

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND
PROGRAM**

CFDA # 84.385A

PR/Award # S385A100140

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/6/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Houston Independent School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
██████████	██████████

d. Address:

* Street1:	████████████████████
Street2:	
* City:	██████████
County:	
State:	██
Province:	
* Country:	██████
* Zip / Postal Code:	██████

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	* First Name:	Annetra
Middle Name:		

* Last Name: Piper

Suffix:

Title: Manager, Grants

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

City

*** 15. Descriptive Title of Applicant's Project:**

Project ASPIRE (Accelerating Student Progress. Increasing Results & Expectations)

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: TX-018

* b. Program/Project: TX-009

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$	████████
b. Applicant	\$	████████
c. State	\$	
d. Local	\$	0
e. Other	\$	0
f. Program Income	\$	
g. TOTAL	\$	████████

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 7/9/2010.

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Terry
Middle Name: B
* Last Name: Grier
Suffix:

Title: Superintendent of Schools

* Telephone Number: [REDACTED] Fax Number: [REDACTED]

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Houston Independent School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	█	█	█	█	█	█
5. Supplies	█	█	█	█	█	█
6. Contractual	█	█	█	█	█	█
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█
10. Indirect Costs*	█	█	█	█	█	█
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	█	█	█	█	█	█

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Texas Education Agency The Indirect Cost Rate is 2.53%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Houston Independent School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	█	█	█	█	█
2. Fringe Benefits	\$ 0	█	█	█	█	█
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	█	█	█	█	█
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	█	█	█	█	█

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Terry B. Grier, Ed. D.

Title: Superintendent of Schools

Date Submitted: 07/06/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Terry B. Grier Title: Superintendent of Schools Applicant: Houston Independent School District Date: 07/06/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Houston Independent School District

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Dr.	First Name: Terry	Middle Name: B
Last Name: Grier	Suffix:	
Title: Superintendent of Schools		

Signature: _____	Date: 07/06/2010
------------------	------------------

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA for TIF3

File : Z:\TIF3\TIF3revised\GEPA for TIF 3.pdf

GEPA

The Houston Independent School District (HISD) is the largest public school system in Texas and the seventh-largest in the United States. HISD schools are dedicated to giving every student the best possible education through an intensive core curriculum and specialized, challenging instructional and career programs. HISD is dedicated to educating the whole child providing not only academic support, but emotional support as well.

The Houston Independent School District (HISD) **Project ASPIRE** (Accelerating Student Progress. Increasing Results & Expectations) performance-based compensation system for teachers focuses on teacher effectiveness and growth in student learning at both the campus and individual-teacher levels. The proposed performance-based compensation system will allow for teachers at one hundred and thirty (130) schools to be eligible for incentives through this project. This will also allow HISD to increase and retain the number of effective teachers teaching poor, minority and disadvantaged students in hard-to-staff subjects such as mathematics and science, increase principal effectiveness, and increase student achievement.

HISD does not discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status or political affiliation in its educational or employment programs and activities. HISD complies with section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act and Title IX of the education amendments of 1972.

HISD faces many of the same challenges that face large, urban school districts, such as low graduation and high dropout rates. HISD students, regardless of student sub-populations, are less likely to graduate from high school, less likely to graduate on time, and more likely to drop out of school as compared to other Texas students. Within HISD, the lowest graduation rates and

the highest dropout rates are found among Hispanic, economically disadvantaged, Limited English Proficient (LEP), and at-risk student sub-populations. An analysis of the student body illustrates that more than 92.3% of the students are from minority backgrounds—a much higher percentage for HISD as compared to Texas at a rate of 66%. The district is now seeking, through the proposed project, to leverage the reform efforts and maximize its impact on student achievement by: (a) becoming the first district in the country to eradicate the racial achievement gap; (b) having 100% of students reading and performing math on grade level as measured by Stanford 10 in all grades tested; and (c) leading the nation in NAEP reading and math scores in grades 4 and 8 among all districts across America.

The district has been a leader in recruiting, hiring, and training minority candidates, and in developing an administrative and teaching staff that is racially and ethnically balanced. HISD has always sought innovative ways for recruiting teachers who reflect the diversity characteristics of the student population and the general population. As a matter of board policy, HISD opens its arms to all potentially effective and committed teachers, regardless of race, language, creed, color, religious affiliations, sex, age, or handicapping conditions.

All candidates for employment are evaluated solely on qualifications for the job, for their areas of expertise, and interest in serving the school, the children, and the community. The district's Alternative Certification Program (ACP) is an example of the innovative strategies for reducing the many barriers that keep potentially good teacher candidates from entering the teaching field. The diversity of demographic and academic backgrounds of the candidates in the HISD-ACP reflects the successes in HISD's hiring practices.

Project Narrative

Project Abstract

Attachment 1:

Title: **Project ASPIRE - Abstract** Pages: **1** Uploaded File: **Z:\TIF3\TIF3revised\ABSTRACT.pdf**

ABSTRACT

The Houston Independent School District (HISD) **Project ASPIRE** (Accelerating Student Progress. Increasing Results & Expectations) performance-based compensation system for teachers focuses on teacher effectiveness and growth in student learning at both the campus and individual-teacher levels. HISD has identified 130 high-need eligible campuses all with a 50% or higher economically disadvantaged rate for inclusion in the Main competition of the federal Teacher Incentive Fund program for teachers, principals, and assistant principals of the district-wide ASPIRE performance-based compensation system (PBCS). In addressing the identified campuses' needs, Project ASPIRE proposes to reach the following goals:

Goal 1:	Increase teacher and principal effectiveness and thereby improve student achievement.
Goal 2:	Reform teacher and principal appraisal and compensation systems so that teachers and principals are rewarded for increases in student achievement.
Goal 3:	Increase teacher and principal effectiveness.
Goal 4:	Increase the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects such as mathematics and science.
Goal 5:	Create a sustainable performance-based compensation system.

Project ASPIRE is designed to award differentiated compensation to instructional staff based on student growth and achievement data. HISD will contract with Dr. William Sanders' nationally renowned group SAS[®] EVAAS[®] in order to provide a comprehensive evaluation of student improvement using value-added analysis. SAS EVAAS uses a multivariate, mixed model statistical methodology to analyze a longitudinal data set of student achievement test scores. The max teacher award for PBCS will be up to [REDACTED]. The max award for principals will be up to [REDACTED]. Asst. Principals have an opportunity to receive up to [REDACTED]. Other proposed strategies of Project ASPIRE to transform HISD's human capital systems include: strengthening recruiting/staffing policies/practices; establishing a new teacher appraisal system; providing effective individualized support and professional development for teachers; and offering career pathways and differentiated compensation to retain and leverage the most effective teachers.

Project Narrative

Application Narrative

Attachment 1:

Title: **Project ASPIRE - Narrative** Pages: **60** Uploaded File: **Z:\TIF3\TIF3revised\TIF3 - HISD-revised0701-ALL-final draft0705.pdf**

INTRODUCTION

The Houston Independent School District (HISD) is located in Houston, Texas, along the Gulf Coast Region. HISD is the largest urban school district in Texas and the seventh largest in the United States serving 200,773 students. The district encompasses 301 square miles within Houston, with 298 schools and more than 29,255 personnel, including 12,829 teachers, 255 Principals, and 381 Assistant Principals.

HISD faces many of the same challenges that face large, urban school districts, such as low graduation and high dropout rates. HISD students, regardless of student sub-populations, are less likely to graduate from high school, less likely to graduate on time, and more likely to drop out of school as compared to other Texas students. Within HISD, the lowest graduation rates and the highest dropout rates are found among Hispanic, economically disadvantaged, Limited English Proficient (LEP), and at-risk student sub-populations. An analysis of the student body illustrates that more than 92.3% of the students are from minority backgrounds—a much higher percentage for HISD as compared to Texas at a rate of 66%.

In 2008, HISD was identified as the highest poverty district in Texas, based on the total number of school-age poor children (ages 5 to 17), with 66,400 out of 261,380 Houston area students living below poverty, within the district's boundaries, at 25.4%, according to the US Census Bureau. HISD's student population, in 2008, accounted for 77% of all children ages 5 to 17 living in the Houston area. Table 1 shows that HISD is a large ethnically-diverse, urban school district. HISD's student enrollment consists of 26.5% African American, 2.9% Asian, 61.7% Hispanic, 7.8% White, and 1.1% Native American and other. HISD has high percentages of economically disadvantaged at 79.3%, meeting federal criteria for free or reduced price lunches. The at-risk rate is 63.2%; the district's graduation rate for the Class of 2008 is 68.2%.

Table 1. Student Characteristics for HISD (2009-2010)									
Area	Enrolled	Ethnicity (%)				ED	LEP	At-Risk	Graduation Rate
		AA	A/O	H	W	(%)	(%)	(%)	(%)
HISD	200,773	26.5	4	61.7	7.8	79.3	30.7	63.2	68.2

Source: HISD, 2009-2010 Facts and Figures

HISD has garnered national attention for its use of value-added data to guide instructional decision-making and drive a system of differential compensation. The district is now seeking, through the proposed project, to leverage the reform efforts and maximize its impact on student achievement by: (a) becoming the first district in the country to eradicate the racial achievement gap; (b) having 100% of students reading and performing math on grade level as measured by Stanford 10 in all grades tested; and (c) leading the nation in NAEP reading and math scores in grades 4 and 8 among all districts across America.

NEED FOR THE PROJECT

HISD recognizes that to create systemic change and fully achieve the results above will require a thoughtful, yet bold, systemic and comprehensive plan of action to ensure that the district places an effective teacher in every HISD classroom and an effective principal in every school. HISD must transform its human capital systems if the district is to reach the student outcomes outlined above.

A district needs assessment has identified four overarching needs for the proposed project, titled **ASPIRE** (Accelerating Student Progress. Increasing Results & Expectations.):

- A need to strengthen recruiting and staffing policies and practices to attract top talent;
- A need to establish a rigorous and fair teacher appraisal system to inform key decisions;

- A need to provide effective individualized support and professional development for teachers; and
- A need to offer meaningful career pathways and differentiated compensation to retain and leverage the most effective teachers.

HISD has identified 130 high-need eligible campuses for inclusion in the proposed federally funded program for teachers, principals, and assistant principals of the district-wide Project ASPIRE performance-based compensation system (PBCS). The 130 campuses were chosen based on the following criteria: (1) 50% or higher economically disadvantaged rate; (2) Not included in any other federal incentive program grant; (3) Not included in the first cycle of the Teacher Incentive Fund; and (4) Student achievement in each of the schools whose educators will be part of the PBCS is lower than comparable LEAs across Texas based on size, grade levels, and poverty levels. The participating high-need campuses have the following metrics:

- Total number of non-federally funded HISD campuses with at least 50% or more Economically Disadvantaged (ED) students and TAKS percent passing rates lower than Dallas Independent School District (DISD - comparable LEA) or more at-risk students than DISD or missed AYP in 2009: 130
- Number of Economically Disadvantaged (ED) students at 130 campuses: 84,353
- Total number of classroom teachers at 130 campuses: 5,982
- Total number of principals and assistant principals at 130 campuses: 129 and 216

(1)(i) The high-need schools difficulty recruiting highly-qualified or effective teachers.

HISD's commitment to providing the best possible education to students is extended to its ability to ensure that all students are taught and led by highly-effective teachers and administrators. In December 2009, The New Teacher Project (TNTP) conducted an analysis of

HISD's current human capital policies and practices. Along with a review of current data from HISD on teacher hiring, separation, compensation and performance (including appraisal records and measures of impact on student growth), a major component of the analysis was to conduct an independent, online survey, in March and April 2010, of classroom teachers, principals and teacher applicants. These extensive surveys sought to examine the quality of the entire spectrum of human capital practices including: (1) Teacher Pipeline; (2) Teacher Appraisal System; (3) Teacher Retention Rates and Assignment Patterns; (4) Teacher Professional Development; (5) Career Pathways Opportunities; (6) Differentiated Compensation System; and (7) Working Conditions. Nearly 6,300 teachers, 150 principals, and 2,000 applicants completed these individual surveys, with response rates of 55%, 56%, and 13% respectively providing for a representative sample of all three groups.

Based on the TNTP survey findings, HISD's highest poverty schools have a significantly lower percentage of high-performing teachers as compared to more affluent schools within HISD, demonstrating the need to provide them with incentives to attract effective teachers and better tools to remove low performers. In addition, TNTP survey analysis of transfers between 2006-07 and 2009-10 shows that highly effective teachers are less likely (36% compared to 28%) to transfer to a high-poverty school as based on FRL eligibility. For HISD, high performing teachers are defined as being in the top 10% of performers in at least one subject and not in the bottom quartile in any other subject using two and three year teacher value-added cumulative gain indices. Low performing teachers are defined as being in the bottom 10% in at least one subject and not in the top quartile in any other subject.

(1)(ii) Difficulty retaining highly-effective teachers, principals, and assistant principals.

Due to teacher turnover each year, HISD faces approximately 1,000 teacher vacancies and principal positions that the district needs to fill by the start of the school year (Houston Chronicle, “HISD Policy Puts Hiring to the Test,” June 20, 2010.). HISD had a teacher turnover rate of 11.7%, or 1,501 out of 12,829 teachers. TNTP’s recent survey findings show that HISD’s highest performing teachers plan to leave within three years and do not consistently plan to remain in the district longer than lower-performing teachers.

TNTP’s recent survey findings identify factors that may lead to HISD having difficulty developing and retaining highly-effective teachers, principals, and assistant principals. These are:

- HISD’s teacher appraisal and development systems do not adequately differentiate performance, identify improvement areas, or support teachers’ individual needs.
- Teachers want appraisal and support processes that accurately identify their individual needs and address those needs with targeted professional development.
- Teachers strongly support including measures of student growth in their appraisals, but have concerns about the measurement ability of current tools.
- While HISD has made great strides towards rewarding its best teachers, the district must find ways to retain these teachers at higher rates than less effective teachers.
- The current district-wide performance-based compensation system (PBCS) has helped HISD retain some of its best teachers, but teachers would support additional rewards for strong performance in the classroom.

Each year, HISD employs between 30-40 new principals to lead its schools and an even higher rate of assistant principals. Furthermore, HISD does not have a sufficient, quality principal or assistant principal pipeline of top talent drawn internally from the district or from across the country. Also, HISD does not have an adequate leadership development program to

comprehensively enable it to “grow its own” school administrators. Furthermore, the role of principal as instructional leader has shown to be compromised. Specifically, based on the analysis of principals’ responses to the TNTP survey results, 78% of respondent principals report that their time is not distributed in a way that best supports student learning and growth. In addition, the effectiveness of assistant principals matters, because most assistant principals will become principals during their careers. Also, research shows that the quality of campus leadership has a significant impact on school culture, teacher effectiveness and student success.

(2) Student achievement is lower than in comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels.

Table 2 shows that compared to DISD and Texas, HISD’s students, at the participating schools, under-performed on the Texas Assessment of Knowledge and Skills (TAKS). In Texas, the TAKS is used to assess student, school, and school district academic achievement for accountability purposes.

Table 2. Percent of Students Passing TAKS, Grades 3-11, for HISD and Texas (2009)						
Area	Reading/ELA	Math	Writing	Science	Social Studies	All Tests
HISD	78.7	69.9	86.7	70.4	83.8	58.9
DISD	85	74	89	68	91	64
Texas	91	82	93	78	93	74

Source: HISD and TEA

In addition, far too many students—nearly 70,000 of them - are not reading on grade level, as measured by their performance on the Stanford 10 national, norm-referenced achievement test. Also, a large percentage of students are not performing basic math skills expected of them. These results are unacceptable. HISD’s graduation rate for the class of 2008, at the participating

high schools, is very low at 65.3%. The dropout rate for the participating schools’ class of 2008 is too high at 20.5%. Too few of the district’s 9th grade students (52%) go on to enroll in a postsecondary institution, with only 15% attaining some kind of postsecondary degree within 4 years (Houston Chronicle, “Only 15 Percent of HISD Freshmen Graduate College,” June 17, 2010). Table 3 shows the impact of low academic achievement on high school graduation rates for all students and sub-populations for HISD’s participating high schools.

Table 3. Completion Rate for Class of 2008 at Participating Schools								
Student Status	All Students		AA		Hispanic		Asian	
	HISD	DISD	HISD	DISD	HISD	DISD	HISD	DISD
% Graduated	65.3	65.2	66.5	65.1	61.2	64.2	81.1	77.8
% Dropped Out	20.5	21.2	20	23	23.9	20.6	12.8	10.1
Student Status	White		Econ. Disad.		LEP		At-Risk	
	HISD	DISD	HISD	DISD	HISD	DISD	HISD	DISD
% Graduated	69.5	72.2	66.4	66.7	31	38.3	56.8	54
% Dropped Out	16.7	18.3	19.2	20.9	42.6	35.4	24.5	27

Source: TEA, AEIS Report. AA – African American; A – Asian; H – Hispanic; W – White

(3) A definition of what it considers a “comparable” school for the purposes of the selection criterion is established.

For the purposes of the proposed project, HISD defines what it considers a “comparable” school where student achievement in each of the schools whose educators would be part of the PBCS is lower than the district-wide average for the Dallas Independent School District (DISD) and state-wide average for the State of Texas, in terms of key factors such as size, grade levels,

and poverty levels. Dallas ISD (DISD) is the comparison Local Educational Agency (LEA) because it is the second largest school district in the State of Texas. For HISD's comparative purposes to DISD, the selection criteria for identifying the 130 eligible high-need schools includes the following: (1) 50% or higher economically disadvantaged rate; (2) Not included in any other federal incentive program grant; (3) Not included in the first cycle of the Teacher Incentive Fund; and one of the following: (1) Less than DISD's 2010 TAKS in any core subject; or (2) Missed Annual Yearly Progress (AYP) in 2009; or (3) Higher 2009 campus At-Risk percent than DISD's at-risk percent of 67%.

QUALITY OF THE PROJECT DESIGN

(1) District-wide strategy for Rewarding Teachers and Principals

One of HISD's key priorities in its Strategic Direction is to ensure that there is an effective teacher in every classroom and an effective principal in every school. These priorities are exemplified not only within the long-term, strategic plan for the district, but also are core beliefs within the Board of Education's *Declaration of Beliefs and Visions*. The superintendent, Dr. Terry Grier, and members of the board of education have already made policy changes and taken action to increase the number of effective teachers in HISD, as well as provide increased opportunities for the most struggling students to be taught by a highly-effective teacher. Putting an effective teacher in every classroom is not an empty slogan for HISD – it is a core strategy that drives policies and practices, and is based on research that supports teachers as the most powerful school-based factor in a child's academic success or failure.

The Houston Independent School District (HISD) **Project ASPIRE** (Accelerating Student Progress. Increasing Results & Expectations) performance based compensation system for teachers focuses on teacher effectiveness and growth in student learning at both the campus

and individual-teacher levels. The proposed performance based compensation system will allow for teachers at one hundred and thirty (130) schools to be eligible for incentives through this project. This will also allow HISD to increase and retain the number of effective teachers teaching poor, minority and disadvantaged students in hard-to-staff subjects such as mathematics and science, increase principal effectiveness, and increase student achievement.

Though HISD recognizes that putting an effective teacher in every classroom will require a multi-year comprehensive effort that changes the way we do business at the district, principal and teacher level, we have begun to act on this core strategy in real, concrete ways that reflect the commitment of the Board and district leadership to this strategy including, but not limited to:

- Implementing the ASPIRE Award program in which principals, teachers and other campus-based and central office staff can earn bonuses based on performance measures that are based on outcomes with students
- Adopting value-added as a key performance metric and tying not only awards to value-added results, but also performance appraisals and contract decisions
- Reorganizing the district to provide a more focused system of supports for schools, and restructuring professional development services within the office of human resources
- Creating a staff review process as a key component that will be included in a new teacher appraisal process
- Removing struggling teachers from the district's persistently low-performing high schools and middle schools and reducing the "right of passage" term contract process by offering an increased number of 4th-year probationary contracts across the district
- Training every principal and assistant principal on the employee documentation process

In the 2007-2008 school year, HISD launched ASPIRE as its educational-improvement and performance management model. ASPIRE is comprised of four key components, including Developing Human Capital. Since the launch of ASPIRE, the district has garnered national attention for its use of value-added data to guide instructional decision-making and drive a system of differential compensation. The district is now seeking to leverage these reform efforts to maximize its impact on student achievement. The figure below demonstrates the TNTP framework that the district is using to guide its human capital transformation efforts.

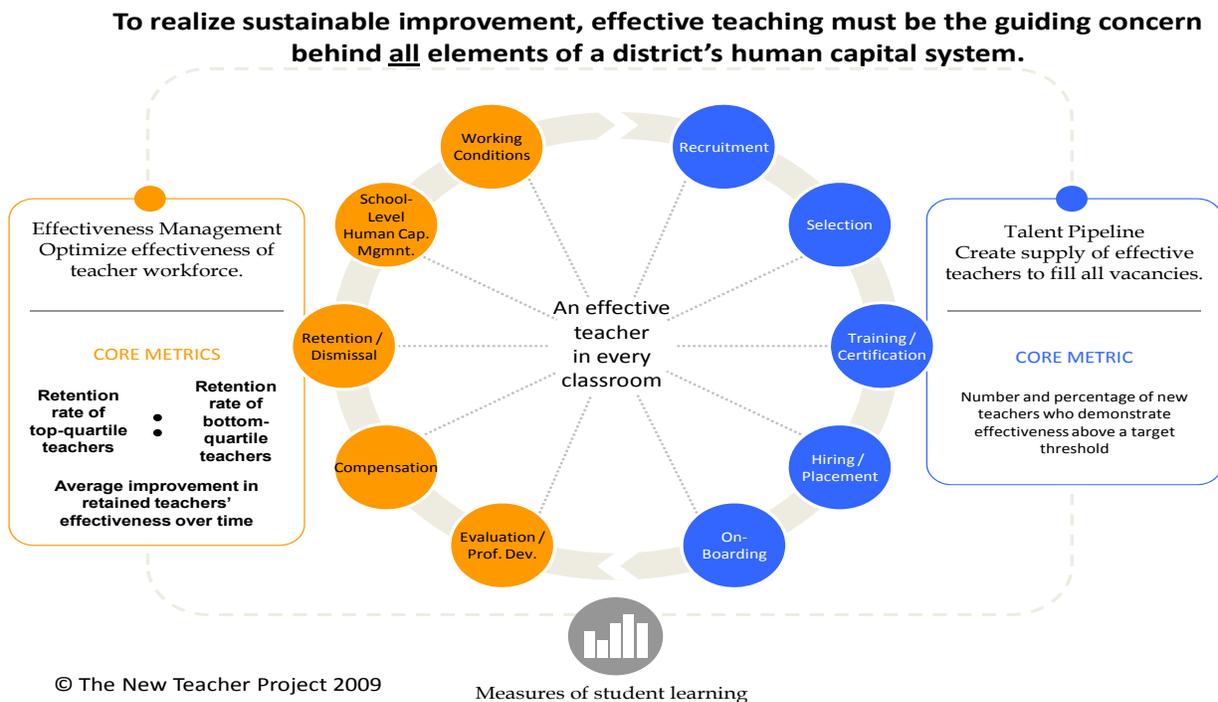


Figure 1

Research (Sanders and Rivers, 1996; and Gordon, Kane, Staiger, April 2006) underscores the impact a teacher can have on student success and reinforces why HISD must continue to transform its human capital systems through the strategies below:

- Strengthen recruiting and staffing policies and practices to attract top talent
- Establish a rigorous and fair teacher appraisal system to inform key decisions

- Provide effective individualized support and professional development for teachers
- Offer meaningful career pathways and differentiated compensation to retain and leverage the most effective teachers

HISD has adopted the following goals and objectives for **Project ASPIRE**, the performance based compensation and appraisal system supporting the district ASPIRE program.

Goal 1: *Increase teacher and principal effectiveness and thereby improve student achievement and close the achievement gap.*

Objective 1.1: By the end of each project year, the project campuses will increase reading, math, science, and social studies passing rates on the state test by at least 5% from the previous year.

Objective 1.2: By the end of each project year, the project campuses will increase their commended rates on the state test for each of the four core subjects by 3 percentage points.

Objective 1.3: By the end of each project year, project campuses will decrease the achievement gap between minority and non-minority students; and between low socioeconomic and non-low socioeconomic students by 3% on all tests taken as measured by the state test.

Objective 1.4: By the end of each project year, the percentage of students at project campuses identified as on grade level in reading and math on the Stanford or Aprenda norm-referenced assessments will increase by at least 10% as measured by the previous years' scores.

Rationale: The effects of well-prepared teachers and effective principal leaders on student achievement can be stronger than the influences of student background factors, such as poverty, language background, and minority status (Darling-Hammond, 1999; Schacter, 2004; Borman and Kimball, 2005, and Waters, Marzano, and McKnulty, 2003). Professional development that allows for “guided practice” is more effective than lecture and presentation, but not as effective

as presentation, guided practice and coaching in the work setting (Joyce and Showers, 2002). The most effective staff development is embedded in practice, repeated over time, and allows time for practice and reflection. According to James P. Spillane and Charles L. Thompson (1997), recent reforms and the demands for instructional improvement will require that teachers “learn a great deal about subject matter, learning and teaching, not just acquiring more information and skills. Other researchers support these findings stating that a teacher’s practice should be recurring, focused, and deeply-rooted within the teaching process and school culture each day; teachers will need sustained support to change their practices. Not only must the support be sustained over time (a year or longer as many studies show), but that support must also embed teachers’ learning within the realities of day-to-day teaching in their own schools and classrooms, allowing for repeated cycles of learning, practice, reflection, and adjustment within their daily context (Borko, Mayfield, Marion, Flexer, & Cumbo, 1997; Elmore, 2002; Garmston & Wellman, 1999; Kazemi & Franke, 2003; Sandoval, Deneroff, & Franke, 2002).

Goal 2: *Reform teacher and principal appraisal and compensation systems so that teachers and principals are rewarded for increases in student achievement.*

Objective 2.1: By the end of the project period, the district will have redesigned the teacher and principal appraisal system with a direct link to student performance.

Objective 2.2: By the end of the project, HISD will implement the new appraisal system in all project schools and train 100% of project teachers and principals on the new system.

Objective 2.3: By the end of the project period at least 75% of the project teachers and principals will evaluate the appraisal system as rigorous and fair.

Objective 2.4: By the end of the project period, Human Resources and electronic systems will be in place to monitor and maintain employee appraisals at multiple times

throughout the school year.

Rationale: Teachers overwhelmingly agree or strongly agree that their appraisal and feedback were helpful in the development of their work as teachers (Jenson, 2009). “Administrators in effective schools must give top priority to basic skills acquisition and are actively involved in helping shape the instructional program. They support the instructional improvement efforts of teachers and provide the resources needed to make improvements possible” (Berry et al., 2002; Ingersoll & Smith, 2003; Inman & Marlow, 2004; Patterson, 2005). Mike Schmoker, the author of *Results: the Key to Continuous School Improvement* (2006), determines effective principal leadership when administrators use a combination of three big ideas as the foundation for positive school improvement: “meaningful teamwork; clear, measurable goals; and the regular collection and analysis of performance data”.

Goal 3: *Increase teacher and principal effectiveness.*

Objective 3.1: By the end of the project, 100% of project teachers, assistant principals, and principals will complete all ASPIRE Learning Paths mandatory for their job description.

Objective 3.2: By the end of each project year, there will be a 3% increase in the number of core teachers at project schools with a positive EVAAS value-added score of 1.0 or greater in at least one of the subjects they teach.

Objective 3.3: By the end of each project year, the district will show an increase in the percentage of project teachers in the top quartile of student growth by 5%.

Objective 3.4: By the end of the project period, there will be a 20% increase in the percentage of core project teachers and principals earning the ASPIRE Award based on individual student growth.

Objective 3.5: By the end of each project year, the district will show an increase in the

percentage of project campuses with mean NCE gains at or greater than 1 standard error over expected growth as presented by EVAAS across grades for the five core subject areas.

Rationale: Teachers are the “single largest factor affecting academic growth of populations of students is differences in effectiveness of individual classroom teachers” (Williams Sanders, 1996). When teachers and principals understand the data systems that support their work, they are able to do a better job of educating children. “States and districts should be building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction. We know that good information about performance helps you develop better policy and hold the executive branch accountable for reaching state goals” (Arne Duncan, 2009). HISD provides multiple opportunities for teachers, principals, and other staff to review and understand data through the ASPIRE portal.

Goal 4: *Increase the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects such as mathematics and science.*

Objective 4.1: By the end of the project period, the number of effective core teachers (as defined by at least one individual or department-level gain index that is above the district reference gain as measured by EVAAS) teaching poor, minority, and disadvantaged students will increase by 25%.

Objective 4.2: By the end of the project period, the number of effective core teachers (as defined by at least one individual or department-level gain index that is above the district reference gain as measured by EVAAS) teaching students in hard-to-staff subjects such as mathematics and science and student groups such as English language learners and Special Education will increase by 25%.

Objective 4.3: The annual percent of effective (as defined by at least one individual or

department-level cumulative gain index that is above the district reference gain) teachers retained in project high-need schools will increase by 10% each year of the project.

Rationale: A recent study in Tennessee (Sanders & Rivers, 1996) found that students who had good teachers three years in a row showed a significant increase in their percentile rankings on state examinations – regardless of socioeconomic factors (Education Commission of the States, 2006). Teachers play a vital role in assisting students with academic success. Effective teachers have been credited as being as important as the home and family life of a student toward student success. Because of the law of supply and demand, it is often vital that teachers are offered an incentive to remain in a setting that might prove to be difficult to excel especially when they are being pulled away by better career options. One of the strategic goals of the district is to strengthen recruiting and staffing policies and practices to attract top talent.

Competitive Preference Priority 5 – Increased Recruitment and Retention of Effective Teachers to Serve High-need Students and in Hard-to-Staff Subjects and Specialty Areas in High-need Schools:

The importance of having a highly effective teacher in every classroom is a high priority for the district. When it comes to student academic success, no other school-based factor is more influential than the classroom teacher. Research also shows that a teacher’s impact on student learning can last up to four years (Sanders, 2005) and that cumulative effects of teacher quality impact all students, regardless of achievement level (Rivers, 1999). Given these findings, it is paramount that HISD ensures that every classroom has a highly effective teacher. This project will focus on placement of highly effective teachers in schools that were rated during 2008-2009 as unacceptable. The eligible teachers must teach math, science, special education, or any of the other hard to staff areas. Houston will offer a bonus to eligible teachers who choose to go to an

in-need project school into a hard to staff area.

Goal 5: *Create a sustainable performance-based compensation systems.*

Objective 5.1: By the end of the project period, HISD will provide funding to support 100% of the grant for teacher incentives.

Objective 5.2: By the end of the project, HISD will offer meaningful career pathways and differentiated compensation to retain and leverage the most effective teachers.

Rationale: Teacher salaries in Texas are low, and have contributed to significant and continuing shortages of high-quality, seasoned teachers. In their absence, student performance suffers and the likelihood of students dropping out increases. All too often, teachers find that they can earn more by entering other occupations that need their skills. A May 2000 survey by Scholastic Inc. and the Council of Chief State School Officers found that the most effective strategies for retaining experienced teachers were: better pay and administrative support; active role in decision-making; more planning time with peers; ongoing professional development; sabbaticals for professional growth; and career advancement opportunities (Texas Comptroller of Public Accounts, 2004). HISD has determined that it must keep its most effective and highest performing teachers. As demonstrated in TNTP's survey of HISD teachers, teachers support new career pathways and innovative approaches to differentiated compensation that will better attract and retain high-performers. HISD will create career pathways for highly effective teachers through differentiated human capital development strategies such as: (1) **providing highly effective teachers a leadership role within their schools** and creating a system to manage the implementation of new career pathways, including developing guidelines for schools on how to incorporate new positions into their existing organization chart, training principals and teachers in the new positions, and guiding creation and implementation of an application process and

selection model for use in filling the new positions. These leadership roles will include, but not be limited to, opportunities for mentorship of struggling or new teachers, leading professional learning communities or grade level/department teams, including highly effective teachers in the design and delivery of professional development resources, tools and curriculum and enabling highly effective teachers to teach summer school at struggling schools/with struggling students. Based on this and other surveys from teachers, principals, and the community, HISD has forged ahead to create an innovative model for performance based compensation.

(1)(i) Methodology to determine teacher and principal effectiveness includes valid and reliable measures of student growth. Absolute Priority 3--Comprehensive Approaches to PBCS. Priority 4 (Competitive Preference)--Use of Value-Added Measures of Student Achievement

The Project ASPIRE performance based compensation system is based on several assumptions: (1) Performance-pay drives academic performance; (2) Good teaching occurs in all schools; (3) Teamwork is valuable; (4) Performance pay does not replace a competitive base salary; and (5) Performance based compensation systems are dynamic and evolve over time.

To maximize our impact, we align all of these efforts through our current ASPIRE model. Since the district launch of ASPIRE in the 2007–2008 school year, students have achieved outstanding results. HISD is continuing to build upon this success by evolving ASPIRE as an educational-improvement and performance-management model that engages all employees in creating a culture of excellence. ASPIRE’s four core components — Developing Human Capital, Improving Teaching and Learning, Informing Practice, and Recognizing Excellence — serve as the catalysts to focus our work and achieve our mission.

Project ASPIRE is designed to award differentiated compensation to instructional staff based on student growth and achievement data. Through this project, HISD campus-based

employees of the schools named have the opportunity to earn performance based compensation on their success in raising students' academic progress and achievement levels. The district will use statistically rigorous metrics to measure student academic progress and state achievement data to calculate the awards. HISD will contract with Dr. William Sanders' nationally renowned group SAS[®] EVAAS[®] in order to provide a comprehensive evaluation of student improvement using value-added analysis. A summary of the specifics of their model of analysis follows; the resultant value-added data are used to evaluate both teachers and campuses in the model.

SAS EVAAS uses a multivariate, mixed model statistical methodology to analyze a longitudinal data set of student achievement test scores. Using software designed specifically for the statistical challenges of analyzing thousands of individual students connected to thousands of teachers and schools over many years, they build a precise summary of past schooling performance and provide the most reliable projections for future performance for students. This multivariate process uses multiple measures of student achievement of various subject test scores, including reading and language, math, and, where available, science and social studies, and multiple years of data. HISD provides student TAKS (state test) scores in all grades and subjects where it is administered and Stanford and Aprenda data in those grades and subjects where TAKS is not available. After converting all of the student data to a common normal curve equivalent (NCE) scale anchored in the Texas state distribution, EVAAS[®] uses all of the data simultaneously to construct a multivariate response model (MRM). MRM is a layered multivariate longitudinal linear mixed model that produces an estimate of value-added growth that minimizes selection bias and errors associated with measurement. These data provide a reliable measure of each student's past achievement and, when linked year-by-year to schools, districts, and teachers, allow for the estimate of the influence of those entities on student

achievement over time. The Houston implementation of EVAAS will use three years of previous test scores in the analyses. Having such a rich history of observed achievement data to draw on minimizes biases associated with test results from a single year. By following individual students over time and including all students, even those with fractured records, EVAAS calculates precise and reliable estimates of schooling influence at the teacher and campus (principal) level.

