TEA Accountability Ratings Report

Note: IR schools=TEA-rated as *Improvement Required* (IR). There were 58 out of 275 schools with this designation for the 2014–2015 school year.

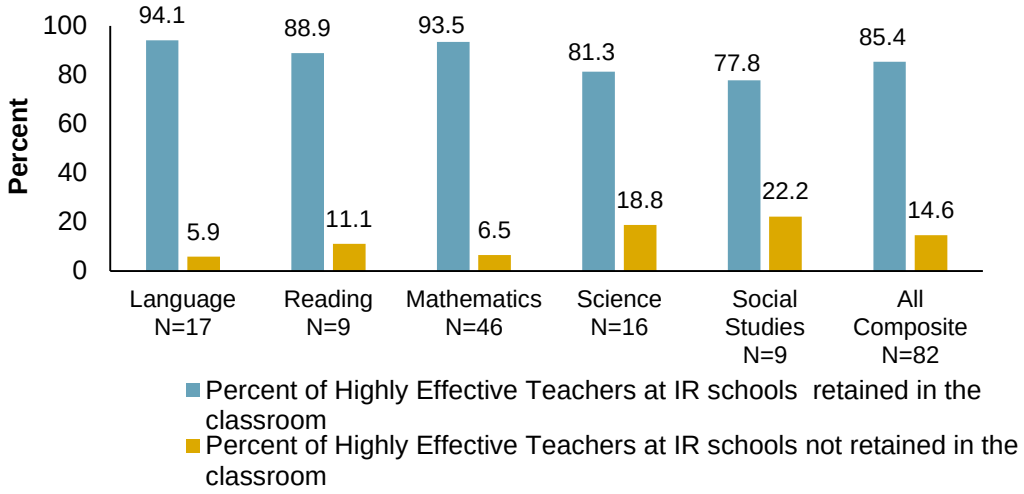
Figure 11B. Percent of highly effective teachers at TEA-rated *Improvement Required* (IR) schools by subject area, 2014–2015



Source: EVAAS single-year value-added file, 2014–2015; highly effective defined as receiving a cumulative composite TGI≥2.0; 2014–2015 HISD Final TEA Accountability Ratings Report

Note: IR schools=TEA-rated as *Improvement Required* (IR). There were 58 out of 275 schools with this designation for the 2014–2015 school year.

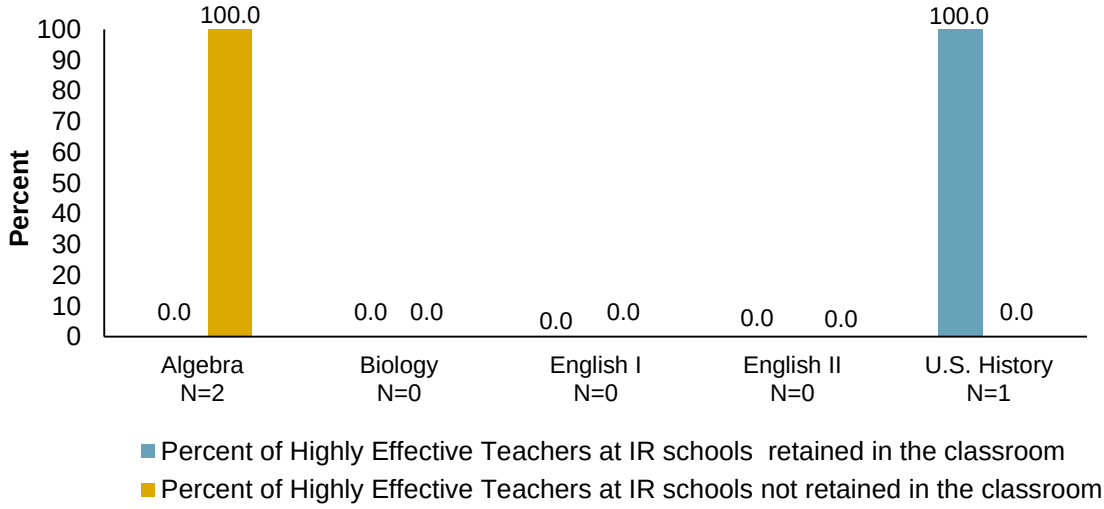
Figure 12A. Percent of highly effective teachers retained at TEA-rated *Improvement Required* (IR) schools by subject area, 2014–2015



Source: EVAAS single-year value-added file, 2014–2015; highly effective defined as receiving a cumulative composite TGI≥2.0; 2014–2015 HISD Final TEA Accountability Ratings Report; PeopleSoft Retention File, 2014–2015

Note: IR schools=TEA-rated as *Improvement Required* (IR). There were 58 out of 275 schools with this designation for the 2014–2015 school year. **Charter school personnel are not included in the analysis**.

Figure 12B. Percent of highly effective teachers retained at TEA-rated *Improvement Required* (IR) schools by STAAR EOC subject area, 2014–2015



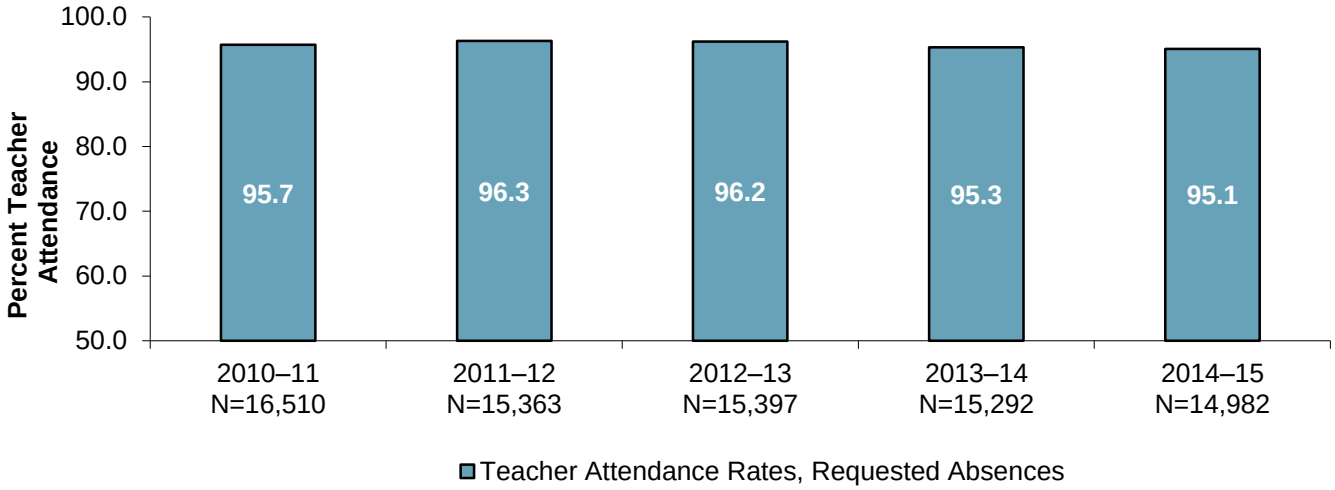
Source: EVAAS single-year value-added file, 2014–2015; highly effective defined as receiving a cumulative composite TGI≥2.0; 2014–2015 HISD Final TEA Accountability Ratings Report; PeopleSoft Retention File, 2014–2015

Note: IR schools=TEA-rated as *Improvement Required* (IR). There were 58 out of 275 schools with this designation for the 2014–2015 school year. **Charter school personnel are not included in the analysis**.

Have there been any changes in teacher attendance?

- Teacher attendance rates, using only requested absences, **increased** from 95.7 percent in 2010–2011 to 96.3 percent in 2011–2012, and then **declined** to 95.1 percent in 2014–2015 (**Figure 13**). 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 in January or February of the following year.

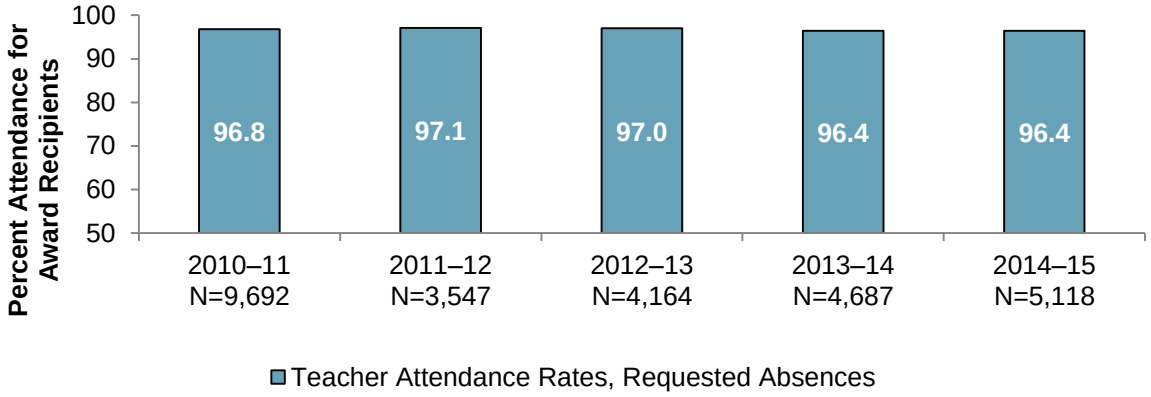
Figure 13. Teacher attendance rates, 2010–2011 to 2014–2015



Source: Teacher attendance file, 2014–2015

- Attendance rates for performance-pay recipients slightly exceeded overall district attendance rates from 2010–2011 to 2014–2015, with the largest difference visible in 2014–2015 by 1.3 percentage points (**Figure 14**).

Figure 14. Teacher attendance rates for performance-pay recipients, 2010–2011 to 2014–2015



Source: Teacher attendance file, 2014–2015; 2014–2015 ASPIRE Award Payout file

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

- During the 2013–2014 school year, SAS EVAAS® rolled out a series of learning modules to help build capacity for understanding value-added data, the statistical models used to generate the data, and interpreting value-added reports. There were thirteen learning modules offered during the 2014–2015 school year with a total of 2,865 teachers and administrators that completed at least one of the thirteen courses (**Table 20**, p. 52).

- **Appendix G** (p. 95–97) summarizes the evaluation results of the learning modules created by SAS EVAAS®. Only 38 employees completed the survey offered after completing the on-line modules. This clearly is not a representative sample of the district's teachers and staff, so interpretation should be made with extreme caution.
- The ASPIRE Portal housed online training through 26 courses. The majority of courses centered on the different value-added reports, formative instructional practices, and developing clear learning targets. A total of 145 employees currently employed in HISD (duplicated report) completed at least one of the 26 courses or learning paths offered since July 1, 2014 (**Table 21**, p. 53).
- During the 2014–2015 school year, 20 employees completed ASPIRE learning paths (**Table 22**, p.54).

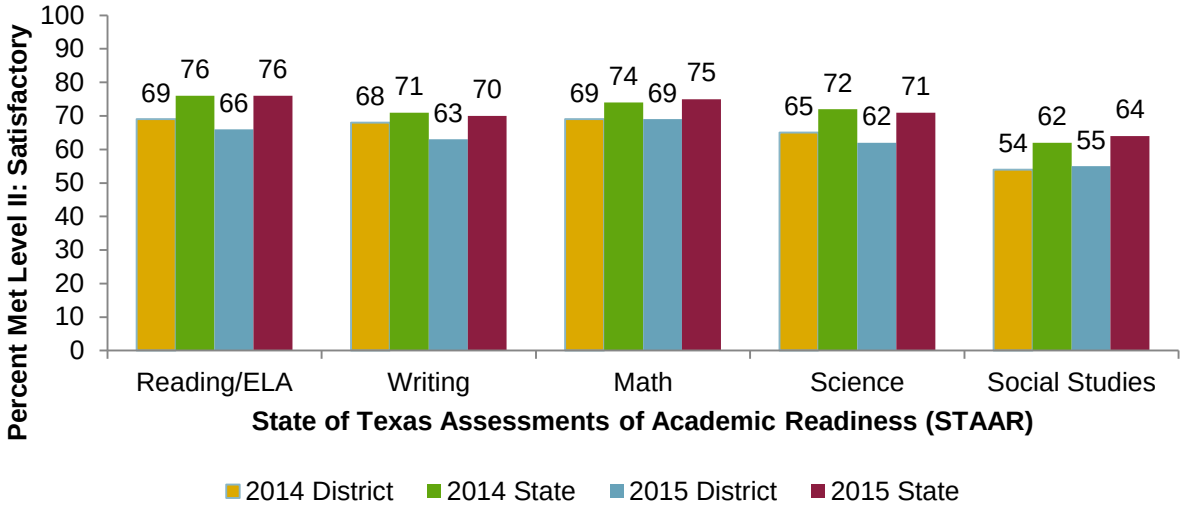
Has the implementation process been improved as measured by the number of formal inquiries submitted?

- The number of formal inquiries submitted has vacillated over nine years. Ultimately, 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 672 in 2014–2015. However, 2013–2014 marked a change in the implementation process for formal inquiries. There were two inquiry periods. The first covering eligibility and confirmation, and the second was the final inquiry period. For 2014–2015, having two inquiry periods continued, with 672 inquiries submitted, and 75.4 percent resolved without changes in the award amount (**Table 23**, p. 54).

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

- **Tables 24** and **25** (p. 55) show districtwide student performance on the Iowa by the Normal Curve Equivalent (NCE) and the National Percentile Rank (NPR) scores, respectively. For 2015, districtwide student performance on the Iowa showed that language and math were the only subjects for which all grade levels were above the 50th percentile with the exception of grade 8 (48 NPR and 49 NPR, respectively).
- **Tables 26** and **27** (p. 56) show districtwide student performance on the Logramos by the Normal Curve Equivalent (NCE) and the National Percentile Rank (NPR) scores, respectively. For 2015, districtwide student performance on the Logramos showed that the NPR was above the 50th percentile for all grade levels and subjects, including the composite.
- **Figure 15** (p. 20) shows the percent of district and state students who met the initial phase-in standard for Level II (Satisfactory) on the STAAR by subject for spring 2014 and 2015. 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 and mathematics (69 percent for reading and mathematics in 2014, and 66 percent for reading and 69 percent for mathematics in 2015).
- The lowest percentage of students meeting the STAAR Level II phase-in standard was in social studies (54 percent in 2014 and 55 percent in 2015). For both 2014 and 2015, the state outperformed the district in the percent of students that met the initial phase-in standard for Level II (**Tables 28–30**, pp. 57–58).
- For 2014 and 2015 (**Figure 16**, p. 20), the state outperformed the district in the percent of students that met the Advanced Level with the exception of writing in 2015 and mathematics in both 2014 and 2015, where both the district and the state had the same percent of students meeting the advanced standard, respectively.

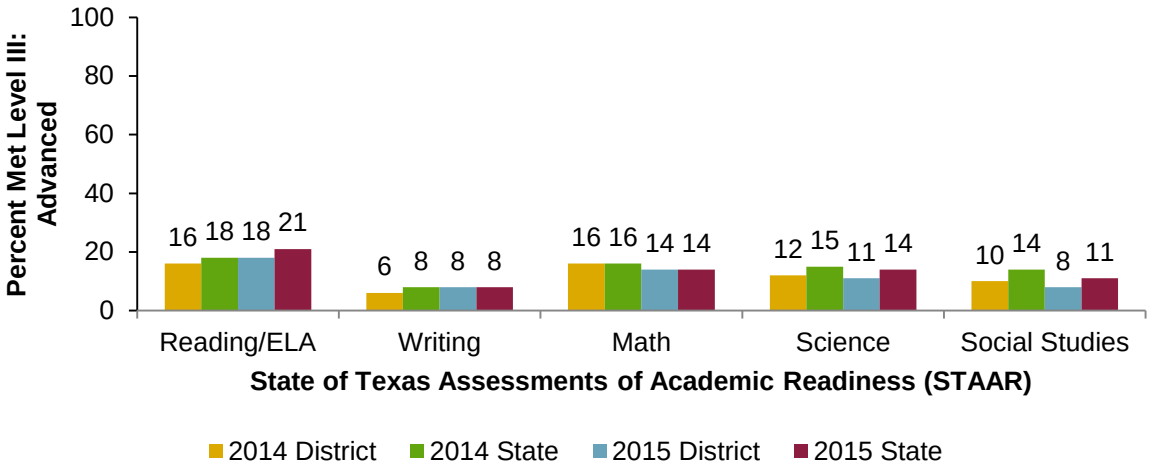
Figure 15. HISD and state combined English and Spanish STAAR Grades 3–8 % Met Level II Satisfactory Phase-In 1 standard, spring 2014 and 2015



Source: TEA STAAR Statewide Summary Reports, 2015; TEA STAAR Districtwide Summary Reports, 2015; 2013–2014 ASPIRE Program Evaluation

Note: For grades and subjects with multiple test administrations, the first administration results are used.

Figure 16. HISD and state combined English and Spanish STAAR Grades 3–8 % Met Level III Advanced, spring 2014 and 2015



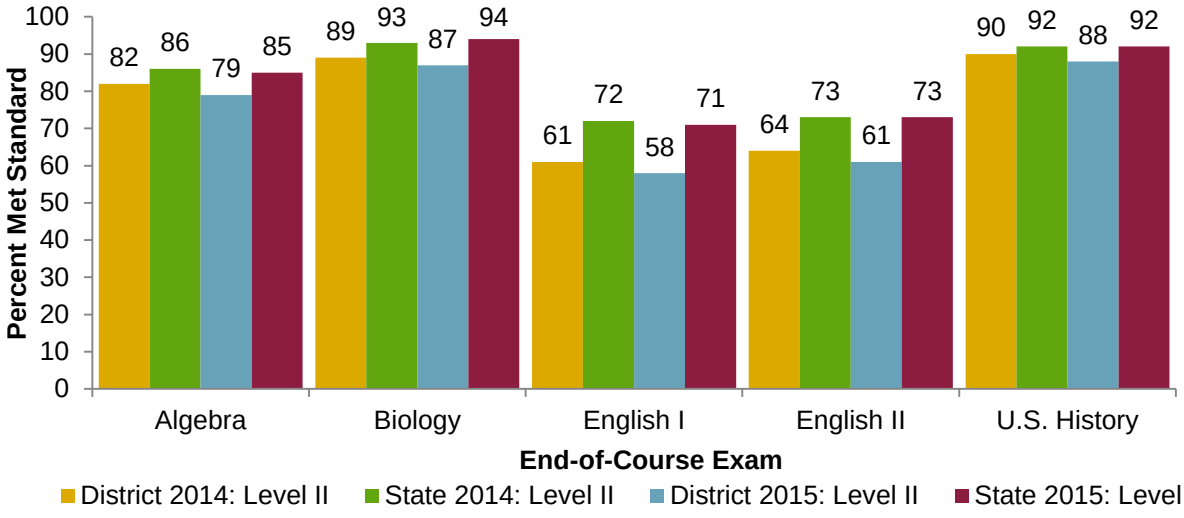
Source: TEA STAAR Statewide Summary Reports, 2015; TEA STAAR Districtwide Summary Reports, 2015; 2013–2014 ASPIRE Program Evaluation

Note: For grades and subjects with multiple test administrations, the first administration results are used.

- For 2015 (**Figure 17**, p. 21), the state outperformed the district in the percent of students that met the phase-in standard for Satisfactory Level II for all STAAR end-of-course (EOC) subjects (**Tables 31–32**, p. 58).
- For 2015 (**Figure 18,** p. 21), district level results increased for all STAAR EOC subject areas with the exception of English II, where there was no change in the percentage of students who met Level III Advanced (Tables 31–32, p. 58).

- For 2014 and 2015, the state outperformed the district for the percentage of students that met the Advanced level standard for all STAAR end-of-course subjects, with the exception of English II, where the results were the same in 2015 (Figure 18, Tables 31–32).

