

## **Appendices**

## Appendix A Texas Accountability Rating Standards 1997–1999

### Accountability Rating Standards for 1997

	Exemplary <sup>1</sup>	Recognized <sup>1</sup>	Academically Acceptable / Acceptable	Academically Unacceptable / Low-Performing
<b>Base Indicator Standards</b>				
<b>Spring '97 TAAS</b> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Mathematics</li> </ul>	At least 90.0% passing each subject area (all students and each student group <sup>2</sup> )	At least 75.0% passing each subject area (all students and each student group <sup>2</sup> )	At least 35.0% passing each subject area (all students and each student group <sup>2</sup> )	Less than 35.0% passing any subject area (all students or any student group <sup>2</sup> )
<b>1995–96 Dropout Rate</b>	1.0% or less (all students and each student group <sup>2</sup> )	3.5% or less (all students and each student group <sup>2</sup> )	6.0% or less (all students and each student group <sup>2</sup> ) <sup>3</sup>	Above 6.0% (all students or any student group <sup>2</sup> ) <sup>3</sup>
<b>1995–96 Attendance Rate</b>	At least 94.0% (grades 1-12) <sup>4</sup>	At least 94.0% (grades 1-12) <sup>4</sup>	At least 94.0% (grades 1-12) <sup>5</sup>	Less than 94.0% (grades 1-12) <sup>5</sup>

Source: *1997 Accountability Manual*, Texas Education Agency.

<sup>1</sup> A district cannot be rated Exemplary or Recognized if it has one or more low-performing campuses.

<sup>2</sup> Student groups are African American, Hispanic, White, and Economically Disadvantaged.

<sup>3</sup> If a district or campus would be rated Academically Unacceptable/Low-Performing solely because of a dropout rate exceeding 6.0% for a single student group (not all students), then the district or campus will be rated Academically Acceptable/Acceptable if that single dropout rate is less than 10.0%, and has declined from the previous year.

<sup>4</sup> Districts may appeal to use 1996–97 attendance rates if failure to meet the attendance rate standard is the sole reason that the district or one of its campuses did not earn the Exemplary or Recognized rating.

<sup>5</sup> If failure to meet the attendance rate standard is the sole reason that a district would receive an accreditation status of Academically Unacceptable or a campus rating of Low-Performing, then that requirement will be waived.

**Accountability Rating Standards for 1998**

	Exemplary <sup>1</sup>	Recognized <sup>1</sup>	Academically Acceptable / Acceptable	Academically Unacceptable / Low-Performing
<b>Base Indicator Standards</b>				
<b>Spring '98 TAAS</b> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Mathematics</li> </ul>	At least 90.0% passing each subject area (all students and each student group <sup>2</sup> )	At least 80.0% passing each subject area (all students and each student group <sup>2</sup> )	At least 40.0% passing each subject area (all students and each student group <sup>2</sup> )	Less than 40.0% passing any subject area (all students or any student group <sup>2</sup> )
<b>1996-97 Dropout Rate</b>	1.0% or less (all students and each student group <sup>2</sup> )	3.5% or less (all students and each student group <sup>2</sup> )	6.0% or less (all students and each student group <sup>2</sup> ) <sup>3</sup>	Above 6.0% (all students or any student group <sup>2</sup> ) <sup>3</sup>
<b>1996-97 Attendance Rate</b>	At least 94.0% (grades 1-12) <sup>4</sup>	At least 94.0% (grades 1-12) <sup>4</sup>	At least 94.0% (grades 1-12) <sup>5</sup>	Less than 94.0% (grades 1-12) <sup>5</sup>

Source: 1998 Accountability Manual, Texas Education Agency

<sup>1</sup> A district cannot be rated Exemplary or Recognized if it has one or more low-performing campuses.

<sup>2</sup> Student groups are African American, Hispanic, White, and Economically Disadvantaged.

<sup>3</sup> If a district or campus would be rated Academically Unacceptable/Low-Performing solely because of a dropout rate exceeding 6.0% for a single student group (not all students), then the district or campus will be rated Academically Acceptable/Acceptable if that single dropout rate is less than 10.0%, and has declined from the previous year.

<sup>4</sup> Districts may appeal to use 1997-98 attendance rates if failure to meet the attendance rate standard is the sole reason that the district or one of its campuses did not earn the Exemplary or Recognized rating.

<sup>5</sup> If failure to meet the attendance rate standard is the sole reason that a district would receive an accreditation status of Academically Unacceptable or a campus rating of Low-Performing, then that requirement will be waived.

