

Critical Elements

Strand I (Campus-Level Performance) considers the school's state accountability rating for eligibility in the strand and rewards teachers based on how well the school has improved when compared with 40 other schools with similar demographics around the state. All teaching faculty on the campus are eligible for this performance-pay. Another component of the first strand rewards all non-instructional staff on the campus based on the same criteria (i.e. TEA Accountability rating and Comparable Improvement on TAKS).

Strand II (Individual Teacher & Campuswide Performance) pays individual teachers based on student progress on the Stanford 10 Achievement Test and its Spanish-language equivalent, the Aprenda 3, when compared with teachers in similar HISD classrooms. Elementary core teachers are measured by their students' progress on the complete battery of tests, while secondary core teachers are measured by their students' progress on their corresponding subject area test(s). Another component of the second strand includes all non-core teachers who will be rewarded based on campus-level improvement on the Stanford 10 and Aprenda 3 complete battery.

Strand III (Individual Teacher Performance) pays individual teachers based on student progress on the Texas Assessment of Knowledge and Skills (TAKS) when compared to teachers in similar HISD classrooms. Elementary core teachers are measured by student progress by grade level in reading and math scale scores. Secondary core teachers are measured using student improvement in subject-area scale scores including Reading, English Language Arts, Mathematics, Social Studies and Science. Another component of the third strand involves teachers who administer TAKS tests for which there is only one year of data, such as grade 3 reading and math, grade 5 science, grade 8 social studies, and grade 10 social studies and science. These teachers' cohorts are compared to a campus standard that is based on the previous year's campuswide performance.

Special Analysis

Special Analysis methods have been developed and will be applied to the specific schools that can not be assessed using the HISD Teacher Performance-Pay Model for the 2005–06 school year. All schools that require special analysis were identified and categorized into eight general groupings based on the type of information missing. Below are the categories, the special analysis that will be done, and the strands that the schools will now be eligible for after conducting the special analysis. Contact the Research and Accountability Department for a list of the specific campuses that fall into each of these categories.

Special Analysis Categories

- A. No teacher data available through PEIMS: Collect roster from campus and apply model. Eligible for Strands I, II, III.
- B. No TEA Comparable Improvement because school serves students only under grade 3: Pair with TEA Accountability paired school for Strand I. Eligible for Strands I, II (Not eligible for Strand III since they do not administer TAKS).
- C. No TEA Comparable Improvement because school serves students only under grade 4: Pair with feeder school for Strand I. Eligible for Strands I, II, IIIB.
- D. No TEA Comparable Improvement because it is a new school with one year of data: Special analysis will be developed for one year of data. Eligibility for participation under specific strands will then be determined.
- E. Rated under TEA Alternative Education Accountability and No Comparable Improvement: Use TEA AEA Rating and Texas Growth Index results. Eligible for Strands I, II, III.
- F. No TEA Accountability rating, Comparable Improvement, or test data because the school serves students in Pre-K or K only: Pair with schools into which they feed. Eligible for Strands I, IIB (Not eligible for Strands IIA or III since teachers do not have students with actual test data).
- G. No TEA Accountability rating or Comparable Improvement: Special analysis will be developed for Special Education and DAEP (with flow-through funding) campuses with no or limited data. Eligibility for participation under specific strands will then be determined.
- H. No TEA Accountability rating or Comparable Improvement due to contract DAEP status: Not included in Performance-Pay Model.

Summary of Significant Dates Related to the HISD Performance-Pay System

April 2006	District receives Stanford/Aprenda results for all students.
May 2006	District receives TAKS results for all students.
October 2006	TEA releases final accountability ratings.
December 2006	TEA releases Comparable Improvement ratings.

Distribution of Funds

This year, teachers can receive a maximum of \$3,000 under this program. Over time, that amount is expected to increase. Funds to eligible teachers and non-instructional staff meeting the performance criteria will be available by the end of January 2007 based on 2005–06 performance.

Research Brief

Teacher Performance-Pay Model 2005–06 School Year

The purpose of the HISD Teacher Performance-Pay Model is to focus on growth in student learning at both the campus and individual teacher levels and to make the incentives more financially meaningful to teachers.

The primary goals of the Teacher Performance-Pay Model are to:

- build upon the success of HISD's previous teacher incentive models;
- focus on and be driven by growth in student learning;
- compensate both campus and individual teaching excellence;
- make campus and classroom performance comparisons as fair as possible; and
- ensure all teachers are included.