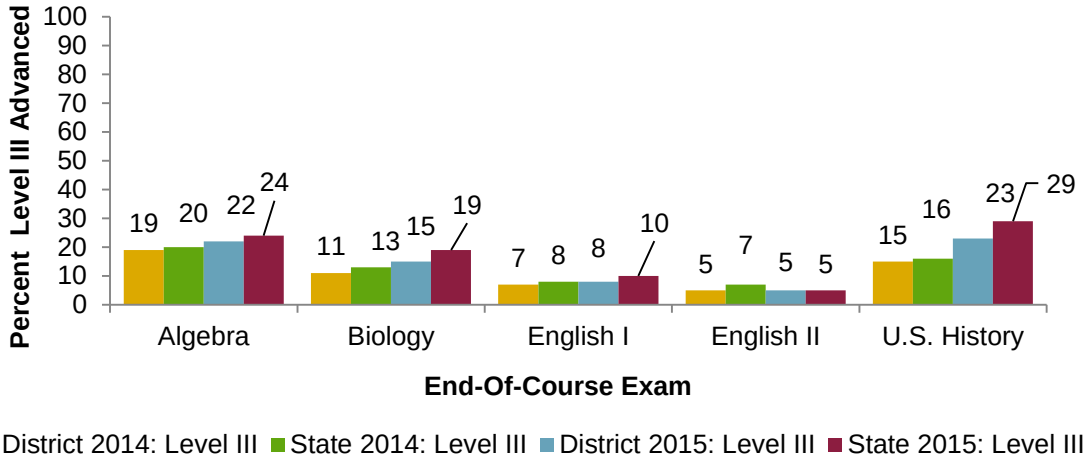
Figure 17. HISD and state comparison of STAAR End-of-Course exams, meeting % Met Level II Satisfactory Phase-In 1 standard, spring 2014 and 2015



Source: Texas Education Agency, STAAR Summary Report, First-Time Tested Students, 2015; 2014 STAAR End Of Course (EOC) Results; 2015 STAAR End Of Course (EOC) Results

Note: Results reflect first-time testers only.

Figure 18. HISD and state comparison of STAAR End-of-Course Exams, meeting % Level III Advanced, spring 2014 and 2015



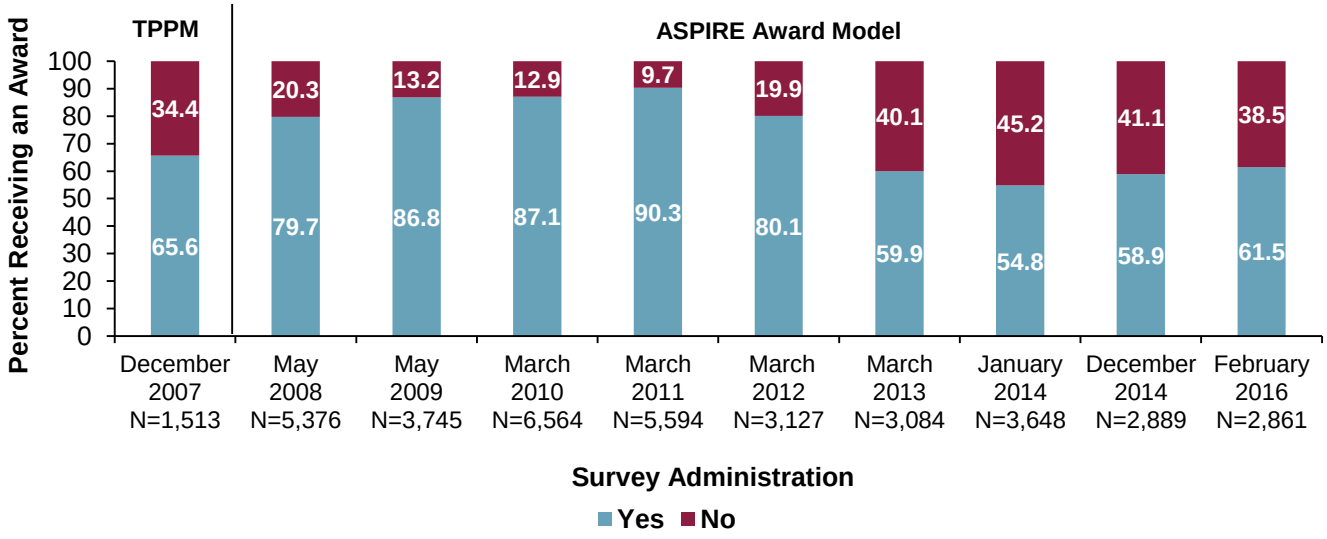
Source: Texas Education Agency, STAAR Summary Report, First-Time Tested Students, 2015; 2014 STAAR End Of Course (EOC) Results; 2015 STAAR End Of Course (EOC) Results

Note: Results reflect first-time testers only.

Based upon survey results, what were the perceptions of respondents regarding the 2014–2015 ASPIRE Award? How does this compare to previous years?

- Survey invitations were sent to a total of 17,109 Houston Independent School District campus-based employees on December 2, 2015 with 3,409 participants who responded to the survey that closed February 2016 (19.9 percent) (**Table 1**, p. 40). Any conclusions drawn from this survey should be made with caution given the low response rate (Data Limitations, p. 72).
- Of the 3,409 respondents, 2,747 indicated their ASPIRE Award categorization for the 2014–2015 school year. Core teachers (Group 1, 2, and 3) represented the highest percentage of respondents with 55.3 percent, followed by elective/ancillary teachers with 10.3 percent (**Table 2**, p. 40).
- **Figure 19** summarizes the percent of survey respondents that reported receiving an award by program year. The majority of respondents received an ASPIRE award.
- Of the 1,513 December 2007 survey respondents, 65.6 percent indicated that they received an award. The percentage continued to increase through the March 2011 survey, where 90.3 percent of respondents received an award. There was a decline of 10.2 percentage points from March 2011 to March 2012, with a 25.3 percentage point decline from March 2012 to January 2014, followed by an increase of 6.7 percentage points in February 2016 (Figure 19). The majority of survey respondents over the past ten years reflect ASPIRE Award recipients.

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

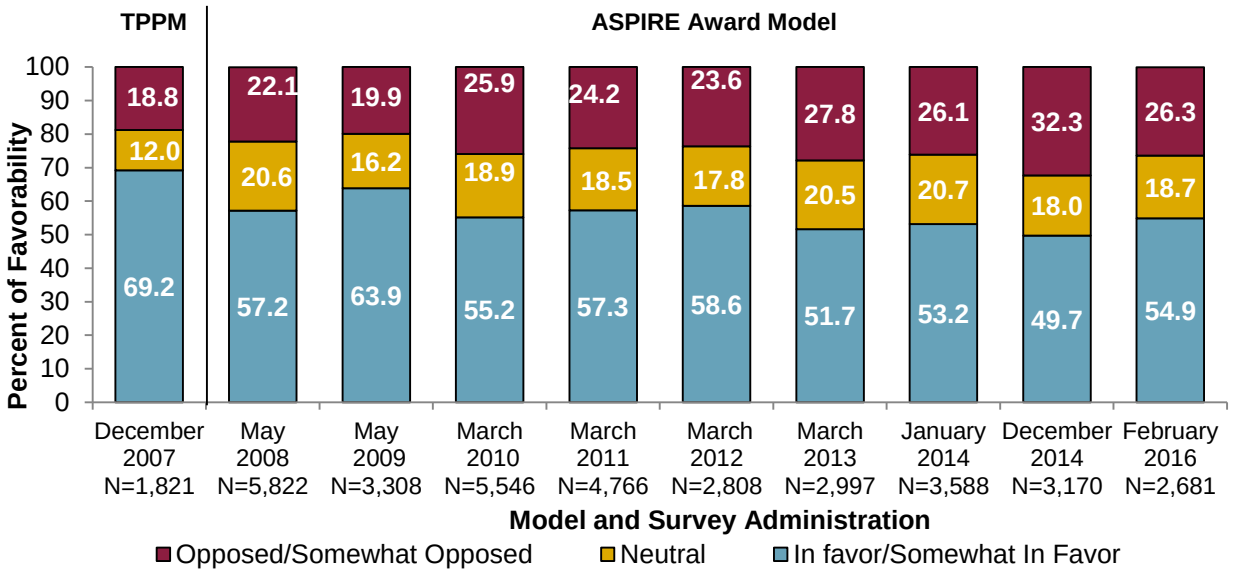


Source: ASPIRE Award Survey Results, Spring 2016

Note: TPPM=Teacher Performance-Pay Model; Over the 10-year period, there have been budgetary cut-backs, model, and policy changes.

- Although the highest percentage of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay was in the initial year at 69.2 percent, the 54.9 percent *in favor* or *somewhat in favor* in February 2016 was the highest percentage in the last four years (**Figure 20**, p. 23).

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

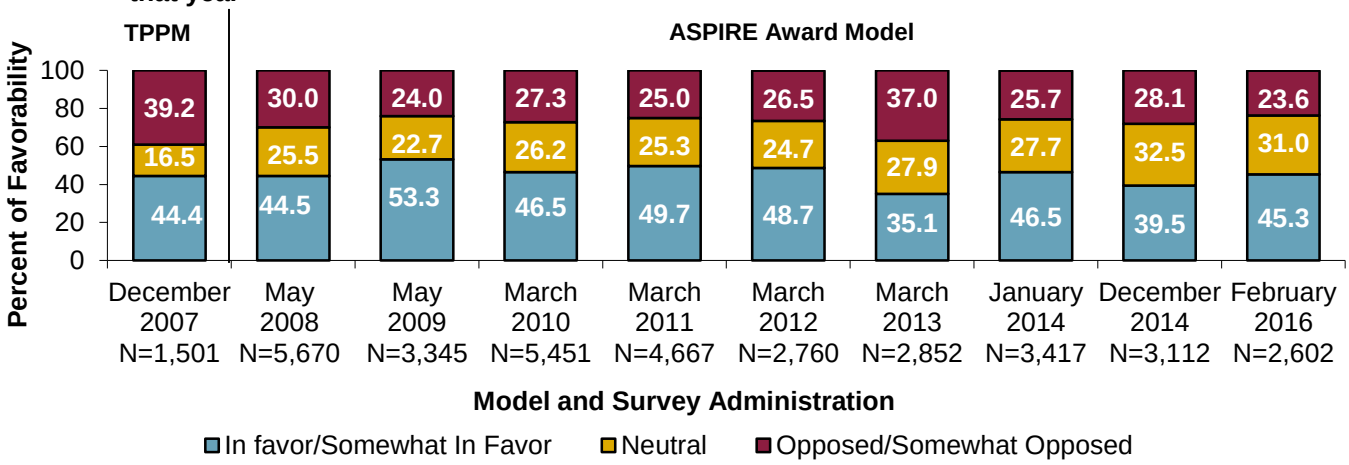


Source: ASPIRE Award Survey Results, Spring 2016

Note: TPPM=Teacher Performance-Pay Model; Over the 10-year period, there have been budgetary cut-backs, model, and policy changes.

- **Figure 21** (p.24) summarizes the perceptions of respondents towards the respective performance-pay models through time. 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 45.3 percent (February 2016 survey administration). Although performance has varied over the ten-year period, the percentage of respondents *in favor* or *somewhat in favor* of the performance-pay model has been less than 50 percent with the exception of the May 2009 survey administration.
- When comparing survey results which occurred during or after each payout, the percentage of respondents that indicated they were *somewhat opposed* or *opposed* toward the award program paid out that year decreased by 15.6 percentage points over a ten-year period, from 39.2 percent to the lowest rate of 23.6 percent for the most current program (Figure 21, p. 24).

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

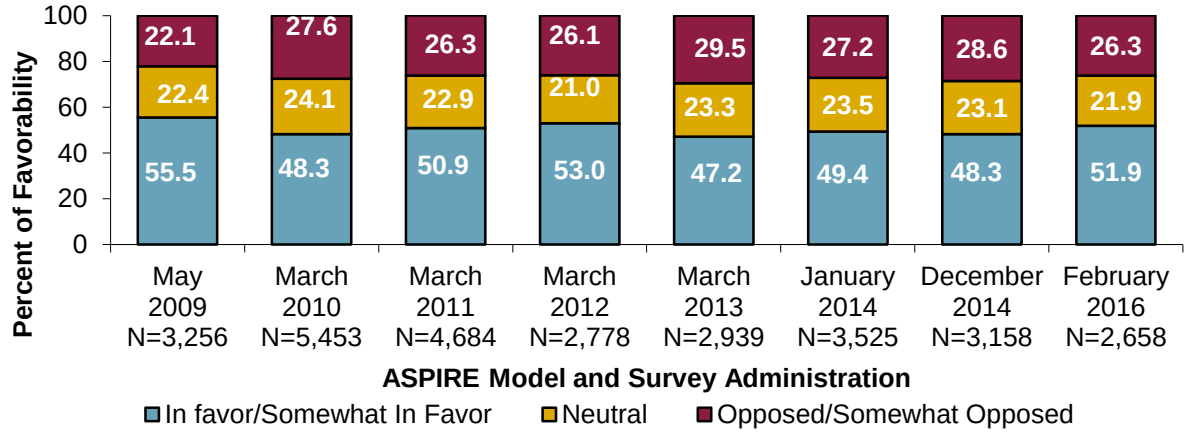


Source: ASPIRE Award Survey Results, Spring 2016

Note: TPPM=Teacher Performance-Pay Model; Over the 10-year period, there have been budgetary cut-backs, model, and policy changes.

- Over the past eight 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 varied. There was an increase over the last four years to 51.9 percent in February 2016.
- When comparing survey results from May 2008 to February 2016, the percentage of respondents that indicated their level of understanding of the ASPIRE Award program was *very low* or *low*, varied over time (**Figure 23**, p. 25). With the latest survey administration, 80.4 percent of respondents indicated at least a sufficient level of understanding of the ASPIRE Award program. This exceeds the rate of 73.9 percent for the prior year.

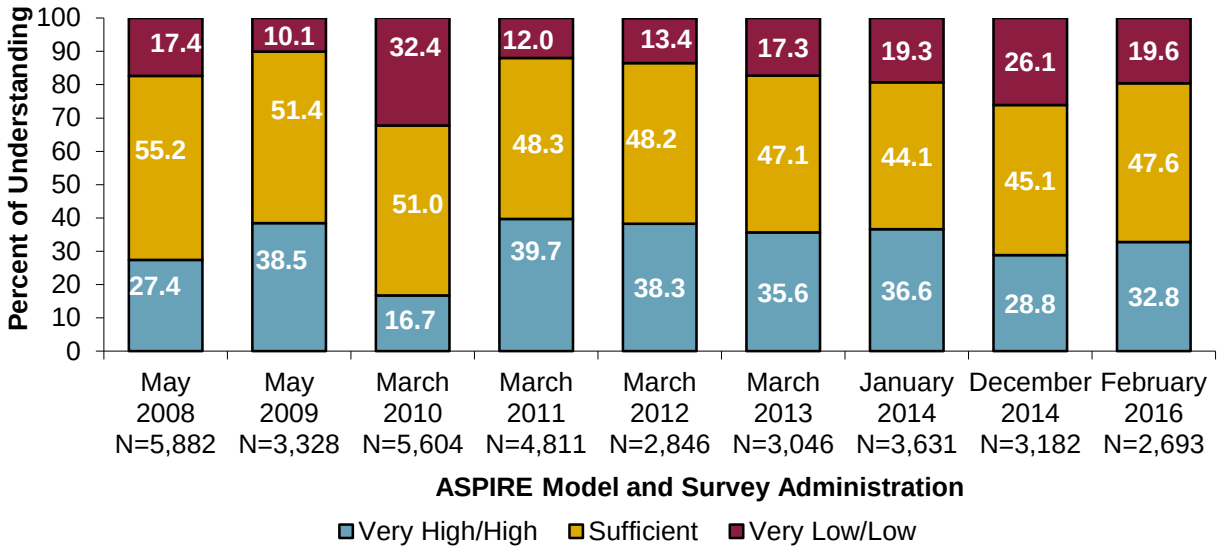
Figure 22. Percent of respondents indicating favorability toward the concept of differentiated pay for the past eight years



Source: ASPIRE Award Survey Results, Spring 2016

Note: TPPM=Teacher Performance-Pay Model; Over the 10-year period, there have been budgetary cut-backs, model, and policy changes.

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

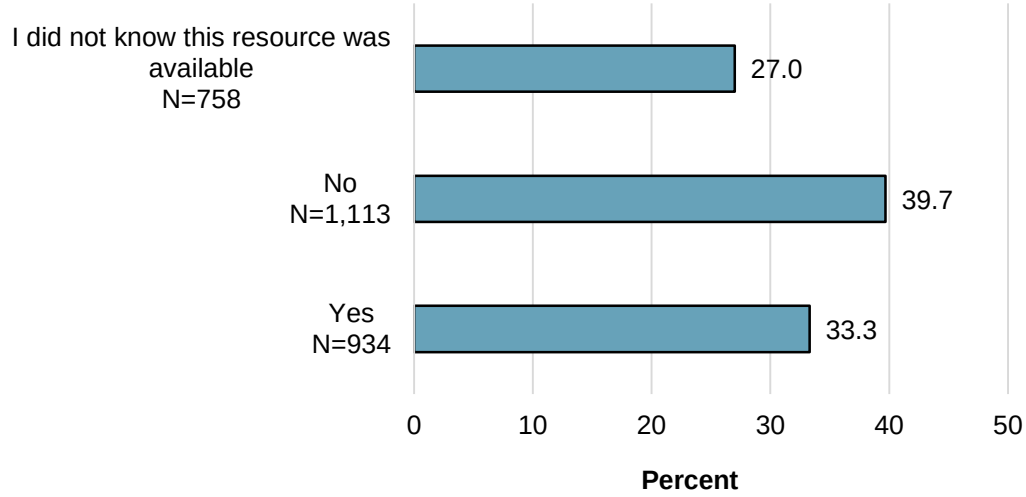


Source: ASPIRE Award Survey Results, Spring 2016

Note: Over the 8-year period, there have been budgetary cut-backs, model, and policy changes.

- A major component of the ASPIRE Award is the value-added metric, EVAAS, measuring student growth using standardized assessments. **Figure 24** provides a comparison of the percent of respondents who watched at least one Value-Added/EVAAS Learning Module during the 2014–2015 academic year. Out of 2,805 survey respondents, 33.3 indicated *Yes*, 39.7 percent responded *No*, and 27.0 percent indicated that *they did not know this resource was available*.

Figure 24. Percent of survey respondents watching value-added learning modules, February 2016



Source: ASPIRE Award Survey Results, Spring 2016

- 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 33** (p. 59) depicts the comparison of the baseline data collected in May 2008 with data collected in February 2016.
- The percentage of respondents indicating a *high/very high* level of understanding increased for three of the seven components. However, February 2016 had less than half of the number of respondents compared to 2008 (Table 33, p. 59).
- Based on survey data collected in May 2008 and February 2016, the training component for which the largest percentage of respondents indicated, in both years, a *very high* or *high* level of understanding centered on *my understanding of the difference between student achievement and academic progress* (44.5 and 43.6 percent, respectively) (Table 33, p. 59).
- Based on survey data collected in May 2008 and February 2016, the training component for which the largest percentage of respondents indicated, in both years, a *very low* or *low* level of understanding focused on *how the ASPIRE Awards were calculated/determined* (33.9 percent and 40.3 percent, respectively) (Table 33, p. 59).
- On the 2010 and 2016 survey administrations, the statement for which the largest percentage of respondents indicated *strongly agree* or *agree* centered on *continuing the ASPIRE Award and modifying the model on an annual basis* (48.7 percent and 56.8 percent, respectively) (**Table 34**, p. 60).

