

MEMORANDUM

June 9, 2011

TO: Board Members

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

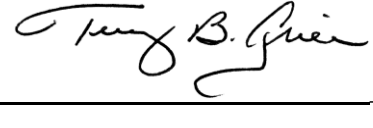
SUBJECT: **2009–2010 ASPIRE Award Survey**

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 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 to improve the ASPIRE Award program.

- Of the 20,048 Houston Independent School District (HISD) campus-based employees surveyed, there were 6,083 participants who responded to the survey (30.3 percent) administered in March 2011.
- When comparing survey results from last year, there was an increase in the percent of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay from 55.2 percent in March 2010 to 57.3 percent in March 2011.
- Based on survey data collected in 2009 and 2011, 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 2011 (54.2 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 49.7 percent (March 2011 survey administration). These results were after the payout of both models.
- Although the percentage of respondents that received training increased from 58.1 percent based on the results of the December 2007 survey administration to 63.7 percent based on the March 2011 survey administration, there has been a decline in the percentage of respondents reporting they received training by 17.8 percentage points from May 2008 to March 2011.

- In May 2008, 76.3 percent to 81.7 percent of respondents reported *sufficient to very high* understanding of value-added analysis, specifically, *how value-added information can help educators* and *how to read and interpret value-added reports*. These percentages increased to 82.0 percent to 84.4 percent in March 2011.



TBG

Attachment

cc: Superintendent's Direct Reports
Chief Schools Officers
School Improvement Officers
School Office Accountability Managers
Bill Horwath

RESEARCH

Educational Program Report



2009–2010 ASPIRE Award Survey Spring 2011



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EXECUTIVE SUMMARY

2009–2010 ASPIRE AWARD SURVEY SPRING 2011

Purpose

The purpose of the 2009–2010 ASPIRE Award Survey, which was conducted in March 2011, was to gain insight regarding the level of knowledge and perceptions of Houston Independent School District (HISD) teachers and staff after five 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 five 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 20,048 Houston Independent School District (HISD) campus-based employees surveyed, there were 6,083 participants who responded to the survey (30.3 percent) administered in March 2011. Among the staff that returned the survey, 57.7 percent were core teachers (Categories A–E), 12.4 percent were elective/ancillary teachers, 10.1 percent were instructional support staff, 6.1 percent were teaching assistants, 8.4 percent were operational support staff, and 5.3 percent were either principals or assistant principals/deans of instruction.
- Half of the respondents held a Bachelor's Degree (50.4 percent) followed by a Master's Degree (34.6 percent). Approximately 80 percent of the respondents were female. Regarding race/ethnicity, 31.9 percent of the survey respondents were either Black or White, 30.2 percent were Hispanic/Latino, 3.5 percent were Asian, 0.5 percent were American Indian/Alaska Native, 0.2 percent were Native Hawaiian/Other Pacific Islander, and 1.6 percent were multiracial. The average experience in HISD was 13.0 years with the average experience at the current campus being 8.4 years, and the average experience in the current assignment being 7.3 years.
- Out of 5,594 respondents, 90.3 percent indicated that they received an ASPIRE Award for the 2009–2010 school year. Out of 4,543 respondents, 26.5 percent indicated that they received an attendance bonus, while 57.2 percent of the 2,831 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 five years, there was a decrease in the percent of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay from 69.2 percent in December 2007 to 57.3 percent in March 2011. However, the percentage of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay increased from 55.2 percent after the 2010 payout to 57.3 percent after the 2011 payout.

- The percentage of core foundation teachers *in favor* or *somewhat in favor* of the concept of performance pay ranged from 54.9 percent for early childhood and primary grade teachers to 62.2 percent for high school teachers.
 - When comparing survey results over the last five 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 24.2 percent in March 2011, although there was a decrease from 25.9 percent in 2010.
 - Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 78.3 percent of assistant principals/deans of instruction 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 principals at 76.0 percent, core foundation high school teachers at 62.2 percent, and core teachers, grades 3–8, departmentalized at 61.3 percent.
 - Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 32.4 percent of elective/ancillary teachers indicated that they were *somewhat opposed* or *opposed* toward the concept of teacher performance pay, reflecting the highest level of disagreement to the statement.
 - For those respondents that self-reported they were *Not Eligible* to receive an ASPIRE award, 52.4 percent were *somewhat in favor* or *in favor* and 28.8 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 2011, 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 2011 (54.2 percent).
 - Based on survey data collected in 2009 and 2011, 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 31.4, respectively).
 - When comparing 2009 to 2011 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 –2.9 (*The ASPIRE Award encourages me to come to work on a daily basis*) to –8.4 (*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 49.7 percent (March 2011 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 14.2 percentage points over a five-year period.
 - When comparing ASPIRE May 2008 to May 2011 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 12.3 percentage points to 39.7 percent. Alternatively, there was a decrease in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *low* or *very low* by 5.4 percentage points to 12.0 percent when comparing May 2008 to March 2011.
 - When comparing survey results from March 2010 to March 2011, there was a decrease in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *very low* or *low* (20.4 percentage points), as well as an increase in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *high/very high* (23.0 percentage points).
 - Based on respondent data from the eleven eligibility categories, principals and assistant principals indicated a greater level of understanding than core teachers, elective/ancillary teachers, instructional support staff, teaching assistants, operational support staff, and those indicating that they were *Not Eligible* to receive an ASPIRE award.
- 5. How many respondents attended training for the 2009–2010 ASPIRE Award program, and how many training sessions were completed related to the ASPIRE Award educational-improvement model?**

- Although the percentage of respondents that received training increased from 58.1 percent based on the results of the December 2007 survey administration to 67.3 percent based on the March 2011 survey results, there has been a decline in the percentage of respondents that received training by 17.8 percentage points from May 2008 to March 2011.
- When comparing survey results from May 2008 to March 2011, there was an increase in the percentage of respondents that indicated they did not receive training by 20.0 percentage points.
- The highest percentage of respondents completed one training session (29.6 percent) based on the results from the March 2011 survey.
- Based on survey data collected in 2008 and 2011, 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 40.5 percent, respectively).
- Based on survey data collected in 2008 and 2011, 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 30.8 percent, respectively).

- In May 2008, 76.3 percent to 81.7 percent of respondents reported *sufficient to very high* understanding of value-added analysis, specifically, *how value-added information can help educators and how to read and interpret value-added reports*. These percentages increased to 82.0 percent to 84.4 percent in March 2011.
 - Based on the May 2009 and March 2011 ASPIRE survey data, there was a decline in the percentage of survey respondents from 44.7 percent to 38.7 percent who *strongly agreed* or *agreed* that there was a connection between classroom instruction and ASPIRE Award results.
 - On the 2009 and 2011 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 45.9, respectively).
 - Based on March 2011 results, a higher percentage of respondents *strongly disagreed* or *disagreed* that their maximum award amount adequately recognized their efforts to increase student progress (42.2 percent) compared to 27.2 percent who were *neutral* and 30.5 percent who *agreed* or *strongly agreed*.
 - Based on survey results from May 2009 and March 2011, 36.0 percent and 35.7 percent of respondents *strongly disagreed* or *disagreed* that their maximum award amount encouraged them to remain in a campus-based position compared to 33.5 percent of respondents who *agreed* or *strongly agreed* and 30.5 percent and 30.8 percent who were *neutral*.
 - For 2011, 50.0 percent of principals and 48.4 percent of assistant principals/deans of instruction *agreed* or *strongly agreed* that their maximum ASPIRE Award adequately recognized their efforts to increase student progress, reflecting the highest levels of agreement compared to the remaining eligibility categories and for those respondents indicating they were not eligible to receive an award.
- 6. What was the level of effectiveness for communicating information about the ASPIRE Award?**
- When comparing results from May 2009 to March 2011, *knowing when specific information about my ASPIRE Award was available* reflected the area of communication for which respondents indicated the highest increases for effectiveness (8.7 percentage points).
 - Based on the results of the March 2011 survey, 39.4 percent of respondents reported the ASPIRE e-mail as being *very effective*, reflecting the highest percentage for effectiveness when compared to the other six venues used to communicate information about the ASPIRE Award program.
- 7. How did respondents rate the current teacher and principal appraisal system?**
- On a scale from 1 to 5, with 1 being *Not at All* and 5 being *Very*, the mean rating score for the current teacher appraisal system was a 3.5 for being *rigorous* and a 3.1 for being *fair*.
 - On a scale from 1 to 5, with 1 being *Not at All* and 5 being *Very*, the mean rating score for the current principal appraisal system was a 3.3 for being *rigorous* and a 3.1 for being *fair*.

8. What were the recommendations for changing the 2009–2010 ASPIRE Award suggested by respondents?

- Out of a total of 6,083 respondents on the March 2011 survey, 2,709 or 44.5 percent of the respondents provided at least one response for improving the 2009–2010 ASPIRE Award model. The four highest emergent categories based on the percentage of the responses centered on making the model equitable, transparent, and inclusive 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 (19.7 percent), commentary describing how the money should be allocated, including salary increases or across the board raises (18.2 percent), factors perceived to impact student academic growth or calculation of growth (13.3 percent) and discontinuing the ASPIRE Award Program (13.0 percent).

2009–2010 ASPIRE AWARD SURVEY SPRING 2011

Purpose

The purpose of the 2009–2010 ASPIRE Award Survey, which was conducted in March 2011, was to gain insight regarding the level of knowledge and perceptions of Houston Independent School District (HISD) teachers and staff after five 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 five 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 the Teacher Performance-Pay Program (TPPM) 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 fourth year of payout, occurring in January 2011 (the fifth 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

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, Campus writing achievement for all academic levels, and Comparable Improvement on the Texas Assessment of Knowledge and Skills (TAKS) (Campus-Level Growth and Performance) for middle and elementary schools and Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit participation and AP and IB performance for high schools. 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 2009–2010 ASPIRE Award program survey was developed to determine the perceptions and level of knowledge of participants regarding the 2009–2010 ASPIRE Award program paid out in January 2011. The survey items were developed from previous surveys, and the modified instrument was piloted by members of the 2010–2011 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 2009–2010 ASPIRE Award Survey was administered on-line from Tuesday, February 22, 2011 to Friday, March 25, 2011. A reminder to complete the survey was sent to all campus-based employees on Tuesday, March 22, 2011. For reporting purposes, the survey administration will be referred to as the March 2011 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. The data obtained from the completed surveys were downloaded from Survey Monkey and analyzed using SPSS and ACCESS.