The Teacher Performance-Pay Model is based on several assumptions:

- 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 assumptions, the teacher performance pay plan involves three different strands of performance pay: Strand I—TEA Accountability and Comparable Improvement on TAKS (Campus-Level Performance); Strand II—Stanford and Aprenda (Individual Teacher & Campuswide Performance); and Strand III—TAKS (Individual Teacher Performance). Every HISD teacher has the opportunity to participate in the first two strands of performance pay; about half would have the opportunity to participate in the third strand, depending on the grade levels and subjects they teach.

The following criteria were used to determine participation eligibility:

All Teaching Faculty – those faculty who are classified by Human Resources under one of five job codes; RT (Regular Teachers), VT (Vocational Teachers), AE (Evaluation Specialists), ES (Counselors), and SA/H (Assistant Principals). These five faculty groups comprise the All Teaching Faculty included in this incentive program.

- **RT** - Includes all employees under the RT salary plan such as classroom teachers, librarians, nurses, Special Education teachers, ancillary teachers, therapists, and coordinators.
- **VT** - Includes all employees under the VT salary plan such as CATE teachers.
- **AE** - Includes all employees under the AE salary plan such as Bilingual Evaluation Specialists and Evaluation Specialists.
- **ES** - Includes all employees under the ES salary plan such as elementary and secondary counselors, CATE counselors, and Bilingual counselors.
- **SA/H** - Includes all employees under the SA/H salary plan such as elementary and secondary Assistant Principals.

Core Teachers – those teachers who instruct students in reading, math, science, or social studies.

- **Elementary** - At the elementary schools, core teachers are defined as the homeroom teacher or teacher of record.
- **Secondary (Middle/High)** - At the secondary level, courses were determined to be core courses based on their classification and description in the course catalog. Teachers at the middle and high schools were then identified as core teachers if they taught one or more courses with a course number identified as a core course.

Non-Core Teachers –those teachers not classified as a Core Teacher.

- **Elementary** - Teachers that are not homeroom teachers. They include ancillary teachers and other instructional staff including counselors and assistant principals.
- **Secondary** - Teachers that do not teach at least one core course and other instructional staff including counselors and assistant principals.

Non-Instructional Staff—Staff members that are not teachers, administrators, or other school professionals. They include janitors, aides, clerks, office personnel, and other staff members not included as School Administrators, All Teaching Faculty, or Core Teachers.

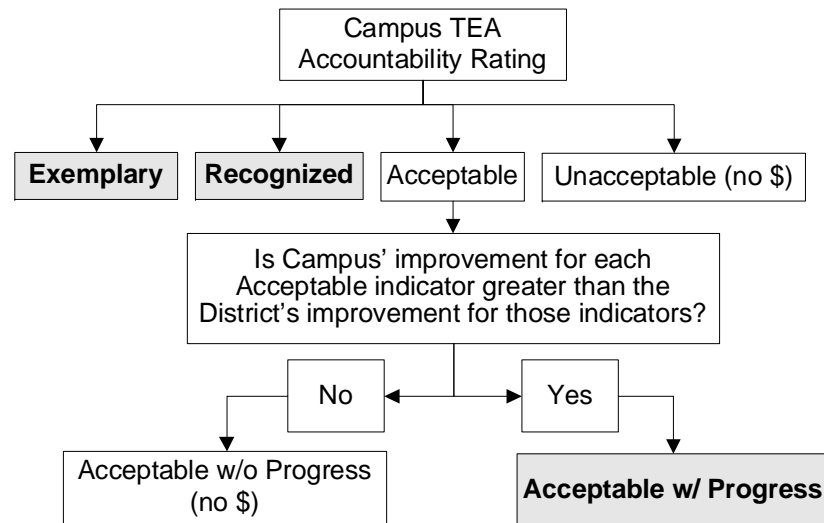
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HISD Teacher Performance-Pay Model

The purpose of the HISD Performance-Pay Model is to focus on growth in student learning at both the campus and individual teacher levels. To accomplish this, the model employs three distinct strands:

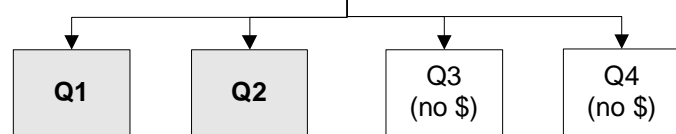
- Strand I - TEA Accountability and TEA Comparable Improvement on TAKS (Campus-Level Performance)
- Strand II - HISD Comparable Improvement on Stanford/Aprena (Individual-Level & Campus-Level Performance)
- Strand III - HISD Comparable Improvement on TAKS (Individual-Level Performance)

Strand I*



*Eligible participants are members of TEA rated Exemplary, Recognized, or Acceptable (with Progress) campuses and whose students rank in the top two quartiles of Comparable Improvement on the TAKS reading and math tests. Shaded elements in the preceding graph indicate eligibility criteria. Shaded elements in the following graph indicate qualification for incentive pay.