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

- When comparing results from baseline to February 2016, nine of the ten areas of communication showed increases. *Knowing when specific information about my ASPIRE Award was available* reflected the area of communication for which respondents indicated the highest increase for effectiveness, increasing from 32.7 percent very effective in 2009 to 41.8 percent in 2016 (**Table 35**, p. 61).
- The areas for which the highest percentage of respondents perceived communications to be *not effective* focused on *providing clear explanations about comparative growth calculations* (22.1 percent), and *providing clear explanations about value-added calculations* (23.5 percent). There was a decrease in *very effective communication* for *providing clear explanations about value-added calculations* by 0.5 percentage point when comparing it to baseline data, but an increase of 5.1 percentage points for comparative growth communications (Table 35, p. 61).
- Based on the results of the February 2016 survey, 90.5 percent of respondents reported the *ASPIRE e-mail* as the method by which they received ASPIRE Award communications as compared to the other four methods used to communicate information about the ASPIRE Award program. This was followed by the *ASPIRE eNEWS* (74.5 percent) (**Table 36**, p. 61).

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

- Out of a total of 3,409 respondents on the February 2016 survey, 1,520 or 44.6 percent of the respondents provided at least one response for recommending changes to the 2014–2015 ASPIRE Award, whereas 55.4 percent of respondents did not provide any responses. **Table 37** (p. 62) summarizes the frequency and percent of responses.
- A total of 3.0 percent and 3.8 percent of the 2,529 responses reflected that no changes were needed to the model or the response was simply, *No Comment*. The top six emergent categories reflected 57.6 percent of the responses (Table 37, p. 62).

- Approximately 15 percent of the respondents wanted to have the same earning opportunity as a core teacher with EVAAS®, or stated that their maximum award wasn't commensurate with their professional contribution (Table 37, p. 62).
- Twelve percent of respondents indicated that they would like changes in the eligibilty and categorization rules (i.e. food service and custodial personnel should be eligible; change absence rules, and reinstitute the attendance bonus) (Table 37, p. 62).
- Eleven percent of respondents suggested making the model equitable, fair, transparent, inclusive, with clear expectations 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 (e.g. counselors, librarians, and literacy coach), teaching assistants, and operational support staff (e.g. 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 37, p. 62).
- Seven percent of respondents indicated how they wanted to measure growth or achievement for the award. For example, one respondent stated, "I would give grade level or schoolwide incentives rather than individual incentives (Table 37, p. 62)."
- Approximantely seven percent of the responses focused on the allocation of money. Respondents indicated that the money should be reallocated for student scholarships, smaller classes, better equipment, more tutors, school materials for students, clothes for students, attendance incentives for students, and to increase the base pay. 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 (Table 37, p. 62).
- A total of 156 responses or 6.2 percent of respondents were concerned about using other performance measures or criteria. These included those teachers working in hard-to-staff buildings (state-rated Improvement Required), the number of highly effective teachers on a campus, home visits, working with sutdents with special needs, advanced degrees, and years of experience, time given for tutoring, and sponsoring a club (Table 37, p. 62).

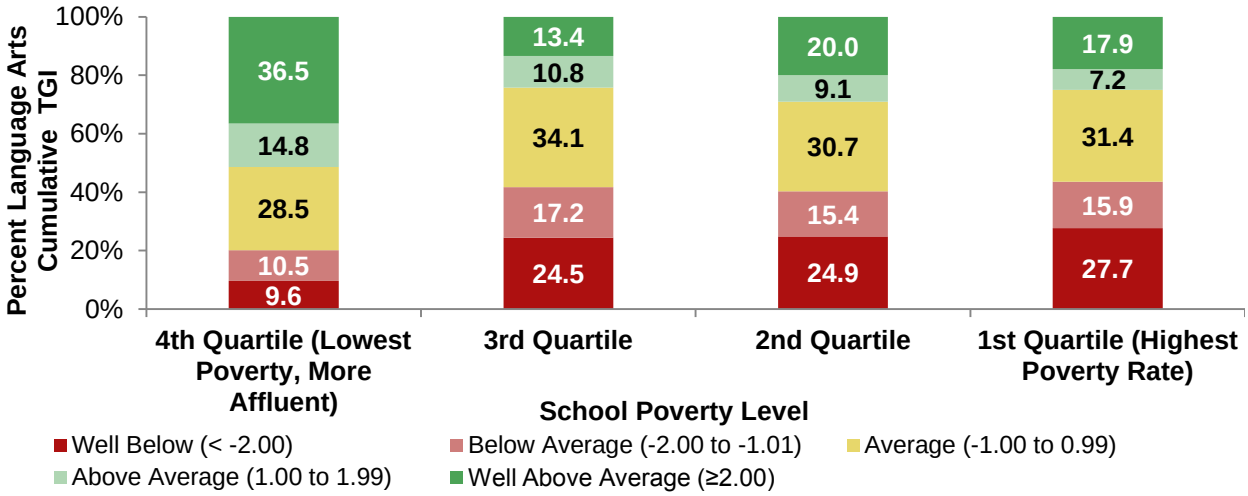
How are highly effective teachers based on value-added analysis by subject distributed in schools across the district based on school poverty?

- To examine the distribution of effective teachers across the district, the cumulative 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. 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 25** summarizes the cumulative teacher gain index for language arts reflecting single year results by the quartiled distribution of percent of campus poverty.

For 2014–2015, the percentage of highly effective language arts teachers in lower poverty schools was higher than those in higher poverty schools (36.5 percent in the fourth quartile compared to 17.9 percent in the first quartile) (**Table 38**, p. 63).

- Approximately 9.6 percent of language arts teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 24.5 percent in the 3rd quartile of poverty, 24.9 percent in the second quartile of poverty, and 27.7 percent of teachers in the highest quartile of poverty (Figure 25, Table 38, p.63).

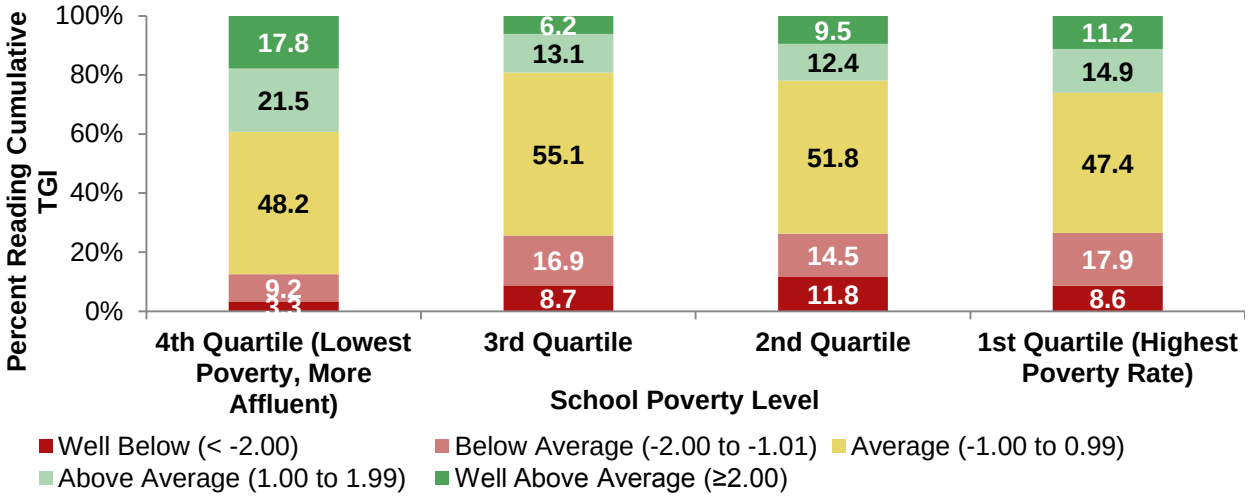
Figure 25. Percentage of Teachers and Their Effectiveness Based on Language Arts Cumulative TGI and School Poverty, 2014–2015



Source: Teacher Value-Added data file, 2014–2015; ASPIRE School Demographics data file, 2014–2015

- For 2014–2015, 17.8 percent of reading teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 6.2 percent in the 3rd quartile, 9.5 percent in the second quartile of poverty, and 11.2 percent in the highest poverty schools (**Figure 26**, p. 29, **Table 39**, p. 63).
- Only 3.3 percent of reading teachers in the lowest poverty (more affluent) schools were *Well Below Average* compared to 8.7 percent in the 3rd quartile of poverty, 11.8 percent in the 2nd quartile of poverty, and 8.6 percent in the highest poverty schools, and the percent of *Well Below Average* teachers in the highest poverty quartile was slightly less than three times that of the lowest poverty quartile (Figure 26, Table 39, p. 63).

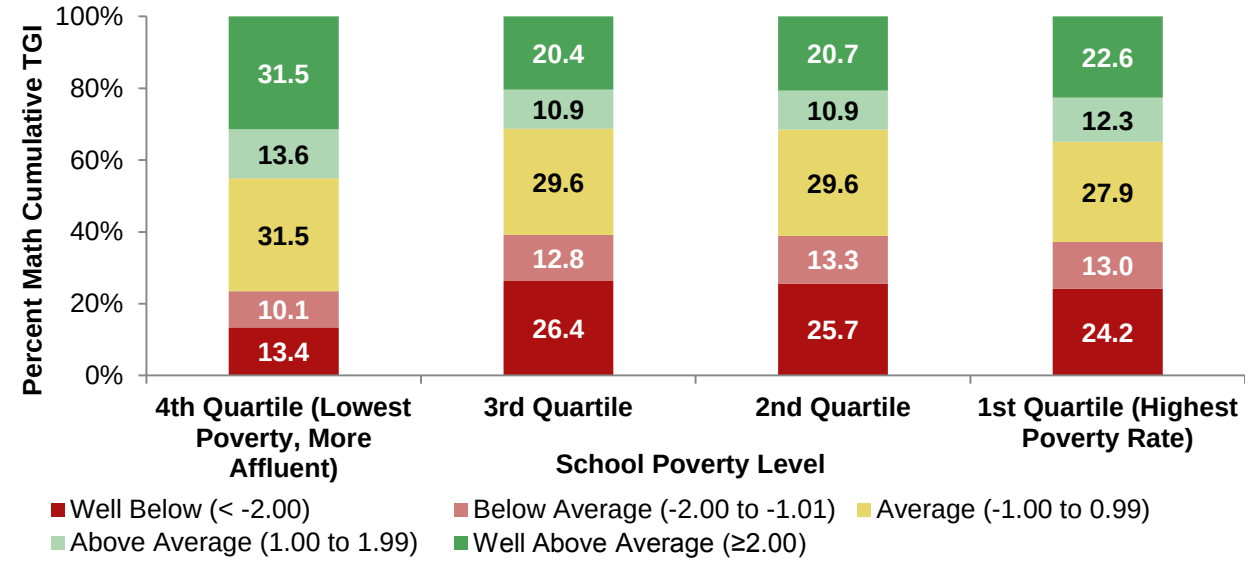
Figure 26. Percentage of Teachers and Their Effectiveness Based on Reading Cumulative TGI and School Poverty, 2014–2015



Source: Teacher Value-Added data file, 2014–2015; ASPIRE School Demographics data file, 2014–2015

- The TEKS and cut scores were revised for mathematics in 2014–2015 and therefore, the value-added scores were not used for appraisals, but were used in the calculations for determining the ASPIRE Award. For 2014–2015, 31.5 percent of teachers scored in the *Well Above Average* category in the lowest poverty schools (more affluent) compared to 22.6 percent in the highest poverty schools. Additionally, there was a higher proportion of highly effective mathematics teachers in highest poverty schools than in those in the 2nd and 3rd quartiles (**Figure 27**, **Table 40**, p. 63).
- Alternatively, there was a lower proportion of *Well Below Average* mathematics teachers in the lower poverty schools than higher poverty schools.
- For the lowest poverty schools, 13.4 percent of mathematics teachers were *Well Below Average* compared to 24.2 percent in the highest poverty schools. (Figure 27, Table 40, p. 63).

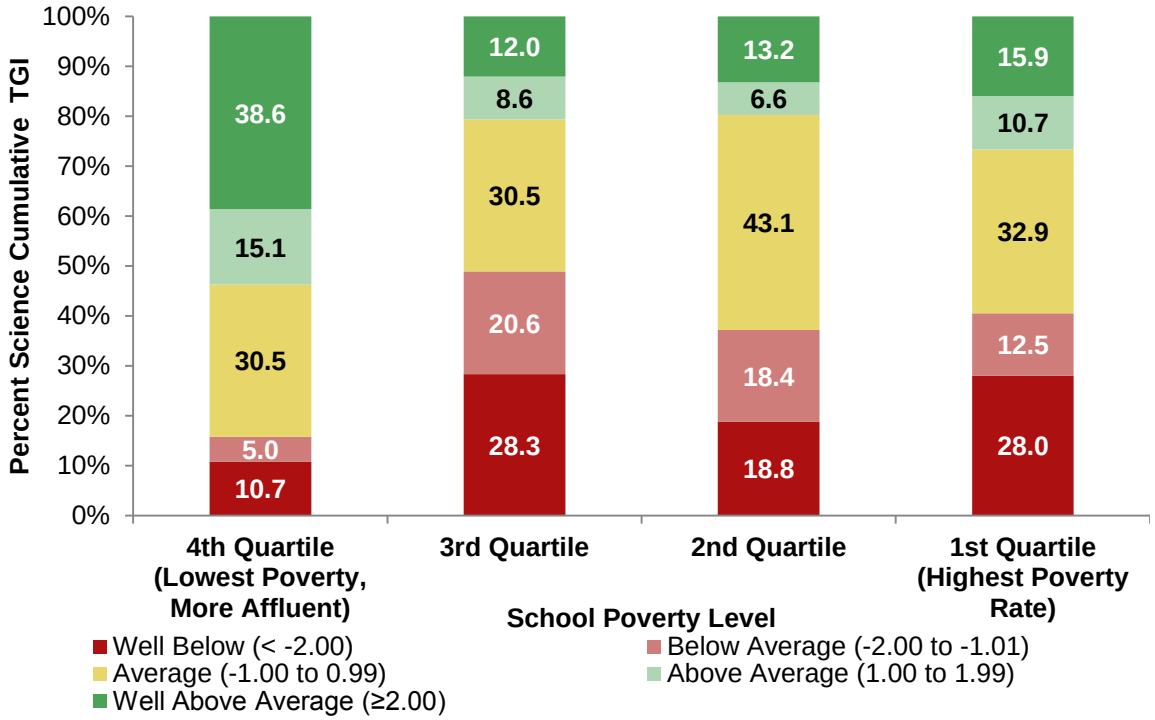
Figure 27. Percentage of Teachers and Their Effectiveness Based on Mathematics Cumulative TGI and School Poverty, 2014–2015



Source: Teacher Value-Added data file, 2014–2015; ASPIRE School Demographics data file, 2014–2015

- In 2014–2015, 38.6 percent of science teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 15.9 percent in the highest poverty schools. Additionally, there was a higher proportion of highly effective science teachers in the highest poverty schools than those in the 2nd and 3rd quartiles (**Figure 28**, **Table 41**, p. 64).
- In the lowest poverty (more affluent) schools, 10.7 percent of science teachers were *Well Below Average* compared to 28.0 percent in the highest poverty schools, and the percent of *Well Below Average* teachers in the highest poverty quartile was slightly less than three times that of the lowest poverty quartile (Figure 28, Table 41, p. 64).

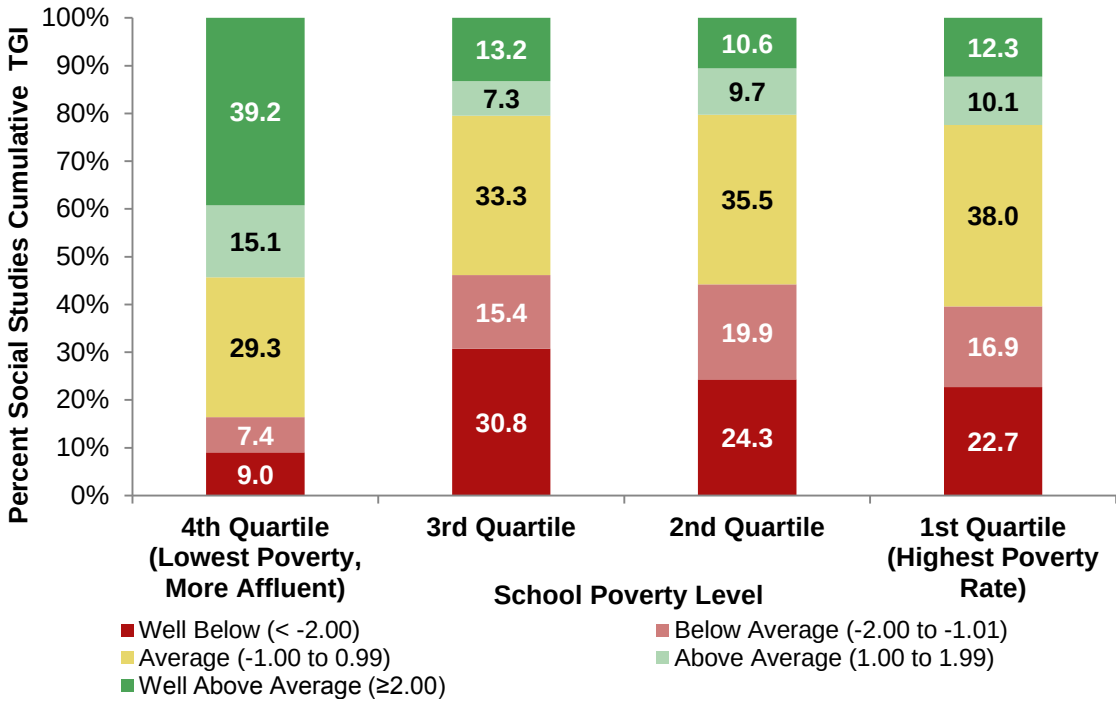
Figure 28. Percentage of Teachers and Their Effectiveness Based on Science Cumulative TGI and School Poverty, 2014–2015



Source: Teacher Value-Added data file, 2014–2015; ASPIRE School Demographics data file, 2014–2015

- For social studies in 2014–2015, 39.2 percent of teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 13.2 percent in the 3rd quartile, 10.6 in the second quartile of poverty, and 12.3 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 29**, p. 28, **Table 42**, p. 64).
- In the lowest poverty (more affluent) schools, 9.0 percent of social studies teachers were *Well Below Average* compared to 30.8 percent in the 3rd quartile of poverty, 24.3 percent in the 2nd quartile of poverty, and 22.7 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 29, Table 42, p. 64).