Previous surveys were administered in March 2010 after the 2008–2009 ASPIRE Award Program was paid in January 2010, 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 March 2010 survey administration referred to the 2008–2009 ASPIRE Award Model, the May 2009 survey administration referred to the 2007–2008 ASPIRE Award Model, etc.

Survey Participants

Survey invitations were sent to a total of 20,048 Houston Independent School District (HISD) campus-based employees on February 22, 2011, with 6,083 participants who responded to the survey (30.3 percent). **Table 1** provides a five-year summary of survey response rates by pay for performance model. Over the past five years, the response rate increased from 11.4 percent for the December 2007 administration to 30.3 percent for the March 2011 administration.

Table 1. Five 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
2009–2010 ASPIRE Award	March 2011	20,048	-	6,083	30.3

If survey participants were employed by HISD during the 2009–2010 school year, they were asked to indicate their eligibility status and categorization, for which 5,221 of the 6,083 respondents indicated their eligibility status and ASPIRE Award categorization (see **Table 2**).

Table 2. Number and Percent of Survey Respondents by Eligibility and Categorization, 2009–2010 ASPIRE Award, March 2011 Survey Administration

Category	# of Respondents	Percent
A. Core Foundation Teachers, Grades 3–6, Self-Contained	455	8.7
B. Core Foundation Teachers, Grades 3–8, Departmentalized	805	15.4
C. Core Foundation Teachers, Grades 9–12	495	9.5
D. Core Foundation Teachers, Early Childhood Through Grade 2	928	17.8
E. Core Special Education Teachers-No Value-Added Report	327	6.3
F. Elective/Ancillary Teachers	648	12.4
G. Instructional Support Staff	526	10.1
H. Teaching Assistants	320	6.1
I. Operational Support Staff	438	8.4
J. Principal	141	2.7
K. Assistant Principals/Deans of Instruction	138	2.6
Total	5,221	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 as well as the text analytic feature from Survey Monkey. 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. For the March 2011 survey administration, data quality checks were conducted and corrected regarding skip patterns, years of experience, and race or ethnicity.

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. Half of the respondents held a Bachelor's Degree (50.4 percent) followed by a Master's Degree (34.6 percent). Approximately 80 percent of the respondents were female. Thirty-two percent of the employees were African American and White and 30.2 percent were Hispanic/Latino. The average experience in HISD was 13.0 years with the average experience at the current campus being 8.4 years, and the average experience in their current assignment being 7.3 years.

Table 3. Background Characteristics of 2009–2010 ASPIRE Award Survey Respondents

	N	%
Highest Degree Held		
High School	753	12.5
Bachelor's Degree	3,035	50.4
Master's Degree	2,080	34.6
Doctoral Degree	152	2.5
Gender		
Male	1,185	19.8
Female	4,791	80.2
Race/Ethnicity		
American Indian or Alaska Native	41	0.7
Asian	211	3.5
Black	1,899	31.9
Hispanic/Latino	1,800	30.2
Native Hawaiian or Other Pacific Islander	10	0.2
White	1,900	31.9
Multiracial	96	1.6
Average experience in HISD	13.0 years	
Average experience at current campus	8.4 years	
Average experience in current assignment	7.3 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. Approximately 94 percent of the respondents were employed in HISD for the 2009–2010 school year, and approximately 93 percent were eligible to receive an award. Ninety percent of the respondents indicated that they received an ASPIRE Award, 26.5 percent received an attendance bonus, and 57.2 percent received an ASPIRE Award under Strand II, an award based on teacher progress for the 2009–2010 school year. There were 2.6 percent of respondents that indicated they were teaching in a class for which they were not certified.

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	N
Were you employed in the Houston Independent School District during the 2009–2010 school year?	93.8	6.2	6,083
Were you eligible to receive an ASPIRE Award for the 2009–2010 school year?	92.9	7.1	5,614
Did you receive an ASPIRE Award for the 2009–2010 school year (paid out in January 2011)?	90.3	9.7	5,594
Did you receive an attendance bonus for the 2009–2010 school year?	26.5	73.5	4,543
If you were in Category A–E, did you receive an ASPIRE Award under Strand II?	57.2	42.8	3,252
During the 2009–2010 school year, were you teaching any class in which you were NOT certified.	2.6	97.4	4,664

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 five survey administrations. Survey data were collected after the payout period each year.

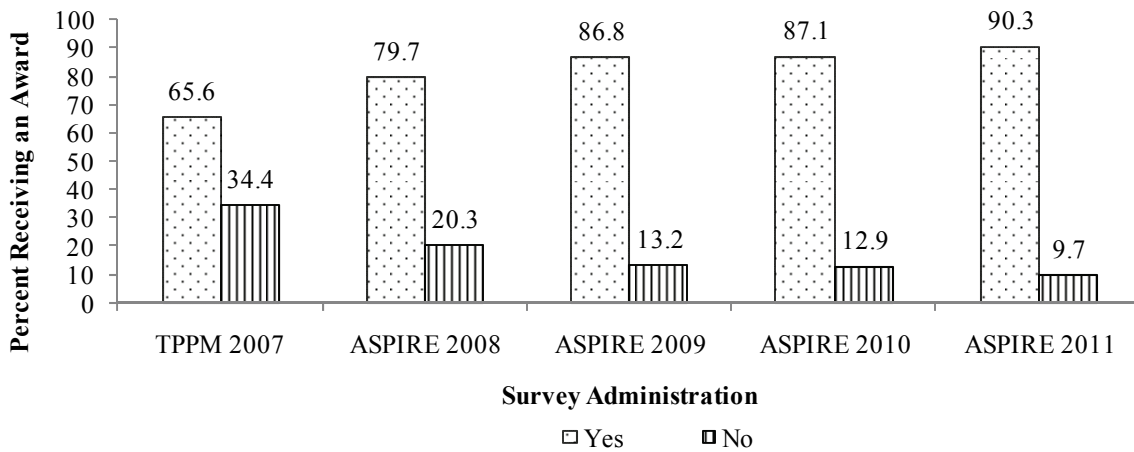


Figure 1. Percent of respondents receiving an award based upon results from five survey administrations.

- Of the 1,513 December 2007 survey respondents, 65.6 percent indicated that they received an award. Of the 5,376 respondents from the May 2008 survey administration, 79.7 percent indicated that they received an award. Of the 3,745 May 2009 survey respondents, 86.8 percent indicated that they received an ASPIRE Award. Of the 6,564 March 2010 survey respondents, 87.1 percent indicated that they received an ASPIRE Award. Of the 5,594 March 2011 survey respondents, 90.3 percent received an award.
- Over the past five years, the percentage of survey respondents who reported receiving an award increased by 24.7 percentage points.

Table 5 summarizes the number and percent of respondents teaching in a critical shortage area during the 2009–2010 school year. Percentages are based on the total number of responses because respondents may have taught in more than one critical shortage area. Of the 5,908 responses from campus-based employees, 12.9 percent taught Bilingual Education, 11.4 percent taught special education, 11.1 percent taught mathematics, and 10.5 percent taught science. There were 841 responses to "Other" for identifying a critical shortage area, and a total of 2,357 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, 2009–2010

Critical Shortage Area	N	%
Bilingual	763	12.9
Spec.ed	672	11.4
Math	656	11.1
Science	619	10.5
I didn't teach in a critical shortage area	2,357	39.9
Other	841	14.2
Total	5,908	100.0

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

All Respondents

Figures 2–4 summarize the results of survey questions focusing on perceptions and level of understanding towards teacher performance pay based upon five 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.30).

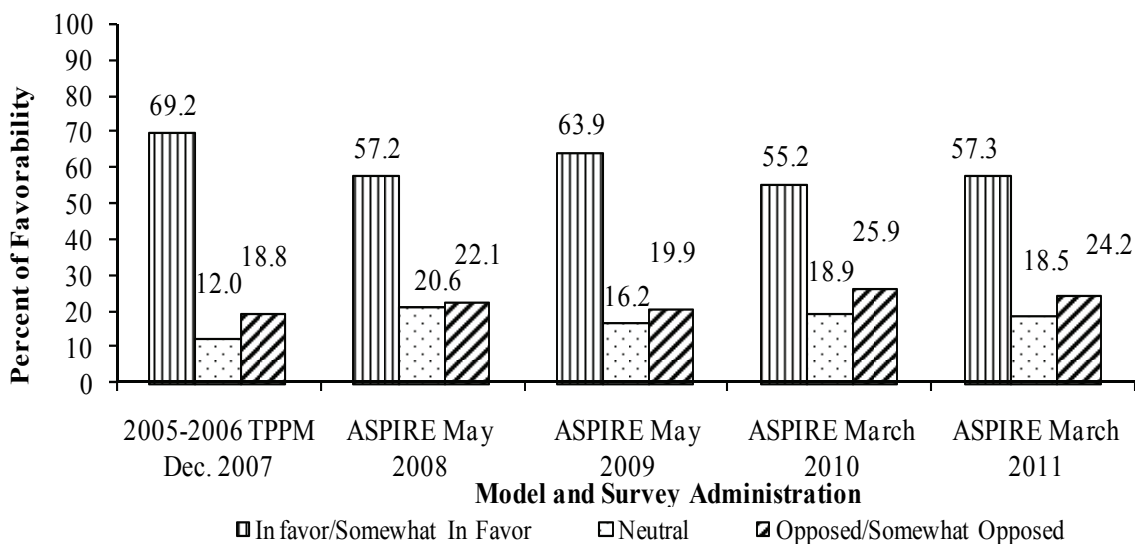


Figure 2. Percent of respondents indicating favorability toward the concept of performance pay over five years.

- When comparing survey results over the last five years, there was a decrease in the percent of respondents who were *in favor* or *somewhat in favor* of the concept of teacher performance pay from 69.2 percent in December 2007 to 57.3 percent in March 2011.
- When comparing survey results over the last five 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 24.2 percent in March 2011.
- The percentage of campus-based staff *in favor* or *somewhat in favor* of the concept of teacher performance-pay increased from 55.2 percent after the 2010 payout to 57.3 percent after the 2011 payout, while the percentage *opposed* decreased.

Over the past five years, survey respondents were asked to indicate their perceptions about the concept of receiving performance pay based on individual student growth as seen in **Figure 3**.