Eligibility for ASPIRE Awards

To be eligible to participate in the ASPIRE Awards, HISD employees must meet all of the following general eligibility requirements: (1) Be supervised and evaluated by the principal of the campus where they are serving students. (This does not apply to Principals); (2) Be employed in a campus-assigned position as of the fall snapshot date; (3) Be continuously employed in an eligible position through the last day of school; (4) 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; (5) 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; (6) Employees eligible under other incentive plans are not eligible for ASPIRE Awards (e.g., Food Services employees); (7) 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 the fall snapshot date in order to be eligible; (8) Employees who take leave of absence during the eligibility period (e.g., temporary disability, but not family medical

leave) are not eligible to participate in the ASPIRE Awards; and (9) Employees must be in attendance at least 90 percent of the designated number of instructional days identified as the “instructional school year.” This means that employees cannot be absent for more than 10 percent of their scheduled hours to work during the instructional year; and first-year employees must have been hired in time to meet the deadline each year. The following types of leave will be held harmless (not count as days absent): funeral leave, military leave, family medical leave (must be authorized through Human Resources), assault leave, jury duty, religious holidays, compensatory time, and off-campus duty.

Additionally, for employees to qualify as core foundation instructional staff (eligible for Strand II), employees must be assigned to a campus, plan lessons, provide direct instruction to students, and be responsible for providing content grades, not just conduct or participation grades. Fifty percent of the teaching assignment must be in the core foundation areas of English Language Arts/Reading, Mathematics, Science, and Social Studies at the elementary and middle school levels 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.

(1)(ii) The proposed PBCS is of sufficient size to affect behaviors - The maximum classroom teacher award for the entire PBCS will be up to [REDACTED]. The maximum award for principals will be up to [REDACTED]. Assistant Principals have an opportunity to receive up to [REDACTED].

Priority 1 (Absolute) Differentiated Levels of Compensation for Effective Teachers and Principals and Priority 2 (Absolute) -- Fiscal Sustainability of the PBCS

ASPIRE Award Model for Teachers

Strand I: The ASPIRE Award at the 130 project campuses will support this project with an

increasing share of performance-based compensation paid to teachers through local and state funds. The charts below demonstrate that teachers will have an opportunity to earn the maximum classroom teacher award for growth at or above the district reference gain for quartile 1 and for quartile 2. Including all classroom teachers, Strand I affords every teacher an opportunity to earn an equivalent award regardless of whether they teach core foundation or elective/ancillary subjects, and it promotes Professional Learning Communities (PLCs) by rewarding successful cooperative effort. EVAAS calculates a gain-score across grades and subjects to provide an overall campus value-added score, or campus composite, which is transformed into a composite cumulative gain index by subtracting the district composite reference gain for that level and dividing by each campus's standard error. HISD rank orders the campus value-added gain indices at the elementary, middle, and high school levels. Classroom teachers at schools ranked in the first quartile of their level receive [REDACTED] each, matched by district and state funds for a total of [REDACTED] and those ranked in the second quartile receive [REDACTED] matched by district and state funds for a total of [REDACTED]. Instructors at campuses ranked in the third and fourth quartiles of improvement do not receive an award in this Strand.

Strand I: Campus Award* Matrix Incorporating EVAAS® Value-added Campus Data				
HISD Comparable Campus by School Level	Distribution of Value-added Campus Composite Gains (Across Subjects and Across Grades)			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
TIF Funds				
Elementary Schools	[REDACTED]	[REDACTED]	\$0	\$0
Middle Schools	[REDACTED]	[REDACTED]	\$0	\$0
High Schools	[REDACTED]	[REDACTED]	\$0	\$0

District/ State Funds	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Elementary Schools	████	████	\$0	\$0
Middle Schools	████	████	\$0	\$0
High Schools	████	████	\$0	\$0

**Must show positive improvement relative to the growth standard to receive an award.*

Strand II: All teachers of core subjects for Prekindergarten through 12th grade will be rewarded for individual efforts at improving student academic performance at the classroom/student cohort level through the application of teacher-level or department/campus-level (as appropriate or available) value-added analysis of student academic progress. Core and special education teachers in grades three through eight must have a minimum of seven students with standardized test data in order to receive a classroom-level value-added score. Teachers at the project schools would be able to receive up to █████ from the TIF grant with additional district and state funds of █████ for a total of █████ for their students' placement in the top quartile of progress achieved in all subjects taught by the teacher. Campus-level value-added scores are used to provide awards to early childhood teachers (whose students do not yet have three years of test data) in reading and math and to Special Education teachers in the core subjects that they teach if they do not have their own teacher-level value-added report or a minimum of seven students with standardized test scores at the high school level. They would be able to receive up to █████ from the TIF grant with additional district and state funds of █████ for a total of █████ for their campuses' placement in the top quartile of value-added progress achieved in each applicable subject. Reading, language arts (ELA), mathematics, science, and social studies will all be

included with awards distributed precisely across a teacher’s multiple subjects when applicable. This strand has five parts total to accommodate analysis of teachers at every level.

Strand II Part A: Part A rewards self-contained core foundation elementary teachers in grades 3–6. The subject value-added scores of each teacher are compared to teachers at the same grade level (elementary grades 3–6) by placement into performance quartiles for each core subject, including language, science, and social studies at all grades with the exception of 3rd grade which can only reward reading, language, and math. Teachers may receive up to [REDACTED] 5 for student progress in the first quartile of each of the five core subjects (up to [REDACTED] 3 for three subjects in

Strand II Part A: Self-Contained Classroom Teachers Award* Matrix										
Grade	Distribution of Teacher Subject Value-added Scores Compared by Grade									
	Reading		Mathematics		ELA		Science		Soc. Studies	
	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2
TIF										
Grade 3	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	N/A	N/A	N/A	N/A
Grade 4	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Grade 5	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Grade 6	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
District/State										
Grade 3	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	N/A	N/A	N/A	N/A
Grade 4	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Grade 5	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Grade 6	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**Must show positive improvement relative to growth standard to receive an award.*

3rd grade), not to exceed [REDACTED] per teacher, and matched by district and state funds with [REDACTED] for a potential total of [REDACTED] for all subject tests taken by a teacher's students.

Strand II Part B: Part B will award core foundation departmentalized elementary and middle school teachers in grades 3-8 by comparing the subject value-added scores of each teacher at the same school level (elementary or middle school) and academic subject.

Strand II Part B: Elementary Departmentalized and Middle School Core Teacher Award* Matrix				
Teachers Teaching One Subject	Teacher Value-added Gain Score			
Comparable Teachers By Subject and Level	Quartile 1	Quartile 2	Quartile 3	Quartile 4
TIF Funds				
Reading by level	[REDACTED]	[REDACTED]	\$0	\$0
Mathematics by level	[REDACTED]	[REDACTED]	\$0	\$0
Language Arts by level	[REDACTED]	[REDACTED]	\$0	\$0
Science by level	[REDACTED]	[REDACTED]	\$0	\$0
Social Studies by level	[REDACTED]	[REDACTED]	\$0	\$0
District/State Funds				
Reading by level	[REDACTED]	[REDACTED]	\$0	\$0
Mathematics by level	[REDACTED]	[REDACTED]	\$0	\$0
Language Arts by level	[REDACTED]	[REDACTED]	\$0	\$0
Science by level	[REDACTED]	[REDACTED]	\$0	\$0
Social Studies by level	[REDACTED]	[REDACTED]	\$0	\$0

**Must show positive improvement relative to growth standard to receive an award.*

They are placed into performance quartiles for each subject that they teach. Teachers may receive up to a maximum of [REDACTED] for student progress in the first quartile of subject taught with the district and state supplementing funds at [REDACTED], up to a maximum of [REDACTED] per teacher for subject tests taken by a teacher’s students; award amounts are prorated by the number of subjects taught, as in Part A.

Strand II Part C: High School Core Teacher Award* Matrix							
Campus Department Composite: Subject Value-added Score by Grade							
Comparable Departments by One Subject	Grade 9		Grade 10		Grade 11		Across Grade Award
	Q1	Q2	Q1	Q2	Q1	Q2	
TIF Funds							
Reading/ ELA	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Grades 9 + 10 + 11
Mathematics	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Grades 9 + 10 + 11
Science	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Grades 9 + 10 + 11
Social Studies	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Grades 9 + 10 + 11
District/ State Funds							
Reading/ ELA	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Grades 9 + 10 + 11
Mathematics	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Grades 9 + 10 + 11
Science	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Grades 9 + 10 + 11
Social Studies	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Grades 9 + 10 + 11

**Must show positive improvement relative to the growth standard to receive an award.*

Strand II Part C: Part C will award all core foundation instructional teachers at the high school level using department-level value-added data as a temporary measure until the state provides

end-of-course exams at the high school level which EVAAS® may use to determine individual teacher’s students’ achievement for placement by HISD in a quartiled distribution of student progress. The complexity of the EVAAS® value-added analyses cannot rely on TAKS at the high school level to determine the relationship of a teacher’s instruction to a particular student’s subject test score. Once the State of Texas makes the data from end-of-course exams available, the high school level teachers will be rewarded under this strand based on their own students’ data. The indicator is a set of by-grade (grades 9, 10, 11) value-added scores for each subject, dividing the proposed [redacted] potential award amount between the three grades by subject. Each campus comparison is done at each grade level for each subject to determine the departmental award. The departmental award equals the sum of each by-grade award. As a result, the by-grade department total value will be [redacted] for quartile 1 and [redacted] or quartile 2 performance.

Strand II Part D: Campus-Gain Index for Core EC-2nd Grade Teachers Award* Matrix				
Comparable Schools By Subject	Campus Subject Composite Compared by Grade			
	Reading		Mathematics	
	Quartile 1	Quartile 2	Quartile 1	Quartile 2
TIF Funds				
EC to Grade 2 Core Foundation	[redacted]	[redacted]	[redacted]	[redacted]
District/State Funds				
EC to Grade 2 Core Foundation	[redacted]	[redacted]	[redacted]	[redacted]

**Campus must show positive improvement relative to the growth standard to receive an award.*

Strand II Part D: Part D rewards core foundation early childhood through 2nd grade teachers in the individual teacher gains award. The gain scores for each subject at a campus for reading and mathematics only are used in the assessment of PK-2nd grade teachers. Campuses’ value-added

scores are placed into performance quartiles for comparison to other campuses for each reading and math. As the campus results are affected by the foundations laid by these teachers but not directly tied to test scores from these teachers' students, they are eligible for 50 percent of the maximum core foundation teacher award. Teachers may receive up to a maximum of [REDACTED] for campus progress in the first quartile of reading and math, with district and state funding of up to [REDACTED] not to exceed a maximum award of [REDACTED] per teacher for both reading and mathematics.

Strand II Part E: Special Education Core Teachers Special Analysis Award* Matrix				
Campus Department Composite: Subject Value-added Score by Grade				
Comparable Campus by Level; One Subject	Quartile 1	Quartile 2	Quartile 3	Quartile 4
TIF Funds				
Reading	[REDACTED]	[REDACTED]	\$0	\$0
English Language Arts	[REDACTED]	[REDACTED]	\$0	\$0
Mathematics	[REDACTED]	[REDACTED]	\$0	\$0
Science	[REDACTED]	[REDACTED]	\$0	\$0
Social Studies	[REDACTED]	[REDACTED]	\$0	\$0
District/State Funds				
Reading	[REDACTED]	[REDACTED]	\$0	\$0
English Language Arts	[REDACTED]	[REDACTED]	\$0	\$0
Mathematics	[REDACTED]	[REDACTED]	\$0	\$0
Science	[REDACTED]	[REDACTED]	\$0	\$0
Social Studies	[REDACTED]	[REDACTED]	\$0	\$0

**Campus must show positive improvement relative to the growth standard to receive an award.*

Strand II Part E: Part E details inclusion of Special Education teachers who do not have a minimum of seven students with standardized test data and therefore cannot have their own classroom-level value-added scores. Special Education teachers with their own teacher-level value-added data remain included in part A or B; those in high school with seven students with standardized test data are still included in Part C. Special Education teachers in Part E are eligible for half of the maximum core teacher award.

ASPIRE Award Model for Principals and Assistant Principals

Strand I: Strand I will afford every principal and assistant principal at project schools an opportunity to earn an award for cooperative effort resulting in significant campus growth. EVAAS[®] calculates a gain-score across grades and subjects to provide an overall campus value-added score, or campus composite. HISD rank orders the campus value-added gain indices at the elementary, middle, and high school levels. Principals at schools ranked in the first quartile

Strand I: Campus Award* Matrix Incorporating EVAAS[®] Value-added Campus Data				
HISD Comparable Campus by School Level	Distribution of Value-added Campus Composite Gains (Across Subjects and Across Grades)			
	Principals		Assistant Principals and Deans	
	Quartile 1	Quartile 2	Quartile 1	Quartile 2
TIF Funds				
Elementary Schools	■	■	■	■
Middle Schools	■	■	■	■
High Schools	■	■	■	■

Strand I: Campus Award* Matrix Incorporating EVAAS® Value-added Campus Data

District/ State Funds				
Elementary Schools	■	■	■	■
Middle Schools	■	■	■	■
High Schools	■	■	■	■

**Must show positive improvement relative to the growth standard to receive an award.*

of their level would receive ■ each, augmented by district and state funds for a maximum total of ■, and those ranked in the second quartile would receive ■ augmented by district and state funds for a total of ■. Assistant Principals/ Deans of Instruction (APs) would be able to earn ■ and ■ for performance in the first and second quartiles, augmented by district and state funds for a maximum total of ■ and ■, respectively. Only staff at campuses with positive composite gain indices receive awards; staff at campuses ranked in the third and fourth quartiles of improvement do not receive a reward in this strand.

Strand II: Principals will be rewarded for individual efforts at improving student academic performance at the classroom/student cohort level through the application of subject-level value-added analysis of student academic progress. They may receive up to ■ from the TIF grant with additional district and state funds of ■ for a total of ■ for their students' placement in the top quartile of progress achieved in all core foundation subjects.

Strand II Principal and Assistant Principal Subject Progress Award* Matrix				
	Campus Subject EVAAS® Value-added Gain Scores			
Awarded Subjects by Level (Elementary or Middle, compared separately)	Principals		Assistant Principals and Deans	
	Quartile 1	Quartile 2	Quartile 1	Quartile 2
TIF Funds				
Reading	■	■	■	■
Mathematics	■	■	■	■
Writing/ Language Arts	■	■	■	■
Science	■	■	■	■
Social Studies	■	■	■	■
District/ State Funds				
Reading	■	■	■	■
Mathematics	■	■	■	■
Writing/ Language Arts	■	■	■	■
Science	■	■	■	■
Social Studies	■	■	■	■

Strand II Principal and Assistant Principal Subject Progress Award* Matrix				
	Campus Subject EVAAS® Value-added Gain Scores			
Awarded Subjects for High School	Principals		Assistant Principals and Deans	
	Quartile 1	Quartile 2	Quartile 1	Quartile 2
TIF Funds				
Reading/ELA	■	■	■	■
Mathematics	■	■	■	■
Science	■	■	■	■
Social Studies	■	■	■	■

Strand II Principal and Assistant Principal Subject Progress Award* Matrix				
District/ State Funds				
Reading/ELA	■	■	■	■
Mathematics	■	■	■	■
Science	■	■	■	■
Social Studies	■	■	■	■

**Must show positive improvement relative to growth standard to receive an award*

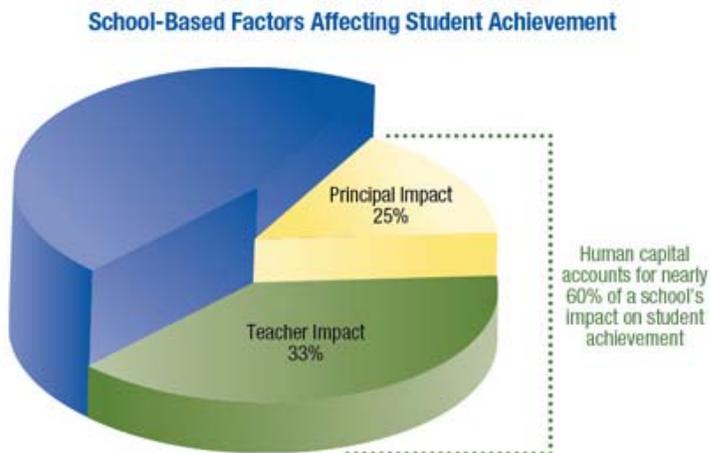
Assistant Principals/ Deans of Instruction (APs) will be eligible for up to ■ from the TIF grant with additional district and state funds of ■ for half the total principal amount, or ■. The campus subject value-added scores of each principal are compared to those at the same school level (elementary, middle, or high school) and placed into performance quartiles for each subject. For example, elementary and middle school principals may receive ■ in TIF

grant funds for student progress in the first quartile of each subject and [REDACTED] in district matching and supplemental funds for a total of [REDACTED] per subject. Because of the criterion overlap in the tests used to measure reading and writing, there are a total of just four subjects used at the high school level, so these awards are split between four subjects instead of five.

With the inclusion of a local and state-funded Strand III (not included as a request from this proposal) that rewards various forms of high campus achievement and increases in achievement, core foundation HISD teachers will have the ability to earn up to [REDACTED] in ASPIRE Awards. Each principal will have the ability to earn up to [REDACTED] assistant principals and deans may earn up to half as much as principals under the three strands.

(1)(iii) Teacher and Principal Effectiveness indicators

Although HISD realizes that one size does not fit all, the district relies on research (The New Teacher Project, 2009; Alliance for Excellent Education, 2009) which indicates four categories of teacher quality indicators—teacher qualifications, teacher characteristics, teacher practices, and teacher effectiveness, to provide the basis of what constitutes success for students in the classroom. Effective teaching is defined by improved student learning (Alliance for Excellent Education, 2009).



Almost 60% of a school's impact on student achievement is attributable to principal and teacher effectiveness with principals accounting for 25% and teachers for 33%. (Marzano, R. J., Waters, T., & McNulty, B., 2005; Kane, T. J., & Staiger, D. O., 2008,

New Leaders for New Schools, 2009)

HISD will use teacher- or department-level value-added analysis information as an initial step in the identification of highly-effective teachers. Additionally, HISD designed and instituted a new **Staff Review Process** to assess the current effectiveness of each teacher in the district as a means of establishing an ongoing system that allows for retention of top performers, provides specific feedback and targeted supports to teachers so that they can help their students be successful. Principals group all of their teachers in one of four categories: (a) Highly-Effective; (b) Proficient; (c) Developing; and (d) Low-Performing. The traditional methods of classroom walk-through and formal teacher evaluations are also used to determine teacher effectiveness.

Principal effectiveness is determined by making breakthrough gains in student achievement, including movement from “proficient” to “advanced” in higher performing schools, and a small number of additional student outcomes. The highly effective principal also makes accelerated progress in implementing the principal actions and school-wide practices that differentiate rapidly-improving schools (New Leaders for New Schools, 2009). The principal should provide essential supports to new and continuing teachers. Houston ISD uses the Learner-Centered Standards for Texas Principals as the core standard for gauging principal effectiveness. With the Learner-Centered Standards as a core base, HISD will use additional indicators to determine principal effectiveness – administrative, instructional, relationship building, delegation of key responsibilities, and leadership by example. Based on this determination, HISD ties principal incentives to school and student success.

(2)HISD has a plan for effectively communicating to teachers, administrators, other school personnel and the community at large the components of its PBCS - CORE ELEMENT (a)

Since the district launched the ASPIRE (Accelerating Student Progress. Increasing

Results & Expectations) model in the 2007-2008 school year, HISD's students have achieved outstanding results, and continue to build upon this success. The HISD Board of Education and district administration recognize that every employee plays a vital role in achieving the goal of assuring Houston's youth the highest quality elementary and secondary education available anywhere. That is why HISD is evolving the next generation of ASPIRE as an educational-improvement and performance-management model – a continuous process of aligning the goals of individuals and teams with the organization's strategic goals and harnessing the power of data to improve results and develop people. HISD has high expectations for the next generation of ASPIRE and believes that all of the stakeholders - staff members; students; parents and families; board members; business; community; and political leaders; foundations; policy-makers; media; and the many others who make up the HISD family – make essential contributions to HISD's ability to achieve results.

The district offers many ways to inform its stakeholders of its improvement efforts and PBCS through programs and communication vehicles, such as *A Guide for Parents and Families to Value-Added Progress Measures & ASPIRE Awards* – a district, bilingual publication that “introduces” ASPIRE as a comprehensive educational improvement model. The guide defines the *value-added analysis*; discusses the difference between “achievement” and “progress”; answers the “why is measuring student progress important” question; describes value-added reports and how to understand and use the reports; clarifies recognizing excellence via the ASPIRE Award Program, and includes frequently asked questions.

Annually, the community is given public access to the District Value-Added Reports (which shows HISD's overall progress by grade and subject compared to the typical growth of student's across all schools in Texas), School Value-Added Progress Reports (which provide

information about performance/progress by the campus and at each grade level) and Value-Added Summary Reports (which provide campus comparisons of student progress by grade level). The district also hosts ASPIRE Community Forums to educate parents, families and community members about ways the district is working to create a world class education system to prepare students for success. Participants are encouraged to share feedback with HISD administrators. HISD continuously encourages stakeholders to visit the website and ASPIRE portal to learn about district programs, ASPIRE, and other ways to support student growth.

(2) HISD has the involvement and support of teachers, principals, and other personnel for Project ASPIRE - CORE ELEMENT (b)

Each year, HISD Board of Education Trustees and administrative leaders strive to improve upon the ASPIRE Award program. Valuable input is obtained from stakeholders across the district through the ASPIRE Award Program Advisory Committee. The role of the ASPIRE Award Program Advisory Committee is to engage proactively in identifying and discussing strategies to enhance the ASPIRE Awards Program. Specific focus is on eligibility requirements, model design and communications. The ASPIRE Award Program Advisory Committee recommends refinements for consideration by the ASPIRE Executive Committee. The HISD Board of Education gives final consideration and approves all eligibility requirements and program models. The ASPIRE Award Program Advisory Committee meets all year, but provides input most intensively in March through May as recommendations for changes are needed for Board approval in summer, before the next school year. There is no collective bargaining requirement for districts in Texas, which means that reforms in key areas like teacher compensation cannot be waylaid by the bargaining process.

*(3) Includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories - **CORE ELEMENT (c)***

HISD's educational-improvement and performance management model, ASPIRE, is composed of four key components, including developing human capital. HISD will continue to transform its human capital systems by focusing on four key strategies: (1) strengthen recruiting and staffing policies and practices to attract top talent, (2) establish a rigorous and fair teacher appraisal system to inform key decisions, (3) provide effective individualized support and professional development, and (4) offer meaningful career pathways and differentiated compensation to retain and leverage the most effective teachers.

HISD has partnered with The New Teacher Project (TNTP) since December 2009 to transform the district's human capital systems. The partnership was created through support from the John & Laura Arnold Foundation, the Bill & Melinda Gates Foundation, the Houston Endowment and general funds from the district. Through HISD's partnership with TNTP, HISD has made some great strides towards the planning and implementation of these strategies.

HISD's Board of Education made a groundbreaking decision in January 2010 as part of the ongoing transformation of the Houston Independent School District to **include** measures of student academic growth, called value-added, as an additional factor in making teacher contract decisions. The policy decision made HISD one of the first districts in the country to adopt such a policy. Value-added will be heavily weighted within the district's new teacher appraisal system that will be created through the TIF grant.

Also, HISD designed and instituted a new **Staff Review Process**, a unique process that is unprecedented in other urban and many other districts across the country. The purpose of the staff review process is to assess the current effectiveness of each teacher in the district as a

means of establishing an ongoing system that allows for retention of top performers, provides specific feedback and targeted supports to teachers so that they can help their students be successful; a system that holds everyone – not just teachers – accountable for student results; a system that recognizes and rewards people for getting great results with students; and a system that takes action when people are not consistently getting the desired results with students.

The Staff Review Process entails a three-step process: ***Step 1- Principals grouping all of their teachers in one of four categories.*** Decisions were based on effectiveness by using all performance data, including, but not limited to, principal walkthroughs, classroom observations, review of student work products, formative student assessment data and value-added scores, when available. The categories, based on value-added or other student performance data, are: **Highly-Effective** – teachers who consistently achieve student academic growth and/or student academic outcomes that are better than expected; **Proficient** – teachers who achieve expected levels of student academic growth and/or expected student academic outcomes; **Developing** – teachers who show potential for improvement, but who achieve student academic growth and/or student academic outcomes that are less than expected and who may need additional supports to improve their instructional practices; and **Low-Performing** – teachers who consistently achieve low levels of student academic growth and/or student academic outcomes that are significantly less than expected. ***Step Two- Principals attend a staff review meeting*** where each principal meets with a team of three people, representing Academic Services, Professional Development Services or Human Resources. Each member has a defined and distinct role to play within the discussion, and all members participate in a half-day training session prior to implementation to ensure fidelity and consistency in the process. A training curriculum, including sample scenarios for each category of teachers as described previously, was developed and concludes with ***Step***

Three - Staff Review Teams Use Data for Staff Management and Contract Decisions where following the discussions with members of Academic Services, principals have a clearer understanding of the performance of their teachers. Principals work with the staff review team and use a Staff Management Decision Making Framework to make determinations about actions the principal would be taking on teacher contracts and define additional supports for teachers.

HISD knows that there are long-lasting implications for staffing decisions and that if it does not act immediately, the district could risk losing some of its most talented teachers to other districts and schools. In addition, HISD might miss an opportunity to provide the necessary support to teachers who have the potential of becoming highly effective. Finally, failure to implement a staff review process may prevent the offering of contracts to teachers for which value-added and other performance data show were consistently failing to produce the results with students the district expects and students deserve.

At the center of HISD's plan to ensure an effective teacher in every classroom the development of the new appraisal system that will rigorously assess teacher performance (measured in significant part by student growth data), produce accurate differentiation of teacher performance levels, and reliably identify individual teacher strengths and weaknesses. TNTP will work with the HISD executive sponsor and workstream lead for this key strategy to achieve objectives in this area - a teacher appraisal development team and a teacher appraisal implementation team. In particular, the development team will execute the following activities:

- (1) Facilitate an extensive process to gather stakeholder input on the design and implementation of a new appraisal system, including formation of topic-specific working groups, design of a decision-making process to incorporate the feedback of working groups, facilitation of working group meetings, and coordination of communications and logistical requirements and (2)

Develop all required elements for a new comprehensive teacher appraisal system, including the following components (a) a teacher competency model, consisting of the teacher behaviors that are most directly linked to improving student achievement, that is closely aligned with HISD's academic and human capital goals, (b) models that factor comparative data on student growth (e.g., EVAAS) into teacher performance appraisal, (c) an appraisal process that encompasses the full school year and includes multiple performance review conversations between the teacher and their administrator, frequent announced and unannounced observations of varying length, and a formalized Staff Review Process that occurs at least twice per year, (d) all required appraisal tools, including observation rubrics, templates for use in periodic teacher/manager performance conversations, and forms for use in the Staff Review Process, (e) requirements for determining a teacher's final appraisal rating, including performance ratings and rating definitions, models for managers to use in synthesizing multiple measures of teacher performance into a single rating, and summative appraisal forms, (f) guidelines and procedures for norming appraisal ratings and ensuring process rigor, (g) design models that use teacher appraisal data to inform decisions regarding contract-granting, layoffs, dismissal, and certification in alignment with stakeholder input and HISD academic and human capital goals, (h) collaboration with HISD leadership, secure approvals from the HISD Board of Education and the Texas State Board of Education for the new teacher appraisal system, and (i) refinement of the system through incorporation of feedback from HISD leadership, principals, staff, and additional measures of student learning. Refinements will include comprehensive changes to all elements of the appraisal system.

Teacher Appraisal: Strategy Metrics and Targets (to be achieved by SY 14-15). Success will be measured by how well the appraisal system produces a meaningful differentiation of teacher performance and how district personnel decisions reflect this differentiation.

(4) Includes a data-management system that can link student achievement data to teacher and principal payroll and human resource system - CORE ELEMENT (d)

Project ASPIRE's data-management system links student achievement data to teacher and principal performance using the human resource system and payroll as an instrument of tracking and support. Staff assignments and student-teacher linkages are verified through the ASPIRE Linkage and Verification process conducted each May. Data are combined and pre-loaded onto the ASPIRE Portal from the Human Resources PeopleSoft and the Chancery student management system (SMS) behind a secure log-in site where each employee's data are accessible only to themselves and the campus principal. Where necessary, data are corrected and assignments and student-teacher linkages are created by principals during the Principal Set-Up period. Assignments are then corrected and verified by all campus-based staff; linkage is corrected and verified only by core foundation teachers in grades 3 through 8. After principals approve staff assignments and linkages, the assignment and student-teacher linkage data together with student achievement data are provided to SAS[®] EVAAS[®] for calculation of value-added progress at the district-, campus-, department- and teacher-level. They then provide all data necessary for award calculation to the district, including uploading all data except teacher-level scores to the EVAAS portal which is public for large-scale value-added reports but requires secure log-in for sub-campus value-added and diagnostic reports. Teacher-level data is only uploaded to the secure log-in section of the ASPIRE Portal where each teacher and each teacher's principal may view his or her report. The Fall Principal Confirmation Period allows for any remaining staff eligibility and award categorization issues to be resolved prior to HISD's Bureau of Performance Analysis (Performance Analysis) staff calculating the award model. Updated eligibility and categorization information from PeopleSoft, together with teacher categorization

information based on Curriculum-identified Chancery course information, is re-uploaded to the portal for principals to review and confirm. Performance Analysis staff manage and respond to principal “support tickets” using the Inquiry Process Web-based tool developed by Battelle for Kids to track and respond to questions and requests for corrections.

Each December, teachers and school administrators have the opportunity to preview the results of the ASPIRE award model at the school, classroom and individual student level. Each individual staff member then has one month after the release of the award estimates to also submit e-mailed questions and/or formal inquiries concerning award data via a support ticket before the payout is made the following January.

(5) Incorporates high-quality professional development and support activities directly linked to the specific measures of teacher and principal effectiveness - CORE ELEMENT (e)

The National Partnership defines *effective* teachers as those who are able to consistently assist their students in making significant academic progress (2005). Increasing teacher effectiveness overall will require HISD to boost the performance of each individual teacher through comprehensive individualized support and development that is aligned with the frequent and actionable feedback that teachers will receive through the new appraisal process. There should be a close relationship between teacher appraisal and teacher support and development. The five-year ASPIRE Project plan will entail developing the following elements of an effective system of individualized support and professional development for teachers in tight alignment with stakeholder input and with the new teacher-appraisal system: (1) A new delivery model that strategically delineates centralized and school-based roles and responsibilities to ensure a comprehensive system of support; (2) Areas of focus for the content of support offerings; (3) Skills development trainings for principals in how to provide effective school-based support,

including how to match teachers with specific supports based on their identified needs, how to engage strong teachers to provide formal and informal support to their peers, and how to gauge the efficacy of particular supports in helping teachers improve; (4) A systematic approach to implementing growth plans for individual teachers, including the development of a new template for the plans themselves, appropriate strategies for inclusion in a growth plan, and training for principals in how to identify teachers who should receive growth plans and how to assess the progress made by each teacher; and (5) Metrics and a reporting system to gauge how well the overall system of support and development increases teacher effectiveness, as well as to gauge the comparative efficacy of particular teacher supports and the implementation of supports at individual schools.

Professional development programs enhance learning when they provide teachers with sustained opportunities to experiment with and receive feedback on innovative practices, to collaborate with peers in and out of school, and to interact with external researchers (Foster, Lewis, & Onafowora, 2005). Additionally the provision of effective individualized leadership support and professional development for principals will include skills development trainings on how to provide effective school-based support. Those supports will inform administrators on how to match teachers with specific supports based on their identified needs, how to engage strong teachers to provide formal and informal support to their peers, and how to gauge the efficacy of particular supports in helping teachers improve (Mitchell & Hubbard, 2004). This new systemic approach has within it plans components on how to manage the roll-out of new elements of teacher support and development, including management of training for HISD central leadership, principals, and teachers. Procedures will be developed with guidelines for School Improvement Officers (SIOs) and their staff to use in conducting school visits to monitor

the quality and fidelity of implementation of the teacher support and development system, and provide training and on-going support in the application of these tools, including

- timely and actionable data on the quality and fidelity of implementation of the teacher support and development system
- effectiveness of principals in developing teachers, including novices
- short- and long-term interventions to troubleshoot issues/bugs in the system as they arise;
- alignment with the annual process for refining the new teacher appraisal process;
- utilization of data on performance outcomes and on teacher and principal satisfaction to identify and implement refinements to the teacher support and development system

Teacher support and development program strategies include **1) new teacher recruitment, 2) beginning teacher mentoring and induction, 3) professional development for teachers with additional support in content areas, and 4) pedagogical skills enhancement.** Project ASPIRE’s chosen areas to focus support and professional development are due to the overwhelming research across the U.S. regarding qualified teachers and at-risk schools. The growing body of literature on teacher distribution suggests highly effective teachers “self-select” into higher achieving schools (National Partnership for Teaching in At-Risk Schools, 2005). The **first** strategy HISD aims to utilize under the umbrella of Project ASPIRE is to strengthen recruiting/staffing policies and revamp practices to attract top talent. In 2002, Hanushek, Kain, and Rivkin argued in a National Bureau of Economic Research report entitled *Why Public Schools Lose Teachers*, that hard-to-staff schools struggle to recruit and keep high-quality teachers precisely because those districts fail to provide effective training, valuable induction programs, and a generally supportive teaching environment. Project ASPIRE will provide teachers with continued support in the classroom by recruiting the best and providing incentives

for hard to staff areas – like math and science – and providing bonuses and a career pathway model for continued growth during their employment.

The project’s **second** support/development strategy is for beginning teachers. Beginning teachers are particularly vulnerable, because they are more likely to be assigned low-performing students than are their more experienced colleagues (Ingersoll, 2003). Despite the added challenges that come with teaching children and adolescents with higher needs, most beginners are given no professional support, feedback, or demonstration of what it takes to help their students succeed. The result is that new teachers are most at risk of leaving the teaching profession (Ingersoll, 2003). In fact, 14 percent of new teachers leave by the end of their first year; 33 percent leave within three years; and almost 50 percent leave in five years (Ingersoll, 2003). This project will *retain* quality teachers by *nurturing* them from induction to effective instruction by providing the following supports, specifically for new HISD inductees.

