MEMORANDUM October 4, 2017

TO: Board Members

FROM: Richard A. Carranza
Superintendent of Schools

SUBJECT: **2015–2016 ASPIRE AWARD PROGRAM EVALUATION**

CONTACT: Carla Stevens, 713-556-6700

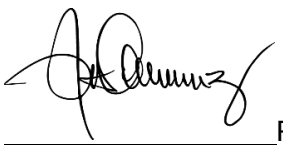
On January 12, 2006, the Houston Independent School District (HISD) Board of Education approved a teacher performance-pay program awarding teachers financial incentives based on three indicators of performance pay, using value-added methodology. For 2015–2016, HISD did not renew its contract with SAS EVAAS®. The amended model replaced EVAAS® with comparative growth as an award indicator. There are four major components of the Amended ASPIRE Award Model for Teachers and Campus Based Staff: 1) Group Performance based on Campus Comparative Growth; 2) Group Performance based on Campus Academic Achievement; 3) Group Performance based on Grade/Subject Student Growth; and 4) Individual Performance based on Teacher Comparative Growth.

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. The 2015–2016 ASPIRE Award uses comparative growth to provide teachers with the information they need to facilitate and measure student progress at the student, classroom, and campus levels. Due to budget constraints the 2015–2016 ASPIRE Award is the final districtwide payout of this performance pay program.

Attached is the evaluation report summarizing the effectiveness of the 2015–2016 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
- 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.



RAC

Attachment
cc: Superintendent's Direct Reports
Area Superintendents
School Office Directors
Audrey Gomez

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

ASPIRE AWARD PROGRAM EVALUATION 2015–2016

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ANALYZING DATA, MEASURING PERFORMANCE.

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RESEARCH

2015 – 2016 ASPIRE Award Program Evaluation

October 2017

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ASPIRE Award Program Evaluation, 2015–2016

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 or February since 2008.

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. The ASPIRE Award program provides teachers with the information 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 comparative growth 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: (comparative growth core teacher progress);
- Indicator II–Group Performance: Teachers (department comparative growth); and,

- Indicator III–Group Performance: Campus-Wide (campus growth). Indicator III is based on the campus-wide comparative growth across subjects, Index 3 distinction for elementary and middle 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 2015–2016 ASPIRE Award program in relation to the stated goals and the impact on the participants after eleven years of implementing a performance-pay program. The logic model diagramming the inputs, activities, outputs, and outcomes is illustrated in **Appendix B**, p. 69. The program evaluation is required as a part of federal grant funding requirements.

Highlights

Award Payout

- Since the inception of a performance-pay program, the district has paid out $275,006,642.95. There was a decrease of $8,521,980.63 from 2014–2015 to 2015–2016 due to changes in eligibility, program funding, and award model calculations.

- Over the past ten 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 the award model and funding decreased to $8,586,519.75 in 2015–2016. These changes are also reflected in the number of staff receiving an award which decreased from 13,157 in 2006–2007 or 78 percent of 16,951 eligible staff to 5,287 in 2015–2016 or 44 percent of 12,146 eligible staff.

- For 2015–2016, 50 percent of all eligible core teachers received an award, reflecting a decrease of 5 percentage points for all eligible core teachers from 2014–2015.

- The average payout for core foundation teachers (Group 1–3), rounded to the nearest dollar, decreased from $4,079 in 2014–2015 to $2,038 in 2015–2016. Similarly, the average payout for all teachers (Group 1–4) decreased from $3,701 in 2014–2015 to $1,842 in 2015–2016. This is consistent with model changes from a maximum award of $9,750 per teacher in 2014–2015 to a maximum of $5,725 for Non-TIF4 schools and $6,400 for TIF4 schools.

Recruitment and Retention

- Of the 1,024 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, 321 employees, or 31.3 percent received both a Group 1, teacher progress award, reflecting highly effective teachers, as well as a recruitment bonus. Out of 2,005 core foundation teachers with individual data (Group 1), 551 employees, or 27.5 percent, received a Group 1, teacher progress award, but no recruitment bonus.

- Classroom retention rates for teachers declined from 83.2 percent in 2010–2011 to 79.5 percent in 2013–2014, increased to 83.2 percent in 2014–2015, and decreased to 81.6 percent in 2015–2016.

- The percentage of core foundation 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 26.0 percent in 2015–2016.

These percentages reflect more stringent award model criteria and calculations, staff reduction, and budget reductions.

- 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, but decreased to 6.4 percent in 2015–2016. Hard-to-staff schools reflected those schools that were identified as *Improvement Required* according to the Texas Education Agency (TEA).

- Retention rates of highly effective staff at TEA-rated IR schools were 100 percent for teachers providing instruction for grades 3–8 STAAR reading, science, and social studies, and high school U.S. History.

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 and 2015–2016. 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

- Although the standards increased from 2015 to 2016 on the State of Texas Assessments of Academic Readiness (STAAR), the district's passing rates stayed the same (reading, writing, and math) or increased (science and social studies) at the same or greater rates than the state thus maintaining or, in the case of reading, science, and social studies, closing the gap with the state.

- When comparing 2015 to 2016 the district increased the percentage of students that met the Advanced Level in all STAAR subjects, grades 3–8.

- Although the state outperformed the district in the percentage of students that met the progression standard for Satisfactory Level II for all STAAR end-of course subjects, district-level results increased for English I, English II, and U.S. History at rates greater than the state on the 2016 higher standards.

- When comparing 2015 to 2016, district-level results increased in the percentage of students that met the Advanced Level in all STAAR end-of-course subjects.

Survey Feedback

- The percentage of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay was 57.9 percent in February 2017 which is the highest rate in the last five years.

- Over the last eleven 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 22.2 percent in 2017 which is the lowest rate of opposition since the program started.

- Out of a total of 2,598 respondents on the February 2017 survey, 1,096 or 42.2 percent of the respondents provided at least one response for providing one positive aspect of the ASPIRE Award, whereas 57.8 percent of respondents did not provide any responses. The top four emergent categories reflected 49.3 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 2016, when looking at the distribution of highly effective teachers based on the comparative growth teacher median percentile and school poverty, there was a **higher proportion** of **highly effective** elementary science, middle school writing, middle and high school Algebra I, and U.S. History teachers at the **highest** poverty schools (1st quartile) than in the lowest poverty schools (4th quartile).

- For 2016, there was a lower proportion of *Ineffective* reading (elementary and middle), mathematics (elementary and middle school), science (middle school), writing (elementary and middle school), Algebra I (middle and high school), social studies (middle school), English I, Biology, and U.S. History teachers in the lowest poverty schools (4th quartile) than highest poverty schools (1st quartile).

- For 2016, there was a **lower** proportion of *Ineffective* science (elementary school) and English II teachers in the **highest poverty** schools (1st quartile) than in the lowest poverty schools (4th quartile).

Administrative Response

Due to budget constraints, the 2015–2016 ASPIRE Award is the final districtwide payout of this performance pay program. A limited number of teachers will be eligible for performance pay in 2016–2017 as the federal Teacher Incentive Fund Cohort 4 grant concludes its fifth and final year.

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.

2015–2016 ASPIRE Award Model

The 2015–2016 ASPIRE Award model was initially identical to the 2014–2015 model except for decreases in the maximum award amounts due to changes in program funding and a change in the Group Performance: Campus Growth or Achievement indicator for elementary and middle schools. However, the 2015–2016 model was further amended in September 2016 because HISD did not renew its contract with SAS EVAAS®. The amended model replaced EVAAS with Comparative Growth as an award indicator.

There are four major components of the Amended ASPIRE Award Model for Teachers and Campus-Based Staff: 1) Group Performance based on Campus Comparative Growth; 2) Group Performance based on Campus Academic Achievement; 3) Group Performance based on Grade/Subject Student Growth; and 4) Individual Performance based on Teacher Comparative Growth. A full description of each of the groups can be found in the Program and Eligibility Requirements document (**Appendix D**, pp. 75–80), and a summary is listed below:

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 (e.g., 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, Student Information Management System (SIMS) Clerk, Computer Network Specialist (CNS), Registrar, Computer Educational Technologist (CET)

Group 1L. Principals- To be considered in this group, employees must meet all general eligibility requirements and be the "principal of record" according to Human Resources (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 2015–2016 ASPIRE Award Model is provided in **Appendix E** (p. 81–90). A summary of the award components is presented below.

Group Performance

- **Group Performance: Campus Comparative Growth–**This component is designed to reward all eligible campus staff for cooperative efforts at improving individual student performance at the campus level through the application of campus-level Comparative Growth analysis of student academic progress. The Campus Composite Comparative Growth score using State of Texas Assessments for Academic Readiness (STAAR) and STAAR End-of-Course (EOC) assessments is calculated across grades and subjects to provide an overall campus growth score. The Campus Composite Comparative Growth scores are rank ordered by academic levels. Instructional staff in the first quintile from Non-Teacher Incentive Fund Cohort 4 (TIF4) schools receive $825 and instructional staff in the first quintile from TIF4 schools receive $1000. Instructional support staff and teaching assistants receive $325 and operational staff receive $300.

- **Group Performance: Campus Academic Achievement–**This component of the Group Performance Award is designed to reward instructional staff at elementary and middle schools that receive a distinction designation for being in the top quartile of their state comparison group for Index 3. If the standard is met, instructional staff receive $400, instructional support staff receive $250, and teaching assistants receive $175. At the high school level, instructional staff, instructional support staff, and teaching assistants are rewarded for attaining high levels of achievement or improvement on Advanced Placement (AP) and International Baccalaureate (IB) exam performance. If the standard is met, instructional staff receive $400, instructional support staff receive $250, and teaching assistants receive $175.

- **Group Performance: Grade/Subject Student Growth–**Two groups of core foundation teachers qualify for this component of the award depending on the grades taught. For core foundation teachers of Early Childhood–Grade 2, third grade Comparative Growth scores for reading and for math at a campus are used and then compared to other campuses for each subject and then placed in performance quintiles. PK–2 core foundation teachers are awarded $750 for Non-TIF4 campuses and $1,250 for TIF4 campuses in reading and in math. For Grades 3–12 Core Foundation Teachers without Comparative Growth, comparative growth scores using STAAR and STAAR EOC assessments are calculated for each subject: Reading, Math, Writing, Science, and Social Studies. Teachers are paid based on campus-wide growth in the subject(s) they teach. Campus subject-level Comparative Growth scores are rank ordered by academic level. Awards are calculated separately for each subject taught and added together, not to exceed the maximum of $1,500 for Non-TIF4 and $2,500 for TIF4 campuses.

Individual Performance: Teacher Comparative Growth

- **Individual Performance (Group 1):** Comparative Growth using STAAR and STAAR EOC assessments is used to calculate this award. The subject-specific Comparative Growth scores are rank ordered across the district by academic level and placed into performance quintiles. Only employees in the first quintile are awarded. Awards are calculated separately for each subject taught and added together, not to exceed the maximum of $4,500 for Non-TIF4 campuses and $5,000 for TIF4 campuses.

Methods

Data Collection and Analysis

- Quantitative and qualitative data were collected from a variety of sources, including program documentation, teacher growth 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 C** (pp.70–74) 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 D**, pp. 75–80; **Appendix E**, pp. 81–90; **Appendix F**, pp. 91–94; and **Appendix G**, pp. 95–98.

Survey Participants

- Over the past eleven 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 15.1 percent for the February 2017 administration (**Table A–1**, p. 42).

- If survey participants were employed by HISD during the 2015–2016 school year, they were asked to indicate their eligibility status and categorization, for which 2,126 of the 2,598 respondents in 2015–2016 indicated their eligibility status and ASPIRE Award categorization (see **Table A–2**, p. 42).

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 C, pp. 73–74.

Results

How many participants received an award, and how much money was awarded districtwide for the 2015–2016 ASPIRE Award?

- Over the past eleven years, the annual ASPIRE Award payout has ranged from $8.6 million in 2015–2016 to $42.5 million in 2009–2010, reflecting budgetary, eligibility, and model changes (**Tables A–3C** to **A–A–3D**, pp. 43–44).

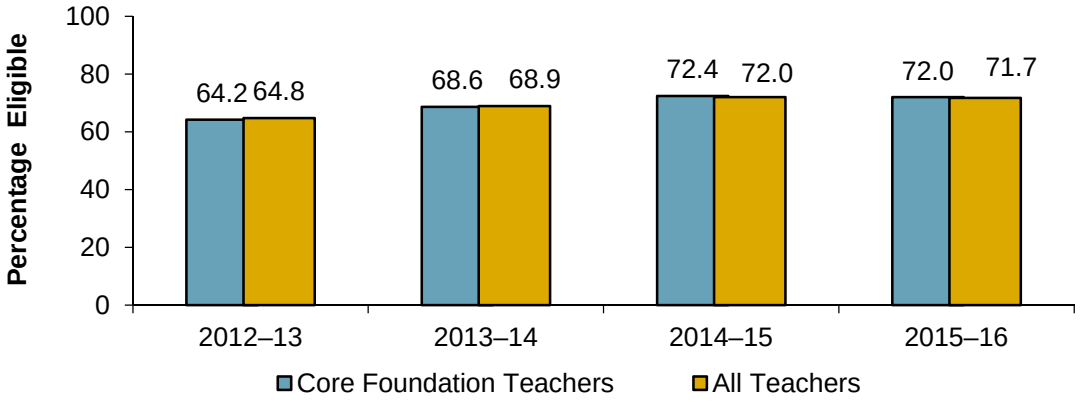
- Since the inception of a performance-pay program, the district has paid out $275,006,642.95. There was a decrease of $8,521,980.63 from 2014–2015 to 2015–2016 due to changes in program funding, eligibility, and award model calculations (**Table A–4**, p. 44).

- The number of staff receiving an award decreased from 13,157 in 2006–2007, or 78 percent of 16,951 eligible staff, to 5,287 in 2015–2016, or 44 percent of 12,146 eligible staff, reflecting budgetary, eligibility, and model changes (**Table A–5 to Table A–15**, pp. 45–52, **Figure 6**, p. 11).

- **Figures 1–5** below provide a summary of the percentage of core foundation (Groups 1–3) and all teachers (Groups 1–4) that were eligible or considered for the ASPIRE Award program and the percentage that were paid an ASPIRE Award, as well as the average payout for core foundation and all teachers and the number of teachers paid an award from 2012–2013 to 2015–2016 (see Appendix D, pp. 75–81 for description of employee categories for award purposes).

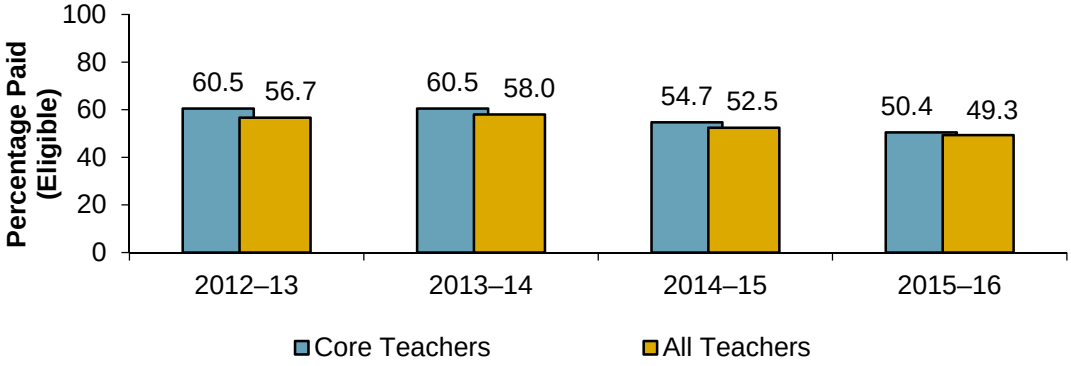
- When comparing the percentage of core foundation teachers that were eligible to participate in ASPIRE Awards from 2012–2013 to 2015–2016, there was an increase of 7.8 percentage points, from 64.2 percent in 2012–2013 to 72.0 percent in 2015–2016, although there was a slight decline from 2014–2015 of less than a half of a percentage point. There was also an **increase** of all teachers that were eligible to participate in ASPIRE Awards from 64.8 percent in 2012–2013 to 71.7 percent in 2015–2016. However, there was a similar decline from 2014–2015 (Figure 1).

Figure 1. Percentage of Core Foundation Teachers (Groups 1–3) and All Teachers (Group 1–4) that were Eligible to Receive an ASPIRE Award, 2012–2013 to 2015–2016



Source: *2015–2016 ASPIRE Award Payout Report*

Figure 2. Percentage of Eligible Core Foundation Teachers (Groups 1–3) and All Teachers (Groups 1–4) that were Paid an ASPIRE Award for 2012–2013 to 2015–2016

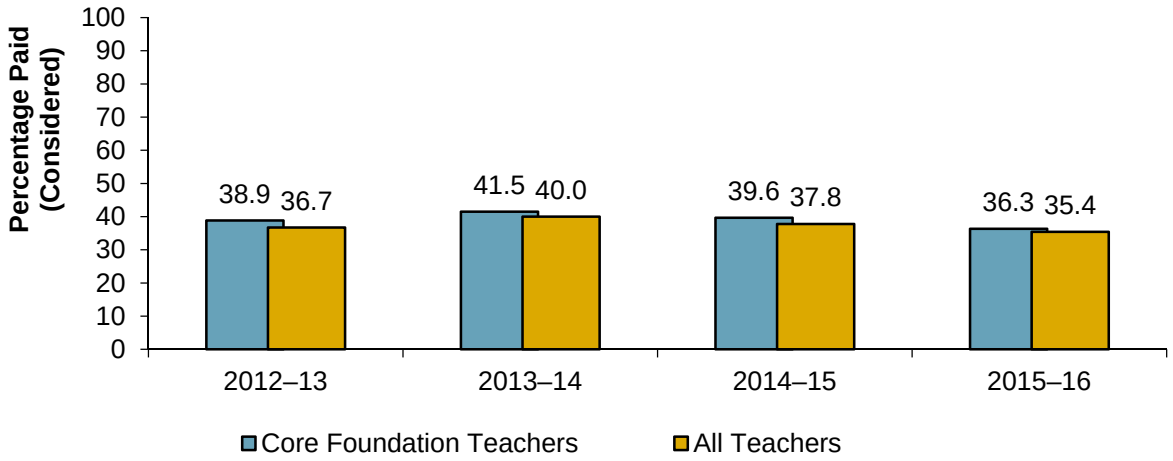


Source: *2015–2016 ASPIRE Award Payout Report*

- **Figure 2** (p. 8) summarizes the percentage of eligible core foundation teachers and all teachers that were paid an ASPIRE Award for 2012–2013 to 2015–2016. There was a **decrease** in the percentage of core teachers that received an award for 2015–2016 by 10.1 percentage points over the four years. When comparing all teachers, there was a **decrease** in the percentage of all teachers that were paid by 7.4 percentage points from 2012–2013.

- **Figure 3** summarizes the percentage of all considered core foundation teachers and all teachers from 2012–2013 to 2015–2016. "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 2015–2016 by 5.2 percentage points, and a decrease in the percentage of all teachers that received an ASPIRE Award from 2013–2014 to 2015–2016 by 4.6 percentage points.

Figure 3. Percentage of All Considered Core Foundation Teachers (Groups 1–3) and All Teachers (Groups 1–4) that were Paid an ASPIRE Award for 2012–2013 to 2015–2016

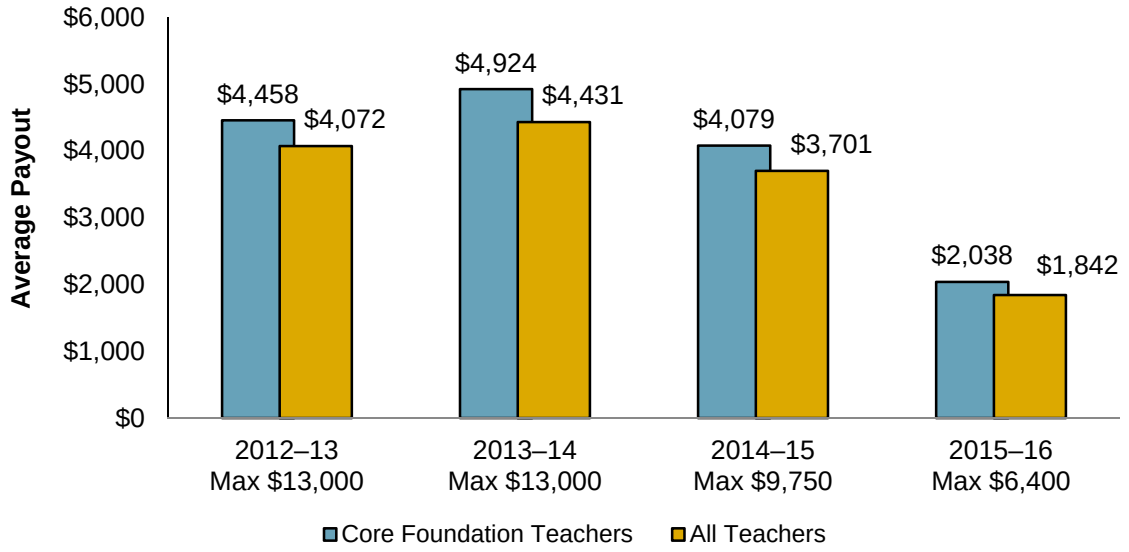


Source: *2015–2016 ASPIRE Award Payout Report*

- **Figure 4** (p. 10) summarizes the average payout, rounded to the nearest dollar, for core foundation teachers and all teachers. The maximum award amounts were the same for 2012–2013 and 2013–2014, but decreased in 2014–2015 and again in 2015–2016. Moreover, the maximum award amounts at TIF4 schools were higher than at Non-TIF4 schools. For core foundation teachers, the average payout increased by $466 from 2012–2013 to 2013–2014, but decreased by $845 from 2013–2014 to 2014–2015 and by $2,041 from 2014–2015 to 2015–2016.

- Similarly, there was an increase to $4,431 in 2013–2014 followed by a decrease to $1,842 in 2015–2016 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, eligibility, and model changes (Figure 4).

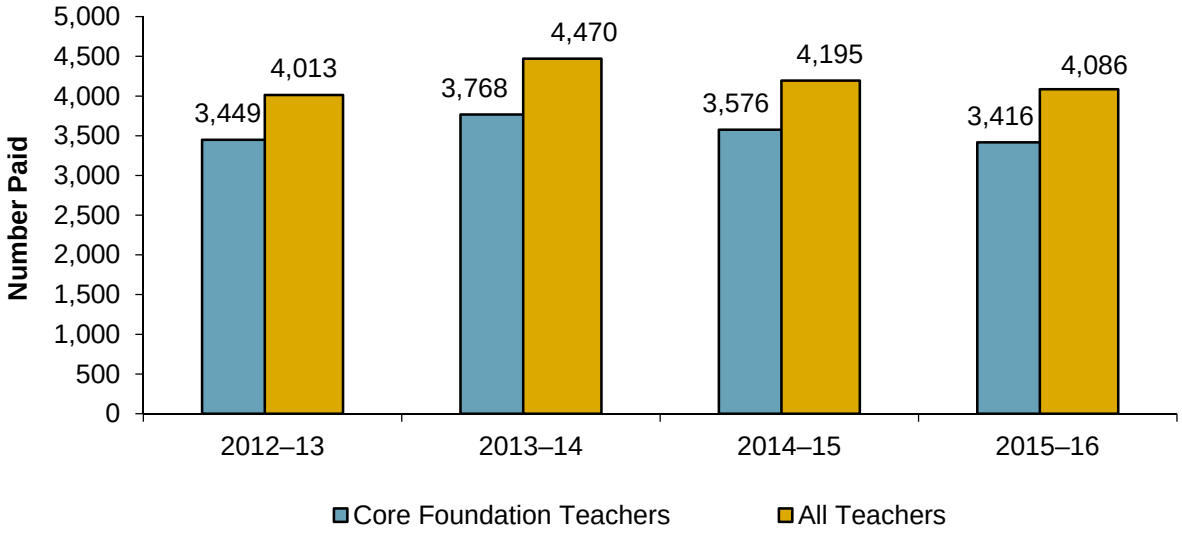
Figure 4. Average Payout for Core Foundation Teachers (Groups 1–3) and All Teachers (Groups 1–4) that were Paid an ASPIRE Award for 2012–2013 to 2015–2016



Source: *2015–2016 ASPIRE Award Payout Report*

- **Figure 5** summarizes the number of core foundation teachers (Groups 1–3) and all teachers (Groups 1–4) that received an ASPIRE Award from 2012–2013 to 2015–2016. For core foundation 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 2015–2016. More specifically, the number of core foundation teachers receiving an award decreased by 352 teachers from 2013–2014 to 2015–2016. Similarly, for all teachers, there was a decrease of 384 teachers over the same time frame.

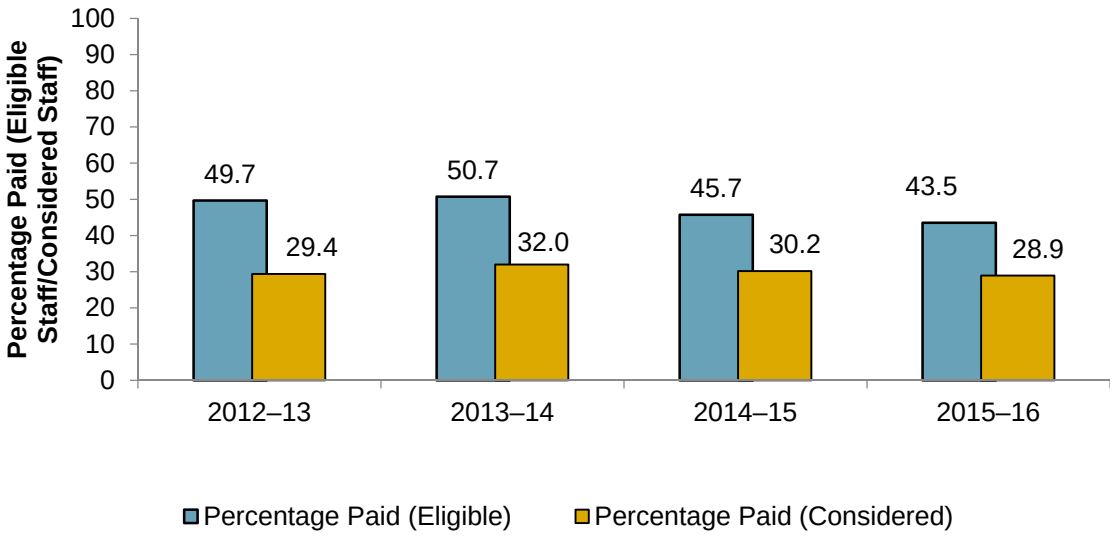
Figure 5. Number of Core Foundation Teachers (Groups 1–3) and All Teachers (Groups 1–4) Paid an ASPIRE Award, 2012–2013 to 2015–2016



Source: *2015–2016 ASPIRE Award Payout Report*

- **Figure 6** summarizes the percentage 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 2015–2016. Over the four-year period, the percentage paid for eligible staff and considered staff from 2012–2013 to 2013–2014 **increased** followed by decreases from 2013–2014 to 2015–2016.

Figure 6. Percentage of Eligible Staff (Groups 1–7, 1L, & 2L) and All Considered Staff (Groups 1–7, 1L & 2L) Paid an ASPIRE Award, 2012–2013 to 2015–2016



Source: 2015–2016 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 2014–2015 and 2015–2016, the typical award recipient was female and held a Bachelor's degree (**Table A–16**, p. 53).

- For 2015–2016, disparities exist when looking at race/ethnicity, gender and years of experience. The proportion of teachers who received an award who were Asian, White or Hispanic was 1.7, 6.9, and 3.2 percentage points higher compared to the district population. Whereas the percentage of teachers who received an award who were African American was 11.7 percentage points lower than the district population and beginning teachers who received an award were 4.3 percentage points lower than the district population (Table A–16, p. 53).

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 1,024 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), 321 employees, or 31.3 percent, received both a Group 1 teacher progress award, reflecting highly effective teachers, as well as a recruitment bonus. Out of 2,005 core foundation teachers with individual data (Group 1) who did not receive a recruitment bonus,

551 employees, or 27.5 percent, received an individual performance Group 1 award. However, not all of the teachers may have been eligible to receive a recruitment/retention bonus (**Figure 7**, p. 13 and **Table A–17**, p. 54).

- Six years ago, the award model used different terminology to describe the three components of the ASPIRE award. The components were referred to as "Strands." Strand 2 reflected the Teacher Progress Award which is now referred to as the Group 1 award. Moreover, in 2015–2016, Group 1 awards were based on Educator-Level Comparative Growth rather than EVAAS®.

