

**MEMORANDUM**

September 18, 2009

TO: School Board Members

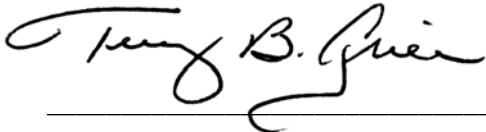
FROM: Terry B. Grier, Ed.D.  
Superintendent of Schools

SUBJECT: **2007–2008 ASPIRE AWARD SURVEY**

CONTACT: Carla Stevens, 713-556-6700

The purpose of the ASPIRE Award Survey was to gain insight regarding the level of knowledge and perceptions of Houston Independent School District (HISD) teachers and staff after three 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 identify ways to improve communication, provide criteria for a teacher award model, and to provide general commentary.

- A stratified random sample of 8,073 staff members was drawn from the 16,907 Houston Independent School District (HISD) campus-based employees in 2007–2008, with 4,102 participants (50.8 percent) who responded to the 2007–2008 ASPIRE Award survey administration in May 2008.
- When comparing survey results from 2008 and 2009, the percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance pay increased from 57.2 percent to 63.9 percent.
- When comparing survey results from December 2007 to May 2009, there was an increase in the percentage of respondents that indicated they received training by 20.8 percentage points.
- Over the past three years, the percentage of survey respondents who reported receiving an award increased by 21.2 percentage points, from 65.6 percent to 86.8 percent, while the percentage of respondents who reported not receiving an award decreased by 21.2 percentage points, from 34.4 percent to 13.2 percent.

  
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Attachment

cc: Superintendent's Direct Reports  
Regional Superintendents  
Executive Principals  
Principals

# RESEARCH

**Educational Program Report**

**HOUSTON**  
Independent School District



Creating a College-Bound Culture

## **2007-2008 ASPIRE Award Survey Spring 2009**

**Department of Research and Accountability  
Houston Independent School District**



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**Laurie Zimmerman, Ph.D., Jennifer O'Brien,  
and Henry Castleton**  
RESEARCH SPECIALISTS

**Don Hilber**  
RESEARCH MANAGER

**Houston Independent School District**

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

Website: [www.houstonisd.org](http://www.houstonisd.org)

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## EXECUTIVE SUMMARY

### 2007–2008 ASPIRE AWARD SURVEY SPRING 2009

#### Purpose

The purpose of the 2007–2008 ASPIRE Award Survey, which was conducted in May 2009, was to gain insight regarding the level of knowledge and perceptions of Houston Independent School District (HISD) teachers and staff after three 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 identify ways to improve communication, provide criteria for a teacher award model from their perspective, provide recommendations for making changes to the current model, and to provide general commentary.

#### Key Findings

##### 1. What were the background characteristics of survey respondents?

- A stratified random sample of 8,073 staff members was drawn from the 16,907 Houston Independent School District (HISD) campus-based employees in 2007–2008, with 4,102 participants (50.8 percent) who responded to the 2007–2008 ASPIRE Award survey administered in May 2009.
- Slightly less than half of the respondents held a Bachelor's Degree (47.2 percent) followed by a Master's Degree (36.7 percent). Approximately 80 percent of the respondents were female. The predominant race/ethnicity was African American (38.7 percent). White (27.9 percent) and Hispanic (26.4 percent) campus-based employees reflected over a quarter of the survey respondents. The average experience in HISD was 13.6 years with the average experience at the current campus being 8.1 years.
- Out of 3,745 respondents, 86.8 percent indicated that they received an ASPIRE Award for the 2007–2008 school year. Out of 3,446 respondents, 21.4 percent indicated that they received an attendance bonus, while 58.4 percent of the 2,417 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 three 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 57.2 percent in May 2008 to 63.9 percent in May 2009.
- When comparing survey results from 2008 and 2009, the percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance pay increased from 57.2 percent to 63.9 percent.

- Over the last two survey administrations, the percentage of campus-based staff *opposed* or *somewhat opposed* to the concept of teacher performance pay decreased from 22.1 percent (May 2008) to 19.9 percent (May 2009).
  - Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 82.9 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 73.5 percent and core teachers in categories A–C ranging from 64.4 percent to 67.3 percent.
  - Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 30.4 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 indicated they were not eligible to receive an award, 52.4 percent were *somewhat in favor* or *in favor* and 21.3 percent were *somewhat opposed* or *opposed* toward the concept of teacher performance pay.
- 3. 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 concept of the Teacher-Performance Pay Model and to the ASPIRE Award Program, there was an increase from 44.4 percent (December 2007 survey administration) to 53.3 percent (May 2009 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 15.2 percentage points over the three years.
  - When comparing ASPIRE May 2008 to May 2009 survey 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.
  - When comparing survey results from May 2008 to May 2009, there was a decrease in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *very low* or *low* (7.3 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* (3.8 percentage points).
  - 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.

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**4. 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?**

- When comparing survey results from December 2007 to May 2009, there was an increase in the percentage of respondents that indicated they received training by 20.8 percentage points.
- 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 May 2009 (2.4 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 May 2009 survey results by 16.4 percentage points.
- When comparing December 2007 to May 2009 survey data, a higher percentage of May 2009 respondents indicated attending two or more training sessions (28.1 percent) than December 2007 respondents (19.0 percent) after payout.
- Based on survey data collected in 2008 and 2009, 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 45.0 percent, respectively).
- Based on survey data collected in 2008 and 2009, the training component for which the largest percentage of respondents indicated a *very low* or *low* level of understanding focused on how the awards were calculated/determined (33.9 percent and 29.8 percent, respectively).
- Based on May 2009 ASPIRE survey data, 44.7 percent of the respondents *strongly agreed* or *agreed* that there was a connection between classroom instruction and ASPIRE Award results.
- Based on May 2009 results, a higher percentage of respondents *strongly disagreed* or *disagreed* that their maximum award amount adequately recognized their efforts to increase student progress (43.0 percent) compared to 25.3 percent who were *neutral* and 31.8 percent who *agreed* or *strongly agreed*.
- Thirty-six 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 of respondents who *agreed* or *strongly agreed* and 30.5 percent who were *neutral* according to May 2009 data.
- Based on May 2009 survey data, a higher percentage of respondents *strongly disagreed* or *disagreed* that their maximum award amount was commensurate with their professional contribution (44.6 percent) compared to 26.5 percent who were *neutral* and 28.9 percent who *agreed* or *strongly agreed*.
- Fifty-nine percent of non-core/ancillary teachers and 52.7 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.

**5. What were the criteria that respondents indicated they would prefer when choosing a teacher award model?**

- Based on May 2009 survey results, at least 52 percent of respondents indicated that they were *somewhat in favor* or *in favor* of including the following factors in a performance pay system: time spent in professional development, performance evaluations by supervisors, and serving as a mentor.
- Only 6.7 percent of May 2009 survey respondents provided answers to the question about providing other factors to include in a performance pay model. The highest percentage of respondents (3.3 percent) provided critiques for the following factors: time spent in professional development, performance evaluations by supervisors, performance evaluations by peers, and serving as a mentor.
- On the May 2009 survey, respondents indicated that student academic outcomes and campus support outcomes should be incorporated in a teacher performance-pay model.

**6. What recommendations were made to improve communication of the ASPIRE Award?**

- Based on the results of the May 2009 survey, 70.1 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 survey, the area for which communications were perceived 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*.

**7. What were the recommendations for changing the 2007–2008 ASPIRE Award suggested by respondents?**

- Out of a total of 4,102 respondents on the May 2009 survey, 1,621 or 39.5 percent of the respondents provided at least one response for recommending changes to the 2007–2008 ASPIRE Award. The predominant suggestion 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.

**8. What additional comments were made by respondents?**

- Out of a total of 4,102 respondents on the May 2009 survey, 1,020 or 24.9 percent of the respondents provided at least one response for providing additional comments regarding the 2007–2008 ASPIRE Award. The three highest emergent categories included: No Comment, N/A, or None (29.1 percent), the model was not equitable in terms of eligibility and compensation (18.1 percent), factors impacting student academic growth/calculation of growth (6.1 percent).

## **2007–2008 ASPIRE AWARD SURVEY SPRING 2009**

### **Purpose**

The purpose of the 2007–2008 ASPIRE Award Survey, which was conducted in May 2009, was to gain insight regarding the level of knowledge and perceptions of Houston Independent School District (HISD) teachers and staff after three 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 identify ways to improve communication, provide criteria for a teacher award model from their perspective, provide recommendations for making changes to the current model, and to provide general commentary.

### **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 second year of payout, occurring in January 2009.

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 Performance); 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).

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## Methods

### Instrument Development/Data Collection

The 2007–2008 ASPIRE Award program survey was developed to determine the perceptions and level of knowledge of participants regarding the 2007–2008 ASPIRE Award program paid out in January 2009. The survey items were developed from previous surveys, and the modified instrument was piloted by 21 members of the 2008–2009 ASPIRE Award Program Advisory Committee. In addition, the instrument was reviewed by the Center for Educator Compensation Reform (CECR). 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 2007–2008 ASPIRE Award Survey was administered on-line from Tuesday, May 5, 2009 to Tuesday, May 19, 2009. A reminder to complete the survey was sent to the randomly selected campus-based employees on Wednesday, May 13, 2009.