Figure 29. Percentage of Teachers and Their Effectiveness Based on Social Studies Cumulative TGI and School Poverty, 2014–2015

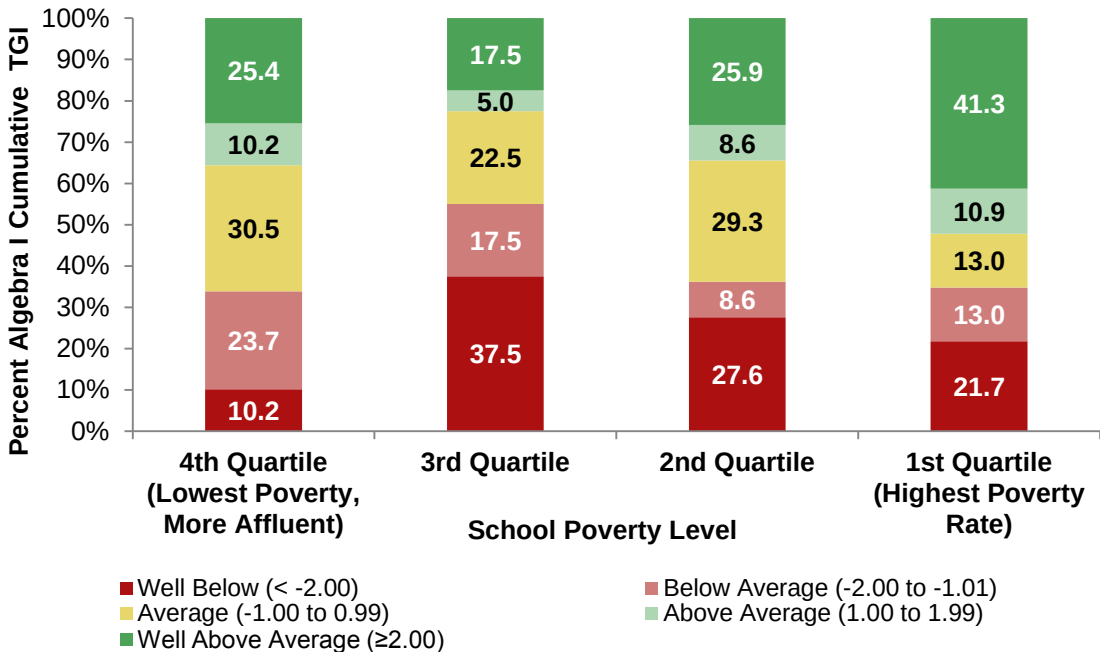


Source: Teacher Value-Added data file, 2014–2015; ASPIRE School Demographics data file, 2014–2015

- For Algebra I in 2014–2015, 25.4 percent of teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 17.5 percent in the 3rd quartile, 25.9 percent in the second quartile of poverty, and 41.3 percent in the highest poverty schools. There was a **higher proportion** of highly effective Algebra I teachers in higher poverty schools than in the lower poverty schools (**Figure 30**, p. 32, **Table 43**, p. 64).
- For 2014–2015, 10.2 percent of Algebra I teachers scored in the *Well Below Average* category for the 4th quartile (lowest poverty) compared to 37.5 percent of Algebra I teachers in the 3rd quartile, 27.6 percent in the 2nd quartile, and 21.7 percent in the 1st quartile (highest poverty). Nevertheless, there was a lower percentage of *Well Below Average* teachers in the 1st quartile compared to the 2nd and 3rd quartiles.
- For Biology in 2014–2015, 35.7 percent of teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 11.4 percent in the 3rd quartile of poverty, 9.7 percent in the second quartile of poverty, and 20.6 percent in the highest poverty schools. There was a **higher proportion** of highly effective Biology teachers in the highest poverty schools than in schools in the 2nd and 3rd quartiles of poverty (**Figure 31**, p. 32, **Table 44**, p. 65).
- For 2014–2015, 16.7 percent of Biology teachers scored in the *Well Below Average* category for the 4th quartile (lowest poverty) schools compared to 34.3 percent in the 3rd quartile, 58.1 percent in the 2nd quartile, and 26.5 percent in the 1st quartile (highest poverty) schools.
- For English I in 2014–2015, 46.8 percent of teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 4.3 percent in the 3rd quartile, 8.3 percent in the second quartile of poverty, and 11.9 percent in the highest poverty schools. There was a **higher**

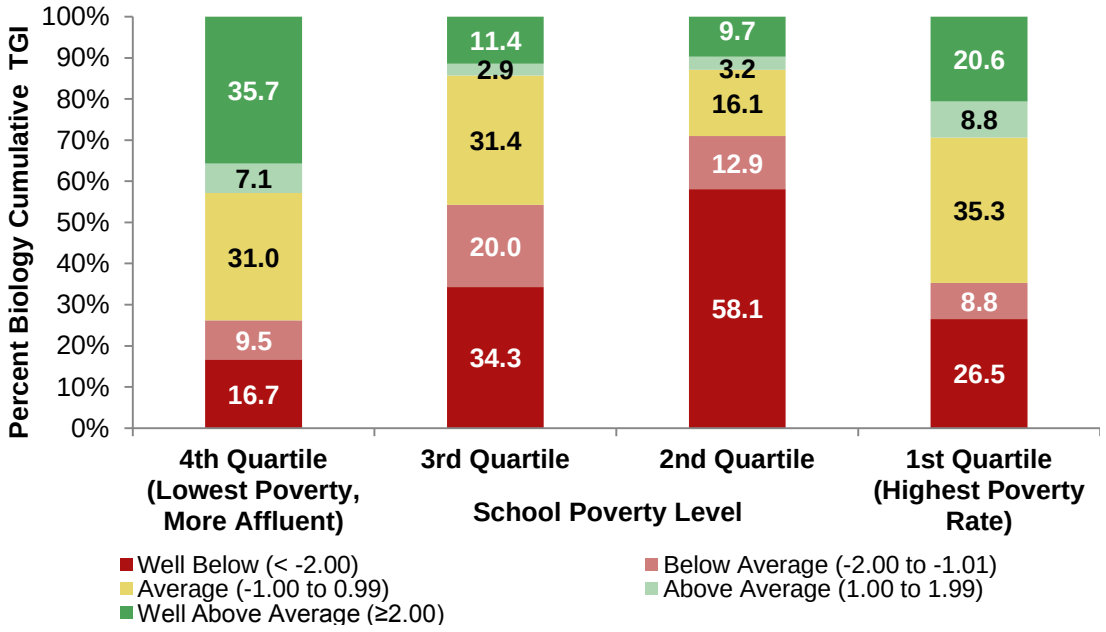
proportion of highly effective English I teachers in highest poverty schools than in schools in the 2nd and 3rd quartiles (**Figure 32**, p. 33, **Table 45**, p. 65).

Figure 30. Percentage of Teachers and Their Effectiveness Based on Algebra I Cumulative TGI and School Poverty, 2014–2015



Source: Teacher Value-Added data file, 2014–2015; ASPIRE School Demographics data file, 2014–2015

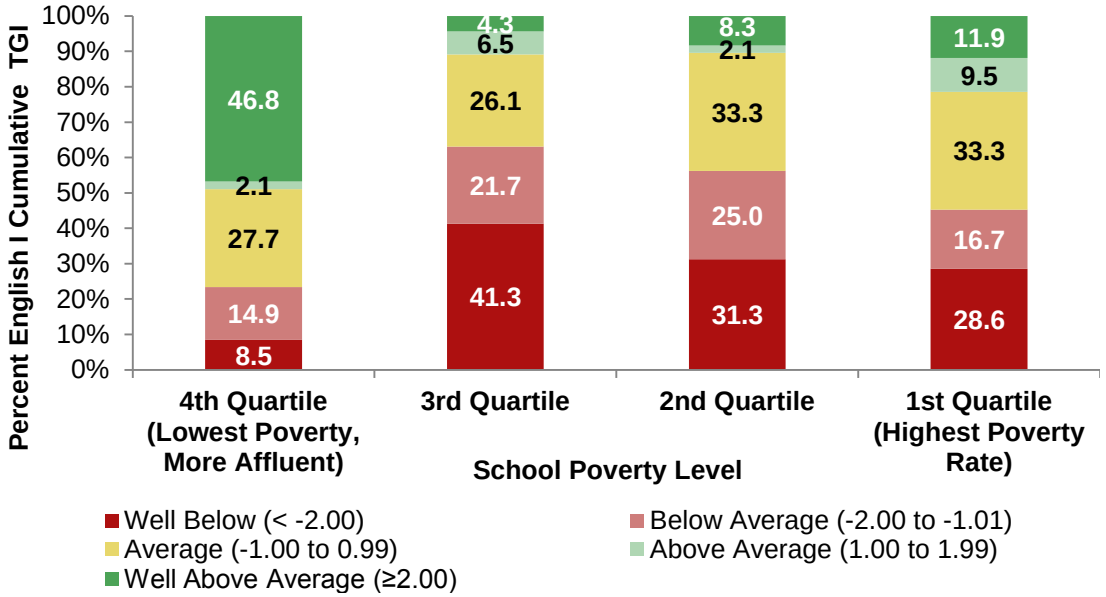
Figure 31. Percentage of Teachers and Their Effectiveness Based on Biology Cumulative TGI and School Poverty, 2014–2015



Source: Teacher Value-Added data file, 2014–2015; ASPIRE School Demographics data file, 2014–2015

- For English I, the percentage the percent of *Well Below Average* teachers in the highest poverty quartile (8.5 percent) was more than three times that of the lowest poverty quartile (28.6 percent) (Figure 32, Table 38, p. 51).

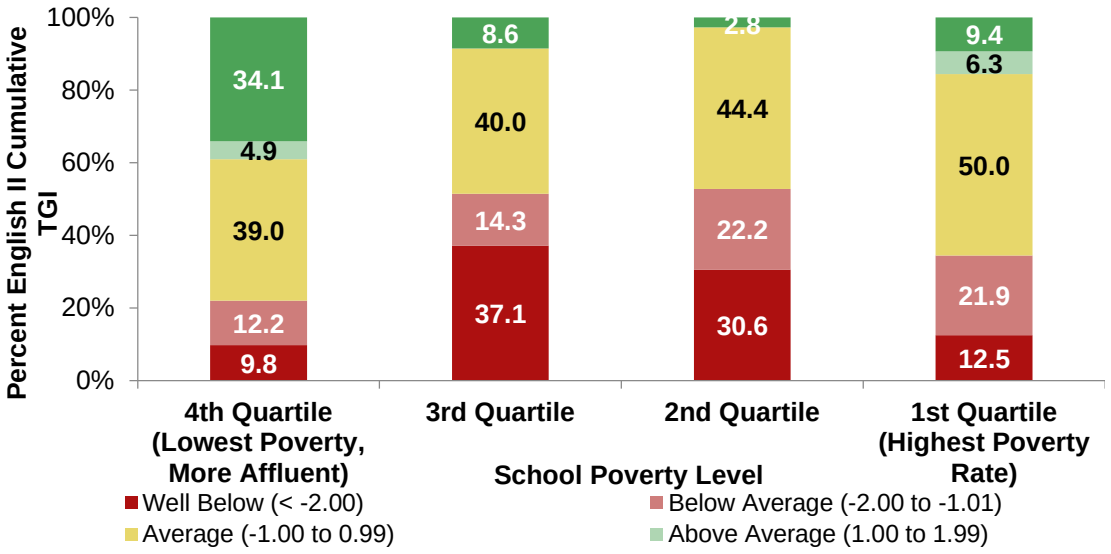
Figure 32. Percentage of Teachers and Their Effectiveness Based on English I Cumulative TGI and School Poverty, 2014–2015



Source: Teacher Value-Added data file, 2014–2015; ASPIRE School Demographics data file, 2014–2015

- For English II in 2014–2015, 34.1 percent of teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 8.6 percent in the 3rd quartile, 2.8 percent in the second quartile of poverty, and 9.4 percent in the highest poverty schools. There was a **higher proportion** of highly effective English II teachers in the highest poverty schools than in schools in the 2nd and 3rd quartiles (**Figure 33**, **Table 46**, p. 65).

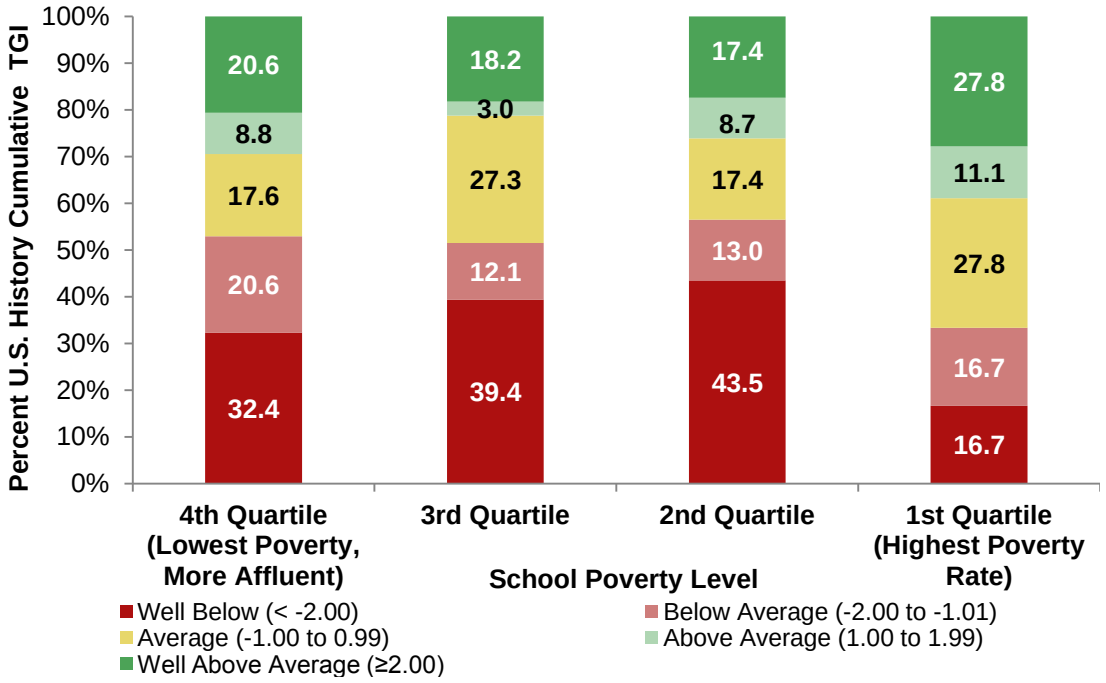
Figure 33. Percentage of Teachers and Their Effectiveness Based on English II Cumulative TGI and School Poverty, 2014–2015



Source: Teacher Value-Added data file, 2014–2015; ASPIRE School Demographics data file, 2014–2015

- For U.S. History in 2014–2015, 20.6 percent of teachers scored in the *Well Above Average* category in the lowest poverty (more affluent) schools compared to 18.2 percent in the 3rd quartile, 17.4 percent in the second quartile of poverty, and 27.8 percent in the highest poverty schools. There was a **higher proportion** of highly effective U.S. History teachers in higher poverty schools than in lower poverty schools (**Figure 34**, **Table 47**, p. 66).
- Only 16.7 percent of U.S. History teachers scored in the *Well Below Average* category in the highest poverty quartile compared to 32.4 percent in the lowest poverty quartile (Figure 34, Table 47, p. 66).

Figure 34. Percentage of Teachers and Their Effectiveness Based on U.S. History Cumulative TGI and School Poverty, 2014–2015



Source: Teacher Value-Added data file, 2014–2015; ASPIRE School Demographics data file, 2014–2015

Discussion

Over the past ten years, the performance-pay evaluation results have varied over time, reflecting the effects of policy changes with model development, funding, and assessment indicators. These changes are evident as the ASPIRE Award outcome measures have changed in the following areas: award payout, recruitment and retention, teacher attendance, student academic performance, survey feedback, and distribution of highly effective teachers across the district. Positive indicators include: classroom retention rates increased compared to the previous year, the percentage of teachers in hard-to-staff schools receiving bonuses related to classroom level performance increased over the past three years, high retention rates of highly effective staff at TEA-rated *Improvement Required* schools based on STAAR 3–8 subject tests, longitudinal teacher attendance rates were higher for performance-pay recipients compared to teacher attendance in the district, district-level results increased for all STAAR EOC subject areas with the exception of English II, where there was no change in the percentage of students who met Level III Advanced, percent of respondents indicating favorability towards the concept of performance pay, the performance-pay model paid out that year, and differentiated pay increased compared to the previous year. Negative indicators include: longitudinal retention data for core teachers who were retained and received an individual performance award, longitudinal teacher attendance, percent of respondents indicating favorability toward the concept of performance pay and differentiated pay over time, and student performance results of the district compared to the state on the State of Texas Assessments of Academic Readiness (STAAR) assessments.

Over the past three years, teachers receiving performance pay and the total amount awarded has varied over time. The number of eligible teachers receiving performance pay and the total amount awarded increased from 2012–2013 to 2013–2014, and then declined in 2014–2015. This increase and subsequent decrease reflects changes in program eligibility, funding, and assessment indicators. 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 teachers with 1 to 5 and 11 to 20 years of experience did not mirror the proportions of the district. A lower percentage of African American teachers and teachers with 1 to 5 and 11 to 20 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 1,086 core foundation teachers that received a recruitment bonus or stipend in 2014–2015, a total of 494 teachers, or 45.5 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 an ASPIRE award for teacher progress, there was an increase from 19.7 percent in 2012–2013 to 26.2 percent in 2014–2015. When examining the percentage of highly effective teachers at TEA-rated *Improvement Required* (IR) schools by subject area, the lowest percentage was in social studies with 4.2 percent and the highest percentage was in mathematics with 15.9 percent. The low percentages are in part due to the fact that there were only 58 out of 275 schools that were designated as *Improvement Required* in 2014–2015.

Classroom retention rates over the past five years varied, with a high of 83.2 percent in 2010–2011 and a low of 79.5 in 2013–2014. Classroom retention rates for core teachers that received a teacher progress

award varied over the past five years with a high of 62.1 percent in 2010–2011 to a low of 34.6 percent in 2012–2013; moreover, there was a decrease in the percentage of core teachers that received a teacher progress award but were not retained from 6.1 percent in 2010–2011 to 5.9 percent in 2014–2015. Although there was a slight decline in the percentage of effective teachers leaving the district, 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 administered in 2014–2015 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 over the past two years, reflecting a decline from 2011–2012 and 2012–2013 where they reached a high of 96.3 and 96.2, respectively. Attendance rates for teachers receiving an award were higher than the district's attendance rates, ranging from 0.8 percentage point in 2011–2012 and 2012–2013 to 1.3 percentage points in 2014–2015, and likely reflect the attendance requirement to receive an award.

Implementation of the ASPIRE Award program has improved over the past eight years because of improved communications and professional development. For the 2014–2015 school year, professional development centered on 13 learning modules designed by SAS EVAAS® to help build capacity for understanding value-added data, the statistical models used to generate the data, and interpreting value-added reports. The district offered online training through 26 courses and learning paths on the ASPIRE portal. 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 2014–2015 school year, combined with those that completed training over the past nine years, the district is moving in a positive direction building educators knowledge and understanding of the ASPIRE program.

The ASPIRE Award inquiry period allowed employees to raise questions about their ASPIRE eligibility and/or award estimates. Two inquiry periods were held instead of only one. The intent was to have an inquiry period solely for concerns about eligibility status first and another inquiry period solely for concerns about award calculation and summative ratings. The number of formal inquiries has varied over the years, but direct comparisons should be viewed with caution due to the change in implementation.

With regard to student performance, data from norm-reference tests are characterized by mixed results in the core content areas when comparing Iowa and Logramos (the Spanish version). Iowa results showed that language and mathematics were the only subjects for which all grade levels were above the 50th percentile with the exception of grade 8 (48 NPR and 49 NPR, respectively). For 2015, districtwide student performance on the Logramos showed that the NPR was above the 50th percentile for all grade levels and subjects, including the composite.

STAAR grades 3–8 results for 2014 and 2015 show that the state outperformed the district for the percent of students scoring at the Level II Satisfactory Phase-In Standard for all subjects. For 2014 and 2015, the state outperformed the district in the percent of students that met the Advanced Level with the exception of writing in 2014 and mathematics in both 2014 and 2015, where both the district and the state had the same percent of students meeting the advanced standard. For 2015, the state outperformed the district in the percent of students that met the phase-in standard for Satisfactory Level II for all STAAR end-of-course subjects. However, in 2015, district-level results increased for all STAAR EOC subject areas with the exception of English II, where there was no change in the percentage of students who met Level III Advanced.