- ***High-quality mentoring.*** This is defined as structured mentoring from a carefully selected teacher or teachers who work at the same level or subject as the new teacher, are trained to coach new teachers, and can help improve the quality of teachers’ practice. Mentors guide and support the work of novice teachers by observing them in the classroom, offering them feedback, demonstrating effective teaching methods, assisting with lesson plans, and helping teachers analyze student work and achievement data to improve their instruction.
- ***Common planning time.*** Regularly scheduled common planning time helps teachers connect what and how they teach to improving student achievement in a collaborative culture. These strategies may include how to develop lesson plans, use student assessment data, and employ collaborative models to increase student achievement.
- ***Ongoing professional development.*** These activities include regular seminars and meetings

that improve a teacher's skill to increase student learning. Professional development should meet teachers' needs to expand content knowledge, teach literacy/numeracy at the secondary level, address diverse learning needs, and manage student behavior.

- ***An external network of teachers.*** Participation in a network of educators outside of the local school provides teachers with a community of colleagues within which to collaborate and receive support, keeping them from feeling isolated.
- ***Standards-based evaluation.*** Some new or continuing teachers may not be ideally suited for teaching. Standards-based evaluation of all teachers provides a mechanism for determining whether or not teachers should move forward in the profession.

Research demonstrates that comprehensive induction cuts attrition rates in half. Induction has shown to create a payoff of \$1.37 for every \$1 invested create a payoff of \$1.37 for every \$1 invested (Villar, 2004). Support and an on-going development system are imperative.

The **third** program support/development strategy is directed towards on-going professional development. Of seven teacher characteristics cited by the U.S. Department of Education as contributing to increasing student achievement, participation in professional development that is focused on an academic content and curriculum was second only to a teacher's cognitive ability (Whitehurst, 2002). Recent studies by Wenglinsky (2000) suggest that the professional development received by a teacher influences classroom practices. When these classroom practices involve individualizing instruction to meet the needs of specific student populations and hands-on learning, teachers are more likely to engage their students in higher-order thinking skills, which lead in turn to improved student performance (Wenglinsky, 2000).

Formal professional development and collaboration with other teachers are key mechanisms for providing teachers with ongoing training opportunities (Henke, Chen, and Geis

2000; National Commission on Teaching & America's Future 1996; Sprinthall, Reiman, Theis-Sprinthall 1996). Project ASPIRE's proposed ongoing professional development for teachers will begin by providing support to HISD staff in developing a delivery model and training for principals during the 2010-11 academic year.

Professional development and will also be a dire support to employed HISD teachers not meeting proficiency with regards to content area standards or pedagogy. Project ASPIRE's proposed new appraisal system will include linkages to SAS[®] EVAAS[®] data as quantitative data within a teacher's annual review. The specific steps a teacher must take to improve any deficiencies requiring additional professional development under Project ASPIRE will be included in the new appraisal system. The professional development action steps to improve ineffective teachers are in addition to the current guidelines for fulfilling the HISD 45-hour requirement for all teachers, which are as follows: 1) All teachers must complete a minimum of 45 hours of professional development per school year to be eligible to meet proficient expectations on the appraisal system. The Professional Development Attendance form and supporting training documents must be submitted to the campus administrator serving as the teacher's appraiser in accordance to the state and local appraisal timeline at least two weeks prior to the summative conference; 2) The 45-hour Professional Development form represents quality professional development that aligns with certification requirements within the period of the school year under contract; 3) Beginning teachers (first- and second-year) have additional professional development hours for induction activities; 4) Each course must relate to the teaching assignment and be taught by an appropriate qualified presenter; 5) Videotaped presentations, specified readings, action research, online courses/learnings, and small group study may be used if approved by the principal; 6) Courses/activities must be at least 45 minutes

in length; and 7) At least one hour of the professional development must be technology-related.

The **fourth** and final program support/development strategy is to enhance the pedagogical skills of teachers appraised in the new system with deficiencies or those who may be struggling in this area. When deciding what **teaching method** to use, a teacher needs to consider students' background knowledge, environment, and learning goals. Teachers are aware that students learn in different ways. Students have different ways of absorbing information and of demonstrating their knowledge. Teachers often use techniques which cater to multiple learning styles to help students retain information and strengthen understanding. A variety of strategies and methods should be used to ensure that all students have equal opportunities to learn. Collaboration with other teachers may revolve around joint work, such as team teaching and mentoring; and teacher networks, such as school-to-school and school-university partnerships. Teachers may receive coaching and other supports.

Teacher Support and Development: Strategy Metrics and Targets (by Sch. YR 2014-15)

Success in this area will be measured by the extent to which the teacher support and development system meaningfully increases teacher effectiveness among HISD's teacher workforce overall and for individual teachers.

- *Success rate of support and development activities:* Annual appraisal data shows a significant increase in the overall effectiveness of HISD's teaching force; and a significant percentage of teachers improve their performance at least one rating level from year to year.
- *Credibility of system:* At least 85 percent of teachers and at least 90 percent of principals strongly agree or agree that HISD's teacher support and development addresses individual needs and helps teachers improve their performance.

ADEQUACY OF SUPPORT OF THE PROPOSED PROJECT

(1) The Management Plan is likely to achieve the objectives of the proposed project.

The management of **Project ASPIRE**, which is likely to achieve proposed objectives on time and within budget, will be incorporated into the existing management structure of the HISD. The proposed management plan consists of four components: (1) the major activities of the project, (2) the line of responsibility and authority for project personnel within the district, (3) timelines and milestones for the major activities, and (4) performance measures for each activity and sustainability for **Project ASPIRE**.

The proposed plan will provide [REDACTED] dollars from the grant (for entire project) and [REDACTED] as increasing share from the district general funds (to support PBCS for teachers and administrators) at Project **ASPIRE** participating schools. Under the leadership of the HISD Research and Accountability Department, the district will submit an annual performance report each year that documents the project’s success in addressing the stated objectives and performance measures, as required by the US Department of Education. The table below illustrates the lines of responsibility, accountability, and milestones for **Project ASPIRE**.

Timeline of Major Grant Activities			
Timeline	Major Activities	Personnel	Milestones
August Annually	Receive district and campus value-added data from SAS [®] EVAAS [®] .	Project Director	Growth Plan and data issued to Chief Human Resource Officer for dissemination
August Annually	Mentor Training	Campus Principal Project Director	Completion of mentor training during the mentoring Year
August 2010	Strengthen recruiting and staffing policies to attract top	Chief Human Resources Officer	Teachers identified for possible compensation.

Timeline	Major Activities	Personnel	Milestones
	talent.		
School Year 2010-11	Mentor/Mentee direct observation and coaching	Campus Principal Project Director	Mentee Action Plan completed at end of year.
School Year 2010-11	6 Mentor observation forms and article study	Campus Principal Project Director	Completed Post-observation conference forms and abstract from article study.
School Year 2010-11	Implementation of the refined Staff Review Process for facilitation of an extensive stakeholder engagement process;	Chief Human Resources Officer; Chief Major Projects Officer	Completion of the Staff Review Process
School Year 2010-11	Implement centralized/ school-based teacher support and development that is aligned with the refined Staff Review Process.	Chief Human Resources Officer; Chief Major Projects Officer	Completion of an extensive stakeholder engagement process that drives continuous improvement of HISD's teacher support & development system.
School Year 2010-2011	Design team to develop new teacher and principal appraisal system, processes and tools.	Chief Human Resources Officer; Chief Major Projects Officer	Development of fair and authentic teacher and principal appraisal systems linked to student performance
Winter/ Spring 2011	Process and content improvements that will be	Chief Human Resources Officer;	Completion of Design Process and content improvements

Timeline	Major Activities	Personnel	Milestones
	tightly aligned with new teacher appraisal system.	Chief Major Projects Officer	
Summer 2011	Training for HISD central leadership, principals, and teachers in improvements to teacher support and development & begin aligning professional development opportunities in the Talent Management System – Clearinghouse of professional development aligned to competencies.	Chief Human Resources Officer; Chief Major Projects Officer	Completion for HISD central leadership, principals, and teachers in improvements to teacher support and development
Spring 2011	Pilot of new teacher appraisal tools and process; and policies	Superintendent of Schools	HISD Board of Education approval of new teacher appraisal system
Fall 2011	Full-scale implementation of improvements to the teacher support and development system	Chief Human Resources Officer; Deputy Chief Academic Officer	Completion of Full-scale implementation of improvements to the teacher support and development system
Winter 2011	First-wave model development including SAS [®]	Project Director; Deputy Chief	Completed development of first-wave of policies regarding the

Timeline	Major Activities	Personnel	Milestones
	EVAAS [®] in teacher appraisal; development of first-wave of policies regarding the use of appraisal results to inform teacher contract-granting, dismissal, and layoff decisions	Academic Officer	use of appraisal results to inform teacher contract-granting, dismissal, and layoff decisions
School Year 2011-12	HISD Board of Education approval of the new teacher appraisal system; Contract-granting, dismissal, layoff decisions informed by the Staff Review Process	Superintendent of Schools	HISD Board of Education approval of new teacher appraisal system and policies regarding use of appraisal system
Winter/ Spring 2012	Second-wave refinements to the teacher competency model, rubrics, and appraisal tools;	Deputy Chief Academic Officer; Chief Human Resources Officer; Chief Major Projects Officer	HISD Board approval of second-wave models, which include student growth data (SAS [®] EVAAS [®] , EOCs, and MASL) in teacher appraisal, and second-wave refinements to the competency model, rubrics, and appraisal tools.
Spring 2012	Begin the integration of tools	Chief Human	Use of tools and processes

Timeline	Major Activities	Personnel	Milestones
	and processes within the Talent Management System.	Resource Officer	within the Talent Management System.
September annually	Begin stipend module design	Chief Human Resources Officer; Project Director	Completed stipend module design
Oct. annually	Receive teacher value-added data from SAS [®] EVAAS [®] .	Project Director	Analysis of teacher value-added data from SAS [®] EVAAS [®] .
Oct. annually	Complete Principal Confirmation	Project Director	Principals confirmation to Chiefs
Nov. annually	Receive final state accountability data	Project Director	Analysis of final state accountability data; disseminate.
Dec. annually	Complete and test stipend module	Project Director; Human Resources	Completed and tested stipend module
Dec. annually	Complete ASPIRE Award estimates and post for review	Project Director	Estimates completed and approved.
Dec. annually	Finalize award payout procedures	Project Director; Chief Financial Officer	Final award payout approved
August annually	Teacher appraisal of instructional activities.	Deputy Chief Academic Officer; Campus Principal	Effectiveness of instructional delivery evidenced by student end of year exam success and EVAAS data.

Timeline	Major Activities	Personnel	Milestones
Jan.- annually	Formal inquiry process and make adjustments to award calculations if necessary	Chief Human Resources Officer; Project Director	Complete formal inquiry process
Jan. annually	Pay out awards to all qualifying staff	Chief Financial Officer	Paid annually for previous year
Mar. annually	Conduct evaluation survey	Project Director	Completed evaluation survey
May annually	Linkage and Verification Period	Project Director	Completed Linkage and Verification Period
Jun. annually	Complete previous year's evaluation	Project Director	Completed previous year's evaluation
Spring 2012, Spring 2013, and Spring 2014	Annual refinements to the teacher support and development system, to align with refinements to the teacher appraisal system	Project Director Chief Human Resources Officer	Respond to ongoing performance data and feedback from teachers and principals.

(2) Proposed Director and Key Personnel are qualified to carry out their responsibilities as indicated in their biographies below and their attached resumes.

Dr. Terry B. Grier, Superintendent of Schools, has worked tirelessly in developing an expanded teacher performance pay plan to include more teachers and reward them for the efforts in the classroom that directly impact student achievement. Dr. Grier has convened a highly qualified and effective group of leaders to lead the efforts of developing and implementing

Project ASPIRE which will continue his efforts of making Houston Independent School District the best school system in America. Dr. **Grier** believes that effort and commitment are significant in educating children. His experience as a teacher is a driving force behind his commitment in ensuring that teacher salaries are competitive with those in other school districts, but he also wants to reward the district's best teachers for the significant progress their students make.

Carla Stevens, Assistant Superintendent for Research and Accountability, will serve as Project Manager for **ASPIRE**. She has more than 19 years of educational research experience, including four years managing the district's current TIF grant award, and is responsible for oversight of projects and district activities which relate to student testing, program evaluation, accountability, and student, building, and district accountability. She oversees the Performance Analysis Bureau, responsible for operating the ASPIRE Award (pay for performance) Program, the work entails data quality assurance, award modeling, correspondence with award recipients, monitoring the payout process and issuing progress and final reports. This Bureau also surveys HISD staff, conducts the program evaluation, submits grant reports and serves as a resource to the district in the interpretation and use of value-added data. Ms. Stevens' leadership has been a vital component during the development of the ASPIRE Award model, and she will continue to have a significant role during the implementation phase of the project, including developing and adhering to budgets, creating timelines, and addressing project-specific infrastructure and logistical needs. Ms. Stevens is committed to supporting Project **ASPIRE** because it allows the district to collect data, assess, and work collaboratively to improve student achievement.

Dr. Charles Morris, Deputy Chief Academic Officer, will provide direct oversight of compliance issues related to **Project ASPIRE** and assist with the determination of actual incentive amounts for each eligible teacher. **Project ASPIRE** is a tremendous step forward in

allowing the district to recruit and retain highly qualified teachers and principals. As a result of Dr. **Morris'** experience in academic services, this plan will assist HISD in making aggressive strides in motivating effective teachers and principals to improve student achievement while delivering innovative instructional curriculum.

Melinda Garrett, Chief Financial Officer has more than 30 years of education experience and is responsible for overseeing financial functions of the district's budget to ensure accountability of all public funds. She is a senior member of the district's Major Projects Steering Committee that oversees projects related to operational and system changes to financial systems, personnel-payroll systems, transportation, and facilities operations. Ms. Garrett's experience will allow her to monitor all applicable increasing share requirements and guarantee that HISD remains in compliance with Dept. of Education general administrative regulations.

Dr. Julie Baker, Chief Major Projects Officer, will serve as a vital stakeholder for **Project ASPIRE**. She will be serving as the principal lead on the district's human capital transformation, including the redesign of the teacher and principal appraisal systems, in partnership with Ann Best. She will also be the primarily liaison with HISD's external partners and provide strategy for the initiative. Dr. Baker came to the district with 15 years of experience in developing and leading large scale initiatives, managing client relations, and creating opportunities for organizational growth and impact. Dr. Baker's leadership is a vital component during the development of the incentive plan, and she will continue to have a significant role during the implementation phase of the project, including developing and adhering to budgets, creating timelines, and addressing project-specific infrastructure and logistical needs.

Ann Best, Chief Human Resources Officer joined Team HISD in 2008 and is responsible for administering, supervising, and developing all areas of human resources management for the

district. She has developed innovative recruitment and retention processes and procedures for the Human Resource Department. She will ensure that teachers and administrators who qualify for the incentive program receive the funding they earn through results from SAS EVAAS. **Nichole Johnson**, will be the senior program manager of Human Capital Transformation, who will be responsible for the development and management of the day-to-day aspects of the human capital transformation and ensure that the work is conducted on-time and within budget, and that the deliverables are of high-quality. She will also help to mitigate risks to the initiative’s success.

(3) Additional Local and Other Funding

When the district first embarked on a program to implement a performance-based pay program, the Board of Education designated 1 percent of the district's budget line item for personnel salary to be designated for performance-based awards. Building on this base, the district has successfully leveraged federal, state and private funds to build the necessary infrastructure to calculate the awards and communicate the project both internally and externally, as well as to grow the award amounts to financially meaningful maximum amounts to the selected 130 participating schools in the district.

PBCS	Year 1	Year 2	Year 3	Year 4	Year 5
Federal \$ Requested					
HISD \$					
Yearly Total					
HISD %	0	25%	40%	55%	75%

As detailed in the project design, the district would use new federal grant funds to provide the capacity to ensure a meaningful maximum potential award for project teachers, assistant principals, and principals.

(4) The requested amount and project costs are sufficient:

Table. Project Aspire	
TIF (Total Funds Requested)	
HISD	

Additional TIF dollars requested will be used to support an updated appraisal system, including design and professional development; increasing capacity to attract and sustain effective teachers and principals; and develop career pathways that will allow teachers to become effective leaders on their campuses. The funds will enable continued preparation for year six of the Project ASPIRE when 100% of the plan will be funded solely with HISD funding.

QUALITY OF LOCAL EVALUATION

(1) Use of strong and measurable performance objectives clearly related to goals of project for raising student achievement, increasing the effectiveness of teachers, principals, and others

The overall responsibility for implementing the Project **ASPIRE** evaluation plan is the responsibility of the HISD Research and Accountability Department. Under the leadership of the HISD Research and Accountability and the Department of Human Resources, all data will be collected, analyzed, and reported, including base-line data for project students, teachers, assistant principals, and principals. Progress toward meeting project goals and objectives will be reported annually for the selected 130 high-need project campuses to the USDE.

HISD’s evaluation plan demonstrates that the district is strongly committed to supporting Project **ASPIRE**’s performance-based compensation system plan for qualified teachers, principals, and assistant principals designated for the selected 130 high-need schools.

(2) Will produce evaluation data that are quantitative and qualitative.

The evaluation will assess the effectiveness of Project ASPIRE in relation to the stated

goals and objectives and the impact on participants in the program, as well as the completion of project activities based on projected timelines. Additionally, HISD Research and Accountability Department will provide an annual evaluation of the ASPIRE Award program as it is implemented in the district. To accomplish this, the following research questions are proposed:

1) How many participants receive an award and how much money is awarded district-wide for the ASPIRE Award annually?; 2) Are there any common characteristics among the instructional staff that receive an ASPIRE Award?; 3) Have there been any changes in recruiting or retaining teachers, especially effective teachers providing instruction to high-need campuses, grade levels, and/or subject areas since program implementation?; 4) Have there been any changes in teacher attendance since program implementation?; 5) Have students shown academic gains in the four core content areas based on annual standardized test performance since program implementation?; 6) Have there been any changes in state accountability ratings since performance-pay has been implemented?; and 7) Based upon survey results, what are the perceptions of respondents regarding the annual ASPIRE Award?

Methods: Quantitative data collection will involve multiple data sources. Human resources will provide a comprehensive file with HISD staff, retention data, and a teacher attendance file extracted from PeopleSoft for each project school year. Data regarding teacher and principal performance appraisals will be obtained from data systems currently developed and to be developed through Project ASPIRE. District-wide performance data will be extracted from the annual state test administration and the annual Stanford 10/Aprensa 3 administration. Value-added data will be provided in data files from SAS EVAAS.

State Accountability ratings along with Comparable Improvement information will be downloaded from the state's website. Formal inquiry data and supporting documentation about the awards will be available from HISD databases. Statistical analysis will be used where appropriate to determine achievement of program goals and objectives.

To determine the perceptions and level of knowledge of participants regarding ASPIRE Awards, anonymous post-award surveys will be administered annually using a survey instrument 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 employ a Likert-scaled or single-response format, with respondents given the opportunity to provide additional comments on open-ended questions centered on identifying strengths of the ASPIRE Award program, providing criteria for a teacher award model from the perspective of the respondents, and providing recommendations for changes.

Survey Analysis: Both quantitative and qualitative research methods will be employed to analyze the results of the surveys. Descriptive statistics in terms of frequencies, percentages, and cross tabulations will be used to examine the single-response and Likert-type questions. Data will be analyzed in SPSS Statistics and Text Analysis, which allows qualitative analysis for the open-ended questions to be employed by developing emergent categories. Depending on the scale level of the data that will be collected, qualitative and/or quantitative analytical procedures may be used to process and present the program evaluation findings, including descriptive statistics. Any deviations from the proposed implementation timelines for all major activities will be documented, investigated, and explained in the progress reports.

(3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Research and Accountability Department responsibilities include: (1) **Program Evaluation** - develops formative and/or summative evaluations of district-wide educational programs; (2) **District Data Analyses** - develops, publishes, and distributes descriptive and statistical information including school data summaries and special requests; (3) **Operations and Data Control** - designs, prepares, and maintains various data files and computer programs and serve as a data resource for the district, local, state, and federal entities; (4) **Student Performance and Accountability** - analyzes student performance data, produces district accountability system reports and data summaries, and responds to special requests for performance data; and (5) **Performance Analysis** - provides expertise, information, modeling, and performance analysis results to district policy makers to facilitate the decision-making process for performance management programs and is responsible for the coordination of all local, state, and federally funded performance pay models and grants. HISD is well positioned to ensure adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of Project **ASPIRE**.

HISD as the Project Evaluator will report, on a quarterly and end-of-year basis, both formative and summative program findings to the HISD Superintendent of Schools, the School Board, the community, and the US Department of Education. The products of the formative and summative evaluations will be used to further refine and define the program goals and determine the overall effectiveness of Project **ASPIRE**. Each principal will be responsible for coordinating and implementing all evaluative procedures on their respective campus, as well as forwarding all data on a monthly basis to the Human Resources and Research and Accountability Departments as needed.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **High Needs Schools Documentation** Pages: **16** Uploaded File: **Z:\TIF3\TIF3 High Need Schools Documentation for HISD.pdf**

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
Louisa Alcott ES	96	90	93	88	91	NT	86	Y	72.1
Almeda ES	91	78	86	90	89	NT	64	Y	80.2
Ralph Anderson ES	96	81	87	76	79	NT	61	Y	86.9
Mamie Bastian ES	94	73	72	95	62	NT	64	Y	67.2
James Berry ES	94	69	70	91	79	NT	57	Y	92.5
James Bonham ES	95	71	68	88	64	NT	51	N	85.5
Roderick Paige ES	98	79	85	85	83	NT	62	Y	78.9
Brookline ES	98	72	79	85	93	NT	53	Y	92.2
Blanche Bruce ES	98	75	79	84	73	NT	58	Y	73.4

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
Luther Burbank ES	93	80	78	92	85	NT	61	Y	79.9
Carter Woodson ES	94	74	71	56	72	NT	35	Y	68.2
Ethel Coop ES	92	86	89	97	73	NT	76	Y	81.3
Matthew Dogan ES	95	83	85	97	90	NT	85	Y	77.2
Horace Elrod ES	98	71	69	69	87	NT	39	N	82.5
Walter Fondren ES	93	79	90	95	85	NT	78	Y	86
Robert Frost ES	97	84	86	76	72	NT	65	Y	59.2
Golfcrest ES	97	79	82	81	97	NT	53	Y	85.6
Lucile Gregg ES	95	82	86	95	87	NT	88	Y	81.9

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
Buchanan Grimes ES	96	72	68	83	76	NT	55	Y	67.9
Roland Plunkett Harris ES	93	84	93	92	96	NT	81	Y	79.4
Victor Hartsfield ES	97	91	83	98	88	NT	72	Y	75.8
Nathaniel Q. Henderson ES	99	88	83	94	97	NT	68	Y	66.9
Highland Heights ES	96	92	90	100	100	NT	89	Y	55.5
William P. Hobby ES	96	84	85	96	86	NT	79	Y	82.4
Rollin Isaacs ES	96	74	75	86	78	NT	65	Y	76.2
Peter Janowski ES	93	69	67	86	64	NT	61	Y	88.3
Thomas Jefferson ES	94	82	90	66	87	NT	56	Y	75.7
Kashmere Gardens ES	93	73	76	97	94	NT	70	Y	61.1

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
Anna Kelso ES	95	85	96	95	88	NT	95	Y	74.7
Judd Lewis ES	94	74	72	NT	NT	NT	73	Y	89.3
Longfellow ES	70	84	75	89	83	NT	71	Y	50.7
William Love ES	92	80	94	98	73	NT	76	Y	76.3
Pat Neff ES	92	82	90	90	90	NT	70	Y	86.2
Northline ES	96	80	74	91	78	NT	71	Y	86.5
John G. Osborne ES	93	87	91	97	100	NT	89	Y	55.8
Pleasantville ES	93	80	81	76	90	NT	59	Y	64.4
Port Houston ES	96	91	96	100	100	NT	91	Y	83.8

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
James Reynolds ES	92	78	66	81	76	NT	55	Y	55.2
McNamara ES	97	71	77	91	87	NT	58	Y	84.5
Walter Scarborough ES	97	71	73	83	75	NT	59	Y	82.8
Charles Shearn ES	96	73	73	87	80	NT	60	Y	89.9
Thomas Sinclair ES	72	89	93	100	92	NT	90	Y	58.1
Katherine Smith ES	94	81	81	92	86	NT	66	Y	80.2
Ruby Thompson ES	91	83	71	91	72	NT	57	Y	66.7
Lulu Stevens ES	95	84	83	97	88	NT	81	Y	79.4
Ethel Young ES	97	66	60	77	68	NT	33	Y	71.9
Jonathan Wainwright ES	88	76	85	86	89	NT	71	Y	77.6

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
Walnut Bend ES	74	78	75	73	79	NT	44	Y	61.1
Mabel Wesley ES	100	78	86	84	86	NT	71	Y	55.8
Tina Whidby ES	84	83	80	100	65	NT	85	Y	61.2
Henry Petersen ES	95	74	80	93	78	NT	78	Y	88.1
Joyce Benbrook ES	97	85	93	93	95	NT	80	Y	85.8
Cecile Foerster ES	98	79	82	94	70	NT	75	Y	75.8
Shadowbriar ES	64	88	84	92	80	NT	77	Y	60.6
Felix Tijerina ES	93	76	76	92	82	NT	70	Y	90.3
George Sánchez ES	97	78	85	88	95	NT	63	Y	79.8

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
Gregory-Lincoln Center ES	88	78	70	91	87	NT	63	Y	72.8
Macario García ES	95	76	79	91	86	NT	70	Y	78.2
Clemente Martínez ES	98	79	86	91	83	NT	67	Y	83.1
Manuel Crespo ES	96	80	87	95	84	NT	77	Y	87.2
Mario Gallegos ES	96	91	94	98	95	NT	86	Y	80.1
Jaime Dávila ES	94	73	80	80	70	NT	58	Y	85.8
Raul C. Martínez ES	98	80	82	87	88	NT	59	N	71
Felix Cook Jr. ES	95	74	80	88	88	NT	59	Y	74.4
Joe Moreno ES	95	84	90	89	93	NT	75	Y	81.3

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
School Name	%ED	70	68	85	70	NT	51	Y	73.6
Jenard Gross ES	89	76	76	100	63	57	81	Y	44.8
Young Scholars Academy	88	74	77	81	82	NT	60	Y	94.1
Sylvan Rodríguez ES	91	90	90	87	97	NT	75	Y	77.8
Juan Seguin ES	97	66	69	79	71	NT	47	Y	89.5
Eleanor Tinsley ES	95	77	85	89	98	NT	70	Y	78.6
James Ketelsen ES	93	78	75	73	79	NT	44	Y	72.4
Jean Hines-Caldwell ES	87	86	87	98	84	NT	74	X	56.1
Ray Daily ES	55	88	82	96	90	NT	86	N	70.8
Crispus Attucks MS	93	76	59	73	45	83	51	N	68.2

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
Frank Black MS	91	80	68	85	62	89	60	N	70.8
Ezekiel Cullen MS	92	75	56	83	56	92	50	N	76.1
James Deady MS	92	74	51	78	48	73	40	N	66
Thomas Alva Edison MS	94	78	70	80	65	94	58	N	72.1
Richard Fonville MS	94	80	67	83	77	93	61	N	57.3
William S. Holland MS	87	81	63	82	60	87	58	N	64.8
Charles Hartman MS	87	83	74	87	66	93	65	N	70.3
Patrick Henry MS	92	71	61	80	57	89	51	Y	70
Jackson MS	95	80	64	86	58	86	59	Y	62.6

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
Louie Welch MS	84	86	73	90	60	90	63	Y	56.2
Gregory-Lincoln Center MS	77	83	64	82	61	76	55	N	86.7
Jane Long MS	96	73	71	78	52	81	57	N	61.2
Paul Revere MS	83	86	76	92	82	90	69	N	67.6
John Marshall MS	88	78	65	88	51	89	58	Y	64.8
John McReynolds MS	91	84	68	89	70	95	64	N	71.7
James Ryan MS	95	70	53	79	37	80	51	Y	72.8
Ernest O. Smith MS	100	70	54	75	26	70	52	N	73
Carter Woodson MS	85	81	56	87	59	85	46	N	71.4

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
Albert Thomas MS	92	75	66	71	50	88	44	Y	70.1
Francis Scott Key MS	90	85	81	85	77	97	66	N	71.1
Sharpstown MS	89	82	79	88	58	88	68	Y	93.2
Contemporary Learning Ctr MS	91	68	28	79	26	63	27	N	69.6
Daniel Ortíz Jr. MS	91	80	69	81	47	87	59	Y	56.7
WALIPP MS	66	81	34	88	30	87	35	N	76.1
Stephen F. Austin HS	95	79	63	NT	63	87	52	N	82.2
Jefferson Davis HS	92	85	64	NT	64	89	53	N	73.6
Ebbert Furr HS	92	85	63	NT	64	94	54	N	84.1

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
Jesse Jones HS	77	71	36	NT	44	87	28	N	75.3
Kashmere HS	93	86	56	NT	58	92	48	N	85.3
Lee HS	93	72	50	NT	47	84	42	N	77.3
James Madison HS	73	77	52	NT	59	87	43	N	75.1
Charles Milby HS	79	76	56	NT	56	88	45	N	65.4
John Reagan HS	74	85	64	NT	62	87	55	N	94.5
Ross Sterling HS	74	77	46	NT	47	87	37	Y	58.9
Stephen Waltrip HS	71	88	65	NT	73	91	58	Y	67.3
Booker T. Washington HS	75	80	55	NT	68	92	49	N	75.2

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
Westbury HS	71	79	46	NT	52	89	39	N	82.3
Phillis Wheatley HS	86	77	50	NT	55	86	40	N	81.1
Evan Worthing HS	76	80	48	NT	49	89	37	N	76.1
Jack Yates HS	53	79	43	NT	54	84	38	N	73.2
Sharpstown HS	89	80	64	50	69	90	55	Y	74.2
George Scarborough HS	80	83	60	NT	60	89	50	N	69.8
César Chávez HS	79	84	66	NT	71	93	57	N	95.5
Contemporary Learning Ctr HS	77	63	20	NT	33	68	17	N	66.2
Barbara Jordan HS for Careers	76	86	61	NT	63	91	51	Y	66

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
Ninth Grade College Prep. Acad.	86	79	54	NT	34	67	51	NR	81
Houston Math, Science & Tech. Center	85	80	63	NT	61	89	48	NR	81
Mount Carmel Academy	55	86	42	NT	72	96	41	NR	30
Energized for E-STEM	69	97	76	NT	NT	NT	75	NR	84.2
Leader's Academy	55	59	14	NT	22	62	18	Y	83.1
New Aspirations	58	63	16	NT	35	65	23	N	100
Howard P. Carter Career Center	93	71	21	57	15	87	13	Y	79.5
Thomas Rusk School	83	90	86	99	94	100	84	Y	36

Houston ISD – Project ASPIRE Schools

Table 1. High-Needs School Documentation for Targeted HISD High-Need Schools

School Name	ED (%)	Students Passing TAKS (%) (2009)						Met AYP	At-Risk (%)
		R	M	W	S	SS	All		
Inspired for Excellence Academy West	87	63	23	NT	15	NT	32	NR	100
Inspired for Excellence Academy North	83	53	32	NT	26	NT	38	NR	48.7
Kandy Stripe Academy	80	73	47	88	48	83	39	Y	49

Source: HISD and Texas Education Agency (TEA) 2008-2009 AEIS Campus Reports; NR – Not Rated by TEA

The participating high-need campuses have the following metrics:

- Total number of non-federally funded HISD campuses with at least 50 or more Economically Disadvantaged (ED) Students and TAKS percent passing rates lower than Dallas Independent School District (DISD - comparable LEA) or more at-risk students than DISD or missed AYP in 2009: 130
- Number of Economically Disadvantaged (ED) students at 130 campuses: 84,353
- Total number of classroom teachers at 130 campuses: 5,982

Houston ISD – Project ASPIRE Schools

- Total number of principals and assistant principals at 130 campuses: 129 and 216

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Award Surveys** Pages: **37** Uploaded File: **Z:\TIF3\2008-2009 ASPIRE Award Survey.pdf**

RESEARCH

Educational Program Report

HOUSTON
Independent School District



Creating a College-Bound Culture

2008–2009 ASPIRE Award Survey Spring 2010

Department of Research and Accountability
Houston Independent School District



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EXECUTIVE SUMMARY

2008–2009 ASPIRE AWARD SURVEY SPRING 2010

Purpose

The purpose of the 2008–2009 ASPIRE Award Survey, which was conducted in March 2010, was to gain insight regarding the level of knowledge and perceptions of Houston Independent School District (HISD) teachers and staff after four years of implementation of growth-based performance pay in HISD, as well as their perceptions regarding the overall concept of teacher performance pay. Additionally, participants had the opportunity to provide recommendations for making changes to the current model. The input from the surveys administered over the past four years have served as a venue to improve the ASPIRE Award program.

Key Findings

1. What were the background characteristics of survey respondents?

- Of the 19,312 Houston Independent School District (HISD) campus-based and regional staff surveyed, there were 7,284 participants who responded to the survey (37.7 percent) administered in March 2010. Among the staff that returned the survey, 61.1 percent were core teachers (Categories A–E), 13.2 percent were non-core/ancillary teachers, 8.9 percent were instructional support staff, 5.8 percent were teaching assistants, 6.2 percent were operational support staff, and 4.8 percent were either principals or assistant principals/deans of instruction.
- Slightly more than half of the respondents held a Bachelor’s Degree (51.9 percent) followed by a Master’s Degree (33.3 percent). Approximately 80 percent of the respondents were female. Regarding race/ethnicity, 34.9 percent of the survey respondents were African American, 29.4 percent were Hispanic, 28.6 percent were White, 3.7 percent were Asian, 0.5 percent were Native American, and 3.0 percent were multiracial. The average experience in HISD was 13.0 years with the average experience at the current campus being 8.4 years.
- Out of 6,564 respondents, 87.1 percent indicated that they received an ASPIRE Award for the 2008–2009 school year. Out of 5,081 respondents, 17.9 percent indicated that they received an attendance bonus, while 61.0 percent of the 3,809 respondents indicated that they received an ASPIRE Award under Strand II, an award based on teacher progress.

2. What were the perceptions of respondents regarding the concept of teacher performance pay overall?

- When comparing survey results over the last four years, there was a 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 55.2 percent in March 2010. The percentage in May 2009 was 63.9.

- The percentage of core teachers *in favor* or *somewhat in favor* of the concept of performance pay ranged from 53.9 percent for early childhood and primary grade teachers to 60.0 percent for high school teachers.
- When comparing survey results over the last four years, there was an increase in the percent of respondents who were *somewhat opposed* or *opposed* to the concept of teacher performance pay from 18.8 percent in December 2007 to 25.9 percent in May 2010.
- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 81.3 percent of principals indicated they were *somewhat in favor* or *in favor* toward the concept of teacher performance pay, reflecting the highest level of agreement of all the eligibility categories. This was followed by assistant principals at 72.2 percent, operational support staff at 60.2, and core high school teachers at 60.0 percent.
- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 38.3 percent of non-core/ancillary teachers indicated that they were *somewhat opposed* or *opposed* toward the concept of teacher performance pay, reflecting the highest level of disagreement to the statement.
- For those respondents that self-reported they were *Not Eligible* to receive an ASPIRE award, 52.6 percent were *somewhat in favor* or *in favor* and 23.4 percent were *somewhat opposed* or *opposed* toward the concept of teacher performance pay.