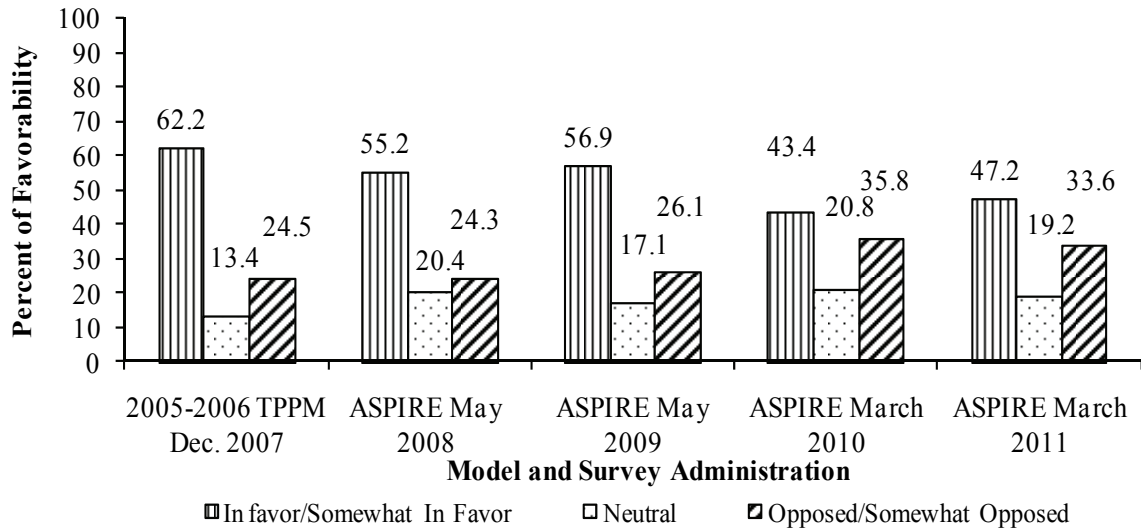


Figure 3. Percent of respondents indicating favorability toward the concept of teacher performance pay based on individual student growth over five years.

- 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, 43.4 percent in March 2010, and 47.2 in March 2011.
- 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 5-year period from 24.5 percent in 2007 to 33.6 percent in 2011. However, there was a decline of 2.2 percentage points for survey respondents indicating they were *somewhat opposed* or *opposed* when comparing March 2010 to March 2011 results.

Over the past five years, survey respondents were asked to indicate their perceptions about the concept of performance pay based on passing rates as seen in **Figure 4**.

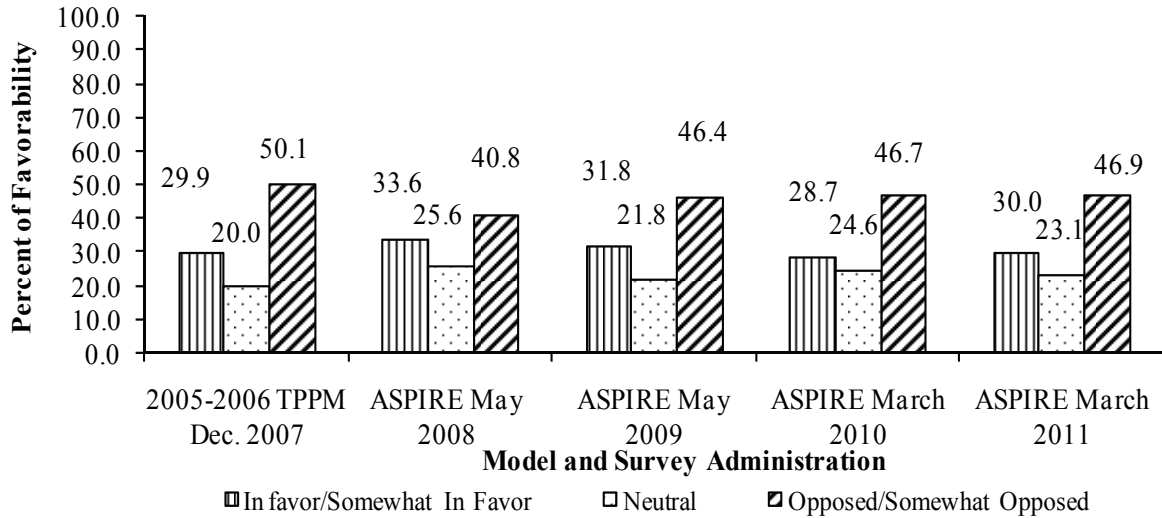


Figure 4. Percent of respondents indicating favorability toward the concept of teacher performance pay based on passing rates over five survey administrations.

- When comparing overall survey results from 2007 to 2011, 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 by 3.2 percentage points.
- When comparing overall survey results from 2007 to 2011, the 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 remained relatively unchanged from 29.9 percent to 30.0 percent.

Over the past three years, survey respondents were asked to indicate their perceptions about the concept of receiving differentiated pay as seen in **Figure 5**.

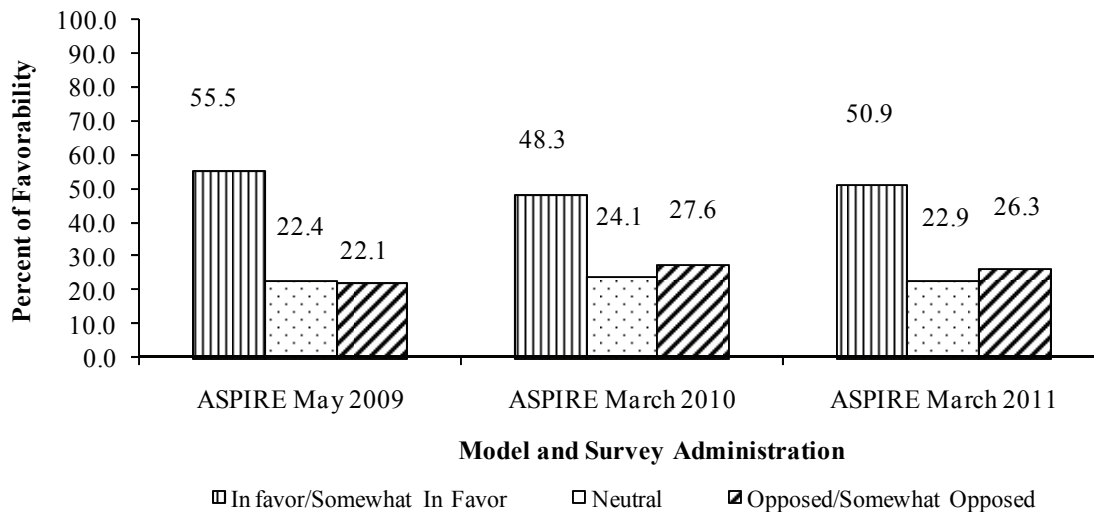


Figure 5. Percent of respondents indicating favorability towards the concept of differentiated pay for the past three years.

- 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 50.9 percent after the 2011 payout.
- Over the past three years, the percent of respondents indicating that they were *opposed* or *somewhat opposed* to differentiated pay increased from 22.1 percent in 2009 to 26.3 percent in 2011. However, when comparing results of the 2010 and 2011 survey administrations, the percentage of respondents *in favor* or *somewhat in favor* of the concept of differentiated pay increased by 2.6 percentage points.

Core Foundation 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 foundation teachers and non-core instructional staff (December 2007 and March 2011) as summarized in **Table 6**.

Table 6. Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Overall by Core Foundation/Non-Core Instructional Staff, December 2007 and March 2011

	2005–2006 TPPM (Dec. 2007)				ASPIRE (March 2011)			
	Core Foundation Teachers		Non-Core Instructional Staff		Core Foundation Teachers		Non-Core Instructional Staff	
	N	%	N	%	N	%	N	%
Opposed	96	9.8	39	14.8	369	14.4	195	17.5
Somewhat opposed	93	9.5	25	9.5	251	9.8	140	12.6
Neutral	100	10.2	36	13.6	440	17.2	182	16.4
Somewhat in favor	234	23.9	61	23.1	523	20.4	231	20.8
In favor	457	46.6	103	39.0	980	38.2	365	32.8
Total	980	100.0	264	100.0	2,563	100.0	1,113	100.0

Note: To make 2011 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 foundation 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 2011 survey results indicated that the percentage of core foundation teachers who were *in favor* or *somewhat in favor* of teacher performance pay exceeded that of non-core instructional staff by 5.0 percentage points.

Appendix A–1 compares differences in perceptions toward the concept of teacher performance pay overall by eligibility category (March 2011).

- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 78.3 percent of assistant principals/deans of instruction 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 principals at 76.0 percent, core foundation teachers, grades 9–12 at 62.2, and core foundation teachers, grades 3–8, departmentalized at 61.3 percent.
- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 32.4 percent of elective/ancillary teachers indicated that they were *somewhat opposed* or *opposed* toward the concept of teacher performance pay, reflecting the highest level of disagreement to the statement.
- For those respondents that self-reported they were *Not Eligible* to receive an ASPIRE award, 52.4 percent were *somewhat in favor* or *in favor* and 28.8 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 foundation teachers and non-core instructional staff through time (December 2007 and March 2011). **Table 7** summarizes the results.

Table 7. Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Based on Individual Student Growth by Core Foundation/Non-Core Instructional Staff, December 2007 and March 2011

	TPPM (Dec. 2007)				ASPIRE (March 2011)			
	Core Foundation Teachers		Non-Core Instructional Staff		Core Foundation Teachers		Non-Core Instructional Staff	
	N	%	N	%	N	%	N	%
Opposed	113	11.5	55	20.9	535	17.8	258	23.4
Somewhat opposed	116	11.8	32	12.2	350	13.7	168	15.2
Neutral	99	10.1	32	12.2	469	18.4	181	16.4
Somewhat in favor	256	26.1	73	27.8	528	20.7	242	21.9
In favor	395	40.3	71	27.0	667	26.2	255	23.1
Total	979	100.0	263	100.0	2,549	100.0	1,104	100.0

Note: To make the 2011 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 foundation 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 1.9 percentage point based on March 2011 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 foundation teachers by 9.8 percentage points in December 2007 compared to only 7.1 percentage points based on March 2011 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 2011 survey administration.

- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 75.8 percent of assistant principals/deans of instruction and 70.8 percent of principals 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, 43.0 of elective/ancillary teachers and 41.4 percent of core foundation teachers, grades 3–8 (self-contained) 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, 37.8 percent of principals and 23.7 percent of elective/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 2011 results (Appendix A–3).

- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 57.9 percent of instructional support staff and 33.8 percent of operational support staff 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 March 2011 ASPIRE Survey, 44.9 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, 71.5 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 69.5 percent and core foundation teachers in categories A–C ranging from 54.1 percent to 58.7 percent (Appendix A–4).
- Of the respondents that indicated that they were eligible to receive an award and who indicated a particular eligibility category, 38.0 percent of elective/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 (Appendix A–4).
- For those respondents that self-reported they were *Not Eligible* to receive an ASPIRE award, 46.7 percent were *somewhat in favor* or *in favor* and 26.1 percent were *somewhat opposed* or *opposed* toward the concept of differentiated pay (Appendix A–4).

