

MEMORANDUM

May 28, 2010

TO: Board Members

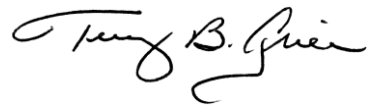
FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **2008–2009 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 four years of implementation of growth-based pay in HISD, as well as their perceptions regarding the overall concept of teacher performance pay. Additionally, participants had the opportunity to provide recommendations to improve the ASPIRE Award program.

- Of the 19,312 Houston Independent School District (HISD) campus-based and regional staff surveyed, there were 7,284 participants who responded to the survey (37.7 percent) administered in March 2010.
- When comparing survey results from last year, 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 63.9 percent in May 2009 to 55.2 percent in March 2010.
- Based on survey data collected in 2009 and 2010, the largest percentage of respondents indicated that they *agreed* or *strongly agreed* that the ASPIRE Award encouraged them to *use value-added data to make instructional decisions* in 2009 (59.9 percent) and that the ASPIRE Award encouraged them to *use standardized data to make instructional decisions* in 2010 (55.2 percent).
- 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 46.5 percent (March 2010 survey administration). These results were after the payout of both models.
- The percentage of respondents that received training increased from 58.1 percent based on the results of the December 2007 survey administration to 71.2 percent based on the March 2010 survey administration.



TBG

Attachment

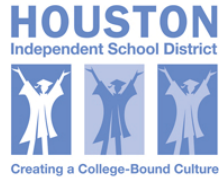
cc: Superintendent's Direct Reports
Chief Schools Officers
School Improvement Officers
Sharon Koonce

RESEARCH

Educational Program Report



2008–2009 ASPIRE Award Survey Spring 2010



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EXECUTIVE SUMMARY

2008–2009 ASPIRE AWARD SURVEY SPRING 2010

Purpose

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

Key Findings

1. What were the background characteristics of survey respondents?

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

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

- When comparing survey results over the last four years, there was a decrease in the percent of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay from 69.2 percent in December 2007 to 55.2 percent in March 2010. The percentage in May 2009 was 63.9.

- The percentage of core teachers *in favor* or *somewhat in favor* of the concept of performance pay ranged from 53.9 percent for early childhood and primary grade teachers to 60.0 percent for high school teachers.
 - When comparing survey results over the last four years, there was an increase in the percent of respondents who were *somewhat opposed* or *opposed* to the concept of teacher performance pay from 18.8 percent in December 2007 to 25.9 percent in May 2010.
 - Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 81.3 percent of principals indicated they were *somewhat in favor* or *in favor* toward the concept of teacher performance pay, reflecting the highest level of agreement of all the eligibility categories. This was followed by assistant principals at 72.2 percent, operational support staff at 60.2, and core high school teachers at 60.0 percent.
 - Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 38.3 percent of non-core/ancillary teachers indicated that they were *somewhat opposed* or *opposed* toward the concept of teacher performance pay, reflecting the highest level of disagreement to the statement.
 - For those respondents that self-reported they were *Not Eligible* to receive an ASPIRE award, 52.6 percent were *somewhat in favor* or *in favor* and 23.4 percent were *somewhat opposed* or *opposed* toward the concept of teacher performance pay.
- 3. What were the perceptions of respondents regarding their level of agreement to specific instructional practices or behaviors encouraged by the ASPIRE Award program?**
- Based on survey data collected in 2009 and 2010, the largest percentage of respondents indicated that they *agreed* or *strongly agreed* that the ASPIRE Award encouraged them to *use value-added data to make instructional decisions* in 2009 (59.9 percent) and that the ASPIRE Award encouraged them to *use standardized data to make instructional decisions* in 2010 (55.2 percent).
 - Based on survey data collected in 2009 and 2010, the largest percentage of respondents indicated that they *disagreed* or *strongly disagreed* that the ASPIRE Award encouraged them to *come to work on a daily basis* (27.3 and 30.4, respectively).
 - When comparing 2009 to 2010 survey results, there was a decrease in the percentage of respondents that indicated that they *agreed* or *strongly agreed* for all nine items with differences ranging from -1.8 (*The ASPIRE Award encourages me to come to work on a daily basis*) to -6.9 (*The ASPIRE Award encourages me to use value-added data to make instructional decisions*).
- 4. What were the perceptions and level of understanding of respondents regarding the Teacher Performance-Pay Model (TPPM) and the ASPIRE Award program?**
- When comparing the percentage of respondents that indicated they were *in favor* or *somewhat in favor* toward the 2005–2006 Teacher-Performance Pay Model and to the specific ASPIRE Award Program for that year, there was an increase from 44.4 percent (December 2007 survey administra-