The district appears to be making great strides in trying to address the distribution of highly effective teachers across the district. When looking at the distribution of highly effective Algebra I and U.S. History teachers by campus poverty, there was a higher proportion of highly effective teachers in higher poverty schools than in lower poverty schools. Furthermore, there were higher percentages of highly effective teachers in the highest poverty schools in reading, mathematics, science, Algebra I, Biology, English I, English II, and U.S. History than in schools in the 2nd or 3rd quartiles. Future plans include offering an ASPIRE Staffing Incentive to encourage core teachers to provide instruction at a Priority School for the 2015–2016 school year. To be eligible, teachers are required to have value-added scores in a core content area to be greater than or equal to 0.

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.

There have been four key areas that have shown mixed results over the past four to ten years. First, the response rates have varied over time, but over the past three years it has declined from 25.7 percent in January 2014 to 19.9 percent in February 2016. The response rate is low and caution is warranted in interpreting the data.

Another key area, support for the program, showed mixed results over the ten-year period. Although the majority of campus based staff indicated they were *in favor* or *somewhat in favor* of the concept of teacher performance pay overall, less than half of respondents have been *in favor* or *somewhat in favor* of the specific award model for that year when comparing results over the ten-year period.

A related measure, support for the concept of differentiated pay, showed mixed results. Baseline data were collected during the May 2009 survey administration. Approximately 56.0 percent of respondents indicated they were *in favor* or *somewhat in favor* of differentiated pay in 2009. This rate fluctuated from 47.2 percent to 53.0 percent and most recently at 51.9 percent.

The final key area centered on training sessions for value-added analysis. Historically, training courses have been offered on-line so that staff could complete the modules at their own pace. In addition, face-to-face training sessions were held around the district, and video tutorials were offered to help teachers avoid travel and to be archived for future use. For the 2014–2015 school year, 33.3 percent of respondents indicated that they watched at least one of the Learning Modules on the SAS EVAAS® site in the last twelve months.

Collecting feedback about effective communications was undertaken over the past seven years to identify areas for improvement as well as areas that were effective. Based on survey results from 2009 to 2016, there was an increase in effectiveness in nine of the ten areas for which data were available, including two of the three newly added items, *providing clear explanations about the award model*, and *providing clear explanations about comparative growth calculations*. As value-added data will now factor into all core teachers' appraisals, clear communication as well as effective training concerning them is a priority.

The survey administered after each payout has served as a vehicle for respondents to recommend changes to the current model. Feedback is particularly valued to improve the ASPIRE Award program. Input varied from comments such as: “Get rid of EVAAS and value-added component of the program. It is confusing and unfair!” “Changes to the program: Distribute equally the same amount of award to all teachers at the same campus. One teacher cannot do this work alone in the time span of one school year.” “Currently, I

think the ASPIRE Award Program model is excellent. At this particular time, I would not change anything. However, I would like the maximum amount to be $13,000 like it was initially."

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Table 1. Ten-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
2013–2014 ASPIRE Award	December 2014	18,364		4,031	22.0
2014–2015 ASPIRE Award	February 2016	17,109		3,409	19.9

Source: Survey Monkey, Data File, 2016; 2014–2015 ASPIRE Award Survey Report

Table 2. Number and Percent of ASPIRE Award Survey Respondents by Categorization and Program Year

	2013–2014		2014–2015	
Category	**N**	**%**	**N**	**%**
Group 1, Core Teacher Grades 3–11 w/EVAAS	881	29.6	846	30.8
Group 2, Core Teacher PK–2	535	18.0	448	16.3
Group 3, Core Teacher Grades 3–12 w/o EVAAS	312	10.5	225	8.2
Group 4, Elective/Ancillary Teacher	356	12.0	283	10.3
Group 5, Instructional Support	259	8.7	206	7.5
Group 6, Teaching Assistant	236	7.9	227	8.3
Group 7, Operational Support	249	8.4	204	7.4
Group 1L, Principals	74	2.5	62	2.3
Group 2L, Assistant Principals/Deans of Instruction	70	2.4	46	1.7
Other	-	-	200	7.3
Total	**2,972**	**100.0**	**2,747**	**100.0**

Source: SurveyMonkey® Data File, 2016; ASPIRE Award Survey Results, 2013–2014

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**

Source: 2005–2006 Teacher Performance Pay and 2006–2007 ASPIRE Award Program Evaluation; ASPIRE Award Payout Report: 2006–2007 through 2009–2010

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 4A. Totals for all Paid Campus Employees, 2009–2010 to 2011–2012

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

Source: ASPIRE Award Payout Report: 2006–2007 through 2009–2010; 2011–12 ASPIRE Award Payout Report
*TIF money was paid to those meeting federal requirements of the grant.

Table 4B. Totals for all Paid Campus Employees, 2012–2013 to 2014–2015

	2012–2013 Award Amount	2013–2014 Award Amount	2014–2015 Award Amount
Individual Teacher and Group Teacher Awards	$11,253,275.00	$13,788,623.33	$10,922,533.75
Campus Progress: Value-Added	$4,594,727.50	$5,070,085.00	$4,183,674.38
Campus Achievement	$2,234,564.00	$3,064,490.00	$2,002,292.25
Total Award	**$18,082,566.50**	**$21,923,198.33**	**$17,108,500.38**

Source: 2014–2015 ASPIRE Award Payout Report

Table 5. Summary of Total Award Amounts Paid, 2005–2006 to 2014–2015

Model Year	Total Award Amount
2005–2006 Award Model	$17,007,023.31
2006–2007 Award Model	$24,653,724.71
2007–2008 Award Model	$31,581,703.46
2008–2009 Award Model	$40,564,693.83
2009–2010 Award Model	$42,467,370.00
2010–2011 Award Model	$35,362,083.26
2011–2012 Award Model	$17,669,259.42
2012–2013 Award Model	$18,082,566.50
2013–2014 Award Model	$21,923,198.33
2014–2015 Award Model	$17,108,500.38
Total	**$266,420,123.20**

Source: 2014–2015 ASPIRE Award Payout Report, ASPIRE Award Payout Report, various years

Table 6. 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**			

Source: 2005–2006 Teacher Performance Pay and 2006–2007 ASPIRE Award Program Evaluation
† 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 7. 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**			

Source: 2005–2006 Teacher Performance Pay and 2006–2007 ASPIRE Award Program Evaluation
† Awards are prorated by FTE and percent of assignment at each qualifying campus.

Table 8. 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**			

Source: ASPIRE Award Payout Report: 2006–2007 through 2009–2010

† 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 9. 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**			

Source: ASPIRE Award Payout Report: 2006–2007 through 2009–2010

† 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 10. 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**			

Source: ASPIRE Award Payout Report: 2006–2007 through 2009–2010
† 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 11. 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**			

Source: 2010–2011 ASPIRE Award Payout Report

† 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 12. 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**			

Source: 2011–2012 ASPIRE Award Payout Report

Table 13. 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**			

Source: 2012–2013 ASPIRE Award Payout Report

Table 14. 2013–2014 ASPIRE Award Eligibility by Categorization,

				Eligible Employees		Paid Employees		
	Considered	Eligible	Not Eligible	# Paid	# Not Paid	Minimum	Maximum	Mean
Group 1	4,308	2,812	1,496	1,870	942	$500.00	$13,000.00	$7,107.75
Group 2	3,248	2,366	882	1,359	1,007	$500.00	$6,500.00	$2,728.66
Group 3	1,520	1,050	470	539	511	$500.00	$6,500.00	$2,884.16
Group 1–3	9,076	6,228	2,848	3,768	2,460	$500.00	$13,000.00	$4,924.18
Group 4	2,094	1,476	618	702	774	$250.00	$3,000.00	$1,784.94
Group 1–4	11,170	7,704	3,466	4,470	3,234	$250.00	$13,000.00	$4,431.17
Group 5	1,318	1,013	305	413	600	$180.00	$1,350.00	$736.71
Group 6	1,265	824	441	386	438	$200.00	$1,150.00	$596.89
Group 7	1,789	1,227	562	266	961	$250.00	$500.00	$498.12
Group 1L	269	258	11	100	158	$2,500.00	$15,000.00	$8,250.00
Group 2L	379	352	27	137	215	$1,225.00	$7,500.00	$4,552.55
Ineligible Category	1,845	0	1,845	N/A	N/A	N/A	N/A	N/A
Total	**18,035**	**11,378**	**6,657**	**5,772**	**5,606**			

Source: 2013–2014 ASPIRE Award Payout Report

Table 15. 2014–2015 ASPIRE Award Eligibility by Categorization,

				Eligible Employees		Paid Employees		
	Considered	Eligible	Not Eligible	# Paid	# Not Paid	Minimum	Maximum	Mean
Group 1	4,351	3,120	1,231	1,801	1,319	$375.00	$9,750.00	$5,927.68
Group 2	3,233	2,395	838	1,355	1,040	$375.00	$4,875.00	$2,079.94
Group 3	1,437	1,019	418	420	599	$187.50	$4,875.00	$2,601.19
Group 1–3	9,021	6,534	2,487	3,576	2,958	$187.50	$9,750.00	$4,079.02
Group 4	2,082	1,464	618	619	845	$187.50	$2,250.00	$1,514.25
Group 1–4	11,103	7,998	3,105	4,195	3,803	$187.50	$9,750.00	$3,700.57
Group 5	1,504	1,179	325	435	744	$110.25	$1,012.50	$559.67
Group 6	1,280	813	467	319	494	$150.00	$862.50	$484.33
Group 7	1,824	1,233	591	269	964	$250.00	$500.00	$498.23
Group 1L	273	262	11	90	172	$1,875.00	$11,250.00	$6,529.17
Group 2L	417	372	45	116	256	$937.50	$5,625.00	$4,008.62
Ineligible Category	1,573	0	1,573	N/A	N/A	N/A	N/A	N/A
Total	**17,974**	**11,857**	**6,117**	**5,424**	**6,433**			

Source: 2014–2015 ASPIRE Award Payout Report

Table 16. Characteristics Comparing Teachers Receiving an Award to Districtwide Teachers, 2013–2014 to 2014–2015

	2013–2014				2014–2015			
	District		Award		District		Award	
	N	%	N	%	N	%	N	%
Race/Ethnicity								
African American	4,133	36.5	1,249	28.4	4,157	36.4	1,163	28.3
American Indian	22	0.2	9	0.2	28.0	0.2	10	0.2
Asian/Pacific Islander	543	4.8	267	6.1	570	5.0	260	6.3
Hispanic	3,029	26.7	1,309	29.7	3,103	27.2	1,163	28.3
White	3,448	30.4	1,511	34.3	3.396	29.7	1,452	35.4
Two or More	162	1.4	59	1.3	169	1.5	55	1.3
Gender								
Female	8,491	74.9	3,416	77.5	8,560	74.9	3,241	79.0
Male	2846	25.1	990	22.5	2,862	25.1	862	21.0
Highest Degree Held								
No Bachelor's Degree	112	1.0	33	0.7	134	1.2	32	0.8
Bachelor's Degree	7,816	68.9	3,091	70.2	7,897	69.1	2,857	69.6
Master's Degree	3,216	28.4	1,201	27.3	3,207	28.1	1,142	27.8
Doctorate	193	1.7	81	1.8	184	1.6	72	1.8
Years of Experience								
Beginning Teachers	1,282	11.3	325	7.4	1,266	11.1	284	6.9
1 to 5 yrs.	2,938	25.9	1,204	27.4	3,211	28.1	1,234	30.1
6 to 10 yrs.	2,380	21.0	949	21.5	2,321	20.3	865	21.1
11 to 20 yrs.	2,801	24.7	1,171	26.6	2,794	24.5	1,037	25.3
Over 20 yrs.	1,935	17.1	755	17.1	1,829	16.0	683	16.6
Total	**11,337**	**100.0**	**4,406**	**100.0**	**11,422**	**100.0**	**4,103**	**100.0**
Avg. Exp.	10.8		11.1		10.4		10.8	
Avg. HISD Exp.	8.5		9.0		8.1		8.6	

Note: For 2014–2015, PeopleSoft and PEIMS data were not available for 84 charter school employees in Group 1–4; for 2013–2014, PeopleSoft and PEIMS data were not available for 63 charter school employees in Group 1–4. For district totals taken from the Texas Academic Performance Report, the numbers were rounded, and may not add up to 100%.
Source: Fall PEIMS Staff File: 2013 and 2014; Final Teacher Incentive File: 2013–2014 and 2014–2015; PeopleSoft extracts: 2013–2014 and 2014–2015; District Data: Texas Academic Performance Report, District Profile, 2013–2014 and 2014–2015.

Table 17. Core Teachers with Individual Data Receiving Recruitment Incentives with ASPIRE Strand 2ab Award Summary, 2014–2015

	N	Total Incentive	Minimum	Maximum	Average
Received both Recruitment Incentive and ASPIRE Group 1 Award	494	$3,737,725.00	$4,425.00	$12,500.00	$7,566.24
Recruitment Incentive Recipient but No ASPIRE Group 1 Award	592	$584,400.00	$675.00	$5,000.00	$987.16
Total Core Teachers Receiving a Recruitment Incentive with Group 1 Data	**1,086**				

Source: PeopleSoft Stipend, Recruitment, and Retention data files, 2014–2015
Note: For 149 employees receiving staffing incentives, recruitment, and retention incentives, only the first payment has been included due to a change from PeopleSoft to SAP/OneSource.

Table 18. Classroom Retention Status of all Campus-Based Teachers, 2012–2013 to 2014–2015

	2012–2013[a]		2013–2014[b]		2014–2015[c]	
	N	%	N	%	N	%
Teachers Retained in a Classroom Position	9,285	81.8	9,422	79.5	9,572	83.2
Teachers Not Retained in the District	1,833	16.2	2,160	18.2	1,658	14.4
Retained in the District but not the Classroom	226	2.0	269	2.3	270	2.3
Total	**11,344**	**100.0**	**11,851**	**100.0**	**11,500**	**100.00**

Source: PeopleSoft Retention data files, 2014–2015
[a] Retention for 2012–2013 teachers by August 4, 2013
[b] Retention for 2013–2014 teachers by July 21, 2014
[c] Retention for 2014–2015 teachers by August 10, 2015
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 19. Classroom Retention and Award Status of Campus-Based Teachers, 2012–2013 to 2014–2015

	2012–2013[a]		2013–2014[b]		2014–2015[c]	
	N	%	N	%	N	%
Teachers Retained and Received any Award	3,468	51.4	3,903	52.7	3,623	47.5
Teachers Not Retained and Received any Award	354	5.2	483	6.5	457	6.0
Teachers Retained and Did Not Receive any Award	2,610	38.7	2,620	35.4	3,157	41.4
Teachers Not Retained and Did Not Receive any Award	318	4.7	398	5.4	394	5.2
Total Teachers with Retention and Award Data	**6,750**	**100.0**	**7,404**	**100.0**	**7,631**	**100.0**
Core Teachers Retained and Received an Award [a,b,c]	899	34.6	1,111	40.8	1,135	37.7
Core Teachers Not Retained and Received an Award [a,b,c]	132	5.1	169	6.2	177	5.9
Core Teachers Retained and Did Not Receive an Award [a,b,c]	1,341	51.7	1,240	45.5	1,464	48.7
Core Teachers Not Retained and Did Not Receive an Award [a,b,c]	223	8.6	205	7.5	233	7.7
Total Core Teachers with Retention and Award Data	**2,594**	**100.0**	**2,725**	**100.0**	**3,009**	**100.0**

Source: PeopleSoft Stipend, Recruitment, and Retention data files, 2014–2015

[a] 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.

[b] Retention for 2012–2013 teachers by July 21, 2014; Core Teachers (Group 1) refer to those eligible to receive a Group 1 award for individual performance.

[c] Retention for 2014–2015 teachers by August 10, 2015; 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 20. Summary of Value-Added Modules Accessed, 2014–2015

Module	N
Decision Dashboard	48
Discussing the EVAAS Teacher Reports	24
District & School Diagnostic/Performance Diagnostic	155
District & School Value-added– Gain Model	582
District & School Value-Added– Predictive Methodology	313
Projection Summary	33
Scatterplot	1
School Search	14
Student Reports	349
Student Search and Custom Student Reports	310
Summary Reports	20
Teacher Reports for Admins	6
Teacher Value-added & Diagnostic	960
Total (Duplicated)	**2,865**

Source: SAS EVAAS® VLM Teacher Usage Reports, August 2014–June 2015

Table 21. Summary of Completed Professional Development Courses, Cumulative Summary, 7/01/2014 to 6/30/2015

Course Title	N
Analyzing Data and Providing Effective Feedback - National	9
Clear Learning Targets - National	15
Collecting and Documenting Evidence of Student Learning - National	13
Formative Instruction for Coaches - National	8
Formative Instruction for Leaders - National	8
From Macro to Micro: Examining Building-Level Value Added Reports	3
How to Use the School Search	1
How to Use the Student Search	3
Interpreting Diagnostic Summary Reports	3
Interpreting Individual Student Reports	5
Interpreting School Diagnostic Reports	6
Interpreting School Value-Added Reports	4
Interpreting System Diagnostic Reports	1
Interpreting Teacher-Level Value-Added Reports	4
Interpreting Value-Added Summary Reports	1
Introducing Value-Added Reports	3
Introduction to Formative Instructional Practices	22
Introduction to the Building-Level Value Added Learning Path	2
Introduction to the District-Level Value Added Learning Path	3
Introduction to the Teacher-Level Value Added Learning Path	5
Introduction to Value-Added Progress Metrics	6
Logging In, Examining the Home Page, and Navigating Value-Added Reports	3
Performing Searches and Creating Custom Reports	3
Progress and Achievement	4
Student Ownership of Learning: Peer Feedback, Self-Assessment, More	7
The Predicted Mean Approach to School Value-Added Reports	3
Total Course Completion	**145**

Source: Battelle for Kids, provided on June 17, 2016

Table 22. Summary of Completed Professional Development Courses, 2014–2015

Course Completion	N
Building/Teacher-Level Value-Added Path (URM)	3
Foundations of Formative Instructional Practices - National Version	7
Foundations of Leading and Coaching Formative Instructional Practices	8
Teacher-Level Value Added Learning Path MRM (Mean Gain)	1
Value-Added Learning Path - Level 1	1
Total Path Completion	**20**

Source: Battelle for Kids, provided on June 17, 2016

Table 23. Inquiry Comparison, 2006–2007 to 2014–2015

Award Year	Number Considered	Submitted		Withdrawn		Resolved with Changes		Resolved with No Changes	
	N	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
2013–2014	18,035	907	5.0	7	0.8	217	23.9	683	75.3
2014–2015	17,974	672	3.7	3	0.5	133	20.0	507	75.4

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. For 2013–2014, there were two inquiry periods: Eligibility Confirmation and Final Inquiry Periods.