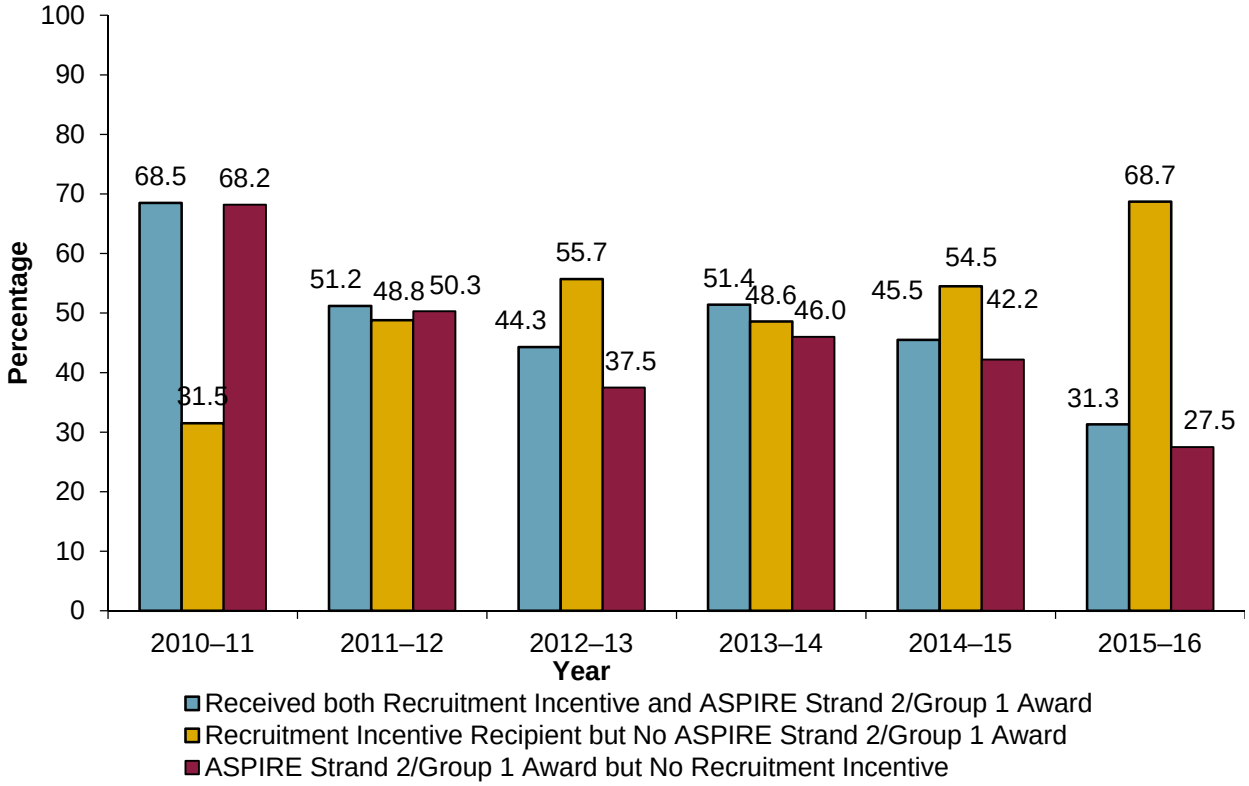
- The percentage of employees receiving a recruitment/retention incentive and/or stipend as well as a Strand 2/Group 1 teacher progress award has vacillated over the past six years, but ultimately **declined** from 68.5 percent in 2010–2011 to 31.3 percent in 2015–2016 (Figure 7, p. 13). Table A–17 (p. 54) describes the 2015–2016 incentive amounts of core teachers who received recruitment incentives. Changes over time may be attributed to factors other than the ASPIRE award such as implementing more refined recruitment and retention strategies.

- Over the past six years, the percentage of core teachers receiving a recruitment/retention incentive and/or stipend but not a Strand 2/Group 1 teacher progress award overall has increased from 31.5 percent in 2010–2011 to 68.7 percent in 2015–2016; this reflects an increase of 14.2 percentage points from the previous year (Figure 7, p. 13).

- The percentage of core foundation teachers receiving an ASPIRE Strand 2/Group 1 Award, reflecting a highly effective teacher, but no recruitment incentive has fluctuated over the past six years 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 27.5 percent in 2015–2016 (Figure 7, p. 13). This may reflect the change in model calculations or suggest closer scrutiny of recruitment and retention strategies.

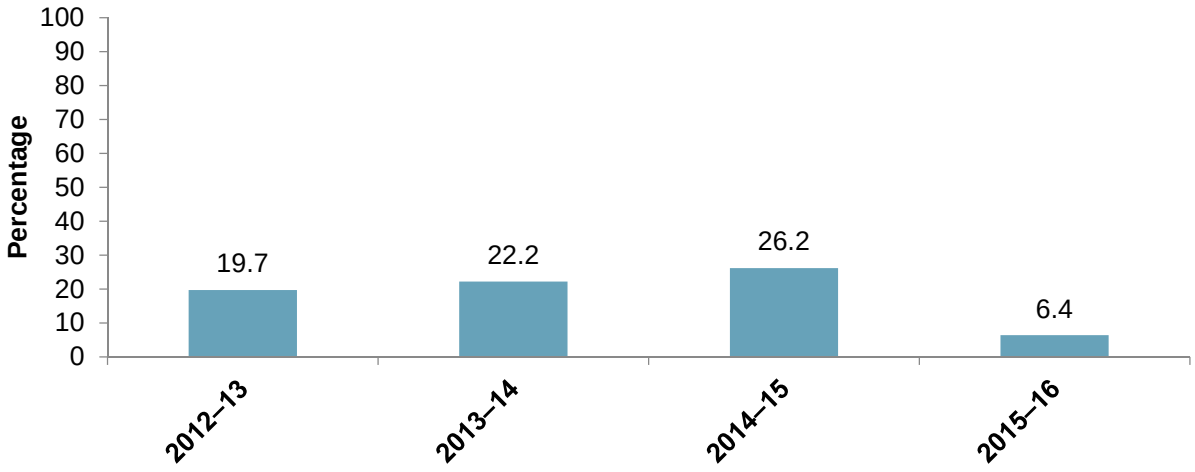
- The percentage of teachers in hard-to-staff schools receiving bonuses related to classroom-level performance **increased** from 19.7 percent in 2012–2013 to 26.2 percent in 2014–2015, but decreased to 6.4 percent in 2015–2016 (**Figure 8**, p. 13). This decline may be attributable to the change in methodology from EVAAS® to Comparative Growth.

Figure 7. Percentage of Core Foundation 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 2015–2016



Source: SAP Stipend and Recruitment data files, 2015–2016; *2014–2015 ASPIRE Award Program Evaluation*

Figure 8. Percentage of Teachers in Hard-to-Staff Schools Earning a Strand 2/Group 1 Award



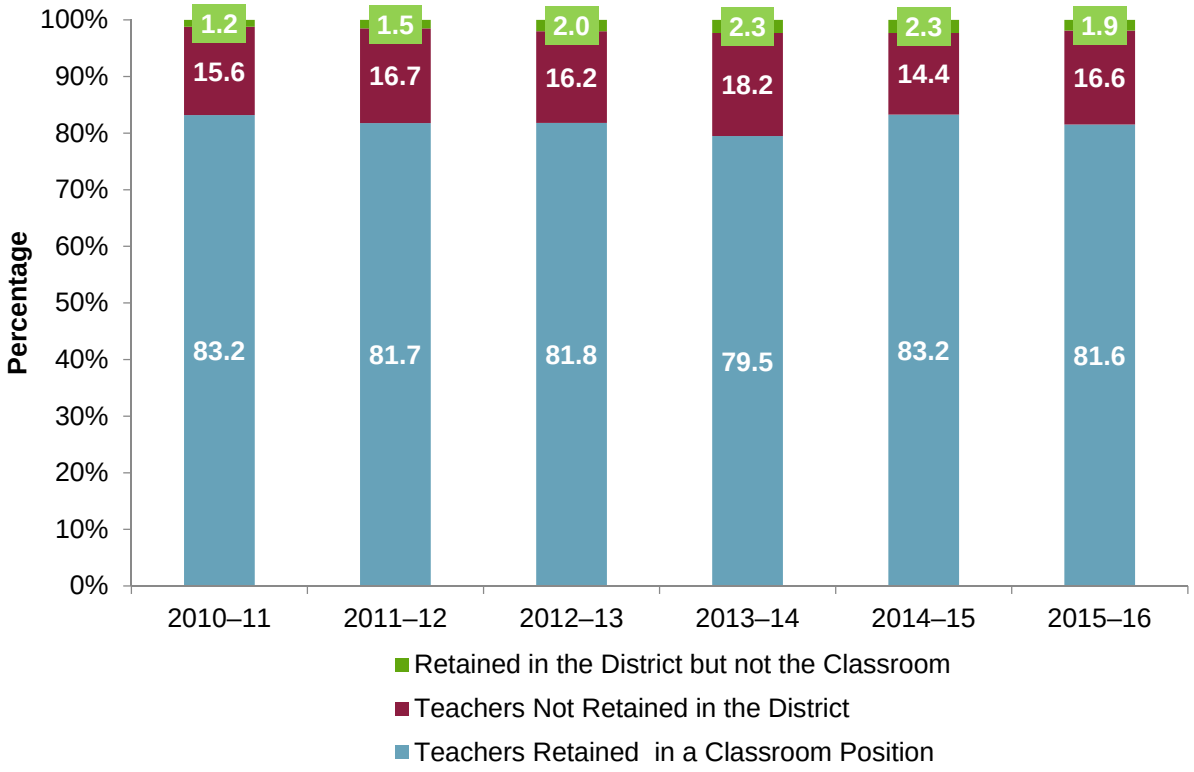
Source: 2015–2016 ASPIRE Award Payout file; *2014–2015 ASPIRE Award Program Evaluation*; *2016 Final TEA Accountability System Ratings Report*
Note: In 2015–2016, Comparative Growth replaced the use of EVAAS scores in determining Group 1 Awards.

Retention

- The Classroom retention rate for teachers was 83.2 percent in 2010–2011, declined to 79.5 in 2013–2014, rose to 83.2 in 2014–2015, and then declined to 81.6 percent in 2015–2016 (Table A–18, p. 54, 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 2015–2016



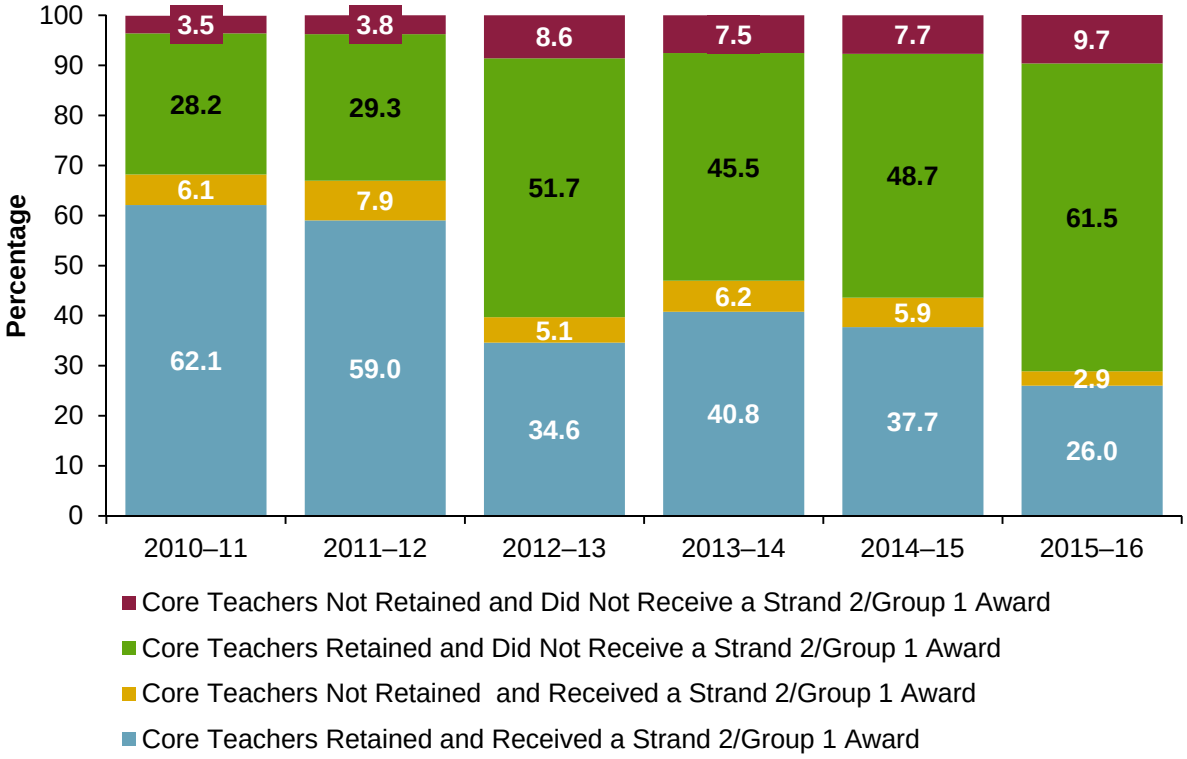
Source: 2015–2016 SAP Extract; *2014–2015 ASPIRE Award Program Evaluation*

- The percentage of core foundation teachers that were retained in the classroom and received a Strand 2/Group 1 award for teacher progress decreased overall from 62.1 percent in 2010–2011 to 26.0 percent in 2015–2016, with an 11.7 percentage point **decrease** from the previous year. These percentages reflect changes in the model, eligibility, staff reduction, and budget reductions (**Figure 10**, p. 15 and **Table A–19**, p. 55).

- For core foundation teachers that were retained in the classroom and did not receive a Group 1/Strand 2 award, the percentages ranged from a low of 28.2 percent in 2010–2011 to a high of 61.5 percent in 2015–2016 (Figure 10 and Table A–19).

- For core foundation 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 2.9 percent in 2015–2016 (Figure 10 and Table A–19).

Figure 10. Eligible Core Foundation Teachers and Strand 2/Group 1 Award Recipient Status, 2008–2009 to 2015–2016



Source: 2015–2016 SAP Extract; 2015–2016 ASPIRE Award Payout file; 2014–2015 ASPIRE Award Program Evaluation

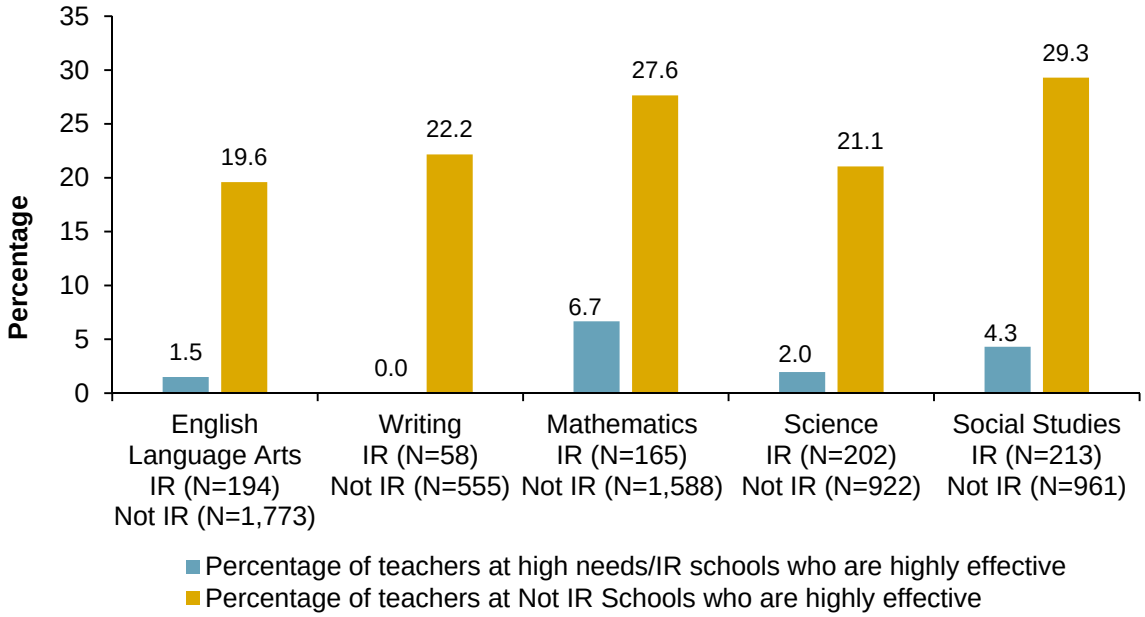
Teachers in High-Needs Schools

- Highly effective teachers are defined as those whose teacher median percentile score was greater than a 64 for STAAR subjects in grades 3–5 or greater than a 60 for STAAR subjects in grades 6–8 and on the STAAR EOC, 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 percentage of teachers who are highly effective by subject area in high needs *IR* 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 6.7 percent in *IR* campuses compared to 27.6 percent in campuses that are not designated as *IR* schools. Writing reflects the subject with the lowest percentage of highly effective teachers with 0.0 percent at *IR* schools; however, the lowest percentage of highly effective teachers at campuses not designated as *IR* was Reading at 19.6 percent (Figure 11A, p. 16).

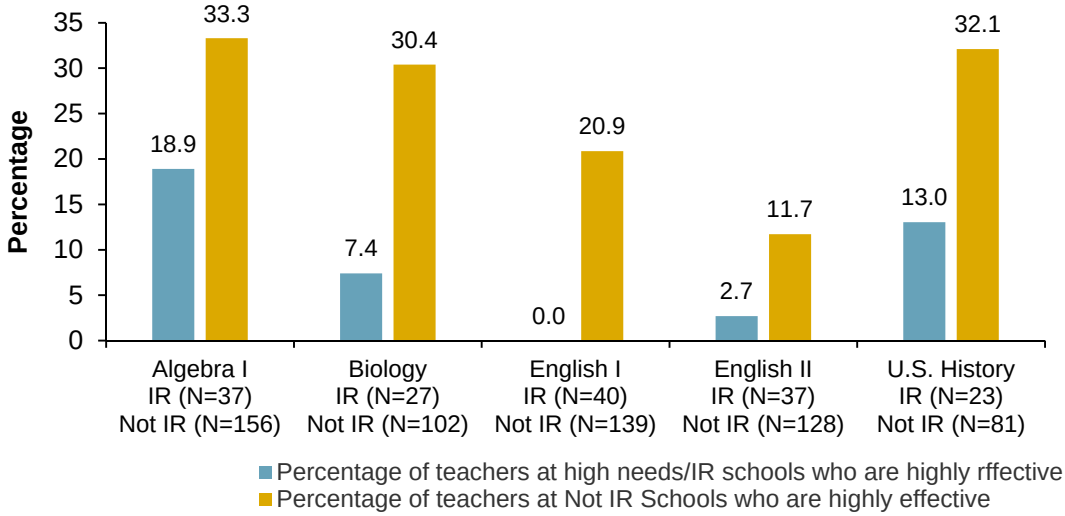
- For 2016, the STAAR End-of-Course subject with the highest percentage of highly effective teachers was Algebra I with 18.9 percent, while the lowest percentage of highly effective teachers was in English I at 0 percent for *IR* campuses. At campuses not designated as *IR*, the subject with the highest percentage of highly effective teachers (33.3 percent) was Algebra I, and the lowest percentage of highly effective teachers was English II at 11.7 percent (Figure 11B, p. 16).

Figure 11A. Percentage of Teachers at TEA-rated *Improvement Required* (IR) Schools who are Highly Effective by Subject Area, 2015–2016



Source: 2015–2016 Comparative Growth data file; *2015–2016 HISD Final TEA Accountability Ratings Report*
Note: IR schools=TEA-rated as *Improvement Required* (IR). There were 38 out of 285 schools with this designation for the 2015–2016 school year.

Figure 11B. Percentage of Teachers at TEA-rated *Improvement Required* (IR) Schools who are Highly Effective by STAAR EOC Subject Area, 2015–2016

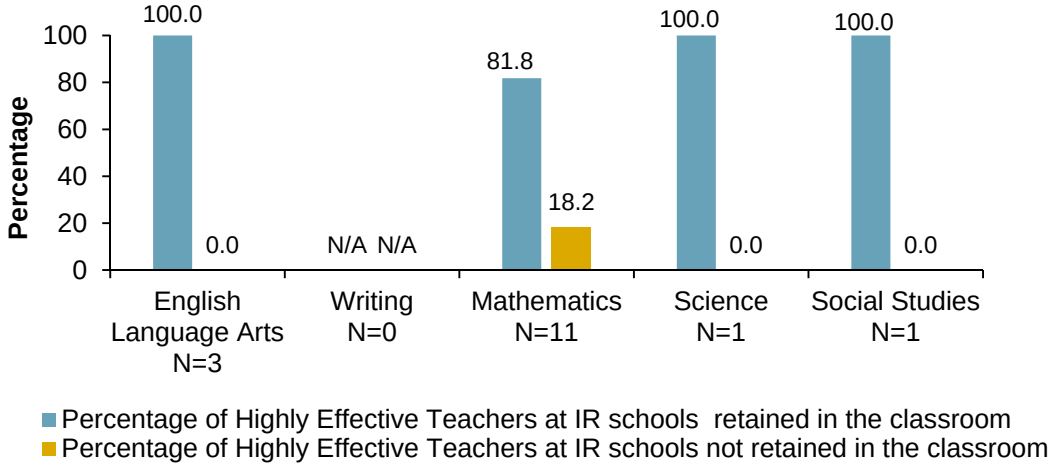


Source: 2015–2016 Comparative Growth data file; *2015–2016 HISD Final TEA Accountability Ratings Report*
Note: IR schools=TEA-rated as *Improvement Required* (IR). There were 38 out of 285 schools with this designation for the 2015–2016 school year.

- **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 SAP/OneSource. Therefore, the counts of highly effective teachers won't match what is shown in Figures 11A and 11B. Retention rates were highest for

English Language Arts (100.0 percent), science (100.0 percent), and social studies (100.0 percent) as well as U.S. History teachers (100.0 percent). There were only 38 schools that were identified as TEA-rated *Improvement Required*.

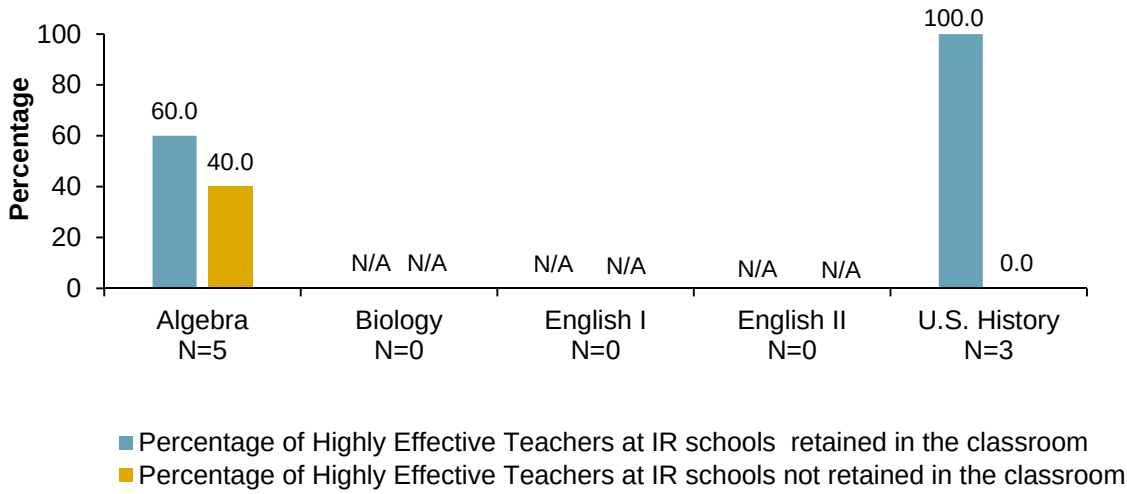
Figure 12A. Percentage of 2015–2016 Highly Effective Teachers at TEA-rated *Improvement Required* (IR) Schools Who were Retained by Subject Area for 2016–2017



Source: 2015–2016 Comparative Growth data file; *2015–2016 HISD Final TEA Accountability Ratings Report*; SAP Retention File, 2015–2016

Note: IR schools=TEA-rated as *Improvement Required* (IR). There were 38 out of 285 schools with this designation for the 2015–2016 school year. Highly effective teachers were defined as receiving a teacher median percentile score of 60 for elementary or 64 for secondary/EOC. **Charter school personnel are not included in the analysis**.

Figure 12B. Percentage of 2015–2016 Highly Effective Teachers at TEA-rated *Improvement Required* (IR) Schools Who were Retained by STAAR EOC Subject Area for 2016–2017



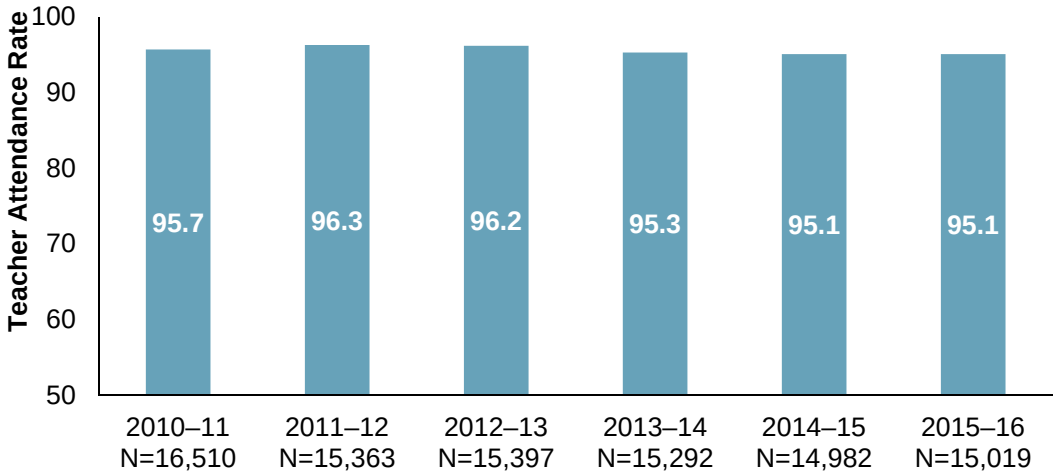
Source: 2015–2016 Comparative Growth data file; *2015–2016 HISD Final TEA Accountability Ratings Report*; SAP Retention File, 2015–2016

Note: IR schools=TEA-rated as *Improvement Required* (IR). There were 38 out of 285 schools with this designation for the 2015–2016 school year. Highly effective teachers were defined as receiving a teacher median percentile score of 60 for elementary or 64 for secondary/EOC. **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 and 2015–2016 (**Figure 13**). This decline may be attributed to the elimination of the attendance bonus in 2009–2010, and the increase may be attributed to the 10-day instructional day eligibility criterion. The attendance rates are based on the year of program implementation, while payout occurs in January or February of the following year.

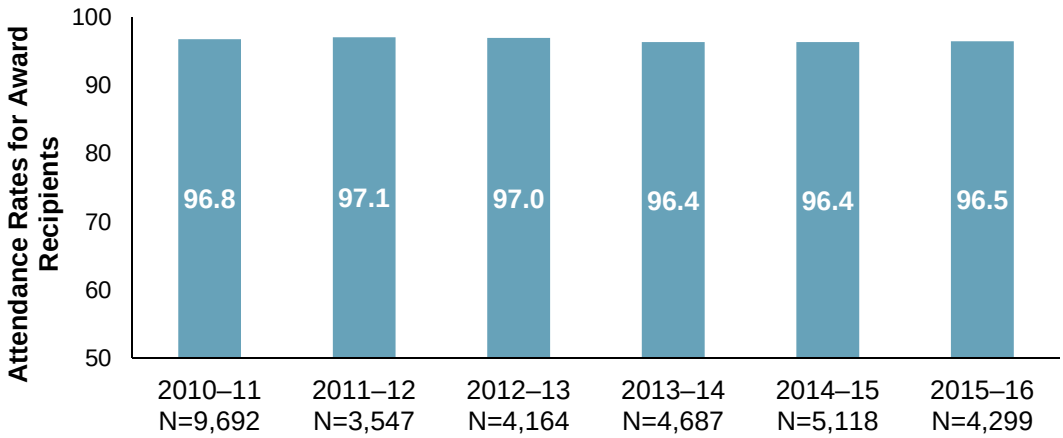
Figure 13. Teacher Attendance Rates, 2010–2011 to 2015–2016



Source: Teacher attendance file, 2015–2016

- Attendance rates for performance-pay recipients slightly exceeded overall district attendance rates from 2010–2011 to 2015–2016 with the largest difference visible in 2015–2016 by 1.4 percentage points (Figure 14).