3. What were the perceptions of respondents regarding their level of agreement to specific instructional practices or behaviors encouraged by the ASPIRE Award program?

- Based on survey data collected in 2009 and 2010, the largest percentage of respondents indicated that they *agreed* or *strongly agreed* that the ASPIRE Award encouraged them to *use value-added data to make instructional decisions* in 2009 (59.9 percent) and that the ASPIRE Award encouraged them to *use standardized data to make instructional decisions* in 2010 (55.2 percent).
- Based on survey data collected in 2009 and 2010, the largest percentage of respondents indicated that they *disagreed* or *strongly disagreed* that the ASPIRE Award encouraged them to *come to work on a daily basis* (27.3 and 30.4, respectively).
- When comparing 2009 to 2010 survey results, there was a decrease in the percentage of respondents that indicated that they *agreed* or *strongly agreed* for all nine items with differences ranging from -1.8 (*The ASPIRE Award encourages me to come to work on a daily basis*) to -6.9 (*The ASPIRE Award encourages me to use value-added data to make instructional decisions*).

4. What were the perceptions and level of understanding of respondents regarding the Teacher Performance-Pay Model (TPPM) and the ASPIRE Award program?

- When comparing the percentage of respondents that indicated they were *in favor* or *somewhat in favor* toward the 2005–2006 Teacher-Performance Pay Model and to the specific ASPIRE Award Program for that year, there was an increase from 44.4 percent (December 2007 survey administra-

tion) to 46.5 percent (March 2010 survey administration). These results were after the payout of both models.

- When comparing survey results after each payout, the percentage of respondents that indicated they were *somewhat opposed* or *opposed* toward the 2005–2006 Teacher Performance-Pay Model and to the ASPIRE Award Program decreased by 11.9 percentage points over a four-year period.
- When comparing ASPIRE May 2008 to May 2009 results, there was an increase in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *high* or *very high* by 11.1 percentage points. Alternatively, there was a decrease in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *high* or *very high* by 21.8 percentage points when comparing May 2009 to March 2010.
- When comparing survey results from May 2009 to March 2010, there was an increase in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *very low* or *low* (22.3 percentage points), as well as a decrease in the number of respondents that indicated their level of understanding of the ASPIRE Award Program was *sufficient* (0.4 percentage point).
- Based on respondent data from the eleven eligibility categories, principals and assistant principals indicated a greater level of understanding than core teachers, non-core/ancillary teachers, instructional support staff, teaching assistants, operational support staff, and those indicating that they were *Not Eligible* to receive an ASPIRE award.

5. What were the perceptions of respondents regarding the training sessions when comparing the 2005–2006 Teacher Performance-Pay Model (TPPM) and the ASPIRE Award program?

- The percentage of respondents that received training increased from 58.1 percent based on the results of the December 2007 survey administration to 71.2 percent based on the March 2010 survey results, although this was a decrease from the previous two years.
- There was an overall reduction in the percentage of respondents that did not attend any training sessions prior to payout when comparing survey results from December 2007 (9.1 percent) to March 2010 (2.3 percent).
- There was an overall reduction in the percentage of respondents that did not attend any training sessions after the awards were granted when comparing the December 2007 survey results to the March 2010 survey results by 5.2 percentage points.
- When comparing December 2007 to March 2010 survey data, a higher percentage of March 2010 respondents indicated attending two or more training sessions (28.3 percent) than December 2007 respondents (19.0 percent) after payout.
- Based on survey data collected in 2008 and 2010, the training component for which the largest percentage of respondents indicated a *very high* or *high* level of understanding centered on *how value-added information can help educators* (36.6 percent and 35.2 percent, respectively).

- Based on survey data collected in 2008 and 2010, the training component for which the largest percentage of respondents indicated a *very low* or *low* level of understanding focused on *how the ASPIRE awards were calculated/determined* (33.9 percent and 37.2 percent, respectively).
- Based on March 2010 ASPIRE survey data, 38.3 percent of the respondents *strongly agreed* or *agreed* that there was a connection between classroom instruction and ASPIRE Award results.
- On the 2009 and 2010 survey administration, the statement for which the largest percentage of respondents indicated *strongly agree* or *agree* centered on continuing the ASPIRE Award and modifying the model on an annual basis (56.7 and 48.7, respectively).
- Based on March 2010 results, a higher percentage of respondents *strongly disagreed* or *disagreed* that their maximum award amount adequately recognized their efforts to increase student progress (44.4 percent) compared to 26.5 percent who were *neutral* and 29.1 percent who *agreed* or *strongly agreed*.
- Based on survey results from May 2009 and March 2010, 36.0 percent and 37.2 percent of respondents *strongly disagreed* or *disagreed* that their maximum award amount encouraged them to remain in a campus-based position compared to 33.5 percent and 30.3 percent of respondents who *agreed* or *strongly agreed* and 30.5 percent and 32.4 percent who were *neutral*.
- For 2010, fifty percent of principals, 42.7 percent of assistant principals/deans of instruction, and 41.7 percent of teaching assistants *agreed* or *strongly agreed* that their maximum ASPIRE Award adequately recognized their efforts to increase student progress, reflecting the highest levels of agreement compared to the remaining eligibility categories and for those respondents indicating they were not eligible to receive an award.

6. What was the level of effectiveness for communicating information about the ASPIRE Award?

- Based on the results of the May 2009 and March 2010 surveys, 70.1 percent and 72.3 percent of respondents indicated that communication was *moderately effective* or *very effective* for *knowing where to find information about my specific ASPIRE Award*, reflecting the highest percentages for effectiveness.
- When comparing results from May 2009 to March 2010, *knowing when specific information about my ASPIRE Award was available* and *understanding that formal inquiries were required to be submitted by a specific deadline* reflected the two areas of communication for which respondents indicated the highest increases for effectiveness (3.8 percentage points).
- Based on the results of the March 2010 survey, 33.3 percent of respondents reported the ASPIRE website as being *very effective*, reflecting the highest percentages for effectiveness when compared to the other seven venues used to communicate information about the ASPIRE Award program.

7. What were the recommendations for changing the 2008–2009 ASPIRE Award suggested by respondents?

- Out of a total of 7,284 respondents on the March 2010 survey, 3,305 or 45.4 percent of the respondents provided at least one response for recommending changes to the 2008–2009 ASPIRE Award. The top three emergent categories based on the percentage of the responses centered on not applying a differentiated compensation model so that all employees were treated equally, compensated equally, or had the opportunity to receive the same amount of award as the top dollar earners (20.9 percent), providing other performance measures, ideas, or criteria (20.7 percent), or providing negative commentary about the model or the implementation of the model (18.5 percent).

2008–2009 ASPIRE AWARD SURVEY SPRING 2010

Purpose

The purpose of the 2008–2009 ASPIRE Award Survey, which was conducted in March 2010, was to gain insight regarding the level of knowledge and perceptions of Houston Independent School District (HISD) teachers and staff after four years of implementation of growth-based performance pay in HISD, as well as their perceptions regarding the overall concept of teacher performance pay. Additionally, participants had the opportunity to provide recommendations for making changes to the current model. The input from the surveys administered over the past four years have served as a venue to improve the ASPIRE Award program.

Program Rationale, Goals, and Principles

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 strands of performance pay. These strands involved campus-level performance on the state accountability rating and individual teacher performance on the basis of student progress on state and district assessment programs. The awards were paid out in January, 2007. 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 then became the award program for the district's school improvement framework, "Accelerating Student Progress: Increasing Results and Expectations" (ASPIRE). The ASPIRE Award program has completed its third year of payout, occurring in January 2010 (the fourth payout for performance pay in the district).

The purpose of the ASPIRE Award Model is to reward teachers for their efforts in improving the academic growth of their students. ASPIRE Award employs a value-added methodology that provides teachers with the information that they need to facilitate and measure student progress at the student, classroom, and campus levels. The ASPIRE Award is dedicated to achieving the following goals:

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

The ASPIRE Award is based on the following principles:

- 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 strands of academic performance: Strand I–Value-added Campus Improvement (Campus-Level Growth); Strand II–Value-added Core Teacher Improvement (Individual Teacher, Department, and/or Campus Growth); and Strand III–Campus Improvement and Achievement based on Texas Education Agency (TEA) accountability and Comparable Improvement on the Texas Assessment of Knowledge and Skills (TAKS) (Campus-Level Growth and Performance). Under the model, every HISD teacher has the opportunity to participate in at least two strands of the ASPIRE Awards (Strands I and III).

Methods

Instrument Development/Data Collection

The 2008–2009 ASPIRE Award program survey was developed to determine the perceptions and level of knowledge of participants regarding the 2008–2009 ASPIRE Award program paid out in January 2010. The survey items were developed from previous surveys, and the modified instrument was piloted by members of the 2009–2010 ASPIRE Award Program Advisory Committee. In addition, the instrument was reviewed by the Center for Educator Compensation Reform (CECR) in 2008–2009. Feedback from the ASPIRE Award Program Advisory Committee and CECR was incorporated into the design. The final survey was reviewed and approved by members of the ASPIRE Award Executive Committee. The 2008–2009 ASPIRE Award Survey was administered on-line from Tuesday, February 23, 2010 to Friday, March 12, 2010. A reminder to complete the survey was sent to all campus-based employees on Monday, March 8, 2010. For reporting purposes, the survey administration will be referred to as the March 2010 administration.

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

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

Survey Participants

Survey invitations were sent to a total of 19,312 Houston Independent School District (HISD) campus-based employees and regional staff members on February 23, 2010, with 7,284 participants who responded to the survey (37.7 percent). **Table 1** provides a four-year summary of survey response rates by pay for performance model. Over the past four years, the response rate increased from 11.4 percent for the December 2007 administration to 37.7 percent for the March 2010 administration.

If survey participants were employed by HISD during the 2008–2009 school year, they were asked to indicate their eligibility status and categorization, for which 6,208 of the 7,284 respondents indicated their eligibility status and ASPIRE Award categorization (see **Table 2**).

Table 1. Four 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

Table 2. Number and Percent of Survey Respondents by Eligibility and Categorization, 2008–2009 ASPIRE Award, March 2010 Survey Administration

Category	# of Respondents	Percent
A. Core Teachers, Grades 3–6, Self-Contained	615	9.9
B. Core Teachers, Grades 3–8, Departmentalized	983	15.8
C. Core Teachers, Grades 9–12	519	8.4
D. Core Teachers, Early Childhood Through Grade 2	1,293	20.8
E. Core Special Education Teachers-No Value-Added Report	382	6.2
F. Non-Core/Ancillary Teachers	821	13.2
G. Instructional Support Staff	554	8.9
H. Teaching Assistants	360	5.8
I. Operational Support Staff	382	6.2
J. Principal	152	2.4
K. Assistant Principals/Deans of Instruction	147	2.4
Total	6,208	100.0

Data 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 PASW text analytic statistical package 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 as well as coding practices limited to some degree comparisons to the results of previously developed survey instruments.

Results

What were the background characteristics of survey respondents?

Demographics and Experience

There were sixteen survey items that were designed to collect background information on survey respondents. **Table 3** summarizes the highest educational degree held, gender, race/ethnicity, and average experience in HISD and at the current campus. Slightly more than half of the respondents held a Bachelor's Degree (51.9 percent) followed by a Master's Degree (33.3 percent). Approximately 80 percent of the respondents were female. Thirty-five percent of the employees were African American,

Table 3. Background Characteristics of 2008–2009 ASPIRE Award Survey Respondents

	N	%
Highest Degree Held		
High School	901	12.5
Bachelor's Degree	3,727	51.9
Master's Degree	2,394	33.3
Doctoral Degree	165	2.3
Gender		
Male	1,421	19.9
Female	5,726	80.1
Race/Ethnicity		
African American	2,486	34.9
Asian	261	3.7
Hispanic	2,095	29.4
Native American	35	0.5
White	2,040	28.6
Multiracial	216	3.0
Average experience in HISD	13.0 years	
Average experience at current campus	8.4 years	

29.4 percent were Hispanic, and 28.6 percent were White. The average experience in HISD was 13.0 years with the average experience at the current campus being 8.4 years.

Eligibility, Award, and Certification Status

Six of the sixteen survey items centered on eligibility, award, and certification status. **Table 4** summarizes the number and percent of respondents, and the total response count for each item related to the aforementioned categories. Ninety-three percent of the respondents were employed in HISD for the 2008–2009 school year, and approximately ninety-two percent were eligible to receive an award. Out of 6,564 respondents, 87.1 percent indicated that they received an ASPIRE Award for the 2008–2009 school year. Of the 5,081 respondents, 17.9 percent indicated that they received an attendance bonus, while 61.0 percent of the 3,809 respondents indicated that they received an ASPIRE Award under Strand II, an individual teacher award based on student progress. Only 2.8 percent of the 5,556 respondents indicated that they were teaching in an area for which they were not certified during the 2008–2009 school year. For the 131 respondents that were eligible to receive an ASPIRE Award and who indicated that they were teaching in an area for which they were not certified, 108 or 82.4 percent indicated that they received an ASPIRE Award, 22.8 percent of the 101 respondents indicated that they received the

Table 4. Number and Percent of Respondents Employed in HISD, Eligibility Status, Award Status, Attendance Bonus Status, Strand II Award Status, and Certification Status

Item	Yes	No	Response Count
Were you employed in the Houston Independent School District during the 2008–2009 school year?	93.2	6.8	7,284
Were you eligible to receive an ASPIRE Award for the 2008–2009 school year?	91.7	8.3	6,565
Did you receive an ASPIRE Award for the 2008–2009 school year (paid out in January 2009)?	87.1	12.9	6,564
Did you receive an attendance bonus for the 2008–2009 school year?	17.9	51.8	5,081
If you were in Category A–E, did you receive an ASPIRE Award under Strand II?	61.0	39.0	3,809
During the 2008–2009 school year, were you teaching any class in which you were NOT certified.	2.8	97.2	5,556

attendance bonus, and 48.8 percent of the 80 respondents received an ASPIRE Award under Strand II (teacher progress).

Respondents were asked whether they received an award from the 2005–2006 Teacher Performance-Pay Model (TPPM) and/or the ASPIRE Award Program. **Figure 1** summarizes the percentage of respondents that indicated they received an award based upon data provided by respondents after four survey administrations. Survey data were collected after the payout period each year.

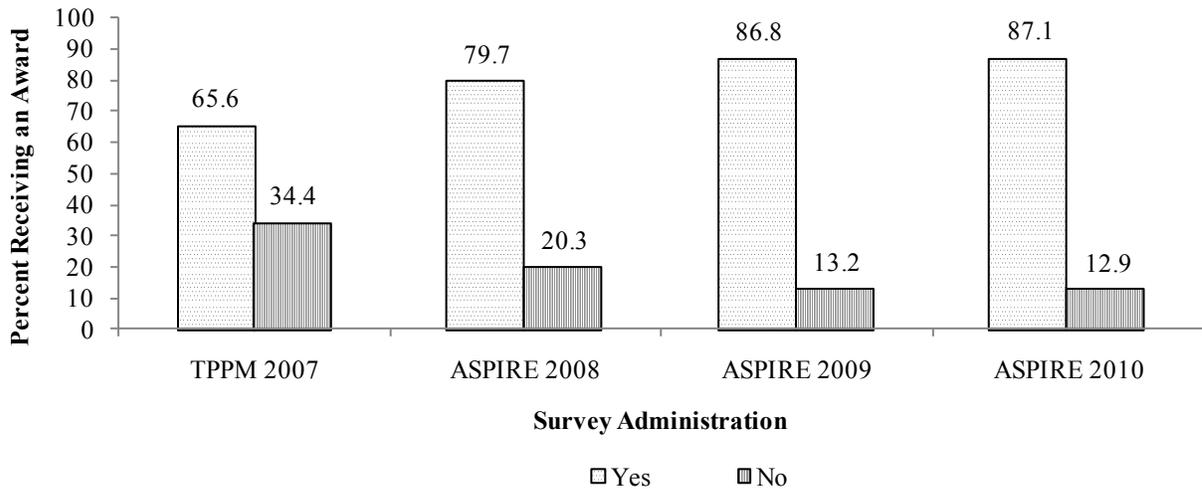


Figure 1. Percent of respondents receiving an award based upon results from four survey administra-

- Of the 1,513 December 2007 survey respondents, 65.6 percent indicated that they received an award. Of the 5,376 respondents from the May 2008 survey administration, 79.7 percent indicated that they received an award. Of the 3,745 May 2009 survey respondents, 86.8 percent indicated that they received an ASPIRE Award. Of the 6,564 survey respondents, 87.1 percent indicated that they received an ASPIRE Award.
- Over the past four years, the percentage of survey respondents who reported receiving an award increased by 21.5 percentage points.

Table 5 summarizes the number and percent of respondents teaching in a critical shortage area during the 2008–2009 school year. Percentages are based on the number of responses because respondents may have taught in more than one critical shortage area. Of the 6,867 responses from campus-based employees, 14.3 percent taught Bilingual Education, 12.1 percent taught special education, 11.7 percent taught mathematics, , and 11.2 percent taught science. There were 715 responses to “Other” for identifying a critical shortage area, and a total of 2,770 respondents that indicated they did not teach in a critical shortage area.

Table 5. Teaching in a Critical Shortage Area: Response Count and Response Percentage, 2008–2009

Critical Shortage Area	N	%
Bilingual	984	14.3
Spec.ed	830	12.1
Math	801	11.7
Science	767	11.2
I didn't teach in a critical shortage area	2,770	40.3
Other	715	10.4
Total	6,867	100.0

What were the perceptions of respondents regarding the concept of teacher performance pay overall?

All Respondents

Tables 6–8 summarize the results of survey questions focusing on perceptions and level of understanding towards teacher performance pay based upon four different survey administrations. Although all survey administrations followed the January payout, it is important to understand that eleven months had elapsed from the time of payout until the first survey administration (December 2007). Changes were instituted in the pay for performance model, communication about the model was enhanced, and training on the new model had commenced. Therefore, perceptions about the 2005–2006 Teacher Performance-Pay Model (TPPM) may have been influenced by anticipating these positive changes. Moreover, on February 12, 2010 the Board of Education approved using value-added data as one of 34 criteria to evaluate teacher effectiveness which may have affected perceptions for the March 2010 survey administration (see discussion on p.27).

Table 6. Comparison of the Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Overall, 2007–2010

	2005–2006 TPPM		2006–2007 ASPIRE		2007–2008 ASPIRE		2008–2009 ASPIRE	
	Dec. 2007		May 2008		May 2009		March 2010	
	N	%	N	%	N	%	N	%
Opposed	175	9.6	684	11.7	358	10.8	783	14.1
Somewhat opposed	167	9.2	608	10.4	302	9.1	654	11.8
Neutral	218	12.0	1,200	20.6	537	16.2	1,048	18.9
Somewhat in favor	430	23.6	1,145	19.7	733	22.2	1,200	21.6
In favor	831	45.6	2,185	37.5	1,378	41.7	1,861	33.6
Total	1,821	100.0	5,822	100.0	3,308	100.0	5,546	100.0

- When comparing survey results over the last four years, there was a 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 55.2 percent in March 2010.
- When comparing survey results over the last four years, there was an increase in the percent of respondents who were *somewhat opposed* or *opposed* to the concept of teacher performance pay from 18.8 percent in December 2007 to 25.9 percent in March 2010.
- The percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance-pay decreased from 63.9 percent after the 2009 payout to 55.2 percent after the 2010 payout.

Table 7. Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Based on Individual Student Growth, 2007–2010

	2005–2006 TPPM		2006–2007 ASPIRE		2007–2008 ASPIRE		2008–2009 ASPIRE	
	Dec. 2007		May 2008		May 2009		March 2010	
	N	%	N	%	N	%	N	%
Opposed	229	12.6	721	12.5	436	13.3	1,129	20.5
Somewhat opposed	217	11.9	681	11.8	420	12.8	839	15.3
Neutral	243	13.4	1,179	20.4	562	17.1	1,143	20.8
Somewhat in favor	480	26.4	1,329	23.0	788	24.0	1,123	20.4
In favor	651	35.8	1,856	32.2	1,082	32.9	1,266	23.0
Total	1,820	100.0	5,766	100.0	3,288	100.0	5,500	100.0

- When respondents on the December 2007 survey administration were asked how favorable they were toward the concept of teacher performance pay based on individual student growth, 62.2 percent indicated they were *in favor* or *somewhat in favor*, compared to 55.2 percent of respondents surveyed in May 2008, 56.9 percent of respondents surveyed in May 2009, and 43.4 percent in March 2010.
- The percentage of survey respondents indicating that they were *somewhat opposed* or *opposed* toward the concept of teacher performance pay based on individual student growth increased over the 4-year period from 24.5 percent in 2007 to 35.8 percent in 2010.

Table 8. Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Based on Passing Rates Only, 2007–2010

	2005–2006 TPPM		2006–2007 ASPIRE		2007–2008 ASPIRE		2008–2009 ASPIRE	
	Dec. 2007		May 2008		May 2009		March 2010	
	N	%	N	%	N	%	N	%
Opposed	553	30.7	1,311	22.9	833	25.5	1,494	27.2
Somewhat opposed	350	19.4	1,028	17.9	683	20.9	1,069	19.5
Neutral	361	20.0	1,468	25.6	715	21.8	1,352	24.6
Somewhat in favor	323	17.9	1,032	18.0	547	16.7	823	15.0
In favor	216	12.0	893	15.6	495	15.1	750	13.7
Total	1,803	100.0	5,732	100.0	3,273	100.0	5,488	100.0

- When comparing overall survey results from 2007 to 2010, there was a decrease in the percent of respondents indicating that they were *somewhat opposed* or *opposed* to teacher performance pay based on passing rates only by 3.4 percentage points.
- When comparing overall survey results from 2007 to 2010, there was an decrease from 29.9 percent to 28.7 percent of respondents that indicated they were *in favor* or *somewhat in favor* toward the concept of teacher performance pay based on passing rates only.

Over the past two years, survey respondents were asked to indicate their perceptions about the concept of differentiated pay. **Table 9** presents data over the past two years regarding perceptions about receiving differentiated pay.

Table 9. Comparison of the Number and Percent of Respondents Indicating Favorability Toward the Concept of Differentiated Pay, 2007–2010

	2007–2008 ASPIRE		2008–2009 ASPIRE	
	May 2009		March 2010	
	N	%	N	%
Opposed	373	11.5	845	15.5
Somewhat opposed	345	10.6	660	12.1
Neutral	730	22.4	1,314	24.1
Somewhat in favor	727	22.3	1,154	21.2
In favor	1,081	33.2	1,480	27.1
Total	3,256	100.0	5,453	100.0

- The percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of differentiated pay decreased from 55.5 percent after the 2009 payout to 48.3 percent after the 2010 payout.
- Over the past two years, the percent of respondents indicating that they were *opposed* or *somewhat opposed* to differentiated pay increased from 22.1 percent in 2009 to 27.6 percent in 2010.

Core Teachers and Non-Core Instructional Staff and Eligibility Category

To determine whether there were differences in perceptions toward the concept of performance pay overall, comparisons were made between core teachers and non-core instructional staff (December 2007 and March 2010) as summarized in **Table 10**.

Table 10. Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Overall by Core/Non-Core Instructional Staff, December 2007 and March 2010

	2005–2006 TPPM (Dec. 2007)				ASPIRE (March 2010)			
	Core Teachers		Non-Core Instructional Staff		Core Teachers		Non-Core Instructional Staff	
	N	%	N	%	N	%	N	%
Opposed	96	9.8	39	14.8	460	14.2	209	17.4
Somewhat opposed	93	9.5	25	9.5	367	11.3	178	14.8
Neutral	100	10.2	36	13.6	609	18.8	224	18.7
Somewhat in favor	234	23.9	61	23.1	697	21.5	251	20.9
In favor	457	46.6	103	39.0	1,104	34.1	338	28.2
Total	980	100.0	264	100.0	3,237	100.0	1,200	100.0

Note: To make 2010 comparable to 2007 survey administration data, Non-instructional employees (Categories H and I) (n=742) and Principals (Category J) (n=152) were not included in this analysis.

- Based on results of the December 2007 survey administration, the percentage of core teachers who were *in favor* or *somewhat in favor* of teacher performance pay exceeded that of non-core instructional staff by 8.4 percentage points; whereas, March 2010 survey results indicated that the percentage of core teachers who were *in favor* or *somewhat in favor* of teacher performance pay exceeded that of non-core instructional staff by 6.5 percentage points.

Appendix A–1 compares differences in perceptions toward the concept of teacher performance pay overall by eligibility category (May 2010).

- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 81.3 percent of principals indicated they were *somewhat in favor* or *in favor* toward the concept of teacher performance pay, reflecting the highest level of agreement of all the eligibility categories. This was followed by assistant principals at 72.2 percent, operational support staff at 60.2, and core high school teachers at 60.0 percent.
- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 38.3 percent of non-core/ancillary teachers indicated that they were *somewhat opposed* or *opposed* toward the concept of teacher performance pay, reflecting the highest level of disagreement to the statement.
- For those respondents that self-reported they were *Not Eligible* to receive an ASPIRE award, 52.6 percent were *somewhat in favor* or *in favor* and 23.4 percent were *somewhat opposed* or *opposed* toward the concept of teacher performance pay.

To determine whether there were differences in perceptions toward the concept of teacher performance pay based on individual student growth, comparisons were made between core and non-core instructional staff through time (December 2007 and March 2010). **Table 11** summarizes the results.

Table 11. Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Based on Individual Student Growth by Core/Non-Core Instructional Staff, December 2007 and March 2010

	2005–2006 TPPM (Dec. 2007)				ASPIRE (March 2010)			
	Core Teachers		Non-Core Instructional Staff		Core Teachers		Non-Core Instructional Staff	
	N	%	N	%	N	%	N	%
Opposed	113	11.5	55	20.9	664	20.6	287	24.2
Somewhat opposed	116	11.8	32	12.2	480	14.9	208	17.6
Neutral	99	10.1	32	12.2	652	20.3	248	20.9
Somewhat in favor	256	26.1	73	27.8	656	20.4	233	19.7
In favor	395	40.3	71	27.0	766	23.8	209	17.6
Total	979	100.0	263	100.0	3,218	100.0	1,185	100.0

Note: To make the 2010 comparable to the 2007 survey administration data, Non-instructional employees (n=742) and Principals (n=152) were not included in this analysis.

- The percentage of core teachers who were *in favor* or *somewhat in favor* of teacher performance pay based on individual student growth exceeded that of non-core instructional staff by 11.6 percentage points based on December 2007 results and only 6.9 percentage points based on March 2010 results.
- The percentage of non-core instructional staff that indicated they were *somewhat opposed* or *opposed* toward the concept of teacher performance pay based on individual student growth exceeded that of core teachers by 9.8 percentage points in December 2007 compared to only 6.3 percentage points based on March 2010 results.

Appendix A–2 summarizes the results by eligibility category regarding perceptions towards the concept of teacher performance pay based on individual student growth, **Appendix A–3** summarizes the results by eligibility category regarding perceptions towards the concept of teacher performance pay based on passing rates only, and **Appendix A–4** summarizes the results by eligibility category regarding perceptions towards the concept of differentiated pay based on the March 2010 survey administration.

- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 80.1 percent of principals and 67.5 percent of Assistant Principals/Deans of Instruction indicated they were *somewhat in favor* or *in favor* toward the concept of teacher performance pay based on individual student growth, reflecting the highest levels of agreement of all the eligibility categories (Appendix A–2).
- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 50.0 of non-core/ancillary teachers and 33.6 percent of respondents that self-reported they were *Not Eligible* to receive an ASPIRE award indicated that they were *opposed* or *somewhat opposed* toward the concept of teacher performance pay based on individual student growth (Appendix A–2).
- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 44.4 percent of principals and 17.2 percent of non-core/ancillary teachers indicated they were *somewhat in favor* or *in favor* toward the concept of teacher performance pay based on individual passing rates, reflecting the highest and lowest levels of agreement of all the eligibility categories based on March 2010 results (Appendix A–3).
- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 55.5 percent of non-core/ancillary teachers and 30.2 percent of teaching assistants indicated that they were *opposed* or *somewhat opposed* toward the concept of teacher performance pay based on passing rates, reflecting the highest and lowest levels of disagreement of all of the eligibility categories (Appendix A–3).

- On the 2010 ASPIRE Survey, 45.7 percent of respondents that self-reported they were *Not Eligible* to receive an ASPIRE Award indicated that they were *somewhat opposed* or *opposed* toward the concept of performance pay based on passing rates (Appendix A–3).
- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 81.6 percent of principals indicated they were *somewhat in favor* or *in favor* toward the concept of differentiated pay, reflecting the highest level of agreement of all the eligibility categories. This was followed by assistant principals/deans of instruction at 64.6 percent and core teachers in categories A–C ranging from 50.4 percent to 55.6 percent (A–4).
- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 42.0 percent of non-core/ancillary teachers indicated that they were *somewhat opposed* or *opposed* toward the concept of differentiated pay, reflecting the highest level of disagreement to the statement (A–4).
- For those respondents that self-reported they were *Not Eligible* to receive an ASPIRE award, 47.9 percent were *somewhat in favor* or *in favor* and 27.6 percent were *somewhat opposed* or *opposed* toward the concept of differentiated pay (A–4).

To determine whether there were differences in perceptions between core teachers and non-core instructional staff over time regarding favorability toward the concept of teacher performance pay based on passing rates, comparisons were made using results from the December 2007 survey administration and the March 2010 survey administration. **Table 12** summarizes the results.

Table 12. Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Based on Passing Rates by Core/Non-Core Instructional Staff, December 2007 and May 2010

	TPPM (Dec. 2007)				ASPIRE (March 2010)			
	Core Teachers		Non-Core Instructional Staff		Core Teachers		Non-Core Instructional Staff	
	N	%	N	%	N	%	N	%
Opposed	322	33.2	79	30.6	872	27.2	366	31.0
Somewhat opposed	184	19.0	55	21.3	614	19.2	251	21.3
Neutral	162	16.7	57	22.1	764	23.8	309	26.2
Somewhat in favor	178	18.4	45	17.4	487	15.2	141	12.0
In favor	124	12.8	22	8.5	467	14.6	112	9.5
Total	970	100.0	258	100.0	3,204	100.0	1,179	100.0

Note: To make the 2010 comparable to the 2007 survey administration data, Non-instructional employees (n=742) and Principals (n=152) were not included in this analysis.

- The percentage of core teachers who were *in favor* or *somewhat in favor* of teacher performance pay based on passing rates only exceeded that of non-core instructional staff by 5.3 percentage points in December 2007 and by 5.9 percentage points in March 2010.
- Approximately 52 percent of core teachers and non-core instructional staff indicated that they were *somewhat opposed* or *opposed* toward the concept of teacher performance pay based on passing rates for the December 2007 survey administration compared to 46.4 percent of core teachers and 52.3 percent of non-core instructional staff based on survey results from the March 2010 administration.

What were the perceptions of respondents regarding their level of agreement to specific instructional practices or behaviors encouraged by the ASPIRE Award program?

All Respondents

Over the past two years, respondents were asked whether the ASPIRE Award encouraged specific behaviors. **Table 13** compares the responses of respondents over the past two years for nine items.

- Based on survey data collected in 2009 and 2010, the largest percentage of respondents indicated that they *agreed* or *strongly agreed* that the ASPIRE Award encouraged them to *use value-added data to make instructional decisions* in 2009 (59.9 percent) and that the ASPIRE Award encouraged them to *use standardized data to make instructional decisions* in 2010 (55.2 percent).
- Based on survey data collected in 2009 and 2010, the largest percentage of respondents indicated that they *disagreed* or *strongly disagreed* that the ASPIRE Award encouraged them to *come to work on a daily basis* (27.3 and 30.4, respectively).
- When comparing 2009 to 2010 survey results, there was a decrease in the percentage of respondents that indicated that they *agreed* or *strongly agreed* for all nine items with differences ranging from -1.8 (*The ASPIRE Award encourages me to come to work on a daily basis*) to -6.9 (*The ASPIRE Award encourages me to use value-added data to make instructional decisions*).

Table 13. Number and Percent of Survey Respondents Indicating Their Level of Agreement for which the ASPIRE Award Encouraged Specific Behaviors, May 2009 and March 2010

	N		Strongly Disagree/ Disagree		Neutral		Strongly Agree/Agree	
	2009	2010	2009	2010	2009	2010	2009	2010
The ASPIRE Award encourages me to:								
Continue teaching in the classroom	2,750	4,863	26.3	30.1	25.7	25.5	47.9	44.4
Come to work on a daily basis	3,222	5,491	27.3	30.4	25.7	24.3	47.0	45.2
Increase the amount of time I spend collaborating with my colleagues	3,135	5,329	25.9	29.3	24.3	25.3	49.8	45.4
Use standardized data to make instructional decisions	2,969	5,025	20.6	22.9	20.3	22.0	59.1	55.2
Use value-added data to make instructional decisions	2,971	5,019	19.2	24.1	20.9	22.9	59.9	53.0
Use TAKS data as a diagnostic tool for my classroom	2,736	4,704	20.3	22.9	22.5	23.5	57.2	53.6
Use Stanford data as a diagnostic tool for my classroom	2,744	4,813	22.0	24.7	23.7	23.5	54.3	51.8
Use value-added data as a diagnostic tool for my classroom	2,796	4,832	19.8	25.0	24.0	24.7	56.2	50.3
Increase the amount of time spent in professional development	3,055	5,232	26.1	28.5	26.5	27.3	47.4	44.2

What were the perceptions and level of understanding of respondents regarding the Teacher Performance-Pay Model (TPPM) and ASPIRE Award Program?

All Respondents

Over the past four years, respondents were asked about their perceptions of the award model for that year. **Figure 2** summarizes the perceptions of respondents towards the respective models through time.