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 improve communication, provide criteria for a teacher award model from their perspective, provide recommendations for making changes to the current model, and to provide general commentary. 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 8,073 randomly selected campus-based employees. 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 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.

### Sampling Design

Due to demands on campuses in late Spring, the ASPIRE Award Executive Committee was insistent that a statistically pulled random sample be used as opposed to surveying all campus-based employees. To conduct a stratified random sample with a margin of error of 5 percent and a confidence level of 95 percent, based on the eligibility categories for 2007–2008, the minimum sample size would be 8,114 eligible staff and 835 non-eligible staff, for a total of 8,949 staff members to receive the survey. The sample calculation of 8,949 staff members anticipated a similar response rate to HISDs previous ASPIRE survey response rate of 38.7 percent. However, because the number of cases in some of the eligibility categories was smaller than the number required by the analysis, the actual number of survey invitations sent was 7,750 eligible staff and 323 non-eligible staff, respectively, for a total of 8,073 survey invitations. To obtain meaningful results from those categories that had a small number of participants, (i.e. Eligible employees in Categories J and K and all non-eligible employees), the population figures were used for distributing survey invitations.

### Survey Participants

A stratified random sample of 8,073 staff members was drawn from the 16,907 Houston Independent School District (HISD) campus-based employees in 2007–2008, with 4,102 participants who responded to the survey (50.8 percent). **Table 1** provides a three-year summary of survey response rates by pay for performance model. Over the past three years, the response rate increased from 11.4 percent for the December 2007 administration to 50.8 percent for the May 2009 administration.

**Table 1. Three Year Summary of Survey Response Rates by Pay for Performance Model**

<b>Model and Year</b>	<b>Date of Survey Administration</b>	<b>Population</b>	<b>Sample</b>	<b># of Respondents</b>	<b>Response Rate</b>
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

If survey participants were employed by HISD during the 2007–2008 school year, they were asked to indicate their eligibility status and categorization, for which 3,516 of the 4,102 respondents indicated their eligibility status and ASPIRE Award categorization. **Table 2** provides a summary of the size of the population for each ASPIRE Award category, the number of randomly selected campus-based employees, the number of survey respondents, and the response rate for each eligibility category. Non-Core/Ancillary Teachers, Teaching Assistants, Operational Support Staff, Principals, and Assistant Principals/Deans of Instruction reflected Eligibility Categories for which the number of respondents was less than that required to meet the 95% Confidence Level with a 5% error level, limiting any generalizations made regarding those specific groups. There were campus-based employees that did not have a category assigned to them (“Not Categorized”). Since “Not Categorized” did not reflect one of the formal ASPIRE Award Categories, the respondents could not be specifically counted.

**Table 2. Number and Percent of Survey Respondents by Eligibility and Categorization for the 2007–2008 ASPIRE Award Survey, May 2009 Survey Administration**

<b>Category</b>	<b>Population Size</b>	<b># of Randomly Selected</b>	<b># of Respondents</b>	<b>Response Rate</b>
A. Core Teachers, Grades 3–6, Self-Contained	1,188	749	411	54.9
B. Core Teachers, Grades 3–8, Departmentalized	2,391	855	453	53.0
C. Core Teachers, Grades 9–12	1,217	755	421	55.8
D. Core Teachers, Early Childhood Through Grade 2	2,928	879	393	44.7
E. Core Special Education Teachers-No Value-Added Report	646	623	314	50.4
F. Non-Core/Ancillary Teachers	2,458	858	308	35.9
G. Instructional Support Staff	1,176	749	339	45.3
H. Teaching Assistants	1,239	757	220	29.1
I. Operational Support Staff	2,684	868	128	14.7
J. Principal	254	254	128	50.4
K. Assistant Principals/Deans of Instruction	324	324	149	46.0
Not Categorized	79	79		
Not Eligible	323	323	252	78.0
<b>Total by Eligibility and Categorization</b>	<b>16,907</b>	<b>8,073</b>	<b>3,516</b>	<b>43.6</b>
<b>Survey Total</b>	<b>16,907</b>	<b>8,073</b>	<b>4,102</b>	<b>50.8</b>

Note: The number of respondents required was calculated using the 95% Confidence Level with a 5% error level.

### **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 were coded as missing data, and not included in the analysis. For the open-ended questions, qualitative analysis was employed by developing emergent categories and reporting the results using frequency counts and percentages based on the number of responses. Results from selected items were compared with the 2009 survey administration 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. Caution is warranted for generalizing the results for the following eligibility categories: Non-Core/Ancillary Teachers, Teaching Assistants, Operational Support Staff, Principals, Assistant Principals/Deans of Instruction, and employees that were “Not Categorized.” More specifically, the response rates for the aforementioned eligibility categories were lower than required for meeting the 95% Confidence Level with a 5% error level.

## **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** (page 9) summarizes the highest educational degree held, gender, race/ethnicity, and average experience in HISD and at the current campus. Slightly less than half of the respondents held a Bachelor’s Degree (47.2 percent) followed by a Master’s Degree (36.7 percent). Approximately 80 percent of the respondents were female. The predominant race/ethnicity was African American (38.7 percent). White (27.9 percent) and Hispanic (26.4 percent) campus-based employees reflected over a quarter of the survey respondents, respectively. The average experience in HISD was 13.6 years with the average experience at the current campus being 8.1 years.

#### **Eligibility, Award, and Certification Status**

Six of the sixteen survey items centered on eligibility, award, and certification status. **Table 4** (page 9) summarizes the number and percent of respondents, and the total response count for each item related to the aforementioned categories. Ninety-seven percent of the respondents were employed in HISD for the 2007–2008 school year, and ninety-one percent were eligible to receive an award. Out of 3,745 respondents, 86.8 percent indicated that they received an ASPIRE Award for the 2007–2008 school year. Of the 3,446 respondents, 21.4 percent indicated that they received an attendance bonus, while 58.4 percent of the 3,417 respondents indicated that they received an ASPIRE Award under Strand II, an individual teacher award based on student progress. Only 3.3 percent of the 2,962 respondents indicated that they were teaching in an area for which they were not certified during the 2007–2008 school year. For the 83 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, 76 or 91.6 percent indicated that they received an ASPIRE Award, 12.2 percent of the 82 respondents indicated that they received the attendance bonus, and 38.7 percent of the 75 respondents received an ASPIRE Award under Strand II (teacher progress).

Table 3. Background Characteristics of 2007–2008 ASPIRE Award Survey Respondents

	N	%
<b>Highest Degree Held</b>		
High School	523	12.9
Bachelor's Degree	1,913	47.2
Master's Degree	1,490	36.7
Doctoral Degree	129	3.2
<b>Gender</b>		
Male	809	20.1
Female	3,218	79.9
<b>Race/Ethnicity</b>		
African American	1,556	38.7
Asian	156	3.9
Hispanic	1,060	26.4
Native American	13	0.3
White	1,123	27.9
Multiracial	111	2.8
Average experience in HISD	13.6 years	
Average experience at current campus	8.1 years	

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 2007–2008 school year?	97.4	2.6	4,066
Were you eligible to receive an ASPIRE Award for the 2007–2008 school year?	91.1	8.9	3,797
Did you receive an ASPIRE Award for the 2007–2008 school year (paid out in January 2009)?	86.8	13.1	3,745
Did you receive an attendance bonus for the 2007–2008 school year?	21.4	78.6	3,446
If you were in Category A–E, did you receive an ASPIRE Award under Strand II?	58.4	41.6	2,417
During the 2007–2008 school year, were you teaching any class in which you were NOT certified.	3.3	96.7	2,962

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** (page 10) summarizes the percentage of respondents that indicated they received an award based upon data provided by respondents after three survey administrations. Survey data were collected after the payout period each year.

