MEMORANDUM March 3, 2014

TO: Board Members

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

CONTACT: Carla Stevens, 713-556-6700

SUBJECT: **2012–2013 SRI Payout and Student Performance Report**

In May of 2012, the Houston Independent School District (HISD) Board of Education approved the creation of the Secondary Reading Initiative (SRI) program to target students in the 6th and 9th grades who are reading below the 50th percentile as measured by the Stanford/Aprenda Achievement Test in the previous year. Beginning with the 2012–2013 school year, SRI provides a teacher stipend of $3,000 for teaching selected courses and attending required workshops and professional developments. A student performance incentive is also available of up to $7,000 for student reading performance determined by the achievement of students enrolled in the 6th and 9th grade Intervention Reading courses.

Attached is the 2012–2013 SRI Incentive Program Payout and Student Performance Report.

Some of the highlights are as follows:

SRI Payout and Student Performance:

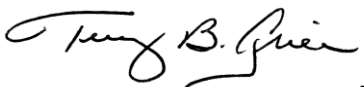
- 4,988 students qualified for services and were enrolled in elective Reading Intervention courses during the 2012–2013 school year. Of those, 4,725 students took the STAAR or STAAR Modified Reading (for 6th grade) or the STAAR or STAAR Modified EOC English I Reading exam (for 9th grade) in 2013.
- Among those students who took the STAAR or STAAR Modified Reading (for 6th grade) or the STAAR or STAAR Modified EOC English I Reading exam (for 9th grade), 1,993 (42.2%) students' 2013 Reading scale scores reached or exceeded the Level II - Satisfactory (phase-in 1) standard.
- The 6th grade STAAR reading scale score improvements from 2012 to 2013 for each group (35.5 for Group A, 27.4 for Group B, and 35.2 for Group C) were found to be statistically significant, although on average, less than required to meet the state's growth expectation.
- Although most of the 6th and 9th grade SRI students did not reach the State's level of Met progress target, their performance improved greatly from 2012 to 2013.
- For those who did not meet the 2012 Level II standard, 53.3% of the 6th grade students met the Level II standard or the state progress target in 2013. For the 9th students however, 72.6% did not meet either criteria in 2013.
- 92 SRI teachers met all SRI Student Performance Incentive eligibility criteria. Of those, 89 were paid some award amount for student performance.
- Among SRI teachers who received some award for student performance, amounts ranged from $350 to $7,000 with an average award of $4,312.The total amount awarded for the 2012-2013 SRI student performance award was $383,775.

Administrative Response:

Human Resource Department: The SRI results are mixed with most 6th grade and 9th grade student not reaching the Met progress target. The administration will closely monitor the results of the second year program before committing to the 14–15SY.

Curriculum Department: To improve the achievement of students participating in the Secondary Reading Initiative, the Curriculum Department has taken the following steps:

- Classroom libraries were purchased for each SRI teacher to be used during independent reading time. (Spring 2013)
- Held middle and high school session for principals to provide information and address questions. (Spring 2013)
- Revised the grade 6 and 9 curriculum to address Reading Elective standards instead of Grade 6 ELA and Grade 9 English I standards. The curriculum format is prescriptive to provide more guidance for new teachers. (Summer 2013)
- Revised teacher training to include greater emphasis on comprehension and vocabulary. (Summer 2013)
- Professional Development stipend eligibility requirements were revised to include an end-of-course assessment to show mastery of professional development content. (Summer 2013)
- Presented a session at the Summer Leadership Institute to inform campus leaders about the Secondary Reading Initiative. The session focused on the rationale for the initiative, the selection guidelines for teachers and students, and the curriculum. (Summer 2013)
- Offered a choice of instructional formats for Tier III students. Principals could select LANGUAGE! for Tier III students or they could integrate Tiers II and III and use the district's SRI curriculum. Teachers went to training on how to differentiate the SRI curriculum for Tier III students (additional time, smaller instructional groups). (Fall 2013)
- Presented at Principal Meeting on SRI curriculum and recruitment. The goal was to build campus leader capacity to support and monitor instruction. The importance of recruiting experienced reading teachers was stressed. In 2012–2013 the SRI Teacher Distribution by EVAAS Group indicated that 59.3% of Grade 9 teachers and 18.6% of Grade 6 teachers were in the Below Average Teacher Effectiveness group (-1.0 or LESS). The Average Teacher Effectiveness group (-0.99 – 0.99) included 60.5% of Grade 6 teachers and 33.3 % of Grade 9 teachers. (November 2013)
- Second year teachers were provided with 22.5-hours of advanced training. (Fall/Spring 2013-2014)
- Professional Development stipend eligibility requirements were revised to include an end-of-course assessment to show mastery of professional development content. (Summer 2013)
- Grades 6, 7, and 9 curriculums are being revised to assist teachers with differentiation. The focus of the curriculums is addressing gaps in students' literacy knowledge. (Spring 2014)