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

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

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

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

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

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

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

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

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

2008–2009 ASPIRE AWARD SURVEY SPRING 2010

Purpose

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

Program Rationale, Goals, and Principles

On January 12, 2006, the Houston Independent School District (HISD) Board of Education approved a teacher performance-pay program awarding teachers financial incentives based on three strands of performance pay. These strands involved campus-level performance on the state accountability rating and individual teacher performance on the basis of student progress on state and district assessment programs. The awards were paid out in January, 2007. The experience gained in the first year and consultations with national experts and teachers provided the impetus for recommending the improvement and enhancement of the model which then became the award program for the district's school improvement framework, "Accelerating Student Progress: Increasing Results and Expectations" (ASPIRE). The ASPIRE Award program has completed its third year of payout, occurring in January 2010 (the fourth payout for performance pay in the district).

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

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

The ASPIRE Award is based on the following principles:

- Performance pay drives academic performance;
- Good teaching occurs in all schools;
- Teamwork is valuable;
- Performance pay does not replace a competitive base salary, and
- Performance pay systems are dynamic and evolve over time.

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

Methods

Instrument Development/Data Collection

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

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

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

Survey Participants

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

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

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

Model and Year	Date of Survey Administration	Population	Sample	# of Respondents	Response Rate
2005–2006 TPPM	December 2007	16,296	-	1,851	11.4
2006–2007 ASPIRE Award	May 2008	16,504	-	6,383	38.7
2007–2008 ASPIRE Award	May 2009	16,907	8,073	4,102	50.8
2008–2009 ASPIRE Award	March 2010	19,312	-	7,284	37.7

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

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

Data Analysis

Both quantitative and qualitative research methods were employed to analyze the results of the surveys. Descriptive statistics in terms of frequencies, percentages, and cross tabulations were used to examine the single-response items and items employing a Likert scale. Percentages do not always add up to 100 due to rounding. Items that were skipped or for which respondents answered “N/A” were coded as missing data, and not included in the analysis. For the open-ended questions, qualitative analysis used the PASW text analytic statistical package to develop emergent categories. The results were reported using frequency counts and percentages based on the number of responses. Results from selected items were compared with previous survey administrations to gain a longitudinal perspective regarding perceptions, level of knowledge, and feedback.

Data Limitations

Changes in the structure of the survey as well as coding practices limited to some degree comparisons to the results of previously developed survey instruments.

Results

What were the background characteristics of survey respondents?