To determine whether there were differences in perceptions between core foundation 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 2011 survey administration. **Table 8** summarizes the results.

Table 8. Number and Percent of Respondents Indicating Favorability Toward the Concept of Teacher Performance Pay Based on Passing Rates by Core Foundation/Non-Core Instructional Staff, December 2007 and March 2011

	TPPM (Dec. 2007)				ASPIRE (March 2011)			
	Core Foundation Teachers		Non-Core Instructional Staff		Core Foundation Teachers		Non-Core Instructional Staff	
	N	%	N	%	N	%	N	%
Opposed	322	33.2	79	30.6	736	28.9	368	33.3
Somewhat opposed	184	19.0	55	21.3	425	16.7	234	21.2
Neutral	162	16.7	57	22.1	563	22.1	233	21.1
Somewhat in favor	178	18.4	45	17.4	406	15.9	155	14.0
In favor	124	12.8	22	8.5	418	16.4	116	10.5
Total	970	100.0	258	100.0	2,548	100.0	1,106	100.0

Note: To make the 2011 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 foundation 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 7.8 percentage points in March 2011.
- Approximately 52 percent of core foundation teachers and non-core instructional staff indicated that they were *somewhat opposed* or *opposed* toward the concept of teacher performance pay based on passing rates for the December 2007 survey administration compared to 45.6 percent of core foun-

dition teachers and 54.5 percent of non-core instructional staff based on survey results from the March 2011 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 three years, respondents were asked whether the ASPIRE Award encouraged specific behaviors. **Table 9** compares the responses of respondents over the past three years for nine items and baseline data for one item. Comparisons are made to the baseline year.

Table 9. Number and Percent of Survey Respondents Indicating Their Level of Agreement for which the ASPIRE Award Encouraged Specific Behaviors, May 2009 and March 2011

	N		Strongly Disagree/ Disagree		Neutral		Strongly Agree/Agree	
	2009	2011	2009	2011	2009	2011	2009	2011
The ASPIRE Award encourages me to:								
Continue teaching in the classroom	2,750	3,249	26.3	30.2	25.7	24.7	47.9	45.0
Remain working in HISD	-	3,362	-	29.4	-	23.9	-	46.8
Come to work on a daily basis	3,222	3,334	27.3	31.4	25.7	24.9	47.0	43.8
Increase the amount of time I spend collaborating with my colleagues	3,135	3,334	25.9	30.8	24.3	25.3	49.8	43.9
Use standardized data to make instructional decisions	2,969	3,278	20.6	23.6	20.3	22.2	59.1	54.2
Use value-added data to make instructional decisions	2,971	3,252	19.2	25.4	20.9	23.1	59.9	51.5
Use TAKS data as a diagnostic tool for my classroom	2,736	3,083	20.3	24.2	22.5	22.4	57.2	53.3
Use Stanford data as a diagnostic tool for my classroom	2,744	3,143	22.0	25.9	23.7	23.1	54.3	51.0
Use value-added data as a diagnostic tool for my classroom	2,796	3,178	19.8	26.7	24.0	23.7	56.2	49.7
Increase the amount of time spent in professional development	3,055	3,299	26.1	29.9	26.5	27.3	47.4	42.9

- Based on survey data collected in 2009 and 2011, 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* for 2011 (54.2 percent).
- Based on survey data collected in 2009 and 2011, 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 31.4, respectively).
- When comparing 2009 to 2011 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 –2.9 percentage points (*The ASPIRE Award encourages me to continue teaching in the classroom*) to –8.4 percentage points (*The ASPIRE Award encourages me to use value-added data to make instructional decisions*).

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 five years, respondents were asked about their perceptions of the award model for that year. **Figure 6** summarizes the perceptions of respondents towards the respective models through time.

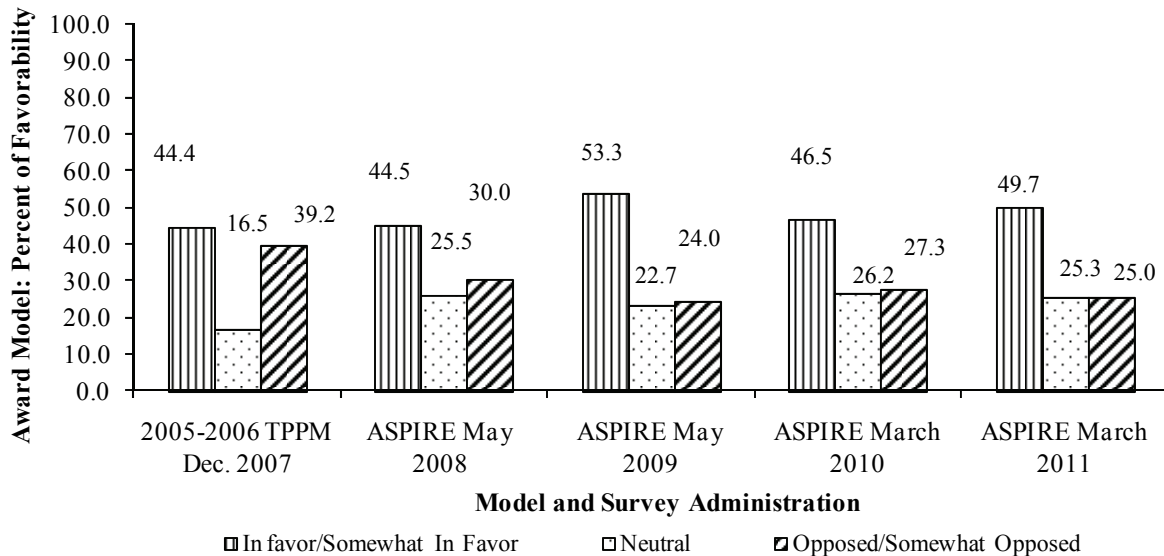


Figure 6. Percent of respondents indicating favorability toward the ASPIRE Award Program with comparisons to the previous five years' survey responses.

- 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 49.7 percent (March 2011 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 14.2 percentage points over a five-year period.
- When comparing the percentage of respondents indicating that they were *neutral* toward the model implemented that year, there was an increase of 8.8 percentage points from 2007 to 2011.

Figure 7 summarizes the results regarding the level of understanding respondents indicated toward the award models for each of the last four years.

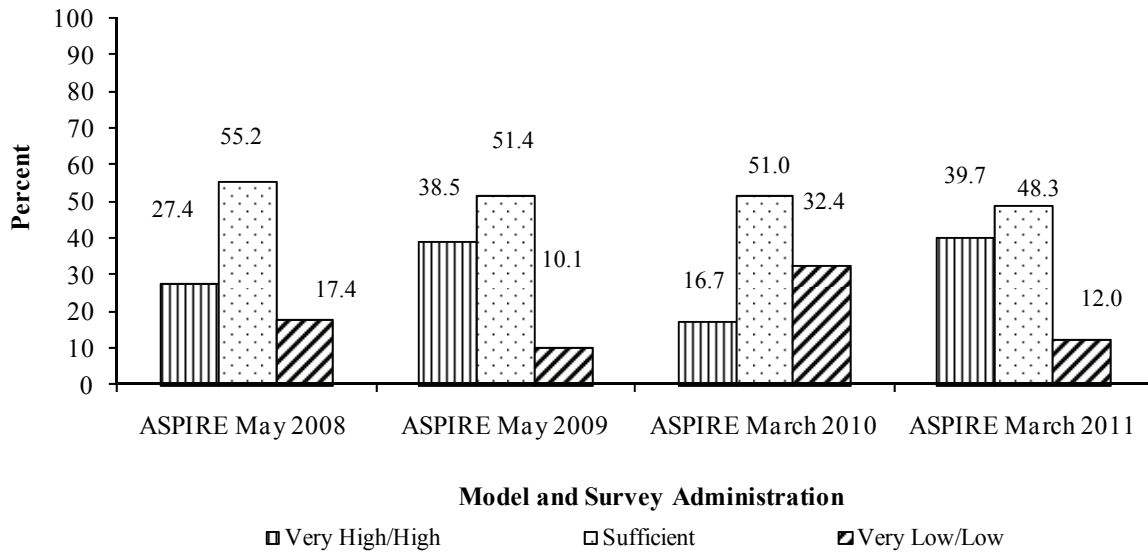


Figure 7. Percent of survey respondents' level of understanding of the performance-pay model paid out that year.

- When comparing ASPIRE May 2008 to March 2011 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 12.3 percentage points.
- When comparing survey results from May 2008 to March 2011, there was a decrease in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *very low* or *low* (5.4 percentage points), as well as a decrease in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *sufficient* (6.9 percentage points).
- When comparing survey results from March 2010 to March 2011, there was a decrease in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *very low* or *low* (20.4 percentage points), as well as an increase in the percentage of respondents that indicated their level of understanding of the ASPIRE Award Program was *high/very high* (23.0 percentage points).

Eligibility Category

To determine whether there were differences in perceptions regarding the level of understanding toward ASPIRE, comparisons by eligibility category for ASPIRE March 2011 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 foundation teachers, elective/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 2011 survey, 18.0 percent of respondents indicating that they were *Not Eligible* and 15.4 percent of the respondents that indicated that they were Category B: Core Foundation Teachers Grades 3–8, Departmentalized perceived their level of understanding of the ASPIRE Award Program as *very low* or *low*, reflecting the lowest levels of understanding for ASPIRE survey respondents.

- On the March 2011 survey, at least 39.6 percent of core foundation teachers, elective/ancillary teachers, and instructional support staff reported a *very high* or *high level* of understanding regarding the ASPIRE Award Program.
- At least 50.0 percent of teaching assistants, operational support staff, and elective/ancillary teachers indicated a *sufficient* level of understanding regarding the ASPIRE Award Program.

How many respondents attended training for the 2009–2010 ASPIRE Award program, and how many training sessions were completed related to the ASPIRE Award educational-improvement model??

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 8** provides a comparison of the percent of respondents receiving training for the 2005–2006, 2006–2007, 2007–2008, 2008–2009, and 2009–2010 performance pay models.