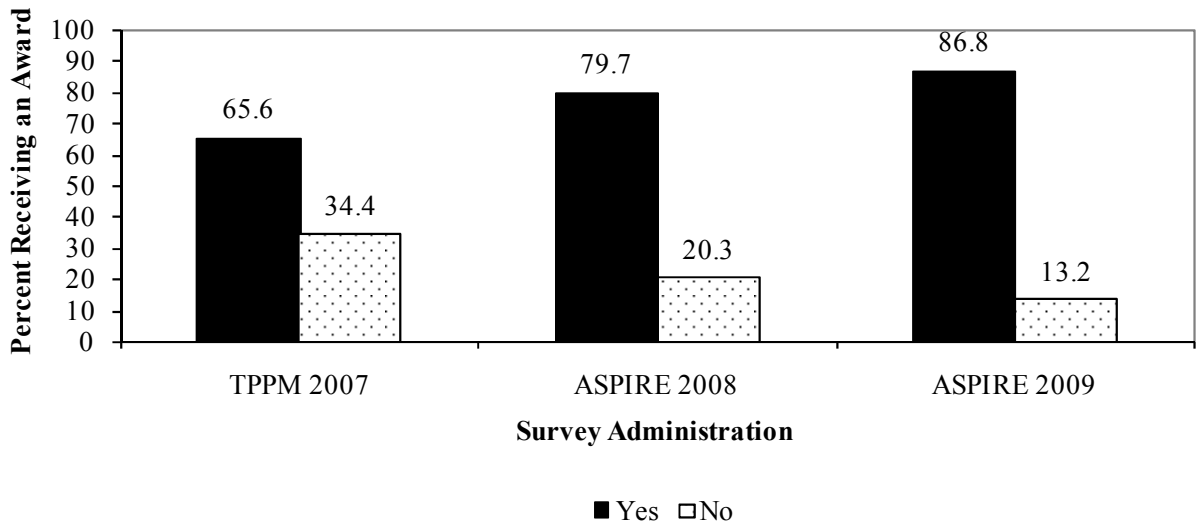


Figure 1. Percent of respondents receiving an award based upon results from three survey administrations.

- 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 .
- Over the past three years, the percentage of survey respondents who reported receiving an award increased by 21 percentage points, while the percentage of respondents who reported not receiving an award decreased by 21.2 percentage points.

**Table 5** summarizes the number and percent of respondents teaching in a critical shortage area during the 2007–2008 school year. Percentages are based on the number of responses because respondents may have taught in more than one critical shortage area. Of the 4,119 responses from campus-based employees, 16.5 percent taught special education, 12.2 percent taught science, 11.8 percent taught Bilingual Education, and 11.2 percent taught mathematics.

Critical Shortage Area	N	%
Special Education	680	16.5
Bilingual Education	484	11.8
Science	501	12.2
Mathematics	463	11.2
N/A	1,991	48.3
<b>Total</b>	<b>4,119</b>	<b>100.0</b>

**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 three 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.

Table 6. Comparison of the Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Overall, 2007–2009

	2005–2006 TPPM		2006–2007 ASPIRE		2007–2008 ASPIRE	
	Dec. 2007		May 2008		May 2009	
	N	%	N	%	N	%
In favor	831	45.6	2,185	37.5	1,378	41.7
Somewhat in favor	430	23.6	1,145	19.7	733	22.2
Neutral	218	12.0	1,200	20.6	537	16.2
Somewhat opposed	167	9.2	608	10.4	302	9.1
Opposed	175	9.6	684	11.7	358	10.8
<b>Total</b>	<b>1,821</b>	<b>100.0</b>	<b>5,822</b>	<b>100.0</b>	<b>3,308</b>	<b>100.0</b>

- When comparing survey results over the last three 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 57.2 percent in May 2008, followed by an increase of 6.7 percentage points in May 2009.
- When comparing survey results over the last three 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 22.1 percent in May 2008, but decreased again to 19.9 percent in May 2009.
- The percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance-pay increased from 57.2 percent after the 2008 payout to 63.9 percent after the 2009 payout.

Table 7. Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Based on Individual Student Growth, 2007–2009

	2005–2006 TPPM		2006–2007 ASPIRE		2007–2008 ASPIRE	
	Dec. 2007		May 2008		May 2009	
	N	%	N	%	N	%
In favor	651	35.8	1,856	32.2	1,082	32.9
Somewhat in favor	480	26.4	1,329	23.0	788	24.0
Neutral	243	13.4	1,179	20.4	562	17.1
Somewhat opposed	217	11.9	681	11.8	420	12.8
Opposed	229	12.6	721	12.5	436	13.3
<b>Total</b>	<b>1,820</b>	<b>100.0</b>	<b>5,766</b>	<b>100.0</b>	<b>3,288</b>	<b>100.0</b>

- 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 and 56.9 percent of respondents surveyed in May 2009.
- 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 slightly increased over the 3-year period from 24.5 percent in 2007 to 24.3 percent in 2008 to 26.1 percent in 2009.

Table 8. Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Based on Passing Rates Only, 2007–2009

	2005–2006 TPPM		2006–2007 ASPIRE		2007–2008 ASPIRE	
	Dec. 2007		May 2008		May 2009	
	N	%	N	%	N	%
In favor	216	12.0	893	15.6	495	15.1
Somewhat in favor	323	17.9	1,032	18.0	547	16.7
Neutral	361	20.0	1,468	25.6	715	21.8
Somewhat opposed	350	19.4	1,028	17.9	683	20.9
Opposed	553	30.7	1,311	22.9	833	25.5
<b>Total</b>	<b>1,803</b>	<b>100.0</b>	<b>5,732</b>	<b>100.0</b>	<b>3,273</b>	<b>100.0</b>

- When comparing overall survey results from 2007 to 2009, 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 3.7 percentage points.
- When comparing overall survey results from 2007 to 2009, there was an increase from 29.9 percent to 31.8 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.
- For 2009 respondents, 31.8 percent indicated they were *in favor* or *somewhat in favor* toward the concept of teacher performance pay based on passing rates only. This reflects an increase of 1.9 percentage points from the 2007 survey results and a decrease of 1.8 percentage points from 2008 survey results.

### 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 by between core teachers and non-core instructional staff (December 2007 and May 2009) as summarized in **Table 9**.

Table 9. Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Overall by Core/Non-Core Instructional Staff, December 2007 and May 2009

	2005–2006 TPPM (December 2007)				ASPIRE (May 2009)			
	Core Teachers		Non-Core Instructional Staff		Core Teachers		Non-Core Instructional Staff	
	N	%	N	%	N	%	N	%
In favor	457	46.6	103	39.0	747	40.5	292	38.7
Somewhat in favor	234	23.9	61	23.1	430	23.3	165	21.9
Neutral	100	10.2	36	13.6	295	16.0	109	14.4
Somewhat opposed	93	9.5	25	9.5	166	9.0	85	11.3
Opposed	96	9.8	39	14.8	205	11.1	104	13.8
<b>Total</b>	<b>980</b>	<b>100.0</b>	<b>264</b>	<b>100.0</b>	<b>1,843</b>	<b>100.0</b>	<b>755</b>	<b>100.0</b>

Note: Eligibility categories were expanded for the 2009 survey administration to include non-instructional positions (Categories H and I) and the Principal (Category J). To make the data comparable with the 2007 survey administration, Non-instructional employees (n=445) and Principals (n=132) were not included in this analysis.

- On the December 2007 survey, 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, May 2009 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 only 3.3 percentage points.

**Appendix A–1** compares differences in perceptions toward the concept of teacher performance pay overall by eligibility category (May 2009).

- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 82.9 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 73.5 percent and core teachers in categories A–C ranging from 64.4 percent to 67.3 percent.
- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 30.4 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, 52.4 percent were *somewhat in favor* or *in favor* and 21.3 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 May 2009). **Table 10** summarizes the results.

Table 10. 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 May 2009

	2005–2006 TPPM (Dec. 2007)				ASPIRE (May 2009)			
	Core Teachers		Non-Core Instructional Staff		Core Teachers		Non-Core Instructional Staff	
	N	%	N	%	N	%	N	%
In favor	395	40.3	71	27.0	591	32.1	227	30.3
Somewhat in favor	256	26.1	73	27.8	469	25.5	163	21.7
Neutral	99	10.1	32	12.2	308	16.7	120	16.0
Somewhat opposed	116	11.8	32	12.2	234	12.7	109	14.5
Opposed	113	11.5	55	20.9	237	12.9	131	17.5
<b>Total</b>	<b>979</b>	<b>100.0</b>	<b>263</b>	<b>100.0</b>	<b>1,839</b>	<b>100.0</b>	<b>750</b>	<b>100.0</b>

Note: Eligibility categories were expanded for the 2009 survey administration to include non-instructional positions (Categories H and I) and the Principal (Category J). To make the data comparable with the 2007 survey administration, Non-instructional employees (n=445) and Principals (n=132) 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 5.6 percentage points based on May 2009 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 6.4 percentage points based on May 2009 results.

**Appendix A–2** summarizes the results by eligibility category regarding perceptions towards the concept of teacher performance pay based on individual student growth and **Appendix A–3** summarizes the results by eligibility category regarding perceptions towards the concept of teacher performance pay based on passing rates only based on the May 2009 survey administration.

- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 82.0 percent of principals and 74.5 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, 41.8 percent of non-core/ancillary teachers and 31.7 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, 39.7 percent of principals and 19.7 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 May 2009 results (Appendix A–3).
- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 61.0 percent of non-core/ancillary teachers and 27.8 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 2009 ASPIRE Survey, 45.5 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).

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 May 2009 survey administration. **Table 11** summarizes the results.