Figure 14. Teacher Attendance Rates for Performance-Pay Recipients, 2010–2011 to 2015–2016



Source: Teacher attendance file, 2015–2016; 2015–2016 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 twelve learning modules offered during the 2015–2016 school year that were accessed 497 times (**Table 20**, p. 55).

- **Appendix H** (p. 99–100) summarizes the evaluation results of the learning modules created by SAS EVAAS ®. Only four 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.

- During the 2015–2016 school year, 84 employees completed optional ASPIRE linkage and verification workgroups.

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

- The number of formal inquiries submitted has vacillated over ten 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 670 in 2015–2016. 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 2015–2016, having two inquiry periods continued, with 670 inquiries submitted, and 76.9 percent resolved without changes in the award amount (**Table A–21**, p. 56).

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

- **Figure 15** (p. 20) shows the percentage of district and state students who met the phase-in standard for 2015 or the progression standard for 2016 on the STAAR by subject. This figure includes the results from STAAR combined English and Spanish test versions. The highest percentage of HISD students met the phase-in/ progression standard for Level II in mathematics (69 percent for mathematics in 2015 and 2016).

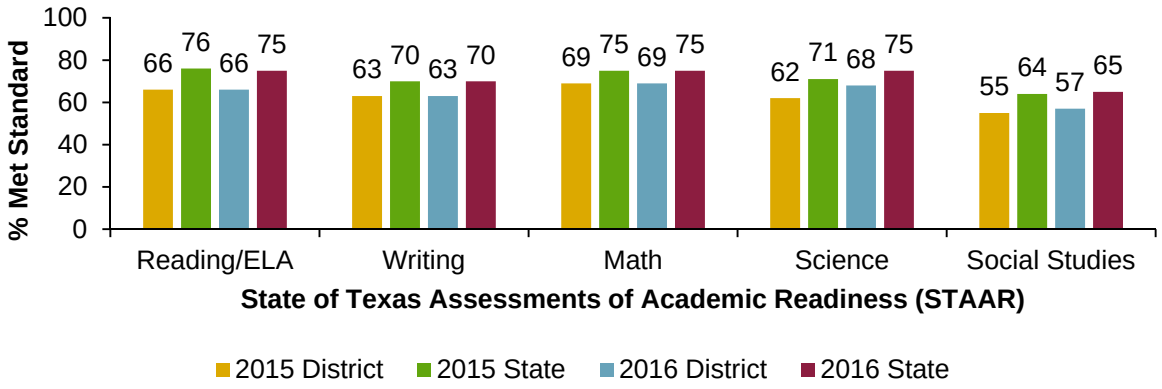
- The lowest percentage of students meeting the STAAR Level II phase-in/progression standard was in social studies (55 percent in 2015 and 57 percent in 2016). For both 2015 and 2016, the state outperformed the district in the percent of students that met the initial phase-in/progression standard for Level II (**Tables A–22** to **A–24**, pp. 56–57).

- Although the standards increased from 2015 to 2016, the district's passing rates stayed the same (reading, writing, and math) or increased (science and social studies) at the same or greater rates than the state thus maintaining or, in the case of reading, science, and social studies, closing the gap with the state.

- For 2016 (**Figure 16**, p. 20), the state outperformed the district in the percentage of students that met the Advanced Level with the exception of mathematics, where both the district and the state had the same percentage of students meeting the advanced standard (Tables A–22 to A–24).

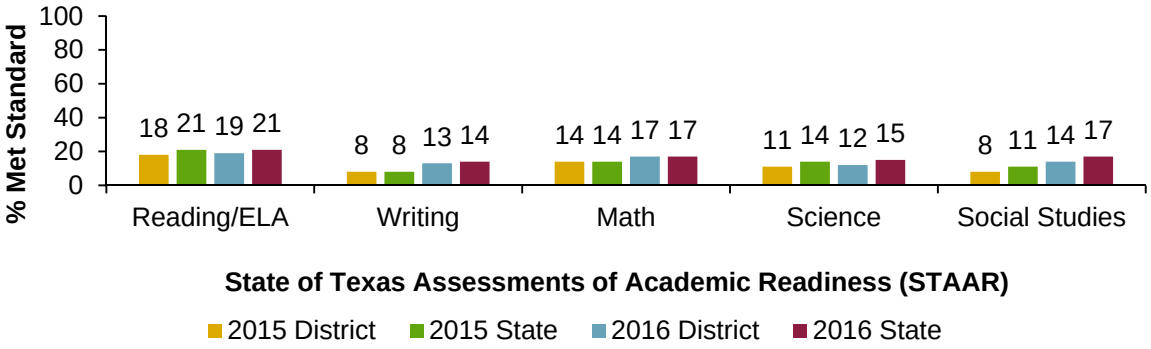
- When comparing 2015 to 2016, the district increased the percentage of students that met the Advanced Level in all subjects (Figure 16, p. 20).

Figure 15. HISD and State Combined English and Spanish STAAR Grades 3–8 Percent Met Level II Satisfactory (Student) Standard, Spring 2015 and 2016



Source: *ASPIRE Program Evaluation, 2014–2015*; Texas Assessment Analytics Portal, downloaded 8/7/2017; 2015–2016 STAAR Grades 3–8 Results
Note: The Level II Phase-in 1 Satisfactory standard was increased to the Level II Satisfactory progression standard. Any comparisons to prior performance should be made with caution. The writing assessments were redesigned to eliminate one of the essays. Excludes STAAR L, M, A, Alt. and Alt. 2 tests. Spring administration results are used.

Figure 16. HISD and State Combined English and Spanish STAAR Grades 3–8 Percent Met Level III Advanced, Spring 2015 and 2016



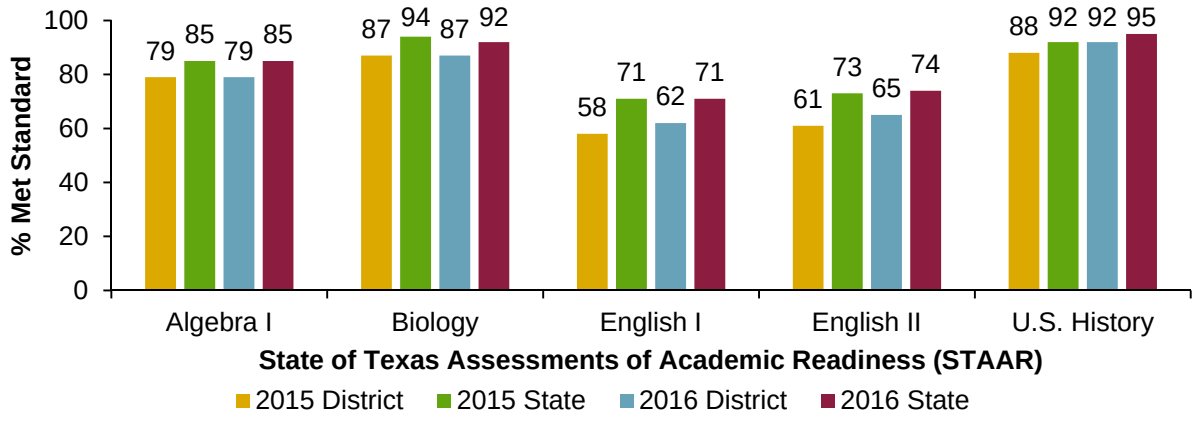
Source: *ASPIRE Program Evaluation, 2014–2015*; Texas Assessment Analytics Portal, downloaded 8/7/2017; 2015–2016 STAAR Grades 3–8 Results
Note: The Level II Phase-in 1 Satisfactory standard was increased to the Level II Satisfactory progression standard. Any comparisons to prior performance should be made with caution. The writing assessments were redesigned to eliminate one of the essays. Excludes STAAR L, M, A, Alt. and Alt. 2 tests. Spring administration results are used.

- For 2016 (**Figure 17**, p. 21), the state outperformed the district in the percentage of students that met the student standard for Satisfactory Level II for all STAAR end-of-course (EOC) subjects. However, district-level results increased for English I, English II, and U.S. History from 2015 to 2016 at rates greater than the state (**Tables A–25** to **A–26**, p. 58).

- For 2016 (**Figure 18,** p. 21), district-level results increased for all STAAR EOC subject areas that met Level III Advanced (Tables A–25 to A–26).

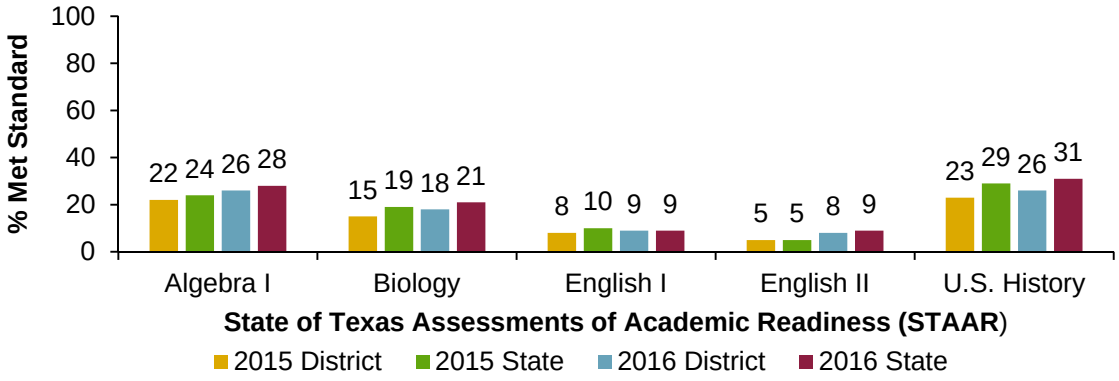
- For 2015 and 2016, the state outperformed the district for the percentage of students that met the Level III Advanced standard for all STAAR EOC subject areas, with the exception of English I in 2016 and English II in 2015, where the results were the same (Figure 18, Tables A–25 to A–26, p. 58).

Figure 17. HISD and State Comparison of STAAR End-of-Course Exams, Percent Met Level II Satisfactory (Student) Standard, Spring 2015 and 2016



Source: *District and School Results from the Spring 2016 STAAR End-Of-Course (EOC) Assessments*; *ASPIRE Award Program Evaluation, 2014–2015;* Texas Assessment Management System, downloaded on 8/7/2017
Note: Level II: Satisfactory standards changed in 2016 for "first-time ever" EOC testers; First-time tested students only; Excludes STAAR L, M, A, Alt. and Alt. 2 tests. Spring administration results are used.

Figure 18. HISD and State Comparison of STAAR End-of-Course Exams, Percent Met Level III Advanced, Spring 2015 and 2016



Source: *District and School Results from the Spring 2016 STAAR End-Of-Course (EOC) Assessments*; *ASPIRE Award Program Evaluation, 2014–2015;* Texas Assessment Management System, downloaded on 8/7/2017
Note: Level II: Satisfactory standards changed in 2016 for "first-time ever" EOC testers; First-time tested students only; Excludes STAAR L, M, A, Alt. and Alt. 2 tests. Spring administration results are used.

Based upon survey results, what were the perceptions of respondents regarding the 2015–2016 ASPIRE Award? How does this compare to previous years?

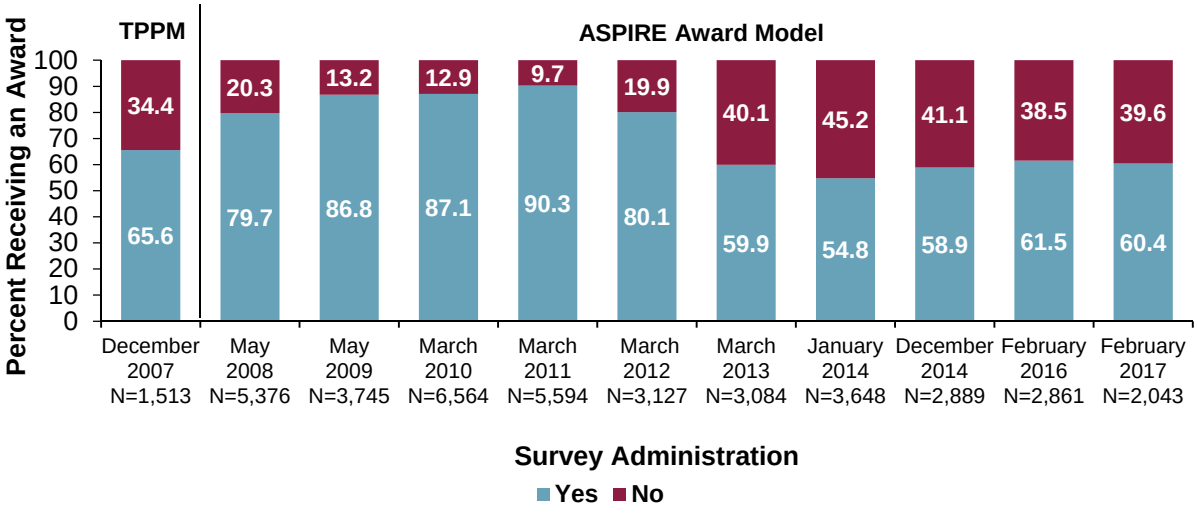
- Survey invitations were sent to a total of 17,207 Houston Independent School District campus-based employees on January 4, 2017 with 2,598 participants who responded to the survey that closed February 9, 2017 (15.1 percent) (**Table A–1**, p. 42). Any conclusions drawn from this survey should be made with caution given the low response rate (Appendix C, p. 73).

- Of the 2,598 respondents, 2,126 indicated their ASPIRE Award categorization for the 2015–2016 school year. Core foundation teachers (Group 1, 2, and 3) represented the highest percentage of respondents with 59.3 percent, followed by elective/ancillary teachers with 9.3 percent (**Table A–2**, p. 42).

- **Figure 19** summarizes the percentage 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 35.5 percentage points from March 2011 to January 2014, followed by a two-year increase of 6.7 percentage points, and then a decrease of 1.1 percentage points in February 2017 (Figure 19). The majority of survey respondents over the past eleven years reflect ASPIRE Award recipients.

Figure 19. Percentage of Respondents Receiving an Award Based on Results of Eleven Survey Administrations

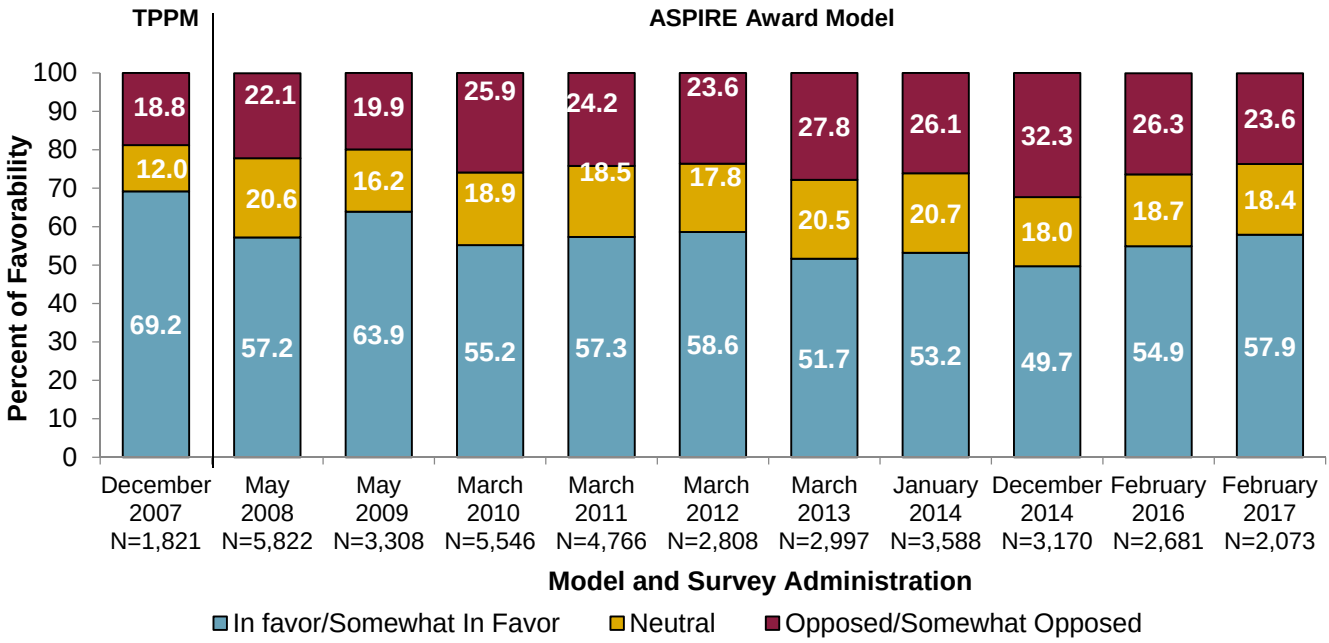


Source: SurveyMonkey® Data File, 2017; *2005–2006 Teacher Performance-Pay and 2006–2007 ASPIRE Award Program Evaluation; ASPIRE Award Survey Results, 2007–2008 to 2014–2015*
Notes: TPPM=Teacher Performance-Pay Model; over the 11-year period, there have been budgetary cut-backs, model, and policy changes.

- When comparing survey results over the last eleven years, there was an overall decrease in the percent of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay from

69.2 percent in December 2007 to 57.9 percent in February 2017, the highest percentage in the last five years (**Figure 20**).

Figure 20. Percentage of Respondents Indicating Favorability Toward the Concept of Performance Pay Over Eleven Years



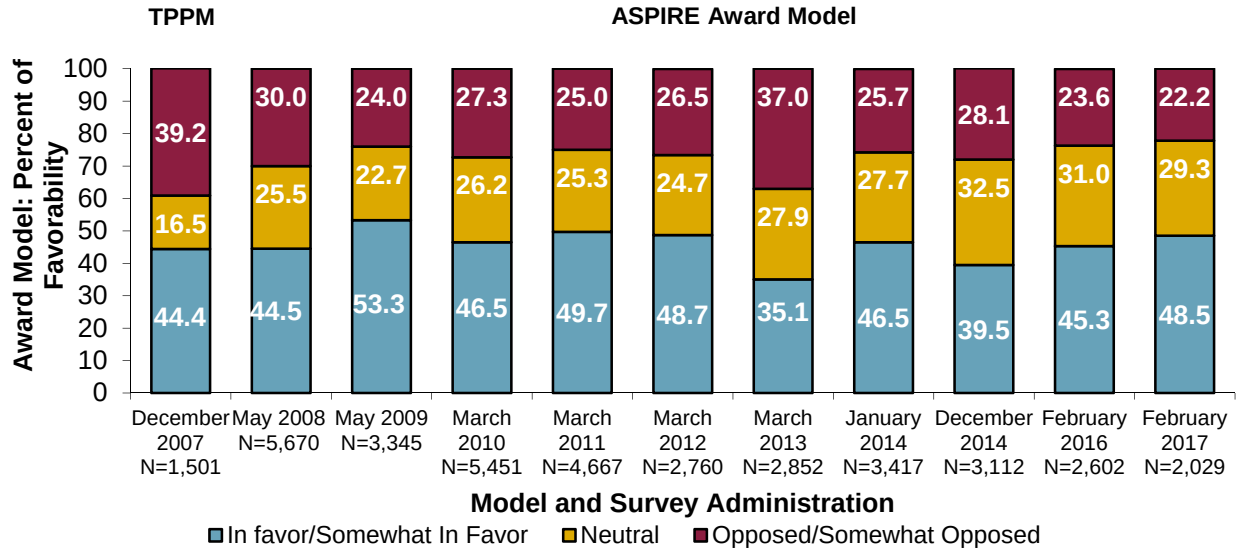
Source: SurveyMonkey® Data File, 2017; *Teacher Performance-Pay and 2006–2007 ASPIRE Award Program Evaluation*; ASPIRE Award Survey Results, 2006–2007 to 2014–2015
Notes: TPPM=Teacher Performance-Pay Model; over the 11-year period, there have been budgetary cut-backs, model, and policy changes.

- **Figure 21** (p. 24) summarizes the perceptions of respondents towards the respective performance-pay models through time. In December 2007, 44.4 percent of respondents indicated they were *in favor* or *somewhat in favor* toward the 2005–2006 Teacher-Performance Pay Model. The percentage reached a peak of 53.3 percent in 2009, and was most recently reported at 48.5 percent which is the highest rate in the last five years (February 2017 survey administration). Although performance has varied over the eleven-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 2005–2006 Teacher Performance-Pay Model and/or to the ASPIRE Award program paid out that year decreased by 17.0 percentage points over an eleven-year period, from 39.2 percent to 22.2 percent for the most current program (Figure 21).

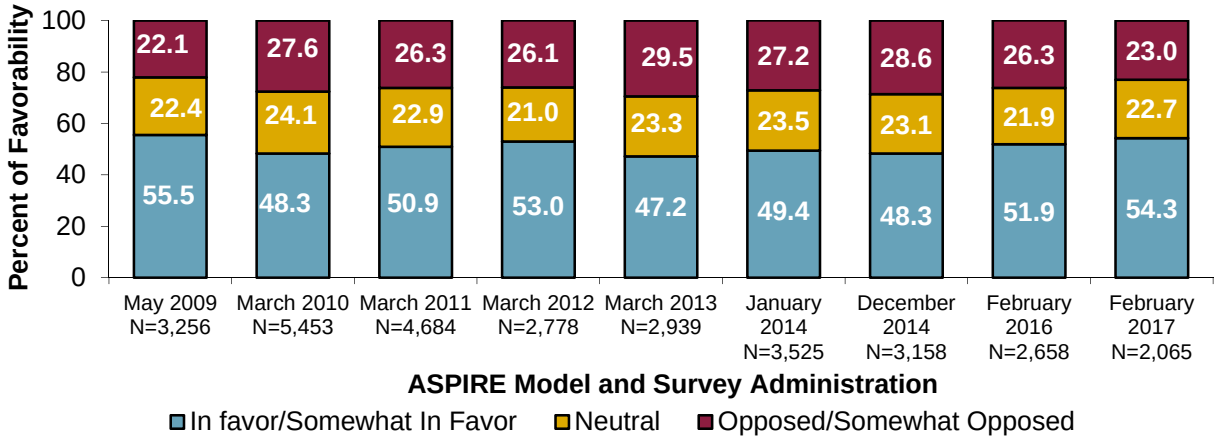
- Over the past nine years, survey respondents were asked to indicate their perceptions about the concept of receiving differentiated pay as seen in **Figure 22** (p. 24). The percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of differentiated pay varied. Overall there was a decrease from 55.5 percent after the 2009 payout to 54.3 percent in February 2017. Nevertheless, this was the highest rate since March 2010.

Figure 21. Percentage of Survey Respondents' Favorability Toward the Performance-Pay Model Paid Out that Year



Source: SurveyMonkey® Data File, 2017; *TPPM Results, 2005–2006*; *ASPIRE Award Survey Results, 2006–2007* to *2014–2015*; TPPM=Teacher Performance-Pay Model; Note: Over the 11-year period, there have been budgetary cut-backs, model and policy changes.

Figure 22. Percentage of Respondents Indicating Favorability Toward the Concept of Differentiated Pay for the Past Nine Years

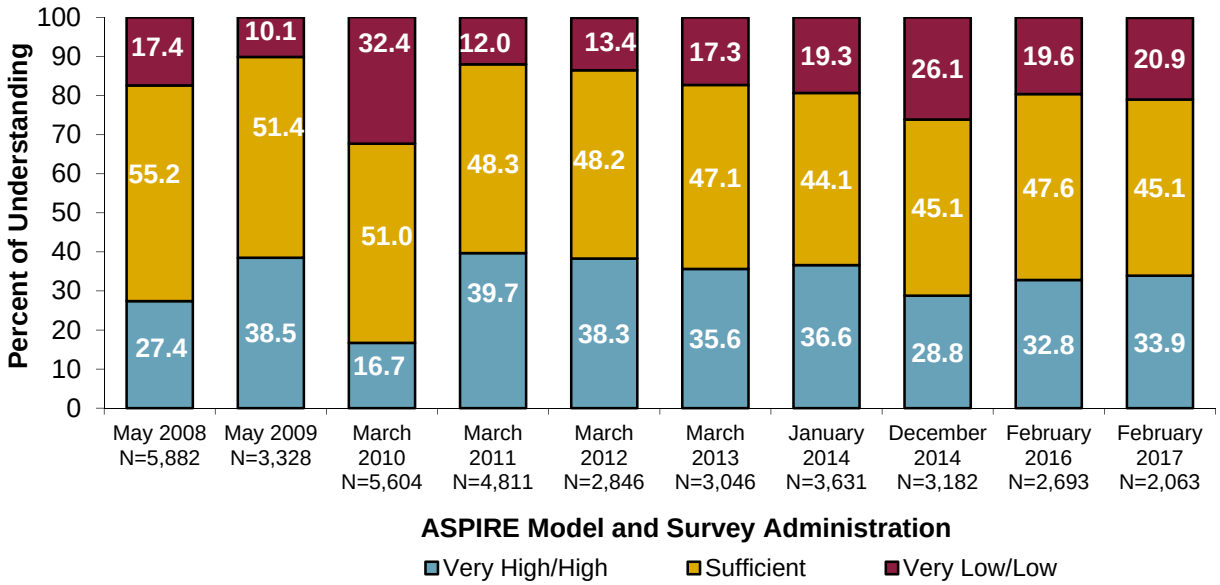


Source: SurveyMonkey® Data File, 2017; *TPPM Results, 2005–2006*; *ASPIRE Award Survey Results, 2006–2007* to *2014–2015*

Notes: TPPM=Teacher Performance-Pay Model; over the 11-year period, there have been budgetary cut-backs, model, and policy changes.

- When comparing survey results from May 2008 to February 2017, the percentage of respondents that indicated their level of understanding of the ASPIRE Award program was *very low* or *low*, varied over time. Approximately 32 percent of respondents reported their level of understanding as *very low* or *low* in March 2010, reflecting the lowest levels of understanding. On the other hand, in March 2011, 39.7 percent of respondents reported having a *very high* or *high level* of understanding of the ASPIRE Award program, reflecting the highest percentage in the past ten years shown (**Figure 23**, p. 25). With the latest survey administration, 79.0 percent of respondents indicated at least a sufficient level of understanding of the ASPIRE Award program.

Figure 23. Percentage of Survey Respondents' Level of Understanding of the Performance-Pay Model Paid Out that Year



Source: SurveyMonkey® Data File, 2017; *ASPIRE Award Survey Results, 2006–2007* to *2014–2015*
Note: Over the 10-year period, there have been budgetary cut-backs, model and policy changes.

- On the May 2008 ASPIRE Award survey, there were seven items designed to determine the level of understanding for different components related to the ASPIRE Award. **Table A–27** (p. 59) depicts the comparison of the baseline data collected in May 2008 with data collected in February 2017.
- The percentage of respondents indicating a *high/very high* level of understanding increased for six of the seven components. However, February 2017 had less than half of the number of respondents compared to 2008 (Table A–27).
- Based on survey data collected in May 2008 and February 2017, the 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 39.1 percent, respectively) (Table A–27).

What were the perceptions of respondents regarding their level of compensation and the ASPIRE Award Model?

- There were seven items designed to examine the perceptions of respondents regarding the amount of money awarded and the ASPIRE model. The results from 2010 and 2017 are summarized in **Table A–28** (p. 60).
- On the 2017 survey administration, the statement for which the largest percentage of respondents indicated *strongly agree* or *agree* centered on *the formal inquiry process allowed me the opportunity to question the accuracy of my award* (44.8 percent) (Table A–28).

- On the February 2017 administration, a higher percentage of respondents *strongly disagreed* or *disagreed* that their *maximum award amount was commensurate with their professional contribution* (50.0 percent) compared to 20.6 percent who were *neutral* and 29.4 percent who *agreed* or *strongly agreed* (Table A–28, p. 60). It should be noted that due to budget cuts the maximum award amounts have decreased by $6,600 over the last three years.

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

- When comparing results from baseline to February 2017, eight of the nine areas of communication showed increases in *very effective* ratings. *Knowing where to find information about the ASPIRE Award in general* reflected the area of communication for which respondents indicated the highest increase for effectiveness, increasing from 31.6 percent *very effective* in 2009 to 38.3 percent in 2017 (**Table A–29**, 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 (22.4 percent), and providing clear explanations about the award model (20.7 percent) (Table A–29).