Campus Reading & Math Performance Quartile based on Comparable Improvement in TAKS Scale Scores (Published in the Texas Education Agency AEIS Report)

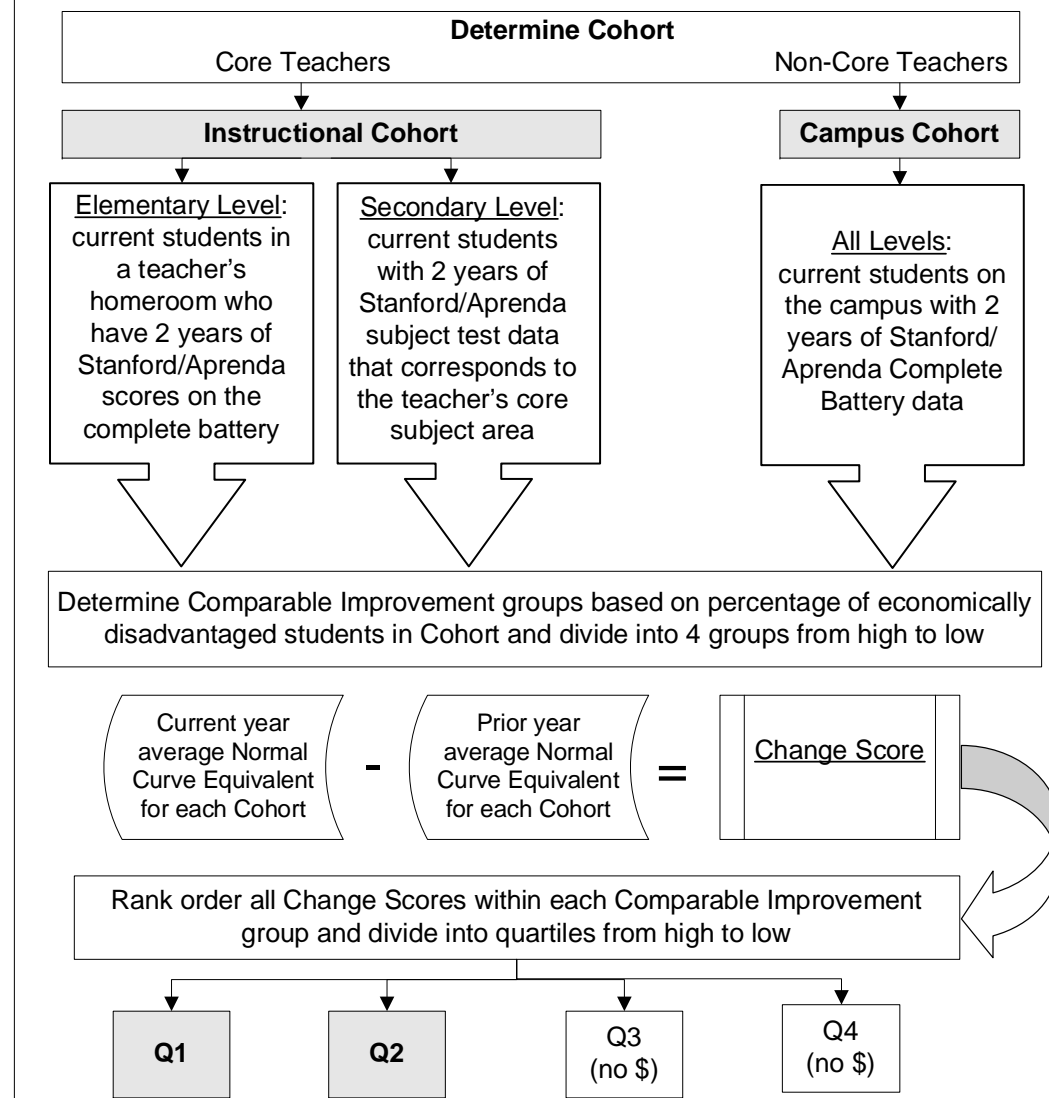


Incentive Dollars

Part A: All Teaching Faculty				
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Reading	\$500	\$250	\$0	
Math	\$500	\$250		

Part B: All Non-Instructional Staff				
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Reading	\$250	\$125	\$0	
Math	\$250	\$125		