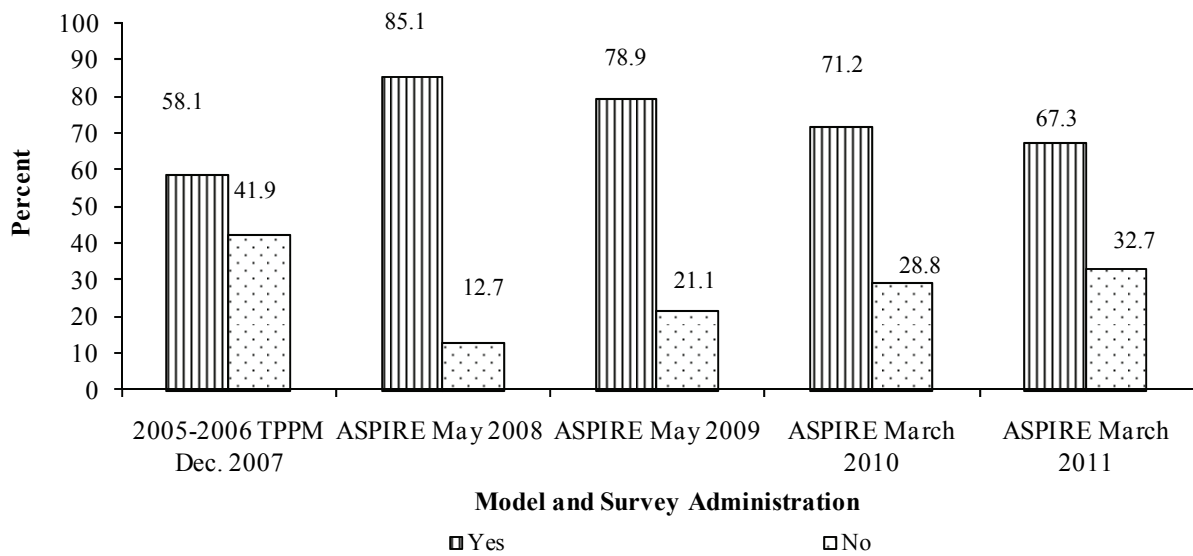


Figure 8. Percent of respondents receiving training by model and survey administration.

- Although the percentage of respondents that received training increased from 58.1 percent based on the results of the December 2007 survey administration to 67.3 percent based on the March 2011 survey results, there has been a decline in the percentage of respondents that received training by 17.8 percentage points from May 2008 to March 2011.
- When comparing survey results from May 2008 to March 2011, there was an increase in the percentage of respondents that indicated they did not receive training by 20.0 percentage points.

There was one question designed to determine the number of training sessions respondents attended regarding the ASPIRE Award educational-improvement model. The results are summarized in **Table 10**.

Table 10. Number and Percent of Respondents Indicating the Number of Training Sessions Completed, March 2011

	N	%
No training sessions	1,390	25.8
One training session	1,596	29.6
Two training sessions	1,128	20.9
Three or more training sessions	1,277	23.7
Total	5,391	100.0

- The highest percentage of respondents completed one training session (29.6 percent) based on the results from the March 2011 survey.
- The lowest percentage of respondents completed two training sessions (20.9 percent) in 2011 based on the results from the March 2011 survey.

Six questions focused on the level of understanding regarding specific components of the ASPIRE Program. **Figure 9** compares the percent of respondents who indicated that they had a clear understanding of TAKS objectives based on responses from three different survey administrations.

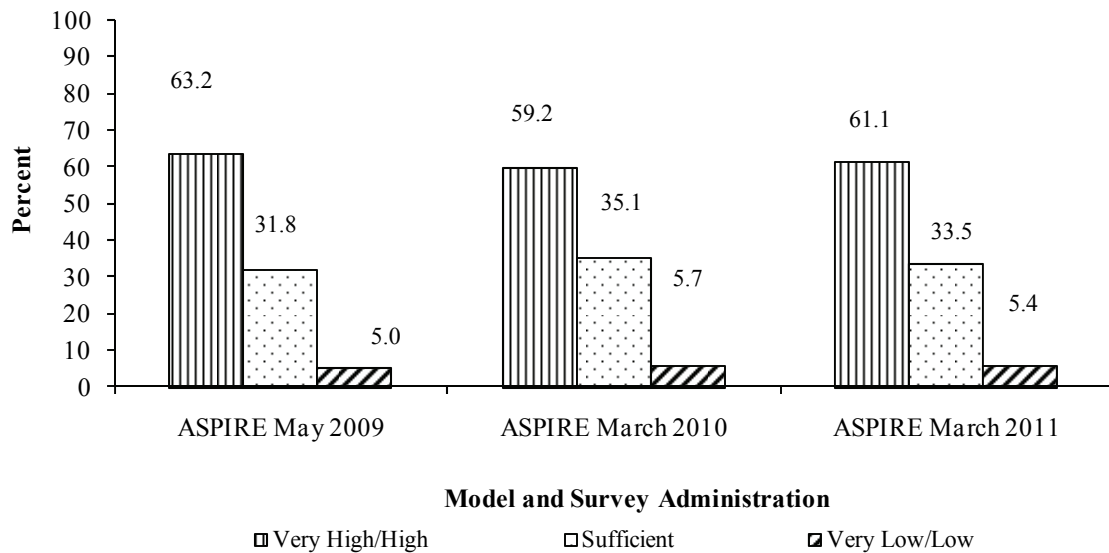


Figure 9. Percent of respondents indicating their level of understanding of TAKS objectives over three years.

- When comparing the May 2009 to the March 2011 survey administration, there was a decline in the percentage of respondents that indicated their level of understanding of TAKS objectives was *high* or *very high* by 2.1 percentage points.

- For May 2009 to March 2010, there was an increase of respondents indicating that their level of understanding of TAKS objectives was sufficient from 31.8 percent to 35.1 percent. However, there was a slight decline of 1.6 percentage points when comparing results from March 2010 to March 2011.

Figure 10 compares the percent of respondents who indicated that they had a clear understanding of Stanford content clusters over the past three years.

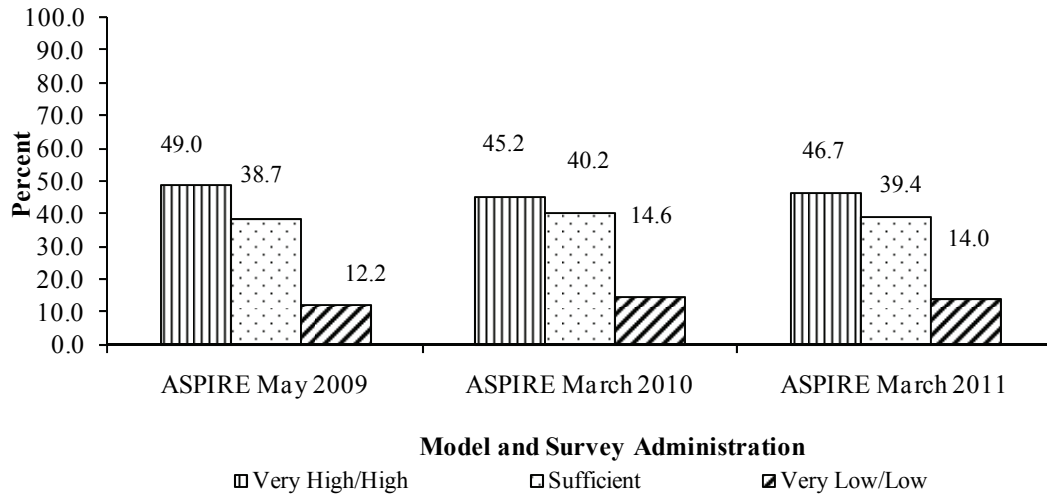


Figure 10. Percent of respondents indicating their level of understanding of Stanford Content Clusters over three years.

- 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, and 46.7 percent of respondents on the March 2011 survey administration, reflecting an overall decrease of 2.3 percentage points.
- There was an increase in the percentage of respondents that indicated their level of understanding of Stanford content clusters was *low* or *very low* when comparing May 2009 (12.2 percent) to March 2010 (14.6 percent); this was followed by a slight decrease from 14.6 percent in March 2010 to 14.0 percent in March 2011.

Figure 11 compares the percent of respondents who indicated that they had a clear understanding of the difference between student achievement and academic progress based upon four years of survey data.

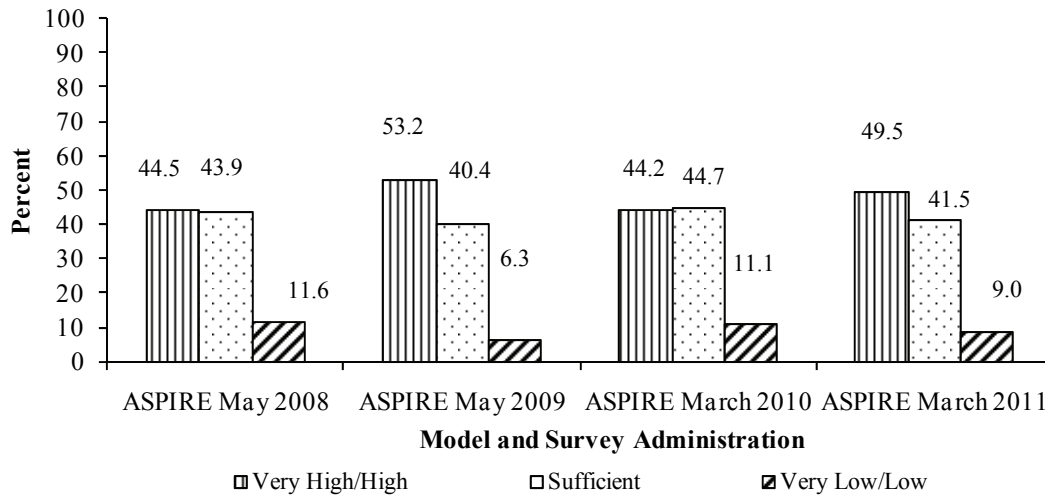


Figure 11. Percent of respondents indicating their level of understanding of the difference between student achievement and academic progress over four years.

- When comparing the perceptions of respondents from May 2008 to May 2009, there was an 8.7 percent increase regarding respondents that rated their level of understanding of the difference between student achievement and academic progress as *very high* or *high*.
- When comparing the perceptions of respondents from May 2009 to March 2011, there was a 3.7 percent decrease regarding respondents that rated their level of understanding of the difference between student achievement and academic progress as *very high* or *high*.
- Over the past four years, there has been a decrease of 2.6 percentage points regarding respondents that rated their level of understanding of the difference between student achievement and academic progress as *very low* or *low*.

On the May 2008 ASPIRE Award survey, there were six items that were designed to determine the level of understanding for different training components related to the ASPIRE Award. **Table 11** depicts the comparison of the baseline data collected in May 2008 with data collected in March 2011.