- Based on the results of the February 2017 survey, 90.2 percent of respondents reported the ASPIRE e-mail as reflecting the highest percentage when compared to the other four methods used to communicate information about the ASPIRE Award program. This was followed by the ASPIRE eNews (70.2 percent) (Table A–30, p. 61).

What feedback was provided by respondents for the 2015–2016 ASPIRE Award Model?

- Out of a total of 2,598 respondents on the February 2017 survey, 1,096 or 42.2 percent of the respondents provided at least one response for providing one positive aspect of the ASPIRE Award, whereas 57.8 percent of respondents did not provide any responses. **Table A–31** (pp. 62–63) summarizes the frequency and percent of responses.

- A total of 7.6 percent of the 1,199 responses was simply, *No Comment*. The top four emergent categories reflected 49.3 percent of the responses (Table A–31).

- Approximately fifteen percent of the responses stated that the ASPIRE Award had no impact on them as an educator (Table A–31).

- Approximately twelve percent of the responses focused on recognition (Table A–33). Teachers indicated that receiving an ASPIRE Award recognized highly effective teachers, made teachers feel appreciated, and rewarded teachers who go the extra mile.

- Approximately twelve percent of responses centered on receiving an incentive to supplement their salary (A–31).

- Approximately ten percent of responses indicated that they were motivated or encouraged by the ASPIRE Award. For example, one respondent stated, “ASPIRE encourages teachers to do their best every year” (Table A–31).

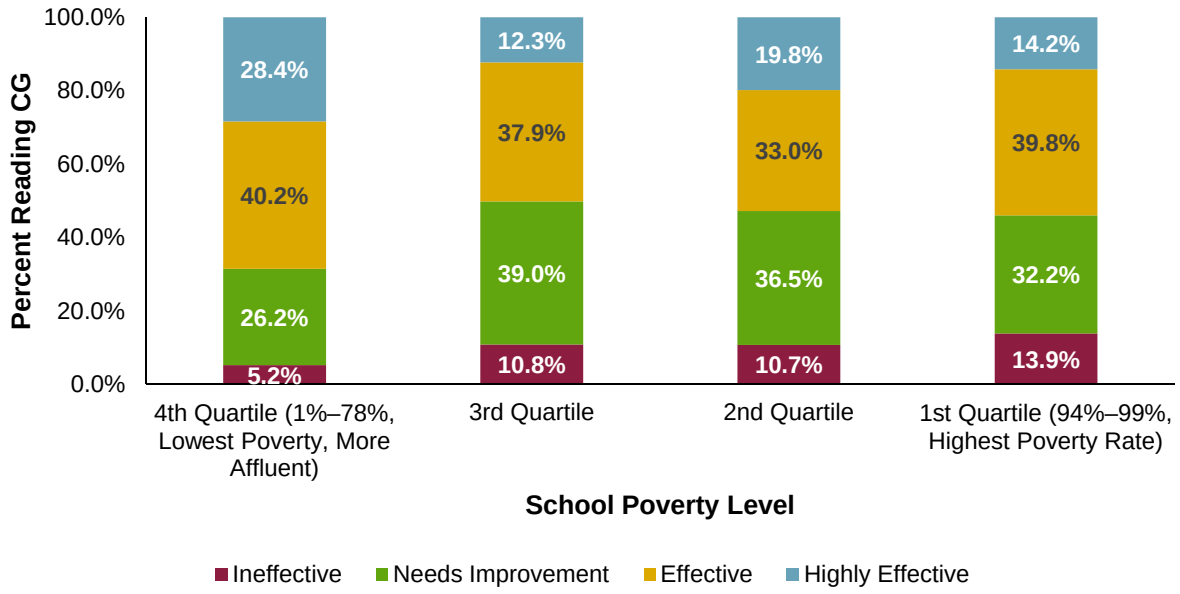
How are highly effective teachers based on STAAR comparative growth by subject and academic level distributed in schools across the district based on school poverty?

To examine the distribution of effective teachers across the district, STAAR comparative growth analysis using the teacher median percentile by subject was analyzed to see how highly effective teachers were distributed when examining elementary and secondary schools. At the elementary level, highly effective teachers earned teacher median percentile scores that were greater than 64, and secondary teachers earned teacher median percentile scores that were greater than 60. A teacher median percentile score of less than 33 at the elementary level and less than 32 at the secondary level indicates the overall growth of the teachers' students fell into the *Ineffective* performance level. Table **A–32** (p. 64) shows the teacher median percentile scores converted to performance levels.

- **Figure 24** summarizes the elementary reading comparative growth performance levels by the quartiled distribution of percent of campus poverty as measured by free and/or reduced lunch status. For 2015–2016, the percentage of *Highly Effective* reading teachers in lower poverty schools was higher than that in higher poverty schools (28.4 percent in the fourth quartile compared to 14.2 percent in the first quartile) (**Table A–33**, p. 64).

- Approximately 5.2 percent of elementary reading teachers in the lowest poverty (more affluent) schools were *Ineffective* compared to 10.8 percent in the 3rd quartile of poverty, 10.7 percent in the second quartile of poverty, and 13.9 percent of teachers in the highest quartile of poverty (Figure 24, Table A–33).

Figure 24. Percentage of Elementary Teachers and Their Effectiveness Based on Reading Comparative Growth (CG) and School Poverty, 2015–2016



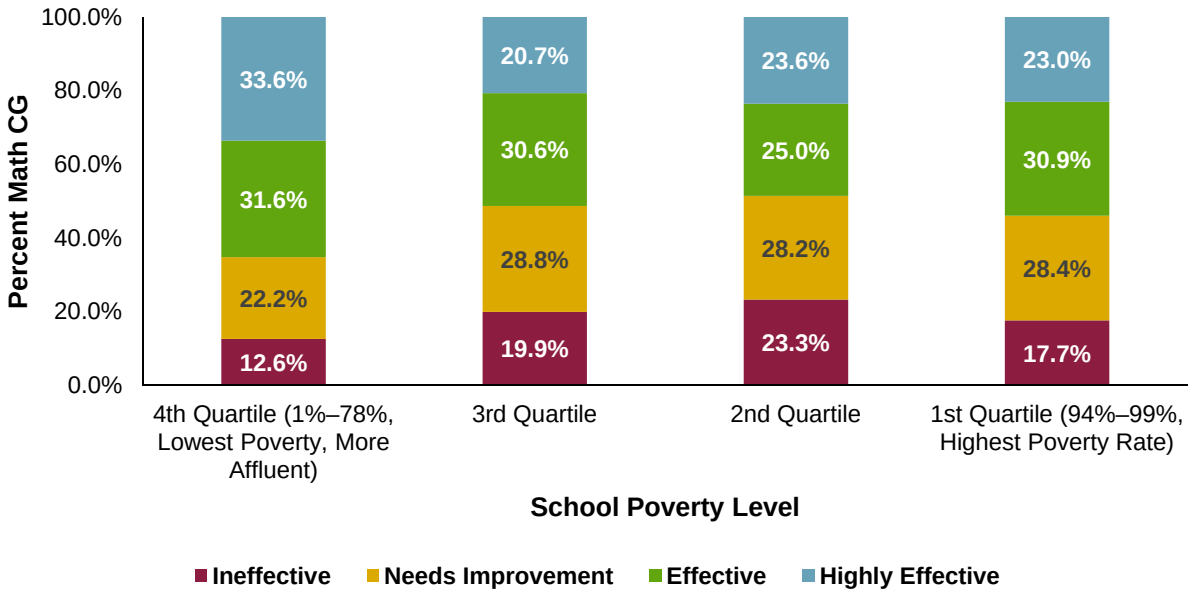
Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

- For 2015–2016, 33.6 percent of mathematics teachers scored in the *Highly Effective* category in the lowest poverty schools (more affluent) compared to 23.0 percent in the highest poverty schools (**Figure 25**, **Table A–34**, p. 64).

- Alternatively, there was a lower proportion of *Ineffective* mathematics teachers in the lower poverty schools than higher poverty schools (Figure 25).

- For the lowest poverty schools, 12.6 percent of mathematics teachers were *Ineffective* compared to 19.9 percent in the third quartile, 23.3 percent in the second quartile, and 17.7 percent in the highest poverty schools (Figure 25, Table A–34).

Figure 25. Percentage of Elementary Teachers and Their Effectiveness Based on Math Comparative Growth (CG) and School Poverty, 2015–2016

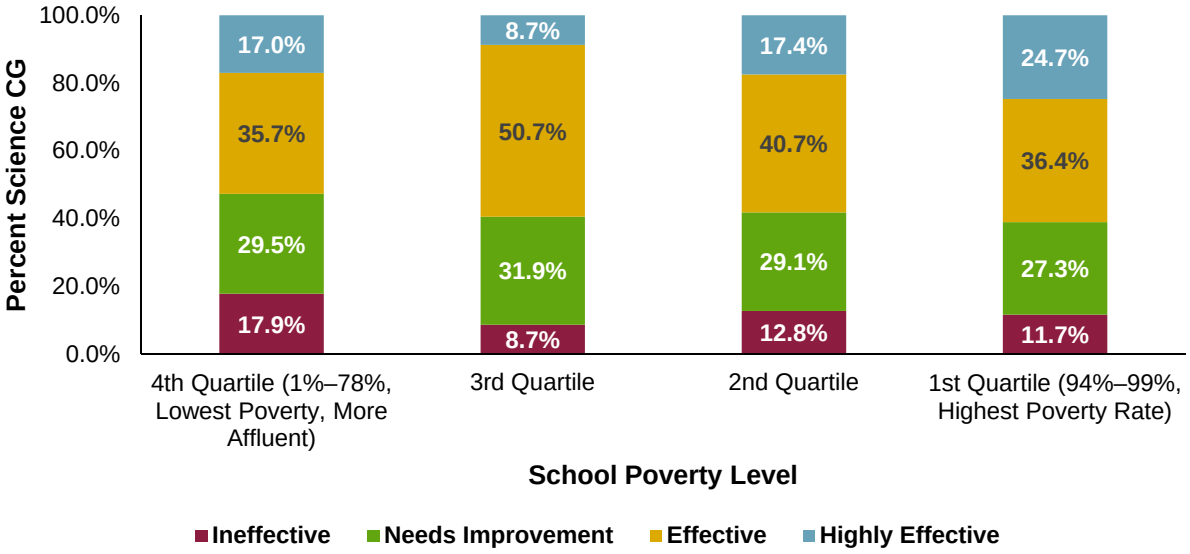


Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

- In 2015–2016, only 17.0 percent of science teachers scored in the *Highly Effective* category in the lowest poverty (more affluent) schools compared to 24.7 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 second and third quartiles as well (**Figure 26,** p. 29, **Table A–35**, p. 64).

- In the lowest poverty (more affluent) schools, 17.9 percent of science teachers were rated as *Ineffective* compared to only 11.7 percent in the highest poverty schools, and the percentage of *Ineffective* teachers in the third quartile was approximately half that of the lowest poverty quartile (Figure 26, p. 29, Table A–35).

Figure 26. Percentage of Elementary Teachers and Their Effectiveness Based on Science Comparative Growth (CG) and School Poverty, 2015–2016

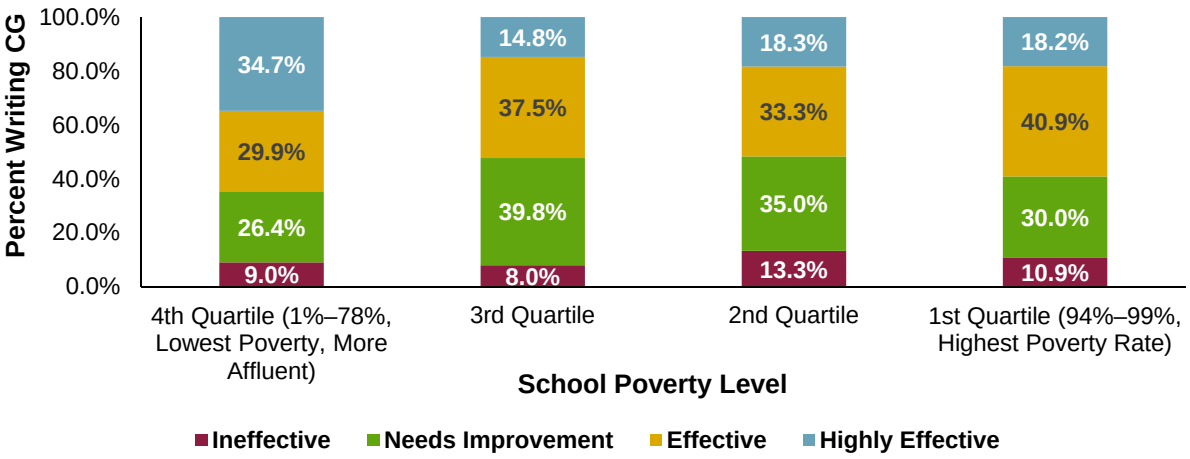


Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

- In 2015–2016, 34.7 percent of writing teachers scored in the *Highly Effective* category in the lowest poverty (more affluent) schools compared to 18.2 percent in the highest poverty schools. Additionally, there was a higher proportion of *Highly Effective* writing teachers in the lowest poverty schools than those in the second and third quartiles (**Figure 27**, **Table A–36**, p. 65).

- The lowest percentage of writing teachers scoring in the *Ineffective* category fell in the third quartile at 8.0 percent and the highest percentage of *Ineffective* writing teachers fell into the second quartile at 13.3 percent (Figure 27, Table A–36).

Figure 27. Percentage of Elementary Teachers and Their Effectiveness Based on Writing Comparative Growth (CG) and School Poverty, 2015–2016

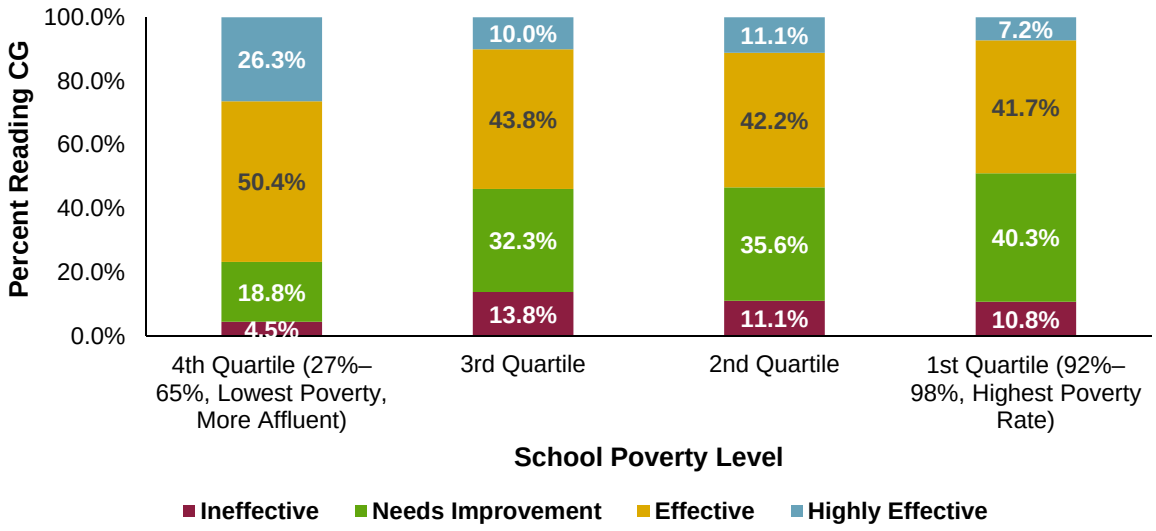


Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

- **Figure 28** summarizes the middle school reading comparative growth performance levels by the quartiled distribution of percent of campus poverty as measured by free and/or reduced lunch status. For 2015–2016, the percentage of *Highly Effective* reading teachers in lower poverty schools was higher than those in higher poverty schools (26.3 percent in the fourth quartile compared to 7.2 percent in the first quartile). At the middle school level, there was more than three times the percentage of *Highly Effective* reading teachers in the lowest poverty quartile than in the highest poverty quartile (**Table A–37**, p. 65).

- Approximately 4.5 percent of middle school reading teachers in the lowest poverty (more affluent) schools were *Ineffective* compared to 13.8 percent in the 3rd quartile of poverty, 11.1 percent in the second quartile of poverty, and 10.8 percent in the highest quartile of poverty (Figure 28, Table A–37).

Figure 28. Percentage of Middle School Teachers and Their Effectiveness Based on Reading Comparative Growth (CG) and School Poverty, 2015–2016



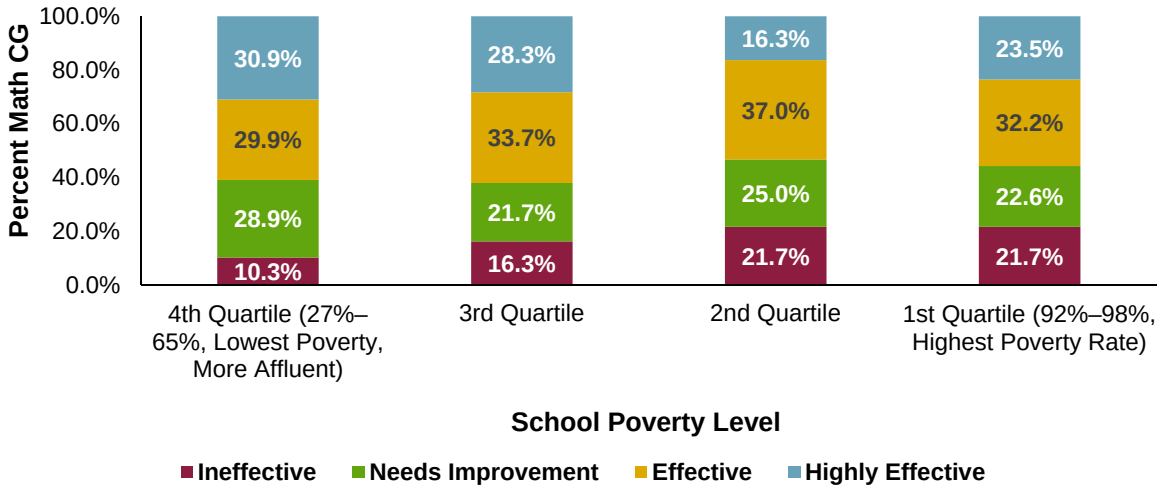
Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

- For 2015–2016, 30.9 percent of middle school mathematics teachers scored in the *Highly Effective* category in the lowest poverty schools (more affluent) compared to 23.5 percent in the highest poverty schools (**Figure 29**, p. 31, **Table A–38**, p. 65).

- Alternatively, there was a lower proportion of *Ineffective* mathematics teachers in the lower poverty schools than in higher poverty schools (10.3 percent in fourth quartile and 21.7 percent in first quartile) (Figure 29).

- For the lowest poverty schools, 10.3 percent of middle school mathematics teachers were *Ineffective* compared to 16.3 percent in the third quartile, 21.7 percent in the second quartile, and 21.7 percent in the highest poverty schools (Figure 29, Table A–38).

Figure 29. Percentage of Middle School Teachers and Their Effectiveness Based on Math Comparative Growth (CG) and School Poverty, 2015–2016

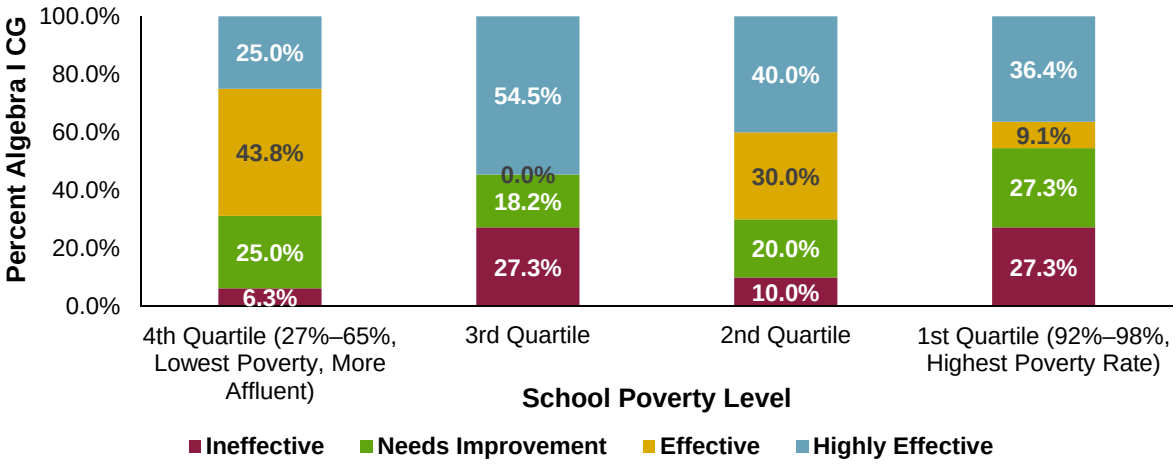


Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

- In 2015–2016, only 25.0 percent of middle school Algebra I teachers scored in the *Highly Effective* category in the lowest poverty (more affluent) schools compared to 36.4 percent in the highest poverty schools. There was a higher proportion of Highly Effective teachers in the third quartile at 54.5 percent and the second quartile at 40.0 percent than in the lowest or highest quartile of poverty (**Figure 30, Table A–39**, p. 66).

- In the lowest poverty (more affluent) schools, only 6.3 percent of middle school Algebra I teachers were rated as *Ineffective* compared to 27.3 percent in the third quartile, 10.0 percent in the second quartile, and 27.3 percent in the highest poverty schools (Figure 30, Table A–39).

Figure 30. Percentage of Middle School Teachers and Their Effectiveness Based on Algebra I Comparative Growth (CG) and School Poverty, 2015–2016

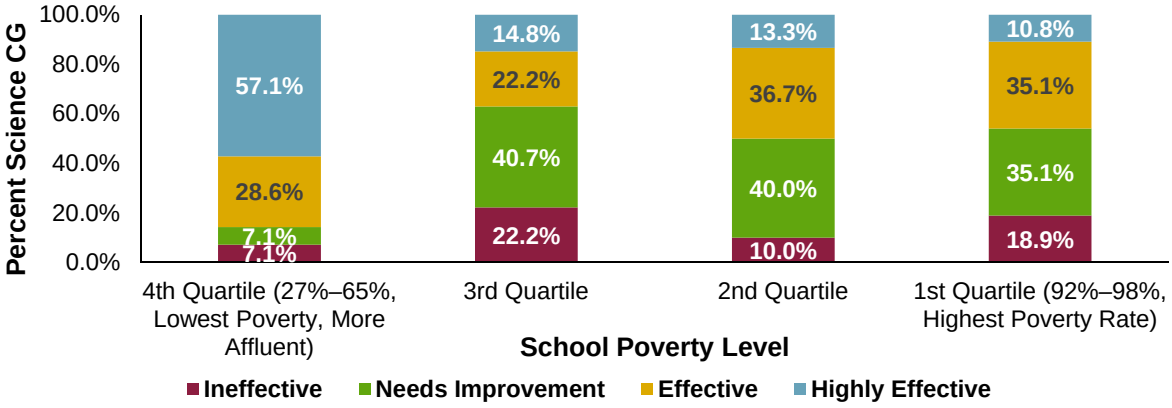


Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

- In 2015–2016, 57.1 percent of middle school science teachers scored in the *Highly Effective* category in the lowest poverty (more affluent) schools compared to 10.8 percent in the highest poverty schools. There were sixteen highly effective teachers in low poverty schools compared to four teachers in the highest poverty schools (**Figure 31**, **Table A–40**, p. 66).

- In the lowest poverty (more affluent) schools, 7.1 percent of middle school science teachers were rated as *Ineffective* compared to18.9 percent in the highest poverty schools, and the percent of *Ineffective* teachers in the third quartile was approximately three times that of the lowest poverty quartile (Figure 31, Table A–40).

Figure 31. Percentage of Middle School Teachers and Their Effectiveness Based on Science Comparative Growth (CG) and School Poverty, 2015–2016

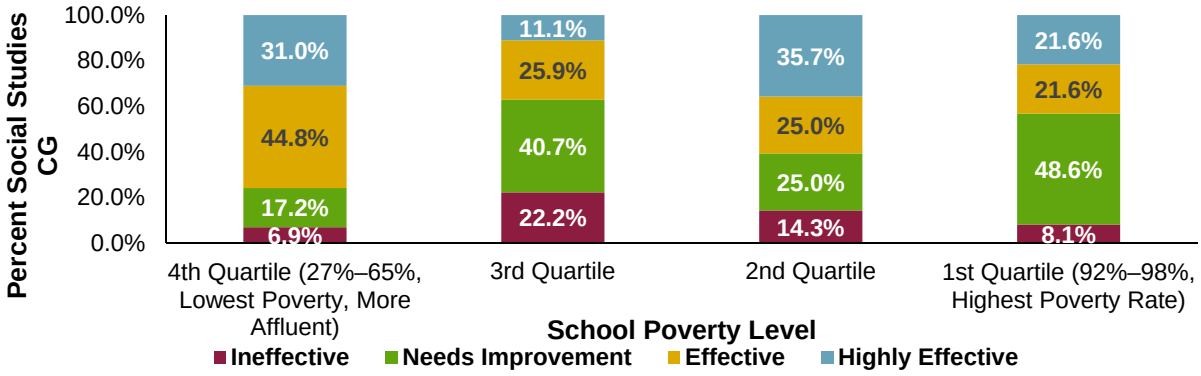


Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

- For 2015–2016, there were 31.0 percent of middle school social studies teachers who were *Highly Effective* in the lowest poverty schools compared to 11.1 percent in the third quartile of poverty, 35.7 percent in the second quartile of poverty, and 21.6 percent in the highest poverty schools (**Figure 32**, **Table A–41**, p. 66).

- Only 6.9 percent of middle school social studies teachers in the lowest poverty schools were *Ineffective* compared to 22.2 percent in the third quartile, 14.3 percent in the second quartile, and 8.1 percent in the highest poverty schools (Figure 32, Table A–41).

Figure 32. Percentage of Middle School Teachers and Their Effectiveness Based on Social Studies Comparative Growth (CG) and School Poverty, 2015–2016

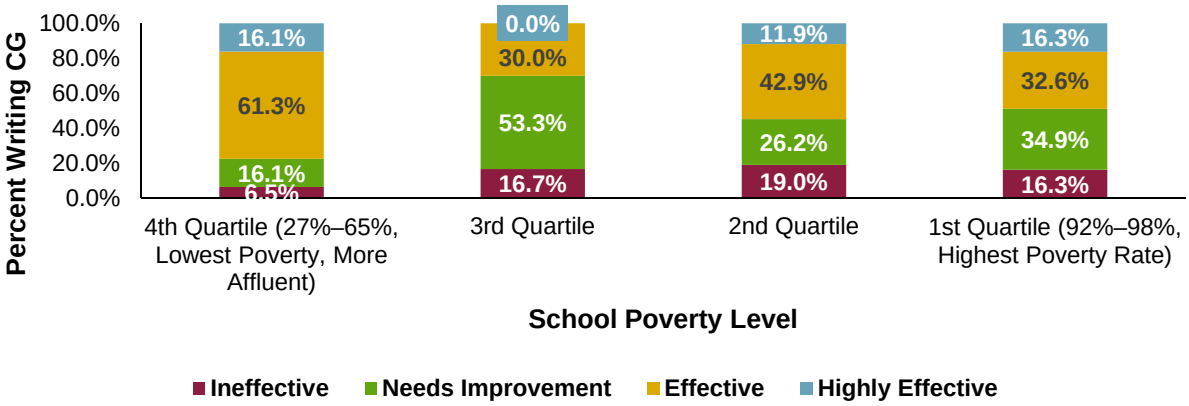


Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

- In 2015–2016, 16.1 percent of middle school writing teachers scored in the *Highly Effective* category in the lowest poverty (more affluent) schools compared to 16.3 percent in the highest poverty schools. Additionally, there were no *Highly Effective* teachers for schools in the third quartile of poverty (**Figure 33**, **Table A–42**, p. 67).

- The lowest percentage of middle school writing teachers scoring in the *Ineffective* category fell in the lowest poverty quartile at 6.5 percent compared to 16.7 percent in the third quartile, 19.0 percent in the second quartile, and 16.3 percent in the highest poverty schools (Figure 33, Table A–42).