TBG

Attachment

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

RESEARCH

Educational Program Report

2012-2013 SRI Payout and Student Performance Report

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT

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2012–2013 SRI Payout and Student Performance Report

Executive Summary

Program Description

In May of 2012, the Houston Independent School District (HISD) Board of Education approved the creation of the Secondary Reading Initiative (SRI) program to target students in the 6th and 9th grades who are reading below the 50th percentile as measured by the Stanford/Aprenda Achievement Test in the previous year. The district provided to have certified teachers on each campus provide supplemental reading classes to these students. Beginning with the 2012–2013 school year, SRI provides a teacher stipend of $3,000 for teaching selected courses and attending required workshops and professional developments. A student performance incentive is also available of up to $7,000 for student reading performance determined by the achievement of students enrolled in the 6th and 9th grade Intervention Reading courses. This report focuses on the student performance incentive for SRI teachers and student performance in the inaugural 2012–2013 school year.

Purpose of the Report

1. This report presents the students' reading performance improvement after taking Reading Intervention courses in 2012–2013 school year.

2. This report describes SRI award payout distribution for eligible teachers in the 2012–2013 school year.

3. This report in part informs the SRI Award Program Advisory Committee in the development of future SRI Award models.

Highlights

- 4,988 students qualified for services and were enrolled in elective Reading Intervention courses during the 2012–2013 school year. Of those, 4,725 students took the STAAR or STAAR Modified Reading (for 6th grade) or the STAAR or STAAR Modified EOC English I Reading exam (for 9th grade) in 2013.

- Among those students who took the STAAR or STAAR Modified Reading (for 6th grade) or the STAAR or STAAR Modified EOC English I Reading exam (for 9th grade), 1,993 (42.2%) students' 2013 Reading scale scores reached or exceeded the Level II - Satisfactory (phase-in 1) standard.

- The 6th grade STAAR reading scale score improvements from 2012 to 2013 for each group (35.5 for Group A, 27.4 for Group B, and 35.2 for Group C) were found to be statistically significant, although on average, less than required to meet the state's growth expectation.

- Although most of the 6th and 9th grade SRI students did not reach the state's level of Met progress target, their performance improved from 2012 to 2013.

- For those who did not meet the 2012 Level II standard, 53.3% of the 6th grade students met the Level II standard or the state progress target in 2013. For the 9th students however, 72.6% did not meet either criteria in 2013.

- 92 SRI teachers met all SRI Student Performance Incentive eligibility criteria. Of those, 89 were paid some award amount for student performance.

- Among SRI teachers who received some award for student performance, amounts ranged from $350 to $7,000 with an average award of $4,312. The total amount awarded for the 2012–2013 SRI student performance award was $383,775.

Introduction

In May of 2012, the Houston Independent School District (HISD) Board of Education approved the creation of the Secondary Reading Initiative (SRI) program to target students in the 6th and 9th grades who are reading below the 50th percentile as measured by the Stanford/Aprenda Achievement Test. The district proposed to have certified teachers on each campus provide supplemental reading classes to these students, beginning with the 2012–2013 school year. SRI provides a teacher stipend of $3,000 for teaching selected courses and attending required workshops and professional developments. A student performance incentive is also available of up to $7,000 for student reading performance determined by the achievement of students enrolled in the 6th and 9th grade Intervention Reading courses. This report focuses on the student performance incentive for SRI teachers and student performance in the inaugural 2012–2013 school year.

For the purpose of this program, Reading Intervention courses are defined to be those elective reading courses that have been created as part of the HISD Literacy Initiative Plan to serve students identified as in need of reading intervention in 6th and 9th grades in 2012–2013. Students were required to enroll in elective Reading Intervention courses during the 2012–2013 school year because they had already failed the targeted STAAR End-of-Course (EOC) English I Reading exam, or more specifically because they scored below the 50th percentile on either the 5th or 8th grade Stanford/Aprenda exam in the previous year. Students were stratified into three groups based on their National Percentile Rank (NPR): Group A – students scoring at or below the 15th percentile, Group B – students scoring at the 16th - 25th percentiles, and Group C – students scoring at the 26th - 49th percentiles. Students who were repeating grades were placed into these groups based on their most recent Stanford scores for the appropriate grade, or if they failed the STAAR English I Reading EOC, then they were placed in Group A.