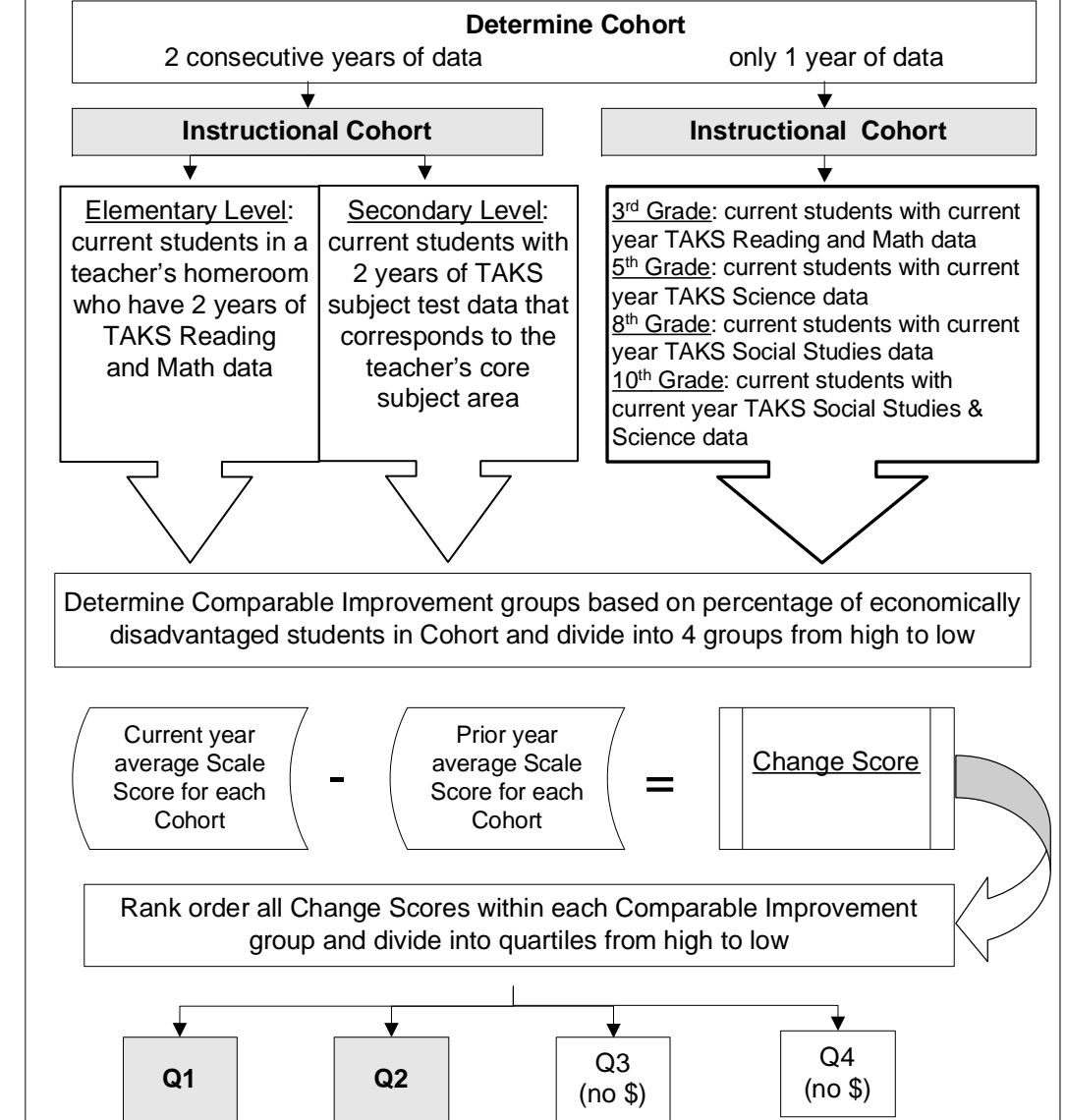
Strand II



Incentive Dollars

Part A: Core Teachers				
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Elementary	\$1,000	\$500	\$0	
Secondary	\$1,000	\$500		
Part B: Non-Core Teachers				
Elementary	\$500	\$250	\$0	
Secondary	\$500	\$250		

Strand III



Incentive Dollars

Parts A & B: Core Teachers								
	Quartile 1			Quartile 2			Quartile 3	Quartile 4
	Read	Math	Science	Read	Math	Science	\$0	
Elementary	\$500	\$500	\$500	\$250	\$250	\$250		
	Subject Area			Subject Area				
Secondary	\$1,000			\$500				