

MEMORANDUM

June 8, 2011

TO: Board Members

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

SUBJECT: **2009-2010 Final Inquiry Report and ASPIRE Award Payout Report: 2006-2007 through 2009-2010**

CONTACT: Carla Stevens (713) 556-6700

On January 12, 2006, the Houston Independent School District (HISD) Board of Education approved a teacher performance-pay program awarding teachers financial incentives based on three strands of performance pay. These strands involved campus-level performance on the state accountability rating and comparable improvement on the state test, campus-level and individual teacher performance based on student progress on state and district assessment programs.

After consultations with national experts, teachers, and administrators, the teacher performance-pay model was improved and enhanced, which then became the ASPIRE Award, one component of the district's ASPIRE (Accelerating Student Progress: Increasing Results and Expectations) school improvement model. The purpose of the ASPIRE Award 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 they need to facilitate and measure student progress at the student, classroom, and campus levels.

The 2009-2010 ASPIRE Award program, designed to award teachers and staff for students' progress and performance in the 2009-2010 school year, was paid out on January 26, 2011. Awards were calculated and award notices were posted live on the ASPIRE portal on December 10, 2010, at which time the formal inquiry process opened. All current staff were able to submit an inquiry via the ASPIRE portal from December 10, 2010 through January 10, 2011. Individuals who were no longer employed were contacted by the Research & Accountability and Human Resources departments, and were directed to submit any necessary inquiries via mail or fax.

Attached is the ASPIRE Award Inquiry Report for 2009-2010 and the ASPIRE Award Payout Report: 2006-2007 through 2009-2010.

Award Payout:

- The 2006–2007 ASPIRE Award was paid out on January 30, 2008. The final total payout was \$24,653,724.71 for 7,208 instructional core teachers, 3,548 instructional non-core employees, 2,159 non-instructional employees, and 242 principals, reflecting 77.6 percent of eligible staff receiving an award.
- The 2007–2008 ASPIRE Award was paid out on January 28, 2009. The final total payout was \$31,581,703.46 for 8,792 core teachers, 2,537 noncore teachers, 3,923 campus-based support staff, 337 assistant principals/deans, and 255 principals, reflecting 87.5 percent of eligible staff receiving an award.

- The 2008–2009 ASPIRE Award was paid out on January 27, 2010. The final total payout was \$40,564,693.83 for 8,914 core teachers, 2,211 noncore teachers, 3,954 campus-based support staff, 365 assistant principals/deans, and 264 principals, reflecting 88.2 percent of eligible staff receiving an award.
- The 2009-2010 ASPIRE Award was paid out on January 26, 2011. The final total payout was \$42,467,370.00 for 9,083 core teachers, 2,191 noncore teachers, 4,636 campus-based support staff, 368 assistant principals/deans, and 266 principals, reflecting 91.9 percent of eligible staff receiving an award.

Inquiry Results

- A total of 24,497 employees were considered for the 2009-2010 ASPIRE Award, of which 455 (1.9%) submitted inquiries. Of these, 68% (310) were resolved with no changes
- A total of 22,924 employees were considered for the 2008–2009 ASPIRE Award, of which 621 (2.7%) submitted inquiries. Of these, 73% (452) were resolved with no changes.
- A total of 19,201 employees were considered for the 2007–2008 ASPIRE Award, of which 721 (3.8%) submitted inquiries. Of these, 40% (287) were resolved with no changes.
- 2009-2010 inquiries were placed into one of five types of issues: Charter Issues, Communication Issues, Value-Added Issues, Verification/Confirmation Issues, and Human Resources (HR) Issues. HR Issues, Communication Issues, and Verification/Confirmation Issues comprised 87% of all submitted inquiries.
- There were eight campuses with more than five formal inquiries. No clear trends were found in the types of inquiries submitted. When comparing formal inquiries by level, elementary schools had the highest percent of submitted inquiries (49%), while middle schools had 30% and high schools had 21%.