Figure 33. Percentage of Middle School Teachers and Their Effectiveness Based on Writing Comparative Growth (CG) and School Poverty, 2015–2016

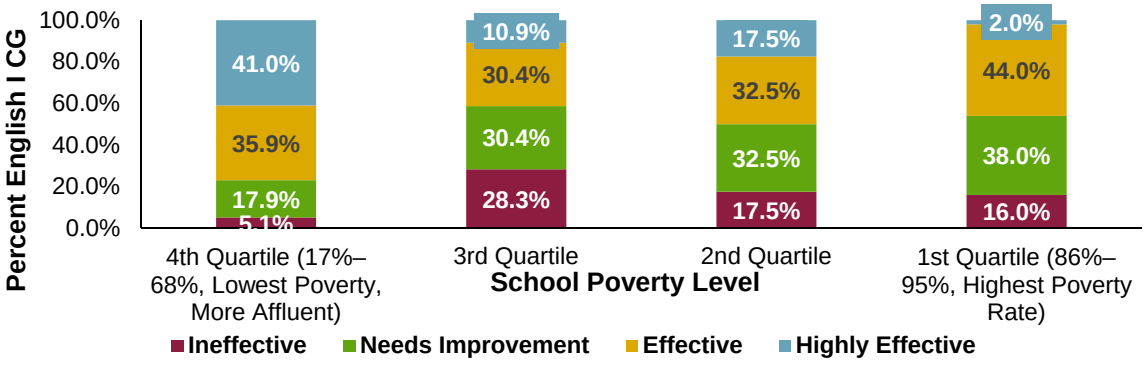


Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

- For 2015–2016, 41.0 percent of English I teachers scored in the *Highly Effective* category in the lowest poverty (more affluent) schools compared to 10.9 percent in the third quartile, 17.5 percent in the second quartile of poverty, and 2.0 percent in the highest poverty schools (**Figure 34**, **Table A–43**, p. 67).

- Only 5.1 percent of English I teachers in the lowest poverty (more affluent) schools were *Ineffective* compared to 28.3 percent in the third quartile of poverty, 17.5 percent in the second quartile of poverty, and 16.0 percent in the highest poverty schools, and the percent of *Ineffective* teachers in the highest poverty quartile was more than three times that of the lowest poverty quartile (Figure 34, Table A–43).

Figure 34. Percentage of High School Teachers and Their Effectiveness Based on English I Comparative Growth (CG) and School Poverty, 2015–2016

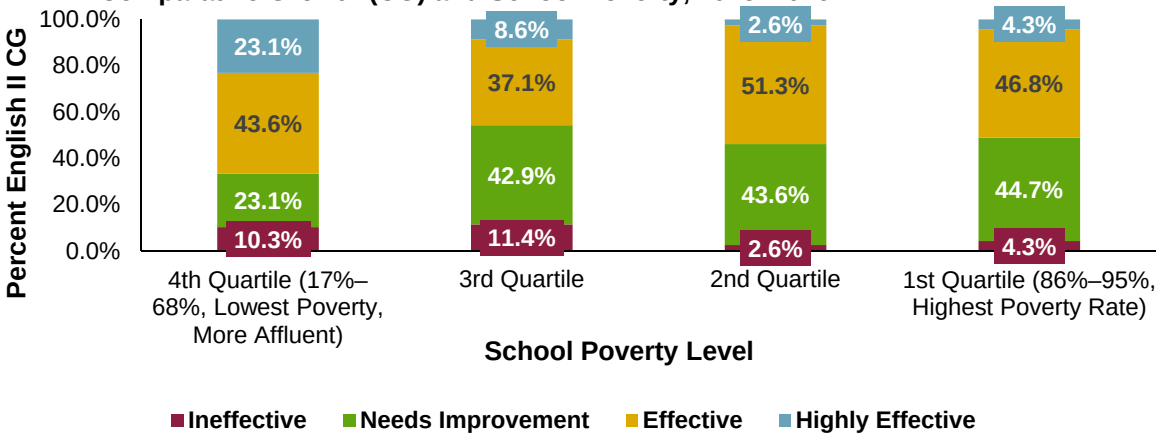


Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

- For 2015–2016**,** the percentage of *Highly Effective* English II teachers in lower poverty schools was higher than those in higher poverty schools by more than a factor of 5 (23.1 percent in the fourth quartile compared to 4.3 percent in the first quartile) (**Figure 35**, **Table A–44**, p. 67).

- Approximately 10.3 percent of English II teachers in the lowest poverty (more affluent) schools were *Ineffective* compared to 11.4 percent in the 3rd quartile of poverty, 2.6 percent in the second quartile of poverty, and 4.3 percent of teachers in the highest quartile of poverty (Figure 35, Table A–44).

Figure 35. Percentage of High School Teachers and Their Effectiveness Based on English II Comparative Growth (CG) and School Poverty, 2015–2016

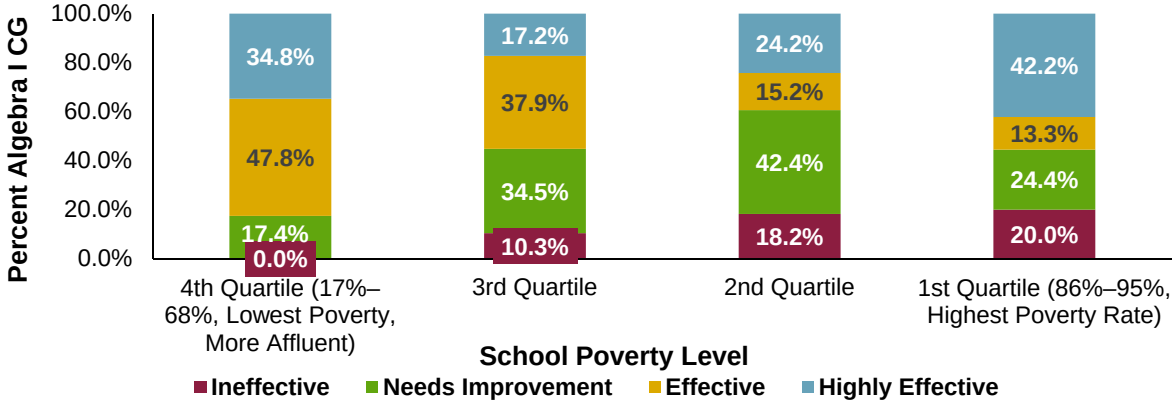


Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

- For 2015–2016, 34.8 percent of high school Algebra I teachers scored in the *Highly Effective* category in the lowest poverty schools (more affluent) compared to 42.2 percent in the highest poverty schools. Additionally, there was a higher proportion of highly effective Algebra I teachers in highest poverty schools than in those in the second and third quartiles (**Figure 36**, **Table A–45**, p. 68).

- Alternatively, there was a lower proportion of *Ineffective* Algebra I teachers in the lower poverty schools than higher poverty schools. For the lowest poverty schools, 0.0 percent of Algebra I teachers were *Ineffective* compared to 20.0 percent in the highest poverty schools. (Figure 36, Table A–45).

Figure 36. Percentage of High School Teachers and Their Effectiveness Based on Algebra I Comparative Growth (CG) and School Poverty, 2015–2016

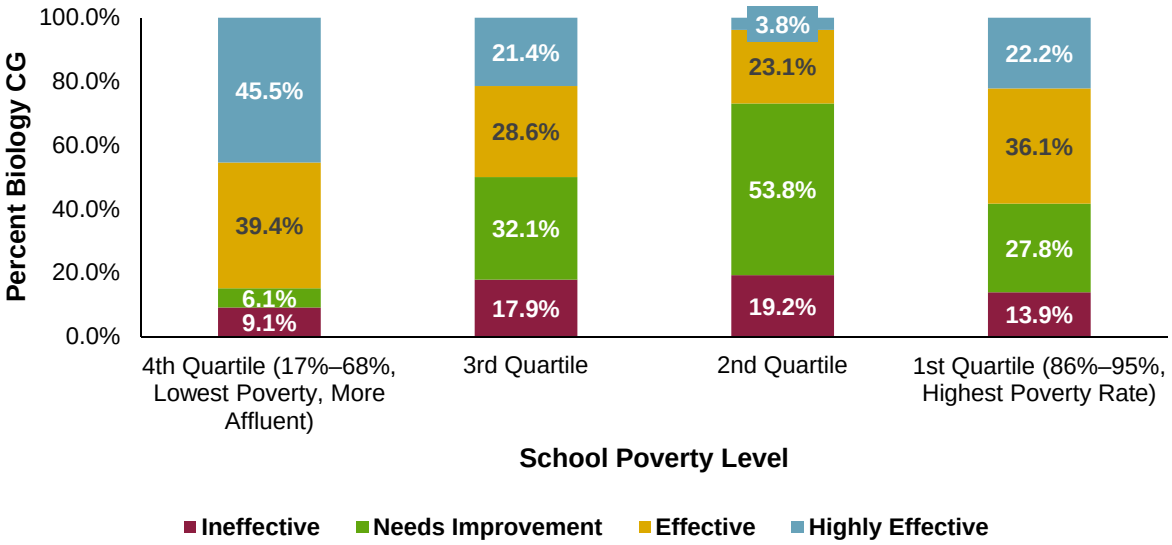


Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

For Biology in 2015–2016, 45.5 percent of teachers scored in the *Highly Effective* category in the lowest poverty (more affluent) schools compared to 21.4 percent in the third quartile of poverty, 3.8 percent in the second quartile of poverty, and 22.2 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 second and third quartiles of poverty (**Figure 37**, **Table A–46**, p. 68).

- For 2015–2016, 9.1 percent of Biology teachers scored in the *Ineffective* category for the fourth quartile (lowest poverty) schools compared to 17.9 percent in the third quartile, 19.2 percent in the second quartile, and 13.9 percent in the first quartile (highest poverty) schools (Figure 37, Table A–46).

Figure 37. Percentage of High School Teachers and Their Effectiveness Based on Biology Comparative Growth and School Poverty, 2015–2016

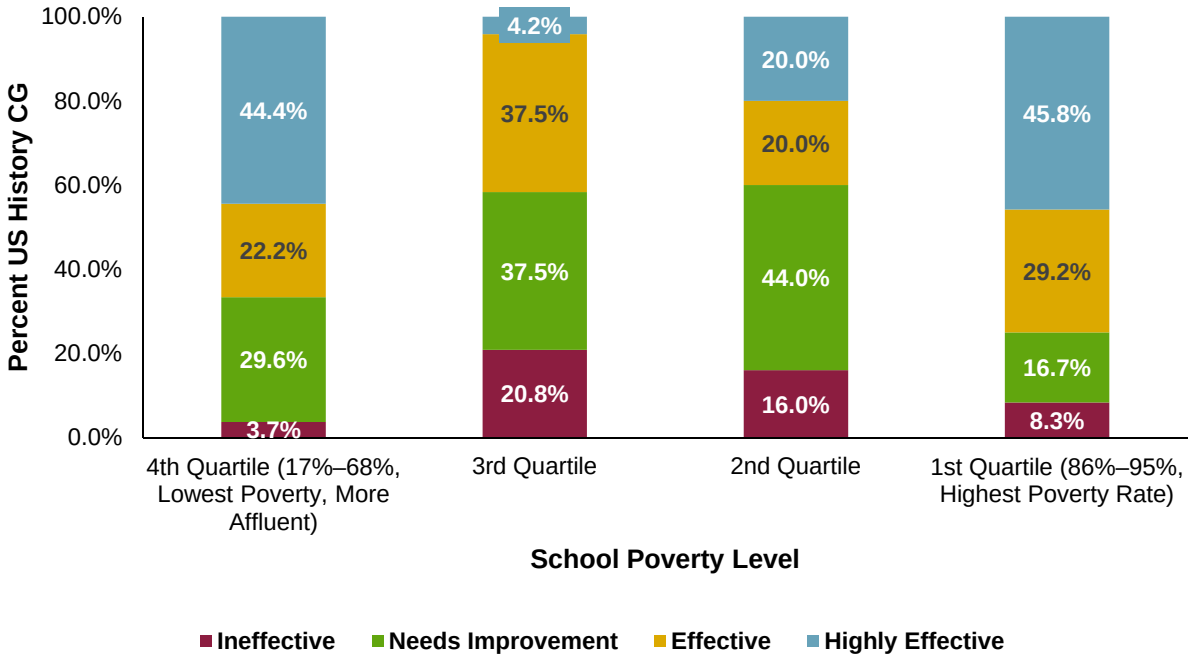


Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

- For U.S. History in 2015–2016, 44.4 percent of teachers scored in the *Highly Effective* category in the lowest poverty (more affluent) schools compared to 4.2 percent in the third quartile, 20.0 percent in the second quartile of poverty, and 45.8 percent in the highest poverty schools. There was a **higher proportion** of highly effective U.S. History teachers in higher poverty schools (quartiles 1 and 2) than in lower poverty schools (quartiles 3 and 4) (**Figure 38**, p. 36, **Table A–47**, p. 68).

- Only 3.7 percent of U.S. History teachers scored in the *Ineffective* category in the lowest poverty quartile compared to 20.8 percent in the third quartile, 16.0 percent in the second quartile, and 8.3 percent in the highest poverty quartile (Figure 38, Table A–47).

Figure 38. Percentage of High School Teachers and Their Effectiveness Based on U.S. History Comparative Growth and School Poverty, 2015–2016



Source: STAAR Comparative Growth data files; *District and School Profiles, 2015–2016*

Discussion

Over the past eleven 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:

- Perfect (100%) retention rates of highly effective staff at TEA-rated *Improvement Required* schools for teachers providing instruction for STAAR ELA, science, social studies, and U.S. History,
- Higher longitudinal teacher attendance rates for performance-pay recipients compared to teacher attendance in the district,
- Increase in teacher attendance rates for performance-pay recipients over the past two years,
- Reduction in the number of formal inquiries along with an increase in the percentage of inquiries resolved without changes over the past three years,
- Increase in STAAR science and social studies meeting the Level II: Satisfactory standard from 2015 to 2016,
- District increase exceeded the state for students meeting Level II: Satisfactory on STAAR science and social studies from 2015 to 2016,
- District-level results meeting Level III Advanced standard increased for all STAAR EOC subject areas from 2015 to 2016,
- Percentage 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,
- Increase in the percentage of respondents indicating effective communication for eight of nine areas, and,

- Higher proportion of highly effective teachers based on comparative growth distributed at high poverty schools for elementary science, middle school writing, middle and high school Algebra I, and high school U.S. History.

Negative indicators include:

- Decrease in the percentage of core foundation and all teachers paid an ASPIRE Award over time, decrease in the average payout amount over time, decrease in the number of core and all teachers paid an ASPIRE Award over time, and decrease in the percentage of eligible and considered staff paid an ASPIRE award over time, due to budgetary and model changes.
- Decrease in the percent of teachers in hard-to-staff schools earning a Group 1 award over time,
- Decrease in classroom retention rates over time, and
- Continued gaps in student performance results of the district compared to the state on the State of Texas Assessments of Academic Readiness (STAAR) assessments, although some of the gaps have narrowed.

Over the past four years, teachers receiving performance pay and the total amount awarded has varied. 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 and again in 2015–2016. This increase and subsequent decrease reflects changes in program eligibility, funding, performance indicators, 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 did not mirror the proportions of the district. A lower percentage of African American teachers and beginning teachers received an award compared to their proportions in the district.

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 1,044 core foundation teachers that received a recruitment bonus or stipend in 2015–2016, a total of 321 teachers, or 30.7 percent received a teacher progress award, 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 percentage 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 followed by a decline to 6.4 percent in 2015–2016. When examining the percentage of highly effective teachers at TEA-rated *IR* schools by subject area, the lowest percentage was in writing with 0.0 percent and the highest percentage was in mathematics with 6.7 percent. The low percentages are in part due to the fact that there were only 38 out of 285 schools that were designated as *IR* in 2015–2016.

Classroom retention rates over the past six years varied, with a high of 83.2 percent in 2010–2011 and 2014–2015, and a low of 79.5 percent in 2013–2014. Classroom retention rates for core teachers that received a teacher progress award varied over the past six years with a high of 62.1 percent in 2010–2011 to a low of 26.0 percent in 2015–2016; 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 2.9 percent in 2015–2016. 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 2015–2016 discussed below. In addition, due to more rigorous criteria, changes in the model components, and measures, fewer teachers earned a teacher progress award.

Attendance rates for teachers remained at approximately 95 percent over the past three 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 1.4 percentage points in 2015–2016, and likely reflect the attendance requirement to receive an award.

Implementation of the ASPIRE Award program has improved over the past eleven years because of improved communications and professional development. For the 2015–2016 school year, professional development centered on 12 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 Value-Added learning modules were accessed 497 times during the 2015–2016 school year. The district offered optional face-to-face support along with WebEx opportunities to assist with ASPIRE linkage and verification, with 84 staff members attending the workshops.

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.

STAAR grades 3–8 results for 2015 and 2016 show that the state outperformed the district for the percentage of students scoring at the Level II Satisfactory Phase-In/Progression Standard for all subjects. Although the standards increased from 2015 to 2016, the district's passing rates stayed the same (reading, writing, and math) or increased (science and social studies) at the same or greater rates than the state, thus maintaining or, in the case of reading, science, and social studies, closing the gap with the state.

For 2015 and 2016, the state outperformed the district in the percentage of students that met the Advanced Level with the exception of writing in 2015 and mathematics in both 2015 and 2016, where both the district and the state had the same percentage of students meeting the advanced standard. For 2015 and 2016, the state outperformed the district in the percentage of students that met the phase-in/progression standard for Satisfactory Level II for all STAAR end-of-course subjects. However, when comparing 2015 and 2016, district-level results increased for all STAAR EOC subject areas in the percentage of students who met Level III Advanced, and district-level results increased for English I, English II, and U.S. History from 2016 to 2016 at rates greater than the state.

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 elementary science, Algebra I (both middle and high school) and U.S. History teachers by campus poverty, there was a higher proportion of highly effective teachers in higher poverty schools than in the lowest poverty schools. Furthermore, there were higher percentages of highly effective teachers in the highest poverty schools in elementary science, middle school writing, high school Algebra I, Biology, and U.S. History than in schools in the second or third quartiles.

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 eleven years. First, the response rates have varied over time, but over the past four years they have declined from 25.7 percent in January 2014 to 15.1 percent in February 2017. 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 eleven-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, with the exception of the 2009 survey administration, 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 eleven-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 54.3 percent on the most recent survey.

Collecting feedback about effective communications was undertaken over the past eight years to identify areas for improvement as well as areas that were effective. Based on survey results from 2009 to 2017, there was an increase in items rated *very effective* in eight of the nine areas for which data were available, including one of the newly added items, *providing clear explanations about comparative growth calculations*.

The survey administered after each payout has served as a vehicle for respondents to recommend changes to the current model. Since the 2015–2016 ASPIRE Award represents the last districtwide payout of the program, feedback on the most positive aspect of the award that impacted educators was collected. The most frequent response, with 15.1 percent, indicated that the ASPIRE award did not impact them, followed by recognition (12 percent), receiving an incentive to supplement their salary (12 percent), and motivated or encouraged by the award (ten percent). As stated by one respondent, “ASPIRE encourages teachers to do their best every year.”

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Appendix A

Table A–1. Eleven-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
2015–2016 ASPIRE Award	February 2017	17,207		2,598	15.1

Source: SurveyMonkey® Data File, 2017; *2005–2006 Teacher Performance Pay and 2006–2007 ASPIRE Award Program Evaluation*; *ASPIRE Award Survey Results, 2006–2007* to *2014–2015*

Table A–2. Number and Percentage of ASPIRE Award Survey Respondents by Categorization and Program Year

	2014–2015		2015–2016	
Category	**N**	**%**	**N**	**%**
Group 1, Core Teacher Grades 3–11 w/EVAAS or w/STAAR Comparative Growth	846	30.8	672	31.6
Group 2, Core Teacher PK–2	448	16.3	360	16.9
Group 3, Core Teacher Grades 3–12 w/o EVAAS or w/o STAAR Comparative Growth	225	8.2	230	10.8
Group 4, Elective/Ancillary Teacher	283	10.3	197	9.3
Group 5, Instructional Support	206	7.5	152	7.1
Group 6, Teaching Assistant	227	8.3	159	7.5
Group 7, Operational Support	204	7.4	154	7.2
Group 1L, Principals	62	2.3	44	2.1
Group 2L, Assistant Principals/Deans of Instruction	46	1.7	42	2.0
Other	200	7.3	116	5.5
Total	**2,747**	**100.0**	**2,126**	**100.0**

Source: SurveyMonkey® Data File, 2017; *ASPIRE Award Survey Results, 2014–2015*

Appendix A (Continued)

Table A–3A. Awards by Category and Award Component, 2015–2016

Award Category	Number Paid	Individual Performance or Group Performance: Teacher	Group Performance Campus-Wide: Campus Comparative Growth	Group Performance Campus-Wide: Campus Growth or Achievement	Total
Group 1	1,572	$3,351,216.67	$649,692.50	$437,960.00	$4,438,869.17
Group 2	1,226	$837,482.50	$520,830.75	$321,324.00	$1,679,637.25
Group 3	618	$413,818.33	$244,241.75	$184,796.00	$842,856.08
Group 4	670	N/A	$319,295.50	$247,280.00	$566,575.50
Group 5	393	N/A	$77,216.75	$84,635.00	$161,851.75
Group 6	273	N/A	$54,925.00	$39,550.00	$94,475.00
Group 7	290	N/A	$86,880.00	N/A	$86,880.00
Group 1L	93	N/A	$240,550.00	$151,200.00	$391,750.00
Group 2L	152	N/A	$189,625.00	$134,000.00	$323,625.00
Total	**5,287**	**$4,602,517.50**	**$2,383,257.25**	**$1,600,745.00**	**$8,586,519.75**
Core Foundation Teachers (Groups 1–3)					
	3,416	$4,602,517.50	$1,414,765.00	$944,080.00	$6,961,362.50
All Teachers (Groups 1–4)					
	4,086	$4,602,517.50	$1,734,060.50	$1,191,360.00	$7,527,938.00

Source: *2015–2016 ASPIRE Award Payout Report*

Table A–3B. 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 A–3C. 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: A*SPIRE 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.

Appendix A (Continued)

Table A–3D. 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 A–4. Summary of Total Award Amounts Paid, 2005–2006 to 2015–2016

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
2015–2016 Award Model	$ 8,586,519.75
Total	**$275,006,642.95**

Source: *ASPIRE Award Payout Report, 2015–2016*; *ASPIRE Award Payout Report, various years*

Appendix A (Continued)

Table A–5. Eligibility and Awards by Category, 2015–2016 ASPIRE Award

				Eligible Employees		Of Paid Employees		
Award Category	Considered	Number Eligible	Percent Eligible	Number Paid	Percent Paid	Minimum	Maximum	Mean
Group 1	4,020	3,014	75%	1,572	52%	$400.00	$6,000.00	$2,823.71
Group 2	3,303	2,449	74%	1,226	50%	$400.00	$2,725.00	$1,370.01
Group 3	2,083	1,309	63%	618	47%	$300.00	$3,500.00	$1,363.84
Group 1–3	9,406	6,772	72%	3,416	50%	$300.00	$6,000.00	$2,037.87
Group 4	2,138	1,509	71%	670	44%	$160.00	$1,225.00	$845.64
Group 1–4	11,544	8,281	72%	4,086	49%	$160.00	$6,000.00	$1,842.37
Group 5	1,463	1,127	77%	393	35%	$100.00	$575.00	$411.84
Group 6	1,286	787	61%	273	35%	$175.00	$500.00	$346.06
Group 7	1,905	1,292	68%	290	22%	$240.00	$300.00	$299.59
Group 1L	274	263	96%	93	35%	$2,000.00	$6,250.00	$4,212.37
Group 2L	444	396	89%	152	38%	$1,000.00	$3,125.00	$2,129.11
Ineligible Category	1,347	0	0%	N/A	N/A	N/A	N/A	N/A
Total	**18,263**	**12,146**	**67%**	**5,287**	**44%**			

Source: *ASPIRE Award Payout Report, 2015–2016*

Table A–6. Eligibility and Awards by Category, 2014–2015 ASPIRE Award

				Eligible Employees		Of Paid Employees		
Award Category	Considered	Number Eligible	Percent Eligible	Number Paid	Percent Paid	Minimum	Maximum	Mean
Group 1	4,351	3,120	72%	1,801	58%	$375.00	$9,750.00	$5,927.68
Group 2	3,233	2,395	74%	1,355	57%	$375.00	$4,875.00	$2,079.94
Group 3	1,437	1,019	71%	420	41%	$187.50	$4,875.00	$2,601.19
Group 1–3	9,021	6,534	72%	3,576	55%	$187.50	$9,750.00	$4,079.02
Group 4	2,082	1,464	70%	619	42%	$187.50	$2,250.00	$1,514.25
Group 1–4	11,103	7,998	72%	4,195	52%	$187.50	$9,750.00	$3,700.57
Group 5	1,504	1,179	78%	435	37%	$110.25	$1,012.50	$559.67
Group 6	1,280	813	64%	319	39%	$150.00	$862.50	$484.33
Group 7	1,824	1,233	68%	269	22%	$250.00	$500.00	$498.23
Group 1L	273	262	96%	90	34%	$1,875.00	$11,250.00	$6,529.17
Group 2L	417	372	89%	116	31%	$937.50	$5,625.00	$4,008.62
Ineligible Category	1,573	0	0%	N/A	N/A	N/A	N/A	N/A
Total	**17,974**	**11,857**	**66%**	**5,424**	**46%**			

Source: *ASPIRE Award Payout Report, 2015–2016*

Table A–7. Eligibility and Awards by Category, 2013–2014 ASPIRE Award

				Eligible Employees		Of Paid Employees		
Award Category	**Considered**	**Number Eligible**	**Percent Eligible**	**Number Paid**	**Percent Paid**	**Minimum**	**Maximum**	**Mean**
Group 1	4,308	2,812	65%	1,870	67%	$500.00	$13,000.00	$7,107.75
Group 2	3,248	2,366	73%	1,359	57%	$500.00	$6,500.00	$2,728.66
Group 3	1,520	1,050	69%	539	51%	$500.00	$6,500.00	$2,884.16
Group 1–3	9,076	6,228	69%	3,768	61%	$500.00	$13,000.00	$4,924.18
Group 4	2,094	1,476	70%	702	48%	$250.00	$3,000.00	$1,784.94
Group 1–4	11,170	7,704	69%	4,470	58%	$250.00	$13,000.00	$4,431.17
Group 5	1,318	1,013	77%	413	41%	$180.00	$1,350.00	$736.71
Group 6	1,265	824	65%	386	47%	$200.00	$1,150.00	$596.89
Group 7	1,789	1,227	69%	266	22%	$250.00	$500.00	$498.12
Group 1L	269	258	96%	100	39%	$2,500.00	$15,000.00	$8,250.00
Group 2L	379	352	93%	137	39%	$1,225.00	$7,500.00	$4,552.55
Ineligible Category	1,845	0	0%	N/A	N/A	N/A	N/A	N/A
Total	**18,035**	**11,378**	**63%**	**5,772**	**51%**			

Source: *ASPIRE Award Payout Report, 2015–2016*

Table A–8. Eligibility and Awards by Category, 2012–2013 ASPIRE Award

				Eligible Employees		Of Paid Employees		
Award Category	**Considered**	**Number Eligible**	**Percent Eligible**	**Number Paid**	**Percent Paid**	**Minimum**	**Maximum**	**Mean**
Group 1	4,384	2,692	61%	1,670	62%	$500.00	$13,000.00	$6,527.60
Group 2	3,213	2,135	66%	1,327	62%	$500.00	$6,500.00	$2,402.22
Group 3	1,280	875	68%	452	52%	$500.00	$6,500.00	$2848.95
Group 1–3	8,877	5,702	64%	3,449	60%	$500.00	$13,000.00	$4,458.27
Group 4	2,058	1,381	67%	564	41%	$245.00	$3,000.00	$1,710.53
Group 1–4	10,935	7,083	65%	4,013	57%	$245.00	$13,000.00	$4,072.09
Group 5	1,162	895	77%	368	41%	$147.00	$1,350.00	$717.60
Group 6	1,224	729	60%	323	44%	$200.00	$1,150.00	$595.28
Group 7	1,822	1,197	66%	255	21%	$250.00	$500.00	$497.65
Group 1L	263	182	69%	79	43%	$2,500.00	$15,000.00	$8,702.53
Group 2L	374	244	65%	94	39%	$1,250.00	$7,500.00	$4,867.02
Ineligible Category	1,692	0	0%	N/A	N/A	N/A	N/A	N/A
Total	**17,472**	**10,330**	**59%**	**5,132**	**50%**			

Source: *ASPIRE Award Payout Report, 2015–2016*

Appendix A (Continued)

Table A–9. Eligibility and Awards by Category, 2011–2012 ASPIRE Award

		Eligible Employees				Of Paid Employees		
Award Category	**Considered**	**Number Eligible**	**Percent Eligible**	**Number Paid**	**Percent Paid**	**Minimum†**	**Maximum**	**Mean**
Category A/B	3,670	3,033	83%	2,036	67%	$250.00	$9,000.00	$3,629.22
Category C	1,358	1,082	80%	710	66%	$500.00	$9,000.00	$3,719.51
Category D	3,172	2,648	83%	1,738	66%	$500.00	$5,500.00	$2,210.01
Category E	731	554	76%	339	61%	$500.00	$5,500.00	$2,553.47
Category A–E	8,931	7,317	82%	4,823	66%	$250.00	$9,000.00	$3,055.48
Category F	2,098	1,577	75%	846	54%	$200.00	$2,000.00	$1,043.82
Category A–F	11,029	8,894	81%	5,669	64%	$200.00	$9,000.00	$2,755.27
Category G	1,198	910	76%	435	48%	$147.00	$1,350.00	$690.65
Category H*	1,244	769	62%	378	49%	$100.00	$1,150.00	$607.47
Category I	1,814	1,183	65%	310	26%	$200.00	$490.79	$500.00
Category J	267	259	97%	182	70%	$825.00	$13,500.00	$4,441.00
Category K	355	328		243	74%			
Ineligible Category	1,615	0	0%	N/A	N/A	N/A	N/A	N/A
Total	**17,522**	**12,343**	**70%**	**7,217**	**58%**			

Source: *ASPIRE Award Payout Report, 2015–2016*

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

Table A–10. Eligibility and Awards by Category, 2010–2011 ASPIRE Award

				Eligible Employees		Of Paid Employees		
Award Category	**Considered**	**Number Eligible**	**Percent Eligible**	**Number Paid**	**Percent Paid**	**Minimum†**	**Maximum**	**Mean**
Category A	1,037	944	91%	928	98%	$200.00	$10,300.00	$4,212.94
Category B	2,788	2,348	84%	2,091	89%	$100.00	$10,300.00	$4,592.92
Category C	1,574	1,247	79%	1,123	90%	$200.00	$10,100.00	$4,557.09
Category D	3,335	2,818	84%	2,767	98%	$100.00	$6,600.00	$2,846.13
Category E	728	573	79%	559	98%	$100.00	$6,600.00	$2,733.06
Category A–E	9,462	7,930	84%	7,468	94%	$100.00	$10,300.00	$3,753.89
Category F	2,415	1,809	75%	1,759	97%	$100.00	$3,100.00	$1,536.75
Category A–F	11,877	9,739	82%	9,227	95%	$100.00	$10,300.00	$3,331.22
Category G	1,489	1,129	76%	1,056	94%	$25.00	$1,700.00	$822.43
Category H*	1,486	951	64%	752	79%	$50.00	$1,100.00	$581.38
Category I	2,055	1,325	64%	836	63%	$183.75	$750.00	$556.31
Category J	274	258	94%	254	98%	$240.00	$15,530.00	$6,555.09
Category K	381	335	88%	333	99%	$100.00	$7,765.00	$3,571.04
Ineligible Category	3,966	0	0%	N/A	N/A	N/A	N/A	N/A
Total	**21,528**	**13,737**	**64%**	**12,458**	**91%**			

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."