Table 11. Number and Percent of Survey Respondents Indicating Their Level of Understanding for the ASPIRE Award Program and Its Components for the 2006–2007 and 2009–2010 ASPIRE Award, May 2008 and March 2011 Survey Administrations

	N		Very Low/Low		Sufficient		Very High/High	
	2008	2011	2008	2011	2008	2011	2008	2011
My understanding of ASPIRE is:	5,882	4,811	17.4	12.0	55.2	48.3	27.4	39.7
My understanding of value-added analysis is:	5,844	4,746	21.3	18.0	50.0	45.3	28.7	36.8
My understanding of how value-added information can help me as an educator is:	5,832	4,628	18.3	15.5	45.1	43.9	36.6	40.5
My understanding of how to read/interpret value-added reports is:	5,817	4,658	23.7	18.0	47.0	45.8	29.3	36.2
My understanding of the different stands of the ASPIRE Award Program was:	5,835	4,712	23.2	18.1	48.7	47.1	28.1	34.9
My understanding of how the ASPIRE Awards were calculated/determined is:	5,852	4,716	33.9	30.8	43.9	42.2	22.2	27.1

- Based on survey data collected in 2008 and 2011, 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 40.5 percent, respectively).
- Based on survey data collected in 2008 and 2011, 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 30.8 percent, respectively).
- Based on data collected from the May 2008 survey administration, at least 66.1 percent of respondents indicated they had a *sufficient*, *high*, or *very high* level of understanding for the five training components: value-added analysis, how value-added information can help educators, how to read/interpret value-added reports, the different strands of the ASPIRE Award Program, and how ASPIRE Awards were calculated/determined. This increased to 69.3 percent for survey data collected from the March 2011 administration.
- In May 2008, 76.3 percent to 81.7 percent of respondents reported *sufficient* to *very high* understanding of value-added analysis, specifically, *how value-added information can help educators* and *how to read and interpret value-added reports*. These percentages increased to 82.0 percent to 84.4 percent in March 2011.

Table 12. Number and Percent of Respondents Indicating a Connection Between Classroom Instruction and Performance Pay Results Over Three Years

	ASPIRE May 2009		ASPIRE March 2010		ASPIRE March 2011	
	N	%	N	%	N	%
Strongly Agree	379	11.7	481	8.9	470	10.1
Agree	1,071	33.0	1,594	29.4	1,335	28.6
Neutral	853	26.3	1,497	27.6	1,256	26.9
Disagree	574	17.7	1,055	19.4	927	19.9
Strongly Disagree	366	11.3	801	14.8	677	14.5
Total	3,243	100.0	5,428	100.0	4,665	100.0

One question asked respondents whether they perceived there was a connection between classroom instruction and performance-pay results. **Table 12** compares the number and percent of respondents from the past three years.

- Based on the May 2009 and March 2011 survey results, there was a decline in the percentage of survey respondents from 44.7 percent to 38.7 percent who *strongly agreed* or *agreed* that there was a connection between classroom instruction and ASPIRE Award results.
- For the 2009 survey, 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 34.4 percent for the March 2011 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 13**.

Table 13. Number and Percent of Survey Respondents Indicating Their Perceptions About Award Amounts and the ASPIRE Award Model, May 2010 and March 2011

	N		Strongly Disagree/ Disagree		Neutral		Strongly Agree/Agree	
			%		%		%	
	2010	2011	2010	2011	2010	2011	2010	2011
The maximum award amount for my ASPIRE Award category adequately recognizes my efforts to increase student progress.	5,274	4,555	44.4	42.2	26.5	27.2	29.1	30.5
The maximum award amount for my ASPIRE Award category encourages me to remain in a campus-based position.	5,319	4,566	37.2	35.7	32.4	30.8	30.3	33.5
The maximum award amount for my ASPIRE Award category is commensurate with my professional contribution.	5,325	4,592	44.9	43.5	28.5	27.7	26.6	28.8
The ASPIRE Award should be continued in its current form.	5,408	4,669	45.2	41.7	31.5	31.0	23.3	30.4
The ASPIRE Award should be continued with modifications incorporated on an annual basis.	5,367	4,604	18.9	21.6	32.4	32.5	48.7	45.9
The ASPIRE Award is a fair way of acknowledging a teacher's impact on student growth.	5,417	4,674	46.6	41.7	26.6	27.9	26.7	30.4
The formal inquiry process allowed me the opportunity to question the accuracy of my award.	4,812	4,101	22.8	20.0	39.7	37.9	37.5	42.1

- On the 2010 and 2011 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 (48.7 and 45.9, 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 (41.7 percent) compared to 27.9 percent who were *neutral* and 30.4 percent who *agreed* or *strongly agreed* based on 2011 survey results.
- Based on survey results from March 2010 and March 2011, 44.4 percent and 42.2 percent of respondents *strongly disagreed* or *disagreed* that their maximum award amount adequately recognized their efforts to increase student progress compared to 29.1 percent and 30.5 percent of respondents who *agreed* or *strongly agreed* and 26.5 percent and 27.2 percent who were *neutral*.
- Based on survey results from March 2010 and March 2011, 37.2 percent and 35.7 percent of respondents *strongly disagreed* or *disagreed* that their maximum award amount encouraged them to remain in a campus-based position compared to 30.3 percent and 33.5 percent of respondents who *agreed* or *strongly agreed* and 32.4 percent and 30.8 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 (44.9 percent and 43.5 percent) compared to 28.5 percent and 27.7 percent who were *neutral* and 26.6 percent and 28.8 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 2011, the percentage of 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 foundation teachers (Categories A to E), elective/ancillary teachers, instructional support staff, operational support staff, and those respondents that indicated they were not eligible to receive an award (Appendix A-6).
- The highest percentage of respondents that *disagreed* or *strongly disagreed* that there was a connection between classroom instruction and the ASPIRE Award results was from instructional support staff (45.2 percent) followed by departmentalized core foundation teachers (grades 3–8) (42.5 percent)(Appendix A-6).

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 2011, 50.0 percent of principals and 48.4 percent of assistant principals/deans of instruction *agreed* or *strongly agreed* that their maximum ASPIRE Award adequately recognized their efforts to increase student progress, reflecting the highest levels of agreement compared to the remaining eligibility categories and for those respondents indicating they were not eligible to receive an award.
- For 2011, 63.2 percent of instructional support staff and 53.2 percent of elective/ancillary teachers 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.

- For 2011, 43.6 percent of assistant principals/deans of instruction and 42.2 percent of principals *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 2011 survey administration, 67.7 percent of instructional support staff and 52.9 percent of elective/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 subsequent 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 14** using May 2009 as the baseline year.

Table 14. Number and Percent of Survey Respondents Indicating Their Perceptions About Communicating Effectively, May 2009 and March 2011

	N		Not Effective/ Somewhat Effective		Very Effective/ Moderately Effective	
	2009	2011	2009	2011	2009	2011
Knowing where to find information about the ASPIRE Award in general.	3,383	4,815	32.6	26.8	67.4	73.2
Knowing when specific information about my ASPIRE Award was available.	3,371	4,803	31.5	22.9	68.4	77.1
Knowing where to find information about my specific ASPIRE Award.	3,367	4,790	30.0	23.1	70.1	76.9
Knowing how to interpret and understand my specific ASPIRE Award Notice.	3,368	4,781	38.6	32.5	61.4	67.5
Understanding the difference between submitting a question by e-mail versus submitting a formal inquiry about your final award.	3,362	4,773	38.6	32.5	61.4	67.5
Understanding where to find information about the inquiry process on the portal.	3,364	4,782	36.4	29.5	63.7	70.5
Understanding that formal inquiries were required to be submitted by a specific deadline.	3,352	4,767	34.7	27.7	65.4	72.3

- When comparing results from May 2009 to March 2011, *knowing when specific information about my ASPIRE Award was available* reflected the area of communication for which respondents indicated the highest increases for effectiveness (8.7 percentage points).
- Based on the results of the May 2009 surveys, 70.1 percent of respondents indicated that communication was *moderately effective* or *very effective* for *knowing where to find information about my specific ASPIRE Award*. Based on the results of the March 2011 surveys, 77.1 percent of respondents indicated *knowing when specific information about my ASPIRE Award was available*, reflecting the two categories with the highest percentages for effectiveness for 2009 and 2011, respectively.
- Based on the May 2009 and March 2011 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*.

On the March 2011 survey, nine questions were designed to rate the effectiveness of specific types of communication. The results are summarized in **Table 15**.

Table 15. Number and Percent of Survey Respondents Indicating Their Perceptions About the Level of Effectiveness for Different Types of Communication, March 2011

	N	Not Effective	Somewhat Effective	Moderately Effective	Very Effective	Don't Know
ASPRE Learn	4,840	6.4	20.1	32.3	28.3	13.0
Connect-Ed	4,788	8.8	19.0	27.5	19.8	24.9
ASPIRE Newsletter	4,820	7.1	20.9	33.2	30.3	8.6
Memos	4,790	7.0	20.0	33.4	29.3	10.4
ASPIRE e-mail	4,829	4.6	18.2	32.9	39.4	4.8
ASPIRE website	4,798	4.6	18.2	33.5	38.4	5.3
Community Forums	4,764	11.1	18.8	25.3	15.3	29.6

- Based on the results of the March 2011 survey, 39.4 percent of respondents reported the ASPIRE e-mail as being *very effective*, reflecting the highest percentage for effectiveness when compared to the other six venues used to communicate information about the ASPIRE Award program. This was closely followed by the ASPIRE website (38.4 percent).
- When comparing seven different venues for communicating information about the ASPIRE Award program, 11.1 percent of respondents (employees) perceived the community forums as being *not effective*, and 29.6 percent of respondents indicated *don't know* regarding their perceptions of community forums.

How did respondents rate the current teacher and principal appraisal system?

Baseline data were collected during the March 2011 survey administration to capture perceptions regarding the current teacher and principal appraisal systems. Respondents were asked to rate the teacher appraisal system on a scale of 1 to 5 with 1 being *Not at All* and 5 being *Very*. **Tables 16 and 17** summarize the number of respondents and the mean rating score based on whether the respective appraisal system was perceived to be rigorous and whether the system was perceived as being fair.

Out of 3,630 respondents, the highest percentage of respondents (31.7 percent) indicated that the teacher appraisal system was a 3 based on a scale of 1 to 5 for being *rigorous* with a mean score of 3.5. Similarly, regarding the fairness of the current teacher appraisal system, the highest percentage of respondents rated it a 3 based on a scale of 1 to 5 with the mean score being a 3.1.