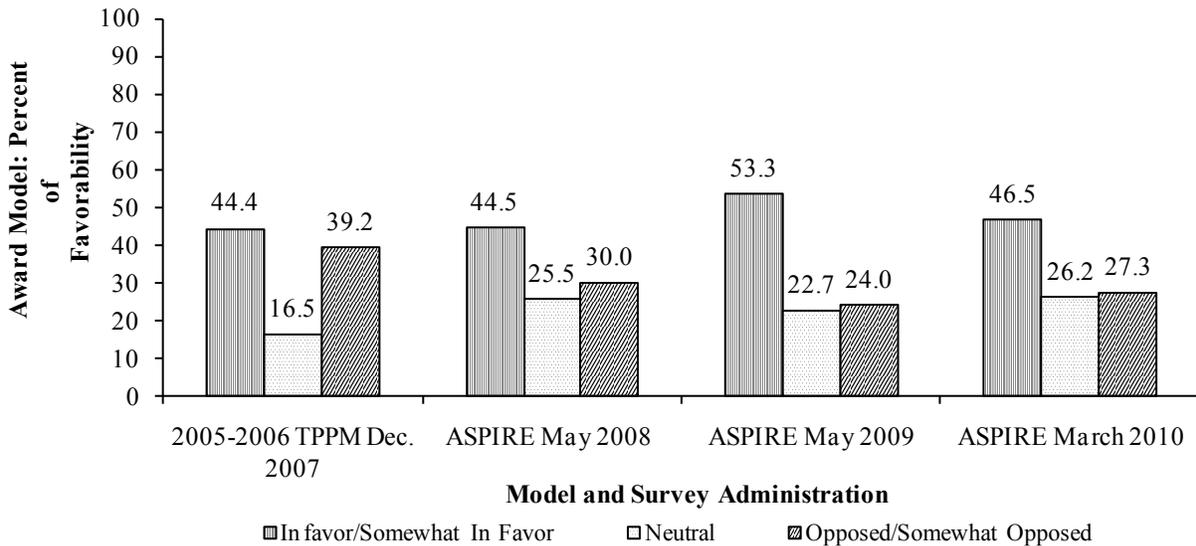


Figure 2. Percent of respondents indicating favorability toward the ASPIRE Award Program with comparisons to the previous three years' survey responses.

- When comparing the percentage of respondents that indicated they were *in favor* or *somewhat in favor* toward the 2005–2006 Teacher-Performance Pay Model and to the specific ASPIRE Award Program for that year, there was an increase from 44.4 percent (December 2007 survey administration) to 46.5 percent (March 2010 survey administration). These results were after the payout of each model.
- When comparing survey results after each payout, the percentage of respondents that indicated they were *somewhat opposed* or *opposed* toward the 2005–2006 Teacher Performance-Pay Model and to the ASPIRE Award Program decreased by 11.9 percentage points over a four-year period.
- When comparing the percentage of respondents indicating that they were *neutral* toward the model implemented that year, there was an increase of 9.7 percentage points from 2007 to 2010.

Table 14 summarizes the results regarding the level of understanding respondents indicated toward the award models for each of the last four years.

Table 14. Number and Percent of Survey Respondents' Level of Understanding of the Performance-Pay Model Paid Out That Year

	2005–2006 TPPM		ASPIRE						
	Dec. 2007		May 2008		May 2009		March 2010		
	N	%	N	%	N	%	N	%	
I understood it completely	272	18.0	Very High	396	6.7	486	14.6	256	4.6
I understood most aspects of it	427	28.2	High	1,217	20.7	794	23.9	676	12.1
I understood some of it	381	25.2	Sufficient	3,247	55.2	1,712	51.4	2,857	51.0
I understood a little of it	309	20.4	Low	780	13.3	270	8.1	1,216	21.7
I didn't know anything about it	125	8.3	Very Low	242	4.1	66	2.0	599	10.7
Total	1,514	100.0	Total	5,882	100.0	3,328	100.0	5,604	100.0

- For the 2005–2006 Teacher Performance Pay Model, only 46.2 percent of the respondents indicated that they *understood it completely* or *understood most aspects of it*.
- When comparing ASPIRE May 2008 to May 2009 results, there was an increase in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *high* or *very high* by 11.1 percentage points. Alternatively, there was a decrease in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *high* or *very high* by 21.8 percentage points when comparing May 2009 to March 2010.
- When comparing survey results from May 2009 to March 2010, there was an increase in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *very low* or *low* (22.3 percentage points), as well as a decrease in the number of respondents that indicated their level of understanding of the ASPIRE Award Program was *sufficient* (0.4 percentage point).

Eligibility Category

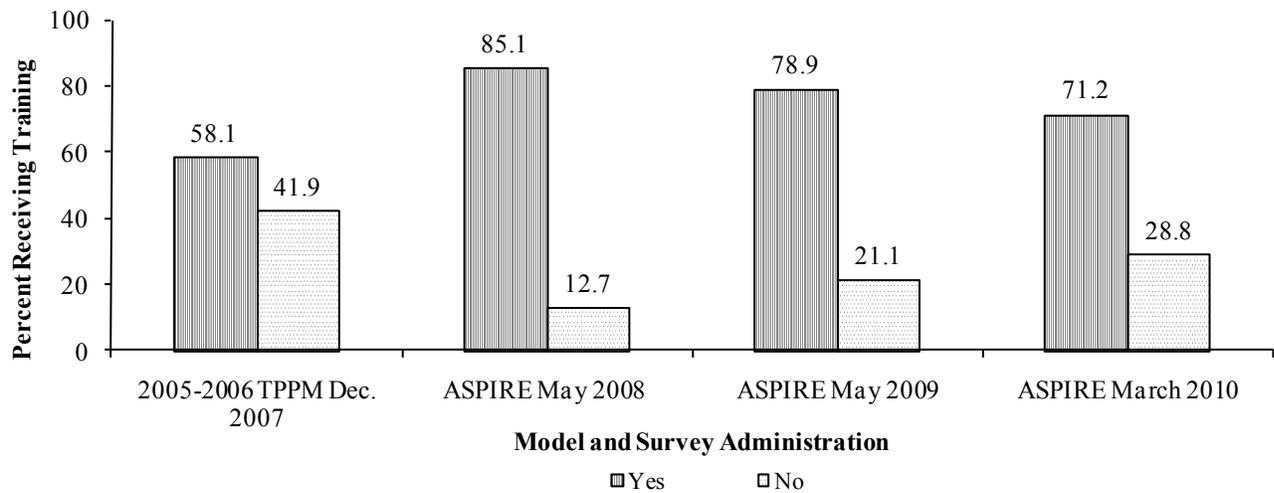
To determine whether there were differences in perceptions regarding the level of understanding toward ASPIRE, comparisons by eligibility category for ASPIRE March 2010 respondents are summarized in **Appendix A–5**.

- Based on respondent data from the eleven eligibility categories, principals and assistant principals indicated a greater level of understanding than core teachers, non-core/ancillary teachers, instructional support staff, teaching assistants, operational support staff, and those indicating that they were *Not Eligible* to receive an ASPIRE award.
- On the March 2010 survey, 24.2 percent of the respondents that indicated that they were Category B: Core Teachers Grades 3–8, Departmentalized perceived their level of understanding of the ASPIRE Award Program as *very low* or *low*. This reflected the lowest level of understanding for ASPIRE survey respondents.
- On the March survey, at least 27.6 percent of core teachers, non-core/ancillary teachers, and instructional support staff reported a *very high* or *high level* of understanding regarding the ASPIRE Award Program.
- At least 49.3 percent of teaching assistants, operational support staff, and respondents that indicated that they were *Not Eligible* indicated a *sufficient* level of understanding regarding the ASPIRE Award Program.

What were the perceptions of respondents regarding the training sessions when comparing the 2005–2006 Teacher Performance-Pay Model (TPPM) and the ASPIRE Award program?

All Respondents

Eleven items were designed to address participation and frequency of training, perceptions of the training, and the level of understanding of the models or components of the models. **Figure 3** provides a comparison of the percent of respondents receiving training for the 2005–2006, 2006–2007, 2007–2008, and 2008–2009 performance pay models.



- The percentage of respondents that received training increased from 58.1 percent based on the results of the December 2007 survey administration to 71.2 percent based on the March 2010 survey results. There was a decline in the percentage of respondents that received training by 13.9 percentage points in March 2010 from May 2008 respondents which had a high of 85.1 percent.
- When comparing survey results from December 2007 to March 2010, there was an increase in the percentage of respondents that indicated they received training by 13.1 percentage points.

There were two questions designed to determine the number of training sessions respondents attended regarding the two models. The first item focused on the number of training sessions that were attended prior to the awards being granted, while the second item focused on the number of training sessions that were attended after the awards were granted. The results are summarized in **Tables 15** and **16**.

Table 15. Number and Percent of Respondents Indicating the Number of Training Sessions Attended Before the Awards were Granted for the 2005–2006 Teacher Performance-Pay Model (TPPM) and ASPIRE Award Program

	2005–2006		2006–2007		2007–2008		2008–2009	
	TPPM		ASPIRE		ASPIRE		ASPIRE	
	Dec. 2007		May 2008		May 2009		March 2010	
	N	%	N	%	N	%	N	%
No training sessions before payout	81	9.1	167	3.7	72	2.4	101	2.3
One training session before payout	416	46.6	1,400	30.6	941	31.8	1,932	43.3
Two training sessions before payout	273	30.6	1,553	64.0	926	31.3	1,171	26.2
3 or more training sessions before payout	123	13.8	1,452	31.8	1,020	34.5	1,261	28.2
Total	893	100.0	4,572	100.0	2,959	100.0	4,465	100.0

- The highest percentage of respondents prior to payout for the Teacher Performance-Pay Model indicated that they attended one training session (46.6 percent). The highest percentage of May 2008 respondents reported attending two training sessions before payout (64.0 percent), and 31.8 percent reported attending three or more. For 2009, the highest percentage of respondents reported attending

three or more training sessions before payout (34.5 percent), while the highest percentage of respondents reported attending one training session before payout (43.3 percent) in 2010.

- There was an overall reduction in the percentage of respondents that did not attend any training sessions prior to payout when comparing survey results from 9.1 percent in December 2007 to 2.3 percent in March 2010.

Table 16. Number and Percent of Respondents Indicating the Number of Training Sessions Attended After the Awards were Granted for the 2005–2006 Teacher Performance-Pay Model (TPPM) and ASPIRE Award Program

	2005–2006		2006–2007		2007–2008		2008–2009	
	TPPM		ASPIRE		ASPIRE		ASPIRE	
	Dec. 2007		May 2008		May 2009		March 2010	
	N	%	N	%	N	%	N	%
No training sessions after payout	383	42.9	1,246	27.4	777	26.5	1,667	37.7
One training session after payout	340	38.1	1,708	37.6	1,007	34.3	1,503	34.0
Two training sessions after payout	120	13.4	936	20.6	573	19.5	596	13.5
3 or more training sessions after payout	50	5.6	650	14.3	579	19.7	654	14.8
Total	893	100.0	4,540	100.0	2,936	100.0	4,420	100.0

- There was an overall reduction in the percentage of respondents that did not attend any training sessions after the awards were granted when comparing the Teacher Performance-Pay Model (December 2007) to the ASPIRE (March 2010) results by 5.2 percentage points.
- When comparing the Teacher Performance-Pay Model (December 2007) to the ASPIRE Award (March 2010) data, a higher percentage of ASPIRE (March 2010) respondents indicated attending two or more training sessions after the awards were granted (28.3 percent) than Teacher Performance-Pay Model respondents (19.0 percent) after payout.

Two questions focused on the level of understanding regarding specific components of the two models, while four questions from the 2008, 2009, and 2010 surveys centered on specific components of the ASPIRE Program. **Table 17** compares the number and percent of respondents who indicated that they had a clear understanding of TAKS objectives based on responses from three different survey administrations. The response sets changed slightly and the differences are illustrated in **Table 17**.

Table 17. Number and Percent of Survey Respondents Indicating Their Level of Understanding of TAKS Objectives, December 2007 to March 2010 Survey Results

	2005–2006		2006–2007		2007–2008		2008–2009		
	TPPM		ASPIRE		ASPIRE		ASPIRE		
	Dec. 2007		May 2008		May 2009		March 2010		
	N	%	N	%	N	%	N	%	
I trained others on the TAKS objectives/I can train others	224	15.3	1,639	31.9	Very High	1,143	35.7	1,607	30.7
I understood most aspects	1,076	73.4	2,821	54.9	High	880	27.5	1,491	28.5
I understood some aspects	133	9.1	578	11.2	Sufficient	1,019	31.8	1,835	35.1
I had heard the term used	15	1.0	66	1.3	Low	130	4.1	209	4.0
Not at all	18	1.2	36	0.7	Very Low	28	0.9	90	1.7
Total	1,466	100.0	5,140	100.0	Total	3,200	100.0	5,232	100.0

- Based on survey results from December 2007, respondents indicated their level of understanding of TAKS objectives; 88.7 percent of respondents indicated that *I trained others on the TAKS objectives or I understood most aspects*.
- When comparing May 2008 to December 2007 survey results, there was a slight decline in the percentage of respondents that indicated *I can train others or I understand most aspects* regarding their level of understanding of TAKS objectives by 1.9 percentage points.
- On the May 2009 survey administration, 63.2 of the respondents indicated that their level of understanding of TAKS objectives for the 2007–2008 school year was *high or very high* compared to 59.2 percent of the respondents on the March 2010 survey administration.

Table 18 compares the number and percent of respondents who indicated that they had a clear understanding of Stanford objectives/content clusters for the 2005–2006 school year, 2006–2007 school year, 2007–2008 school year, and 2008–2009 school year.

	2005–2006		2006–2007		2007–2008		2008–2009		
	TPPM		ASPIRE		ASPIRE		ASPIRE		
	Dec. 2007		May 2008		May 2009		March 2010		
	N	%	N	%	N	%	N	%	
I trained others on the TAKS objectives/I can train others	127	8.6	993	19.6	Very High	714	22.5	999	19.2
I understood most aspects	1,049	71.2	2,789	55.0	High	839	26.5	1,355	26.0
I understood some aspects	189	12.8	898	17.7	Sufficient	1,226	38.7	2,097	40.2
I had heard the term used	38	2.6	154	3.0	Low	318	10.0	558	10.7
Not at all	38	2.6	236	4.7	Very Low	70	2.2	202	3.9
Total	1,474	100.0	5,070	100.0	Total	3,167	100.0	5,211	100.0

- Based on survey results from December 2007, respondents indicated their level of understanding of Stanford objectives/content clusters and 79.8 percent of respondents indicated that *I trained others on the Stanford objectives or I understood most aspects*.
- When comparing survey results from May 2008 to December 2007, there was a slight decline in the percentage of ASPIRE respondents that indicated *I can train others or I understand most aspects* regarding their level of understanding of Stanford objectives/content clusters by 5.2 percentage points.
- For May 2009 ASPIRE respondents, 49.0 percent indicated that their level of understanding of Stanford objectives/content clusters was *very high or high*, compared to 45.2 percent of the respondents on the March 2010 survey administration, reflecting a decrease of 3.8 percentage points.

Table 19 compares the number and percent of respondents who indicated that they had a clear understanding of the difference between student achievement and student growth/academic progress based upon three years of survey data.

Table 19. Number and Percent of Survey Respondents Level of Understanding of the Difference Between Student Achievement and Student Growth/Academic Progress, Survey Results Over Four Years

	2005–2006		ASPIRE						
	TPPM		May 2008		May 2009		March 2010		
	Dec. 2007		N	%	N	%	N	%	
I trained others on the difference	70	4.6	Very High	833	14.2	703	21.3	875	15.8
I understood most aspects of it	978	64.3	High	1,770	30.3	1,053	31.9	1,574	28.4
I understood some of it	303	19.9	Sufficient	2,556	43.9	1,334	40.4	2,479	44.7
I had heard the term used	71	4.7	Low	521	8.9	181	5.5	445	8.0
Not at all	100	6.6	Very Low	158	2.7	28	0.8	172	3.1
Total	1,522	100.0	Total	5,848	100.0	3,299	100.0	5,545	100.0

- Results from the December 2007 survey, 68.9 percent of respondents indicated, *I trained others on the difference* or *I understood most aspects* of the difference between student achievement and student growth/academic progress.
- When comparing the perceptions of respondents from May 2008 to March 2010, there was a 9.0 percent decrease regarding respondents that rated their level of understanding of the difference between student achievement and student growth/academic progress as *very high* or *high*.

On the May 2008 ASPIRE Award survey, there were five items that were designed to determine the level of understanding for different training components related to the ASPIRE Award. **Table 20** depicts the comparison of the baseline data collected in May 2008 with data collected in March 2010.

Table 20. Number and Percent of Survey Respondents Indicating Their Level of Understanding for Training Components of the 2006–2007 and 2008–2009 ASPIRE Award, May 2008 and March 2010 Survey Administrations

			Very Low/Low		Sufficient		Very High/High	
	N		%		%		%	
	2008	2010	2008	2010	2008	2010	2008	2010
My understanding of value-added analysis is:	5,844	5,542	21.3	22.2	50.0	47.1	28.7	30.7
My understanding of how value-added information can help me as an educator is:	5,832	5,290	18.3	19.4	45.1	45.5	36.6	35.2
My understanding of how to read/interpret value-added reports is:	5,817	5,393	23.7	22.8	47.0	46.7	29.3	30.6
My understanding of the different stands of the ASPIRE Award Program was:	5,835	5,470	23.2	23.7	48.7	47.7	28.1	28.6
My understanding of how the ASPIRE Awards were calculated/determined is:	5,852	5,457	33.9	37.2	43.9	41.0	22.2	21.8

- Based on survey data collected in 2008 and 2010, the training component for which the largest percentage of respondents indicated a *very high* or *high* level of understanding centered on *how value-added information can help educators* (36.6 percent and 35.2 percent, respectively).

- Based on survey data collected in 2008 and 2010, the training component for which the largest percentage of respondents indicated a *very low* or *low* level of understanding focused on how the ASPIRE Awards were calculated/determined (33.9 percent and 37.2 percent, respectively).
- Based on data collected from the May 2008 survey administration, at least 66.1 percent of respondents indicated they had a *sufficient*, *high*, or *very high* level of understanding for the five training components: value-added analysis, how value-added information can help educators, how to read/interpret value-added reports, the different strands of the ASPIRE Award Program, and how ASPIRE Awards were calculated/determined. This decreased to 62.8 percent for survey data collected from the March 2010 administration.

One question asked respondents whether they perceived there was a connection between classroom instruction and performance-pay results. **Table 21** compares the number and percent of respondents from the past four years. The response sets changed for the May 2009 survey administration, and the differences are illustrated.

Table 21. Number and Percent of Respondents Indicating a Connection Between Classroom Instruction and Performance Pay Results Over Four Years

	TPPM		ASPIRE			ASPIRE		ASPIRE	
	Dec. 2007		May 2008			May 2009		March 2010	
	N	%	N	%		N	%	N	%
Absolutely	207	14.7	828	16.5	Strongly Agree	379	11.7	481	8.9
Mostly	356	25.3	1,186	23.6	Agree	1,071	33.0	1,594	29.4
About half the time	252	17.9	1,094	21.8	Neutral	853	26.3	1,497	27.6
Not really	465	33.1	1,422	28.3	Disagree	574	17.7	1,055	19.4
They were/are totally unrelated	126	9.0	497	9.9	Strongly Disagree	366	11.3	801	14.8
Total	1,406	100.0	5,027	100.0	Total	3,243	100.0	5,428	100.0

- When comparing 2007 to 2008 survey results, only 40 percent of the respondents perceived a connection between classroom instruction and performance-pay results by indicating *absolutely* or *mostly*.
- There was a decline in the percentage of respondents from 42.1 percent to 38.2 percent that perceived little or no connection to classroom instruction and performance-pay results by indicating *not really* or *they were totally unrelated* based on 2007 and 2008 survey results.
- Based on the May 2009 and March 2010 survey results, there was a decline in the percentage of survey respondents from 44.7 percent to 38.3 percent who *strongly agreed* or *agreed* that there was a connection between classroom instruction and ASPIRE Award results.
- For the 2009 survey, only 29.0 percent of the respondents *disagreed* or *strongly disagreed* with the statement that there was a connection between classroom instruction and ASPIRE Award results; however, this increased to 34.2 percent for the March 2010 survey.

There were seven items that were designed to examine the perceptions of respondents regarding the amount of money awarded and the ASPIRE model. Baseline data for five of the items were collected during the May 2009 survey administration, and the results for the past two years are summarized in **Table 22**.

Table 22. Number and Percent of Survey Respondents Indicating Their Perceptions About Award Amounts and the ASPIRE Award Model, May 2009 and March 2010

	N		Strongly Disagree/ Disagree		Neutral		Strongly Agree/Agree	
			%		%		%	
	2009	2010	2009	2010	2009	2010	2009	2010
The maximum award amount for my ASPIRE Award category adequately recognizes my efforts to increase student progress.	3,152	5,274	43.0	44.4	25.3	26.5	31.8	29.1
The maximum award amount for my ASPIRE Award category encourages me to remain in a campus-based position.	3,164	5,319	36.0	37.2	30.5	32.4	33.5	30.3
The maximum award amount for my ASPIRE Award category is commensurate with my professional contribution.	3,194	5,325	44.6	44.9	26.5	28.5	28.9	26.6
The ASPIRE Award should be continued in its current form.	3,260	5,408	40.5	45.2	32.1	31.5	27.4	23.3
The ASPIRE Award should be continued with modifications incorporated on an annual basis.	3,223	5,367	14.2	18.9	29.1	32.4	56.7	48.7
The ASPIRE Award is a fair way of acknowledging a teacher’s impact on student growth.	-	5,417	-	46.6	-	26.6	-	26.7
The formal inquiry process allowed me the opportunity to question the accuracy of my award.	-	4,812	-	22.8	-	39.7	-	37.5

- On the 2009 and 2010 survey administration, the statement for which the largest percentage of respondents indicated *strongly agree* or *agree* centered on continuing the ASPIRE Award and modifying the model on an annual basis (56.7 and 48.7, respectively).
- A higher percentage of respondents *strongly disagreed* or *disagreed* that the ASPIRE Award is a fair way of acknowledging a teacher’s impact on student growth (46.6 percent) compared to 26.6 percent who were *neutral* and 26.7 percent who *agreed* or *strongly agreed* based on 2010 survey results.
- Based on survey results from May 2009 and March 2010, 36.0 percent and 37.2 percent of respondents *strongly disagreed* or *disagreed* that their maximum award amount encouraged them to remain in a campus-based position compared to 33.5 percent and 30.3 percent of respondents who *agreed* or *strongly agreed* and 30.5 percent and 32.4 percent who were *neutral*.
- Based on survey results over the past two years, a higher percentage of respondents *strongly disagreed* or *disagreed* that their maximum award amount was commensurate with their professional contribution (44.6 percent and 44.9 percent) compared to 26.5 percent and 28.5 percent who were *neutral* and 28.9 percent and 26.6 percent who *agreed* or *strongly agreed*.

Eligibility Category

To determine whether there were differences in perceptions about the connection between classroom instruction and performance pay results, comparisons were made by eligibility category and respondents who indicated they were not eligible as summarized in **Appendix A-6**.

- For 2010, the percentage of core special education teachers, teaching assistants, principals, and assistant principals/deans of instruction who *strongly agreed* or *agreed* that there was a connection between classroom instruction and the ASPIRE Award results exceeded core teachers (Categories A to D), non-core/ancillary teachers, instructional support staff, operational support staff, and those respondents that indicated they were not eligible to receive an award.

- The highest percentage of respondents that *disagreed* or *strongly disagreed* that there was a connection between classroom instruction and the ASPIRE Award results were from departmentalized core teachers (grades 3–8) (44.9 percent).

To determine whether there were differences in perceptions regarding the maximum award amount reflecting adequate recognition for efforts to increase student progress, comparisons were made by eligibility category and respondents who indicated they were not eligible as summarized in **Appendix A–7**.

- For 2010, fifty percent of principals, 42.7 percent of assistant principals/deans of instruction, and 41.7 percent of teaching assistants *agreed* or *strongly agreed* that their maximum ASPIRE Award adequately recognized their efforts to increase student progress, reflecting the highest levels of agreement compared to the remaining eligibility categories and for those respondents indicating they were not eligible to receive an award.
- Sixty percent of non-core/ancillary teachers and 55.8 percent of instructional support staff indicated that they *strongly disagreed* or *disagreed* that their maximum ASPIRE Award adequately recognized their efforts to increase student progress.

To determine whether differences existed with regard to the statement, *the maximum award amount for my ASPIRE Award category is commensurate with my professional contribution*, comparisons were made by eligibility category and for those respondents that indicated they were not eligible to receive an award. **Appendix A–8** summarizes the results.

- Forty-two percent of principals and 36.0 percent of assistant principals/deans of instruction *agreed* or *strongly agreed* that their maximum ASPIRE Award was commensurate with their professional contribution, reflecting the highest levels of agreement compared to the remaining eligibility categories and for those respondents indicating they were not eligible to receive an award.
- On the 2010 survey administration, 58.7 percent of instructional support staff and 58.3 percent of non-core/ancillary teachers indicated that they *strongly disagreed* or *disagreed* that their maximum ASPIRE Award was commensurate with their professional contribution.

What was the level of effectiveness for communicating information about the ASPIRE Award?

For the May 2009 and March 2010 survey administrations, there were seven items for which respondents rated the level of effectiveness regarding communication about the ASPIRE Award. The responses are summarized in **Table 23**.

Table 23. Number and Percent of Survey Respondents Indicating Their Perceptions About Communicating Effectively, May 2009 and March 2010

	N		Not Effective/ Somewhat Effective		Very Effective/ Moderately Effective	
	2009	2010	2009	2010	2009	2010
Knowing where to find information about the ASPIRE Award in general.	3,383	5,618	32.6	31.5	67.4	68.5
Knowing when specific information about my ASPIRE Award was available.	3,371	5,593	31.5	27.8	68.4	72.2
Knowing where to find information about my specific ASPIRE Award.	3,367	5,572	30.0	27.7	70.1	72.3
Knowing how to interpret and understand my specific ASPIRE Award Notice.	3,368	5,573	38.6	38.9	61.4	61.1
Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award.	3,362	5,571	38.6	37.7	61.4	62.3
Understanding where to find information about the inquiry process on the portal.	3,364	5,552	36.4	34.7	63.7	65.3
Understanding that formal inquiries were required to be submitted by a specific deadline.	3,352	5,533	34.7	30.8	65.4	69.2

- Based on the results of the May 2009 and March 2010 surveys, 70.1 percent and 72.3 percent of respondents indicated that communication was *moderately effective* or *very effective* for *knowing where to find information about my specific ASPIRE Award*, reflecting the highest percentages for effectiveness.
- Based on the May 2009 and March 2010 surveys, the area for which the highest percentage of respondents perceived communications to be *not effective* or *somewhat effective* focused on *knowing how to interpret and understand my specific ASPIRE Award Notice* and *understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award*.
- When comparing results from May 2009 to March 2010, *knowing when specific information about my ASPIRE Award was available* and *understanding that formal inquiries were required to be submitted by a specific deadline* reflected the two areas of communication for which respondents indicated the highest increases for effectiveness (3.8 percentage points).

On the March 2010 survey, nine questions were designed to rate the effectiveness of specific types of communication. The results are summarized in **Table 24**.

Table 24. Number and Percent of Survey Respondents Indicating Their Perceptions About the Level of Effectiveness for Different Types of Communication, March 2010

	N	Not Effective	Somewhat Effective	Moderately Effective	Very Effective	Don't Know
ASPRE Learn	5,631	8.8	24.0	31.0	24.0	12.5
Face-to-Face Questions with Core Team Members	5,592	10.3	20.7	27.4	20.5	21.0
Connect-Ed	5,576	11.6	20.2	26.1	15.0	27.1
ASPIRE Newsletter	5,594	9.7	24.5	30.5	23.4	11.9
Memos	5,575	9.5	23.8	31.0	23.4	12.2
ASPIRE e-mail	5,606	7.2	22.8	30.8	32.4	6.8
ASPIRE website	5,591	6.7	22.3	31.2	33.3	6.6
Community Forums	5,502	13.8	19.2	22.4	12.3	32.2

- Based on the results of the March 2010 survey, 33.3 percent of respondents reported the ASPIRE website as being *very effective*, reflecting the highest percentages for effectiveness when compared to the other seven venues used to communicate information about the ASPIRE Award program.
- When comparing eight different venues for communicating information about the ASPIRE Award program, 13.8 percent of respondents (employees) perceived the community forums as being *not effective*, and 32.2 percent of respondents indicated *don't know* regarding their perceptions of community forums.

What were the recommendations for changing the 2008–2009 ASPIRE Award suggested by respondents?

Out of a total of 7,284 respondents on the March 2010 survey, 3,305 or 45.4 percent of the respondents provided at least one response for recommending changes to the 2008–2009 ASPIRE Award, whereas 54.6 percent of respondents did not provide any recommendations for changing the model. **Table 25** summarizes the frequency and percent of responses.

Table 25. Number and Percent of Responses for Recommended Changes to the 2008–2009 ASPIRE Award, March 2010

	N	%
Equitability regarding levels of compensation and eligibility	2,009	20.9
Other performance measures or criteria	1,990	20.7
Negative Commentary	1,777	18.5
Factors impacting growth or calculation of growth	1,063	11.1
Fiscal Commentary	1,022	10.6
Improve Communications about the award/provide clearer explanations about the model and value added calculations/ provide feedback for teachers based on their data	567	5.9
Not Sure	474	4.9
Eliminate the ASPIRE Award Program	224	2.3
Language Transition (Spanish to English)	155	1.6
Re-evaluate the eligibility requirements for attendance/attendance bonus	127	1.3
I would not change anything	77	0.8
Miscellaneous	71	0.7
General satisfaction	30	0.3
No comment	25	0.3
Total Number of Responses	9,611	100.0

A total of 1.1 percent of the responses reflected that no changes were needed to the model or the response was simply, *No Comment*. The top three emergent categories reflected approximately 60.1 percent of the responses. One of the highest emergent categories centered on not applying a differentiated compensation model so that all employees were treated equally, compensated equally, or had the opportunity to receive the same amount of award as the top dollar earners (20.9 percent). Non-core/ancillary teachers, special education teachers, early childhood through grade 2, instructional support (i.e. counselors, librarians, and API), teaching assistants, and operational support staff (i.e. registrars, computer network specialists, and attendance specialists) were not eligible to receive the same level of compensation as core teachers. They felt “de-valued” by the way the model was designed. Some respondents indicated that the differences in eligibility and compensation were divisive for campuses. Moreover, respondents indicated that student success was a team effort, but the contribution of the team was not being equally valued for all members.

The second highest category centered on providing other performance measures, ideas, or criteria (20.7 percent). Respondents suggested incorporating the *TPRI/Tejas Lee* into the ASPIRE Award model to refine how early childhood teachers were measured. Other suggestions included principal input, classroom observations, professional development hours, involvement in student activities, number of students enrolling in college, data from the Professional Development and Appraisal System (PDAS), dropout rates, student attendance rates, or to develop assessments for early childhood teachers or other non-core subject areas such as fine arts, computer, and foreign language. As one respondent stated, “It should not be based only on TAKS results and other academic results. It should also be based on how a teacher is a part of other co-curricular activities to promote overall growth of kids.”

Nineteen percent of the responses centered on negative commentary. Negative comments centered on the ASPIRE Award Model, specific aspects of the model that respondents felt did not work, negative attitudes where respondents felt that the model was unfair, negative competencies where respondents felt they did not have a clear understanding of the model, and negative feelings that may have surfaced as a result of implementation of the ASPIRE Award.

The emergent category fiscal commentary, which centered on the monetary aspects of the program, consisted of 10.6 percent of the responses. Representative commentary included the following: “*A higher percentage should be given to the TAKS grade teachers (3-12);*” “*Administrators have no direct contact with students. I think it's absurd that they should receive any kind of bonus for student achievement. It is even more absurd that they should receive disproportionately larger awards than teachers who are the ones actually working with these students;*” “*A pay raise across the board would encourage all employees to work harder...*” and, “*All awards should be evenly distributed throughout the school.*”

Conclusions

The purpose of the 2008–2009 ASPIRE Award Survey was to gain insight regarding the level of knowledge and perceptions of Houston Independent School District (HISD) teachers and staff after four years of implementation of growth-based performance pay in HISD, as well as their perceptions regarding the overall concept of performance pay. Additionally, participants had the opportunity to provide recommendations for making changes to the current model. This annual survey serves as a mechanism to gather valuable feedback from program participants.

On February 12, 2010 the Board of Education approved using value-added data as the 34th criteria to evaluate teacher effectiveness. Questions and uncertainties arose regarding the impact of this policy for teachers. When the 2008–2009 ASPIRE Award Survey was launched on February 23, 2010 amid this policy change, sufficient time had not elapsed to fully address questions or correct misconceptions. It is highly likely that the climate of concern that was evident among teachers during that time impacted their

responses to the survey items. This is apparent in the decreases across the board in almost all items from 2009 to 2010.

Overall, there were three key areas that moved in a positive direction for the ASPIRE Award program over a four-year period comparing baseline 2007 to 2010: increase in the percentage of participants who received training, increase in the number of training sessions attended before and after payout, and increase in the survey response rate. First, when comparing the survey response rate for December 2007 to the response rate for March 2010, there was an increase from 11.4 percent to 37.7 percent. By capturing a higher percentage of respondents, perceptions and feedback can be generalized to a greater degree. Based on data collected over the four-year period, there was an increase in the percentage of teachers and staff receiving training, where 58.1 percent of respondents reported attending training in December 2007 compared to 71.2 percent of respondents who reported attending training in March 2010. In addition, there was an increase in the number of respondents who reported attending two or more training sessions before payout and after payout when comparing results from December 2007 (44.4 percent and 19.0 percent) to March 2010 (54.5 percent and 28.3 percent).

One key area, support for the program, showed mixed results over the four-year period. Although the percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance pay decreased from 69.2 percent after the 2007 payout to 55.2 percent after the 2010 payout, 44.4 percent of respondents were *in favor* or *somewhat in favor* of the 2005–2006 Teacher Performance-Pay Model (December 2007) compared to 46.5 percent who were *in favor* or *somewhat in favor* of the ASPIRE Award Program (March 2010).

There was one key area that moved in a negative direction, and this centered on increasing knowledge about the ASPIRE Award program. During the 2006–2007 and 2007–2008 school years, there was a concerted effort by the district to promote training. Training courses were offered on-line so that staff could complete the modules at their own pace. In addition, face-to-face training sessions were also available. Results from this survey indicate that additional follow-up regarding the effectiveness of the training should be undertaken. Although a higher percentage of respondents indicated that they received training, and that they participated in multiple training sessions, survey items that focused on the level of understanding of different components of the ASPIRE Award declined, especially regarding how the ASPIRE Awards were calculated/determined and understanding the different strands of the ASPIRE Award Program. Discussions with training staff indicate that the live face-to-face training sessions seemed to be more effective, especially because of the interaction with other participants as well as the presence and expertise of training staff.

When looking at the respondents by eligibility category, differences exist regarding how the ASPIRE Award program is perceived and the level of knowledge concerning the program. Administrators, such as principals and assistant principals/deans of instruction, indicate favorable perceptions concerning performance pay, the amount of award for which they are eligible, and their level of knowledge. Core teachers have more positive perceptions than non-core/ancillary teachers. The differences in perceptions between core teachers and non-core instructional staff have declined through time with the exception of a teacher performance pay model based on passing rates only.