Table 11. 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 2009

	TPPM (Dec. 2007)				ASPIRE (May 2009)			
	Core Teachers		Non-Core Instructional Staff		Core Teachers		Non-Core Instructional Staff	
	N	%	N	%	N	%	N	%
In favor	124	12.8	22	8.5	279	15.3	92	12.3
Somewhat in favor	178	18.4	45	17.4	315	17.2	104	13.9
Neutral	162	16.7	57	22.1	403	22.1	145	19.3
Somewhat opposed	184	19.0	55	21.3	367	20.1	185	24.7
Opposed	322	33.2	79	30.6	463	25.3	224	29.9
<b>Total</b>	<b>970</b>	<b>100.0</b>	<b>258</b>	<b>100.0</b>	<b>1,827</b>	<b>100.0</b>	<b>750</b>	<b>100.0</b>

- 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 6.3 percentage points in May 2009.
- 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 45 percent of core teachers and 55 percent of non-core instructional staff based on survey results from the May 2009 administration.

## 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 three 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.

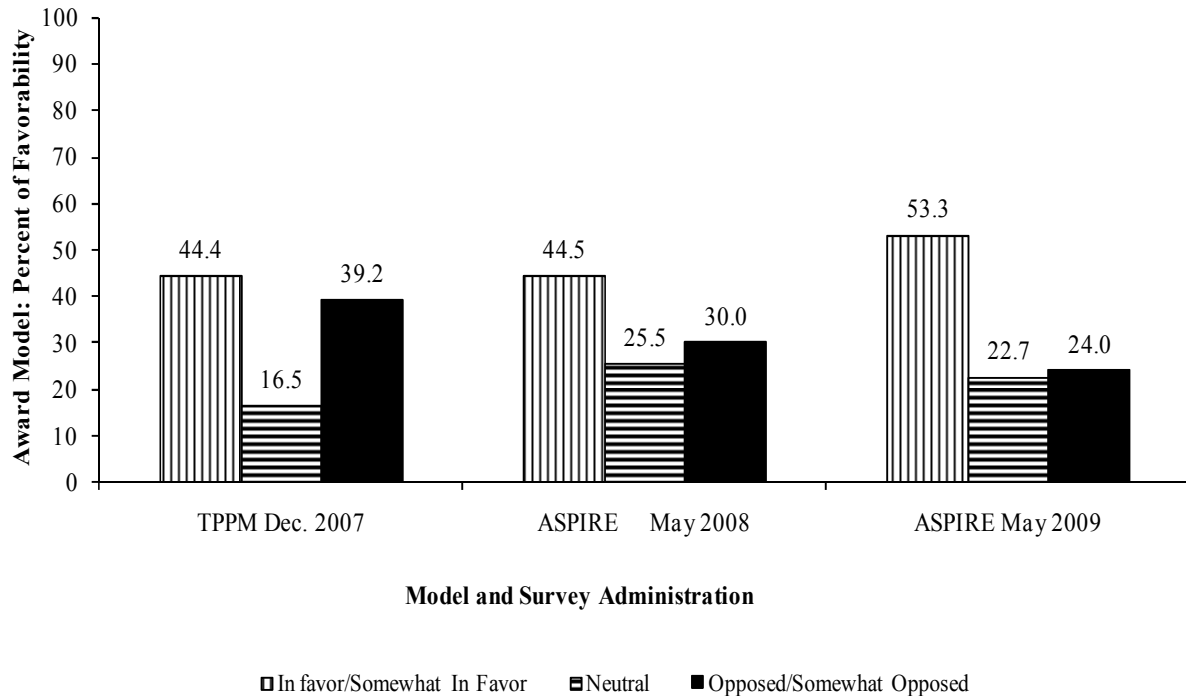


Figure 2. Percent of respondents indicating favorability toward the ASPIRE Award Program with comparisons to the previous two years' survey responses.

- When comparing the percentage of respondents that indicated they were *in favor* or *somewhat in favor* toward the concept of the Teacher-Performance Pay Model and to the ASPIRE Award Program, there was an increase from 44.4 percent (December 2007 survey administration) to 53.3 percent (May 2009 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 15.2 percentage points over the three years.
- When comparing the percentage of respondents indicating that they were *neutral* toward the model implemented that year, there was an increase of 6.2 percentage points from 2007 to 2009.

**Table 12** summarizes the results regarding the level of understanding respondents indicated toward the award models for each of the last three years.

Table 12. Number and Percent of Survey Respondents' Level of Understanding of the Performance-Pay Model Paid Out That Year

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

- 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.
- When comparing survey results from May 2008 to May 2009, there was a decrease in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *very low* or *low* (7.3 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* (3.8 percentage points).

### Eligibility Category

To determine whether there were differences in perceptions regarding the level of understanding toward ASPIRE, comparisons by eligibility category for ASPIRE May 2009 respondents are summarized in **Appendix A–4**.

- 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 May 2009 survey, 19.2 percent of the respondents that indicated that they were *Not Eligible* to receive an ASPIRE award 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 May 2009 survey, at least 35 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 54 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 number and percent of respondents receiving training for the 2005–2006, 2006–2007, and 2007–2008 performance pay models.

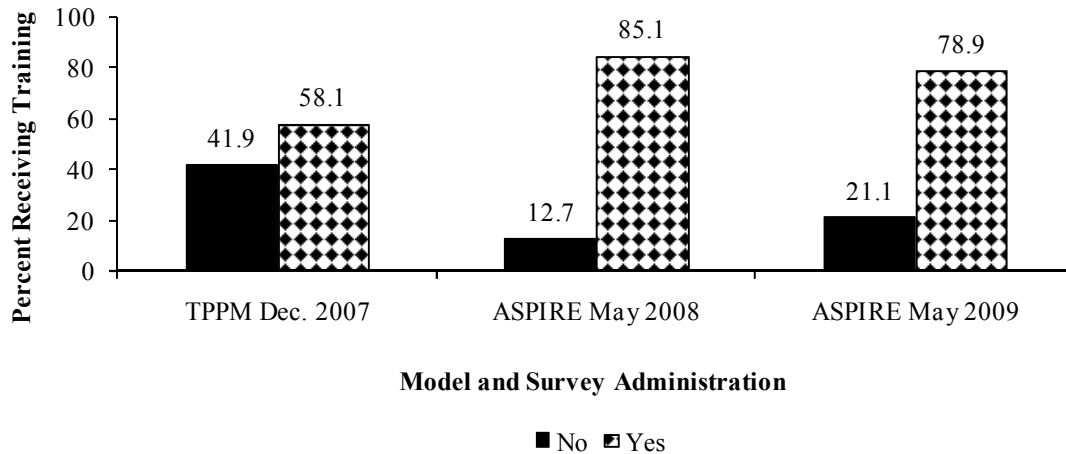


Figure 3. Percent of respondents receiving training by model and survey administration.

- The percentage of respondents that received training increased from 58.1 percent based on the results of the December 2007 survey administration to 85.1 percent based on the May 2008 survey results. There was a decline of 6.2 percentage points in May 2009 from May 2008 respondents.
- When comparing survey results from December 2007 to May 2009, there was an increase in the percentage of respondents that indicated they received training by 20.8 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 13** and **14**.

Table 13. 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 TPPM		2006–2007 ASPIRE		2007–2008 ASPIRE	
	December 2007		May 2008		May 2009	
	N	%	N	%	N	%
No training sessions before payout	81	9.1	167	3.7	72	2.4
One training session before payout	416	46.6	1,400	30.6	941	31.8
Two training sessions before payout	273	30.6	1,553	64.0	926	31.3
3 or more training sessions before payout	123	13.8	1,452	31.8	1,020	34.5
<b>Total</b>	<b>893</b>	<b>100.0</b>	<b>4,572</b>	<b>100.0</b>	<b>2,959</b>	<b>100.0</b>

- 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).
- 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 2.4 percent in May 2009.

Table 14. 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 TPPM		2006–2007 ASPIRE		2007–2008 ASPIRE	
	December 2007		May 2008		May 2009	
	N	%	N	%	N	%
No training sessions after payout	383	42.9	1,246	27.4	777	26.5
One training session after payout	340	38.1	1,708	37.6	1,007	34.3
Two training sessions after payout	120	13.4	936	20.6	573	19.5
3 or more training sessions after payout	50	5.6	650	14.3	579	19.7
<b>Total</b>	<b>893</b>	<b>100.0</b>	<b>4,540</b>	<b>100.0</b>	<b>2,936</b>	<b>100.0</b>

- 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 (May 2009) results by 16.4 percentage points.
- When comparing the Teacher Performance-Pay Model (December 2007) to the ASPIRE Award (May 2009) data, a higher percentage of ASPIRE (May 2009) respondents indicated attending two or more training sessions (28.1 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 and 2009 surveys centered on specific components of the ASPIRE Program. **Table 15** 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 15**.

Table 15. Number and Percent of Survey Respondents Indicating Their Level of Understanding of TAKS Objectives, December 2007 to May 2009 Survey Results

	2005–2006 TPPM		2006–2007 ASPIRE		2007–2008 ASPIRE	
	Dec. 2007		May 2008		May 2009	
	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
I understood most aspects	1,076	73.4	2,821	54.9	High	880 27.5
I understood some aspects	133	9.1	578	11.2	Sufficient	1,019 31.8
I had heard the term used	15	1.0	66	1.3	Low	130 4.1
Not at all	18	1.2	36	0.7	Very Low	28 0.9
<b>Total</b>	<b>1,466</b>	<b>100.0</b>	<b>5,140</b>	<b>100.0</b>	<b>Total</b>	<b>3,200 100.0</b>

- Based on survey results from December 2007, respondents indicated their level of understanding of TAKS objectives, and 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*.