Demographics and Experience

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

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

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

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

Eligibility, Award, and Certification Status

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

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

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

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

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

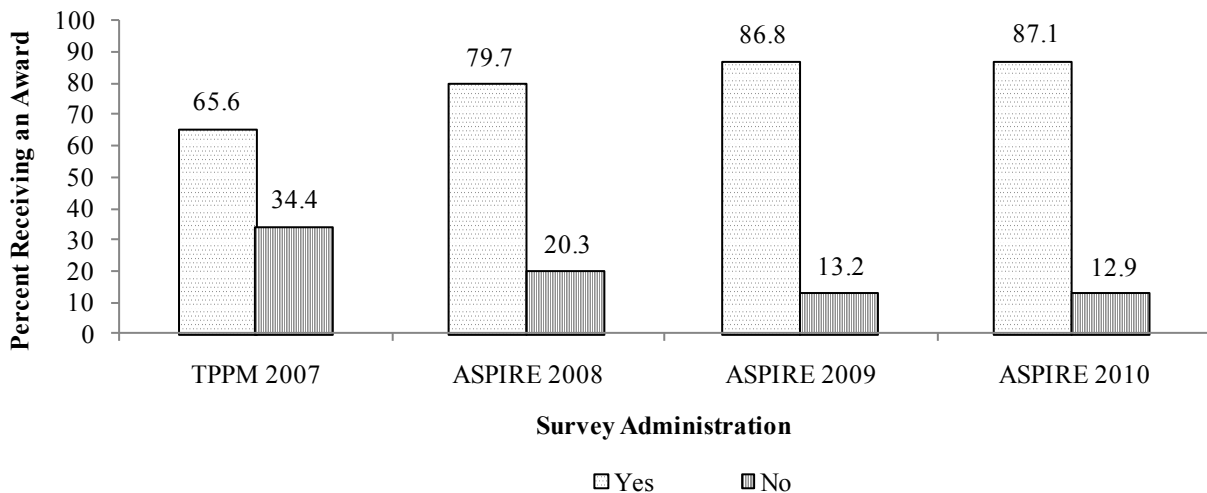


Figure 1. Percent of respondents receiving an award based upon results from four survey administra-

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

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

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

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

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

All Respondents

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

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

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

- When comparing survey results over the last four years, there was a decrease in the percent of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay from 69.2 percent in December 2007 to 55.2 percent in March 2010.
- When comparing survey results over the last four years, there was an increase in the percent of respondents who were *somewhat opposed* or *opposed* to the concept of teacher performance pay from 18.8 percent in December 2007 to 25.9 percent in March 2010.
- The percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance-pay decreased from 63.9 percent after the 2009 payout to 55.2 percent after the 2010 payout.

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

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

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

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

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

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

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

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

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

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

Core Teachers and Non-Core Instructional Staff and Eligibility Category

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

All Respondents

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

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

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

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

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

All Respondents

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

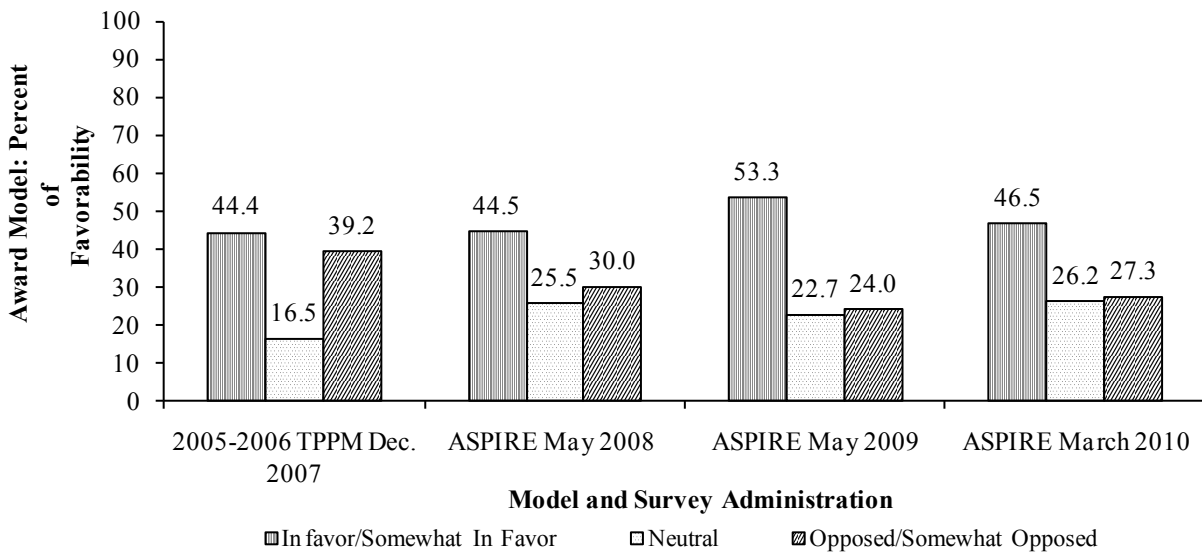


Figure 2. Percent of respondents indicating favorability toward the ASPIRE Award Program with comparisons to the previous three years' survey responses.