For a performance pay system to be sustainable, the incentive has to be meaningful to all participants. Principals and assistant principals/deans of instruction perceived that their maximum ASPIRE Award amount recognized their efforts to increase student progress and that this award amount was commensurate with their professional contribution. Of the eleven eligibility categories, non-core/ancillary teachers had the lowest level of agreement with regard to their maximum award amount.

The survey administered after each payout has served as a vehicle for respondents to recommend changes to the current model. Feedback is particularly valued to improve the ASPIRE Award program. As one respondent stated, “Thanks for your time and consideration of my input.”

APPENDIX A-1

Cross Tabulation Summarizing the Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay by Eligibility Category, March 2010

	Opposed		Somewhat Opposed		Neutral		Somewhat in Favor		In Favor		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3-8, Self-Contained	97	18.5	45	8.6	94	17.9	113	21.6	175	33.4	524
B. Core Teachers, Grades 3-8, Departmentalized	125	14.7	93	10.9	158	18.5	173	20.3	303	35.6	852
C. Core Teachers, Grades 9-12	66	14.3	53	11.5	65	14.1	95	20.7	181	39.3	460
D. Core Teachers, Early Childhood Through Grade 2	131	12.1	138	12.8	229	21.2	238	22.1	343	31.8	1,079
E. Core Special Education Teachers-No Value-Added Report	41	12.7	38	11.8	63	19.6	78	24.2	102	31.7	322
F. Non-Core/Ancillary Teachers	153	22.0	113	16.3	124	17.9	145	20.9	159	22.9	694
G. Instructional Support Staff	52	13.3	58	14.8	79	20.2	86	22.0	116	29.7	391
H. Teaching Assistants	17	7.1	20	8.3	79	32.8	59	24.5	66	27.4	241
I. Operational Support Staff	22	12.2	14	7.7	36	19.9	40	22.1	69	38.1	181
J. Principal	6	4.7	8	6.3	10	7.8	22	17.2	82	64.1	128
K. Assistant Principals/Deans of Instruction	4	3.5	7	6.1	21	18.3	20	17.4	63	54.8	115
Not Eligible	58	16.0	27	7.4	87	24.0	86	23.7	105	28.9	363
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	772	14.4	614	11.5	1,045	19.5	1,155	21.6	1,764	33.0	5,350

APPENDIX A–2

Cross Tabulation Summarizing the Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Based on Individual Student Growth by Eligibility Category, March 2010

	Opposed		Somewhat Opposed		Neutral		Somewhat in Favor		In Favor		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3–8, Self-Contained	138	26.6	62	11.9	95	18.3	106	20.4	118	22.7	519
B. Core Teachers, Grades 3–8, Departmentalized	181	21.4	144	17.0	149	17.6	175	20.7	198	23.4	847
C. Core Teachers, Grades 9–12	105	22.9	68	14.8	80	17.4	101	22.0	105	22.9	459
D. Core Teachers, Early Childhood Through Grade 2	182	17.0	154	14.4	248	23.1	206	19.2	283	26.4	1,073
E. Core Special Education Teachers-No Value-Added Report	58	18.1	52	16.3	80	25.0	68	21.3	62	19.4	320
F. Non-Core/Ancillary Teachers	210	30.7	134	19.6	157	22.9	112	16.4	72	10.5	685
G. Instructional Support Staff	67	17.4	67	17.4	71	18.4	91	23.6	90	23.3	386
H. Teaching Assistants	28	11.8	38	16.0	84	35.3	51	21.4	37	15.5	238
I. Operational Support Staff	33	18.3	24	13.3	39	21.7	42	23.3	42	23.3	180
J. Principal	5	4.0	12	9.5	8	6.3	25	19.8	76	60.3	126
K. Assistant Principals/Deans of Instruction	10	8.8	7	6.1	20	17.5	30	26.3	47	41.2	114
Not Eligible	72	19.8	50	13.8	90	24.8	80	22.0	71	19.6	363
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	1,089	20.5	812	15.3	1,121	21.1	1,087	20.5	1,201	22.6	5,310

APPENDIX A-3

Cross Tabulation Summarizing the Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Based on Passing Rates Only by Eligibility Category, March 2010

	Opposed		Somewhat Opposed		Neutral		Somewhat in Favor		In Favor		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3-8, Self-Contained	147	28.6	84	16.3	101	19.6	99	19.3	83	16.1	514
B. Core Teachers, Grades 3-8, Departmentalized	224	26.6	163	19.3	192	22.8	130	15.4	134	15.9	843
C. Core Teachers, Grades 9-12	132	29.1	97	21.4	96	21.1	69	15.2	60	13.2	454
D. Core Teachers, Early Childhood Through Grade 2	277	25.9	202	18.9	286	26.7	145	13.6	160	15.0	1,070
E. Core Special Education Teachers-No Value-Added Report	92	28.5	68	21.1	89	27.6	44	13.6	30	9.3	323
F. Non-Core/Ancillary Teachers	238	34.9	140	20.6	186	27.3	72	10.6	45	6.6	681
G. Instructional Support Staff	105	27.2	94	24.4	92	23.8	50	13.0	45	11.7	386
H. Teaching Assistants	35	14.7	37	15.5	84	35.3	48	20.2	34	14.3	238
I. Operational Support Staff	43	23.6	31	17.0	43	23.6	34	18.7	31	17.0	182
J. Principal	29	23.0	25	19.8	16	12.7	25	19.8	31	24.6	126
K. Assistant Principals/Deans of Instruction	23	20.5	17	15.2	31	27.7	19	17.0	22	19.6	112
Not Eligible	97	26.9	68	18.8	97	26.9	50	13.9	49	13.6	361
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	1,442	27.3	1,026	19.4	1,313	24.8	785	14.8	724	13.7	5,290

APPENDIX A–4

Cross Tabulation Summarizing the Number and Percent of Respondents Indicating Favorability Toward the Concept of Differentiated Pay by Eligibility Category, March 2010

	Opposed		Somewhat Opposed		Neutral		Somewhat in Favor		In Favor		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3–8, Self-Contained	93	18.1	49	9.5	113	22.0	110	21.4	149	29.0	514
B. Core Teachers, Grades 3–8, Departmentalized	128	15.3	87	10.4	181	21.6	190	22.6	253	30.2	839
C. Core Teachers, Grades 9–12	74	16.2	52	11.4	77	16.8	101	22.1	153	33.5	457
D. Core Teachers, Early Childhood Through Grade 2	158	14.8	136	12.7	291	27.2	216	20.2	267	25.0	1,068
E. Core Special Education Teachers-No Value-Added Report	39	12.3	40	12.7	77	24.4	85	26.9	75	23.7	316
F. Non-Core/Ancillary Teachers	179	26.3	107	15.7	169	24.9	124	18.2	101	14.9	680
G. Instructional Support Staff	59	15.2	64	16.5	88	22.7	83	21.4	93	24.0	387
H. Teaching Assistants	19	8.3	18	7.8	95	41.3	48	20.9	50	21.7	230
I. Operational Support Staff	26	14.5	17	9.5	55	30.7	34	19.0	47	26.3	179
J. Principal	4	3.2	6	4.8	13	10.4	28	22.4	74	59.2	125
K. Assistant Principals/Deans of Instruction	4	3.5	11	9.7	25	22.1	19	16.8	54	47.8	113
Not Eligible	52	14.5	27	7.5	109	30.4	85	23.7	85	23.7	358
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	835	15.9	614	11.7	1,293	24.6	1,123	21.3	1,401	26.6	5,266

APPENDIX A-5

Cross Tabulation Summarizing the Number and Percent of Survey Respondents' Level of Understanding of the 2008–2009 ASPIRE Award Program, March 2010

	Very Low		Low		Sufficient		High		Very High		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3–8, Self-Contained	30	5.7	65	12.4	265	50.7	112	21.4	51	9.8	523
B. Core Teachers, Grades 3–8, Departmentalized	73	8.7	130	15.5	376	44.7	169	20.1	93	11.1	841
C. Core Teachers, Grades 9–12	28	6.1	60	13.1	215	46.9	102	22.3	53	11.6	458
D. Core Teachers, Early Childhood Through Grade 2	32	3.0	102	9.5	601	56.0	239	22.3	99	9.2	1,073
E. Core Special Education Teachers-No Value-Added Report	7	2.2	43	13.3	184	57.0	68	21.1	21	6.5	323
F. Non-Core/Ancillary Teachers	23	3.3	61	8.8	376	54.4	147	21.3	84	12.2	691
G. Instructional Support Staff	11	2.7	42	10.4	212	52.5	89	22.0	50	12.4	404
H. Teaching Assistants	12	4.6	39	15.1	138	53.3	42	16.2	28	10.8	259
I. Operational Support Staff	8	3.9	35	17.2	103	50.5	41	20.1	17	8.3	204
J. Principal	0	0.0	5	3.9	32	24.8	59	45.7	33	25.6	129
K. Assistant Principals/Deans of Instruction	1	0.9	6	5.4	49	43.8	41	36.6	15	13.4	112
Not Eligible	32	8.5	57	15.2	185	49.3	62	16.5	39	10.4	375
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	257	4.8	645	12.0	2,736	50.7	1,171	21.7	583	10.8	5,392

APPENDIX A–6

**Cross Tabulation Summarizing the Number and Percent of Survey Respondents’
Indicating a Connection Between Classroom Instruction and Performance Pay Re-
sults by Eligibility Category for the 2008–2009 ASPIRE Award Program, March
2010**

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3–8, Self-Contained	94	18.2	110	21.3	130	25.1	142	27.5	41	7.9	517
B. Core Teachers, Grades 3–8, Departmentalized	202	23.7	181	21.2	192	22.5	204	23.9	74	8.7	853
C. Core Teachers, Grades 9–12	81	17.6	84	18.3	119	25.9	134	29.1	42	9.1	460
D. Core Teachers, Early Childhood Through Grade 2	123	11.5	223	20.8	313	29.2	320	29.9	92	8.6	1,071
E. Core Special Education Teachers-No Value-Added Report	37	11.8	66	21.0	84	26.8	103	32.8	24	7.6	314
F. Non-Core/Ancillary Teachers	128	18.9	139	20.5	213	31.4	170	25.1	28	4.1	678
G. Instructional Support Staff	50	13.0	66	17.2	101	26.3	129	33.6	38	9.9	384
H. Teaching Assistants	3	1.3	32	13.6	87	37.0	87	37.0	26	11.1	235
I. Operational Support Staff	14	8.6	30	18.4	56	34.4	45	27.6	18	11.0	163
J. Principal	6	4.7	17	13.4	22	17.3	50	39.4	32	25.2	127
K. Assistant Principals/Deans of Instruction	9	8.0	14	12.5	27	24.1	42	37.5	20	17.9	112
Not Eligible	52	15.1	68	19.7	108	31.3	93	27.0	24	7.0	345
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	799	15.2	1,030	19.6	1,452	27.6	1,519	28.9	459	8.7	5,259

APPENDIX A-7

Cross Tabulation Summarizing the Number and Percent of Survey Respondents Indicating the Maximum ASPIRE Award Amount Adequately Recognized Their Efforts to Increase Student Progress, March 2010

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3-8, Self-Contained	112	21.6	111	21.4	145	28.0	114	22.0	36	6.9	518
B. Core Teachers, Grades 3-8, Departmentalized	212	25.0	197	23.2	194	22.9	186	21.9	59	7.0	848
C. Core Teachers, Grades 9-12	93	20.4	95	20.8	116	25.4	117	25.7	35	7.7	456
D. Core Teachers, Early Childhood Through Grade 2	182	17.0	244	22.8	297	27.8	262	24.5	84	7.9	1,069
E. Core Special Education Teachers-No Value-Added Report	53	17.0	86	27.6	83	26.6	71	22.8	19	6.1	312
F. Non-Core/Ancillary Teachers	209	31.3	190	28.5	174	26.1	80	12.0	14	2.1	667
G. Instructional Support Staff	108	29.8	94	26.0	71	19.6	71	19.6	18	5.0	362
H. Teaching Assistants	9	4.1	45	20.6	73	33.5	67	30.7	24	11.0	218
I. Operational Support Staff	34	23.9	27	19.0	49	34.5	24	16.9	8	5.6	142
J. Principal	9	7.7	27	23.1	22	18.8	36	30.8	23	19.7	117
K. Assistant Principals/Deans of Instruction	13	12.6	19	18.4	27	26.2	34	33.0	10	9.7	103
Not Eligible	75	23.1	74	22.8	98	30.2	64	19.7	14	4.3	325
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	1,109	21.6	1,209	23.5	1,349	26.3	1,126	21.9	344	6.7	5,137

APPENDIX A–8

**Cross Tabulation Summarizing the Number and Percent of Survey Respondents
Indicating the Maximum ASPIRE Award Amount Was Commensurate with Their
Professional Contribution, March 2010**

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3–8, Self-Contained	119	23.1	107	20.8	146	28.3	108	21.0	35	6.8	515
B. Core Teachers, Grades 3–8, Departmentalized	232	27.5	176	20.9	223	26.5	165	19.6	47	5.6	843
C. Core Teachers, Grades 9–12	97	21.1	113	24.6	114	24.8	102	22.2	33	7.2	459
D. Core Teachers, Early Childhood Through Grade 2	170	16.0	233	21.9	335	31.5	247	23.2	78	7.3	1,063
E. Core Special Education Teachers-No Value-Added Report	56	17.8	81	25.8	92	29.3	62	19.7	23	7.3	314
F. Non-Core/Ancillary Teachers	224	33.5	166	24.8	176	26.3	86	12.9	17	2.5	669
G. Instructional Support Staff	131	34.5	92	24.2	82	21.6	61	16.1	14	3.7	380
H. Teaching Assistants	10	4.6	44	20.2	89	40.8	55	25.2	20	9.2	218
I. Operational Support Staff	43	28.9	29	19.5	43	28.9	26	17.4	8	5.4	149
J. Principal	17	13.6	25	20.0	31	24.8	31	24.8	21	16.8	125
K. Assistant Principals/Deans of Instruction	15	13.5	16	14.4	40	36.0	29	26.1	11	9.9	111
Not Eligible	78	23.6	70	21.1	113	34.1	53	16.0	17	5.1	331
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	1,192	23.0	1,152	22.3	1,484	28.7	1,025	19.8	324	6.3	5,177

Project Narrative

Other Attachments

Attachment 1:

Title: **Other Attachments** Pages: **39** Uploaded File: **Z:\TIF3\HISD Resumes and Other.pdf**

Terry B. Grier



PROFESSIONAL EXPERIENCE

Superintendent, Houston Independent School District, Houston, Texas (Enrollment: 201,500+ Students)
September 2009 -- Present

Superintendent, San Diego Unified School District, San Diego, California (Enrollment: 132,800+ Students)
March 2008 -- September 2009

Superintendent, Guilford County Schools, Greensboro, North Carolina -- 2000-2008

Superintendent, Williamson County Schools, Franklin, Tennessee -- 1996-2000

Superintendent, Sacramento City Unified School District Sacramento, California -- 1994-November 1995

Superintendent, Akron Public School District Akron, Ohio -- 1991-1994

Superintendent, Darlington County School District Darlington, South Carolina -- 1988-1991

Superintendent, Amarillo Independent School District Amarillo, Texas -- 1987-1988

Superintendent, McDowell County Schools Marion, North Carolina -- 1984-1987

Associate Superintendent, Alexander County Schools Taylorsville, North Carolina -- 1982-1984

High School Principal, St. Pauls City Schools St. Pauls, North Carolina -- 1979-1982

High School Principal, Beaufort County Schools Washington, North Carolina -- 1978-1979

Classroom Teacher, Primary subjects taught: Biology, Health Education; Other duties included:
Assistant principal, class sponsor, department chairman -- 1972-1978

College Adjunct Professor -- University of North Carolina at Greensboro; Nova Southeastern University;
Vanderbilt University; California State University at Sacramento; and East Carolina University

EDUCATION

Doctor of Education, Vanderbilt University -- 1983

Educational Specialist, East Carolina University -- 1980

Master of Arts, East Carolina University -- 1974 & 1977

Bachelor of Science, East Carolina University -- 1972

ACCOMPLISHMENTS

Board of Directors -- The Children's Initiative -- 2008

Board of Directors -- The National Dropout Prevention Network -- 2007-Present

Board of Directors -- The National Public Relations Association -- 2003-2006

Board of Directors -- The Texas Education Reform Foundation -- Present

Distinguished Educator Award -- North Carolina Association of Supervision and Curriculum
Development -- 2003

Effie H. Jones Humanitarian Award -- The American Association of School Administrators -- 2008

ET3 Tech Champion Award -- Congressional Black Caucus -- 2005

Friend of the League Award -- The Horace Mann League of the United States of America, Inc.-- 2004

International Affiliate Overall Excellence Award -- Association of Supervision and Curriculum
Development -- 2005

Leadership Council -- Association of Supervision and Curriculum Development -- 2004-2005

Membership Committee of the College Board -- 2003-2006

North Carolina Superintendent of the Year--North Carolina Association of School Administrators & North
Carolina School Boards Association -- 2008

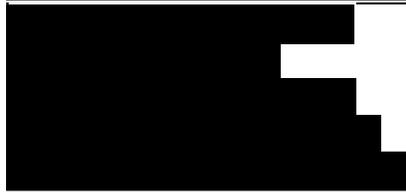
North Carolina Superintendent of the Year--Visiting International Faculty Program -- 2006

National Coca-Cola Scholars Selection Committee - Coke USA -- 2002-2005

Outstanding Alumni Award -- East Carolina University -- 1995

President--North Carolina Association of Supervision and Curriculum Development -- 2004-2005

Ann Best



Experience:

2/2009-Present Chief Human Resources Officer, Houston Independent School District

- Leads the Human Resources Department to improve the overall talent of the district
- Develops and executing strategic plans, organization wide policies and programs encompassing recruiting, selection, onboarding, succession planning, compensation, and compliance

1/2005-2/2009 Executive Director, Teach For America, Houston

- Articulated a vision for Teach For America's impact in the region
- Contributed to national organizational decision making
- Built staff capacity and infrastructure necessary to sustain scale
- Grew a sustainable, diversified local funding base
- Managed regional board of directors
- Managed program team to ensure significant impact on student outcomes
- Managed alumni team to develop strategy to maximize alumni leadership
- Planned and managed growth from 250 to more than 400 corps members in four years
- Raised over \$15.5 million in four years
- Increased corps member impact on student achievement by 15%
- Built staff capacity and team from twelve to twenty nine employees

5/2004-1/2005 Managing Director of Program, Teach For America, Houston

- Worked closely with the executive director to shape and execute strategy for improving student achievement
- Determined goals for student achievement
- Managed a team of program directors to strong outcomes in student achievement
- Developed a strong, performance culture on the program team
- Established and maintained key school district relationships to ensure long-term partnership sustainability

8/2000 – 5/2004 Program Director, Teach For America, Houston

- Designed and executed programmatic support for corps members
- Observed corps members and provided feedback to assist them in improving their practice in the classroom
- Engaged corps members in data-based problem solving
- Planned and facilitated formal conversations with corps members to increase student achievement outcomes
- Organized and executed monthly professional development

6/2002 – 7/2002 School Director, Teach For America, Summer Institute

- Assumed responsibility for the successful operation of a school site as part of the Teach For America summer institute
- Trained and managed a diverse staff
- Ensured corps members were prepared for their fall placements
- Observed staff members and provided feedback to improve their practice

8/1996 – 7/2000 Kindergarten Teacher, Houston Independent School District, Texas

- Instructed students in a goal-driven environment to help them master Kindergarten content
- Developed components of curriculum based on state standards
- Administered assessments and tracked student progress
- Planned field trips and educational outings aligned to curriculum
- Managed a teacher's aid, student teachers, and parent volunteers
- Collaborated with Kindergarten grade level teachers in planning

Education:

1996-1997 University of St. Thomas, Houston, Texas

Coursework in pursuit of Texas teacher certification grades Pre-K through 6th

1992-1996 Oakwood College, Huntsville, Alabama

Bachelors in Communications

Awards:

2008

Named the United Negro College Fund's local Alumna of the Year and won the organization's national One to Watch Award

2010

Alumni of the Year Award from Oakwood University

President—Tennessee School Public Relations Association -- 1996-1998
President—The Horace Mann League of the United States of America, Inc. -- 1996
Regional Superintendent of the Year - Piedmont Triad Education Consortium -- 2002 & 2007

MEMBERSHIPS

American Association of School Administrators
Association of Supervision and Curriculum Development—Leadership Council
Century Club (Limited to Two Educators from Each State)
Texas Association of School Administrators

PRESENTATIONS

A Look At The Current Status Of Restructuring—National School Boards Convention, San Francisco, California - Spring 1991
Academic Rigor, Advanced Placement, and School Reform—Southern Regional Institute of the College Board, Duluth, Georgia - Fall 2003
Advanced Placement Courses: Academic Opportunity for The Prepared, Not The Elite—United Negro College Fund's Patterson Research Conference, New York City, New York - Fall 2004
Advanced Placement Success Stories: A District Approach—The First Annual AP National Conference, Chicago, Illinois - Summer 2002
Being Assertive Without Being Aggressive—Mississippi Association of Educational Office Personnel State Conference, Jackson, Mississippi - Winter 1988
Brown vs. Board of Education—Fifty Years Later and Still a Dollar Short—The College Board's Southern Regional Meeting, Atlanta, Georgia - Winter 2004
Building Advanced Placement at the District Level—Georgia Department of Education, Warner Robbins, Georgia - Spring 2007
Building Credibility with Community and Staff—American Association of School Administrators National Conference, San Diego, California - Winter 2002
Building Successful K-16 Initiatives—The University of Texas at Austin's Community College Leadership Program, Austin Texas - Fall 2005
Building the Pipeline: Effectively Recruiting and Selecting Tomorrow's Leaders—Wallace Foundation National Conference, New York - Fall 2007
Communication Matters: Superintendent Blueprint—American Association of School Administrators National Conference, San Antonio, Texas - Winter 2005
Danielson's Model of Clinical Supervision—New Berlin School District, New Berlin, Wisconsin - Winter 1999
Designing and Implementing an Image Campaign for Your District—North Carolina School Boards Association's Annual Conference, Greensboro, North Carolina - Fall 2006
Designing High Schools That "Fit" Students—National School Boards Association National Conference, San Diego, California - Spring 2005
Developing Professional Growth Plans—National Academy of School Executives, Destin, Florida - Spring 1986
Early College High School: Meeting the Needs of Gifted Students—American Association of School Administrators National Convention, San Francisco, California - Winter 2003
Early College High School—The Guilford County Experience—North Carolina College Tech Prep Conference, Greensboro, North Carolina - Spring 2004
Engaging High School Students—Council of Great City Schools Annual Fall Conference, Nashville, Tennessee - Fall 2007
Excellence and Equity in Education—Georgia's Leadership Institute for School Improvement Super SAT COLA, Lawrenceville, Georgia - Fall 2004
Expanding Advanced Placement Accessibility—National School Boards Association National Conference, San Francisco, California - Winter 2003
Gaining Student, Parent, and Community Buy-In and Support for Expanding Advanced Placement—National Governor's Association, Vienna, Virginia - Winter 2005
Guilford County Schools' "Cool to be Smart" Advanced Placement Program—The College Board's Middle

States Major School System Summit, Atlantic City, New Jersey - Fall 2003

PRESENTATIONS (cont.)

- Guilford County Schools' Six Middle College High Schools--The 18th Annual At-Risk Youth National FORUM, Myrtle Beach, South Carolina - Winter 2006
- High Schools That Work--State of Tennessee Department of Education's Annual Conference, Nashville, Tennessee - Spring 1998
- High School with a College Twist--America's At-Risk Youth National FORUM, Myrtle Beach, South Carolina - Spring 2002
- High School with a College Twist--National School Boards Association National Conference, New Orleans, Louisiana - Spring 2002
- How to Conduct a Sacred Cow Hunt--American Association of School Administrators National Conference, San Diego, California - Winter 1998
- How to Help Students Deal with Peer Pressure--National School Boards Convention, New Orleans, Louisiana - Winter 1990
- Improving School/Business Relations--American Association of School Administrators National Convention, New Orleans, Louisiana - Winter 1987
- Improving Teaching Performance--National Academy of School Executives, San Francisco, California - Winter 1989
- Increasing Student Access to Advanced Level Courses, The College Board's Major School District's Meeting, Atlanta, Georgia--Spring 2003
- Initiating a Community Based Literacy Program, Supervising Teachers with Performance Problems--Vanderbilt University's Principals' Institute, Nashville, Tennessee - Summer 1990
- Is the Investment in Public Education Worth It?--American Association of School Administrators National Convention, San Diego, California - Winter 2006
- LINC Guilford-A Business Partnership That Works--Meet in the Middle State Conference, Raleigh, North Carolina - Fall 2001
- Listening to and Implementing Employee's Improvement Suggestions--National School Public Relations Association National Conference, St. Louis, Missouri - Summer 1998
- Middle College High School--North Carolina School Board Association's President's Invitational Conference, Greensboro, North Carolina - Spring 2001
- Middle College High Schools: A Guilford County Alternative School Program--University of Virginia's Grade Nine: The Make it or Break it Year Conference, Charlottesville, Virginia - Fall 2005
- Minority Students and Advanced Placement--North Carolina Department of Education's Closing the Achievement Gap Conference, Greensboro, North Carolina - Spring 2002
- Mission Possible: A Comprehensive Plan to Attract Teachers to At-Risk Schools--Council of Great City Schools Annual Fall Conference--Nashville, Tennessee - Fall 2007
- Mission Possible: Differentiated Pay for Teachers--UNC TV--"North Carolina Now" - January 17, 2007
- Mission Possible: Recruiting and Retaining Teachers in Impacted Schools--The American Association of School Administrators National Conference, Tampa, Florida - Winter 2008
- Nationally Televised Town Hall Meeting--United States Department of Education, Washington, D.C. - Summer 1995
- Planning and Implementing a Local Crisis Management Plan--Safe Home, Safe School, Safe Community Summit, Tennessee School Board Association's Safety Summit, Nashville, Tennessee - Fall 1998
- Policy Governance: Focusing on Student Achievement--New Brunswick School Superintendents' Association Conference, New Brunswick, Canada - Fall 2002
- Profiles of Effective Schools--National Academy of School Executives, Tucson, Arizona - Winter 1985
- Public Education: The Cornerstone of Democracy and Our Community--American Association of School Administrators National Conference, San Antonio, Texas - Winter 2005
- Raising the Bar for Disadvantaged Students--Southwestern College Board Meeting, San Antonio, Texas -

Spring 2004

Reconnecting Disconnected Students—American Association of School Administrators National Conference, San Diego, California - Winter 2002

PRESENTATIONS (cont.)

Recruitment and Retention—Using Targeted Incentive Pay in At-risk Schools—National Comprehensive Center for Teacher Quality Conference "Increasing Student Achievement in High-Need Schools Through Teacher Quality," Washington, D.C. - Fall 2006

Reducing Teacher Absenteeism—National School Boards Convention, Las Vegas, Nevada - Spring 1986
Re-visioning and Reinventing the American High School: What Needs to be Done—Penn State University's Waterbury Summit - June 2007.

School Realities and Graduation Barriers—Confronting the Graduation Rate Crisis in the South, The Civil Rights Project Harvard University Regional Symposium, Spellman College, Atlanta, Georgia - Spring 2005

Six Guilford County Schools' Middle College High Schools: A Three-Year Case Study—Paper Presented at the American Education Research Association's Annual Conference—Chicago, Illinois - Spring 2007

Small High Schools—Meeting Student's Needs, North Carolina Association of Supervision and Curriculum Development Annual Conference, Pinehurst, North Carolina - Winter 2004

Teacher Evaluation Programs That Work—National School Boards Convention, New Orleans, Louisiana - Winter 1988

Teachers Matter Most: Differentiating Teacher Compensation and Paying for Performance—The 18th Education Trust National Conference—Washington, D.C. - Fall 2007

Teaming Up for Tobacco Free Schools—North Carolina Department of Health and Human Services Conference, Greensboro, North Carolina - Fall 2002

The Baby Boom Echo's Effect on America's High Schools—Jim Lehrer's Nationally Televised—News Hour, Public Broadcast System - Fall 1997

The Principal's Role in the Evaluation Process—Vanderbilt Principals' Institute, Nashville, Tennessee - Summer 1988

Top Ten Problems Facing Public Education—American Association of School Administrators Convention, San Diego, California - Spring 1996

Using Data to Identify and Respond to Student Needs—University of Virginia's Grade Nine: The Make it or Break it Year Conference, Charlottesville, Virginia - Fall 2005

Using The Curriculum Audit As A Tool To Implement School Reform—American Association of School Administrator's Convention, San Francisco, California - Winter 1990

Using Value-Added Assessment to Differentiate Pay and Improve Schools—The 18th Education Trust National Conference—Washington, D.C. - Fall, 2007.

Working With Deer Friends—North Carolina School Public Relations Association State Conference, Wilmington, North Carolina - Winter 2002

Working With Superintendents—National School Public Relations Association's PR Power Hour, National Telephone Conference - Winter 2002

PUBLICATIONS

A bus safety plan that emphasizes student awareness and driver training. American School Board Journal, 1986, 11, 37-39.

A study of the relationship between student achievement and evaluations of teacher performance. (Doctoral Dissertation, Vanderbilt University, 1983) Dissertation Abstracts International, 1984, (University Microfilms No. DEM 84-02955).

A "super sub" is not a sandwich. The Education Digest, 1990, 9, 50-51. Co-authored by Robert Y. Creech.

A onederful way to develop employee support. Carolina Comment, 1986, 8, 10-11. Co-authored by Beverly Reep.

Academies for assistant principals. Educational Leadership, 1987, 45, 47-48. Co-authored by Kent Peterson and Catherine Marshall.

Advanced Placement: Access to Excellence. Principal Leadership, 2002, 8, 16-19.
 Akron principals assess themselves. Quality Network News, 1994, 2, 3.
 An Akron community fights back. Journal of The Ohio School Boards Association, 1993, 10, 24-26. Co-authored by Brian Williams.
 Chartering project teams: What to do and how to do it. NASSP Bulletin, 1996, 584, 96-102.
 Community involvement: An apple for the volunteers. American School Board Journal, 2000, 4. Co-authored by Judy Butler.
 Counseling cuts teacher stress. The Executive Educator, 1986, 15, 25 & 35. Co-authored by Sharon Crawford.

PUBLICATIONS (cont.)

Counter the bloated budget charge. The School Administrator, 1987, 8, 31.
 Courageous teacher evaluation proves a principal's prowess. Executive Educator, 1987, 2, 17-19.
 COVER STORY
 Creating High Schools With a College Twist. Manuscript Accepted by Principal Leadership, 2007. Co-authored by Kent Peterson.
 Curriculum audit points out weaknesses, recommends changes to strengthen instruction. Journal-South Carolina School Boards Association, 1990, 10, 3-7 & 11. Co-authored by J. Alex Stanton.
 Diversity becomes us. American School Board Journal, 1993, 11, 44 & 46.
 Engaging the disengaged. American School Board Journal, 2002, 1, 37-39.
 Establishing fair salaries for school administrators. Spectrum, 1993, 4, 13-15. Co-authored by M. Donald Thomas.
 15 Ways to keep staff members happy and productive. Executive Educator, 1988, 10, 26-27.
 Help your secretary help you. The Executive Educator, 1987, 10, 34. Co-authored by Charlie M. Holland.
 How to stay out of court. The Executive Educator, 1991, 8, 21-22. Co-authored by Beverly Reep and Jane Turner.
 Hunting sacred cows & other employee recognition programs. Tennessee School Boards Association Journal, 1997, 3, 24-25.
 Implementing six middle college high schools: Leadership in schools for at-risk students. ASCD Express, October 18, 2007. Co-authored by Kent Peterson.
 It's cool to succeed. Educational Leadership, 2005, 7, 65-68. Co-authored by Kent Peterson.
 Keep playground hazards at bay. Executive Educator, 1989, 4, 29 & 39. Co-authored by Vanessa Coker.
 Keeping kids in school. Tennessee School Boards Association Journal, 2000, 2, 23 & 24.
 Landing the big one. The Executive Educator, 1992, 6, 20-22. Co-authored by Louis Trenta.
 Make your charges stick. American School Board Journal, 1990, 2, 20-21. Co-authored by Jane Turner.
 Making the team work: Who decides what? Tennessee School Boards Association Journal, 1999, 4, 17.
 Mascots and meaning. The American School Board Journal, 2005, 10, 50-51 & 59.
Middle College High School: A Meaningful Option for Disconnected High School Students. Clemson: National Dropout Prevention Network (2007). Co-authored by Kent Peterson.
 Middle college: High school with a college twist. Leadership-NCASA, Spring/Summer 2002, 21-23.
 Middle college high schools for at-risk students. ASCD Express, 2007, 3, 1.
 North Carolina's summative evaluation instrument—Does it identify effective teachers? Carolina Comment, 1984, 3, 9-11.
 Practical recommendations for conducting dismissal hearings. Executive Educator, 1984, 10, 25 & 37.
 Preschool story hours: The perfect welcome to kindergarten. The Palmetto Administrator, 1990, 3, 34-35. Co-authored by Beverly Reep.
 Preventing project teams from developing committee-itis. NASSP Bulletin, 2000, 616, 97-100.
 Reaching the Tipping Point in Community Support. The School Administrator, 2005, 4, 53. Co-authored by Kent Peterson.
 Realtors, business owners are vital audiences. Journal of Educational Public Relations, 1994, 3, 15-19.
 Selling homes or selling schools. The School Administrator, 1991, 10, 38-39.
 Staying in school. American School Journal, 2000, 5, 55-57.
 Student achievement: Find what works for you. Tennessee School Boards Association Journal, 1999, 10, 17.

Super sub program sends administrators back to the trenches. American School Board Journal, 1990, 2, 37. Co-authored with Robert Y. Creech.

Take me out of the ball game: Confronting the issue of Native American mascots. Leadership, 2006, Winter, 10-15.

Teacher empowerment: Strategies for success. NASSP Bulletin, 1992, 546, 90-96. Co-authored by Beverly Reep.

PUBLICATIONS (cont.)

The administrator: Secretary relationship—Establishing a productive partnership. The National Educational Secretary, 1985, spring, 10-11 & 23.

The assistant principals' academy: Technical training and socialization of future leaders. NASSP Bulletin, 1987, 501, 32-38. Co-authored by Kent Peterson and Catherine Marshall.

The business side of the house. The American School Board Journal, 2004, 5, 24-27. Co-authored by Sharon Ozment.

The secretary, the telephone and the tarnished image. The National Educational Secretary, 1986, Summer, 10-13. Co-authored by Charlie M. Holland.

Use staff members' one-derful ideas. American School Board Journal, 1985, 10, 46. When consultants poke sacred cows. The Executive Educator, 1991, 6, 29-31.

When disaster strikes: Planning, leadership and communication keys to handling a crisis and its aftermath. NSPRA Counselor, January 2007.