In the 2012–2013 school year, SRI teacher incentives were calculated for each student enrolled in the teacher's Reading Intervention courses. The incentive award was determined by each student's reading performance in 2013 for each student's respective group (Group A, B, or C). The 6th or 9th grade student must have been enrolled in a Reading Intervention course for a minimum of one full semester in the 2012–2013 school year. The student must also have taken the STAAR or STAAR Modified Reading (6th grade) or the STAAR or STAAR Modified EOC English I Reading exam (9th grade) in 2013.

Incentive pay was awarded to teachers on a per-student basis for each student whose 2013 STAAR Reading (6th grade) or STAAR EOC English I Reading (9th grade) scale score reached or exceeded the Level II - Satisfactory standard with specific amounts tied to specific percentiles, depending on the starting group of the student (A, B, or C). These amounts were selected using historical data (i.e. STAAR 2012 distribution) and are based on the likelihood of students at each of the given starting points (Group A, B, or C) reaching the associated targets (Level II - Satisfactory or a percentile for that specific group). The exact criterion scores associated with Level II - Satisfactory and the percentiles to be awarded are provided in the **Appendix A**.

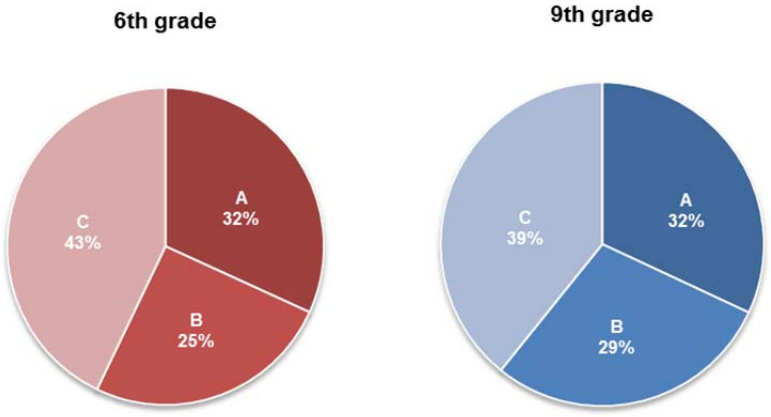
Each eligible teacher received the amount specified per qualifying student in **Appendix A**, which ranged from $100 to $750 per student, with the total maximum possible student achievement incentive being capped at $7,000, regardless of the total number of students who are taught by the teacher and who actually obtain a reading score at one of the specified levels.

Results

Students' Reading Performance After Taking Reading Intervention Courses

During the 2012–2013 school year, a total of 4,988 students enrolled in elective Reading Intervention courses. The students were placed into groups according to their Stanford/Afrenda Achievement Test 10 (SAT 10) National Percentile Rank (NPR) in 2012 (see **Appendix A**). Of the 4,988 students, 2,521 students were the 6th grade and 2,467 were the 9th grade students (see **Table 1** in **Appendix B**). Among the 6th grade students, 802 (32%) were placed into Group A, with scores between 1st and 15th NPR; 638 (25%) were placed into Group B, with scores between 16th and 25th NPR; and 1,081 (43%) were placed into Group C, with scores between 26th and 49th NPR (see **Table 1** in **Appendix B** and **Figure 1**). For the 9th grade students, 788 (32%) were placed into Group A; 712 (29%) were placed into Group B; and 967 (39%) were placed into Group C (see **Table 1** in **Appendix B** and **Figure 1**). Among those who enrolled in Reading Intervention courses, 4,725 students (94.7%) took the 6th grade Reading STAAR or Reading STAAR modified exam (hereafter referred to as "STAAR") or the STAAR English I Reading End-of-Course (EOC) or STAAR English I Reading EOC modified exam (hereafter referred to as "STAAR EOC") in 2013.