Appendix A (Continued)

Table A–11. Eligibility and Awards by Category, 2009–2010 ASPIRE Award

		Eligible Employees				Of Paid Employees		
Award Category	**Considered**	**Number Eligible**	**Percent Eligible**	**Number Paid**	**Percent Paid**	**Minimum†**	**Maximum**	**Mean**
Category A	1,132	1,103	97%	1,088	99%	$100.00	$11,330.00	$4,157.42
Category B	2,880	2,724	95%	2,687	99%	$100.00	$11,110.00	$4,164.49
Category C	1,600	1,494	93%	1,493	100%	$200.00	$10,670.00	$4,431.71
Category D	3,378	3,186	94%	3,154	99%	$100.00	$7,260.00	$2,737.30
Category E	728	671	92%	661	99%	$100.00	$7,040.00	$2,826.94
Category A–E	9,718	9,178	94%	9,083	99%	$100.00	$11,330.00	$3,614.65
Category F	2,472	2,221	90%	2,191	99%	$100.00	$3,410.00	$1,593.99
Category A–F	12,190	11,399	94%	11,274	99%	$100.00	$11,330.00	$3,221.95
Category G	1,839	1,678	91%	1,572	94%	$44.00	$1,870.00	$813.09
Category H*	1,630	1,380	85%	1,235	89%	$25.00	$1,155.00	$544.36
Category I	3,370	2,889	86%	1,829	63%	$150.00	$750.00	$563.89
Category J	275	268	97%	266	99%	$200.00	$15,530.00	$6,300.54
Category K	389	374	96%	368	98%	$100.00	$7,765.00	$4,036.20
Ineligible Category	4,804	12	0%	N/A	N/A	N/A	N/A	N/A
Total	**24,497**	**18,000**	**73%**	**16,544**	**92%**			

Source: A*SPIRE 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.

Appendix A (Continued)

Table A–12. Eligibility and Awards by Category, 2008–2009 ASPIRE Award

				Eligible Employees		Of Paid Employees		
Award Category	**Considered**	**Number Eligible**	**Percent Eligible**	**Number Paid**	**Percent Paid**	**Minimum†**	**Maximum**	**Mean**
Category A	1,271	1,232	97%	1,226	100%	$100.00	$11,330.00	$4,157.42
Category B	2,827	2,704	96%	2,581	95%	$100.00	$11,110.00	$4,164.49
Category C	1,572	1,473	94%	1,453	99%	$200.00	$10,670.00	$4,431.71
Category D	3,321	3,165	95%	3,121	99%	$100.00	$7,260.00	$2,737.30
Category E	617	551	89%	533	97%	$100.00	$7,040.00	$2,826.94
Category A–E	9,608	9,125	95%	8,914	98%	$100.00	$11,330.00	$3,614.65
Category F	2,489	2,297	92%	2,211	96%	$100.00	$3,410.00	$1,593.99
Category A–F	12,097	11,422	94%	11,125	97%	$100.00	$11,330.00	$3,221.95
Category G	1,615	1,506	93%	1,391	92%	$44.00	$1,870.00	$813.09
Category H*	1,524	1,309	86%	1,085	83%	$25.00	$1,155.00	$544.36
Category I	3,217	2,885	90%	1,480	51%	$150.00	$750.00	$563.89
Category J	275	268	97%	264	99%	$200.00	$15,530.00	$6,300.54
Category K	376	371	99%	365	98%	$100.00	$7,765.00	$4,036.20
Ineligible Category	3,820	45	1%	N/A	N/A	N/A	N/A	N/A
Total	**22,924**	**17,806**	**78%**	**15,710**	**88%**			

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.

Appendix A (Continued)

Table A–13. Eligibility and Awards by Category, 2007–2008 ASPIRE Award

		Eligible Employees				Of Paid Employees		
Award Category	**Considered**	**Number Eligible**	**Percent Eligible**	**Number Paid**	**Percent Paid**	**Minimum†**	**Maximum**	**Mean**
Category A	1,297	1,287	99%	1,275	99%	$200.00	$8,360.00	$3,033.88
Category B	2,698	2,644	98%	2,400	91%	$100.00	$7,920.00	$3,200.53
Category C	1,408	1,376	98%	1,375	100%	$200.00	$8,580.00	$3,211.07
Category D	3,226	3,188	99%	3,055	96%	$100.00	$5,390.00	$2,278.78
Category E	713	706	99%	687	97%	$100.00	$5,100.00	$2,128.29
Category A–E	9,342	**9,201**	98%	**8,792**	96%	**$100.00**	**$8,580.00**	**$2,773.94**
Category F	2,770	2,688	97%	2,537	94%	$100.00	$2,860.00	$1,196.11
Category A–F	12,112	**11,889**	98%	**11,329**	95%	**$100.00**	**$8,580.00**	**$2,420.60**
Category G	1,552	1,506	97%	1,179	78%	$40.00	$1,522.50	$651.49
Category H*	1,401	1,309	93%	1,048	80%	$25.00	$935.00	$431.62
Category I	3,054	2,885	94%	1,696	59%	$75.00	$500.00	$376.59
Category J	272	268	99%	255	95%	$200.00	$12,400.00	$5,102.42
Category K	379	371	98%	337	91%	$100.00	$6,080.00	$2,962.63
Ineligible Category	590	45	8%	N/A		N/A	N/A	N/A
Total	**19,201**	**18,114**	**94%**	**15,844**	**87%**			

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.

Appendix A (Continued)

Table A–14. 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 Payout Report* and *2006–2007 ASPIRE Award Program Evaluation*
† Awards are prorated by FTE and percent of assignment at each qualifying campus.

Table A–15. 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 Payout Report* 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.

Appendix A (Continued)

Table A–16. Characteristics Comparing Teachers Receiving an Award to Districtwide Teachers, 2014–2015 to 2015–2016

	2014–2015				2015–2016			
	District		Award		District		Award	
	N	%	N	%	N	%	N	%
Race/Ethnicity								
African American	4,157	36.4	1,163	28.3	4,222	36.3	998	24.6
American Indian	28.0	0.2	10	0.2	26	0.2	8	0.2
Asian/Pacific Islander	570	5.0	260	6.3	621	5.3	283	7.0
Hispanic	3,103	27.2	1,163	28.3	3,230	27.7	1,253	30.9
White	3.396	29.7	1,452	35.4	3,400	29.2	1,463	36.1
Two or More	169	1.5	55	1.3	146	1.3	52	1.3
Gender								
Female	8,560	74.9	3,241	79.0	8,669	74.4	3,128	77.1
Male	2,862	25.1	862	21.0	2,976	25.6	929	22.9
Highest Degree Held								
No Bachelor's Degree	134	1.2	32	0.8	252	2.2	68	1.7
Bachelor's Degree	7,897	69.1	2,857	69.6	8,081	69.4	2,828	69.7
Master's Degree	3,207	28.1	1,142	27.8	3,112	26.7	1,084	26.7
Doctorate	184	1.6	72	1.8	200	1.7	77	1.9
Years of Experience								
Beginning Teachers	1,266	11.1	284	6.9	1,218	10.5	252	6.2
1 to 5 yrs.	3,211	28.1	1,234	30.1	3,558	30.6	1,272	31.4
6 to 10 yrs.	2,321	20.3	865	21.1	2,240	19.2	829	20.4
11 to 20 yrs.	2,794	24.5	1,037	25.3	2,822	24.2	1,041	25.7
Over 20 yrs.	1,829	16.0	683	16.6	1,807	15.5	663	16.3
Total	**11,422**	**100.0**	**4,103**	**100.0**	**11,645**	**100.0**	**4,057**	**100.0**
Avg. Exp.	10.4		10.8		10.2		10.9	
Avg. HISD Exp.	8.1		8.6		7.8		8.5	

Source: Fall PEIMS Staff File, 2015; Final Teacher Incentive File: 2015–2016; PeopleSoft Extract, 2014–2015; SAP Extract, 2015–2016; *Texas Academic Performance Report, District Profile, 2014–2015 and 2015–2016; 2014–2015 ASPIRE Award Program Evaluation*

Note: For 2015–2016, SAP and PEIMS data were not available for 24 charter school employees in Group 1–4 and for 8 employees; for 2014–2015, PeopleSoft and PEIMS data were not available for 84 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%.

Appendix A (Continued)

Table A–17. Core Foundation Teachers with Individual Data Receiving Recruitment Incentives with ASPIRE Group 1 Award Summary, 2015–2016

	N	Total Incentive	Minimum	Maximum	Average
Received both Recruitment Incentive and ASPIRE Group 1 Award	321	$2,075,141.67	$1,425.00	$13,500.00	$6,464.62
Recruitment Incentive Recipient but No ASPIRE Group 1 Award	703	$1,525,325.00	$675.00	$11,500.00	$2,169.74
Total Core Teachers Receiving a Recruitment Incentive with Group 1 Data	**1,024**				
Group 1 Award but no Recruitment	551	$2,096,100.00	$300.00	$5,000.00	$3,804.17
Total	**2,005**				

Source: SAP Stipend and Recruitment data files, 2015–2016

Table A–18. Classroom Retention Status of all Campus-Based Teachers, 2013–2014 to 2015–2016

	2013–2014[a]		2014–2015[b]		2015–2016[c]	
	N	**%**	N	%	**N**	**%**
Teachers Retained in a Classroom Position	9,422	79.5	9,572	83.2	9,994	81.6
Teachers Not Retained in the District	2,160	18.2	1,658	14.4	2,034	16.6
Retained in the District but not the Classroom	269	2.3	270	2.3	227	1.9
Total	**11,851**	**100.0**	**11,500**	**100.0**	**12,255**	**100.0**

Source: SAP Retention data files, 2015–2016; *2014–2015 ASPIRE Award Program Evaluation*

[a] Retention for 2013–2014 teachers by July 21, 2014

[b] Retention for 2014–2015 teachers by August 10, 2015

[c] Retention for 2015–2016 teachers by August 8, 2016

Note: For 2013–2014 and 2014–2015, 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. In the summer of 2015, HISD moved from PeopleSoft to OneSource. Teachers were defined as those employees with a Job Function Code of teacher (TCH), Elementary Teacher (TEA ELEM), Prekindergarten teacher (TEA PREK), Secondary Teacher (TEA SEC), or # (Code did not transfer from PeopleSoft to SAP and Organization Unit Group Code of 11 to 16.

Appendix A (Continued)

Table A–19. Classroom Retention and Award Status of Campus-Based Teachers, 2013–2014 to 2015–2016

	2013–2014[a]		2014–2015[b]		2015–2016[c]	
	N	%	N	%	N	%
Teachers Retained and Received any Award	3,903	52.7	3,623	47.5	3,610	45.2
Teachers Not Retained and Received any Award	483	6.5	457	6.0	362	4.5
Teachers Retained and Did Not Receive any Award	2,620	35.4	3,157	41.4	3,587	44.9
Teachers Not Retained and Did Not Receive any Award	398	5.4	394	5.2	436	5.5
Total Teachers with Retention and Award Data	**7,404**	**100.0**	**7,631**	**100.0**	**7,995**	**100.0**
Core Teachers Retained and Received an Award [a,b,c]	1,111	40.8	1,135	37.7	760	26.0
Core Teachers Not Retained and Received an Award [a,b,c]	169	6.2	177	5.9	84	2.9
Core Teachers Retained and Did Not Receive an Award [a,b,c]	1,240	45.5	1,464	48.7	1,798	61.5
Core Teachers Not Retained and Did Not Receive an Award [a,b,c]	205	7.5	233	7.7	283	9.7
Total Core Teachers with Retention and Award Data	**2,725**	**100.0**	**3,009**	**100.0**	**2,925**	**100.0**

Source: SAP Retention data files, 2015–2016; *ASPIRE eNews, January–March 2016*

[a] Retention for 2013–2014 teachers by July 21, 2014

[b] Retention for 2014–2015 teachers by August 10, 2015

[c] Retention for 2015–2016 teachers by August 8, 2016

Note: For 2013–2014 and 2014–2015, 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. In the summer of 2015, HISD moved from PeopleSoft to OneSource. Teachers were defined as those employees with a Job Function Code of teacher (TCH), Elementary Teacher (TEA ELEM), Prekindergarten teacher (TEA PREK), Secondary Teacher (TEA SEC), or # (Code did not transfer from PeopleSoft to SAP and Organization Unit Group Code of 11 to 16.

Table A–20. Summary of Value-Added Modules Accessed, 2015–2016

Module	N
District/School Diagnostics	60
District & School Value-added– Gain Model	199
District & School Value-Added– Predictive Methodology	10
District/School Value-Added Predictive Model	111
Projection Summary	3
Scatterplot	2
School Search	1
Student Reports	15
Student Search and Custom Student Reports	6
Summary Reports	5
Teacher Reports for Admins	2
Teacher Value-added & Diagnostic	83
Total (Duplicated)	**497**

Source: SAS EVAAS® VLM Teacher Usage Reports, August 2015–June 2016

Appendix A (Continued)

Table A–21. Inquiry Comparison, 2006–2007 to 2015–2016

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	162	24.1	507	75.4
2015–2016	18,263	670	3.7	4	0.6	151	22.5	515	76.9

Source: 2015–2016 inquiry data provided by the ASPIRE Program Manager, Compensation and Salary Administration, personal communication, July 18, 2017; *2014–2015 ASPIRE Award Program Evaluation*

* Percent of all employees considered

^ Percent of all inquiries submitted

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

Table A–22. English and Spanish STAAR Results for Reading and Mathematics % Satisfactory and Advanced, Spring 2015 and 2016: All Students

	Reading						Mathematics					
	2015			2016			2015			2016		
	# Tested	% SA	% AD	# Tested	% SA	% AD	# Tested	% SA	% AD	# Tested	% SA	% AD
3	17,038	70	20	17,828	66	22	16,739	71	15	17,538	70	17
4	16,514	63	17	16,312	69	18	16,247	68	17	16,031	70	21
5	15,401	68	19	15,864	64	20	15,103	73	19	15,595	72	19
6	12,963	64	15	12,582	62	17	12,458	70	13	12,004	72	18
7	12,747	64	15	12,743	64	19	11,733	65	11	11,685	66	15
8	13,048	68	18	12,683	73	16	9,816	65	5	9,592	64	8
Total	**87,711**	**66**	**18**	**88,012**	**66**	**19**	**82,096**	**69**	**14**	**82,445**	**69**	**17**
Texas		**76**	**21**		**75**	**21**		**75**	**14**		**75**	**17**

Source: *District and School Results from the Spring 2016 STAAR Mathematics Assessments for grades 3 through 8;* Texas Assessment Management System, downloaded on 8/7/2017; *2014–2015 ASPIRE Program Evaluation*

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. The Level II Phase-in 1 Satisfactory standard was increased to the Level II Satisfactory progression standard. Any comparisons to prior performance should be made with caution.

Appendix A (Continued)

Table A–23. English and Spanish STAAR Results for Science and Social Studies Percent Satisfactory and Advanced, Spring 2015 and 2016: All Students

	Science						Social Studies					
	2015			2016			2015			2016		
	# Tested	% SA	% AD	# Tested	% SA	% AD	# Tested	% SA	% AD	# Tested	% SA	% AD
3												
4												
5	15,118	66	10	15,583	68	10						
6												
7												
8	12,175	61	14	11,769	69	16	12,366	55	8	11,898	57	14
Total	**27,293**	**62**	**11**	**27,352**	**68**	**12**	**12,366**	**55**	**8**	**11,898**	**57**	**14**
Texas		**71**	**14**		**75**	**15**		**64**	**8**		**65**	**17**

Source: *District and School Results from the Spring 2016 STAAR Mathematics Assessments for grades 3 through 8*; Texas Assessment Management System, downloaded on 8/7/2017; *2014–2015 ASPIRE Program Evaluation*

Note: SA (At Least Satisfactory) & AD (Advanced); Green shaded area reflects passing standard; 2015District Data updated. 1st administration for Gr. 5 & 8. STAAR results only; excludes L, M, ACC., Alt., and Alternate results. The Level II Phase-in 1 Satisfactory standard was increased to the Level II Satisfactory progression standard. Any comparisons to prior performance should be made with caution.

Table A–24. English and Spanish STAAR Results for Writing Percent Satisfactory and Advanced, Spring 2015 and 2016: All Students

	Writing					
	2015			2016		
	# Tested	% SA	% AD	# Tested	% SA	%AD
3						
4	16,565	63	7	16,291	63	15
5						
6						
7	12,757	63	9	12,780	63	11
8						
Total	**29,322**	**63**	**8**	**29,071**	**63**	**13**
Texas		**70**	**8**		**70**	**14**

Source: *District and School Results from the Spring 2016 STAAR Mathematics Assessments for grades 3 through 8*; Texas Assessment Management System, downloaded on 8/7/2017; *2014–2015 ASPIRE Program Evaluation*

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. The Level II Phase-in 1 Satisfactory standard was increased to the Level II Satisfactory progression standard. Any comparisons to prior performance should be made with caution.

Appendix A (Continued)

Table A–25. Districtwide STAAR End-of-Course (EOC) Results, 2015 and 2016

	2015			2016		
HISD	**# Tested**	**% SA**	**% AD**	**# Tested**	**% SA**	**% AD**
Algebra I	12,395	79	22	11,837	79	26
Biology	12,399	87	15	12,131	87	18
English I	13,334	58	8	12,947	62	9
English II	11,884	61	5	12,372	65	8
U.S. History	10,305	88	23	0,506	92	26

Source: *District and School Results from the Spring 2016 STAAR End-Of-Course (EOC) Assessments*; *ASPIRE Award Program Evaluation, 2014–2015;* Texas Assessment Management System, downloaded on 8/7/2017

Note: Level II: Satisfactory standards changed in 2016 for "first-time ever" EOC testers; SA (At Least Satisfactory) & AD (Advanced); Green shaded area reflects passing standard; 2015 District Data updated. First-time tested students only; excludes Accommodated, M, L, or Alternate 2 results.

Table A–26. Statewide STAAR End-of-Course (EOC) Results, 2015 and 2016

	2015			2016		
	# Tested	**% SA**	**% AD**	**# Tested**	**% SA**	**% AD**
Algebra I	354,976	85	24	353,376	85	28
Biology	336,531	94	19	349,998	92	21
English I	361,434	71	10	364,379	71	9
English II	337,116	73	5	344,798	74	9
U.S. History	314,546	92	29	329,583	95	31

Source: *District and School Results from the Spring 2016 STAAR End-Of-Course (EOC) Assessments*; *ASPIRE Award Program Evaluation, 2014–2015;* Texas Assessment Management System, downloaded on 8/7/2017

Note: Level II: Satisfactory standards changed in 2016 for "first-time ever" EOC testers; SA (At Least Satisfactory) & AD (Advanced); Green shaded area reflects passing standard; 2015 District Data updated. First-time tested students only; excludes Accommodated, M, L, or Alternate 2 results.

Appendix A (Continued)

Table A–27. Number and Percentage of Survey Respondents Indicating Their Level of Understanding for the ASPIRE Award Program and Its Components for the 2006–2007 and 2015–2016 ASPIRE Award, May 2008 and February 2017 Survey Administrations

Please rate your level of understanding to the following items:	N		Very Low/Low %		Sufficient %		Very High/High %	
	2008	2017	2008	2017	2008	2017	2008	2017
My understanding of ASPIRE is:	5,882	2,063	17.4	20.9	55.2	45.1	27.4	33.9
My understanding of value-added or comparative growth analysis is:	5,844	2,046	21.3	19.7	50.0	43.9	28.7	36.4
My understanding of the difference between student achievement and academic progress is:	5,848	2,051	11.6	11.4	43.9	41.9	44.5	46.7
My understanding of how value-added or comparative growth information can help me as an educator is:	5,832	1,991	18.3	15.9	45.1	43.3	36.6	40.8
My understanding of how to read/interpret value-added or comparative growth reports is:	5,817	2,022	23.7	18.5	47.0	44.3	29.3	37.2
My understanding of the different components of the 2015–2016 ASPIRE Award Program was:	5,835	2,024	23.2	27.5	48.7	43.6	28.1	28.9
My understanding of how the ASPIRE Awards were calculated/determined is:	5,852	2,011	33.9	39.1	43.9	38.7	22.2	22.1

Source: SurveyMonkey® Data File, 2017; *ASPIRE Award Survey Results, 2006–2007*

Note: On June 9, 2016, the HISD Board of Education voted not to continue using EVAAS (Education Value-Added Assessment System); therefore, comparative growth was used to measure campus and teacher progress

Appendix A (Continued)

Table A–28. Number and Percentage of Survey Respondents Indicating Their Perceptions About Award Amounts and the ASPIRE Award Model, March 2010 and February 2017

	N		Strongly Disagree/ Disagree %		Neutral %		Agree/ Strongly Agree %	
	2010	2017	2010	2017	2010	2017	2010	2017
There is a connection between classroom instruction and ASPIRE Award results.	5,428	1,997	34.2	39.8	27.6	20.8	38.3	39.4
The maximum award amount for my ASPIRE Award category adequately recognizes my efforts to increase student progress.	5,274	1,965	44.4	49.1	26.5	18.1	29.1	32.8
The maximum award amount for my ASPIRE Award category encourages me to remain in a campus-based position.	5,319	1,973	37.2	42.0	32.4	23.8	30.3	34.3
The maximum award amount for my ASPIRE Award category is commensurate with my professional contribution.	5,325	1,975	44.9	50.0	28.5	20.6	26.6	29.4
The ASPIRE Award is a fair way of acknowledging a teacher's impact on student growth.	5,417	2,011	46.6	42.6	26.6	19.7	26.7	37.7
The formal inquiry process allowed me the opportunity to question the accuracy of my award.	4,812	1,763	22.8	24.6	39.7	30.6	37.5	44.8
An ASPIRE bonus is attainable for me.*	N/A	1,964	N/A	26.4	N/A	19.3	N/A	54.2

Source: SurveyMonkey® Data File, 2017; *ASPIRE Award Survey Results, 2008–2009*
*New item added for the February 2017 administration.

Appendix A (Continued)

Table A–29. Number and Percentage of Survey Respondents Indicating Their Perceptions About Communicating Effectively, May 2009 and February 2017

	N		Not Effective		Somewhat/ Moderately Effective		Very Effective	
	Baseline	2017	Base-line	2017	Base-line	2017	Base-line	2017
Knowing where to find information about the ASPIRE Award in general.	3,383	2,058	4.6	7.6	63.8	54.1	31.6	38.3
Knowing when specific information about my ASPIRE Award was available.	3,371	2,053	5.7	9.2	61.5	52.0	32.7	38.8
Knowing where to find information about my specific ASPIRE Award.	3,367	2,041	5.2	8.4	61.1	53.7	33.8	37.8
Knowing how to interpret and understand my specific ASPIRE Award Notice.	3,368	2,051	8.5	15.3	66.0	56.9	25.5	27.8
Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award.	3,362	2,049	8.2	12.3	66.2	58.7	25.6	29.0
Understanding where to find information about the inquiry process on the portal.	3,364	2,047	6.6	10.9	65.5	59.0	28.0	30.1
Understanding that formal inquiries were required to be submitted by a specific deadline.	3,352	2,047	7.0	8.4	62.8	54.9	30.3	36.7
Providing clear explanations about the award model.*	2,828	2,042	11.6	20.7	53.0	56.9	23.8	22.4
Providing clear explanations about comparative growth calculations**	3,011	2,042	17.6	22.4	65.8	57.3	16.5	20.3

Source: SurveyMonkey® Data File, 2017; *ASPIRE Award Survey Results, 2007–2008, 2010–2011, and 2011–2012*
Note: Baseline year for the items *asterisked* was 2012, and **Baseline year was 2013; it was 2009 for all other items.

Table A–30. Number and Percentage of Survey Respondents Indicating Their Receipt for Different Types of Communication, February 2017

	N	Yes	No	Not Sure
School Messenger (automated phone system)	2,006	64.9	24.2	11.0
ASPIRE eNews	1,970	70.2	17.8	12.0
Academic Services Memos (electronic format)	1,923	59.3	23.6	17.1
ASPIRE e-mail	2,053	90.2	5.2	4.6
ASPIRE portal	1,953	68.5	19.2	12.4

Source: SurveyMonkey® Data File, 2017

Appendix A (Continued)

Table A–31. Number and Percentage of Responses for Listing One Positive Aspect of the ASPIRE Award that has Made the Most Impact on You, February 2017

Category	Description	N	%
Recognition	"Recognition is always welcome in a grade level that is very challenging. Teachers get more pressures and criticism than praise in this very competitive environment." "Being recognized for our efforts is a good motivator to continue our difficult task of preparing students academically."	148	12.3
Incentive	"HISD pays their teachers less than most school districts in Harris County; therefore, the Aspire Award is the only way that quality teachers can teach here and make up for the lack of pay." "It was nice to know that we could receive some compensation to add to our salary for all our hard work teaching every day. Our compensation does not reflect our efforts, nor the results we achieve with our students. Now that the award is gone, I'm going to have to make some tough decisions."	145	12.1
Motivate/Encourage	"Aspire encourages teachers to do their best every year." "I thought the ASPIRE Award Program was a good thing. It motivated teachers to try harder."	118	9.8
Student data, growth, performance	"Wanting my students to grow and not just pass the STAAR test has impacted my teaching. "It gave me incentive to dig deeper into the data so I can better teach my students." "It helped me realize that data must drive every instructional decision I make."	84	7.0
Improved Instruction	"The ASPIRE Award program was a way to get feedback and improve instruction. It inspired me to differentiate more and target students for intervention and instruction. It allowed me to see my weaknesses and turn them into strengths while also maintaining my strengths. I was motivated to be more innovative, knowledgeable, and ambitious in my craft."	42	3.5
Recruitment/Retention	"The retention of effective teachers in core academic areas is increased with the ASPIRE award program." "The ability to acquire and retain great educators."	38	3.2
Better attendance	"The ASPIRE award encourages teachers to come to school on a daily basis; teachers were more careful not to go over their absence maximum."	31	2.6
Collaboration/Team work	"The award made all staff want to work together to help all the grade levels achieve. It made the campus more cohesive, working toward a common goal – award for student performance."	27	2.3
No Impact	"The ASPIRE Award program had no impact on me as an educator."	181	15.1
No comment or N/A	No comment or N/A	91	7.6
Not Fair	"It is very unfair." "I always thought it was unfair because the lower grades always got very little and we are the foundation." "I teach GT population so ASPIRE will always be out of my reach."	89	7.4

Source: SurveyMonkey® Data File, 2017
Note: Green shaded categories denote positive comments, grey shaded categories denote neutral comments, and red shaded categories denote negative comment.