Source: 2014–2015 inquiry data were extracted from the ASPIRE eNEWS Jan-March 2016; 2013–2014 inquiry data were extracted from the ASPIRE eNEWS January-March 2015; for 2012–2013, inquiry data provided by the ASPIRE Program Manager, Compensation and Salary Administration, personal communication, July 28, 2015 and 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 24. Iowa Achievement Performance, Normal Curve Equivalent Scores (NCE), Non-Special Education Students, Spring 2015

	Reading		Language		ELA		Math		Social Studies		Science		Composite	
Grade	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE
1	11,345	53	11,479	51	11,284	53	11,442	53	11,474	47	11,564	48	11,147	51
2	11.325	48	11,362	51	11,293	51	11,488	56	11,329	49	11,532	55	11,201	53
3	11,887	46	11,811	51	11,750	50	12,012	56	11,943	47	12,078	54	11,649	51
4	13,766	46	13,751	55	13,712	51	13,798	55	13,784	47	13,825	53	13,642	51
5	14,203	45	14,169	52	14,132	49	14,194	53	14,220	51	14,239	54	14,056	51
6	11,628	42	11,587	50	11,543	45	11,566	50	11,666	46	11,674	50	11,425	47
7	11,349	43	11,319	51	11,272	47	11,285	51	11,390	47	11,392	49	11,139	49
8	11,510	44	11,443	49	11,389	46	11,413	49	11,552	48	11,565	49	11,227	48
Total	**97,013**	**NA**	**96,921**	**NA**	**96,375**	**NA**	**97,198**	**NA**	**97,358**	**NA**	**97,869**	**NA**	**95,846**	**NA**

Source: District and School Iowa and Logramos 3 Performance Report for Grades 1–8, Spring 2015

Table 25. Iowa Achievement Performance, National Percentile Rank Scores (NPR), Non-Special Education Students, Spring 2015

	Reading		Language		ELA		Math		Social Studies		Science		Composite	
Grade	# Tested	NPR	# Tested	NPR	# Tested	NPR	# Tested	NPR	# Tested	NPR	# Tested	NPR	# Tested	NPR
1	11,345	56	11,479	52	11,284	56	11,442	53	11,474	47	11,564	46	11,147	51
2	11.325	49	11,362	53	11,293	52	11,488	56	11,329	49	11,532	59	11,201	56
3	11,887	43	11,811	52	11,750	49	12,012	56	11,943	47	12,078	57	11,649	53
4	13,766	42	13,751	59	13,712	52	13,798	55	13,784	47	13,825	55	13,642	52
5	14,203	41	14,169	53	14,132	48	14,194	53	14,220	51	14,239	57	14,056	52
6	11,628	36	11,587	50	11,543	41	11,566	50	11,666	46	11,674	50	11,425	45
7	11,349	38	11,319	53	11,272	45	11,285	51	11,390	47	11,392	47	11,139	47
8	11,510	38	11,443	48	11,389	43	11,413	49	11,552	48	11,565	48	11,227	46
Total	**97,013**	**NA**	**96,921**	**NA**	**96,375**	**NA**	**97,198**	**NA**	**97,358**	**NA**	**97,869**	**NA**	**95,846**	**NA**

Source: District and School Iowa and Logramos 3 Performance Report for Grades 1–8, Spring 2015

Table 26. Logramos Achievement Performance, Normal Curve Equivalent Scores (NCE), Non-Special Education Students, Spring 2015

	Reading		Language		ELA		Math		Social Studies		Science		Composite	
Grade	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE
1	6,263	77	6,294	73	6,259	75	6,290	72	6,295	68	6,194	68	6,143	71
2	5,978	69	5,988	72	5,971	71	5,855	75	5,988	64	5,773	69	5,742	71
3	4,132	69	4,107	63	4,088	65	4,003	71	4,153	64	4,021	64	3,965	67
4	1,550	71	1,548	67	1,546	70	1,520	76	1,554	71	1,517	69	1,506	72
5	89	66	88	53	88	59	89	55	89	56	89	57	88	57
Total	**18,050**	**NA**	**18,063**	**NA**	**17,990**	**NA**	**17,795**	**NA**	**18,117**	**NA**	**17,632**	**NA**	**17,842**	**NA**

Source: District and School Iowa and Logramos 3 Performance Report for Grades 1–8, Spring 2015

Table 27. Logramos Achievement Performance, National Percentile Rank Scores (NPR), Non-Special Education Students, Spring 2015

	Reading		Language		ELA		Math		Social Studies		Science		Composite	
Grade	# Tested	NPR	# Tested	NPR	# Tested	NPR	# Tested	NPR	# Tested	NPR	# Tested	NPR	# Tested	NPR
1	6,263	90	6,294	86	6,259	88	6,290	85	6,295	80	6,194	80	6,143	85
2	5,978	82	5,988	86	5,971	84	5,855	88	5,988	75	5,773	82	5,742	85
3	4,132	82	4,107	73	4,088	77	4,003	84	4,153	74	4,021	75	3,965	79
4	1,550	85	1,548	80	1,546	83	1,520	89	1,554	84	1,517	82	1,506	86
5	89	77	88	56	88	67	89	59	89	62	89	62	88	62
Total	**18,050**	**NA**	**18,063**	**NA**	**17,990**	**NA**	**17,795**	**NA**	**18,117**	**NA**	**17,632**	**NA**	**17,842**	**NA**

Source: District and School Iowa and Logramos 3 Performance Report for Grades 1–8, Spring 2015

Table 28. English and Spanish STAAR Results for Reading and Mathematics % Satisfactory and Advanced, Spring 2014 and 2015: All Students

	Reading						Mathematics					
	2014			2015			2014			2015		
	# Tested	% SA	% AD	# Tested	% SA	% AD	# Tested	% SA	% AD	# Tested	% SA	% AD
3	16,769	68	16	17,038	70	20	16,616	66	17	16,739	71	15
4	15,671	66	16	16,514	63	17	15,545	65	20	16,247	68	17
5	14,762	68	16	15,401	68	19	14,655	75	22	15,103	73	19
6	12,453	68	12	12,963	64	15	12,091	73	16	12,458	70	13
7	12,768	67	16	12,747	64	15	12,048	62	10	11,733	65	11
8	12,414	75	18	13,048	68	18	9,464	72	5	9,816	65	5
Total	**84,837**	**69**	**16**	**87,711**	**66**	**18**	**80,419**	**69**	**16**	**82,096**	**69**	**14**
Texas		**76**	**18**		**76**	**21**		**74**	**16**		**75**	**14**

Note: SA (At Least Satisfactory) & AD (Advanced); Green shaded area reflects passing standard; 2015 District Data updated. 1st administration for Gr. 5 & 8. STAAR results only; excludes L, M, ACC., Alt., and Alternate 2 results.

Source: District and School Results from the Spring 2015 STAAR Mathematics Assessments for grades 3 through 8;TEA STAAR Summary Reports, Sept. 2015; 2013–2014 ASPIRE Program Evaluation

Table 29. English and Spanish STAAR Results for Science and Social Studies % Satisfactory and Advanced, Spring 2014 and 2015: All Students

	Science						Social Studies					
	2014			2015			2014			2015		
	# Tested	% SA	% AD	# Tested	% SA	%AD	# Tested	% SA	% AD	# Tested	% SA	% AD
3												
4												
5	14,798	66	9	15,118	63	10						
6												
7												
8	12,001	64	15	12,175	61	14	12,074	54	10	12,366	55	8
Total	**26,799**	**65**	**12**	**27,293**	**62**	**11**	**12,074**	**54**	**10**	**12,366**	**55**	**8**
Texas		**72**	**15**		**71**	**14**		**62**	**14**		**64**	**11**

Note: SA (At Least Satisfactory) & AD (Advanced); Green shaded area reflects passing standard. 1st administration for Gr. 5 & 8. STAAR results only; excludes L, M, ACC., Alt., and Alternate 2 results.

Source: District and School Results from the Spring 2015 STAAR Mathematics Assessments for grades 3 through 8; TEA STAAR Summary Reports, Sept. 2015; 2013–2014 ASPIRE Program Evaluation

Table 30. English and Spanish STAAR Results for Writing % Satisfactory and Advanced, Spring 2014 and 2015: All Students

	Writing					
	2014			2015		
	# Tested	% SA	% AD	# Tested	% SA	% AD
3						
4	15,704	69		16,565	63	7
5						
6						
7	12,745	66		12,757	63	9
8						
Total	**28,449**	**68**	**6**	**29,322**	**63**	**8**
Texas		**71**	**8**		**70**	**8**

Note: SA (At Least Satisfactory) & AD (Advanced); Green shaded area reflects passing standard. 1st administration for Gr. 5 & 8. STAAR results only; excludes L, M, ACC., Alt., and Alternate 2 results.

Source: District and School Results from the Spring 2015 STAAR Mathematics Assessments for grades 3 through 8; TEA STAAR Summary Reports, 2014–2015; 2013–2014 ASPIRE Program Evaluation

Table 31. Districtwide STAAR End-of-Course (EOC) Results, 2014 and 2015

	2014			2015		
	# Tested	**% SA**	**% AD**	**# Tested**	**% SA**	**% AD**
Algebra I	11,548	82	19	12,395	79	22
Biology	11,638	89	11	12,399	87	15
English I	12,199	61	7	13,334	58	8
English II	11,333	64	5	11,884	61	5
U.S. History	10,090	90	15	10,305	88	23

Note: SA (At Least Satisfactory) & AD (Advanced); Green shaded area reflects passing standard for first-time tested students.

Source: TEA STAAR District EOC Summary Reports, Spring, 2015

Table 32. Statewide STAAR End-of-Course (EOC) Results, 2014 and 2015

	2014			2015		
	# Tested	**% SA**	**% AD**	**# Tested**	**% SA**	**% AD**
Algebra I	343,471	86	20	354,976	85	24
Biology	333,769	93	13	336,531	94	19
English I	350,534	72	8	361,434	71	10
English II	330,491	73	7	337,116	73	5
U.S. History	312,674	92	16	314,546	92	29

Note: SA (At Least Satisfactory) & AD (Advanced); Green shaded area reflects passing standard for first-time tested students.

Source: TEA STAAR Statewide EOC Summary Reports, Spring, 2015

Table 33. Number and Percent of Survey Respondents Indicating Their Level of Understanding for the ASPIRE Award Program and Its Components for the 2006–2007 and 2014–2015 ASPIRE Award, May 2008 and February 2016 Survey Administrations

Please rate your level of understanding to the following items:	N		Very Low/Low %		Sufficient %		Very High/High %	
	2008	2016	2008	2016	2008	2016	2008	2016
My understanding of ASPIRE is:	5,882	2,693	17.4	19.6	55.2	47.6	27.4	32.8
My understanding of value-added analysis is:	5,844	2,659	21.3	25.5	50.0	45.3	28.7	29.2
My understanding of the difference between student achievement and academic progress is:	5,848	2,665	11.6	13.0	43.9	43.5	44.5	43.6
My understanding of how value-added information can help me as an educator is:	5,832	2,573	18.3	23.1	45.1	44.4	36.6	32.5
My understanding of how to read/interpret value-added reports is:	5,817	2,622	23.7	24.7	47.0	45.0	29.3	30.2
My understanding of the different components of the 2014–2015 ASPIRE Award Program was:	5,835	2,636	23.2	29.4	48.7	44.7	28.1	25.9
My understanding of how the ASPIRE Awards were calculated/determined is:	5,852	2,626	33.9	40.3	43.9	38.1	22.2	21.7

Source: SurveyMonkey® Data File, 2016; ASPIRE Award Survey Results, 2006–2007
See Data Limitations, p. 72.

Table 34. Number and Percent of Survey Respondents Indicating Their Perceptions About Award Amounts and the ASPIRE Award Model, March 2010 and February 2016

	N		Strongly Disagree/ Disagree %		Neutral %		Agree/ Strongly Agree %	
	2010	2016	2010	2016	2010	2016	2010	2016
There is a connection between classroom instruction and ASPIRE Award results.	5,428	2,540	34.2	41.5	27.6	19.1	38.3	39.4
The maximum award amount for my ASPIRE Award category adequately recognizes my efforts to increase student progress.	5,274	2,490	44.4	46.9	26.5	18.7	29.1	34.4
The maximum award amount for my ASPIRE Award category encourages me to remain in a campus-based position.	5,319	2,521	37.2	41.4	32.4	23.6	30.3	35.1
The maximum award amount for my ASPIRE Award category is commensurate with my professional contribution.	5,325	2,511	44.9	50.5	28.5	19.5	26.6	30.1
The ASPIRE Award is a fair way of acknowledging a teacher's impact on student growth.	5,417	2,580	46.6	45.0	26.6	19.1	26.7	35.9
The formal inquiry process allowed me the opportunity to question the accuracy of my award.	4,812	2,185	22.8	22.7	39.7	29.5	37.5	47.9
The ASPIRE Award should be continued with modifications incorporated on an annual basis.	5,367	2,551	18.9	23.2	32.4	20.0	48.7	56.8

Source: SurveyMonkey® Data File, 2016; ASPIRE Award Survey Results, 2008–2009
See Data Limitations, p. 72.

Table 35. Number and Percent of Survey Respondents Indicating Their Perceptions About Communicating Effectively, May 2009 and February 2016

	N		Not Effective		Somewhat/ Moderately Effective		Very Effective	
	Baseline	2016	Base-line	2016	Base-line	2016	Base-line	2016
Knowing where to find information about the ASPIRE Award in general.	3,383	2,630	4.6	7.9	63.8	53.4	31.6	38.7
Knowing when specific information about my ASPIRE Award was available.	3,371	2,631	5.7	7.8	61.5	50.4	32.7	41.8
Knowing where to find information about my specific ASPIRE Award.	3,367	2,618	5.2	8.7	61.1	52.1	33.8	39.2
Knowing how to interpret and understand my specific ASPIRE Award Notice.	3,368	2,619	8.5	14.7	66.0	57.2	25.5	28.2
Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award.	3,362	2,615	8.2	13.4	66.2	58.6	25.6	28.0
Understanding where to find information about the inquiry process on the portal.	3,364	2,615	6.6	12.6	65.5	57.2	28.0	30.2
Understanding that formal inquiries were required to be submitted by a specific deadline.	3,352	2,617	7.0	10.4	62.8	53.1	30.3	36.5
Providing clear explanations about the award model.*	2,828	2,603	11.6	19.2	53.0	56.0	23.8	24.8
Providing clear explanations about value-added calculations.*	2,807	2,590	15.8	23.5	62.6	55.3	21.7	21.2
Providing clear explanations about comparative growth calculations**	3,011	2,607	17.6	22.1	65.8	56.3	16.5	21.6

Source: SurveyMonkey® Data File, 2016; ASPIRE Award Survey Results, 2007–2008, 2010–2011, and 2011–2012
* Baseline year for the items *asterisked* was 2012, and **Baseline year was 2013; it was 2009 for all other items.

Table 36. Number and Percent of Survey Respondents Indicating Their Receipt for Different Types of Communication, February 2016

	N	Yes	No	Not Sure
School Messenger (automated phone system)	2,576	69.9	21.4	8.8
ASPIRE eNews	2,551	74.5	15.4	10.1
Academic Services Memos (electronic format)	2,504	57.5	23.5	19.0
ASPIRE e-mail	2,642	90.5	5.1	4.3
ASPIRE portal	2,498	69.5	17.4	13.1

Source: SurveyMonkey® Data File, 2016

Table 37. Number and Percent of Responses for Recommended Changes and Educational Impact to the 2014–2015 ASPIRE Award, February 2016		
	N	**%**
Same earning opportunity as highest award category/award not commensurate with professional contribution	369	14.6
Change the Eligibility and Categorization 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	302	11.9
Make the model fair, transparent, equitable, inclusive, with clear expectations	276	10.9
Measuring growth/achievement (BOY/EOY/student growth/passing rates/campus, department, grade, subject, and/or individual award)	184	7.3
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, scholarships for students, smaller classes, more tutors, clothes for students, attendance incentives for students	170	6.7
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)	156	6.2
Unintended Consequences (divisive, cheating, free-riding, highly effective/effective teachers leaving the district, negative culture)	147	5.8
Discontinue the award	135	5.3
Create a different model for non-core teachers/special education teachers	123	4.9
Calculation/Formula	111	4.4
N/A or No Comment	95	3.8
No Changes/Satisfied	77	3.0
Don't Know/Not Sure	62	2.5
Appraisal	55	2.2
Pay Raise	53	2.1
Training	51	2.0
Factors perceived as impacting growth or the calculation of growth	49	1.9
Miscellaneous	39	1.5
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	34	1.3
Years of Experience & Advanced Degrees	20	0.8
Payout Timeline/Value-Added Timeline	16	0.6
Linkage	2	0.4
Inquiry Process	3	0.2
Total Responses (Duplicated)	**2,529**	**100.0**
Total Respondents (Unduplicated)	**1,520**	

Source: SurveyMonkey® Data File, 2016

Note: There were 1,520 respondents that provided at least one response to the open-ended question out of a total of 3,409 total respondents (44.6 percent).

Table 38. Distribution of All Teacher Language Arts Cumulative TGI (Value-Added Scores) by K–8 School Low Income Enrollment, 2014–2015

	Overall N=1,763	4th Quartile (<73) N=446	3rd Quartile (73–84) N=372	2nd Quartile (85–90) N=486	1st Quartile (91–100) N=459
Well Above Average (≥ 2.00)	22.2	36.5	13.4	20.0	17.9
Above Average (1.00 to 1.99)	10.4	14.8	10.8	9.1	7.2
Average (-1.00 to 0.99)	31.0	28.5	34.1	30.7	31.4
Below Average (-2.00 to -1.01)	14.7	10.5	17.2	15.4	15.9
Well Below Average (< -2.00)	21.7	9.6	24.5	24.9	27.7

Source: Poverty Levels as measured by percent eligible for free/reduced price meals from *District and School Profiles, 2014-2015*; EVAAS HISD Teacher-level Data File, 2015

Table 39. Distribution of All Teacher Reading Cumulative TGI (Value-Added Scores) by K–8 School Low Income Enrollment, 2014–2015

	Overall N=1,785	4th Quartile (<73) N=456	3rd Quartile (73–84) N=390	2nd Quartile (85–90) N=475	1st Quartile (91–100) N=464
Well Above Average (≥ 2.00)	11.3	17.8	6.2	9.5	11.2
Above Average (1.00 to 1.99)	15.5	21.5	13.1	12.4	14.9
Average (-1.00 to 0.99)	50.5	48.2	55.1	51.8	47.4
Below Average (-2.00 to -1.01)	14.6	9.2	16.9	14.5	17.9
Well Below Average (< -2.00)	8.1	3.3	8.7	11.8	8.6

Source: Poverty Levels as measured by percent eligible for free/reduced price meals from *District and School Profiles, 2014-2015*; EVAAS HISD Teacher-level Data File, 2015

Table 40. Distribution of All Teacher Mathematics Cumulative TGI (Value-Added Scores) by K–8 School Low Income Enrollment, 2014–2015

	Overall N=1,692	4th Quartile (<73) N=426	3rd Quartile (73–84) N=368	2nd Quartile (85–90) N=460	1st Quartile (91–100) N=438
Well Above Average (≥ 2.00)	23.8	31.5	20.4	20.7	22.6
Above Average (1.00 to 1.99)	11.9	13.6	10.9	10.9	12.3
Average (-1.00 to 0.99)	29.6	31.5	29.6	29.6	27.9
Below Average (-2.00 to -1.01)	12.3	10.1	12.8	13.3	13.0
Well Below Average (< -2.00)	22.3	13.4	26.4	25.7	24.2

Source: Poverty Levels as measured by percent eligible for free/reduced price meals from *District and School Profiles, 2014-2015*; EVAAS HISD Teacher-level Data File, 2015

Table 41. Distribution of All Teacher Science Cumulative TGI (Value-Added Scores) by K–8 School Low Income Enrollment, 2014–2015

	Overall N=1,124	4th Quartile (<73) N=298	3rd Quartile (73–84) N=233	2nd Quartile (85–90) N=304	1st Quartile (91–100) N=289
Well Above Average (≥ 2.00)	20.4	38.6	12.0	13.2	15.9
Above Average (1.00 to 1.99)	10.3	15.1	8.6	6.6	10.7
Average (-1.00 to 0.99)	34.5	30.5	30.5	43.1	32.9
Below Average (-2.00 to -1.01)	13.8	5.0	20.6	18.4	12.5
Well Below Average (< -2.00)	21.0	10.7	28.3	18.8	28.0