**Table 16** 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, and 2007–2008 school year.

Table 16. Number and Percent of Survey Respondents Indicating Their Level of Understanding of Stanford Objectives/Content Clusters, December 2007 to May 2009 Survey Results

	2005–2006 TPPM		2006–2007 ASPIRE		2007–2008 ASPIRE	
	December 2007		May 2008		May 2009	
	N	%	N	%	N	%
I trained others on the Stanford objectives/I can train others	127	8.6	993	19.6	Very High	714 22.5
I understood most aspects	1,049	71.2	2,789	55.0	High	839 26.5
I understood some aspects	189	12.8	898	17.7	Sufficient	1,226 38.7
I had heard the term used	38	2.6	154	3.0	Low	318 10.0
Not at all	38	2.6	236	4.7	Very Low	70 2.2
<b>Total</b>	<b>1,474</b>	<b>100.0</b>	<b>5,070</b>	<b>100.0</b>	<b>Total</b>	<b>3,167 100.0</b>

- 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*.

**Table 17** 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 17. Number and Percent of Survey Respondents Level of Understanding of the Difference Between Student Achievement and Student Growth/Academic Progress, Survey Results Over Three Years

	2005–2006 TPPM		2006–2007 ASPIRE		2007–2008 ASPIRE	
	December 2007		May 2008		May 2009	
	N	%	N	%	N	%
I trained others on the difference	70	4.6	Very High	833 14.2	703	21.3
I understood most aspects	978	64.3	High	1,770 30.3	1,053	31.9
I understood some	303	19.9	Sufficient	2,556 43.9	1,334	40.4
I had heard the term used	71	4.7	Low	521 8.9	181	5.5
Not at all	100	6.6	Very Low	158 2.7	28	0.8
<b>Total</b>	<b>1,522</b>	<b>100.0</b>	<b>Total</b>	<b>5,848 100.0</b>	<b>3,299</b>	<b>100.0</b>

- 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 May 2009, there was an 8.7 percent increase 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 post-survey, there were five items that were designed to determine the level of understanding for different training components related to the ASPIRE Award. **Table 18** depicts the comparison of the baseline data collected in May 2008 with data collected in May 2009.

Table 18. Number and Percent of Survey Respondents Indicating Their Level of Understanding for Training Components of the 2006–2007 and 2007–2008 ASPIRE Award, May 2008 and May 2009

	N		Very Low/Low		Sufficient		Very High/High	
			%		%		%	
	2008	2009	2008	2009	2008	2009	2008	2009
My understanding of value-added analysis is:	5,844	3,285	21.3	14.9	50.0	46.1	28.7	39.0
My understanding of how value-added information can help me as an educator is:	5,832	3,175	18.3	13.3	45.1	41.7	36.6	45.0
My understanding of how to read/interpret value-added reports is:	5,817	3,228	23.7	15.3	47.0	45.2	29.3	39.4
My understanding of the different stands of the 2007/2008 ASPIRE Award Program was:	5,835	3,286	23.2	17.4	48.7	48.0	28.1	34.7
My understanding of how 2007/2008 ASPIRE Awards were calculated/determined is:	5,852	3,298	33.9	29.8	43.9	43.1	22.2	27.1

- Based on survey data collected in 2008 and 2009, 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 45.0 percent, respectively).
- Based on survey data collected in 2008 and 2009, 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 29.8 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 2007 ASPIRE Award Program, and how 2007 ASPIRE Awards were calculated/determined. This increased to 70.2 percent for survey data collected from the May 2009 administration.
- There was an increase in the percentage of respondents that indicated a *very high* or *high* level of understanding for all five training components when comparing data from May 2008 to May 2009. Increases ranged from 4.9 percentage points for understanding how the 2007/2008 ASPIRE Awards were calculated/determined to 10.3 percent for understanding valued added analysis.

One question asked respondents whether they perceived their was a connection between classroom instruction and performance-pay results. **Table 19** compares the number and percent of respondents

Table 19. Number and Percent of Respondents Indicating a Connection Between Classroom Instruction and Performance Pay Results Over Three Years

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

from the past three years. The response sets changed for the May 2009 survey administration, and the differences are illustrated.

- 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 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 May 2009 ASPIRE survey data, 44.7 percent of the respondents *strongly agreed* or *agreed* that there was a connection between classroom instruction and ASPIRE Award results.
- Only 29 percent of the respondents *disagreed* or *strongly disagreed* with the statement that there was a connection between classroom instruction and ASPIRE Award results.

There were five items that were designed to examine the perceptions of respondents regarding the amount of money awarded and the ASPIRE model. Baseline data were collected during the May 2009 survey administration, and the results are summarized in **Table 20**.

Table 20. Number and Percent of Survey Respondents Indicating Their Perceptions About Award Amounts and the ASPIRE Award Model, May 2009

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The maximum award amount for my ASPIRE Award category adequately recognizes my efforts to increase student progress.	3,152	21.4	21.6	25.3	23.0	8.8
The maximum award amount for my ASPIRE Award category encourages me to remain in a campus-based position.	3,164	17.1	18.9	30.5	24.7	8.8
The maximum award amount for my ASPIRE Award category is commensurate with my professional contribution.	3,194	22.3	22.3	26.5	21.3	7.6
The ASPIRE Award should be continued in its current form.	3,260	19.1	21.4	32.1	19.0	8.4
The ASPIRE Award should be continued with modifications incorporated on an annual basis.	3,223	8.1	6.1	29.1	38.1	18.6



- On the 2009 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.
- A higher percentage of respondents *strongly disagreed* or *disagreed* that their maximum award amount adequately recognized their efforts to increase student progress (43.0 percent) compared to 25.3 percent who were *neutral* and 31.8 percent who *agreed* or *strongly agreed* based on 2009 survey results.
- Based on the 2009 survey results, 36.0 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 of respondents who *agreed* or *strongly agreed* and 30.5 percent who were *neutral*.
- A higher percentage of respondents *strongly disagreed* or *disagreed* that their maximum award amount was commensurate with their professional contribution (44.6 percent) compared to 26.5 percent who were *neutral* and 28.9 percent who *agreed* or *strongly agreed* based on 2009 survey results.

### 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-5**.

- The percentage of teaching assistants, operational support staff, 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, non-core/ancillary teachers, instructional 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 high school core teachers and instructional support staff (38.8 percent and 38.3 percent, respectively).

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-6**.

- Fifty percent of principals and 43.1 percent of assistant principals/deans of instruction *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.
- Fifty-nine percent of non-core/ancillary teachers and 52.7 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-7** summarizes the results.

- Forty-five percent of principals and 42.4 percent of teaching assistants *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.

- Sixty percent of non-core/ancillary teachers and 58.2 percent of instructional support staff indicated that they *strongly disagreed* or *disagreed* that their maximum ASPIRE Award was commensurate with their professional contribution.

### What were the criteria that respondents indicated they would prefer when choosing a teacher award model?

Four items were designed to determine what factors would be preferred when choosing a teacher award model. The results are presented in **Table 21**.

Table 21. Number and Percent of Respondents Indicating Factors to Include in a Performance Pay System, May 2009

	N	Opposed	Somewhat Opposed	Neutral	Somewhat in Favor	In Favor
Time spent in professional development	3,284	10.2	7.3	20.9	24.7	37.0
Performance evaluations by supervisors	3,315	14.1	11.0	22.5	22.1	30.2
Performance evaluations by peers	3,284	21.0	14.6	25.0	18.4	21.0
Serving as a mentor	3,127	11.1	6.5	28.0	23.0	31.5
Other Factors (please specify)	273					

- Based on the May 2009 survey results, at least 52 percent of respondents indicated that they were *somewhat in favor* or *in favor* of including the following factors in a performance pay system: time spent in professional development, performance evaluations by supervisors, and serving as a mentor.
- Only 6.7 percent of survey respondents provided answers to the question about providing other factors to include in a performance pay model. Of the 273 respondents, 136 indicated that subjectivity and bias were inherent in the ASPIRE Award model and/or that subjectivity existed regarding performance evaluations by supervisors or peers. Moreover, respondents indicated that mentors were already paid for taking on the extra duty so that including it as a factor in the model would be essentially “double-dipping.” On some campuses, teachers select their mentors while on other campuses the principal assigns the mentor. Respondents indicated that time spent in professional development was not a quality measure, but rather a formative assessment through observation would serve as a better indicator.
- Student academic outcomes were the second highest factor identified by 2009 ASPIRE respondents (n=29). Suggested measures included the following: student academic growth, the number of students scoring a 3 or higher on an AP exam or 4 or higher on an IB exam, the number of students graduating, the number of students enrolling in a college/university, portfolios, performance on End-of-Course exams, and performance on the TPRI/Tejas LEE.
- Campus support outcomes were the third highest factor identified 2009 ASPIRE respondents. Suggestions included the following: developing and sharing lessons on-line, sponsoring clubs/activities, holding campus leadership positions, coaching a sport, department chair duties, tutoring students, parent contacts/working with families, neighborhood outreach programs, and community service hours.