TBG

Attachment

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

ASPIRE AWARD INQUIRY REPORT 2009–2010

Introduction

The 2009-2010 ASPIRE Award program, designed to award teachers and staff for students' progress and performance in the 2009-2010 school year, was paid out on January 26, 2011. The Principal Re-confirmation Period was open from October 6 through October 21, 2010. This period allowed principals to view the final categorization, eligibility, and percentage time on campus awarded for the staff at their campus and request changes where necessary. These data were exposed prior to award calculations, in an attempt to make as many corrections as possible before awarded amounts were attached to individuals.

Awards were then calculated and award notices were posted live on the ASPIRE portal on December 10, 2010, at which time the formal inquiry process opened. All current staff were able to submit an inquiry via the ASPIRE portal from December 10, 2010 through January 10, 2011. Individuals who were no longer employed were contacted by the Research & Accountability and Human Resources departments. These individuals were mailed their award notice, eligibility documentation, an inquiry form, and directions for submitting inquiries, and were directed to submit any necessary inquiries via mail or fax with the inquiry form provided or via a secure online site.

What follows is a detailed description of the inquiries that were submitted for the 2009-2010 award year.

Results

A total of 24,497 employees were considered for the 2009-2010 ASPIRE Award. A total of 455 (1.9%) inquiries were submitted as part of the 2009-2010 ASPIRE Award Teacher Inquiry period. As a frame of reference, a total of 721 inquiries, or 3.8% of the total number of employees considered, were submitted as part of the 2007-2008 ASPIRE Award Teacher Inquiry period, and a total of 621 inquiries, or 2.7% of the total number of employees considered, were submitted as part of the 2008-2009 ASPIRE Award Teacher Inquiry period (see **Table 1**).

Table 1: 2007-2008 to 2009-2010 Inquiry Comparison

Award Year	Number Considered	Number of Inquiries:							
		Submitted		Withdrawn		Resolved with Changes		Resolved no changes	
		N	%*	N	%^	N	%^	N	%^
2007-2008	19,201	721	3.8%	34	4.7%	339	47.0%	287	39.8%
2008-2009	22,924	621	2.7%	2	0.3%	167	26.9%	452	72.8%
2009-2010	24,497	455	1.9%	7	1.5%	138	30.3%	310	68.1%

* Percent of all employees considered

^ Percent of all inquiries submitted

Of the 455 total inquiries for the 2009-2010 award program, 7 (1.5%) were withdrawn, 138 (30.3%) were resolved with changes, and 310 (68.1%) were resolved with no changes. Inquiries were placed into one of six types of issues, as displayed in **Table 2**.

Charter Issues

Three inquiries (1% of the total number of inquiries submitted) were related to the eligibility of charter school employees. Charter school employees are not included in the district's PeopleSoft human

resources database; therefore, their 2005-2006 through 2009-2010 eligibility has been determined with different data obtained from the campus principals and/or administrators. The majority (2 inquiries) were resolved with no changes.

	Resolution Type		Total	Percent
	Resolved no changes	Resolved with changes		
Total	317 (70%)	138 (30%)	455	
Charter Issues	2	1	3	1%
Charter Eligibility	2	1	3	
Communication Issues	69	0	69	15%
Award Calculation Question	69	0	69	
Value-Added Issues	37	0	37	8%
Understanding Value-Added	30	0	30	
Spanish to English	7	0	7	
Verification/Confirmation Issues	59	63	122	27%
Campus Assignment	1	10	11	
Categorization	32	33	65	
Literacy Coach	4	0	4	
Specialists	8	11	19	
Middle School Reading/ELA	0	2	2	
Subject Assignment	2	5	7	
Student Linkages	12	2	14	
HR Issues	129	74	203	45%
Attendance Hours	19	6	25	
Eligibility	31	7	38	
Eligibility - Attendance	51	61	112	
Food Services Eligibility	3	0	3	
Pending/Terminated	25	0	25	
Not Applicable Issues	21	0	21	5%
Principal submitting on behalf	6	0	6	
Not Award Related	8	0	8	
User Withdrawn	7	0	7	

Communication Issues

Fifteen percent of the total number of inquiries (69) related directly to the communication of the ASPIRE award program and employees’ lack of understanding of the program, and were categorized as award calculation questions. This type of inquiry consisted of questions related to the determination of the award, for which no changes were necessary.