Source: Poverty Levels as measured by percent eligible for free/reduced price meals from District and School Profiles, 2014-2015; EVAAS HISD Teacher-level Data File, 2015

Table 42. Distribution of All Teacher Social Studies Cumulative TGI (Value-Added Scores) by K–8 School Low Income Enrollment, 2014–2015

	Overall N=1,174	4th Quartile (<73) N=311	3rd Quartile (73–84) N=234	2nd Quartile (85–90) N=321	1st Quartile (91–100) N=308
Well Above Average (≥ 2.00)	19.2	39.2	13.2	10.6	12.3
Above Average (1.00 to 1.99)	10.7	15.1	7.3	9.7	10.1
Average (-1.00 to 0.99)	34.1	29.3	33.3	35.5	38.0
Below Average (-2.00 to -1.01)	14.9	7.4	15.4	19.9	16.9
Well Below Average (< -2.00)	21.1	9.0	30.8	24.3	22.7

Source: Poverty Levels as measured by percent eligible for free/reduced price meals from District and School Profiles, 2014-2015; EVAAS HISD Teacher-level Data File, 2015

Table 43. Distribution of All Teacher Algebra I Cumulative TGI (Value-Added Scores) by Secondary School Low Income Enrollment, 2014–2015

	Overall N=203	4th Quartile (<63) N=59	3rd Quartile (63–74) N=40	2nd Quartile (75–85) N=58	1st Quartile (86–100) N=46
Well Above Average (≥ 2.00)	27.6	25.4	17.5	25.9	41.3
Above Average (1.00 to 1.99)	8.9	10.2	5.0	8.6	10.9
Average (-1.00 to 0.99)	24.6	30.5	22.5	29.3	13.0
Below Average (-2.00 to -1.01)	15.8	23.7	17.5	8.6	13.0
Well Below Average (< -2.00)	23.2	10.2	37.5	27.6	21.7

Source: Poverty Levels as measured by percent eligible for free/reduced price meals from District and School Profiles, 2014-2015; EVAAS HISD Teacher-level Data File, 2015

Table 44. Distribution of All Teacher Biology Cumulative TGI (Value-Added Scores) by Secondary School Low Income Enrollment, 2014–2015

	Overall N=142	4th Quartile (<63) N=42	3rd Quartile (63–74) N=35	2nd Quartile (75–85) N=31	1st Quartile (86–100) N=34
Well Above Average (≥ 2.00)	20.4	35.7	11.4	9.7	20.6
Above Average (1.00 to 1.99)	5.6	7.1	2.9	3.2	8.8
Average (-1.00 to 0.99)	28.9	31.0	31.4	16.1	35.3
Below Average (-2.00 to -1.01)	12.7	9.5	20.0	12.9	8.8
Well Below Average (< -2.00)	32.4	16.7	34.3	58.1	26.5

Source: Poverty Levels as measured by percent eligible for free/reduced price meals from District and School Profiles, 2014-2015; EVAAS HISD Teacher-level Data File, 2015

Table 45. Distribution of All Teacher English I Cumulative TGI (Value-Added Scores) by Secondary School Low Income Enrollment, 2014–2015

	Overall N=183	4th Quartile (<63) N=47	3rd Quartile (63–74) N=46	2nd Quartile (75–85) N=48	1st Quartile (86–100) N=42
Well Above Average (≥ 2.00)	18.0	46.8	4.3	8.3	11.9
Above Average (1.00 to 1.99)	4.9	2.1	6.5	2.1	9.5
Average (-1.00 to 0.99)	30.1	27.7	26.1	33.3	33.3
Below Average (-2.00 to -1.01)	19.7	14.9	21.7	25.0	16.7
Well Below Average (< -2.00)	27.3	8.5	41.3	31.3	28.6

Source: Poverty Levels as measured by percent eligible for free/reduced price meals from District and School Profiles, 2014-2015; EVAAS HISD Teacher-level Data File, 2015

Table 46. Distribution of All Teacher English II Cumulative TGI (Value-Added Scores) by Secondary School Low Income Enrollment, 2014–2015

	Overall N=144	4th Quartile (<63) N=41	3rd Quartile (63–74) N=35	2nd Quartile (75–85) N=36	1st Quartile (86–100) N=32
Well Above Average (≥ 2.00)	14.6	34.1	8.6	2.8	9.4
Above Average (1.00 to 1.99)	2.8	4.9	0.0	0.0	6.3
Average (-1.00 to 0.99)	43.1	39.0	40.0	44.4	50.0
Below Average (-2.00 to -1.01)	17.4	12.2	14.3	22.2	21.9
Well Below Average (< -2.00)	22.2	9.8	37.1	30.6	12.5

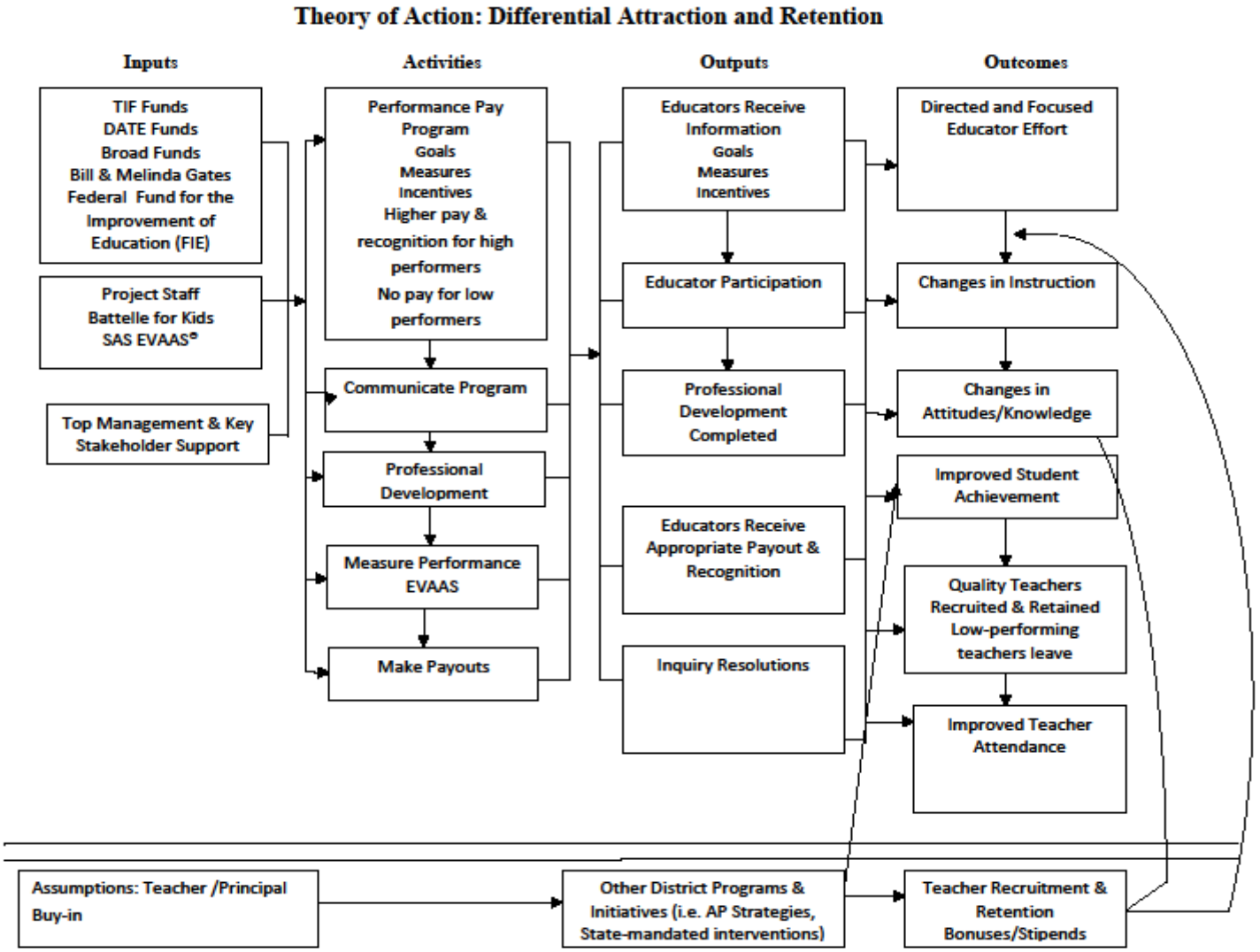
Source: Poverty Levels as measured by percent eligible for free/reduced price meals from District and School Profiles, 2014-2015; EVAAS HISD Teacher-level Data File, 2015

Table 47. Distribution of All Teacher U.S. History Cumulative TGI (Value-Added Scores) by Secondary School Low Income Enrollment, 2014–2015

	Overall N=108	4th Quartile (<63) N=34	3rd Quartile (63–74) N=33	2nd Quartile (75–85) N=23	1st Quartile (86–100) N=18
Well Above Average (≥ 2.00)	20.4	20.6	18.2	17.4	27.8
Above Average (1.00 to 1.99)	7.4	8.8	3.0	8.7	11.1
Average (-1.00 to 0.99)	22.2	17.6	27.3	17.4	27.8
Below Average (-2.00 to -1.01)	15.7	20.6	12.1	13.0	16.7
Well Below Average (< -2.00)	34.3	32.4	39.4	43.5	16.7

Source: Poverty Levels as measured by percent eligible for free/reduced price meals from District and School Profiles, 2014-2015; EVAAS HISD Teacher-level Data File, 2015

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, teacher stipend, and teacher staff files extracted from PeopleSoft for 2010–2011 through 2014–2015. Teacher recruitment data were provided for 2010–2011 through 2014–2015 from a PeopleSoft extract. The Teacher Performance Pay data file from 2005–2006 and the ASPIRE Award files for 2006–2007 to 2014–2015 were used to analyze participation and payout information. Districtwide performance data were extracted from the *District and School Iowa and Logramos 3 Performance Report for Grades 1–8* (Houston Independent School District, (2015e), the *State of Texas Assessments of Academic Readiness (STAAR) Standards-Based Performance, Grades 3–8, Spring 2014* (Houston Independent School District, 2013g and 2015f), and the *State of Texas Assessments of Academic Readiness (STAAR) End of Course Results, Spring, 2014* (Houston Independent School District, 2013h and 2015g). 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 *2013–2014 ASPIRE Award Survey*, and the *2013–2014 ASPIRE Program Evaluation* (Houston Independent School District, 2015a), *2012–2013 ASPIRE Award Program Evaluation* (Houston idenpendent School District, 2015b), *The 2013–2014 ASPIRE Award Payout Report* (Houston Independent School District, 2015 c). The 2012–2013 inquiry data were provided by the ASPIRE Program Manager, email message to authors, August 6, 2014. The 2013–2014 inquiry data were summarized in the *2015 ASPIRE e-News January-March* (Houston Independent School District, 2015d).

Teacher characteristics data were extracted from the *Texas Academic Performance Report, 2012–2013 and 2013–2014* (Texas Education Agency, 2012–2013 and 2013–2014). Statewide data were extracted from the STAAR Statewide Summary Reports (2012, 2013, and 2014).

HISD charter schools provided teacher information in EXCEL spreadsheets which were manually entered for 2005–2006 to 2014–2015. Core courses were identified through discussions with staff from Federal and

APPENDIX B (CONTINUED)

State Compliance as well as the Curriculum Department. The ASPIRE Award Core Subject Course Lists for 2006–2007 through 2014–2015 are posted on the ASPIRE website.

For 2014–2015, the Department of Research and Accountability, Performance Analysis Bureau, provided Iowa and Logramos 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 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.

Unlike all subsequent years, 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 *2014–2015 ASPIRE Award Survey* was developed to determine the perceptions and level of knowledge of participants regarding the 2014–2015 ASPIRE Award program paid out in February 2016. The survey items were developed from previous surveys, reviewed and approved by members of the ASPIRE Award Executive Committee with input from the Department of Human Resources and Professional Educator Compensation and Support (PECAS) Committee, and the modified instrument was piloted. The 2014–2015 ASPIRE Award Survey was administered on-line from Wednesday, December 2, 2015, through Wednesday, February 3, 2016, with follow-up reminders on Tuesday, December 15, 2015, Tuesday, January 5, 2016, and Wednesday, January 27, 2016. 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 February 2016 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 survey also included perception items that dealt with compensation. The survey instructions with the embedded link to access the survey were

APPENDIX B (CONTINUED)

sent directly to campus-based employees, school support 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 with the exception of the 2013–2014 school year where payout occurred after the survey was administered. Alternatively, the December 2007 survey administration referred to the 2005–2006 Teacher Performance-Pay Model (TPPM). Although results were collected after the January 2007 payout, the time frame was considerably longer (December) when compared to the subsequent survey administrations that were conducted in the month of May.

SURVEY PARTICIPANTS

Survey invitations for the 2014–2015 ASPIRE Award were sent to a total of 17,109 Houston Independent School District (HISD) campus-based employees on December 2, 2015 with a closing date of February 3, 2016. There were 3,409 participants who responded to the survey (19.9 percent). **Table 1,** p. 40 provides a ten-year summary of survey response rates by pay for performance model. Over the past ten years, the response rate increased from 11.4 percent for the December 2007 administration to 25.7 percent for the January 2014 administration, and has slightly declined to 19.9 percent for 2014–2015.

If survey participants were employed by HISD during the 2014–2015 school year, they were asked to indicate their eligibility status and categorization, for which 2,747 of the 3,409 respondents indicated their eligibility status and ASPIRE Award categorization (see **Table 2,** p. 40).

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 2014–2015 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 2014–2015.

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

APPENDIX B (CONTINUED)

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 2014–2015 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 2014–2015 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, 2015–2016. A retained teacher's employee status for the 2015–2016 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 an EVAAS® cumulative TGI score of 2.00 or higher in their subject area were selected.

Teacher recruitment data for 2007–2008 to 2014–2015 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.

APPENDIX B (CONTINUED)

DATA LIMITATIONS

The Houston Independent School District changed the norm referenced test that was administered districtwide during the 2014–2015 school year from Stanford/Aprenda to Iowa/Logramos. Single-year data 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, 2012–2013,2013–2014, and 2014–2015) 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

2014–2015 ASPIRE Awards

Program and Eligibility Requirements

October 2014

General Eligibility Requirements

To be eligible to participate in the 2014–2015 ASPIRE Award Program, 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 percent 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 9, 2014. Employees whose job record/position is assigned to non-campus departments for time reporting are not eligible for the 2014–2015 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).

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 9, 2014.

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

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[1]; 80 hours for staff on an eight-hour day). This means first-year employees must commence employment no later than September 9, 2014, as any instructional days missed from the start of their campus' instructional school year to the date employed will be counted as absent. Early release days are treated as other instructional days—the entire day (7.75 hours, or eight 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

[1]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.

Houston Independent School District HISD • ASPIRE Accelerating Student Progress. Increasing Results & Expectations • **www.houstonisd.org/ASPIRE** *The 2014–2015 ASPIRE awards are based on value-added results for the 2014–2015 school year. © 2014. For more information on award calculations, please refer to the full award model diagram.*

Appendix C (Continued)

- Religious holidays
- Floating holiday
- Vacation pay
- Compensatory time
- Authorized off-campus duty

Family medical leave, military leave and assault leave must be authorized through Human Resources (HR) at the time of the leave.

11. Employees who receive a final summative rating of "Ineffective" or "Needs Improvement" for the 2014–2015 school year, according to the Teacher Appraisal and Development System or the School Leader Appraisal System, are not eligible. This final summative rating includes a Student Performance measure for applicable employees.

12. Employees who were on a Prescriptive Plan of Assistance (PPA) based on the 2013–2014 information as determined by multiple measures including observations, walkthroughs, student performance, etc. and whose performance goals were not met prior to the first instructional day of the following school year are not eligible.

13. Employees who retire in lieu of termination or resign in lieu of termination are not eligible.

14. For principals to be eligible, all teacher positions at the campus must be fully staffed as of the first day of school, August 25, 2014. Principals of campuses who have teaching vacancies as of the first day of school can appeal their eligibility status.

Position Eligibility Requirements and Award Groups

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

Instructional Position Groups

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

Core Foundation Teaching Positions

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

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.

Appendix C (Continued)

Group 1. Core Foundation Teachers, Grades 3−11, with EVAAS™ Value-Added Report

To be considered in this group, employees must teach at least one and as many as five core foundation subjects for which a value-added report is generated. 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. Student linkages for students in grades 1−2 are required to be provided during the spring linkage process in order for a teacher to be considered in this category.

Group 3. Core Foundation Teachers, Grades 3−12, without EVAAS™ 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 where a value-added report cannot be generated, high school teachers of students in grades and subjects for which a value-added report cannot be generated, or teachers of low class sizes. Student linkages for students in grades 3–11 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 in this group, employees 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, ASPIRE Awards also acknowledge the contributions of employees who contribute to student growth in other ways throughout the school year:

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%. 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, Campus Education Technician.*

Appendix C (Continued)

Campus Leadership Groups

ASPIRE Awards recognize 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 group, 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 core foundation teacher. Therefore, the award amount would be determined on the basis of the job, a third grade 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. ASPIRE Awards 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 purpose*

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% 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*

Appendix C (Continued)

FTE) who spends all of his or her time at a single campus would be eligible to receive 50% of the award. This same employee who works 50% 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% 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% of his or her time at campus A, 25% at campus B, and 25% at campus C. If the employee is eligible for an ASPIRE Award based on campus data, then the employee would receive 50% 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 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.

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 ASPIRE 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.

APPENDIX D

ASPIRE AWARD MODEL
TEACHERS AND CAMPUS-BASED STAFF
2014–2015

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.

Groups Considered in ASPIRE Award Model

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

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.

Groups Included: Instructional, Instructional Support, Teaching Assistants, and Operational Support.

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 "CGI"). See the ASPIRE portal for more detailed information on the calculation of EVAAS scores.
(http://static.battelleforkids.org/Documents/HISD/VA/Cumulative_Gain_and_Composite_Calculations.pdf)

APPENDIX D (Continued)

The Campus Composite Value-Added Gain Scores (CGI) are rank ordered by academic levels. Staff at schools in the first quintile (top 20%) with positive (greater than zero) CGIs 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 a High Schools Ranked Separately	**Quintile 1**	**Quintiles 2 - 5**
	Cumulative Gain Index	**Cumulative Gain Index**
Instructional Staff	$1,500	$0
Instructional Support Staff	$562.50	$0
Teaching Assistants	$562.50	$0
Operational Support Staff	$500	$0

Group Performance: Campus Academic Growth or Achievement

Purpose: Reward instructional, instructional support, and teaching assistant staff for cooperative efforts at meeting student achievement levels or improving student performance at the campus level.

Groups Included: Instructional, Instructional Support, and Teaching Assistants.

Method for Group Performance: Campus Academic Growth or Achievement

Indicators: Norm-Referenced Test (NRT) data which includes Iowa/Logoramos (beginning in 2015) and Stanford/Aprenda (prior to 2015) – 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 percentage.

Elementary and Middle Schools

This component of the Group Performance Award is designed to reward instructional, instructional support, and teaching assistant 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 2014–2015 Iowa/Logoramos or for which the campus has exhibited significant improvement in the percent of students across all grades at this rank from the 2013-2014 Stanford/Aprenda. Significant improvement is defined as being in the top quintile (top 20%) of schools within elementary school rankings or middle school rankings. Schools are rank-ordered at the elementary and middle school levels, separately. K-6 and K-8 schools are ranked with elementary schools. Schools are ranked and awarded separately for Math and Reading.