### What recommendations were made to improve communication of the ASPIRE Award?

There were six items for which respondents rated the level of effectiveness regarding communicating information about the ASPIRE Award and one open-ended question designed to solicit feedback for improving communications of the ASPIRE Award. The responses are summarized in **Table 22**.

Table 22. Number and Percent of Survey Respondents Indicating Their Perceptions About Communicating Effectively, May 2009

	N	Not Effective	Somewhat Effective	Moderately Effective	Very Effective
Knowing where to find information about the ASPIRE Award in general.	3,383	4.6	28.0	35.8	31.6
Knowing when specific information about my ASPIRE Award was available.	3,371	5.7	25.8	35.7	32.7
Knowing where to find information about my specific ASPIRE Award.	3,367	5.2	24.8	36.3	33.8
Knowing how to interpret and understand my specific ASPIRE Award Notice.	3,368	8.5	30.1	35.9	25.5
Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award.	3,362	8.2	30.4	35.8	25.6
Understanding where to find information about the inquiry process on the portal.	3,364	6.6	29.8	35.7	28.0
Understanding that formal inquiries were required to be submitted by a specific deadline.	3,352	7.0	27.7	35.1	30.3

- Based on the results of the May 2009 survey, 70.1 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 survey, the area for which the highest percentage of respondents (38.6 percent) 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*.

For the open-ended item, of the 4,102 surveys completed, 1,471 or 35.9 percent of the respondents provided at least one response. Commentary from respondents may have incorporated the method of communication (i.e. personal e-mail, small group meetings, live Q& A sessions), the frequency of communication (i.e. more frequent updates, monthly, beginning of the school year, prior to critical dates as a reminder), suggestions for improving the quality of communicating the content (i.e. short/brief and use simple language), aspects of the model for which content was not clear (i.e. simplify the clarity of the eligibility document or provide a simple explanation of how awards are calculated) and/or to use the survey as a vehicle for communicating input into the model (i.e. why are certain groups such as special education or science specialists not eligible for the same levels of compensation?, re-visit the eligibility for early education through grade two teachers, or re-visit compensation levels for teacher assistants/fine arts teachers). **Table 23** presents the number and percent of responses describing the suggestions for improvement.

Overall, there were a total of 558 responses that provided specific information on the method, frequency, quality, and/or content of communication. Of the 558 responses, 135 suggested using e-mail sent directly to campus teachers and staff. Through e-mail, respondents suggested sending a news letter or updates regarding the ASPIRE program as needed or on a monthly basis along with links and login information. Other suggestions included sending out surveys to teachers and staff to gather input for changing the model. Public forums, chat rooms, blogs, on-line Q&A sessions, live Q&A sessions, small group meetings targeting specific eligibility groups, evening meetings, campus-based in-services led by facilitators, lead teachers, or knowledgeable representatives were proposed so that teachers and staff

Table 23. Number and Percent of Responses for Recommended Changes to Improve ASPIRE Award Communication, May 2009

	N	%
Communication (method, frequency, content)	538	34.0
Rating Scale for Communications (adequate to excellent)	324	19.8
Equitability regarding levels of compensation or eligibility	144	8.8
No Comment or Not Applicable	110	6.7
Commentary regarding Eligibility	109	6.7
None or Nothing	93	5.7
Commentary regarding Award Notification	85	5.2
Miscellaneous	69	4.2
Calculating the Award	58	3.5
Commentary regarding the Inquiry Process	54	3.3
Not Sure or Don't Know	30	1.8
Response Time for Inquiries	5	0.3
<b>Total Number of Responses</b>	<b>1,639</b>	<b>100.0</b>

could ask questions or learn about specific aspects of the model in a more personalized environment. Respondents indicated that they wanted a timeline with the major events such as when award notifications are sent, inquiries are due, and payout dates are scheduled. Respondents indicated that they wanted this information at the beginning of the school year and preferably posted in one easily accessible location along with sending the information by e-mail.

A total of 324 or 19.8 percent respondents rated communication on a scale ranging from adequate to excellent. Of the 324 respondents, 22 provided commentary regarding their level of satisfaction for the way in which specific types of information were communicated.

Respondents indicated that they would like to see equitability regarding levels of compensation or eligibility (n=144). Respondents critiqued aspects of the model for which they felt it was unfair or for which compensation should be comparable for all staff and teachers.

For communicating information regarding eligibility (n=109), the inquiry process (n=54), and/or award notification (n=85), respondents provided valuable feedback. With regard to eligibility, respondents indicated that the eligibility document needed to be revised so that it was written in a concise and clear manner. Other areas of concern focused on re-evaluating the way in which the eligibility categories were formulated so that particular groups had the opportunity to receive similar levels of compensation. Respondents also indicated that they needed more information about eligibility in general.

With regard to the inquiry process, suggestions included scheduling more time between the award notice and the inquiry period, sending an alert to employees that have eligibility issues so that they can be resolved in a timely fashion, increase the turn-around time for inquiries, and providing clear and consistent information for inquiries. Respondent feedback regarding the award notification included sending an e-mail to all campus-based employees that included their award notification. Some respondents perceived that additional data and information was needed to understand the award notification.

A total of 58 respondents indicated that they do not understand how the ASPIRE award was calculated. They indicated that the calculation of the award should be transparent, but in its present form, is not. Additional professional development opportunities to understand award calculations was expressed.

There were 110 respondents that indicated no comment or not applicable and 93 respondents that indicated that no changes were needed regarding communication. Sixty-nine respondents provided an array of responses that did not address any aspect of communication, and 30 respondents indicated that they were not sure or didn't know about specific issues related to improving communication.

### What were the recommendations for changing the 2007–2008 ASPIRE Award suggested by respondents?

Out of a total of 4,102 respondents on the May 2009 survey, 1,621 or 39.5 percent of the respondents provided at least one response for recommending changes to the 2007–2008 ASPIRE Award, whereas 60.5 percent of respondents did not provide any recommendations for changing the model. **Table 24** summarizes the frequency and percent of responses. A total of 10.9 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 at least 60 percent of the responses. The predominant suggestion 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 (24 percent). Non-core/ancillary teachers, special education teachers, technologists, librarians, early childhood through grade 2, 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.

Table 24. Number and Percent of Responses for Recommended Changes to the 2007–2008 ASPIRE Award, May 2009

	N	%
Equitability regarding levels of compensation and eligibility	584	24.0
Other Performance measures or criteria	539	22.1
Allocate money equally or allocate more money for awards/allocate money for specified group (s)/reallocate money so that particular groups benefit and designated groups receive no award or their award is capped.	342	14.1
Factors impacting student academic growth or calculation of growth/logistical aspects of linkage	315	12.9
No changes	151	6.2
No comment	114	4.7
Improve communication about the awards /provide clearer explanations about the model/provide feedback for teachers based on their data	98	4.0
Eliminate the ASPIRE Award and Program	71	2.9
Miscellaneous	58	2.4
Not Sure	54	2.2
Put the money into salaries/raises	46	1.9
Provide a clear and transparent explanation about the award calculation	46	1.9
Time of payout	16	0.7
<b>Total Number of Responses</b>	<b>2,434</b>	<b>100.0</b>

Twenty-two percent of responses centered on developing other performance measures or criteria and/or appropriate assessments. Respondents indicated that TPRI/Tejas Lee reflected measures to include in a performance-pay model to refine how early childhood teachers are included in the model. Other suggestions included incorporating principal input, classroom observations, professional development hours, community involvement, campus leadership positions, student academic support, student support with regard to activities and clubs, and designing appropriate assessments to be used for non-core subjects. As one respondent stated, “*I would change it so that factors other than test results are also taken into consideration. Many instructional support teachers (librarians, technicians) and non-core teachers (foreign language, PE, fine arts) who are essential to the school are excluded from anything but minimal bonuses. These positions often attract new students to the school and are invaluable*”

to the student body. These teachers spend many extra hours in school activities with no or little extra compensation.”