**Accountability Rating Standards for 1999**

	Exemplary <sup>1</sup>	Recognized <sup>1</sup>	Academically Acceptable / Acceptable	Academically Unacceptable / Low-Performing
<b>Base Indicator Standards</b>				
<b>Spring '99 TAAS</b> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Mathematics</li> </ul>	At least 90.0% passing each subject area (all students and each student group <sup>2</sup> )	At least 80.0% passing each subject area (all students and each student group <sup>2</sup> )	At least 45.0% passing each subject area (all students and each student group <sup>2</sup> )	Less than 45.0% passing any subject area (all students or any student group <sup>2</sup> )
<b>1997–98 Dropout Rate</b>	1.0% or less (all students and each student group <sup>2</sup> )	3.5% or less (all students and each student group <sup>2</sup> )	6.0% or less (all students and each student group <sup>2</sup> ) <sup>3</sup>	Above 6.0% (all students or any student group <sup>2</sup> ) <sup>3</sup>
<b>1997–98 Attendance Rate</b>	At least 94.0% (grades 1-12) <sup>4</sup>	At least 94.0% (grades 1-12) <sup>4</sup>	At least 94.0% (grades 1-12) <sup>5</sup>	Less than 94.0% (grades 1-12) <sup>5</sup>

Source: 1999 *Accountability Manual*, Texas Education Agency

<sup>1</sup> A district cannot be rated Exemplary or Recognized if it has one or more low-performing campuses.

<sup>2</sup> Student groups are African American, Hispanic, White, and Economically Disadvantaged.

<sup>3</sup> If a district or campus would be rated Academically Unacceptable/Low-Performing solely because of a dropout rate exceeding 6.0% for a single student group (not all students), then the district or campus will be rated Academically Acceptable/Acceptable if that single dropout rate is less than 10.0%, and has declined from the previous year.

<sup>4</sup> Districts may appeal to use 1998–99 attendance rates if failure to meet the attendance rate standard is the sole reason that the district or one of its campuses did not earn the Exemplary or Recognized rating.

<sup>5</sup> If failure to meet the attendance rate standard is the sole reason that a district would receive an accreditation status of Academically Unacceptable or a campus rating of Low-Performing, then that requirement will be waived.

## Appendix B

### Expenditure Function Descriptions

The quantitative indicators used in this report are based on functions and program intent codes from the TEA *Financial Accounting and Reporting Resource Guide*, which group general operational expenditures in a school district. This report examines per-pupil operating expenditures for the following functions as listed in the TEA *Financial Accounting and Reporting Resource Guide*:

- Instruction—activities that deal directly with the interaction between teachers and students, such as salaries for classroom teachers, teacher aides, and substitute teachers.
- Curriculum development and instructional staff development (referred in text as *staff development*)—expenditures that are directly and exclusively used to aid instructional staff in planning, developing and evaluating the process of providing learning for students, such as expenses for teacher training and staff that research and develop new and innovative instruction.
- Instructional leadership—expenditures used for managing, directing, supervising, and providing leadership for staff who provide instructional services, such as instructional supervisors, special population or educational program coordinators or directors and related staff.
- School leadership—expenditures that are used to direct and manage a school campus, such as principals, assistant principals and related staff.
- Guidance, counseling and evaluation (referred in text as *guidance and counseling*)—expenditures used for counseling students with respect to career and educational opportunities and assessing and testing students’ abilities, aptitudes and interests, such as counselors and related staff, psychologists, and diagnosticians and staff who research and evaluate the effectiveness of program intent codes.
- Social work—expenditures for investigating and diagnosing student social needs, such as truant officers, social workers, and non-instructional home visitors.
- Co-curricular/extracurricular activities (referred in the text as *co-curricular*)—expenditures for school-sponsored activities during or after the school day that are not essential to the delivery of services for *instruction* (as described above), such as athletic salary supplements paid for coaching, athletic directors and trainers, athletic supplies and equipment and student groups such as Future Farmers of America and National Honor Society.
- General administration—expenditures for purposes of managing or governing the school district as an overall entity, such as salary of the superintendent, budgeting and fiscal affairs, and human resources.