Table 16. Number and Percent of Survey Respondents Indicating Their Perceptions and Mean Rating Scores for the Teacher Appraisal System, 2011

Rating	N	1 Not At All	2	3	4	5 Very	Mean Score
Rigorous	3,630	6.6	10.1	31.7	29.7	21.9	3.5
Fair	3,712	15.2	14.2	30.9	24.3	15.3	3.1

Out of 2,417 respondents, the highest percentage of respondents (32.7 percent) indicated that the principal appraisal system was a 3 based on a scale of 1 to 5 for being *rigorous*. Similarly, the principal appraisal system was rated a 3 in fairness by the highest percentage of respondents (32.4 percent). The mean score for *rigor* was a 3.3 while the mean score for being *fair* was a 3.1. It should be noted that both teachers and principals responded to both sets of questions.

Table 17. Number and Percent of Survey Respondents Indicating Their Perceptions and Mean Rating Scores for the Principal Appraisal System, 2011

Rating	N	1 Not At All	2	3	4	5 Very	Mean Score
Rigorous	2,417	11.5	11.0	32.7	25.5	19.2	3.3
Fair	2,428	15.0	12.4	32.4	24.1	16.1	3.1

What were the recommendations for changing the 2009–2010 ASPIRE Award suggested by respondents?

Out of a total of 6,083 respondents on the March 2011 survey, 2,709 or 44.5 percent of the respondents provided at least one response for recommending changes to the 2009–2010 ASPIRE Award, whereas 55.5 percent of respondents did not provide any recommendations for changing the model. **Table 25** summarizes the frequency and percent of responses.

A total of 6.4 percent and 2.9 percent of the responses reflected that *no changes* were needed to the model or the response was simply, *No Comment*. The top four emergent categories reflected approximately 64.2 percent of the responses. The predominant suggestion centered making the model equitable, transparent, and inclusive 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 (19.7 percent). Elective/ancillary teachers, special education teachers, early childhood through grade 2, instructional support (i.e. counselors, librarians, and literacy coach), 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.

Approximately 18.0 percent of responses centered on the allocation of money. Some respondents indicated that TAKS teachers, teachers providing instruction to low-income students and/or at-risk students, and teachers providing instruction at low-performing schools should receive more money. Alternatively, respondents indicated that elective/ancillary teachers, special education teachers, librarians, nurses, and early childhood teachers should receive more money. Some respondents indicated that administrators should not receive any performance-pay money, their performance pay should be capped, or indicated that payouts for administrators were disproportionate in comparison to payouts for teachers. One respondent stated, “I think top administrators should get no more than support staff does because

Table 25. Number and Percent of Responses for Recommended Changes to the 2009–2010 ASPIRE Award, March 2011

	N	%
Make the model transparent, equitable, and inclusive	562	19.7
Allocate more money for awards/allocate money for specified group(s)/reallocate money so that particular groups benefit and designated groups receive no award or their award is capped	521	18.2
Factors impacting growth or calculation of growth	379	13.3
Discontinue the ASPIRE Award Program	370	13.0
Improve Communications about the award/provide clearer explanations about the model and value added calculations/ provide feedback for teachers based on their data	245	8.6
Performances measures or criteria	188	6.6
No Changes	182	6.4
Unintended Outcomes	149	5.2
N/A or No Comment	83	2.9
Don't Know	69	2.4
Miscellaneous	48	1.7
General satisfaction	31	1.1
Negative statement	24	0.8
Change all of it	6	0.2
Total Number of Responses	2,956	100.0

they are not in the trenches, directly affecting learning,” “I think a principal should get as much as the highest paid teacher on campus,” and “Administrators really shouldn't receive ASPIRE awards since they have no real interaction with students.”

Thirteen percent of the responses centered on factors impacting growth or the calculation of growth and discontinuing the ASPIRE Award Program. Respondents indicated that factors such as classroom composition, students transitioning from Spanish to English, high performing students, special education students, and using assessments such as Stanford that were not aligned to the curriculum, impacted the calculation of growth. Commentary provided by respondents indicated the following: “Some of the TEKS do not align with tests that teachers are responsible for (4th grade social studies vs. Stanford social studies),” and “Teachers with learners of different needs should be taken into consideration (e.g., Spanish-speakers testing in English for the first time, students with special needs, etc)”. In response to the budget crisis, some respondents indicated that the ASPIRE Award Program should be discontinued and the money used to save teachers’ jobs or provide resources for the classroom. As one respondent stated, “Personally, in light of budget constraints, I would do away with it entirely. Though a monetary bonus is always great, for those of us who teach to help children it doesn't matter. If no bonus means we can keep more of those teachers in the classroom that would be a better reward than anything else.”

Conclusions

The purpose of the 2009–2010 ASPIRE Award Survey was to gain insight regarding the level of knowledge and perceptions of Houston Independent School District (HISD) teachers and staff after five 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.

External factors, such as policy decisions, roll-out of a new model, or roll-out of new model component may have influenced perceptions of growth-based performance pay since its inception. 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.

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.

During the spring of 2011, budgetary shortfalls at the state level may have impacted perceptions and response rates during survey administration. Campuses were required to develop different budgetary plans, depending on the estimated shortfall in state funding, that would result in reduction in campus staff. Although final announcements were not made until April, an environment of speculation and uncertainty developed throughout all levels of the district.

There have been four key areas that have shown mixed results over the past four to five years. First, when comparing the survey response rate for December 2007 to the response rate for March 2011, there was an overall increase from 11.4 percent to 30.3 percent, but a decrease of 20.5 percentage points from May 2009 and 7.4 percentage points from March 2010. By capturing a higher percentage of respondents,

perceptions and feedback can be generalized to a greater degree. Although there was an initial increase in the percentage of respondents that indicated they received training (December 2007 to May 2008), there has been a decline in the percentage of respondents that indicated they received training over the past four years from 85.1 percent in May 2008 to 67.3 percent in March 2011.

Another key area, support for the program, showed mixed results over the five-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, this increased to 57.3 after the 2011 payout. When respondents were asked about their perceptions of the award model for that year, 44.4 percent of respondents were *in favor* or *somewhat in favor* of the 2005–2006 Teacher Performance-Pay Model (December 2007) compared to 53.3 percent who were *in favor* or *somewhat in favor* of the ASPIRE Award Program (May 2009). Alternatively, there was a decrease in the percent of respondents *in favor* or *somewhat in favor* of the ASPIRE Award model when comparing May 2009 results (53.3 percent) to March 2010 (46.5 percent), but an increase from March 2010 to March 2011 (49.7 percent).

A related measure, support for the concept of differentiated pay, showed mixed results. Baseline data were collected during the May 2009 survey administration. Approximately Fifty-six respondents indicated they were *in favor* or *somewhat in favor* of differentiated pay in 2009, and this decreased to 48.3 percent in March 2010, but increased to 50.9 percent in March 2011.

The final key area that showed mixed results over the five-year period 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 2010 survey indicated that additional follow-up regarding the effectiveness of the training should be undertaken. When comparing 2010 to 2011 survey results, there was an increase in the percentage of respondents that indicated they had a *high* or *very high* level of understanding regarding the ASPIRE award model from 16.7 percent in 2010 to 39.7 percent in 2011. There was also an increase in the percentage of respondents that indicated their level of understanding of five different components of the ASPIRE Award Educational-Improvement program were *high* or *very high* when comparing 2010 to 2011.

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 elective/ancillary teachers. The differences in perceptions between core foundation 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, instructional support staff and elective/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, “I think this award is excellent since it is a strong way of recognizing teacher effort. I taught at another district and have always had high scores and growth. Last school year was the

first time I learned about this program and received an incentive- and have to admit it definitely makes me feel better and finally RECOGNIZED for my rigorous work.”

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 2011

	Opposed		Somewhat Opposed		Neutral		Somewhat in Favor		In Favor		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Foundation Teachers, Grades 3–8, Self-Contained	64	16.5	45	11.6	49	12.7	74	19.1	155	40.1	387
B. Core Foundation Teachers, Grades 3–8, Departmentalized	104	15.1	67	9.7	95	13.8	145	21.0	278	40.3	689
C. Core Foundation Teachers, Grades 9–12	65	15.4	40	9.5	55	13.0	83	19.6	180	42.6	423
D. Core Foundation Teachers, Early Childhood Through Grade 2	100	12.6	72	9.1	185	23.4	165	20.9	269	34.0	791
E. Special Education Core Foundation Teachers-No Value-Added Report	36	31.2	27	9.9	56	20.5	56	20.5	98	35.9	273
F. Elective/Ancillary Teachers	109	20.3	65	12.1	96	17.9	118	22.0	148	27.6	536
G. Instructional Support Staff	79	17.6	65	14.5	75	16.7	86	19.2	143	31.9	448
H. Teaching Assistants	15	6.0	13	5.2	84	33.9	43	17.3	93	37.5	248
I. Operational Support Staff	32	11.0	22	7.6	69	23.7	57	19.6	111	38.1	291
J. Principal	8	6.6	8	6.6	13	10.7	34	28.1	58	47.9	121
K. Assistant Principals/Deans of Instruction	7	5.4	10	7.8	11	8.5	27	20.9	74	57.4	129
Not Eligible	50	18.5	28	10.3	51	18.8	59	21.8	83	30.6	271
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	669	14.5	436	10.0	839	18.2	947	20.6	1,690	36.7	4,607

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 2011

	Opposed		Somewhat Opposed		Neutral		Somewhat in Favor		In Favor		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Foundation Teachers, Grades 3–8, Self-Contained	102	26.6	57	14.8	58	15.1	77	20.1	90	23.4	384
B. Core Foundation Teachers, Grades 3–8, Departmentalized	156	22.7	92	13.4	86	12.5	151	21.9	203	29.5	688
C. Core Foundation Teachers, Grades 9–12	97	22.9	51	12.1	86	20.3	89	21.0	100	23.6	423
D. Core Foundation Teachers, Early Childhood Through Grade 2	137	17.5	110	14.0	172	22.0	147	18.8	217	27.7	783
E. Special Education Core Foundation Teachers-No Value-Added Report	43	15.9	40	14.8	67	24.7	64	23.6	57	21.0	271
F. Elective/Ancillary Teachers	141	26.6	87	16.4	104	19.6	118	22.2	81	15.3	531
G. Instructional Support Staff	104	23.4	71	16.0	69	15.5	96	21.6	105	23.6	445
H. Teaching Assistants	30	12.2	26	10.6	77	31.3	55	22.4	58	23.6	246
I. Operational Support Staff	40	14.2	27	9.6	83	29.4	65	23.0	67	23.8	282
J. Principal	9	7.5	7	5.8	19	15.8	34	28.3	51	42.5	120
K. Assistant Principals/Deans of Instruction	13	10.2	10	7.8	8	6.3	28	21.9	69	53.9	128
Not Eligible	57	21.1	33	12.2	58	21.5	67	24.8	55	20.4	270
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	929	20.3	611	13.4	887	19.4	991	21.7	1,53	25.2	4,571