The emergent category centering on *allocating money equally* or *allocating more money for specified groups or reallocating awards so that some groups benefit while others receive no award or their award is capped* consisted of 14.1 percent of the responses. Some respondents indicated that the money should be allocated equally. More specifically, one respondent stated, “*I think every teacher should receive an equal bonus. I think everyone works together for the good of the children. It's not fair to single out certain teachers to get the big award, and others get nothing.*” Respondents indicated that non-core/ ancillary personnel, special education teachers, librarians, nurses, and early childhood teachers should receive more money. Alternatively, some respondents indicated that TAKS teachers should receive more money, teachers providing instruction to low-income students and/or at-risk students, and teachers providing instruction in low-performing schools. Some respondents indicated that administrators should not receive any performance-pay money or indicated that payouts for administrators was disproportionate in comparison to payouts for teachers. One respondent stated, “*...administrators and superintendents should not receive such large bonuses for doing their job.*” Another respondent stated, “*There is resentment that administrators (principals, executive principals, etc.) are getting extremely large bonuses from this system. I don't see them in the trenches tutoring these kids day after day after day like a teacher does to earn this bonus. What are they really doing to increase growth and deserve their extra-large bonuses?*”

### What additional comments were made by respondents?

Out of a total of 4,102 respondents on the May 2009 survey, only 1,020 or 24.9 percent of the respondents provided at least one response for providing additional comments regarding the 2007–2008 ASPIRE Award, whereas 75.1 percent of the respondents did not provide any additional commentary. **Table 25** summarizes the number and percent of responses.

Table 25. Number and Percent of Responses for Additional Comments, May 2009

	N	%
No comment/N/A/ None	317	29.1
Equitability regarding levels of compensation and eligibility	197	18.1
Factors impacting student academic growth or calculation of growth	67	6.1
Satisfied with the Award Model/Continue the Awards	62	5.7
Allocate money equally or allocate more money for awards/allocate money for specified group (s)/reallocate money so that particular groups benefit and designated groups receive no award or their award is capped.	53	4.9
Divisive	52	4.8
Miscellaneous comments (positive=10, negative=38)	48	4.4
Improve communication about the awards /provide clearer explanations about the model/provide feedback for teachers based on their data	46	4.2
Receiving an Incentive/Award	44	4.0
All employees should receive an award/raise	41	3.8
Increases motivation (n=7)/Decreases motivation (n=32)	39	3.6
Philosophically opposed to the model	36	3.3
Other Performance measures or criteria, not just test scores	27	2.5
Eliminate the ASPIRE Award and Program	21	1.9
Receiving Recognition	19	1.7
Concern over the TAKS emphasis	9	0.8
Student Success	6	0.6
Data from the ASPIRE award are valuable sources of information	6	0.6
<b>Total Number of Responses</b>	<b>1,090</b>	<b>100.0</b>

The three highest emergent categories included: No Comment, N/A, or None (29.1 percent), the model was not equitable in terms of eligibility and compensation (18.1 percent), and factors impacting student academic growth/calculation of growth (6.1 percent). Approximately 29 percent of the responses indicated that there was not any additional information or commentary to add.

Approximately eighteen percent of responses centered on the perception that the model was not equitable in terms of eligibility and compensation. Although many responses focused around the inequity for specific eligibility categories such as early childhood, fine arts, or special education, one respondent stated, “Aspire is a very divisive system. In an educational system, in which so many factors influence the educational growth of children, there is no fair way to reward individuals.”

One respondent summarized a number of factors that were perceived to impact student academic growth. More specifically, “*As I said before, there are more factors on student growth other than the teacher. There is parent, social, school, and peer issues that must be addressed. Academic growth will not be maintain[ed] unless the social growth is address[ed]. Are we seeking testing growth or sustained achievement growth? I do believe the district needs a site decision advisory group to address the core issues on achievement with our minority students in socially distressed communities. These reforms should be also used in calculating real growth of students.*”

## Conclusions

The purpose of the 2007–2008 ASPIRE Award Survey was to gain insight regarding the level of knowledge and perceptions of Houston Independent School District (HISD) teachers and staff after three 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 identify ways to improve communications, provide criteria for a teacher award model from their perspective, provide recommendations for making changes to the current model, and to provide general commentary. This annual survey serves as a mechanism to gather valuable feedback from program participants. As indicated earlier on the survey, respondents included the survey as a venue for providing input into the model.

Overall, there were six key areas showing positive direction for the ASPIRE Award program: support for the program, increase in the number of participants who received training, increase in the number of training sessions attended, increase in the knowledge gained from training, and increase in the survey response rate. First, when comparing the survey response rate for May 2008 to the response rate for May 2009, there was an increase from 38.7 percent to 50.8 percent. By capturing a higher percentage of respondents, perceptions and feedback can be generalized to a greater degree. The percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance pay increased from 57.2 percent after the 2008 payout to 63.9 percent after the 2009 payout. There was an increase in the number of teachers and staff receiving training, along with an increase in the number of training sessions attended. The increased participation in training led to an increase in the level of understanding of the ASPIRE model and its components. More specifically, there was an increase in the percentage of respondents that indicated a *very high* or *high* level of understanding for all five training components when comparing data from May 2008 to May 2009. Increases ranged from 4.9 percentage points for understanding how the 2007–2008 ASPIRE Awards were calculated/determined to 10.3 percent for understanding value-added analysis.

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 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, operational staff, or teaching assistants. The differences in perceptions between core teachers and non-core instructional staff have declined through time.

## APPENDIX A–1

### Cross Tabulation Summarizing the Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay by Eligibility Category, May 2009

	Opposed		Somewhat Opposed		Neutral		Somewhat in Favor		In Favor		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3–8, Self-Contained	31	8.5	31	8.5	57	15.7	83	22.8	162	44.5	364
B. Core Teachers, Grades 3–8, Departmentalized	39	9.6	38	9.3	60	14.7	95	23.3	176	43.1	408
C. Core Teachers, Grades 9–12	51	13.4	34	8.9	45	11.8	96	25.2	155	40.7	381
D. Core Teachers, Early Childhood Through Grade 2	37	10.7	33	9.5	66	19.1	78	22.5	132	38.2	346
E. Core Special Education Teachers-No Value-Added Report	35	12.7	24	8.7	52	18.9	63	22.9	101	36.7	275
F. Non-Core/Ancillary Teachers	47	17.0	37	13.4	40	14.4	67	24.2	86	31.0	277
G. Instructional Support Staff	40	14.3	26	9.3	44	15.7	66	23.6	104	37.1	280
H. Teaching Assistants	6	3.9	10	6.5	45	29.0	32	20.6	62	40.0	155
I. Operational Support Staff	4	5.1	6	7.6	17	21.5	10	12.7	42	53.2	79
J. Principal	5	4.3	9	7.7	6	5.1	15	12.8	82	70.1	117
K. Assistant Principals/Deans of Instruction	9	6.6	11	8.1	16	11.8	21	15.4	79	58.1	136
<b>Not Eligible</b>	28	11.7	23	9.6	49	20.4	49	14.5	91	37.9	240
<b>Total</b>	<b>332</b>	<b>10.9</b>	<b>282</b>	<b>9.2</b>	<b>497</b>	<b>16.3</b>	<b>675</b>	<b>22.1</b>	<b>1,272</b>	<b>41.6</b>	<b>3,058</b>



## 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, May 2009**

	Opposed		Somewhat Opposed		Neutral		Somewhat in Favor		In Favor		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3–8, Self-Contained	38	10.5	47	12.9	72	19.8	76	20.9	130	35.8	363
B. Core Teachers, Grades 3–8, Departmentalized	50	12.3	44	10.8	56	13.7	112	27.5	146	35.8	408
C. Core Teachers, Grades 9–12	54	14.2	49	12.9	59	15.5	109	28.7	109	28.7	380
D. Core Teachers, Early Childhood Through Grade 2	42	12.1	42	12.1	51	14.7	83	24.0	128	37.0	346
E. Core Special Education Teachers-No Value-Added Report	43	15.7	39	14.2	59	21.5	72	26.3	61	22.3	274
F. Non-Core/Ancillary Teachers	64	23.3	51	18.5	52	18.9	52	18.9	56	20.4	275
G. Instructional Support Staff	47	16.9	34	12.2	43	15.5	76	27.3	78	28.1	278
H. Teaching Assistants	6	3.9	18	11.8	44	28.8	41	26.8	44	28.8	153
I. Operational Support Staff	9	11.8	12	15.8	14	18.4	14	18.4	27	35.5	76
J. Principal	6	5.1	7	6.0	8	6.8	11	9.4	85	72.6	117
K. Assistant Principals/Deans of Instruction	9	6.6	13	9.5	13	9.5	23	16.8	79	57.7	137
<b>Not Eligible</b>	36	15.2	39	16.5	47	19.8	52	21.9	63	26.6	237
<b>Total</b>	<b>404</b>	<b>13.3</b>	<b>395</b>	<b>13.0</b>	<b>518</b>	<b>17.0</b>	<b>721</b>	<b>23.7</b>	<b>1,006</b>	<b>33.0</b>	<b>3,044</b>