Table A–31. Number and Percentage of Responses for Listing One Positive Aspect of the ASPIRE Award that has Made the Most Impact on You, February 2017 (Continued)			
Category	**Description**	**N**	**%**
Unintended consequences	Unhealthy competition Caused friction among co-workers Teachers were focused on the teaching to the test Free Riding–"Even when we worked together on tutorials, etc., some in the department worked like crazy while most of us (including me) benefited from their efforts." "It encourages teachers to see kids as "ones that will make you a lot of money" and it encourages our district policy to worship data -- which to collect such data means we have to test the kids CONSTANTLY."	58	4.8
Undervalued	Professionally offensive "It's great that HISD wants to recognize teachers, but all teachers should feel valued and appreciated, not just those listed in Chancery." "It is sad that a teacher who has spent 20 years in a district only makes $6,000 more than a brand new teacher who potentially didn't even go to school to be a teacher. It is downright degrading and society and HISD should be ashamed." "Made me consider another profession. Having electives clearly and openly undervalued compared to core is unfair and discouraging."	42	3.5
Not enough money	"I would prefer to just get a pay raise instead of this bonus system." "I just wish it was a higher amount of money." "The monetary incentive is not commensurate to the service I provide to my students and to my profession in general." "The $50 is really an insult."	32	2.7
No Understanding of the Model	"I do not have any understanding of how ASPIRE Award program works and how the calculations are made."	29	2.4
Eligibility aspects	"It is unfair that only teachers at TIF4 schools are eligible for additional money." "Paraprofessionals/nurses/custodians/clerks are not eligible, but we do everything." "Attendance prevented me from being eligible."	22	1.8
Allocation of money	"The money could have been better spent by raising teacher salaries." "Pay us more. We are underpaid." "The award should have been distributed equally as a stipend to everyone, or to every campus for the SDMC/administrator/principal to determine who got how much of the award."	22	1.8
Total Responses		1,199	100.0
Total Respondents		1,096	42.2

Source: SurveyMonkey® Data File, 2017
Note: Green shaded categories denote positive comments, grey shaded categories denote neutral comments, and red shaded categories denote negative comment

Appendix A (Continued)

Table A–32. Teacher Median Percentiles Converted to Performance Levels		
Performance Level	**Grades 4–5**	**Grades 6–8 and EOC**
1–Ineffective	<33	<32
2–Needs Improvement	33 through 48	32 through 46
3–Effective	49 through 64	47 through 60
4–Highly Effective	>64	>60

Source: Comparative Growth Model Overview, 2016, STAAR, p. 2

Table A–33. Distribution of All Teacher Reading Comparative Growth Performance Ratings by Elementary School Low Income Enrollment, 2015–2016

Campuses	Overall N = 173		4th Quartile (1% - 78%) N = 41		3rd Quartile (79% - 88%) N = 38		2nd Quartile (89% - 93%) N = 48		1st Quartile (94% - 99%) N = 46	
Highly Effective	276	19.5%	120	28.4%	34	12.3%	74	19.8%	48	14.2%
Effective	533	37.7%	170	40.2%	105	37.9%	123	33.0%	135	39.8%
Needs Improvement	464	32.9%	111	26.2%	108	39.0%	136	36.5%	109	32.2%
Ineffective	139	9.8%	22	5.2%	30	10.8%	40	10.7%	47	13.9%
Total # Teachers	**1,412**	**100.0%**	**423**	**30%**	**277**	**20%**	**373**	**26%**	**339**	**24%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Table A–34. Distribution of All Teacher Math Comparative Growth Performance Ratings by Elementary School Low Income Enrollment, 2015–2016

Campuses	Overall N = 173		4th Quartile (1% - 78%) N = 41		3rd Quartile (79% - 88%) N = 38		2nd Quartile (89% - 93%) N = 48		1st Quartile (94% - 99%) N = 46	
Highly Effective	347	25.9%	136	33.6%	56	20.7%	82	23.6%	73	23.0%
Effective	396	29.5%	128	31.6%	83	30.6%	87	25.0%	98	30.9%
Needs Improvement	356	26.5%	90	22.2%	78	28.8%	98	28.2%	90	28.4%
Ineffective	242	18.0%	51	12.6%	54	19.9%	81	23.3%	56	17.7%
Total # Teachers	**1,341**	**100.0%**	**405**	**30%**	**271**	**20%**	**348**	**26%**	**317**	**24%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Table A–35. Distribution of All Teacher Science Comparative Growth Performance Ratings by Elementary School Low Income Enrollment, 2015–2016

Campuses	Overall N = 173		4th Quartile (1% - 78%) N = 41		3rd Quartile (79% - 88%) N = 38		2nd Quartile (89% - 93%) N = 48		1st Quartile (94% - 99%) N = 46	
Highly Effective	59	17.2%	19	17.0%	6	8.7%	15	17.4%	19	24.7%
Effective	138	40.1%	40	35.7%	35	50.7%	35	40.7%	28	36.4%
Needs Improvement	101	29.4%	33	29.5%	22	31.9%	25	29.1%	21	27.3%
Ineffective	46	13.4%	20	17.9%	6	8.7%	11	12.8%	9	11.7%
Total # Teachers	**344**	**100.0%**	**112**	**33%**	**69**	**20%**	**86**	**25%**	**77**	**22%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Appendix A (Continued)

Table A–36. Distribution of All Teacher Writing Comparative Growth Performance Ratings by Elementary School Low Income Enrollment, 2015–2016

Campuses	Overall N = 173		4th Quartile (1% - 78%) N = 41		3rd Quartile (79% - 88%) N = 38		2nd Quartile (89% - 93%) N = 48		1st Quartile (94% - 99%) N = 46	
Highly Effective	105	22.7%	50	34.7%	13	14.8%	22	18.3%	20	18.2%
Effective	161	34.8%	43	29.9%	33	37.5%	40	33.3%	45	40.9%
Needs Improvement	148	32.0%	38	26.4%	35	39.8%	42	35.0%	33	30.0%
Ineffective	48	10.4%	13	9.0%	7	8.0%	16	13.3%	12	10.9%
Total # Teachers	**462**	**100.0%**	**144**	**31%**	**88**	**19%**	**120**	**26%**	**110**	**24%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Table A–37. Distribution of All Teacher Reading Comparative Growth Performance Ratings by Middle School Low Income Enrollment, 2015–2016

Campuses	Overall N = 42		4th Quartile (27% - 65%) N = 10		3rd Quartile (66% - 83%) N = 10		2nd Quartile (84% - 92%) N = 11		1st Quartile (92% - 98%) N = 11	
Highly Effective	73	13.6%	35	26.3%	13	10.0%	15	11.1%	10	7.2%
Effective	239	44.5%	67	50.4%	57	43.8%	57	42.2%	58	41.7%
Needs Improvement	171	31.8%	25	18.8%	42	32.3%	48	35.6%	56	40.3%
Ineffective	54	10.1%	6	4.5%	18	13.8%	15	11.1%	15	10.8%
Total # Teachers	**537**	**100.0%**	**133**	**25%**	**130**	**24%**	**135**	**25%**	**139**	**26%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Table A–38. Distribution of All Teacher Math Comparative Growth Performance Ratings by Middle School Low Income Enrollment, 2015–2016

Campuses	Overall N = 42		4th Quartile (27% - 65%) N = 10		3rd Quartile (66% - 83%) N = 10		2nd Quartile (84% - 92%) N = 11		1st Quartile (92% - 98%) N = 11	
Highly Effective	98	24.7%	30	30.9%	26	28.3%	15	16.3%	27	23.5%
Effective	131	33.1%	29	29.9%	31	33.7%	34	37.0%	37	32.2%
Needs Improvement	97	24.5%	28	28.9%	20	21.7%	23	25.0%	26	22.6%
Ineffective	70	17.7%	10	10.3%	15	16.3%	20	21.7%	25	21.7%
Total # Teachers	**396**	**100.0%**	**97**	**24%**	**92**	**23%**	**92**	**23%**	**115**	**29%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Appendix A (Continued)

Table A–41. Distribution of All 6-8 Teacher Algebra Comparative Growth Performance Ratings by Middle School Low Income Enrollment, 2015-2016

Campuses	Overall N = 42		4th Quartile (27% - 65%) N = 10		3rd Quartile (66% - 83%) N = 10		2nd Quartile (84% - 92%) N = 11		1st Quartile (92% - 98%) N = 11	
Highly Effective	18	37.5%	4	25.0%	6	54.5%	4	40.0%	4	36.4%
Effective	11	22.9%	7	43.8%	0	0.0%	3	30.0%	1	9.1%
Needs Improvement	11	22.9%	4	25.0%	2	18.2%	2	20.0%	3	27.3%
Ineffective	8	16.7%	1	6.3%	3	27.3%	1	10.0%	3	27.3%
Total # Teachers	**48**	**100.0%**	**16**	**33%**	**11**	**23%**	**10**	**21%**	**11**	**23%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Table A–40. Distribution of All 6-8 Teacher Science Comparative Growth Performance Ratings by Middle School Low Income Enrollment, 2015–2016

Campuses	Overall N = 42		4th Quartile (27% - 65%) N = 10		3rd Quartile (66% - 83%) N = 10		2nd Quartile (84% - 92%) N = 11		1st Quartile (92% - 98%) N = 11	
Highly Effective	28	23.0%	16	57.1%	4	14.8%	4	13.3%	4	10.8%
Effective	38	31.1%	8	28.6%	6	22.2%	11	36.7%	13	35.1%
Needs Improvement	38	31.1%	2	7.1%	11	40.7%	12	40.0%	13	35.1%
Ineffective	18	14.8%	2	7.1%	6	22.2%	3	10.0%	7	18.9%
Total # Teachers	**122**	**100.0%**	**28**	**23%**	**27**	**22%**	**30**	**25%**	**37**	**30%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Table A–41. Distribution of All Teacher Social Studies Comparative Growth Performance Ratings by Middle School Low Income Enrollment, 2015–2016

Campuses	Overall N = 42		4th Quartile (27% - 65%) N = 10		3rd Quartile (66% - 83%) N = 10		2nd Quartile (84% - 92%) N = 11		1st Quartile (92% - 98%) N = 11	
Highly Effective	30	24.8%	9	31.0%	3	11.1%	10	35.7%	8	21.6%
Effective	35	28.9%	13	44.8%	7	25.9%	7	25.0%	8	21.6%
Needs Improvement	41	33.9%	5	17.2%	11	40.7%	7	25.0%	18	48.6%
Ineffective	15	12.4%	2	6.9%	6	22.2%	4	14.3%	3	8.1%
Total # Teachers	**121**	**100.0%**	**29**	**24%**	**27**	**22%**	**28**	**23%**	**37**	**31%**
Total # Teachers	**122**	**100.0%**	**28**	**23%**	**27**	**22%**	**30**	**25%**	**37**	**30%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Appendix A (Continued)

Table A–42. Distribution of All Teacher Writing Comparative Growth Performance Ratings by Middle School Low Income Enrollment, 2015–2016

Campuses	Overall N = 42		4th Quartile (27% - 65%) N = 10		3rd Quartile (66% - 83%) N = 10		2nd Quartile (84% - 92%) N = 11		1st Quartile (92% - 98%) N = 11	
Highly Effective	17	11.6%	5	16.1%	0	0.0%	5	11.9%	7	16.3%
Effective	60	41.1%	19	61.3%	9	30.0%	18	42.9%	14	32.6%
Needs Improvement	47	32.2%	5	16.1%	16	53.3%	11	26.2%	15	34.9%
Ineffective	22	15.1%	2	6.5%	5	16.7%	8	19.0%	7	16.3%
Total # Teachers	**146**	**100.0%**	**31**	**21%**	**30**	**21%**	**42**	**29%**	**43**	**29%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Table A–43. Distribution of All 9-12 Teacher English I Comparative Growth Performance Ratings by High School Low Income Enrollment, 2015–2016

Campuses	Overall N = 45		4th Quartile (17% - 68%) N = 10		3rd Quartile (69% - 76%) N = 12		2nd Quartile (77% - 85%) N = 12		1st Quartile (86% - 95%) N = 11	
Highly Effective	29	16.6%	16	41.0%	5	10.9%	7	17.5%	1	2.0%
Effective	63	36.0%	14	35.9%	14	30.4%	13	32.5%	22	44.0%
Needs Improvement	53	30.3%	7	17.9%	14	30.4%	13	32.5%	19	38.0%
Ineffective	30	17.1%	2	5.1%	13	28.3%	7	17.5%	8	16.0%
Total # Teachers	**175**	**100.0%**	**39**	**22%**	**46**	**26%**	**40**	**23%**	**50**	**29%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Table A–44. Distribution of All 9-12 Teacher English II Comparative Growth Performance Ratings by High School Low Income Enrollment, 2015–2016

Campuses	Overall N = 45		4th Quartile (17% - 68%) N = 10		3rd Quartile (69% - 76%) N = 12		2nd Quartile (77% - 85%) N = 12		1st Quartile (86% - 95%) N = 11	
Highly Effective	15	9.4%	9	23.1%	3	8.6%	1	2.6%	2	4.3%
Effective	72	45.0%	17	43.6%	13	37.1%	20	51.3%	22	46.8%
Needs Improvement	62	38.8%	9	23.1%	15	42.9%	17	43.6%	21	44.7%
Ineffective	11	6.9%	4	10.3%	4	11.4%	1	2.6%	2	4.3%
Total # Teachers	**160**	**100.0%**	**39**	**24%**	**35**	**22%**	**39**	**24%**	**47**	**29%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Appendix A (Continued)

Table A–45. Distribution of All 9-12 Teacher Algebra I Comparative Growth Performance Ratings by High School Low Income Enrollment, 2015–2016

Campuses	Overall N = 45		4th Quartile (17% - 68%) N = 10		3rd Quartile (69% - 76%) N = 12		2nd Quartile (77% - 85%) N = 12		1st Quartile (86% - 95%) N = 11	
Highly Effective	40	30.8%	8	34.8%	5	17.2%	8	24.2%	19	42.2%
Effective	33	25.4%	11	47.8%	11	37.9%	5	15.2%	6	13.3%
Needs Improvement	39	30.0%	4	17.4%	10	34.5%	14	42.4%	11	24.4%
Ineffective	18	13.8%	0	0.0%	3	10.3%	6	18.2%	9	20.0%
Total # Teachers	**130**	**100.0%**	**23**	**18%**	**29**	**22%**	**33**	**25%**	**45**	**35%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Table A–46. Distribution of All 9-12 Teacher Biology Comparative Growth Performance Ratings by High School Low Income Enrollment, 2015–2016

Campuses	Overall N = 45		4th Quartile (17% - 68%) N = 10		3rd Quartile (69% - 76%) N = 12		2nd Quartile (77% - 85%) N = 12		1st Quartile (86% - 95%) N = 11	
Highly Effective	30	24.4%	15	45.5%	6	21.4%	1	3.8%	8	22.2%
Effective	40	32.5%	13	39.4%	8	28.6%	6	23.1%	13	36.1%
Needs Improvement	35	28.5%	2	6.1%	9	32.1%	14	53.8%	10	27.8%
Ineffective	18	14.6%	3	9.1%	5	17.9%	5	19.2%	5	13.9%
Total # Teachers	**123**	**100.0%**	**33**	**27%**	**28**	**23%**	**26**	**21%**	**36**	**29%**

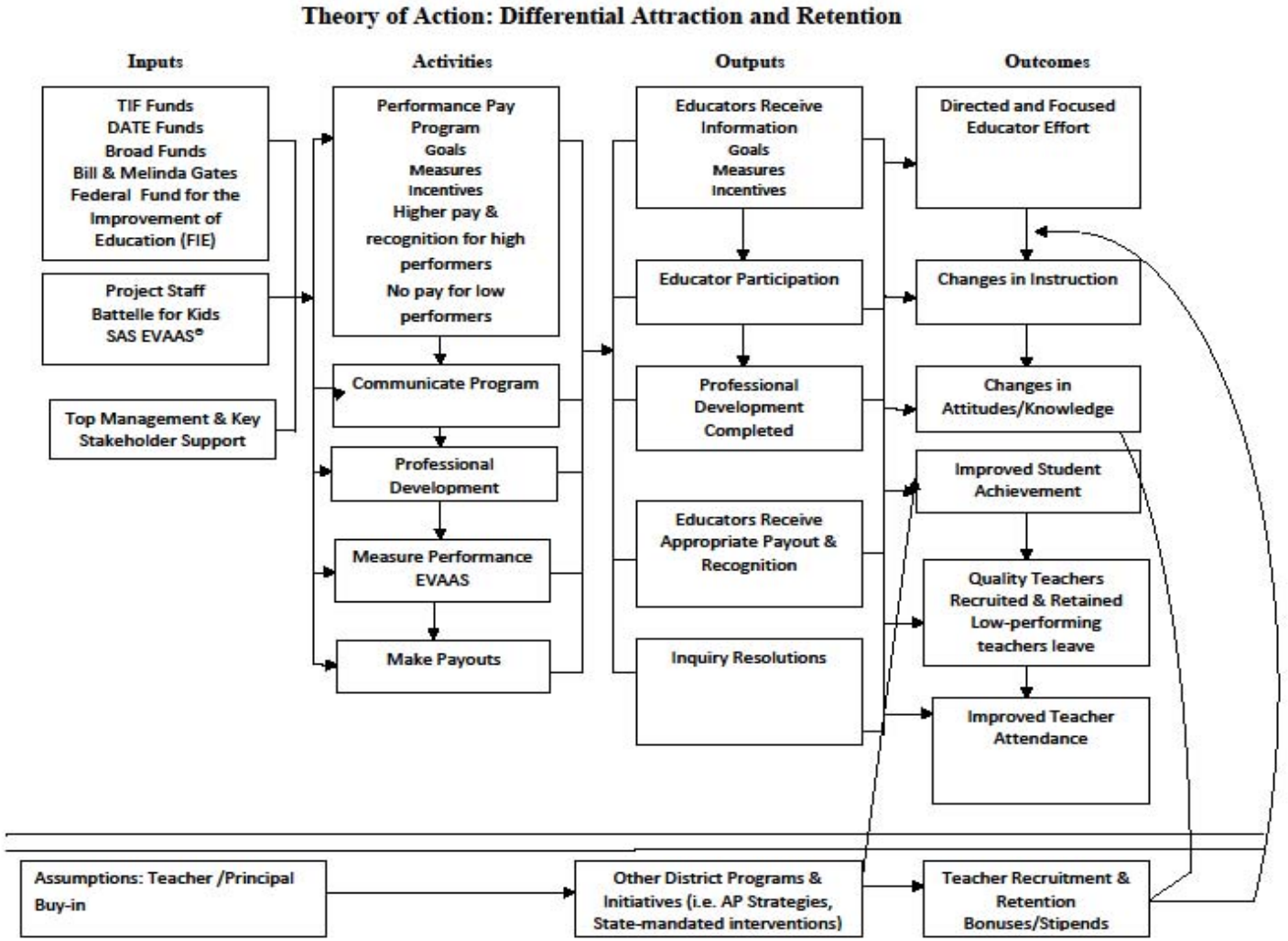
Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Table A–47. Distribution of All 9-12 Teacher US History Comparative Growth Performance Ratings by High School Low Income Enrollment, 2015–2016

Campuses	Overall N = 45		4th Quartile (17% - 68%) N = 10		3rd Quartile (69% - 76%) N = 12		2nd Quartile (77% - 85%) N = 12		1st Quartile (86% - 95%) N = 11	
Highly Effective	29	29.0%	12	44.4%	1	4.2%	5	20.0%	11	45.8%
Effective	27	27.0%	6	22.2%	9	37.5%	5	20.0%	7	29.2%
Needs Improvement	32	32.0%	8	29.6%	9	37.5%	11	44.0%	4	16.7%
Ineffective	12	12.0%	1	3.7%	5	20.8%	4	16.0%	2	8.3%
Total # Teachers	**100**	**100.0%**	**27**	**27%**	**24**	**24%**	**25**	**25%**	**24**	**24%**

Source: STAAR Comparative Growth data files; *District and School Profiles*, *2015–2016*

Appendix B


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 C

Methods

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 and SAP files for 2015–2016. Teacher recruitment data were provided for 2010–2011 through 2014–2015 from a PeopleSoft extract and SAP files for 2015–2016. The Teacher Performance Pay data file from 2005–2006 and the ASPIRE Award files for 2006–2007 to 2015–2016 were used to analyze participation and payout information.

Districtwide performance data were extracted from the *District and School Results from the Spring 2016 State of Texas Assessments of Academic Readiness (STAAR) Assessments for Grades 3–8,* (Houston Independent School District, 2016b, and the *State of Texas Assessments of Academic Readiness (STAAR) End of Course Results, Spring, 2016* (Houston Independent School District, 2016c). 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, 2008), 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 *ASPIRE Award Inquiry Report 2009–2010* (Houston Independent School District 2011d), 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* (Houston Independent School District, 2015a), and the *2014–2015 ASPIRE Award Program Evaluation* (Houston Independent School District, 2017c)*, 2013–2014 ASPIRE Program Evaluation* (Houston Independent School District, 2015b), *2012–2013 ASPIRE Award Program Evaluation* (Houston Independent School District, 2014d), *The 2013–2014 ASPIRE Award Payout Report* (Houston Independent School District, 2015c).

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). The 2014–2015 ASPIRE Inquiry Report was summarized in

Appendix C (Continued)

the 2016 ASPIRE e-News January-March (Houston Independent School District, 2016d).The 2015–2016 inquiry data were provided by the ASPIRE Program Manager, email message to authors, July 18, 2017.

Teacher characteristics data were extracted from the *Texas Academic Performance Report, 2014–2015* (Texas Education Agency, 2015e) and *Texas Academic Performance Report, 2015–2016* (Texas Education Agency, 2016d). Statewide data were downloaded from the Data Interaction for Texas Student Asssments for 2015 and 2016 (Texas Education Agency, 2017).

HISD charter schools provided teacher information in EXCEL spreadsheets which were manually entered for 2005–2006 to 2015–2016. Core courses were identified through discussions with staff from Federal and State Compliance as well as the Curriculum Department. The ASPIRE Award Core Subject Course Lists for 2006–2007 through 2014–2015 are posted on the ASPIRE website.

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 *2015–2016 ASPIRE Award Survey* was developed to determine the perceptions and level of knowledge of participants regarding the 2015–2016 ASPIRE Award program paid out in February 2017. 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 2015–2016 ASPIRE Award Survey was administered on-line from Wednesday, January 4, 2017, through Wednesday, February 15, 2017, with follow-up reminders on Tuesday, January 17, 2017, Tuesday, January 31, 2017, and Thursday, February 9, 2017. 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 2017 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 collected feedback regarding motivation, areas for which communication was not effective, and 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 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. 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

Appendix C (Continued)

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 2015–2016 ASPIRE Award were sent to a total of 17,207 Houston Independent School District (HISD) campus-based employees on January 4, 2017 with a closing date of February 9, 2017. There were 2,598 participants who responded to the survey (15.1 percent). **Table A–1,** p. 42 provides an eleven-year summary of survey response rates by pay for performance model. Over the past eleven 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 15.1 percent for 2015–2016.

If survey participants were employed by HISD during the 2015–2016 school year, they were asked to indicate their eligibility status and categorization, for which 2,126 of the 2,598 respondents indicated their eligibility status and ASPIRE Award categorization (see **Table A–2**).

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. For 2015–2016, comparative growth calculations were made by the Performance Analysis Bureau.

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

Appendix C (Continued)

Teacher retention rates were calculated for 2005–2006 to 2014–2015 using the same methodological procedures with slight adjustments made in 2015–2016 as a result of changing from PeopleSoft to SAP. Teachers were defined using the following job function codes for 2015–2016: TCH (Teacher), TEA PREK (Prekindergarten teacher), TEA ELEM (Elementary Teacher), and TEA SEC (Secondary Teacher). Teachers were required to be employed in the district during the 2015–2016 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 school year, 2016–2017. A retained teacher's employee status code included: A (Active), B (Paid Leave), C (Unpaid Leave), E (FMLA-Intermittant), and F (FMLA-Full). For 2015–2016, active teachers were not considered retained if their status was D (Deceased), I (Separated-Involuntary), 0-(Prehire), N (Active Non-Employee), R (Retirement), or V (Separated-Voluntary). 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, comparative growth files were matched to the retention file for those schools that TEA identified as *Improvement Required*. Those elementary teachers retained in the classroom and earning teacher median percentile scores of 64 or higher in their subject area were selected as highly effective. At the secondary level, a highly effective teacher earned a teacher median percentile score of 60 or higher.

Teacher recruitment data for 2007–2008 to 2015–2016 were provided by the Human Resources Department. The number of teachers recruited and receiving retention bonuses were calculated. The recruitment files were matched to the corresponding ASPIRE Award file to determine if those teachers received a Strand 2A, 2B, or Group 1 award. Teachers that received special analysis for their award were excluded from the analysis.

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

Data Limitations

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.

Appendix C (Continued)

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, 2007–2008, 2008–2009, 2009–2010, 2010–2011, 2011–2012, 2012–2013, and 2013–2014), and SAP data files (2014–2015 and 2015–2016) 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 calculated prior to 2014–2015, 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.

During the summer of the 2014–2015 school year, the district migrated from PeopleSoft to SAP. There were changes in the formatting of the files and the variables available using the new platform. Teacher retention files were affected. If a teacher had a # in a column, it meant that there was no equivalent in the new system. For the eTRAIN data base, the credits earned field was not available. Two fields, credits earned and session duration, were needed to be used in conjunction to get the credits earned field.

Appendix D

2015–2016 ASPIRE Awards

Program and Eligibility Requirements
October 2015

General Eligibility Requirements

To be eligible to participate in the 2015–2016 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 8, 2015. Employees whose job record/position is assigned to non-campus departments for time reporting are not eligible for the 2015–2016 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 8, 2015.
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 8, 2015, 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
    - Religious 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.

Appendix D (Continued)

2015–2016 ASPIRE Awards

Program and Eligibility Requirements
October 2015

- 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 2015–2016 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 2015–2016 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 24, 2015. 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.

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 D (Continued)

2015–2016 ASPIRE Awards

Program and Eligibility Requirements
October 2015

Group 1. Core Foundation Teachers, Grades 3-11 with 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.

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

To be considered in this group, employees must qualify as core foundation teachers. Core foundation courses must be taught the majority of the school day. For a complete list of these courses, please review the Master Course List with ASPIRE core foundation subjects. This group may include special education teachers who teach core foundation courses where a value-added report cannot be generated, high school teachers of students in grades and subjects for which value-added reports cannot be generated, or teachers of low class sizes.

Elective/Ancillary Instructional Positions

Group 4. Elective/Ancillary Teachers

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

Other Position Groups

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

Group 5. Instructional Support Staff

Instructional support-staff members are degreed, certified, or licensed professionals assigned to a campus and provide direct support to the instruction of students. If the instructional support-staff member is assigned to multiple campuses, the percentage of assignment to a single campus cannot be less than 40 percent. Instructional support staff must have a campus ID as their department ID. Instructional support staff may link students and receive a value-added report, but the production of a value-added report does not place an employee as a core foundation teacher for the purposes of determining ASPIRE award groups. *For example: counselor, librarian, nurse, speech therapist, speech therapist assistant, evaluation specialist, instructional coordinator, content area specialist, school-improvement facilitator, API, social worker, literacy coach, Magnet or Title I coordinator.*

Group 6. Teaching Assistants

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

Group 7. Operational Support Staff

Operational support-staff members are campus-based employees who do not meet the requirements for instructional staff, instructional support staff, or teaching assistants. *For example: school secretary, data entry clerk, teacher aide, clerk, attendance specialist, business manager, SIMS clerk, computer network specialist, registrars, and Campus Education Technician.*

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

The 2015–2016 ASPIRE awards are based on value-added results for the 2015–2016 school year.