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 2011

	Opposed		Somewhat Opposed		Neutral		Somewhat in Favor		In Favor		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Foundation Teachers, Grades 3–8, Self-Contained	103	26.8	63	16.4	76	19.7	54	14.0	89	23.1	385
B. Core Foundation Teachers, Grades 3–8, Departmentalized	200	29.0	120	17.4	123	17.9	120	17.4	126	18.3	689
C. Core Foundation Teachers, Grades 9–12	136	32.3	73	17.3	88	20.9	63	15.0	61	14.5	421
D. Core Foundation Teachers, Early Childhood Through Grade 2	221	28.2	128	16.3	199	25.4	127	16.2	108	13.8	783
E. Special Education Core Foundation Teachers-No Value-Added Report	76	28.1	41	15.2	77	28.5	42	15.6	34	12.6	270
F. Elective/Ancillary Teachers	175	33.0	101	19.0	129	24.3	78	14.7	48	9.0	531
G. Instructional Support Staff	155	34.8	103	23.1	81	18.2	60	13.5	47	10.5	446
H. Teaching Assistants	44	18.3	42	17.4	83	34.4	37	15.4	35	14.5	241
I. Operational Support Staff	59	20.6	38	13.2	94	32.8	58	20.2	38	13.2	287
J. Principal	20	16.8	30	25.2	34	20.2	19	16.0	26	21.8	119
K. Assistant Principals/Deans of Instruction	38	29.5	30	23.3	23	17.8	17	13.2	21	16.3	129
Not Eligible	74	27.7	46	17.2	67	25.1	43	16.1	37	13.9	267
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	1,301	28.5	815	17.8	1,064	23.3	718	15.7	670	14.7	4,568

APPENDIX A-4

Cross Tabulation Summarizing the Number and Percent of Respondents Indicating Favorability Toward the Concept of Differentiated Pay by Eligibility Category, March 2011

	Opposed		Somewhat Opposed		Neutral		Somewhat in Favor		In Favor		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Foundation Teachers, Grades 3–8, Self-Contained	62	16.4	51	13.5	61	16.1	86	22.7	119	31.4	379
B. Core Foundation Teachers, Grades 3–8, Departmentalized	91	13.3	79	11.5	113	16.5	142	20.8	259	37.9	684
C. Core Foundation Teachers, Grades 9–12	70	16.6	34	8.1	83	19.7	92	21.9	142	33.7	421
D. Core Foundation Teachers, Early Childhood Through Grade 2	116	15.0	81	10.5	209	27.0	167	21.6	200	25.9	773
E. Special Education Core Foundation Teachers-No Value-Added Report	41	15.2	28	10.4	68	25.3	57	21.2	75	27.9	269
F. Elective/Ancillary Teachers	121	23.0	79	15.0	123	23.4	109	20.7	94	17.9	526
G. Instructional Support Staff	81	18.2	64	14.4	89	20.0	57	19.6	124	27.9	445
H. Teaching Assistants	25	10.5	14	5.9	96	40.5	41	17.3	61	25.7	237
I. Operational Support Staff	31	10.9	27	9.5	89	31.3	56	19.7	81	28.5	284
J. Principal	8	6.7	9	7.6	17	14.3	34	28.6	51	42.9	119
K. Assistant Principals/Deans of Instruction	6	4.7	13	10.2	20	15.6	22	17.2	67	52.3	128
Not Eligible	49	18.0	22	8.1	73	27.0	58	21.5	68	25.2	270
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	701	15.5	501	11.0	1,041	23.0	951	21.0	1,341	29.6	4,535

APPENDIX A–5

**Cross Tabulation Summarizing the Number and Percent of Survey Respondents’
Level of Understanding of the 2009–2010 ASPIRE Award Program, March 2011**

	Very Low		Low		Sufficient		High		Very High		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Foundation Teachers, Grades 3–8, Self- Contained	18	4.7	33	8.5	171	44.2	89	23.0	76	19.6	387
B. Core Foundation Teachers, Grades 3–8, Departmentalized	29	4.2	77	11.2	300	43.6	174	25.3	108	15.7	688
C. Core Foundation Teachers, Grades 9–12	9	2.1	36	8.5	211	49.8	99	23.3	69	16.3	424
D. Core Foundation Teachers, Early Childhood Through Grade 2	24	3.0	59	7.5	387	48.9	199	25.2	122	15.4	791
E. Special Education Core Foundation Teachers-No Value-Added Report	1	0.4	35	12.8	127	46.5	73	26.7	37	13.6	273
F. Elective/Ancillary Teachers	7	1.3	32	6.0	267	50.3	135	25.4	90	16.9	531
G. Instructional Support Staff	13	2.9	37	8.1	218	47.9	123	27.0	64	14.1	455
H. Teaching Assistants	8	3.1	25	9.7	146	56.6	54	20.9	25	9.7	258
I. Operational Support Staff	7	2.2	28	8.8	200	62.9	57	17.9	26	8.2	318
J. Principal	0	0.0	2	1.6	29	23.6	52	42.3	40	32.5	123
K. Assistant Principals/Deans of Instruction	1	0.8	5	3.8	48	36.9	40	30.8	36	27.7	130
Not Eligible	15	5.4	35	12.6	137	49.3	59	21.2	32	11.5	278
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	132	2.8	404	8.7	2,241	48.1	1,154	24.8	725	15.6	4,656

APPENDIX A-6

Cross Tabulation Summarizing the Number and Percent of Survey Respondents' Indicating a Connection Between Classroom Instruction and Performance Pay Results by Eligibility Category for the 2009–2010 ASPIRE Award Program, March 2011

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Foundation Teachers, Grades 3–8, Self-Contained	79	20.3	64	16.5	89	22.9	105	27.0	52	13.4	389
B. Core Foundation Teachers, Grades 3–8, Departmentalized	135	19.8	155	22.7	133	19.5	172	25.2	87	12.8	682
C. Core Foundation Teachers, Grades 9–12	58	14.0	103	24.8	101	24.3	114	27.5	39	9.4	415
D. Core Foundation Teachers, Early Childhood Through Grade 2	95	12.1	159	20.2	232	29.5	228	29.0	72	9.2	786
E. Special Education Core Foundation Teachers-No Value-Added Report	37	13.8	48	17.8	82	30.5	72	26.8	30	11.2	269
F. Elective/Ancillary Teachers	89	17.0	119	22.8	147	28.2	125	23.9	42	8.0	522
G. Instructional Support Staff	74	16.7	126	28.5	101	22.9	116	26.2	25	5.7	442
H. Teaching Assistants	17	6.8	21	8.4	98	39.4	93	37.3	20	8.0	249
I. Operational Support Staff	24	8.8	37	13.6	108	39.7	88	32.4	15	5.5	272
J. Principal	8	6.7	21	17.6	23	19.3	46	38.7	21	17.6	119
K. Assistant Principals/Deans of Instruction	8	6.3	16	12.5	23	18.0	53	41.4	28	21.9	128
Not Eligible	31	12.1	51	19.9	81	31.6	76	29.7	17	6.6	256
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	655	14.5	920	20.3	1,218	26.9	1,288	28.4	448	9.9	4,529

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 2011**

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Foundation Teachers, Grades 3–8, Self-Contained	87	22.5	80	20.7	91	23.6	84	21.8	44	11.4	386
B. Core Foundation Teachers, Grades 3–8, Departmentalized	150	22.0	129	18.9	150	22.0	162	23.8	90	13.2	681
C. Core Foundation Teachers, Grades 9–12	72	17.5	94	22.8	98	23.8	106	25.7	42	10.2	412
D. Core Foundation Teachers, Early Childhood Through Grade 2	135	17.2	189	24.1	209	26.7	188	24.0	63	8.0	784
E. Special Education Core Foundation Teachers-No Value-Added Report	48	18.2	62	23.5	83	31.4	51	19.3	20	7.6	264
F. Elective/Ancillary Teachers	156	30.3	118	22.9	129	25.0	85	16.5	27	5.2	515
G. Instructional Support Staff	132	31.5	133	31.7	99	23.6	42	10.0	13	3.1	419
H. Teaching Assistants	25	10.4	33	13.7	105	43.6	67	27.8	11	4.6	241
I. Operational Support Staff	33	13.1	39	15.5	101	40.1	68	27.0	11	4.4	252
J. Principal	14	12.7	20	18.2	21	19.1	41	37.3	14	12.7	110
K. Assistant Principals/Deans of Instruction	8	6.3	22	17.5	35	27.8	41	32.5	20	15.9	126
Not Eligible	54	23.4	41	17.7	75	32.5	51	22.1	10	4.3	231
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	914	20.7	960	21.7	1,196	27.1	986	22.3	365	8.3	4,421

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 2011**

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
	N	%	N	%	N	%	N	%	N	%	
A. Core Foundation Teachers, Grades 3-8, Self-Contained	85	22.0	89	23.0	96	24.8	73	18.9	44	11.4	387
B. Core Foundation Teachers, Grades 3-8, Departmentalized	164	24.4	138	20.5	154	22.9	138	20.5	79	11.7	673
C. Core Foundation Teachers, Grades 9-12	81	19.7	91	22.1	94	22.9	104	25.3	41	10.0	411
D. Core Foundation Teachers, Early Childhood Through Grade 2	136	17.3	168	21.4	251	32.0	171	21.8	58	7.4	784
E. Special Education Core Foundation Teachers-No Value-Added Report	51	19.4	64	24.3	81	30.8	46	17.5	21	8.0	263
F. Elective/Ancillary Teachers	159	30.9	113	22.0	128	24.9	92	17.9	22	4.3	514
G. Instructional Support Staff	159	36.6	135	31.1	78	18.0	49	11.3	13	3.0	434
H. Teaching Assistants	25	10.2	34	13.8	109	44.3	68	27.6	10	4.1	246
I. Operational Support Staff	43	15.9	39	14.4	109	40.2	68	25.1	12	4.4	271
J. Principal	20	17.2	24	20.7	23	19.8	36	31.0	13	11.2	116
K. Assistant Principals/Deans of Instruction	10	7.9	29	23.0	32	25.4	40	31.7	15	11.9	126
Not Eligible	56	23.6	42	17.7	82	34.6	44	18.6	13	5.5	237
Total of Respondents Reporting an Eligibility Category or Reporting Not Eligible	989	22.2	966	21.6	1,237	27.7	929	20.8	341	7.6	4,462