Figure 1. % of Students Enrolled in SRI Course by Grade and Group

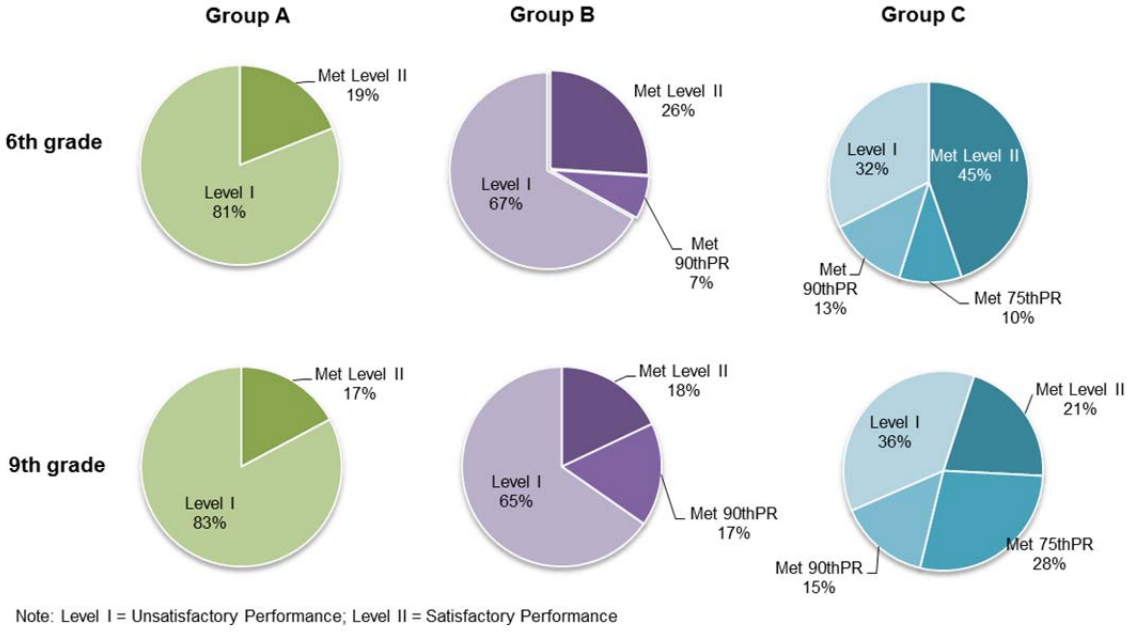


The SRI student progress award was awarded to teachers on a per-student basis for each student whose 2013 STAAR or STAAR EOC scale score reached or exceeded Level II - Satisfactory (at the phase-in 1 standard). Level II – Satisfactory Academic Performance indicates that the student is sufficiently prepared for the next grade level or course. Of the 4,725 tested students, 1,993 (42.2%) reached the Level II standard (see **Table 2** in **Appendix B**). For

the 6th grade students in Group A, 19% reached the Level II standard, and 33% reached or exceeded the Level II standard from Group B. The majority of 6th grade students in Group C (68%) reached or exceeded the Level II standard (see **Table 2** in **Appendix B** and **Figure 2**). The distribution of the 9th grade tested students who met or exceeded the Level II standard for each group is similar to the 6th grade. The majority of tested students who met the Level II standard were also from Group C. Overall, the percentage of the 9th grade tested students who reached or exceeded the Level II standard (40.8%) was slightly lower than in the 6th grade (43.5%, see **Table 2** in **Appendix B**).

Of the 6th and 9th grade students in Groups B and C, a total of 424 reached the 90th percentile in STAAR reading exams (see **Table 2** in **Appendix B**). This is a noticeable improvement for students whose original reading performance was below the 50th percentile on the Stanford/Aprenda Achievement Test in the previous school year.

Figure 2. Distribution of Tested Students Meeting STAAR Exam Standard by Grade and Group in 2012–2013



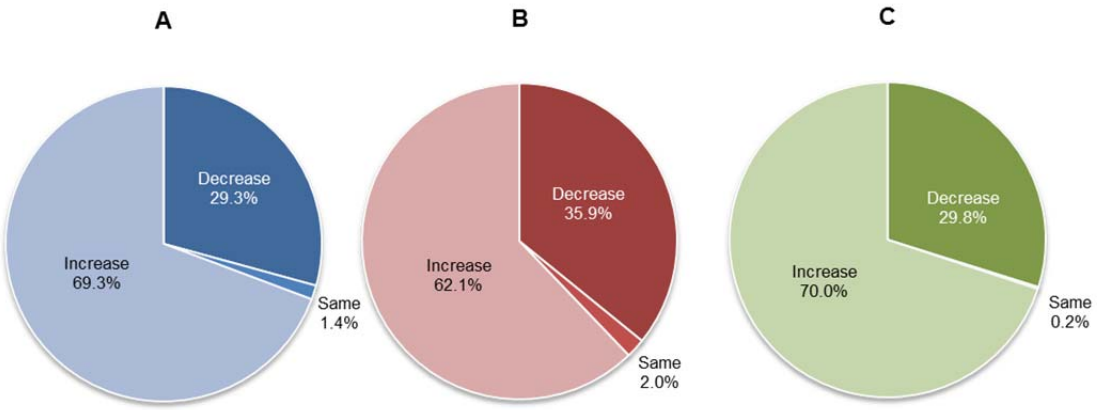
Note: Level I = Unsatisfactory Performance; Level II = Satisfactory Performance

The state's STAAR progress measure provides information about the amount of improvement or growth that a student has made from year to year. Individual student progress is categorized as *Did Not Meet, Met, or Exceeded*. The *Met* progress target is defined as the distance between the Level II final recommended performance standards from the prior year grade and the current year grade in the same content area. From the 5th grade to the 6th grade, for example, if the student's reading score increased by 47 points (1629-1582) on the STAAR, then the student has *Met* the progress target. From the 8th grade to the 9th grade, a student has *Met* the progress target if the student's reading progress reaches 300 points (2000-1700) on the STAAR. In the 2013 SRI award year, the SRI students who took the 6th grade Reading STAAR increased their scores on average by 35 points (Group A), 27 points (Group B), and 35 points (Group C) (see