## **Appendix C Interview Protocols**

### **Financial and Personnel Questions**

#### ***Introduction***

In this study we are examining resource allocation practices at the district level that support student achievement. We hope to identify effective policies that we can share with other districts across the state. Specifically, we are interested in

- Decision making practices
- Teacher and administrator selection and retention
- The use of achievement data
- General resource allocation practices

1. Talk about your responsibilities in the district and how long you've been in this position.
2. What did you do prior to this that prepared you for the position?
3. Part of this study involves comparing districts to one another in order to identify spending patterns. Are there any districts that you think are appropriate to match to yours, and why would you choose those districts?
4. Describe your budgeting process. Who is involved in decision making and how is consensus reached?
5. How do you report to the Board?
6. How many times a year do you amend the budget?

#### ***General Funding***

1. What is special or unique about your district that influences how you allocate resources that may be different from other districts?  
Note: anything specific to being small?
2. How do you generate other funds for your district? (Grants, other resources)
3. How accurately have you been able to project and plan for changes in enrollment from year to year? What challenges has your district faced in light of these changes?

#### ***Salary Costs***

1. How are teachers recruited, selected, and assigned?
  - a) who recruits
  - b) what are the recruiting methods
  - c) who makes assignment decisions (campus or district decision?)
2. How are administrators recruited, selected, and distributed across the district?
  - a) Where are positions advertised?
  - b) How would you describe your district's supply of administrators and turn-over?
  - c) How do you supply new administrators?
3. Can you talk about teacher and administrator turnover in your district?
  - a) Do you think turnover is a significant issue in your district?
  - b) If so, what are the implications of high turnover for a particular campus?

- c) How do you attempt to prevent turnover?
4. Do you feel that you have an adequate pool of applicants to select from for teachers and administrators?
5. Do you offer teachers bonuses or stipends to encourage them to teach particular subject areas?
6. Outside of state mandates, how is class size determined?  
Note: may be different at different grade levels.
7. We understand that enrollment changes from year to year and even during the course of the school year. How do you handle staffing in light of this?  
Note: Find out about surplus policy
8. Do you keep track of teacher quality indicators such as experience levels, certification in subject area, and advanced degrees?
9. How do you support and encourage teachers and administrators as they pursue higher education?

### ***Other Staff Costs***

1. How do you determine how many aides and assistants to hire for each campus?

### ***Professional Development***

1. Describe the professional development required of your teachers.
2. How do you evaluate your professional development program?
3. We know that professional development occurs at different levels (district, campus teacher). How does your district decide how much of the budget to allocate at these levels?

### ***Special Programs General***

1. What additional special programs does your district offer outside of the typical school program? (after school programs, tutoring, etc.)
2. How are these programs funded?
3. How are these programs staffed?
4. Is there an evaluation system for your district's programs, and how is this system used to help make resource allocation decisions?  
Note: includes all programs (bilingual, special ed., etc)
5. How do you make decisions about how you allocate resources to campuses, such as additional counselors, diagnosticians, compensatory education money, Title I money, and grants like the ninth grade initiative?

### ***Fiscal Awards***

1. What type of performance-based awards or incentives are provided within your district?
  - a) district-wide
  - b) campus-wide
  - c) teachers
  - d) administrators
2. Are any incentives awarded specifically for TAAS performance? (describe)

3. What fund sources are used for these awards? Are there documents that supply this information?
4. What are the criteria for awards and how are they used?
5. What do you think has been the impact of these awards?

***General Closing***

1. Has your district experienced any changes over the last few years in the allocation of resources? (prompt: demographics, finance system)
2. How does your district monitor student progress over time?
3. What measures do you use besides TAAS?
4. How do you use this data to make decisions about how to allocate resources (both staff and non-staff resources)?
5. Before we end the interview, what other information do you think might be important for us to know about resource allocation in your district?

## **Financial/Business Interview Questions**

### ***Introduction***

In this study we are examining resource allocation practices at the district level that support student achievement. We hope to identify effective policies that we can share with other districts across the state. Specifically, we are interested in

Decision making practices

Teacher and administrator selection and retention

The use of achievement data

General resource allocation practices

1. Talk about your responsibilities in the district and how long you've been in this position.
2. What did you do prior to this that prepared you for the position?
3. Part of this study involves comparing districts to one another in order to identify spending patterns. Are there any districts that you think are appropriate to match to yours, and why would you choose those districts?
4. Describe your budgeting process. Who is involved in decision making and how is consensus reached?
5. How do you report to the board?
6. How many times a year do you amend the budget?

### ***General Funding***

1. What is special or unique about your district that influences how you allocate resources that may be different from other districts?
2. How do you generate other funds for your district (grants, other resources)?
3. How accurately have you been able to project and plan for changes in enrollment from year to year? What challenges has your district faced in light of these changes?