APPENDIX D (Continued)

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	$375	NA	NA
	Instructional Support Staff	$225	NA	NA
	Teaching Assistants	$150	NA	NA
Did not meet Award Standard	Instructional Staff	NA	$375	$0
	Instructional Support Staff	NA	$225	$0
	Teaching Assistants	NA	$150	$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	$375	NA	NA
	Instructional Support Staff	$225	NA	NA
	Teaching Assistants	$150	NA	NA
Did not meet Award Standard	Instructional Staff	NA	$375	$0
	Instructional Support Staff	NA	$225	$0
	Teaching Assistants	NA	$150	$0

High Schools

This component of the Group Performance Award is designed to reward instructional, instructional support, and teaching assistant staff at high schools where 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 2013–2014 and 2014–2015. 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 2013 and 2014 are 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 (an unduplicated count of students), by total grade 10-12 enrollment, all values expressed to the nearest tenth of a percentage point (0.1). The participation/performance rate for each year at campuses with both an AP and an IB program is calculated using the number of students in grades 10-12 with at least one

APPENDIX D (Continued)

AP exam with a score of 3 or higher plus the number of students in grades 11-12 with at least one IB exam with a score of 4 or higher (an unduplicated count of students), by total grade 11-12 enrollment, all values expressed to the nearest tenth of a percentage point (.1).

4. Eligible staff at campuses that are in the top quintile (20%) of campuses for the 2014-2015 school year are awarded for this strand component.
5. Campuses that are not in the top quintile for the current year are rank-ordered according to the percentage-point change in their participation/performance rates between 2013–2014 and 2014–2015, with both the underlying values and this change expressed to nearest tenth of a 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 2013–2014 and 2014–2015 are placed into quintiles. Eligible staff at campuses ranked in the top quintile (20%) are awarded provided the participation/performance rate change is positive

Campus Academic Achievement Awards Matrix – High Schools				
		Participation/Performance Rate: Percent of Students in Grades 10-12 with a score of 3 (AP) or 4 (IB) or higher		
	Campus Staff	**Quintile 1 Participation/Performance**	**Quintile 1 Improvement**	**Quintiles 2 - 5**
Met Top Quintile for Participation/ Performance	Instructional Staff	$750	NA	NA
	Instructional Support Staff	$450	NA	NA
	Teaching Assistants	$300	NA	NA
Did Not Meet Top Quintile for Participation/ Performance	Instructional Staff	NA	$750	$0
	Instructional Support Staff	NA	$450	$0
	Teaching Assistants	NA	$300	$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.

APPENDIX D (Continued)

People Included in Group Performance: Grade/Subject Student Growth

Core Foundation Instructional Staff: 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. At least two of the teaching assignment must be ASPIRE Core Foundation courses to be considered as core foundation instructional staff for the purposes of the award.

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: 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.

For core foundation teachers of Grades 3-12: To be considered in this group, employees must qualify as core foundation instructional staff. Core foundation courses must be taught the majority of the school day. 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 who do not take the STAAR EOC assessments, or teachers of low class sizes in grades 3-8.

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 for 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. See the ASPIRE portal for more details on the calculation of Comparative Growth (http://static.battelleforkids.org/Documents/HISD/CGR/ComparativeGrowthModelOverview.pdf).

APPENDIX D (Continued)

The Campus Comparative Growth scores in reading and in math are rank ordered separately. Teachers at campuses in the first quintile (top 20 percent) for each subject are awarded.

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	$1,312.50	$0	$1,312.50	$0

Grades 3-12 Core Foundation Teachers without Value-Added

In this 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 have 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 quintiles. Comparisons are done separately at each level (elementary, middle, and high school) for each core foundation subject. Only positive gain scores will be rewarded. These core foundation teachers are rewarded based on the improvement of students included in the EVAAS® analyses at their campus, not 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.

Campus subject gain scores are rank ordered by academic level. K-6 and K-8 campuses are rank ordered with elementary schools. Only employees at a campus in the first quintile are awarded. Awards are calculated separately for each subject taught and added together, not to exceed the maximum of $2,625.

APPENDIX D (Continued)

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)	$2,625	$0
Math	$2,625	$0
Language Arts (ES/MS)	$2,625	$0
Science	$2,625	$0
Social Studies	$2,625	$0
Reading/ELA (HS)	$2,625	$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	$1,312.50	$0
Subject 2	$1,312.50	$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	$875	$0
Subject 2	$875	$0
Subject 3	$875	$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	$656.25	$0
Subject 2	$656.25	$0
Subject 3	$656.25	$0
Subject 4	$656.25	$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	$525	$0
Subject 2	$525	$0
Subject 3	$525	$0
Subject 4	$525	$0
Subject 5	$525	$0

APPENDIX D (Continued)

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

Core Foundation Instructional Staff: To be considered in this group, teachers must meet the definition of core foundation instructional staff (page 4) and must teach at least one and as many as five core foundation subjects in grades 3-8, and high school where students take STAAR EOC assessments. 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.

Indicator: The Teacher Composite Cumulative Gain Index (TGI) is calculated across all grades and subjects a teacher teaches. The TGI is compared against 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 (1.00 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 considered as "above average" receive awards. Teachers considered as "well above average" earn the maximum award.

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
$7,500	$3,750	$0

APPENDIX D (Continued)

2014–2015 ASPIRE Award Model Diagram

Teachers & Campus-Based Staff

		Indicator	Metric	Group 1 Core Teacher, Grades 3-11 w/ EVAAS™	Group 2 Core Teacher, PK-2	Group 3 Core Teacher, Grades 3-12 w/o EVAAS™	Group 4 Elective/Ancillary Teacher	Group 5 Instructional Support Staff	Group 6 Teaching Assistant	Group 7 Operational Support Staff
Individual Performance		EVAAS™ Teacher Composite Cumulative Gain Index (Teachers whose Composite CGI is less than or equal to -2.00 will not be considered for any group performance award)	CGI ≥ 2	$7,500 OR $3,750	N/A	N/A	N/A	N/A	N/A	N/A
			2 > CGI ≥ 1							
		Indicator	**Metric**							
Group Performance: Teachers	Department Value-Added	EVAAS™ Department Cumulative Gain Index (STAAR/STAAR-EOC/TAKS within a subject)	Top Quintile	N/A	N/A	$2,625	N/A	N/A	N/A	N/A
	Grade/ Subject Student Growth	Comparative Growth Math (Based on campus 2nd grade Iowa/Logramos)	Top Quintile	N/A	$1,312.50	N/A	N/A	N/A	N/A	N/A
		Comparative Growth Reading (Based on campus 2nd grade Iowa/Logramos)		N/A	$1,312.50	N/A	N/A	N/A	N/A	N/A
		Indicator	**Metric**							
Group Performance: Campus-Wide	Campus Value-Added	EVAAS™ Campus Composite Cumulative Gain Index	Top Quintile	$1,500	$1,500	$1,500	$1,500	$562.50	$562.50	$500
	Campus Growth or Achievement	**ES/MS Campus Staff:** Iowa/Logramos Math (Percent of all students at/above 50th percentile rank across grades 1–8)	Meets Threshold of 85% or Top Quintile of Improvement	$375 OR $375	$375	$375 OR $375	$375 OR $375	$225 OR $225	$150 OR $150	N/A
		ES/MS Campus Staff: Iowa/Logramos Reading (Percent of all students at/above 50th percentile rank across grades 1–8)								
		HS Campus Staff: AP/IB Participation & Performance (Students scoring 3+/4+ divided by grades 10–12 PEIMS enrollment - unduplicated count)	Top Quintile or Top Quintile of Improvement	$750	N/A	$750	$750	$450	$300	N/A
			Maximum Award Amount	**$9,750**	**$4,875**	**$4,875**	**$2,250**	**$1,012.50**	**$862.50**	**$500**

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APPENDIX E

2014–2015 ASPIRE Award Special Analysis for Teachers and Campus Leaders

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 *2014–2015 ASPIRE Award Model Diagram: Teachers & Campus-Based Staff* or *2014–2015 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, PK-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 teachers 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 PK-2, second grade comparative growth campus median scores are used to reward teachers of grades PK-2.

There are 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 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 PK 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 was used.
3. Middle and 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.

APPENDIX E (CONTINUED)

School Name	Paired School Name	Reason for Special Analysis
Bellfort Academy	Lewis Elementary	1
Energized for Excellence ECC	Energized for Excellence Elementary	1
Farias Early ECC	Moreno Elementary	1
Fonwood ECC	Marshall Elementary	1
Halpin ECC	Tinsley Elementary	1
King ECC	Windsor Village Elementary	1
Laurenzo ECC	Burnet Elementary	1
Mistral ECC	Sutton Elementary	1
Neff ELC	Neff Elementary	1
Young Learners Charter School	Burbank Elementary	1
Elementary DAEP	Eliot Elementary	2
Harper Alternative School	Black Middle School	2
Las Americas	Long Middle School	2 – Math Only
Advanced Virtual Academy	Sharpstown High School	3 – Science Only
Community Services	Lamar High School	3
Energized for STEM HS SE	Energized for STEM Central MS	3 – Social Studies Only
Energy Institute High School	Lamar High School	3 – Social Studies Only
HCC Life Skills	Lamar High School	3
Liberty High School	Lee High School	3 – Social Studies Only

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

1. Early Childhood campus without students in grades included in analysis.

Alternative/Charter without enough student test data for value-added analysis

APPENDIX E (CONTINUED)

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

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 Iowa/Logramos 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 are 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 Iowa/Logramos data. These campuses are paired for Iowa/Logramos 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 Iowa/Logramos 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
Bellfort Academy	Lewis Elementary	1
Energized for Excellence ECC	Energized for Excellence Elementary	1
Farias ECC	Moreno Elementary	1
Fonwood ECC	Marshall Elementary	1
Halpin ECC	Tinsley Elementary	1
King ECC	Windsor Village Elementary	1
Laurenzo ECC	Burnet Elementary	1
Mistral ECC	Sutton Elementary	1
Young Learners Charter School	Burbank Elementary	1
Elementary DAEP	Eliot Elementary	2

APPENDIX F

SCHOOL LEADER PERFORMANCE-PAY MODEL 2014–2015

There are two major components of the ASPIRE Award Model for School Leaders: 1) Group Performance based on Campus Value-Added; 2) Group Performance based on Campus Academic Achievement.

People Included in ASPIRE School Leader Performance Pay

Principals: Certification for this position is required in order to be considered as a principal. To be considered in this group, employees must meet all general eligibility requirements and be the "principal of record" according to HR and PeopleSoft.

Assistant Principals/Deans of Instruction: Certification for this position is required in order to be considered as an assistant principal or dean of instruction. 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.

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.

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 "CGI"). See the ASPIRE portal for more detailed information on the calculation of EVAAS scores.
(http://static.battelleforkids.org/Documents/HISD/VA/Cumulative_Gain_and_Composite_Calculations.pdf)

The Campus Composite Value-Added Gain Scores (CGI) are rank ordered by academic level. Staff at schools in the first quintile with positive (greater than zero) CGIs 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 a	**Quintile 1**	**Quintiles 2 - 5**
High Schools Ranked Separately	**Cumulative Gain Index**	**Cumulative Gain Index**
Principals	$7,500	$0
Assistant Principals	$3,750	$0

Group Performance: Campus Academic Achievement

Purpose: Reward eligible school leaders for cooperative efforts at meeting student achievement levels or improving student performance at the campus level.

APPENDIX F (CONTINUED)

Method for Group Performance: Campus Academic Achievement

Indicators: Iowa/Logramos -- 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 school leaders 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 2014–2015 Iowa/Logramos 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 rank-ordered at the elementary and middle school levels, separately. K-6 and K-8 schools are ranked with elementary schools. Schools are ranked and awarded separately for Math and for 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	$1,875	NA	NA
	Assistant Principals	$937.50	NA	NA
Did not meet Award Standard	Principals	NA	$1,875	$0
	Assistant Principals	NA	$937.50	$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	$1,875	NA	NA
	Assistant Principals	$937.50	NA	NA
Did not meet Award Standard	Principals	NA	$1,875	$0
	Assistant Principals	NA	$937.50	$0

APPENDIX F (CONTINUED)

High Schools

This component of the Group Performance Award is designed to reward school leaders at high schools where 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 2013–2014 and 2014–2015. 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 2013 and 2014 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 (an unduplicated count of students), by total grade 10-12 enrollment, all values expressed to the nearest tenth of a percentage point (0.1). The participation/performance rate for each year at campuses with both an AP and an IB program 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 in grades 11-12 with at least one IB exam with a score of 4 or higher (an unduplicated count of students), by total grade 11-12 enrollment, all values expressed to the nearest tenth of a percentage point (.1).
4. Eligible staff at a campus that meets the 2014–2015 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 2013–2014 and 2014–2015, 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 2013–2014 and 2014–2015 are placed into quintiles. Eligible school leaders at campuses ranked in the first quintile (top 20%) are awarded provided the participation/performance rate change is positive.

APPENDIX F (CONTINUED)

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	$3,750	NA	NA
	Assistant Principals	$1,875	NA	NA
Did not meet Award Standard	Principals	NA	$3,750	$0
	Assistant Principals	NA	$1,875	$0

APPENDIX F (CONTINUED)

2014–2015 ASPIRE Award Model Diagram

School Leaders

		Indicator	Metric	Group 1L Principals	Group 2L Assistant Principals & Deans
Group Performance	Campus Value-Added	EVAAS™ Campus Composite Cumulative Gain Index (School leaders whose Campus Composite CGI is less than or equal to -2.00 will not be considered for any performance pay award)	Top Quintile	$7,500	$3,750
Group Performance	Campus Academic Growth or Achievement	**ES/MS Campus Leaders:** Iowa/Logramos Math (Percent of all students at/above 50th percentile rank across all grades)	Meets Threshold of 85% or Top Quintile of Improvement	$1,875	$937.50
		ES/MS Campus Leaders: Iowa/Logramos Reading (Percent of all students at/above 50th percentile rank across all grades)		$1,875	$937.50
				OR	OR
		HS Leaders: AP/IB Participation & Performance (Students scoring 3+/4+ divided by grades 10-12 PEIMS enrollment - unduplicated count)	Top Quintile or Top Quintile of Improvement	$3,750	$1,875
			Maximum Award Amount	$11,250	$5,625

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APPENDIX G
VALUE-ADDED LEARNING MODULES SURVEY RESULTS
N=38 PARTICIPANTS

Please select the virtual learning module you just completed.

Module	N	%
Teacher Value-Added and Diagnostic Reports	10	266
District/School Diagnostic Reports	4	11
Student Reports	5	13
Teacher Reports for Admins	3	8
Decision Dashboard	4	11
District/School Value-Added Reports - Predictive Mode	3	8
District/School Value-Added Reports - Gain Model	8	21
Student Search and Custom Student Reports	1	3

Source: SAS download of VLM SurveyMonkey data file, 2014–2015

How did you watch the virtual learning module?

Environment	N	%
I watched it alone	38	100
Small group (PLC, Grade Level, Department)	0	0
Large group (Faculty Meeting)	0	0

Source: SAS download of VLM SurveyMonkey data file, 2014–2015

How appropriate was the length of the module?

Appropriateness	N	%
Too long	0	0
About right	33	87
Too short	4	11
No response	1	3

Source: SAS download of VLM SurveyMonkey data file, 2014–2015

How clear were the objectives of this virtual learning module?

Objectives	N	%
Extremely clear	10	26
Quite clear	19	50
Moderately clear	4	11
Slightly clear	1	3
Not at all clear	3	8
No response	1	3

Source: SAS download of VLM SurveyMonkey data file, 2014–2015

How clear was the content of this virtual learning module?

Content	N	%
Extremely clear	10	26
Quite clear	17	45
Moderately clear	4	11
Slightly clear	6	16
Not at all clear	0	0
No response	1	3

Source: SAS download of VLM SurveyMonkey data file, 2014–2015

APPENDIX G (CONTINUED)

Did you understand the content?

Understanding	N	%
Yes	26	68
Somewhat	9	24
No	2	5
No Response	1	3

Source: SAS download of VLM SurveyMonkey data file, 2014–2015

Rate your knowledge of the content before and after completing this virtual learning module.

	1 (least knowledgeable)		2		3		4		5 (most knowledgeable)	
	N	%	N	%	N	%	N	%	N	%
Before Training	10	26	7	18	8	21	9	24	3	8
After Training	2	5	3	8	2	5	13	34	15	39

Source: SAS download of VLM SurveyMonkey data file, 2014–2015

Note: Totals will not add up to 100% due to participants that did not provide a response.

Rate your comfort in incorporating this into your educational practice before and after completing this virtual learning module.

	1 (least comfortable		2		3		4		5 (most comfortable)	
	N	%	N	%	N	%	N	%	N	%
Before Training	6	16	15	39	7	18	3	8	6	16
After Training	2	5	4	11	7	18	10	26	13	34

Source: SAS download of VLM SurveyMonkey data file, 2014–2015

Note: Totals will not add up to 100% due to participants that did not provide a response.

How useful was the information presented on this virtual learning module?

Usefulness	N	%
Extremely useful	9	24
Quite useful	18	47
Somewhat useful	5	13
Slightly useful	4	11
Not at all useful	0	0
No response	2	5

Source: SAS download of VLM SurveyMonkey data file, 2014–2015

List 1 thing that you don't understand.

- "It is still unclear how to read the projection for the students! Instead of comparing the information to weather be more specific and detail a made up students projected report."
- "Why the survey didn't publish sooner."
- "Since I teach art, it is hard to get statistical information with all the pull outs for tutoring, and with an English/Spanish mix."
- "None at this time."
- "What happens if a student has no history with HISD?"
- "I do understand, I just need time to process the information."

APPENDIX G

- "I am not certain that the percentage/percentile numbers are realistic/applicable, which makes me apprehensive about the entire program."
- "I would like to know where to find my current classes information."
- "creating student projection reports"
- [prac]tical examples of student scores not included"
- "how it adds up to total value"
- "NA"
- "How to successfully teach so there is growth."
- "How to use the growth for lesson planning."

What suggestions do you have for improving this module?

- "The module basically repeats itself with information that stills leaves you clueless. I do believe that it could be beneficial and effectively in the classroom, but it I cannot understand how to read the graph. Very frustrating!"
- "Improve the self-service survey tool."
- "Have a better way to measure the arts in the once a week classes with mixed languages and Special Ed all together and have a more observational measurement on creativity and development of us of various media."
- "None at this time."
- "Perfect"
- "I would like to see how a teacher would use their class's information to help them reach higher achievement with their current students."
- "links to the next videos"
- "to include some examples"
- "use more examples"
- "None"

What 2 things did you learn and will you use?

- "I would love to use it, but not clear on how to determine the projected score for student on assessment."
- "When I see a low performing student in their regular class and their testing results over the year, I will work harder to get them to express themselves in the arts."
- "The basics in learning the information and how it can be used toward student success and teacher/staff effectiveness toward student success."
- "Coming from another state all information was useful."
- "How academic growth is measured. How to use the information on the report."
- "data dissimilation/estimating future outcomes"
- "I learned how to read the chart and it helps me see how the school is improving. I learned that the growth rate is 0."
- "What the bars mean and how to use that information. How to create custom reports."
- "Using these reports in conjunction with district reports."
- "Understanding the purpose of EVAAS and how to use the EVAAS data to improve my overall instruction effectiveness"
- "my EVAAS value will be calculated"
- "statistical date"
- "Comparing student's growth between grade and subject and evaluating the data to answer the question, were students prepared for the next grade level."
- "How to read the growth report and how to adjust according to the report."
- "I learned that previous year's data can help with lesson planning. I will also pay more attention to growth throughout the district/school."