Table 3 in **Appendix B**). For the 9th grade SRI students, their reading scores increased by 169 points, 228 points, and 276 points for Groups A, B, and C, respectively (see **Table 3** in **Appendix B**). Students in the 9th grade Group C came closest to reaching the *Met* progress target, and although most of the 6th grade and 9th grade SRI students did not reach the level of *Met* progress target, their performance improved significantly ($p<.01$ for the 6th grade) from 2012 to 2013 (see **Table 4** in **Appendix B**).

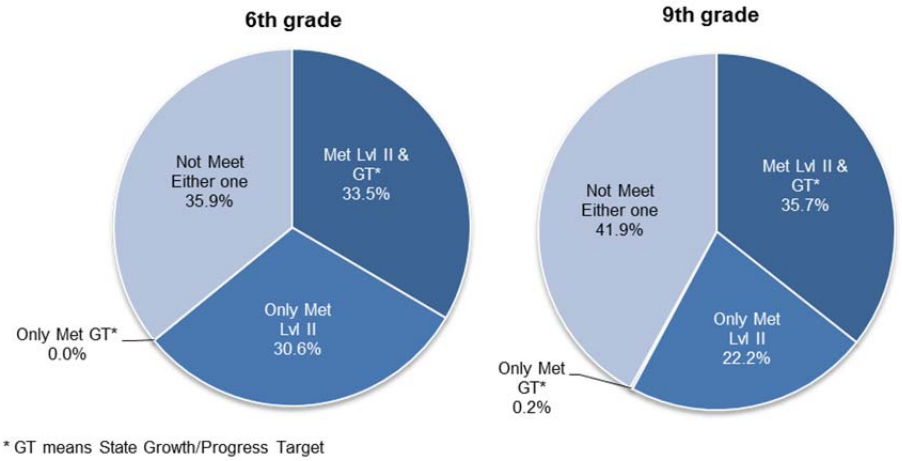
The STAAR for grades 3-8 reading was a vertical scale score, and therefore can be used to evaluate a student's progress across grades. As such, it can be used to examine whether the 6th STAAR reading performance improved after enrollment in the SRI Intervention courses in 2013. For Groups A and C, approximately 70% of students had increased their reading STAAR scores. A lower percentage of students in Group B (62%) increased their reading STAAR scores (see **Figure 3**).

Figure 3. Distribution of Changes in STAAR Scores from 2012 to 2013 for the Tested 6th Grade Students by Group



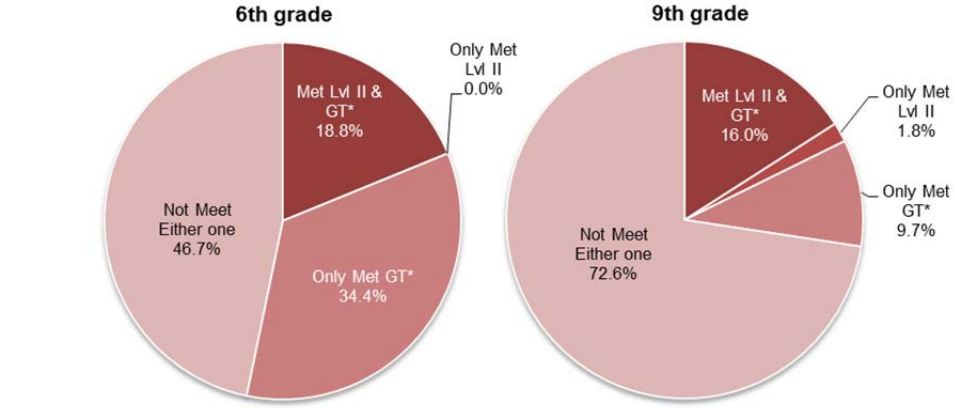
Although SRI students were selected by their lower NPR (below 50th NPR) on the Stanford/Aprenda, over half of them had met at the Level II phase-in 1 standard on the STAAR in 2012 (55% for the 6th grade and 59% for the 9th grade, see **Table 5** in **Appendix B**).Therefore, it is of interest to show SRI students' reading performance by comparing their 2012 STAAR reading performance (met or not meet the Level II standard) to their 2013 STAAR reading performance. In **Figure 4a**, over one-third of the 6th grade students who met 2012 Level II standard did not meet the Level II standard or the state progress target in 2013; and over forty percent of the 9th grade students who previously passed STAAR did not meet the Level II standard or the state progress target in 2013. In **Figure 4b**, for those 6th grade students who did not meet the 2012 Level II phase-in 1 standard, over fifty percent met the Level II standard or state progress target in 2013. For the 9th grade students, however, about three-fourth did not meet either criterion in 2013.