### ***Salary Costs***

1. Outside of state mandates, how is class size determined?  
Note: may be different at different grade levels.
2. How do you determine how many aides and assistants to hire at each campus?
3. Do you offer teachers bonuses or stipends for certain areas?  
(subject areas, additional assignments, tenure in district, low SES)
4. If so, has this been successful in increasing supply as needed?
5. Do you offer administrators bonuses or stipends to encourage them to work in particular areas of the district?
6. If so, has this been successful in increasing supply as needed?
7. How or where are these monetary incentives tracked in your budget?
8. What else do you do to address areas of shortage in your district?

### ***Other Staff Costs***

1. How do you determine how many aides and assistants to hire at each campus?

***Professional Development***

1. We know that professional development occurs at different levels (district, campus teacher). How does your district decide how much of the budget to allocate at these levels?

***Special Programs General***

1. How do you make decisions about how you allocate resources to campuses such as additional counselors, diagnosticians, compensatory education money, Title I money, and grants like the ninth grade initiative?
2. What additional special programs does your district offer outside of the typical school program? (after school programs, tutoring, etc.)
3. How are these programs funded?
4. Is there an evaluation system for your district's special programs, and how is this system used to help make resource allocation decisions?

***Fiscal Awards***

1. What type of performance-based award or incentives are provided within your district?
  - a) district-wide
  - b) campus-wide
  - c) teachers
  - d) administrators
2. Are any incentives awarded specifically for TAAS performance? (describe)
3. What fund sources are used for these awards? Are there documents that supply this information?
4. What are the criteria for awards and how are they used?
5. What do you think has been the impact of these awards?

***General Closing***

1. Has your district experienced any changes over the last few years in the allocation of resources? (prompt: demographics, finance system)
2. How does your district monitor student progress over time?
3. Do you think that TAAS is a good measure of student achievement, and what other measures do you use?
4. How do you use this data to make decisions about how to allocate resources?
5. Before we end the interview, what other information do you think might be important for us to know about resource allocation in your district?

## **Personnel Questions**

### ***Introduction***

1. Describe your position in the district. How long have you held this position?
2. What did you do prior to this position?

### ***General Funding Questions***

1. What is special or unique about your district that influences how you allocate resources that we may not see in other districts?

### ***Teacher Costs and Teacher Resources***

1. How would you describe the teacher turnover rate in your district?
2. Do you think turnover is a problem in your district?
3. How do you prevent turnover?
4. What is your district transfer policy for teachers?
5. Who makes transfer decisions?
6. Outside of state mandates, how is class size determined?
7. How does your district address changes in enrollment? (surplus, etc.)
8. How are teachers recruited, selected, and assigned?
  - a) who recruits
  - b) what are the recruiting methods
  - c) who makes assignment decisions (campus or district decision?)
9. What qualities do you seek in teachers for your district?
10. How does your district ensure equal distribution of experienced teachers? (are experienced teachers in mostly high SES schools?)
  - a) location of newly hired teachers
  - b) location of experienced teachers
  - c) distribution among grades
11. Do you offer bonuses or stipends for certain areas? (subject areas, additional assignments, tenure in district, low SES)
12. If so, has this been successful in increasing supply as needed?
13. Do you use any non-monetary methods to address areas of shortage in your district?

### ***Professional Development***

1. How much professional development is required of your teachers?
2. Who decides what type of professional development to offer?
3. How do you evaluate your professional development program?

### ***Program Costs***

1. Have you noticed any changes over the past few years in the following special programs?
  - a) special education
  - b) bilingual
  - c) compensatory education
  - d) career and technology

- e) gifted and talented
- 2. To what do you attribute these changes? (enrollment changes, costs, etc.)

***Special Programs General Questions***

1. What additional special programs does your district offer outside of school? (after school programs, tutoring, etc.)
2. What is the purpose of these programs?
3. What type of annual review process does the district use to determine effectiveness of different programs (outside of compliance reviews) (bilingual, special education, comp ed., after school etc)?
4. How is this information used and reviewed?
5. What actions do you take if a program is failing to meet its intended goals?