Carla J. Stevens



EDUCATION

University of Denver
Denver, Colorado
M.A. Sociology – Research Methods, 1987

University of Denver
Denver, Colorado
B.A. Sociology/Economics, 1985

WORK EXPERIENCE

Assistant Superintendent, Research and Accountability (Sept. 2006-present)
Houston Independent School District – Houston, Texas

- Supervise overall planning, coordination, and implementation of projects and district activities as they relate to student testing, program evaluation, accountability, and student, campus, and district data reporting
- Serve in advisory capacity to the Superintendent, School Board, and other district and public officials regarding student testing, student performance data, program evaluations, and accountability
- Serve on district’s Executive Committee for the implementation of the ASPIRE Award, teacher performance pay program; coordinate and manage the implementation of the performance pay program
- Present evidence of improvement based on analysis of the assessment results and indices
- Develop and implement a systematic review of programs and services that result in continuing improvement and the demonstration of the effective accomplishment of the District’s mission, core values, and objectives
- Provide leadership to the Departments of Student Assessment and Research and Accountability, and manage staff activities consistent with federal, state, and district regulations as they relate to student testing, accountability, and program evaluations
- Assist campuses, central office departments, other non-school related work locations, and outside agencies with compliance issues, data needs, and program evaluations

Manager, Research and Accountability (1996-present)
Houston Independent School District – Houston, Texas

- Coordinate and manage a staff of four to six Research Specialists to produce comprehensive districtwide data publications regarding criterion-referenced and norm-referenced test data, dropout data, and school accountability under local, state, and federal systems
- Supervise and support staff in conducting program evaluations
- Collect and analyze data and coordinate efforts of staff to produce ad hoc projects at the request of the Superintendent, Board Members, and district personnel
- Make presentations to district offices, principals, and community groups

Research Specialist (1991-1996)

Houston Independent School District – Houston, Texas

- Design and conduct program evaluations
- Coordinate production of comprehensive districtwide data publications
- Collect and analyze data, and prepare data as requested

President (1993-1999)

Evaluation & Data Analysis Services, Inc. – Houston, Texas

- Conduct educational research and program evaluations on a contract basis for local universities as well as the Texas Education Agency

Legal Assistant (1987-1990)

Vinson and Elkins – Houston, Texas

- Conduct and coordinate large scale document productions and assist in the preparation of legal memoranda for the Business Litigation section

Graduate Research Assistant (1985-1987)

University of Denver – Denver, Colorado

- Assist in data collection and analysis on grants received by the Department of Sociology

ASSOCIATIONS	American Educational Research Association Southwest Educational Research Association National Association of Professional Women
APPOINTMENTS	Member of Joint Advisory Board for the Texas Education Research Centers appointed by Texas Commissioner of Education, August 2008
VOLUNTEER	University of Denver Alumni Admissions Recruiter CCE Teacher for St. Catherine of Sienna Catholic Church Board of Education, St. Catherine of Sienna Catholic Church 08/2005 to 06/2009 Lamar High School JROTC Parent Booster Club

Publications

- Dial, M., & Stevens, C. J. (Eds.) (1993). Alternative teacher certification. *Education and Urban Society*, 26(1).
- Dial, M., & Stevens, C. J. (1993). Introduction: The context of alternative teacher certification. *Education and Urban Society*, 26(1), 4-17.
- Stevens, C. J. (1994). Evaluation misuse from a user's perspective. *New Directions for Program Evaluation*, 64(4), 79-84.
- Stevens, C. J., & Dial, M. (1993). A qualitative study of alternatively certified teachers. *Education and Urban Society*, 26(1), 63-77.
- Stevens, C. J., & Dial, M. (Eds.) (1994). Preventing the misuse of evaluation. *New Directions for Program Evaluation*, 64(4).
- Stevens, C. J., & Dial, M. (1994). What constitutes misuse? *New Directions for Program Evaluation*, 64(4), 3-13.
- Stevens, C. J., & Sanchez, K. S. (1999). Perceptions of Parents and Community Members as a Measure of School Climate. In H. J. Freiberg (Ed.), *School Climate: Measuring, Improving, and Sustaining Healthy Learning Environments*. Philadelphia, PA: Falmer Press.

Paper Presentations

- Bledsoe, L., Stevens, C., & Ye, R. (April, 2010). *Homework Arrangement of Elementary Mathematics Teachers: A Cross-Cultural Study*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Friedrich, K. R., Stevens, C. J., & Gavito, A. A. (January, 1995). *Alternative education settings for the pregnant student*. Paper presented at the annual meeting of the Southwest Educational Research Association, Dallas, TX.

- Spillane, S. & Stevens, C. (February, 2003). *A university and community collaborative: Using space science and biotechnology to transform learning and instruction*. Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, TX.
- Stevens, C., Ye, R., Lu, J., Lai, S. & Lin, C. (April, 2010). *What Young Pupils Read Outside-of-School: A Cross-Cultural Study*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Stevens, C. J. (November, 2007). *HISD Teacher Performance Pay: ASPIRE Award*. Paper presented at the annual meeting of the Council of Great City Schools, Nashville, TN.
- Stevens, C. J., & Dial, M. (April, 1993). *A comparison of student academic performance at multi-ethnic schools versus single-ethnic schools*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Stevens, C. J., Gavito, A. A., & de la Rosa, D. (April, 1994). *Evaluation of the Even Start--Padres y Progreso program in the Houston Independent School District*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Stevens, C. J., Gavito, A. A., & Sanchez, K. S. (January, 1996). *Evaluation of the fourth and final year of the Even Start--Padres y Progreso program*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.
- Stevens, C. J., Gonzalez, J., Tullis, R., & Sanchez, K. (January, 1992). *Effectiveness of STRIVE: A pull-out program for at-risk ninth grade students*. Paper presented at the annual meeting of the Southwest Educational Research Association, Houston, TX.
- Stevens, C. J., Sanchez, K., & Ye, R. (April, 2004). *Why do high school students study mathematics?: Analyses of NELS:88*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Stevens, C. J., Sanchez, K., & Ye, R. (January, 2001). *Internal and External Factors Influencing the Teaching of Mathematics*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.
- Stevens, C. J., Shroder, M., Kwari, L., & Sanchez, K. S. (January, 1996). *The first year evaluation of the JROTC Career Academy at Worthing High School*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.
- Ye, R., Stevens, C. & Sanchez, K. (January, 1999). *Analysis of dropout reasons in grades 10 and 12 using national data NELS:88*. Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio TX.
- Ye, R., & Stevens, C. (March, 2008). *Mathematics Teaching Methods in Middle Schools*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Ye, R., & Stevens, C. (April, 2000). *Effects of Motivations on Academic Achievement in High School Students*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Zimmerman, L., Stevens, C., & Ye, R. (March, 2008). *Elementary Students' Literacy Activities and Reading Habits Outside of School*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Invited Speaker/Panelist

NAEP's Trial Urban District Assessment Closing the Gaps, Analyzing and Disseminating the Data (Panel Discussion). (October, 2009). Annual meeting of the Council of Great City Schools, Portland, OR.

National Conversation on Differentiated Compensation (Panel Discussion). (September, 2009). Ohio Value-Added Conference, Sponsored by Battelle for Kids, Columbus, OH.

Practical Applications and Lessons Learned by Early Adopters (Panel Discussion). (November, 2009). Differentiated Compensation in Education Symposium, Sponsored by Battelle for Kids, Houston, TX.

Strengthening Human Capital in K-12 Education: The Role of Incentives and Resources (invited "faculty"). (October, 2008). Senior Congressional Staff Retreat, Sponsored by The Aspen Institute, Stevensville, MD.

Charles Morris

EDUCATION

University of North Carolina at Greensboro
Ed. D, Educational Administration

Greensboro, NC
1992

Wake Forest University
M.A. Educational Administration

Winston-Salem, NC
1972

Wake Forest College
BA Psychology/History

Winston-Salem, NC
1965

EXPERIENCE

Houston Independent School District
Deputy Chief Academic Officer

Houston, Tx.
October 2009 to Present

Responsible for the academic growth of nearly 200,000 students and the management and success of almost 300 schools. In charge of providing all administrative and academic support services to schools. Responsible for managing and executing budgets for approximately \$300 million in federal, state, and local funds.

San Diego Unified School District
Deputy Superintendent

San Diego, Ca.
June 2008 to October 2009

Acted in a liaison capacity between the Superintendent and division and department heads, field administrators, employee organizations, other school districts, public agencies and the public. Maintained constant communication and contact with the Superintendent concerning day-to-day operations of the district. Directed and supervised the Curriculum, Research and Evaluation, Gifted Program, Career Tech, Dropout Prevention, Office of Language Acquisition, Magnet and Federal and Special Programs departments. Also assisted the Superintendent with the special studies, projects, investigations and reorganizations.

EdPro Consultants
President

Greensboro, NC
2004-2008

Appalachian State University
Adjunct Professor

Boone, NC
2006-2007

Guilford County Schools
Chief of Staff

Greensboro, NC
1995-2004

Was responsible for day to day operations of the school system which had 70,000 plus students, 8,000 employees and 100 plus schools. Worked with principals, central office staff, parents and community to raise achievement. Served as a trouble shooter and problem solver for the superintendent and the board of education, Worked with other staff to implement cutting edge programs to raise achievement levels and close the achievement gap. Worked with program directors to redirect almost \$10 million dollars for at-risk children services. Along with the finance officer, implemented a budget based allocation process to move controls for dollars from central office to the schools.

Associate Superintendent for Curriculum and Instruction

Areas of responsibility included curriculum and instruction, assessment and evaluation, workforce development, media services and systemwide technology. I led the implementation of a research based literacy program in the school system and several alternative programs for alienated high school students.

Executive Director of Pupil Support Services and Workforce Preparedness

Mt. Airy City Schools **Mt. Airy, NC**
Superintendent 1991-1995

Mt. Airy City Schools served 2,000 students in two elementary schools, one middle school, and one high school with 150 staff and budget of ten million dollars. Mt. Airy City Schools consistently ranked in the top twenty school systems in the state on end of grade and end of course tests as developed by the state.

Alamance County Schools **Graham, NC**
Assistant Superintendent for Instruction and Curriculum 1987-1991

Elementary School Principal 1979-1987

High School Principal 1977-1979

Integon **Winston-Salem, NC**
Sales Agent 1974-1976

Winston-Salem/Forsyth County Schools **Winston-Salem, NC**
Assistant Principal Grades 7-10 1970-1974
Language Arts/Social Studies Teacher 1965-1967

Department of Defense **Alexandria, VA**
Educational Specialist 1967-1970

US Army **California/Vietnam**
1967-1969

Examples of Accomplishments

- Initiated, organized and co-wrote a Federal Technology Grant for five million dollars in 1995
- Advocated for and procured resources for an alternative program in conjunction with the community college in Mt. Airy City Schools
- Managed the growth and development of the largest apprenticeship program in North Carolina (Guilford County Schools)
- Worked with community to pass a \$30 million bond issue (Mt. Airy City Schools)
- Supervised the construction of a new elementary school and numerous renovation projects (Mt. Airy City Schools)
- Implemented a technology based instructional management system with the criterion reference tests in grades 3-12 in Guilford County Schools
- Worked with senior staff in reducing the achievement gap in Guilford County Schools over three years

- Working with staff, had the highest one year increase in achievement scores in San Diego Unified Schools
- Collaboration with parents, staff, and principals, increased the amount of dollars going directly to schools by \$50 million dollars in San Diego Unified

Presentations and Public Appearances

- Site-based Management, Superintendents Summer Conference, 1988
- Site-based Management, North Carolina Association of Supervision and Curriculum Development Winter Conference, Pinehurst, NC, 1988
- Curriculum Audits, American Association of School Administrators Conference, New Orleans, 1995
- Role of the Principal in Support Services, National Association of Pupil Support Administrators National Conference, Washington, DC 1996
- Alternative Programs State Conference on Public Service, 1996
- Workforce Preparedness in Guilford County, Jon Ready Conference, 1996
- One Stop Centers, NET National Conference, 1997
- Evaluation Checklist for Instruction, National School Board Association 2001
- Evaluating Instruction, Council of Great City Schools, 2001
- SCALE, National Association of Pupil Support Administrators, St. Louis, Missouri, 2001
- Middle College Programs, NC Public Forum, Raleigh, NC 2003
- Increasing AP Enrollment, National School Board Association, San Francisco, 2004
- Schoolwide Discipline, South Carolina Conference on Underperforming Schools, 2005

Seminar Teaching Instructor
 Guest Lecturer at Elon College and High Point University
 School Development Process Trainer
 Character Education Trainer
 Numerous civic, public and panel presentations

Publications

"Historical Study of Student Assignment in North Carolina."
 Unpublished Doctorial Dissertation. University of North Carolina Greensboro, NC May 1992, 280

"Can This Team Be Served?"
 NAPSA Newsletter. National Association of Pupil Services Administrators, January, 2001

"The Integration of Carver, Junior High,"
 Unpublished Master's Thesis. Wake Forest University, NC, January 1972-121

Affiliations

Association for Curriculum and Development, National and North Carolina Association of School Administrators, National and North Carolina National Association of Pupil Services Administrators, Trustee

MELINDA GARRETT

PROFESSIONAL EXPERIENCE

Houston Independent School District

Chief Financial Officer

March 2002 to present

Controller

September 1985 to February 2002

- ◇ Oversee financial functions of the district's billion dollar budget to ensure accountability of public funds
- ◇ Oversee and approve activities of the accounting, budgeting, tax collection, benefits, real estate, procurement and payroll departments
- ◇ Confer, negotiate and initiate district business activities with representatives of private firms, other local, state and federal governments and the general public
- ◇ Serves as co-senior investment officer of the district in managing billion dollar investment portfolio
- ◇ Negotiate and administer multiple major district contracts
- ◇ Direct, formulate and review bills for legislative adoption and analyze laws, regulations, opinions and decisions affecting business services of the District.
- ◇ Develop, initiate and distribute a variety of reports related to the financial activities and conditions of the district for the public, the Board of Education, the Superintendent of Schools and other governmental agencies
- ◇ Recommends and implements modifications of the district's financial policies and practices to meet changing needs of the district
- ◇ Maintain close liaison with independent auditors, bankers, financial advisors, rating agencies and the Texas Education Agency
- ◇ Serve as senior member of the district's Major Projects Steering Committee overseeing projects related to operational and system changes to financial systems, personnel-payroll systems, transportation and facilities operations.
- ◇ Oversee the strategies for further expansion of the district's new financial system, SAP and the HR/Payroll system, Peoplesoft and maintain management oversight of the SAP and Peoplesoft teams.

Peat, Marwick, Mitchell & Co.

Senior Auditor, Audit Division

January 1982 to September 1985

- ◇ Performed audits of clients in the banking, governmental and architectural/engineering fields including experience on publicly held corporations
- ◇ Performed operational review of school districts' financial practices

Landmark Management Corporation

Director of Personnel/Payroll Operations

Real Estate Division

September 1976 to July 1982

- ◇ Assisted in the startup of company from inception growing from 50 employees to 4000 employees in 6 years
- ◇ Established personnel and payroll practices for the Corporation
- ◇ Co-authored employee personnel manual

EDUCATION, CERTIFICATES AND PROFESSIONAL AFFILIATIONS

CPA, STATE OF TEXAS, 1983

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

Presenter, Annual Conferences

TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

Affiliate President; Presenter, Annual Conferences; Instructor, Continuing Education and Nominee, School Business Official of the Year, 1999 and 1995

TEXAS EDUCATION AGENCY (TEA)

Served as Member of Accounting and Auditing Standing Committee; Member of the Coordinating Task Force advising TEA on recommendations to the State Board of Education related to financial policies for school districts

GOVERNMENT FINANCE OFFICER'S ASSOCIATION

AMERICAS' SAP USERS' GROUP

Julie Fox Baker, Ph. D.



EDUCATION

The Ohio State University

Ph.D. in Educational Administration
June, 2001

The Ohio State University

M.A. in Educational Administration
August, 1996

Murray State University

B.S. in Mathematics
May, 1993

SKILLS

Leadership and Administration
Project Development and Management
Grant Writing and Grants Management
Value-Added Analysis and Interpretation
Quantitative Research
Legislative Advocacy

Public Relations and Communications
Human Resource Management
Policy Development
Educational Technology
Negotiations

WORK EXPERIENCE

Houston Independent School District
Chief Major Projects Officer

February, 2010 – present

Directly reports to the superintendent of schools to carry forth the major initiatives of the district. Currently, serves as principal lead on the district's human capital transformation effort, including the redesign of the recruitment, selection, appraisal, career pathways and differentiated compensation for teachers and principals. Also, serves as project manager for the district's transformation of its lowest performing schools and supports the development of a long-term strategic plan. Co-leads the development of grant proposals for key initiatives. Works with other executive leadership to plan, implement, monitor and evaluate major projects. Leads cross-functional teams and manages resources for success.

Battelle for Kids
Senior Director

December, 2007 – January, 2010

Served as principal lead on a multi-year, multi-million dollar engagement with the Houston Independent School District to launch and implement a new educational improvement model, called ASPIRE (*Accelerating Student Progress. Increasing Results*)

and Expectations) which included district-wide training on and support of the understanding and use of value-added analysis and the creation and maintenance of a pay-for-performance system, called the ASPIRE Award program. Led the strategic communications and professional development efforts as well as the management of the overall engagement. Served as the interim ASPIRE Executive Director for nearly 18 months for HISD. Supported other Battelle for Kids engagement and developed several grant and district proposals.

Educational Service Center of Franklin County

Assistant Superintendent, External Relations August, 2005 – November, 2007

Key Accomplishments: Authored more than \$10 million in state and federal grants in fiscal year 2007; provided management of the regional school improvement team; established legislative communications for agency; served as Regional Value-Added Specialist and trained nearly 100 administrators and educators from 20 districts on understanding value-added analysis; chaired the Ohio Learning First Alliance, a nonprofit of the 17 state educational professional associations and the Ohio Department of Education.

State of Ohio, Ohio SchoolNet Commission

Interim Executive Director

August, 2004 - July, 2005

Key Accomplishments: Effectively reported to 13-member Commission; led agency staff; managed agency budget; developed and presented legislative testimony for agency; interpreted state and federal legislation and educational policy; secured biennial budget for fiscal years 2006 and 2007; co-developed and led a successful merger plan of Ohio SchoolNet Commission and the Ohio Educational Telecommunications Network Commission; developed and maintained positive relationships with members of the Ohio General Assembly, state and local agency leaders, school district personnel and businesses; represented Ohio on the State Educational Technology Director's Association (SETDA) and other state organizations and committees.

Chief Programs Officer

September, 2001 – July, 2005

Key Accomplishments: Cooperatively developed and implemented project management practices within the agency; served on agency team to develop business process improvements for human resources and fiscal practices including pay-for-performance compensation plan and contracts management system; led the implementation of a \$3.2M statewide technology leadership training program, Ohio Leadership for Integrating Technology (Ohio LIT), funded by the Bill and Melinda Gates Foundation for school district administrators resulting in professional development of more than 2,000 school and district leaders; developed the strategic programs, products and services plan for the agency; developed the initial research-based practices for the agency to better understand the access and use of technology in schools and to advocate for additional funding for the agency based on technology lifecycle and the findings from research.

Director of Technical Programs

May, 2000 – September, 2001

Key Accomplishments: Negotiated state contracts and served on a team to develop product catalog with tier one and tier two technology vendors resulting in savings in excess of \$10M per year for school districts; streamlined grant application and review processes; co-developed communications plans for all projects, products and services; co-developed new staffing evaluation and compensation plan; directed to completion school electrical upgrade program, high school interactive video distance learning program and annual programs for school district technology acquisition.

Senior Program Manager

July 1997- April 2000

Key Accomplishments: Implemented the first statewide interactive video distance learning programs; Co-developed video hardware and infrastructure standards; handled fiduciary responsibilities in excess of \$40M; negotiated state contracts with vendors for videoconferencing hardware and networking components; positioned Ohio as a leader in the nation for distance learning access and use; led a 21-member Telecommunity Policy and Oversight Committee comprised of business and educational leaders to direct and oversee the work of one distance learning program; and scaled projects from only a few schools to more than 400 statewide within six years; set direction for program growth.

Graduate Research Associate

August, 1995 – July, 1997

Key Accomplishments: Developed distance learning grant program request for proposals; instituted grant selection process; implemented accountability requirements for grant recipients; crafted communications plans and marketing collateral for programs; and organized the first statewide distance learning conference.

**The Ohio State University
Graduate Research Associate
Team Teacher**

October 1995-August 1996
1996, 1998

Key Accomplishments: Developed course materials and taught doctoral students research methods; edited and published articles; and tracked trends in educational research in the areas of personnel and compensation.

**Union County Middle School
Mathematics Teacher**

August 1994-May 1995

Key Accomplishments: Served as a positive role model for students and developed math curriculum and lesson plans that were engaging and effective for seventh- and eighth-grade students; implemented successful classroom management strategies; and establish open communications with parents and school leaders.

DOCTORAL AND POST-DOCTORATE ACADEMIC HONORS AND AWARDS

Davis Award, University Council in Educational Administration, 2003 Recipient for Best Article Published in Education Administration Quarterly during 2002

Roald F. and Della J. Campbell Memorial Scholarship Fund in Educational Administration, The Ohio State University College of Education, 1996 & 1998 Recipient

Emerson S. and Lucy J. Zuck Fund, The Ohio State University College of Education, 1998 Recipient

David L. Clark Graduate Student Research Seminar in Educational Administration and Policy, University Council in Educational Administration, 1998 Attendee

PUBLICATIONS

Young, I. P. & Fox, J. (2002). Asian, Hispanic, and Native American job candidates: Prescreened or Screened within the Selection Process? *Educational Administration Quarterly*.

Alge, Gresham, Heneman, Fox & McMasters (2002). Measuring customer service orientation using a measure of interpersonal skills: A preliminary test in a public service organization. *Journal of Business and Psychology*.

Heneman, Robert L., Greenberger, David B. & Fox, Julie A. (Dec. 2002). Pay increase satisfaction: A reconceptualization of pay raise satisfaction based on changes in work and pay practices. *Human Resource Management Review*.

Heneman, R. L., Eskew, D., & Fox, J. (Jan/Feb 1998). Using survey data to evaluate the effectiveness of a profit sharing and performance management system in a high technology firm. *Compensation and Benefits Review*.

Ann Best



Experience:

2/2009-Present Chief Human Resources Officer, Houston Independent School District

- Leads the Human Resources Department to improve the overall talent of the district
- Develops and executing strategic plans, organization wide policies and programs encompassing recruiting, selection, onboarding, succession planning, compensation, and compliance

1/2005-2/2009 Executive Director, Teach For America, Houston

- Articulated a vision for Teach For America's impact in the region
- Contributed to national organizational decision making
- Built staff capacity and infrastructure necessary to sustain scale
- Grew a sustainable, diversified local funding base
- Managed regional board of directors
- Managed program team to ensure significant impact on student outcomes
- Managed alumni team to develop strategy to maximize alumni leadership
- Planned and managed growth from 250 to more than 400 corps members in four years
- Raised over \$15.5 million in four years
- Increased corps member impact on student achievement by 15%
- Built staff capacity and team from twelve to twenty nine employees

5/2004-1/2005 Managing Director of Program, Teach For America, Houston

- Worked closely with the executive director to shape and execute strategy for improving student achievement
- Determined goals for student achievement
- Managed a team of program directors to strong outcomes in student achievement
- Developed a strong, performance culture on the program team
- Established and maintained key school district relationships to ensure long-term partnership sustainability

8/2000 – 5/2004 Program Director, Teach For America, Houston

- Designed and executed programmatic support for corps members
- Observed corps members and provided feedback to assist them in improving their practice in the classroom
- Engaged corps members in data-based problem solving
- Planned and facilitated formal conversations with corps members to increase student achievement outcomes
- Organized and executed monthly professional development

6/2002 – 7/2002 School Director, Teach For America, Summer Institute

- Assumed responsibility for the successful operation of a school site as part of the Teach For America summer institute
- Trained and managed a diverse staff
- Ensured corps members were prepared for their fall placements
- Observed staff members and provided feedback to improve their practice

8/1996 – 7/2000 Kindergarten Teacher, Houston Independent School District, Texas

- Instructed students in a goal-driven environment to help them master Kindergarten content
- Developed components of curriculum based on state standards
- Administered assessments and tracked student progress
- Planned field trips and educational outings aligned to curriculum
- Managed a teacher's aid, student teachers, and parent volunteers
- Collaborated with Kindergarten grade level teachers in planning

Education:

1996-1997 University of St. Thomas, Houston, Texas

Coursework in pursuit of Texas teacher certification grades Pre-K through 6th

1992-1996 Oakwood College, Huntsville, Alabama

Bachelors in Communications

Awards:

2008

Named the United Negro College Fund's local Alumna of the Year and won the organization's national One to Watch Award

2010

Alumni of the Year Award from Oakwood University

NICHOLE S. JOHNSON, MBA, PMP

Business & IT Consultant • Project Manager

Experienced Finance and Operations-oriented project management professional with a track record of transforming businesses to elevate financial performance, enhance productivity, and achieve bottom line results. Capabilities lie in designing processes and implementing technology solutions that align with key business strategies and corporate objectives. Numerous corporate awards earned for implementing effective cost saving strategies, establishing lean processes, and integrating cutting-edge technologies.

Core competencies include:

- Business Analysis
- Operational Effectiveness
- Project/Program Management
- Process Improvement
- Systems Integration
- Change Management

CAREER EXPERIENCE

TARGET CORPORATION, Minneapolis, Minnesota

2008 - Present

Project Manager, Distribution Services (Planning & Engineering)

Design and implement technology and process improvement strategies that drive in stock performance and reduce supply chain expenses.

Key Achievements:

- Managed a cross-functional team to define the overall distribution strategy and network design for a \$7B new market entry.
- Designed the test pilot and implementation strategy to optimize the automated receiving process across the network of 26+ distribution centers.
- Formulated a streamlined prioritization process and improved decision-making capabilities to guide the senior leadership team in committing resources and funding to potential projects.

DELL, INC., Round Rock, Texas

2000 – 2008

Project Manager, Global Consumer Services (Business & Technology PMO, Process Engineering)

Managed several global projects to drive key process improvement, customer satisfaction, and cost reduction initiatives for Care and Tech Support contact center operations.

Key Achievements:

- Generated \$15M in cost savings by implementing streamlined customer communications (i.e. Direct Marketing Communications; 'Contact Us' pages online) and call routing strategies (i.e. reduced 1-800 numbers and IVR menu options) to improve first time contact and issue resolution.
- Managed the design & implementation of a \$100M revenue generating initiative that enabled new sales processes for Technical Support agents.
- Partnered with IT to develop and manage the Services roadmap, identifying and prioritizing specific solutions that aligned with key business strategies.

Sr. Consultant, Operations Finance (Product Group, Procurement, Manufacturing)

Provided financial services and consulting to Operations business units. Prepared financial reports, developed forecasts, and performed variance analysis in accordance with business plan. Assembled and managed teams in carrying out special projects.

Continued...

CAREER EXPERIENCE CONTINUED

Key Achievements:

- Managed several cross-functional I/T projects designed to standardize and automate the manufacturing procure-to-pay processes globally, which reduced costs by \$30M annually and improved relations throughout the supply chain.
- Successfully managed the start-up of a \$12M refurbishment business for leased computer systems, earning a Corporate Finance *Silver Star* team award for driving nearly 35% profit margins.
- Led data conversion, testing, policy & procedure documentation, and training for a successful Corporate Finance implementation of Oracle 11i (G/L, Fixed Assets, Project Accounting modules).

CAP GEMINI ERNST & YOUNG, McLean, Virginia

1997-2000

Sr. Consultant, Performance Improvement – Financial Services, Technology/Media/Communications

Provided functional application support and implementation for ERP financial packages (SAP, Oracle, JD Edwards) with service delivery capability in the following areas: Process Mapping; Configuration & Functional Design; Data Conversion, Testing, Launch Readiness (Communications, Training, Cutover)

Key Achievements:

- Redesigned financial processes to support financial systems integration, short-term business goals, and to improve efficiencies. Established 'best practice' methods and procedures in accordance with company guidelines, industry business practices, and GAAP.
- Developed internal practice methodologies, participated in the development of proposals, and received recognition for serving as a Boot Camp Team lead, mentoring entry-level consultants.

ELECTRONIC PAYMENT SERVICES, Wilmington, Delaware

1994-1995

Business Analyst

- Designed business requirements for technology applications in retail banking, including bi-lingual, multi-account ATM access, electronic bill payment, and POS-debit card transaction processing.

COLUMBIA NATIONAL BANK, Columbia, Maryland

1993-1994

Business Analyst

- Audited mortgage loans for regulatory compliance and determined business requirements for automated solutions to improve the loan application process. Provided application support for internal technologies.

JPMORGAN CHASE, Wilmington, Delaware

1992-1993

Accounting Specialist

- Performed custodial services for institutional investors including account reconciliation, dividend and interest payment processing, bank settlement, and financial reporting.

EDUCATION / CERTIFICATIONS

Bachelor of Science, Finance & Economics (1992)

GEORGETOWN UNIVERSITY – Washington, D.C.

MBA, Finance, Operations & Strategy (1997)

CARNEGIE MELLON UNIVERSITY – Pittsburgh, PA

Manchester Business School, Manchester, England (Spring 1997)

Six Sigma Green Belt (2005), **Project Management Professional** (April 2007)

Small Business Owner, *The Cutting Edge Hair Salon*, Austin, TX (2003-2007)



REGULATORY AFFAIRS

1701 North Congress Ave. • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us

TO: County District #101912- HOUSTON ISD

FOR: THE ADMINISTRATOR ADDRESSED

SUBJECT: Indirect Cost Rates for July 1, 2010 through June 30, 2011

DATE: January 12, 2010

This is to notify the district that, based upon the financial information submitted using the Modified Total Direct Costs (MTDC) Method, the Texas Education Agency has calculated the indirect cost rates which will be effective for the period of July 1, 2010 through June 30, 2011.

Predetermined Restricted Indirect Cost Rate: 2.535 %
Predetermined Non-restricted Indirect Cost Rate: 15.523 %

For information relating to types of rates and method of calculation, refer to Financial Accounting and Reporting Module (FAR) of the Texas Education Agency *Financial Accountability System Resource Guide*, Sections 1.6.1.1 through 1.6.1.3.

Please forward a copy of this certification to your business office/manager and federal funds coordinators.

If you have any questions concerning these rates, please contact Gayle Escobedo at (512) 463-9095.



HOUSTON INDEPENDENT SCHOOL DISTRICT

HATTIE MAE WHITE EDUCATIONAL SUPPORT CENTER
4400 WEST 18th STREET • HOUSTON, TEXAS 77092-8501

Grant Development Department

July 6, 2010

Althea Edwards
Administrative Assistant
Houston-Galveston Area Council
P.O. Box 22777
Houston, TX 77227

Dear Ms. Edwards:

I am pleased to forward a copy of the Houston Independent School District's grant application for the U.S. Department of Education's Teacher Incentive Fund for your review.

If you have any questions, please contact me at the number provided below. I can also be reached at apiper@houstonisd.org.

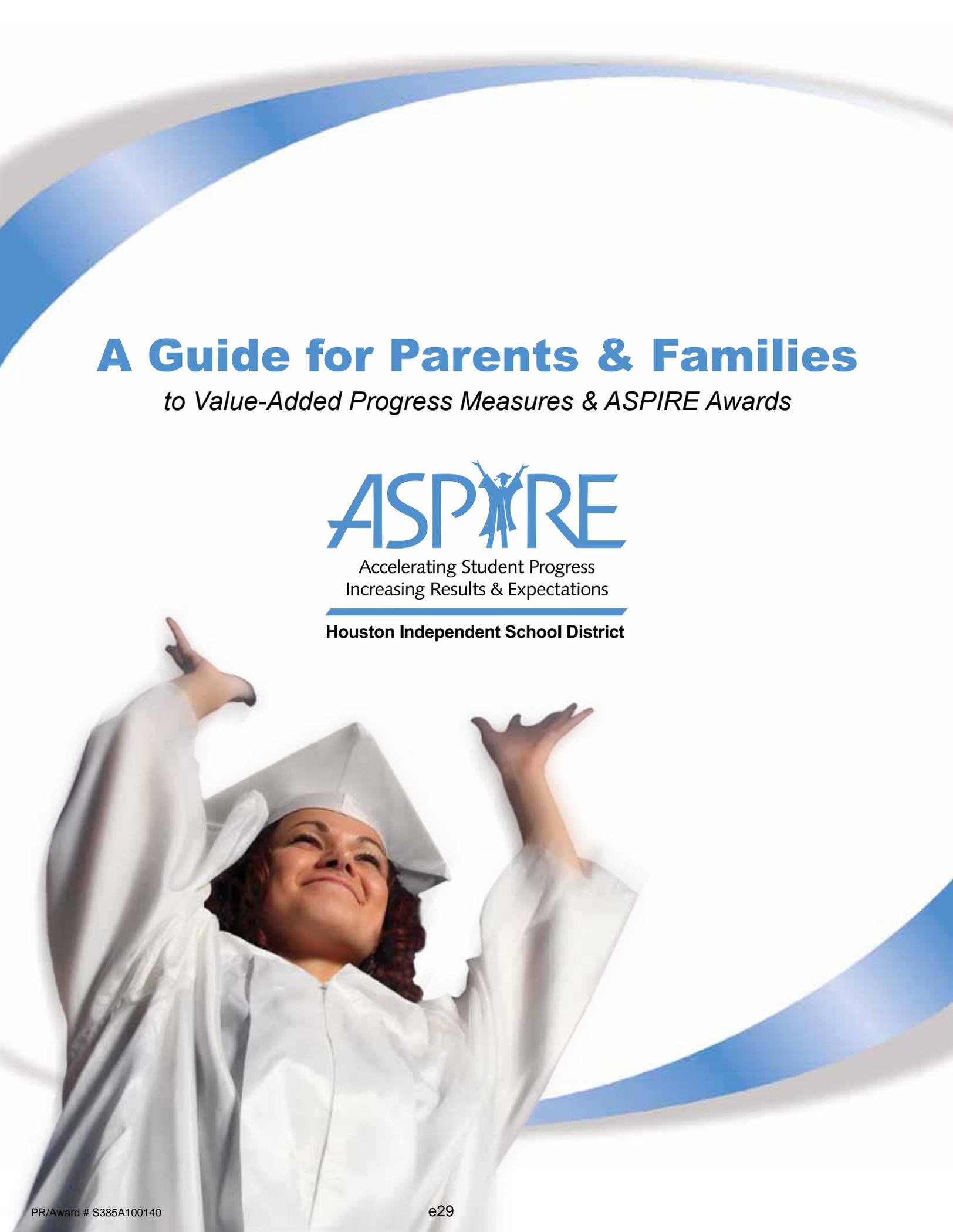
Sincerely,

Annetra Piper, Manager
Grant Development Department

Enclosure

AP:jm

Phone: 713-556-6785 • Fax: 713-556-6730



A Guide for Parents & Families

to Value-Added Progress Measures & ASPIRE Awards

ASPIRE

Accelerating Student Progress
Increasing Results & Expectations

Houston Independent School District



Accelerating Student Progress
Increasing Results & Expectations

Houston Independent School District

In 2007, HISD launched ASPIRE, the district's comprehensive educational-improvement and performance-management model. ASPIRE is an important part of HISD's commitment to parents and the community to provide high-quality educational opportunities to prepare all students to graduate college- and career-ready.