Figure 4a. Distribution of 2013 Reading Performance for Students Who Met 2012 Level II Satisfactory by Grade



* GT means State Growth/Progress Target

Figure 4b. Distribution of 2013 Reading Performance for Students Who Did Not Meet 2012 Level II Satisfactory by Grade



* GT means State Growth/Progress Target

SRI Award Program Payout Report

For the 2012–2013 SRI Award year, 92 teachers taught one or more of the Reading Intervention courses for at least one full semester to the 6th and 9th grade students and were eligible for the SRI student performance award. Of the 92 teachers, 70 also had a 2013 EVAAS (teacher value-added) reading scores (see **Table 6** in **Appendix B**). For the 6th grade SRI teachers, the majority (60.5%) had a teacher gain index between -0.99 and 0.99 (NDD-not detectably different from average), and only one had a gain index above 2.0 (2 or more standard errors above average). About 60% of the 9th grade SRI teachers had a teacher gain index of -1.0 or less (1 or more standard errors below average). Although SRI teachers had lower-than-expected teacher

gain indices, these scores may be misleading as the EVAAS calculations for SRI teachers may or may not have included the SRI students, depending on the campus linkage process.

The student performance incentive was determined by each student's reading performance in 2013 for their respective group (Group A, B, or C). Each eligible teacher received the amount specified per qualifying student in **Appendix A**, which ranged from $100 to $750 per student, with the total maximum possible student performance award being capped at $7,000, regardless of the total number of students who were taught by the teacher and who actually obtained a reading score at one of the specified levels. A total of $383,775 in student performance awards were paid to 89 teachers (see **Table 7** in **Appendix B**).

The total amount of $383,775 was awarded almost evenly among the three student groups (A, B and C) (see **Table 8** in **Appendix B**). The largest amounts (37.4%), however, were award to the teachers who taught Reading Intervention courses for students in the Group A, although the percentage to reach Level II – Satisfactory was the lowest (19.0% for the 6th grade and 17.2% for the 9th grade) because the likelihood of students at Group A to reach the associated target is relatively low compared to the other two groups. The second largest amounts (34.4%) were awarded to the teachers who taught students in Group C, and 28.1% was awarded to Group B.

Program Progress for 2013-2014 School Year

For the 2013-2014 SRI student performance incentive, some changes were made to data collection practices. Teachers are now required to verify their rosters of students on the "SRI Link" portal, available through the ASPIRE portal. This linkage process is similar to the linkage process that has been used for the ASPIRE award program for the past six years. Roster data is auto-loaded and teachers are able to verify their rosters to ensure all of their students will be used in their analysis. Principals are able to confirm their SRI teachers' rosters and students to ensure the correct students are used in calculating awards. SRI teachers verify rosters twice a year, at the end of the Fall semester and at the end of the Spring semester.

Changes were also made to the incentive amounts and qualifying standards for student performance. For Group B students, instead of using the 90th percentile ranking, the scale score above Level II and ¼ of the way to Level III will be used. This was done because only 0.3% of students in Group B reached Level III in the 2012–2013 school year. With this change, 10.6% of students in Group B could meet this standard (using 2012 student performance data). For Group C students, instead of using the 75th and 90th percentile rankings, the scale score above Level II and ½ of the way to Level III will be used. This was done because only 1.5% of students in Group C reached Level III in the 2012–2013 school year. With this change, 12.1% of students in Group C could meet this standard (using 2012 student performance data). These changes were made to better align the actual student results from 2013 with the award model.

In addition, the SRI program has now been expanded to include students in the 7th grade. Students in the 6th, 7th, and 9th grades will be considered for services for the 2013–2014 school year. Additionally, the criteria to be included in the Reading Intervention courses was made

more restrictive (students at less than the 40th percentile instead of the 50th percentile) to ensure that the students who are receiving these interventions are those students most in need.

The process of identifying students and placing them in groups and training teachers began in August of 2013. The Fall Roster Verification process was completed in December of 2013. The Spring Roster Verification process is scheduled for May of 2014. Awards for the 2013-2014 school year are scheduled to be paid in November of 2014.

Conclusions

The district implemented the Secondary Reading Initiative performance pay model for the 2012–2013 school year. As this was the first year of implementation, no comparisons can be made to prior years' pay. Experience gained in the inaugural year of the program has proved valuable in refining the student performance measure and data collection practices. For the 2012–2013 award year, a total of $383,775 was paid to 89 teachers in student performance incentive.