Appendix D (Continued)

2015–2016 ASPIRE Awards

Program and Eligibility Requirements
October 2015

Group 1. Core Foundation Teachers, Grades 3-11 with 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.

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

To be considered in this group, employees must qualify as core foundation teachers. Core foundation courses must be taught the majority of the school day. For a complete list of these courses, please review the Master Course List with ASPIRE core foundation subjects. This group may include special education teachers who teach core foundation courses where a value-added report cannot be generated, high school teachers of students in grades and subjects for which value-added reports cannot be generated, or teachers of low class sizes.

Elective/Ancillary Instructional Positions

Group 4. Elective/Ancillary Teachers

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

Other Position Groups

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

Group 5. Instructional Support Staff

Instructional support-staff members are degreed, certified, or licensed professionals assigned to a campus and provide direct support to the instruction of students. If the instructional support-staff member is assigned to multiple campuses, the percentage of assignment to a single campus cannot be less than 40 percent. Instructional support staff must have a campus ID as their department ID. Instructional support staff may link students and receive a value-added report, but the production of a value-added report does not place an employee as a core foundation teacher for the purposes of determining ASPIRE award groups. *For example: counselor, librarian, nurse, speech therapist, speech therapist assistant, evaluation specialist, instructional coordinator, content area specialist, school-improvement facilitator, API, social worker, literacy coach, Magnet or Title I coordinator.*

Group 6. Teaching Assistants

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

Group 7. Operational Support Staff

Operational support-staff members are campus-based employees who do not meet the requirements for instructional staff, instructional support staff, or teaching assistants. *For example: school secretary, data entry clerk, teacher aide, clerk, attendance specialist, business manager, SIMS clerk, computer network specialist, registrars, and Campus Education Technician.*

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

The 2015–2016 ASPIRE awards are based on value-added results for the 2015–2016 school year.

Appendix D (Continued)

2015–2016 ASPIRE Awards

Program and Eligibility Requirements
October 2015

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

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

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

Additional Position Eligibility Requirements

1. For an employee who transfers or is reassigned from one ASPIRE award-eligible position to another ASPIRE award-eligible position during the eligibility period, the award will be determined on the basis of the ASPIRE award-eligible position the employee held the greatest percentage of the school year (based on the 180-day academic calendar). *For example: On September 5, an employee teaches grade 3 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. The ASPIRE award for employees who function in multiple award groups (above) will be determined based on the job in which they function for the majority of their work day.
4. Employees must have credentials for the position in which they function to be eligible under that category. *For example: A teacher teaching twelfth-grade math must be certified or on permit to teach twelfth-grade math in order to be eligible as a core foundation teacher.*
5. For employees who meet the criteria of a Group 1 teacher but teach additional grade levels that are not included in the teacher's value-added report, awards will be based on the value-added report only. *For example: If a teacher teaches second- and third-grade reading, and a value-added report is obtained for third grade based on the direct measure of student growth, the teacher would be considered for Group 1 awards, and would not be considered for Group 2 awards.*
6. The production of a value-added report does not necessarily place an employee in Group 1 for awards. *For example: If a value-added report is produced to measure the growth of students by a literacy coach for diagnostic and instructional improvement, the literacy coach is not considered as a core foundation teacher; the literacy coach remains in Group 5 for award purposes.*

ASPIRE Award Calculation and Payout Rules

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

1. Employees who work less than full time must work at least 40 percent of the school time (equivalent to two days per week) at the same campus to be eligible to receive a prorated ASPIRE award. The prorated ASPIRE award will be based on the full-time equivalent (FTE) of their eligible position, the portion of time spent in the eligible position, and the ASPIRE award level. *For example: A half-time employee (or 0.5 FTE) who spends all of his or her time at a single campus would be eligible to receive 50 percent of the award. This same employee who works 50 percent of his/her time at two campuses (0.25 FTE at each campus) would not be eligible.*

The 2015–2016 ASPIRE awards are based on value-added results for the 2015–2016 school year.

Appendix D (Continued)

2015–2016 ASPIRE Awards

Program and Eligibility Requirements
October 2015

2. Awards for employees whose job record/position is assigned to a campus department for time reporting who are assigned to and work on multiple campuses a minimum of 40 percent of the time and report directly to the principal (principal is responsible for supervising and evaluating the individual employee) will be calculated and prorated on the basis of the percentage of campus assignments. Examples include evaluation specialists, content specialists, speech therapists, and various Special Education positions. *For example: A campus-assigned, campus-based employee works 50 percent of his or her time at campus A, 25 percent at campus B, and 25 percent at campus C. If the employee is eligible for an ASPIRE award based on campus data, then the employee would receive 50 percent of the eligible payout at campus A, and would not receive an award for campus B or C.*
3. Good Standing: Employees must be in good standing at the time of payout. 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 award. It is incumbent upon the employee to provide the district with correct forwarding information so that the award payout 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. If any testing improprieties are reported and confirmed or otherwise substantiated at the campus, the principal may be ineligible to receive an ASPIRE award.

TIF4 Campuses

These campuses' ASPIRE Awards are funded in part by the TIF4 grant and have grant-required minimum amounts in certain award categories.

- Blackshear Elementary School
- Braeburn Elementary School
- Burrus Elementary School
- Codwell Elementary School
- Durkee Elementary School
- Eliot Elementary School
- Fleming Middle School
- Fondren Middle School
- Foster Elementary School
- Garden Oaks Montessori School
- Grissom Elementary School
- Herrera Elementary School
- BLaw Elementary School
- Looscan Elementary School
- Mading Elementary School
- McGowen Elementary School
- Milne Elementary School
- Montgomery Elementary School
- Pugh Elementary School
- Ross Elementary School
- Southmayd Elementary School
- Sugar Grove Academy Middle School
- Wilson Montessori School

The 2015–2016 ASPIRE awards are based on value-added results for the 2015–2016 school year.

Appendix E

AMENDED ASPIRE AWARD MODEL
TEACHERS AND CAMPUS-BASED STAFF
2015–2016

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

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 (e.g., 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 Comparative Growth

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

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

Method for Group Performance: Campus Comparative Growth

Indicator: Campus Composite Comparative Growth score using STAAR and STAAR EOC assessments calculated across grades and subjects to provide an overall campus growth score.
The Campus Composite Comparative Growth scores are rank ordered by academic levels. Staff members from schools in the first quintile receive awards.

Appendix E (Continued)

Campus Comparative Growth Awards Matrix				
Comparable Campus by School Level	**Campus Composite Comparative Growth Score (Across Subjects and Across Grades)**			
Elementary Schools, Middle Schools a High Schools Ranked Separately	**Quintile 1**		**Quintiles 2– 5**	
	Non-TIF	TIF4	Non-TIF	TIF4
Instructional Staff	$825	$1,000	$0	$0
Instructional Support Staff	$325	$325	$0	$0
Teaching Assistants	$325	$325	$0	$0
Operational Support Staff	$300	$300	$0	$0

Group Performance: Campus Academic 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 Achievement

Indicators: State Accountability Index 3 – distinction by being in top quartile of state comparison group; 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 that receive a distinction designation for being in the top quartile of their state comparison group for Index 3.

Index 3 Distinction Awards Matrix		
Campus Staff	**Met Award Standard**	**Did not meet Award Standard**
Instructional Staff	$400	$0
Instructional Support Staff	$250	$0
Teaching Assistants	$175	$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.

Appendix E (Continued)

AP/IB Participation and Performance

1. AP test data are extracted from the AP data provided by the College Board for 2014–2015 and 2015–2016. 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 2014 and 2015 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 (0.1).
4. Eligible staff at campuses that rank in the first quintile (top 20%) for performance are awarded for this strand component.
5. Campuses that do not rank in the top quintile for performance are rank-ordered according to the percentage-point change in their participation/performance rates between 2014–2015 and 2015–2016, 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.

Campuses rank-ordered by participation/performance rate changes between 2014–2015 and 2015–2016 are placed into quintiles. Eligible staff at campuses ranked in the first quintile (top 20%) are awarded provided the participation/performance rate change is positive.

		Campus Academic Achievement Matrix – High Schools				
		Participation/Performance Rate: Percent of Students in Grades 10–12 with a score of 3 or higher (AP) or 4 or higher (IB)		OR	Percentage-Point Improvement in Participation/Performance Rate	
	Campus Staff	Quintile 1	Quintiles 2–5		Quintile 1	Quintiles 2–5
Met Award Standard	Instructional Staff	$400	NA		$400	$0
	Instructional Support Staff	$250	NA		$250	$0
	Teaching Assistants	$175	NA		$175	$0

Appendix E (Continued)

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 comparative growth analysis of student academic progress.

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 assignments 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 3–11 where a Comparative Growth report cannot be generated, high school teachers of students in grade 12, or teachers of low class sizes in grades 3–11.

Method for Group Performance: Grade/Subject Student Growth

Early Childhood-Grade 2 Core Foundation Teachers

In this method, the third 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 third grade score for each subject and then placed into performance quintiles. PK-grade 2 core foundation teachers are rewarded based on the improvement of students in grade 3 and are not rewarded from the students they specifically teach.

Indicator: Comparative Growth campus subject third grade score. Comparative Growth scores using STAAR assessments are calculated for reading and for math. Teachers are awarded based on campus-wide third grade student improvement in reading and in math.

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

Appendix E (Continued)

Grade/Subject Student Growth Awards Matrix								
Early Childhood–Grade 2 Core Foundation Teachers								
	Comparative Growth Score in Third Grade by Subject							
	Reading				Math			
Grade	Quintile 1		Quintiles 2–5		Quintile 1		Quintiles 2–5	
	Non-TIF	TIF4	Non-TIF	TIF4	Non-TIF	TIF4	Non-TIF	TIF4
PK to Grade 2	$750	$1,250	$0	$0	$750	$1,250	$0	$0

Grades 3–12 Core Foundation Teachers without Comparative Growth

In this method, the campus-level comparative growth scores using STAAR and STAAR EOC assessments for core foundation subjects are used for teachers who instruct students in core foundation subjects at grades 3–12, and do not have their own Comparative Growth 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. These core foundation teachers are rewarded based on the growth of students included in the Comparative Growth analysis at their campus, not from the students they specifically teach.

Indicator: Comparative Growth campus subject score. Comparative Growth scores using STAAR and STAAR EOC assessments are calculated for each subject: Reading, Math, Writing, Science, and Social Studies. Teachers are paid based on campus-wide growth in the subject(s) they teach.

Campus subject-level Comparative Growth 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 (top 20%) are awarded. Awards are calculated separately for each subject taught and added together, not to exceed the maximum of $1,500 for Non-TIF campuses and $2,500 for TIF4 campuses.

Grade/Subject Student Growth Awards Matrix				
Grades 3–12 Core Foundation Teachers without Comparative Growth				
	Campus Progress Award Comparative Growth Score Across Grades			
One Subject	Quintile 1		Quintiles 2–5	
Comparable Campus by Subject and Level	Campus Comparative Growth Score		Campus Comparative Growth Score	
	Non-TIF	TIF4	Non-TIF	TIF4
Reading	$1,500	$2,500	$0	$0
Math	$1,500	$2,500	$0	$0
Writing	$1,500	$2,500	$0	$0
Science	$1,500	$2,500	$0	$0
Social Studies	$1,500	$2,500	$0	$0

Appendix E (Continued)

Two Subjects	**Quintile 1**		**Quintiles 2–5**	
Comparable Campus by Subject and Level	**Campus Comparative Growth Score**		**Campus Comparative Growth Score**	
	Non-TIF	TIF4	Non-TIF	TIF4
Subject 1	$750	$1,250	$0	$0
Subject 2	$750	$1,250	$0	$0
Three Subjects	**Quintile 1**		**Quintiles 2–5**	
Comparable Campus by Subject and Level	**Campus Comparative Growth Score**		**Campus Comparative Growth Score**	
	Non-TIF	TIF4	Non-TIF	TIF4
Subject 1	$500	$833.33	$0	$0
Subject 2	$500	$833.33	$0	$0
Subject 3	$500	$833.33	$0	$0
Four Subjects	**Quintile 1**		**Quintiles 2–5**	
Comparable Campus by Subject and Level	**Campus Comparative Growth Score**		**Campus Comparative Growth Score**	
	Non-TIF	TIF4	Non-TIF	TIF4
Subject 1	$375	$625	$0	$0
Subject 2	$375	$625	$0	$0
Subject 3	$375	$625	$0	$0
Subject 4	$375	$625	$0	$0
Five Subjects	**Quintile 1**		**Quintiles 2–5**	
Comparable Campus by Subject and Level	**Campus Comparative Growth Score**		**Campus Comparative Growth Score**	
	Non-TIF	TIF4	Non-TIF	TIF4
Subject 1	$300	$500	$0	$0
Subject 2	$300	$500	$0	$0
Subject 3	$300	$500	$0	$0
Subject 4	$300	$500	$0	$0
Subject 5	$300	$500	$0	$0

Individual Performance: Teacher Comparative Growth

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 Comparative Growth analysis of student academic progress.

People Included in Individual Performance: Teacher Comparative Growth

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 3–11. 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 Comparative Growth report must be produced in order to be considered in this group.

Appendix E (Continued)

Indicator: Comparative Growth using STAAR and STAAR EOC assessments is calculated for each subject area a teacher teaches. The subject-specific Comparative Growth scores are rank ordered across the district and placed into performance quintiles. Only employees at a campus in the first quintile (top 20%) are awarded. Awards are calculated separately for each subject taught and added together, not to exceed the maximum of $4,500 for Non-TIF campuses and $5,000 for TIF4 campuses.

Individual Performance Awards Matrix				
Grades 3–11 Core Foundation Teachers with Comparative Growth				
	Individual Progress Award Comparative Growth Score Across Grades			
One Subject	**Quintile 1**		**Quintiles 2–5**	
	Individual Comparative Growth Score		**Individual Comparative Growth Score**	
	Non-TIF	TIF4	Non-TIF	TIF4
Reading	$4,500	$5,000	$0	$0
Math	$4,500	$5,000	$0	$0
Writing	$4,500	$5,000	$0	$0
Science	$4,500	$5,000	$0	$0
Social Studies	$4,500	$5,000	$0	$0
Two Subjects	**Quintile 1**		**Quintiles 2–5**	
	Individual Comparative Growth Score		**Individual Comparative Growth Score**	
	Non-TIF	TIF4	Non-TIF	TIF4
Subject 1	$2,250	$2,500	$0	$0
Subject 2	$2,250	$2,500	$0	$0
Three Subjects	**Quintile 1**		**Quintiles 2–5**	
	Individual Comparative Growth Score		**Individual Comparative Growth Score**	
	Non-TIF	TIF4	Non-TIF	TIF4
Subject 1	$1,500	$1,666.67	$0	$0
Subject 2	$1,500	$1,666.67	$0	$0
Subject 3	$1,500	$1,666.67	$0	$0
Four Subjects	**Quintile 1**		**Quintiles 2–5**	
	Individual Comparative Growth Score		**Individual Comparative Growth Score**	
	Non-TIF	TIF4	Non-TIF	TIF4
Subject 1	$1,125	$1,250	$0	$0
Subject 2	$1,125	$1,250	$0	$0
Subject 3	$1,125	$1,250	$0	$0
Subject 4	$1,125	$1,250	$0	$0

Appendix E (Continued)

Five Subjects	Quintile 1		Quintiles 2–5	
	Individual Comparative Growth Score		Individual Comparative Growth Score	
	Non-TIF	TIF4	Non-TIF	TIF4
Subject 1	$900	$1,000	$0	$0
Subject 2	$900	$1,000	$0	$0
Subject 3	$900	$1,000	$0	$0
Subject 4	$900	$1,000	$0	$0
Subject 5	$900	$1,000	$0	$0

Appendix E (Continued)

2015–2016 ASPIRE AWARD MODEL DIAGRAM

TEACHERS & CAMPUS-BASED STAFF

		Indicator	Metric	GROUP 1 Core Teacher, Grades 3–11 w/ CG		GROUP 2 Core Teacher, PK–2		GROUP 3 Core Teacher, Grades 3–12 w/o CG		GROUP 4 Elective/Ancillary Teacher		GROUP 5 Instructional Support Staff	GROUP 6 Teaching Assistant	GROUP 7 Operational Support Staff
				Non-TIF	TIF4*	Non-TIF	TIF4*	Non-TIF	TIF4*	Non-TIF	TIF4*	All		
INDIVIDUAL PERFORMANCE		**Educator-level Comparative Growth By/ Across Subjects (Multiple Subjects)**	Top Quintile	$4,500	$5,000									
		Indicator	**Metric**											
GROUP PERFORMANCE: TEACHERS	Department Comparative Growth	**Department-level Comparative Growth By/ Across Subjects (Multiple Subjects)**	Top Quintile					$1,500	$2,500					
		Third Grade Math (Department-level Comparative Growth)				$750	$1,250							
		Third Grade Reading (Department-level Comparative Growth)				$750	$1,250							
		Indicator	**Metric**											
GROUP PERFORMANCE: CAMPUS-WIDE	Campus Comparative Growth	**School-level Comparative Growth Across Subjects (Multiple Subjects)**	Top Quintile	$825	$1,000	$825	$1,000	$825	$1,000	$825	$1,000	$325	$325	$300
	Other Campus Growth or Achievement	**Elementary/Middle School:** Index 3	Index 3 Distinction	$400		$400		$400		$400		$250	$175	
		High School: AP/IB Participation & Performance (Students scoring 3+/4+ divided by grades 10–12 PEIMS enrollment - unduplicated count)	Top Quintile or Top Quintile of Improvement	$400				$400		$400		$250	$175	
			Maximum Award Amount	$5,725	$6,400	$2,725	$3,900	$2,725	$3,900	$1,225	$1,400	$575	$500	$300

* The 23 campuses whose ASPIRE Awards are funded in part by the TIF4 grant have grant-required minimum amounts in certain award categories.

Appendix E (Continued)

TIF4 CAMPUSES

THESE CAMPUSES' ASPIRE AWARDS ARE FUNDED IN PART BY THE TIF4 GRANT AND HAVE GRANT-REQUIRED MINIMUM AMOUNTS IN CERTAIN AWARD CATEGORIES.

Blackshear Elementary School
Braeburn Elementary School
Burrus Elementary School
Codwell Elementary School
Durkee Elementary School
Eliot Elementary School
Fleming Middle School
Fondren Middle School
Foster Elementary School
Garden Oaks Montessori School
Grissom Elementary School
Herrera Elementary School
Law Elementary School
Looscan Elementary School
Mading Elementary School
McGowen Elementary School
Milne Elementary School
Montgomery Elementary School
Pugh Elementary School
Ross Elementary School
Southmayd Elementary School
Sugar Grove Academy Middle School
Wilson Montessori School

Appendix F

2015–2016 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 *2015–2016 ASPIRE Award Model Diagram: Teachers & Campus-Based Staff* or *2015–2016 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 comparative growth analysis are placed into either Group 2, PK–2nd Grade Teachers, or Group 3, Grade 3–12 Teachers Without Comparative Growth.

Group Performance: Teachers

For teachers who do not receive teacher-level Comparative Growth analysis, 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 (ELA, Math, Writing, Science, and Social Studies). For teachers of students in grades 3–12 who do not have their own Comparative Growth reports, subject-level comparative growth measures are used to award teachers by department at their campus. Third grade comparative growth campus median scores are used to award 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 third 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 comparative growth measures for one or more core foundation subjects were matched to the campus with which they had the highest number of shared students over the past three years or equivalent strong relationship, or with their own campus-level comparative growth composite score. The matched school provided the comparative growth medians, quintile rankings, and the 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 the 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 third grade comparative growth median data from the paired campus.

    - For all other core foundation teachers, the appropriate subject-level Comparative Growth median for the subject(s) they taught was used.

3. Middle and High schools without comparative growth measures 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, or with their own campus-level comparative growth composite score. The matched school provided the comparative growth medians, quintile rankings, and the payout amounts for teachers at campuses in this analysis group for each subject that was

Appendix F (Continued)

missing results. If the campus had its own results for a specific subject, they were used; data from the paired campus were only used for the subject(s) that had no data.

School Name	Paired School Name	Reason for Special Analysis
Bellfort Academy	Lewis Elementary School	1
Energized for Excellence ECC	Energized for Excellence Elementary School	1
Farias Early ECC	Moreno Elementary School	1
Fonwood ECC	Marshall Elementary School	1
Halpin ECC	Tinsley Elementary School	1
King ECC	Windsor Village Elementary School	1
Laurenzo ECC	Lantrip Elementary School	1
Mistral ECC	Sutton Elementary School	1
Neff ELC	Neff Elementary School	1
TSU Charter Lab School	Lockhart Elementary School	1
Young Learners Charter School	Burbank Elementary School	1
Arabic Immersion Magnet School	Garden Oaks Elementary School	1
Ashford Elementary School	Shadowbriar Elementary School	2 – Writing and Science Only
Elementary DAEP	Eliot Elementary	2
Harper Alternative School	Black Middle School	2
Texas Connections Academy	Texas Connections Academy (Campus Composite)	2 – 3rd grade Math and 3rd grade ELA Only
Advanced Virtual Academy	Sharpstown High School	3 – Math, Science, and Social Studies Only
Community Services	Lamar High School	3
DeBakey High School	DeBakey High School (Campus Composite)	3 – Math Only
Middle College HS – Fraga	Middle College HS – Fraga (Campus Composite)	3 – Math and Science Only
Middle College HS – Gulfton	Middle College HS – Gulfton (Campus Composite)	3 – Math and Science Only
HCC Life Skills	Lamar High School	3
Jones High School	Jones High School (Campus Composite)	3 – Social Studies Only
Jordan High School	Jordan High School (Campus Composite)	3 – Math and Science Only
Liberty High School	Lee High School	3 – Math, Science, and Social Studies Only
REACH	REACH (Campus Composite)	3 – Science Only

Group Performance: Campus Comparative Growth

Group Performance Campus Comparative Growth is based on the overall median comparative growth score for the campus. The comparative growth score 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 comparative growth. These campuses require special analysis.

Schools without a comparative growth score 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

Appendix F (Continued)

provided the comparative growth score, 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 Comparative Growth:

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

School Name	Paired School Name	Reason for Special Analysis
Arabic Immersion Magnet School	Garden Oaks 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	Lantrip 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
Liberty High School	Lee High School	2

Group Performance: Campus Growth or Achievement

Group Performance Campus Growth or Achievement is based on receiving an Index 3 distinction designation from the state accountability system 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 Index 3.

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 state accountability data. These campuses are paired for Index 3. This type applies to Early Childhood campuses only.

2. Alternative schools that did not have state accountability data were paired to another campus.

Appendix F (Continued)

School Name	Paired School Name	Reason for Special Analysis
Arabic Immersion Magnet School	Garden Oaks Elementary	1
Ashford Elementary	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	Lantrip 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
Elementary DAEP	Eliot Elementary	2

Appendix G

AMENDED ASPIRE AWARD MODEL
SCHOOL LEADERS
2015–2016

There are two major components of the Amended ASPIRE Award Model for School Leaders: 1) Group Performance based on Campus Comparative Growth; 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 Comparative Growth

Purpose: Reward eligible school leaders for cooperative efforts at improving individual student performance at the campus level through the application of campus-level Comparative Growth analysis of student academic progress.

Method for Group Performance: Campus Comparative Growth

Indicator: Campus Composite Comparative Growth score calculated across grades and subjects using STAAR and STAAR EOC assessments to provide an overall campus growth score.

The Campus Composite Comparative Growth scores are rank ordered by academic level. Staff members from schools in the first quintile receive awards.

Campus Comparative Growth Awards Matrix				
Comparable Campus by School Level	**Campus Composite Comparative Growth Score (Across Subjects and Across Grades)**			
Elementary Schools, Middle Schools a High Schools Ranked Separately	**Quintile 1**		**Quintiles 2–5**	
	Non-TIF	TIF4	Non-TIF	TIF4
Principals	$4,250	$4,250	$0	$0
Assistant Principals	$2,125	$3,000	$0	$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 G (Continued)

Method for Group Performance: Campus Academic Achievement

Indicators: State Accountability Index 3 – distinction by being in top quartile of state comparison group; 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 that receive a distinction designation for being in the top quartile of their state comparison group for Index 3.

Index 3 Distinction Awards Matrix				
Campus Staff	**Met Award Standard**		**Did not meet Award Standard**	
	Non-TIF	TIF4	Non-TIF	TIF4
Principals	$2,000	$2,000	$0	$0
Assistant Principals	$1,000	$1,000	$0	$0

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 2014–2015 and 2015–2016. 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 2014 and 2015 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 (0.1).
4. Eligible staff at campuses that rank in the first quintile (top 20%) for performance are awarded for this strand component.

Appendix G (Continued)

5. Campuses that do not rank in the top quintile for performance are rank-ordered according to the percentage-point change in their participation/performance rates between 2014–2015 and 2015–2016, 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 2014–2015 and 2015–2016 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.

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)				OR	Percentage-Point Improvement in Participation/Performance Rate			
Campus Staff	Quintile 1		Quintiles 2–5			Quintile 1		Quintiles 2–5	
	Non-TIF	TIF4	Non-TIF	TIF4		Non-TIF	TIF4	Non-TIF	TIF4
Principals	$2,000	$2,000	$0	$0		$2,000	$2,000	$0	$0
Assistant Principals	$1,000	$1,000	$0	$0		$1,000	$1,000	$0	$0

Appendix G (Continued)

2015–2016 ASPIRE AWARD MODEL DIAGRAM

SCHOOL LEADERS

		Indicator	Metric	GROUP 1L Principals	GROUP 2L Assistant Principals & Deans	
				All	Non-TIF	TIF4*
GROUP PERFORMANCE	Campus Comparative Growth	**School-level Comparative Growth Across Subjects (Multiple Subjects)**	Top Quintile	$4,250	$2,125	$3,000
GROUP PERFORMANCE	Other Campus Academic Growth or Achievement	**Elementary/Middle School:** Index 3	Index 3 Distinction	$2,000	$1,000	
		High School 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	$2,000	$1,000	
			Maximum Award Amount	$6,250	$3,125	$4,000

* The 23 campuses whose ASPIRE Awards are funded in part by the TIF4 grant have grant-required minimum amounts in certain award categories.

Appendix H

VALUE-ADDED LEARNING MODULES SURVEY RESULTS
N=4 PARTICIPANTS

Please select the virtual learning module you just completed.

Module	N	%
Decision Dashboard	1	25
District/School Value-Added Reports - Predictive Mode	1	25
District/School Value-Added Reports - Gain Model	1	25
Student Search and Custom Student Reports	1	25

Source: SAS download of VLM SurveyMonkey data file, 2015–2016

How did you watch the virtual learning module?

Environment	N	%
I watched it alone	4	100
Small group (PLC, Grade Level, Department)	0	0
Large group (Faculty Meeting)	0	0

Source: SAS download of VLM SurveyMonkey data file, 2015–2016

How appropriate was the length of the module?

Appropriateness	N	%
Too long	1	25
About right	3	75
Too short	0	0

Source: SAS download of VLM SurveyMonkey data file, 2015–2016

How clear were the objectives of this virtual learning module?

Objectives	N	%
Extremely clear	2	50
Very clear	1	50
Quite clear	0	0
Moderately clear	0	0
Slightly clear	1	25
Not at all clear	0	0

Source: SAS download of VLM SurveyMonkey data file, 2015–2016

How clear was the content of this virtual learning module?

Content	N	%
Extremely clear	2	50
Very clear	1	25
Quite clear	0	0
Moderately clear	1	25
Slightly clear	0	0
Not at all clear	0	0

Source: SAS download of VLM SurveyMonkey data file, 2015–2016

APPENDIX H (CONTINUED)

Did you understand the content?

Understanding	N	%
Yes	2	50
Somewhat	2	50
No	0	0

Source: SAS download of VLM SurveyMonkey data file, 2015–2016

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	2	50	0	0	0	0	1	25	1	25
After Training	0	0	1	25	1	25	0	0	1	25

Source: SAS download of VLM SurveyMonkey data file, 2015–2016

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	1	25	1	25	0	0	0	0	2	50
After Training	1	25	0	0	1	25	0	0	2	50

Source: SAS download of VLM SurveyMonkey data file, 2015–2016

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	1	25
Very useful	1	25
Quite useful	0	0
Somewhat useful	1	25
Slightly useful	1	25
Not at all useful	0	0

Source: SAS download of VLM SurveyMonkey data file, 2015–2016