ASPIRE:

- Creates a culture of continuous improvement
- Continues connecting and aligning all campus and central-service initiatives and functions to support district goals
- Continues fostering collaboration and communication among HISD employees, families, businesses, and community members
- Optimizes performance and efficiency while ensuring the highest-quality service and support
- Creates more clarity around expectations and accountability measures for all campus and central-service initiatives and functions
- Replicates best practices and recognizes regions, departments, campuses, and individuals for excellence

Through ASPIRE, HISD is providing teachers and principals with training and support to ensure they have the knowledge, skills, and tools they need to help all of our students succeed. We are using the latest technology and information systems to provide our principals, teachers, and other staff with the most-reliable data to make important decisions about student performance. Under this framework, HISD is better prepared to support our most important resource in helping students become college- and career-ready—our educators.

An important part of ASPIRE involves using high-quality information, such as value-added analysis, to make decisions about teaching and student learning.

What is Value-Added Analysis?

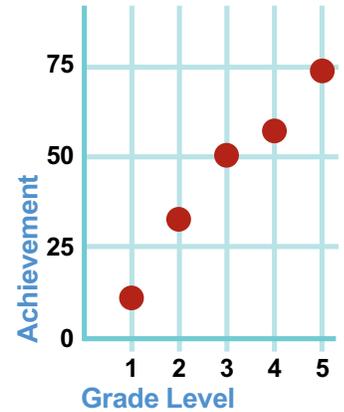
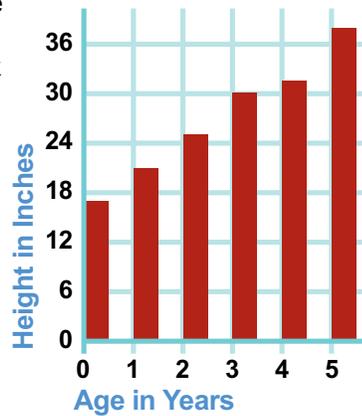
Value-added analysis is a tool that HISD educators and parents can use to help students succeed. HISD uses value-added analysis to measure the impact of the district's curriculum and instruction on students' academic progress from year to year. Parents can use value-added information to learn how well their child's campus is doing to help groups of students improve. HISD is committed to helping all students reach their highest potential. We want our low-achieving students to get the support they need to accelerate their progress, and we want our highest-achieving students to be challenged and continue to grow academically. Value-added information shines a light on all of our students. When used with other data and information, value-added analysis provides a comprehensive picture of our effectiveness in raising student performance.

Achievement & Progress: How Are They Different?

It is easy to think that “achievement” and “progress” mean the same thing. Although they are related, they have different meanings that are important when teachers and parents think about how students perform in school.

Achievement is measured by how students score on state tests and how their scores compare to what students should know and be able to do (state standards). **Progress** is measured by how much academic “gain” students make over time. You might also hear academic progress called academic “growth” or “gain.”

Imagine a child’s growth chart. This chart shows a child’s height at each age. By looking at the chart, you can see how much the child grew from year to year. And, you can use this chart to see how the child will likely grow in the future. Now, thinking about education, if a student’s math achievement level is measured each year, the student’s “growth pattern” in math can be seen.

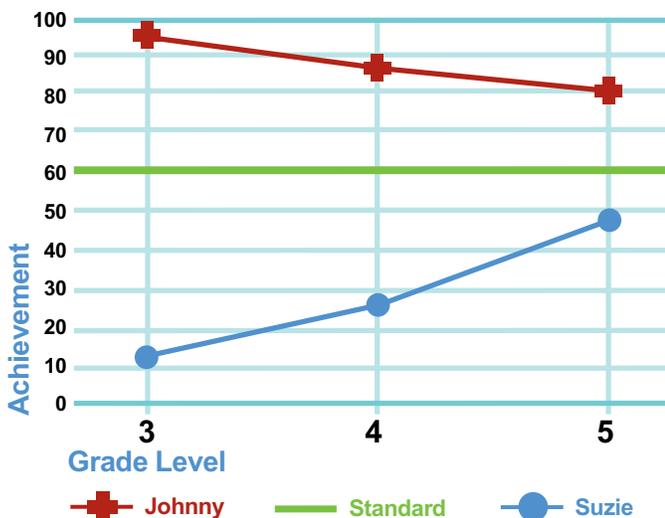


The Importance of Measuring Student Progress

Why is measuring student progress important?

Because it helps schools know how much growth students are making and the impact our campuses and teachers have on students’ learning.

This is very important. Without measuring student progress, a campus would not know that a child who was scoring above state levels may actually be declining in academic growth over time.



For example, Johnny, a high-achieving student, may score at the 96th percentile in math in third grade, the 88th percentile in fourth grade, and the 80th percentile in fifth grade. While he is still above the proficiency bar, his performance is declining.

In contrast, Suzie, a low-achieving student, may score at the 13th percentile in math in third grade, the 27th percentile in fourth grade, and the 49th percentile in fifth grade. Although she is below grade-level expectations, she is making progress.

To date, success of school districts, campuses, and teachers has mostly been determined by achievement levels based on state or local achievement tests. Using the example above, Johnny and his campus would be considered successful, while the performance of Suzie and her campus would be considered low achieving. It is important to recognize both students’ achievement levels and the progress students and campuses make each year.

Value-added information provides the most fair and accurate way to measure student progress.

Value-Added Progress Reports

Value-added progress reports provide important information to parents and educators about how HISD's curriculum and instruction are helping students make academic progress. Value-added progress reports allow educators to see more clearly what is working well or not so well to help individual students and groups of students.

HISD is using value-added analysis to measure student progress in grades 3–11 in all core subjects (reading, math, language arts, science, and social studies). Parents have access to the following value-added reports:

Estimated School Mean NCE Gain				
Grade	6	7	8	Mean NCE Gain over Grades Relative to Growth Standard
Growth Standard:	0.0	0.0	0.0	0.0
2007 Mean NCE Gain:				
Std Error:				
2008 Mean NCE Gain:	-3.7 R*	3.1 G	7.3 G	2.2
Std Error:	1.1	1.0	1.1	0.6
2009 Mean NCE Gain:	-0.7 Y	10.8 G	8.0 G	6.1
Std Error:	1.1	1.1	1.0	0.6
3-Yr-Avg. NCE Gain:				
Std Error:				
Estimated School Mean NCE Scores				
Grade	6	7	8	
State Base Year (2008):	50.0	50.0	50.0	
2006 Mean:				
2007 Mean:	28.0	33.7	34.2	
2008 Mean:	33.1	31.0	40.9	
2009 Mean:	39.7	44.4	39.0	

▲ School Value-Added Reports

School value-added reports provide information about performance/progress by the campus overall and at each grade level. These reports give information about specific subjects, including reading, math, language arts, science, and social studies.

Understanding & Using the Reports

Value-added progress reports contain technical language that may be difficult to understand. However, simple color-coding is used to make the reports easier to understand.

HISD is using value-added analysis to identify, recognize, and reward the campuses and educators whose students make the greatest academic progress each year. HISD also uses this information to help make important district- and campus-level decisions. Parents can use value-added information to learn about the progress HISD and their child's campus are making in raising student achievement.

Estimated School Mean NCE Gain											
Grade	2	3	4	5	6	7	8	9	10	11	Mean NCE Gain over Grades Relative to Growth Standard
Growth Standard:	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
2007 Mean NCE Gain:											
Std Error:											
2008 Mean NCE Gain:	0.7 G	1.3 G	2.2 G	0.4 G	6.8 G	5.9 G	4.8 G	-2.7 R*	3.2 G		2.5
Std Error:	0.3	0.3	0.3	0.4	0.3	0.3	0.3	0.2	0.3		0.1
2009 Mean NCE Gain:	-1.8 G	-0.0 Y	3.2 G	-2.2 R	4.8 G	3.5 G	3.3 G	-1.5 R*	2.4 G		1.7
Std Error:	0.3	0.3	0.3	0.4	0.3	0.3	0.3	0.2	0.3		0.1
3-Yr-Avg. NCE Gain:											
Std Error:											
Estimated School Mean NCE Scores											
Grade	2	3	4	5	6	7	8	9	10	11	
State Base Year (2008):	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	
2006 Mean:											
2007 Mean:	43.5	42.0	42.4	40.7	34.8	40.3	41.3	45.6	42.2	44.1	
2008 Mean:	45.1	44.2	43.3	44.5	41.1	41.6	46.1	46.1	42.9	45.4	
2009 Mean:	46.2	46.9	44.2	46.4	42.4	45.9	45.1	49.5	44.5	45.3	

▲ District/Region Value-Added Reports

District/region value-added reports show HISD's overall progress by grade and subject compared to the typical growth of students across all schools in Texas.

School Name	3	4	5	6	7	8	9	10	11
Alabama Elementary School 2009	-2.6	5.9	4.1	---	---	---	---	---	---
Alaska Elementary School 2009	---	---	---	-0.7	10.8	8.0	---	---	---
Arizona Elementary School 2009	9.1	16.1	12.8	---	---	---	---	---	---
Arkansas Elementary School 2009	8.8	4.5	6.6	---	---	---	---	---	---
California Middle School 2009	---	---	---	-7.3	2.7	4.5	---	---	---
Colorado Elementary School 2009	2.4	-7.7	-1.4	---	---	---	---	---	---
Dakota Middle School 2009	---	---	---	-3.4	6.2	6.4	---	---	---
Delaware HS for Health Prof 2009	---	---	---	---	---	---	15.5	0.4	-1.7
Hawaii Elementary School 2009	7.1	-14.5	1.9	---	---	---	---	---	---
Iowa Elementary School 2009	1.6	5.4	-3.9	---	---	---	---	---	---
Kansas Elementary School 2009	-6.1	-7.3	2.3	---	---	---	---	---	---
Louisiana Elementary School 2009	-8.3	-14.7	-4.4	---	---	---	---	---	---
Mississippi Elementary School 2009	0.1	3.7	0.5	---	---	---	---	---	---
Missouri Ed Center 2009	1.7	2.0	3.1	---	---	---	---	---	---
Montana Ed Center Middle 2009	---	---	---	2.7	8.5	3.1	---	---	---
Ohio Middle School 2009	---	---	---	-2.3	6.1	1.5	---	---	---

▲ Value-Added Summary Report

The value-added summary report provides campus comparisons of student progress by grade level.

	G – Estimated mean NCE gain is above the Growth Standard by at least 1 Standard Error.
	Y – Estimated mean NCE gain is within 1 Standard Error of the Growth Standard.
	R – Estimated mean NCE gain is below the Growth Standard by at least 1 Standard Error.

If you have questions about these reports, please contact your child's principal. He/she can help you better understand how these reports are being used on the campus and in the classroom. Parents and families can also visit the ASPIRE portal at www.houstonisd.org/ASPIRE under the "Value-Added" tab.



Recognizing Excellence: The ASPIRE Award Program

We are proud of our educators' commitment to excellence. We believe it is important to recognize and celebrate our many highly effective campuses and educators—not only those that achieve, but also those who make progress toward higher achievement. Based largely on achievement and value-added data, HISD is able to identify and reward the campuses and educators whose students make the greatest academic progress through ASPIRE Award Program.

The ASPIRE Award Program is an expanded and improved way the district is recognizing the campuses and educators who are helping our students achieve and grow academically. There are teachers who may not receive an ASPIRE Award in a particular year. This does not necessarily mean that their students or campus didn't grow academically or that they are not good teachers. Therefore, parents should not use this information as a way to judge the quality of their child's teacher.

Teaching is hard work, and it is important that HISD do all that it can to promote good teaching for ALL of our students. Recognizing and rewarding highly effective educators helps HISD keep and recruit good teachers.

Increasing Results & Expectations

We are proud of our accomplishments in accelerating student progress through ASPIRE. We will continue working together to realize our aspiration of preparing HISD students to thrive as 21st-century learners who are ready for success in college, in their careers, and beyond.

To learn more about ASPIRE, value-added analysis, and the ASPIRE Award Program, visit the ASPIRE portal at www.houstonisd.org/ASPIRE.

HISD Board of Education

Lawrence Marshall

President

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Terry B. Grier, Ed.D.

Superintendent of Schools



Accelerating Student Progress
Increasing Results & Expectations

Houston Independent School District

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, or political affiliation in its educational or employment programs and activities.

Frequently Asked Questions

Why is it important to measure both student achievement and progress?

Achievement information provides educators with a snapshot of students' growth at a single point in time and how well those students perform against a standard. Progress information provides a more complete, accurate picture of student growth over time. By combining achievement and progress information with other data, HISD has a better picture of its impact on student learning.

How will value-added information help my child's teacher and principal?

Value-added analysis provides important information that was not previously available. It helps educators see more clearly how students are progressing and is a great tool teachers and principals use to understand strategies that are working well and those that need improvement. Teachers and principals are using this information to make decisions about how to take advantage of the strategies that are working and how to improve in other areas.

Does value-added analysis require that my child take more tests?

No. For value-added analysis, HISD uses existing state and district test data, including Texas Assessment of Knowledge and Skills and Stanford/Aprena.

When and where can I see value-added reports?

District/region and school-level value-added reports and value-added summary reports are available on the HISD Web site. Go to the ASPIRE portal at www.houstonisd.org/ASPIRE under the "Value-Added" tab.

What does it mean if my child's campus makes "above" expected growth?

This means that students on that campus, on average, grew more than similar students across Texas.

What does it mean if my child's campus makes "below" expected growth?

This means that students on that campus, on average, grew less than similar students across Texas.

Where can I learn more about value-added reports?

HISD encourages parents and families to talk with their child's principal about how these reports are being used on the campus and in the classroom. Parents and families can also visit the ASPIRE portal at www.houstonisd.org/ASPIRE.

Why is HISD recognizing and awarding educators with extra pay?

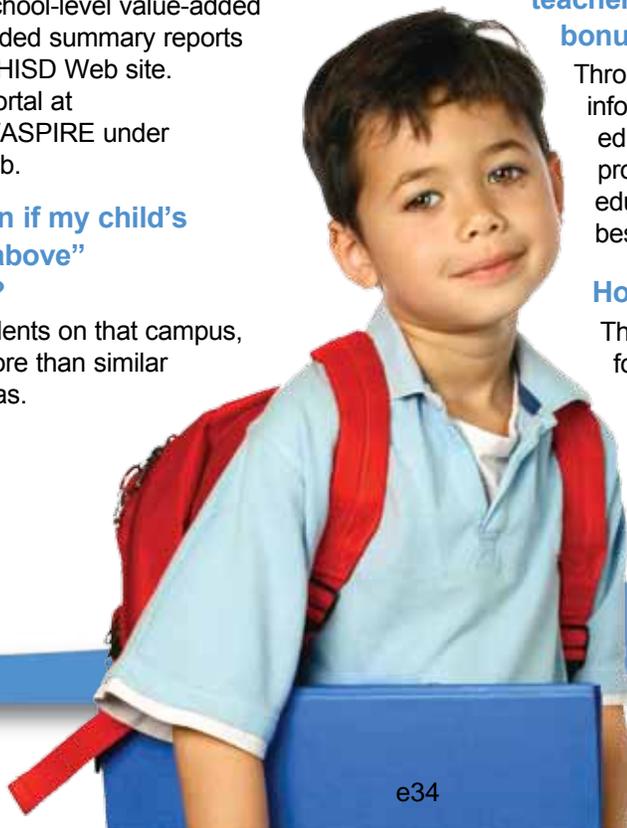
Over the past few years, HISD has been working hard to have teacher salaries that are competitive with other school districts. Remaining competitive helps HISD keep and recruit good teachers. Many professions regularly reward employee performance with bonus pay or higher salaries. While this concept is not new in many job industries, it is a new concept in education. Through ASPIRE and the ASPIRE Award Program, HISD is on the cutting edge of a national movement toward performance-pay models for recognizing and paying educators for great work. We are proud to recognize our successful campuses and educators, and believe they should be rewarded with extra pay.

How is HISD helping campuses and teachers who do not receive ASPIRE Awards or bonuses?

Through ASPIRE and the use of value-added information, we are able to identify campuses and educators whose students are making great progress. We are encouraging these highly effective educators to work with their colleagues and share best practices to improve student performance.

How is the ASPIRE Award Program funded?

The program is funded by federal grants, foundation and district contributions.



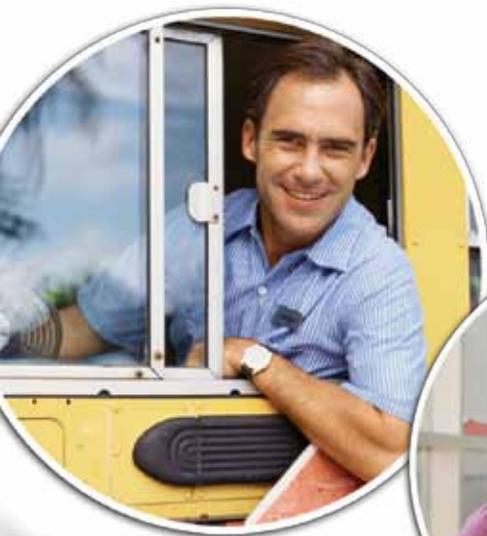


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Houston Independent School District

Performance Management

*All HISD employees increasing results
to accelerate student progress*



About ASPIRE

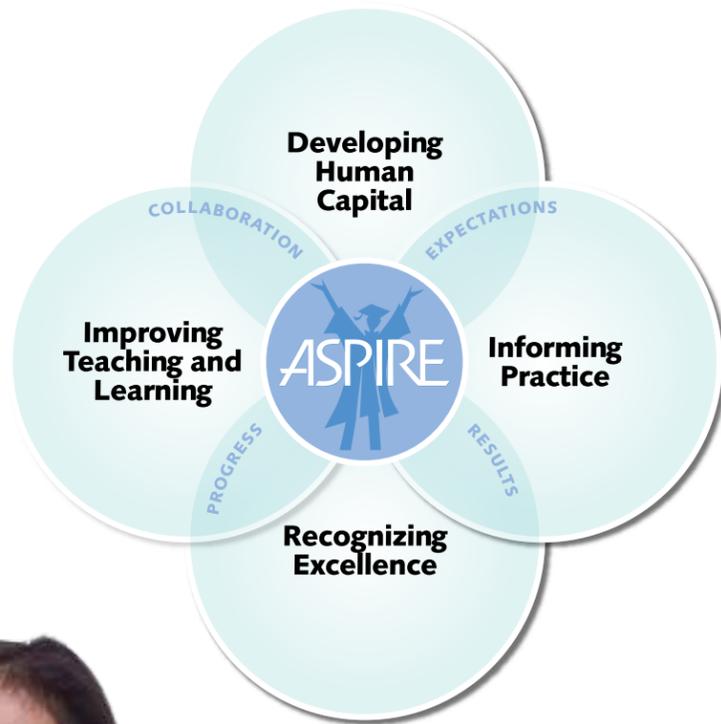
Every Houston Independent School District (HISD) employee plays an important role in ensuring all students graduate on time, college- and career-ready.

To maximize our impact in achieving this goal, HISD launched the ASPIRE model during the 2007–2008 school year. ASPIRE connects all of our improvement work and aligns expectations to focus on accelerating student progress and increasing results and expectations.

The next generation of ASPIRE

Since the district launched ASPIRE, we have achieved record-breaking successes in accelerating student progress and recognizing the excellent work of our campus-based employees. The next generation of ASPIRE recognizes that each and every district employee plays a vital role preparing our students to be college- and career-ready.

*ASPIRE Core Components:
Catalysts That Focus our Work
and Achieve our Mission*



Performance Management

Performance management is a continuous process of aligning the goals of individuals and teams with the organization's strategic goals and harnessing the power of data to improve results and develop people.



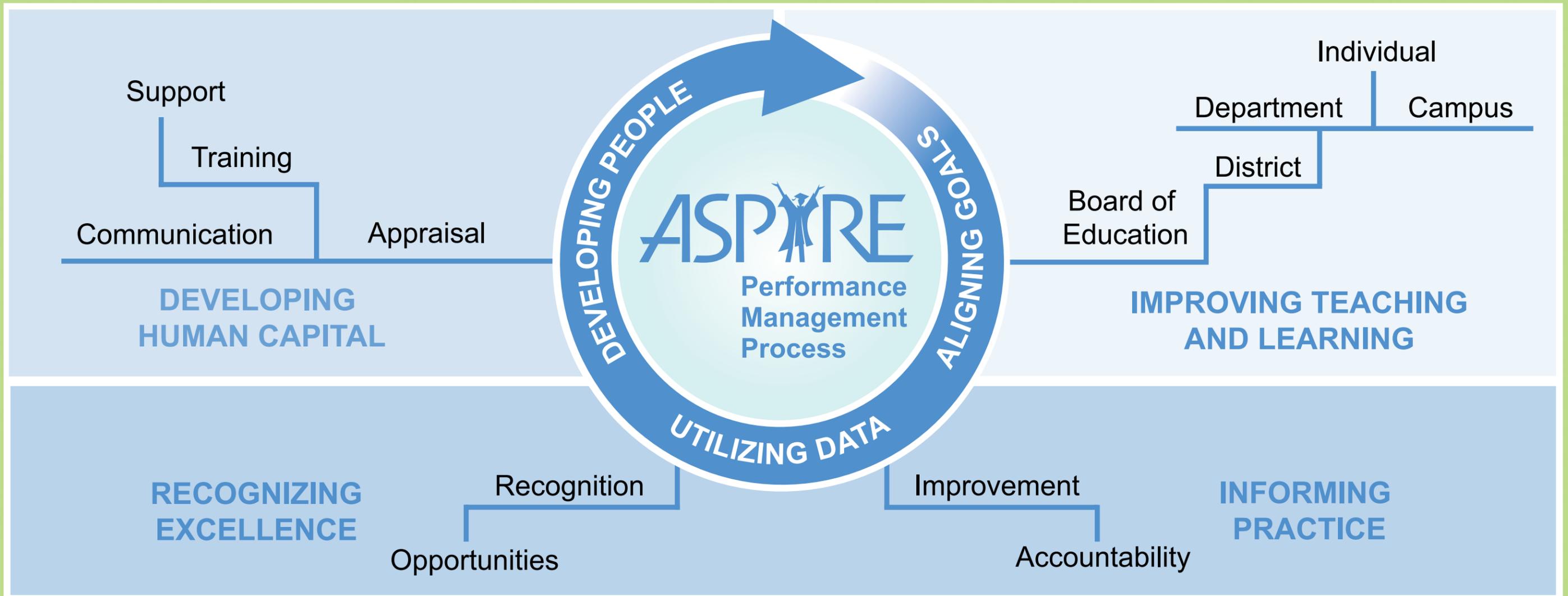
HISD's vision of ASPIRE performance management

We will know ASPIRE performance management is successful when all employees:

- Know the district's goals and how their department, campus, and/or team goals align
- Understand their role in improving students' academic achievement and progress
- Use data to continuously improve the performance and results of their department, campus, and/or team
- Understand the expectations for performance and receive feedback and support for ongoing improvement
- Recognize the importance of providing outstanding customer service
- Strive to maximize district resources by continually focusing on department, campus, and/or team efficiency

ASPIRE is all of us.





Frequently Asked Questions

Q: How will ASPIRE performance management impact/benefit me?

A: ASPIRE performance management will provide:

- A chance for every employee to have clear vision of what they do that has direct impact on student achievement
- An opportunity to “work smarter” by having the data that will inform every department of what we must do to produce even greater results
- A way to recognize and celebrate the exceptional work and contributions of every employee to our efforts to improve student achievement

Q: What is a scorecard?

A: A *scorecard* is a yearly report of results on the measures (metrics) that are necessary to identify a department’s progress in achieving their objectives.

Q: Do other school districts practice performance management?

A: Not many. Although not new to business, performance management is new to school districts. HISD is on a very short list of districts that are leading the way for other school districts across the country.

Q: How will ASPIRE performance management be rolled out?

A: As of fall 2009, departmental scorecards for the four pilot teams (Transportation, Human Resources, Strategic Partnerships, and Budgeting & Financial Planning) and for the K–12 campuses have been approved by the Executive Committee. Additionally, common measures for everyone across the district were approved. HISD will continue to collaborate with its technology partners to operationalize the scorecards. Work has begun to incorporate the scorecard and data into a revised School Improvement Planning process. A more robust, dynamic analysis tool will reduce the administrative burden of acquiring data from multiple sources for campus administrators and school improvement teams. Scorecard development for the next group of central-service departments (Chancery, Controller’s Office, Food Service and Curriculum, Instruction and Assessment) is complete. Next, the design work for individual departments continue throughout 2010 with all other departments. Departments will be scheduled to go through the process based on data available, priority, and scheduling.

Q: Will ASPIRE performance management offer employees new opportunities to be recognized for excellence, including performance pay?

A: Recognizing excellence is a key component of the ASPIRE model. HISD is dedicated to creating many opportunities that highlight and celebrate the excellent work of employees throughout the district. Currently, campus-based employees have the opportunity to earn performance pay for their success in accelerating student academic progress and achievement. Before a model can be created for other departments and regional office employees, a valid system of measuring performance for all other types of work must be created. In the future, HISD can then consider how to align awards to the performance-management system.

What's your statement?

We asked a few employees to share how they impact student success. Here's what they said:

I accelerate student progress because I...

Make sure I get kids to school on time, in a positive mood, ready to learn.”
- HISD Transportation

I accelerate student progress because I...

Reduce the burden on school administration by solving problems and maximizing financial resources, which, in turn, allows for more time for schools to focus on student success.”
- HISD Budgeting & Financial Planning

We want to hear from you.

Visit the ASPIRE portal to submit and share your statement about the ways you accelerate student progress.
www.houstonisd.org/ASPIRE

All employees working together to achieve the district's goals, increase results and expectations, and continue HISD's transformation into a truly authentic performance-driven system. That's what ASPIRE performance management can help us achieve.



The Basics of Performance Management

What?

ASPIRE performance management is about measuring the performance of every department, campus, and regional office to learn what's working across the district and how we can share and replicate these practices. Performance management will increase our results so we can focus every resource on preparing every student to be college- and career-ready.

Who?

All of us! Every staff member will have the opportunity to receive information about how their team is performing and how they can improve their results.

Why?

At the campus level, ASPIRE has dramatically improved students' academic performance. Involving every team and staff member across the district in aligning their work to achieve the district's goals will help maximize results in every department, campus, and regional office.

How and When?

Over time, every department, campus, and regional office will identify the goals they need to achieve as well as the data or metrics needed to determine whether or not they are achieving those goals. The results will allow us to recognize excellence, share what works, and provide people the feedback and support they need to build upon these results. Our focus on continuous improvement will ensure that we can do more for our students each year.



Accelerating Student Progress
Increasing Results & Expectations

Houston Independent School District

Hattie Mae White
Educational Support Center
4400 West 18th Street
Houston, Texas 77092-8501

www.houstonisd.org/ASPIRE



HISD would like to thank the Bill & Melinda Gates Foundation, the Broad Foundation, and the Michael & Susan Dell Foundation for their support of ASPIRE.

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Budget Narrative

Budget Narrative

Attachment 1:

Title: **Project ASPIRE - Budget Narrative Pages: 6** Uploaded File: **Z:\TIF3\TIF3revised\TIF3 w fringe revised.pdf**

Budget Narrative - Teacher Incentive Fund Grant
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Program Costs						
Payroll	100%	75%	55%	40%	25%	
Teachers qualifying in Strand I						
1,324 FTE classroom teachers at project schools with EVAAS campus composite gain index in Quartile 1 at [REDACTED] each	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
1,351 FTE classroom teachers at project schools with EVAAS campus composite gain index in Quartile 2 at [REDACTED] each	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Core Teachers qualifying in Strand IIA-E						
419 FTE self-contained elementary core teachers at project schools with at least one own EVAAS classroom gain index in Quartile 1 and/or Quartile 2; maximum award=[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
743 FTE departmentalized elementary and middle core teachers at project schools with at least one own EVAAS classroom gain index in Quartile 1 and/or Quartile 2; maximum	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
909 FTE high school core teachers at project schools with at least one own EVAAS department gain index in Quartile 1 and/or Quartile 2; maximum award=[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
853 FTE early childhood core teachers at project schools with special analysis of EVAAS department/campus gain index in Quartile 1 and/or Quartile 2; maximum award=[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
231 FTE special education core teachers at project schools with special analysis of EVAAS department/campus gain index in Quartile 1 and/or Quartile 2; maximum award=[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

PR/Award # S385A100140

e0

Budget Narrative - Teacher Incentive Fund Grant
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Principals qualifying in Strand I						
28 FTE principals at project schools with EVAAS campus composite gain index in Quartile 1 at [REDACTED] each	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
29 FTE principals at project schools with EVAAS campus composite gain index in Quartile 2 at [REDACTED] each	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Principals qualifying in Strand II						
104 principals at project schools with a combination of EVAAS subject gain indexes in Quartile 1 and/or Quartile 2; maximum award=[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Assistant principals qualifying in Strand I						
47 assistant principals at project schools with EVAAS campus composite gain index in Quartile 1 at [REDACTED] each	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
44 assistant principals at project schools with EVAAS campus composite gain index in Quartile 2 at [REDACTED] each	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Assistant principals qualifying in Strand II						
78 assistant principals at project schools with a combination of EVAAS subject gain indexes in Quartile 1 and/or Quartile 2; maximum award=[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Payroll Costs - PBCS	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Fringe Benefits						
Fringe benefits for teachers, APs, and principals qualifying under the project @ 8.5% (Medicare and TRS)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] ²
Total Fringe Benefits - PBCS	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
TOTAL COST Project PBCS	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

PR/Award # S385A100140

e1

Budget Narrative - Teacher Incentive Fund Grant
Houston Independent School District

PR/Award # S385A100140

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Additional Payroll Costs (Non-performance based)						
Stipends for teachers in pilot of new appraisal system (5 elementary schools, 5 middle schools, 5 high schools; [redacted] stipend per teacher)	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Stipends for teachers on the design/advisory committee for the new appraisal system (20 teachers; [redacted] stipend per teacher)	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Career Pathways Compensation for Teachers*Mentoring, etc,	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Stipends for teachers on the design/advisory committee for the new compensation system (20	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
TOTAL Additional Payroll Costs	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Total Fringe on Additional Payroll Costs	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Total All Payroll Costs	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Professional and Contracted Services						
PD for teachers in need of additional supports	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Professional Development to improve student achievement	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]0
Principal Appraisal Instrument Design	[redacted]	[redacted]	\$0	\$0	\$0	\$ [redacted]
Career Pathways and Compensation System Redesign	[redacted]	[redacted]	[redacted]	[redacted]	\$0.00	\$ [redacted]
Training on New Appraisal Instruments and Systems	\$0	[redacted]	[redacted]	[redacted]	\$0	\$ [redacted]
Talent Acquisition Systems and Supports - to strengthen recruiting and staffing practices to attract top talent	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

e2

Budget Narrative - Teacher Incentive Fund Grant
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Design and customization of Professional Development Clearinghouse to provide effective individualized support and professional development for teachers		\$0				
Total Professional and Contracted Services Costs						
Materials and Supplies						
Copier paper, office supplies						
Teacher Professional development materials and resources						
Printing and publications (e.g. collateral to explain the new system to teachers)		\$0.00				
Principal Training Materials and Resources						
Training Materials and Resources for PD Clearinghouse		\$0.00		\$0.00	\$0.00	
Total Materials and Supplies	\$					
Equipment						
Teacher Appraisal Instruments and System						
Principal Appraisal Instruments System						
Total Equipment Costs						
Total Program Costs						
Indirect Costs = 2.535%						
Total						
Total Program Costs						
Total Increasing Share of Teacher Incentive						
Total						

Budget Narrative - Teacher Incentive Fund Grant
Houston Independent School District

Year 1 Year 2 Year 3 Year 4 Year 5 Total

INCREASING SHARE - HISD

Program Costs

Year 1 Year 2 Year 3 Year 4 Year 5 Total

Payroll

25% 45% 60% 75%

Teachers qualifying in Strand I

1,324 FTE classroom teachers at project schools with EVAAS campus composite gain index in Quartile 1 at [REDACTED] each

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

1,351 FTE classroom teachers at project schools with EVAAS campus composite gain index in Quartile 2 at [REDACTED] each

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Core Teachers qualifying in Strand IIA-E

419 FTE self-contained elementary core teachers at project schools with at least one own EVAAS classroom gain index in Quartile 1 and/or Quartile 2; maximum award=[REDACTED]

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

743 FTE departmentalized elementary and middle core teachers at project schools with at least one own EVAAS classroom gain index in Quartile 1 and/or Quartile 2; maximum

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

909 FTE high school core teachers at project schools with at least one own EVAAS department gain index in Quartile 1 and/or Quartile 2; maximum award=[REDACTED]

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

853 FTE early childhood core teachers at project schools with special analysis of EVAAS department/campus gain index in Quartile 1 and/or Quartile 2; maximum award=[REDACTED]

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

231 FTE special education core teachers at project schools with special analysis of EVAAS department/campus gain index in Quartile 1 and/or Quartile 2; maximum award=[REDACTED]

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Budget Narrative - Teacher Incentive Fund Grant
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Principals qualifying in Strand I						
28 FTE principals at project schools with EVAAS campus composite gain index in Quartile 1 at [REDACTED] each		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
29 FTE principals at project schools with EVAAS campus composite gain index in Quartile 2 at [REDACTED] each		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Principals qualifying in Strand II						
104 principals at project schools with a combination of EVAAS subject gain indexes in Quartile 1 and/or Quartile 2; maximum award=[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Assistant principals qualifying in Strand I						
47 assistant principals at project schools with EVAAS campus composite gain index in Quartile 1 at [REDACTED] each		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
44 assistant principals at project schools with		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Assistant principals qualifying in Strand II						
78 assistant principals at project schools with a combination of EVAAS subject gain indexes in Quartile 1 and/or Quartile 2; maximum award=[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Payroll Costs	\$ -	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Fringe Benefits						
Fringe benefits for teachers, APs, and principals qualifying under the project @ 8.5% (Medicare and TRS)	\$ -	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Fringe Benefits	\$ -	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
TOTAL COST Project PBCS	\$ -	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Program Costs	\$ -	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Indirect Costs = 2.535%	\$ -	\$0	\$0	\$0	\$0	\$ -
Total	\$ -	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Program Costs						
Total Increasing Share of Teacher Incentive						
Total						

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