***Non-Teacher Salaries: Other Staff Costs***

1. How are administrators recruited, selected, and distributed across the district?
  - a) Where are positions advertised?
  - b) How would you describe your district's supply of administrators and turn-over?
  - c) How do you supply new administrators?
2. What qualities do you seek in administrators for your district?
3. Some districts have difficulty recruiting and retaining high quality administrators in low SES schools. Do you think this is an issue for your district?
4. If so, how do you deal with it?
5. Are there any financial incentives for administrators to work in particular areas of the district?
6. If so, how are these incentives tracked on the budget?

***Non-Teacher Salaries: Other Staff Costs***

1. How are teacher's aides and assistants salaries determined?
2. How do you determine how many to hire?
3. Who makes those hiring decisions?
4. Is there an ample pool of qualified aides and assistants for hiring?
5. Describe your turnover rate for these positions.
6. What do you do to prevent turnover?

***Fiscal Awards***

1. What type of performance-based awards or incentives are provided within your district?
  - a) district-wide
  - b) campus-wide
  - c) teachers
  - d) administrators
2. Are any incentives awarded specifically for TAAS performance? (describe)
3. What are the criteria for awards and how are they used?
4. What do you think has been the impact of these awards?

***General Closing***

1. Do you have any specific type of performance management system in place to track and analyze student performance? (describe)
2. a) If not, do you have any future plans to develop one?  
b) If so, how long has this system been in place?
3. Is this information given to administrators? Teachers? Parents?
4. Describe training personnel receive in interpreting/using your performance management system?
5. Have you found this system to be useful to your district?

## Appendix D Results of Pairwise Analyses

### Pairwise Comparisons of Per-Pupil Expenditures by Function

Dependent Variable	Comparison	Mean Difference	Standard Error	Significance
Instruction	Level one to two	388.46	62.25	.000*
	Level one to three	447.36	86.05	.000*
	Level two to three	58.90	80.91	.467
Instructional Resources	Level one to two	28.21	8.31	.001*
	Level one to three	37.94	11.49	.001*
	Level two to three	9.73	10.80	.368
Instructional Leadership	Level one to two	-22.77	5.32	.000*
	Level one to three	-21.12	7.35	.004*
	Level two to three	1.64	6.91	.812
School Leadership	Level one to two	64.27	11.68	.000*
	Level one to three	73.79	16.15	.000*
	Level two to three	9.52	15.18	.531
Social Work	Level one to two	-3.11	1.11	.005*
	Level one to three	-4.67	1.53	.002*
	Level two to three	-1.56	1.44	.279
Co-curricular	Level one to two	23.97	8.90	.007*
	Level one to three	35.94	12.30	.004*
	Level two to three	11.97	11.56	.301
General Administration	Level one to two	161.01	20.54	.000*
	Level one to three	140.78	28.39	.000*
	Level two to three	-20.22	26.70	.449

\* Significant at the 0.006 level which adjusts for the number of tests conducted

### Pairwise Comparisons of Per-Pupil Expenditures by Program

Dependent Variable	Comparison	Mean Difference	Standard Error	Significance
Regular Education	Level one to two	427.66	58.50	.000*
	Level one to three	412.65	80.86	.000*
	Level two to three	-15.02	76.03	.844
Career & Technology Education	Level one to two	30.45	10.42	.004*
	Level one to three	47.46	14.41	.001*
	Level two to three	17.01	13.55	.210

\* Significant at the 0.05 level.

## Appendix E

### Performance Pay Plan of a Level One District

#### Exemplary Schools

For recognized schools, funds shall be allocated to each campus in the following manner:

\$400.00 shall be allocated for each classroom teacher unit

\$ 75.00 shall be allocated for each paraprofessional unit

Additional funds shall be allocated for the following categories:

A. Percentage of youngsters in accountability system: (*tested*)

70% to 79% \$25.00 – allocated for each classroom teacher unit

80% to 89% \$50.00 – allocated for each classroom teacher unit

90% to 100% \$75.00 – allocated for each classroom teacher unit

1/3 of classroom teaching allocation allocated for paraprofessionals

B. Percentage of youngsters passing all tests:

80% to 89% \$25.00 – allocated for each classroom teacher unit

90% to 100% \$50.00 – allocated for each classroom teacher unit

1/3 of classroom teaching allocation allocated for paraprofessionals.

C. Percentage of youngsters passing at the 90 TLI:

50% to 59% \$25.00 – allocated for each classroom teacher unit

60% to 69% \$50.00 – allocated for each classroom teacher unit

70% to 79+% \$75.00 – allocated for each classroom teacher unit

*Recognized* schools receive \$200.00 for each classroom teacher unit and about 25% to 50% of what exemplary schools receive for each of the categories.