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

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

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

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

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

Eligibility Category

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

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

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

All Respondents

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

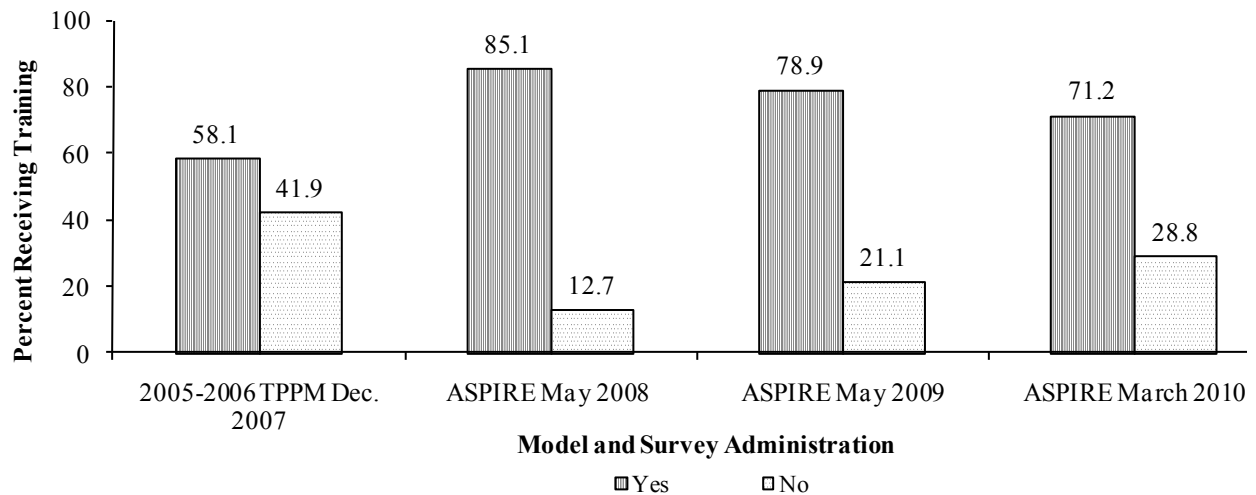


Figure 3. Percent of respondents receiving training by model and survey administration.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 18. Number and Percent of Survey Respondents Indicating Their Level of Understanding of Stanford Objectives/Content Clusters, December 2007 to May 2010 Survey Results									
	2005–2006		2006–2007			2007–2008		2008–2009	
	TPPM		ASPIRE			ASPIRE		ASPIRE	
	Dec. 2007		May 2008			May 2009		March 2010	
	N	%	N	%		N	%	N	%
I trained others on the TAKS objectives/I can train others	127	8.6	993	19.6	Very High	714	22.5	999	19.2
I understood most aspects	1,049	71.2	2,789	55.0	High	839	26.5	1,355	26.0
I understood some aspects	189	12.8	898	17.7	Sufficient	1,226	38.7	2,097	40.2
I had heard the term used	38	2.6	154	3.0	Low	318	10.0	558	10.7
Not at all	38	2.6	236	4.7	Very Low	70	2.2	202	3.9
Total	1,474	100.0	5,070	100.0	Total	3,167	100.0	5,211	100.0

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Eligibility Category

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions

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

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

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

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

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

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

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

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

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

APPENDIX A–1

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

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

APPENDIX A–2

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

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

APPENDIX A–3

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

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

APPENDIX A–4

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

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

APPENDIX A-5

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

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

APPENDIX A–6

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

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

APPENDIX A-7

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

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

APPENDIX A–8

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

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