Students who were below the 50th percentile on the Stanford/Aprenda Reading exam in 2012 were identified as low-performing students requiring SRI intervention. Student performance in Reading courses showed improvement, with 42.2% of low-performing students in 2012 reaching or exceeding the STAAR Level II standard in 2013. Nearly half of the students with below-average Reading scores improved enough to allow them to be sufficiently prepared for the next grade level or course after taking the Reading Intervention courses.

Although most of the 6th grade and 9th grade SRI students did not reach the *Met* progress target, their performance did improve from 2012 to 2013. When comparing scores for the 6th grade students whose 2012 reading performance was below the 50th percentile on the Stanford/Aprenda Achievement Test, a statistically significant improvement was found in their Reading scores after taking Reading Intervention courses with SRI teachers. However, it was also found that there was a lower chance for the 9th grade SRI students to meet STAAR EOC Reading Level II or state's progress target if they failed the Level II standard in the previous year.

APPENDIX A

2012–2013 Secondary Reading Initiative Incentive Payout Model

Table a. Incentive Amount per Student at Selected Standard or Percentile Rank for STAAR EOC English I Reading Exam				
Group	**Previous (8th) SAT 10 National Percentile Rank (NPR)**	**Qualifying Standard* or Percentile Rank (PR) on STAAR EOC English I Reading**	**9th grade Scale Score**	**Amount**
A	1st - 15th NPR	Level II - Satisfactory	1,875	$750
B	16th - 25th NPR	Level II - Satisfactory	1,875	$250
		90th PR	1,950	$500
C	26th - 49th NPR	Level II - Satisfactory	1,875	$100
		75th PR	1,950	$150
		90th PR	2,047	$250

Table b. Incentive Amount per Student at Selected Standard or Percentile Rank for STAAR Modified EOC English I Reading Exam				
Group	**Previous (8th) SAT 10 National Percentile Rank (NPR)**	**Qualifying Standard* or Percentile Rank (PR) on STAAR EOC Modified English I Reading**	**9th grade Scale Score**	**Amount**
A	1st - 15th NPR	Level II - Satisfactory	1,430	$750
B	16th - 25th NPR	Level II - Satisfactory	1,430	$250
		90th PR	1,636	$500
C	26th - 49th NPR	Level II - Satisfactory	1,430	$100
		75th PR	1,644	$150
		90th PR	1,672	$250

*Level II Satisfactory at the Phase-in 1 Standard

Table c. Incentive Amount per Student at Selected Standard or Percentile Rank for STAAR Reading Exam				
Group	**Previous (5th) SAT 10 National Percentile Rank (NPR)**	**Qualifying Standard* or Percentile Rank (PR) on STAAR Grade 6 Reading**	**6th grade Scale Score**	**Amount**
A	1st - 15th NPR	Level II - Satisfactory	1,504	$750
B	16th - 25th NPR	Level II - Satisfactory	1,504	$250
		90th PR	1,576	$500
C	26th - 49th NPR	Level II - Satisfactory	1,504	$100
		75th PR	1,588	$150
		90th PR	1,629	$250

Table d. Incentive Amount per Student at Selected Standard or Percentile Rank for STAAR Modified Reading Exam				
Group	**Previous (5th) SAT 10 National Percentile Rank (NPR)**	**Qualifying Standard* or Percentile Rank (PR) on STAAR Modified Grade 6 Reading**	**6th grade Scale Score**	**Amount**
A	1st - 15th NPR	Level II - Satisfactory	2,800	$750
B	16th - 25th NPR	Level II - Satisfactory	2,800	$250
		90th PR	3,241	$500
C	26th - 49th NPR	Level II - Satisfactory	2,800	$100
		75th PR	3,162	$150
		90th PR	3,316	$250

*Level II Satisfactory at the Phase-in 1 Standard

APPENDIX B

Tables

Table 1. Numbers of Students Enrolled in SRI Course and Took STAAR Exam* by Grade and Group in 2012–2013					
Grade	**Group**		**# Enrolled Course**	**# Took Exam**	**% Took Exam**
6	A	≤15th NPR or failed STAAR	802	759	94.6
	B	16th - 25th NPR	638	623	97.6
	C	26th - 49th NPR	1,081	1,042	96.4
	Subtotal		2,521	2,424	96.2
9	A	≤15th NPR or failed STAAR	788	715	90.7
	B	16th - 25th NPR	712	663	93.1
	C	26th - 49th NPR	967	923	95.4
	Subtotal		2467	2301	93.3
Total			**4,988**	**4,725**	**94.7**

* STAAR reading exams for 6th and 9th grades included modified versions in 2012 and 2013.