Value-Added Issues

Thirty-seven inquiries (8%) were regarding questions or perceived problems with the employee's value-added analysis, calculated by SAS-EVAAS[®]:

Spanish to English (7 inquiries): A few teachers had questions regarding the value-added score with regards to the students who were transitioning from the Spanish versions of tests to the English versions of tests. These individuals showed an interest in whether the transition had been taken into account in the calculation of their gain index. All seven inquiries of this type were resolved with no changes.

Understanding Value-Added (30 inquiries): The majority of these type of inquiries were questions relating to the difference between progress and achievement. Teachers submitting these type of inquiries often noted the achievement of the students in their classes, and did not understand that student progress (not achievement) is used for Strand II awards. Other inquiries of this type were questions related to the difference between an NCE gain and a gain index. While the teacher-level value-added report displays both the Teacher NCE gain and the Teacher Gain Index, the ASPIRE Award program uses the Teacher Gain Index for award purposes. All thirty inquiries of this type were resolved with no changes.

Verification/Confirmation Issues

Twenty-seven percent of the total number of submitted inquiries were related to the verification and/or confirmation process, and were of nine types:

Campus Assignment (11 inquiries): In the majority of these cases, the employee was assigned to multiple campuses, but was only verified and approved at one campus, or was not verified at any campus for the minimum 40% time required during the linkage and verification process. In some cases, the employee was paid from one campus, but actually worked on another campus. The majority of these inquiries were resolved with changes.

Categorization (65 inquiries): These types of inquiries included core versus noncore teachers; and job description versus job duties (for example, magnet coordinators who felt they should have been considered as assistant principals). Just over half of these inquiries were resolved with changes.

Literacy Coach (4 inquiries): Literacy coaches are required to teach at least one class per day. As such, they were allowed to link the students they were instructing, and a teacher-level value-added report was created for them. Their appropriate categorization, however, was as instructional support staff (Category G), as this is the position in which they spent the majority of their day and as confirmed by a policy decision from the 2008-2009 ASPIRE Award period. Literacy coaches with student linkages were made aware during the linkage period in the spring of 2009 that they would remain as Category G. Regardless of the information conveyed to them, some literacy coaches chose to submit an inquiry requesting to have their categorization changed to a core teacher. These inquiries were resolved with no changes.

Specialists (19 inquiries): This year, campus assignment data for employees who were paid from the non-campus departments but who worked on one or more campuses during the school year was collected during the early spring and subject to principal review and confirmation at the time of linkage, verification, and principal confirmation. Principals also had the opportunity to re-review and re-confirm these employees' assignments to their campus and the percentage time allotted to their campus during the principal re-confirmation period. In order to receive the ASPIRE award, it was required that the employee be assigned to and work on a campus a minimum of 40% time. In the majority of these inquiries, specialists assigned to multiple campuses were not verified or approved at any campus and no assignments were provided by their supervisors. Just over half of these inquiries resulted in changes to their campus assignment and subsequently to their awards.

Middle School Reading/ELA (2 inquiries): For the 2009-2010 school year, middle school principals and teachers were provided with specific methods with which to link Reading and Language

Arts students in grades 7-8, dependent upon campus practice. This methodology appears to have been largely adopted and used by Middle School ELA teachers, as there were only two inquiries across the district regarding incorrect linkage for these subjects. The two submitted inquiries were resolved with changes, as it was confirmed that linkage was in fact done incorrectly during the spring linkage period.

Subject Assignment (7 inquiries): These types of inquiries included verifying more, less, or different subjects than the teacher should have. The inquiries that were resolved with changes were individuals who did not have teacher-level value-added results produced for their categorization (high school and special education core teachers).

Student Linkages (14 inquiries): Several of these types of inquiries resulted when a teacher provided linkage during the spring linkage period which was subsequently changed during principal confirmation to account for overclaimed or underclaimed students. Other inquiries of this type were in helping teachers to understand that although they co-taught with another teacher, if their linkages were not identical for all students, their value-added analysis would also not be identical. The majority of these inquiries were resolved with no changes.