### 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, May 2009

	Opposed		Somewhat Opposed		Neutral		Somewhat in Favor		In Favor		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3–8, Self-Contained	76	21.1	71	19.7	77	21.4	68	18.9	68	18.9	360
B. Core Teachers, Grades 3–8, Departmentalized	104	25.7	74	18.3	91	22.5	69	17.0	67	16.5	405
C. Core Teachers, Grades 9–12	117	31.0	66	17.5	80	21.2	68	18.0	47	12.4	378
D. Core Teachers, Early Childhood Through Grade 2	84	24.6	69	20.2	83	24.3	55	16.1	51	14.9	342
E. Core Special Education Teachers-No Value-Added Report	62	22.7	68	24.9	61	22.3	43	15.8	39	14.3	273
F. Non-Core/Ancillary Teachers	92	33.6	75	27.4	53	19.3	31	11.3	23	8.4	274
G. Instructional Support Staff	85	30.4	65	23.2	54	19.3	43	15.4	33	11.8	280
H. Teaching Assistants	14	9.3	28	18.5	54	35.8	29	19.2	26	17.2	151
I. Operational Support Staff	14	18.4	18	23.7	17	22.4	13	17.1	14	18.4	76
J. Principal	25	21.6	25	21.6	20	17.2	16	13.8	30	25.9	116
K. Assistant Principals/Deans of Instruction	30	22.2	33	24.4	23	22.0	22	16.3	27	15.2	135
<b>Not Eligible</b>	59	24.8	49	20.6	56	23.5	39	16.4	35	14.7	238
<b>Total</b>	<b>762</b>	<b>25.2</b>	<b>641</b>	<b>21.2</b>	<b>669</b>	<b>22.1</b>	<b>496</b>	<b>16.4</b>	<b>460</b>	<b>15.2</b>	<b>3,028</b>

**APPENDIX A-4**

**Cross Tabulation Summarizing the Number and Percent of Survey Respondents' Level of Understanding of the 2007-2008 ASPIRE Award Program by Eligibility Category, May 2009**

	Very Low		Low		Sufficient		High		Very High		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3-8, Self-Contained	7	1.9	26	7.2	169	46.6	103	28.4	58	16.0	363
B. Core Teachers, Grades 3-8, Departmentalized	8	2.0	28	7.0	191	47.8	108	27.0	65	16.3	400
C. Core Teachers, Grades 9-12	9	2.4	40	10.5	198	52.1	82	21.6	51	13.4	380
D. Core Teachers, Early Childhood Through Grade 2	10	2.9	22	6.4	194	56.1	83	24.0	37	10.7	346
E. Core Special Education Teachers-No Value-Added Report	6	2.2	15	5.5	150	54.9	75	27.5	27	9.9	273
F. Non-Core/Ancillary Teachers	2	0.7	13	4.8	162	59.3	58	21.2	38	13.9	273
G. Instructional Support Staff	5	1.7	19	6.6	149	51.9	68	23.7	46	16.0	287
H. Teaching Assistants	1	0.6	14	8.8	99	61.9	28	17.5	18	11.3	160
I. Operational Support Staff	3	3.6	9	10.7	49	58.3	17	20.2	6	7.1	84
J. Principal	0	0.0	1	0.9	21	18.1	41	35.3	53	45.7	116
K. Assistant Principals/Deans of Instruction	0	0.0	3	2.2	55	40.4	46	33.8	32	23.5	136
<b>Not Eligible</b>	8	3.2	40	16.0	134	53.6	41	16.4	27	10.8	250
<b>Total</b>	<b>59</b>	<b>1.9</b>	<b>230</b>	<b>7.5</b>	<b>1,571</b>	<b>51.2</b>	<b>750</b>	<b>24.4</b>	<b>458</b>	<b>14.9</b>	<b>3,068</b>

## APPENDIX A–5

**Cross Tabulation Summarizing the Number and Percent of Survey Respondents' Indicating a Connection Between Classroom Instruction and Performance Pay Results by Eligibility Category for the 2007–2008 ASPIRE Award Program, May 2009**

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3–8, Self-Contained	44	12.3	65	18.2	87	24.4	112	31.4	49	13.7	357
B. Core Teachers, Grades 3–8, Departmentalized	54	13.4	70	17.4	102	25.4	122	30.3	54	13.4	402
C. Core Teachers, Grades 9–12	60	16.0	86	22.9	88	23.4	99	26.3	43	11.4	376
D. Core Teachers, Early Childhood Through Grade 2	47	13.7	66	19.2	85	24.8	116	33.8	29	8.5	343
E. Core Special Education Teachers-No Value-Added Report	29	10.6	44	16.1	76	27.7	100	36.5	25	9.1	274
F. Non-Core/Ancillary Teachers	46	16.8	59	21.5	72	26.3	80	29.2	17	6.2	274
G. Instructional Support Staff	27	9.9	58	21.3	66	24.3	88	32.4	33	12.1	272
H. Teaching Assistants	3	2.0	14	9.2	58	38.2	63	41.4	14	9.2	152
I. Operational Support Staff	3	4.3	7	10.1	19	27.5	33	47.8	7	10.1	69
J. Principal	8	7.0	11	9.6	23	20.2	38	33.3	34	29.8	114
K. Assistant Principals/Deans of Instruction	6	4.5	22	16.4	29	21.6	45	33.6	32	23.9	134
<b>Not Eligible</b>	23	9.7	36	15.2	81	34.2	79	33.3	18	7.6	237
<b>Total</b>	<b>350</b>	<b>11.7</b>	<b>538</b>	<b>17.9</b>	<b>786</b>	<b>26.2</b>	<b>975</b>	<b>32.5</b>	<b>355</b>	<b>11.8</b>	<b>3,004</b>

## APPENDIX A-6

**Cross Tabulation Summarizing the Number and Percent of Survey Respondents Indicating That the Maximum ASPIRE Award Amount Adequately Recognized Their Efforts to Increase Student Progress, May 2009**

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3-8, Self-Contained	65	18.3	75	21.1	98	27.6	79	22.3	38	10.7	355
B. Core Teachers, Grades 3-8, Departmentalized	83	20.8	82	20.5	98	24.5	93	23.3	44	11.0	400
C. Core Teachers, Grades 9-12	87	23.3	84	22.5	92	24.6	77	20.6	34	9.1	374
D. Core Teachers, Early Childhood Through Grade 2	63	18.4	85	24.9	81	23.7	91	26.6	22	6.4	342
E. Core Special Education Teachers-No Value-Added Report	58	21.5	60	22.2	68	25.2	66	24.4	18	6.7	270
F. Non-Core/Ancillary Teachers	92	34.3	66	24.6	52	19.4	45	16.8	13	4.9	268
G. Instructional Support Staff	73	28.1	64	24.6	62	23.8	44	16.9	17	6.5	260
H. Teaching Assistants	18	11.8	24	15.8	50	32.9	48	31.6	12	7.9	152
I. Operational Support Staff	13	20.6	8	12.7	17	27.0	22	34.9	3	4.8	63
J. Principal	12	11.1	21	19.4	21	19.4	27	25.0	27	25.0	108
K. Assistant Principals/Deans of Instruction	16	12.3	28	21.5	30	23.1	33	25.4	23	17.7	130
<b>Not Eligible</b>	39	18.5	34	16.1	81	38.4	48	22.7	9	4.3	211
<b>Total</b>	<b>619</b>	<b>21.1</b>	<b>631</b>	<b>21.5</b>	<b>750</b>	<b>25.6</b>	<b>673</b>	<b>22.9</b>	<b>260</b>	<b>8.9</b>	<b>2,933</b>

## APPENDIX A–7

**Cross Tabulation Summarizing the Number and Percent of Survey Respondents Indicating That the Maximum ASPIRE Award Amount Was Commensurate with Their Professional Contribution, May 2009**

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Teachers, Grades 3–8, Self-Contained	64	18.1	74	21.0	107	30.3	73	20.7	35	9.9	353
B. Core Teachers, Grades 3–8, Departmentalized	81	20.3	84	21.0	116	29.0	86	21.5	33	8.3	400
C. Core Teachers, Grades 9–12	75	20.2	99	26.7	94	25.3	69	18.6	34	9.2	371
D. Core Teachers, Early Childhood Through Grade 2	59	17.2	83	24.1	93	27.0	90	26.2	19	5.5	344
E. Core Special Education Teachers-No Value-Added Report	68	25.0	63	23.2	65	23.9	60	22.1	16	5.9	272
F. Non-Core/Ancillary Teachers	102	38.1	59	22.0	56	20.9	43	16.0	8	3.0	268
G. Instructional Support Staff	88	32.6	69	25.6	63	23.3	38	14.1	12	4.4	270
H. Teaching Assistants	11	7.3	20	13.2	56	37.1	46	30.5	18	11.9	151
I. Operational Support Staff	12	17.1	14	20.0	18	25.7	21	30.0	5	7.1	70
J. Principal	15	13.3	28	24.8	19	16.8	26	23.0	25	22.1	113
K. Assistant Principals/Deans of Instruction	24	18.2	26	19.7	32	24.2	31	23.5	19	14.4	132
<b>Not Eligible</b>	51	23.4	41	18.8	71	32.6	48	22.0	7	3.2	218
<b>Total</b>	<b>650</b>	<b>21.9</b>	<b>660</b>	<b>22.3</b>	<b>790</b>	<b>26.7</b>	<b>631</b>	<b>21.3</b>	<b>231</b>	<b>7.8</b>	<b>2,962</b>