Table 2. Numbers and Percentages of Tested Students Met STAAR Exam Standard by Grade and Group in 2012–2013							
Grade	**Group**	**Qualifying Standard**	**# Tested**	**# Met Standard**	**% Met Standard in each Group**	**% Met Level II in each Group**	**% Met Level II in each Grade**
6	**A**	Level II Satisfactory	759	144	19.0	19.0	43.5
	B	Level II Satisfactory	623	162	26.0	33.1	
		90th PR		44	7.1		
	C	Level II Satisfactory	1,042	466	44.7	67.6	
		75th PR		105	10.1		
		90th PR		133	12.8		
9	**A**	Level II Satisfactory	715	123	17.2	17.2	40.8
	B	Level II Satisfactory	663	119	17.9	34.7	
		90th PR		111	16.7		
	C	Level II Satisfactory	923	192	20.8	63.5	
		75th PR		258	28.0		
		90th PR		136	14.7		
Total		**Level II Satisfactory**	**4,725**	**1,993**	**42.2%**		

* STAAR reading exams for 6th and 9th grades included modified versions in 2012 and 2013.

Table 3: Improvements of Student Performance in STAAR Reading Test* by Group and Grade from 2012 to 2013

	6th Grade			9th Grade		
Group	**STAAR Measures**	**N**	**Mean**	**STAAR Measures**	**N**	**Mean**
A	2013 Grade 6 Reading	622	1429.08	2013 English I Reading	603	1686.71
	2012 Grade 5 Reading		1393.61	2012 Grade 8 Reading		1517.39
	Progress		35.47	Progress		169.32
B	2013 Grade 6 Reading	605	1475.45	2013 English I Reading	645	1801.14
	2012 Grade 5 Reading		1448.01	2012 Grade 8 Reading		1573.12
	Progress		27.44	Progress		228.02
C	2013 Grade 6 Reading	1,032	1537.15	2013 English I Reading	914	1898.97
	2012 Grade 5 Reading		1501.94	2012 Grade 8 Reading		1622.73
	Progress		35.21	Progress		276.24

* Only STAAR reading was included in this analysis.

Table 4: Comparison of Student Performance in the 6th Grade STAAR Reading Test* by Group between 2012 and 2013

Group	Variable	N	Mean	Std. Err.	t	P-Value
A	2013 STAAR Scale Score	622	1429.08	2.86	10.18	0.0000
	2012 STAAR Scale Score	622	1393.61	2.99		
	Difference	622	35.47	3.49		
B	2013 STAAR Scale Score	605	1475.45	2.95	8.58	0.0000
	2012 STAAR Scale Score	605	1448.01	2.68		
	Difference	605	27.44	3.20		
C	2013 STAAR Scale Score	1,032	1537.15	2.52	13.27	0.0000
	2012 STAAR Scale Score	1,032	1501.94	2.36		
	Difference	1,032	35.21	2.65		

* Only STAAR reading was included in this analysis.

Table 5: Crosstable in STAAR Reading Test between 2012 and 2013 by Grade

Grade	2012		2013	
	STAAR Level II		Met STAAR Level II	Met State Progress Target
6	Met	1,279(54.8%)	820(64.1%)	428(33.5%)
	Not Meet	1,057(45.2%)	199(18.8%)	563(53.3%)
	Total	2,336(100.0%)	1,019(43.6%)	991(42.4%)
9	Met	1,307(59.0%)	756(57.8%)	469(35.9%)
	Not Meet	909(41.0%)	161(17.7%)	233(25.6%)
	Total	2,216(100.0%)	917(41.4%)	702(31.7%)

* The analyses of STAAR reading tests for 6th and 9th grades included modified versions in 2012 and 2013.

Table 6. SRI Teacher Distribution by EVAAS* Group in 2012–2013			
Grade	**EVAAS Group**	**#**	**%**
6	Below Average (-1.0 or Less)	8	18.6
	Average (-0.99-0.99)	26	60.5
	Above Average (1.0-1.99)	8	18.6
	Well Above Average (2.0 or Higher)	1	2.3
9	Below Average (-1.0 or Less)	16	59.3
	Average (-0.99-0.99)	9	33.3
	Above Average (1.0-1.99)	0	0.0
	Well Above Average (2.0 or Higher)	2	7.4
Total		**70**	**100.0**

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

Table 7. Description of SRI Award Payout Amount for Eligible Teachers in 2012–2013						
# Eligible Teacher	**# Paid**	**Total Award**	**Mean**	**Median**	**Minimum**	**Maximum**
92	89	383,775	4,312	4,400	$350	$7,000

Table 8. Amount and Percentage of SRI Award Distribution by Group in 2012–2013		
Group	**Amount**	**%**
A	$143,602	37.4
B	$108,028	28.1
C	$132,146	34.4
Total	**$383,775**	**100.0**