HR Issues

Forty-five percent of the total number of submitted inquiries related directly to the Human Resources eligibility issues, and were of five types:

Attendance Hours (25 inquiries): Individuals submitted inquiries regarding their attendance hours used to calculate their attendance bonus. When changes were made, it was incumbent upon the employee and the campus to submit corrections through the campus-based timekeeper. The majority of these inquiries were resolved with no changes.

Eligibility (38 inquiries): Individuals submitted inquiries regarding their general eligibility. The majority of these inquiries were resolved with no changes.

Eligibility – Attendance (112 inquiries): For the 2009-2010 award period, in order to qualify for the award, it was again required that employees be in attendance for a minimum of 90% of the 175 instructional school days, or be absent less than 136.5 hours. Protected leave types such as FML, assault leave, and funeral leave were held harmless in the calculation of their eligibility. Individuals submitted inquiries specifically regarding their ineligibility for award based on their number of hours absent. When changes were made, it was incumbent upon the employee to provide the appropriate documentation to support a claim of retroactive FML or other protected leave time. In just over half of the cases, employees submitted the appropriate documentation, were changed to eligible, and had their awards recalculated.

Food Services Eligibility (3 inquiries): Food service employees have been ineligible for the ASPIRE Award because they were eligible under other incentive plans. However, the incentive plan for which food service employees were eligible has been discontinued. A few food service employees submitted an inquiry requesting that they be made eligible for the ASPIRE Award, based on that discontinuation. These inquiries were resolved with no changes, as the other incentive plan was still in effect for the 2009-2010 school year.

Pending/Terminated (25 inquiries): Individuals submitted inquiries regarding their eligibility due to termination or award pending status. All inquiries of this type were resolved with no changes.

Not Applicable Issues

Five percent of the total number of submitted inquiries were not applicable to the ASPIRE Award, and were of three types:

Principals submitting inquiries on behalf of staff (6 inquiries): Some principals submitted inquiries on behalf of one or more staff members on their campus. These principals were either informed

of the outcome of the staff member’s inquiry, or were asked to inform the staff person that s/he needed to submit their own inquiry, in their own name. These inquiries were resolved with no changes.

Not Award Related (8 inquiries): These inquiries were submitted either by staff members requesting further information on ASPIRE learning paths (no relation to the ASPIRE Award) or by staff members who wished to confirm their award amounts were correct. These inquiries were resolved with no changes.

User Withdrawn (7 inquiries): These inquiries were submitted by staff members and were withdrawn before the Research Department had reviewed them.

Comparative Results by Campus

For the 2008-2009 ASPIRE Award inquiry period, there were 7 campuses with more than 10 inquiries submitted. For the 2009-2010 inquiry period, the highest number of formal inquiries submitted for any one campus was nine. There were only 8 campuses with more than 5 formal inquiries, with minimal trends in the types of inquiries submitted at a particular campus. **Table 3** describes these 8 campuses, detailing the types of inquiries submitted and the total number of inquiries for that campus.

Ryan Middle School and 9th Grade Preparatory Academy had the largest number (9 each) of submitted inquiries. The majority of inquiries from these campuses were related to understanding their awards and understanding value-added. In both cases, the majority of inquiries were resolved with no changes.

The remaining campuses showed no clear trends in the types of inquiries submitted.

Table 3: Campuses with More than 5 Submitted Inquiries

Campus Number	Campus Name	Inquiry Type	Resolved No Changes	Resolved With Changes	Total Number of Inquiries
066	Ryan Middle School		8	1	9
		Not Award Related	1	0	
		Subject Assignment	0	1	
		Understanding Award	5	0	
		Understanding Value-Added	2	0	
309	9th Grade Preparatory Academy		8	1	9
		Categorization	1	0	
		Subject Assignment	1	1	
		Understanding Award	2	0	
		Understanding Value-Added	3	0	
		Withdrawn	1	0	
010	Madison High School		2	6	8
		Categorization	1	1	
		Eligibility	0	1	
		Flag 9 Eligibility	0	2	
		Specialists	1	2	

002	Bellaire High School	3	4	7
	Attendance Bonus	1	0	
	Categorization	1	1	
	Flag 9 Eligibility	0	2	
	Principal Submitting on Behalf	1	0	
	Substance Control Rep	0	1	
257	Whidby Elementary	6	1	7
	Categorization	0	1	
	Understanding Award	6	0	
011	Milby High School	1	5	6
	Attendance Bonus	1	0	
	Categorization	0	2	
	Eligibility	0	1	
	Flag 9 Eligibility	0	1	
	Specialists	0	1	
077	Thomas Middle School	3	3	6
	Categorization	0	2	
	Flag 9 Eligibility	0	1	
	Literacy Coach	1	0	
	Pending	1	0	
	Specialists	1	0	
102	Alcott Elementary	6	0	6
	Attendance Bonus	1	0	
	Categorization	3	0	
	Specialists	1	0	
	Understanding Value-Added	1	0	

Comparative Results by School Level

When comparing the number and type of inquiries based on the campus level from which they were received, some differences are notable (see **Table 4**). Elementary schools had the highest percent of submitted inquiries (49%), while middle schools had 30% and high schools had 21%. All Charter inquiries were received from staff at charter high schools. The majority of all issues submitted were received from staff at elementary schools, with the exception of charter issues. These results are equivalent to the results obtained for 2008-2009.

Table 4: Inquiry Type by Level

	Elementary	Middle	High
Charter Issues	0%	0%	100%
Communication Issues	79%	29%	26%
Value-added Issues	62%	27%	11%
HR Issues	41%	29%	30%
Verification/Confirmation Issues	40%	33%	27%
Policy Decisions	67%	33%	0%
Not Applicable Issues	52%	24%	24%
Total	49%	30%	21%

Conclusions

There were two major types of inquiries submitted during the 2009-2010 ASPIRE Award Inquiry period. The majority were HR issues, of which the largest portion were inquiries regarding the 90% attendance requirement. As the attendance eligibility criteria and the requirements for having Family Medical Leave (FML) formalized and approved by HR are still relatively new, we anticipated the majority of inquiries to be related to this eligibility requirement. Since eligibility for the ASPIRE award was directly tied to staff attendance for the 2009-2010 award year, deadlines to provide documentation to support retroactive FML protection were extended multiple times to accommodate employees, as was done for the 2008-2009 award year. Only about half of the staff who submitted an inquiry regarding their eligibility based on attendance were able to provide the necessary documentation to support an FML waiver for their absences. In addition, none of the inquiries that were submitted revealed any miscalculation of absences or data errors that could have prevented the submission of any portion of these inquiries.

Verification and confirmation issues made up the other large portion of the submitted inquiries. Although verification and confirmation issues made up 27% of the total number of inquiries for the 2009-2010 inquiry period, the decrease in the total number of submitted inquiries made for just 122 issues of this type. Of those, only 63 were resolved with changes. Moreover, those submitted inquiries once again did not reveal any miscalculation or data errors that could have prevented the incorrect categorizations, campus assignments, or assignment of specialists to a campus.

Through a series of alerts made available to principals during linkage and verification and principal re-confirmation that have been fine-tuned over the past two years, awards have been calculated more accurately with fewer problems and less corrections after initial posting. These alerts, in combination with a series of data quality checks that are completed over the summer months, resulted in cleaner data to be viewed by the principals during the Principal Re-confirmation period, which occurred in October of 2010. The Principal Confirmation Period was another essential part of the process, which allowed principals to view the final eligibility and categorization data for all staff at their campuses prior to the calculation of award amounts, to ensure the quality of the data to be presented. It is recommend that the

Principal Confirmation period at the conclusion of the linkage and verification process be maintained, as well as the Principal Re-confirmation period in October of the following school year for quality assurance purposes.

For the 2009-2010 award year, a series of ConnectEd calls and all-staff emails were transmitted, which eliminated the number of “after-the-deadline” requests for changes. All employees were informed multiple times through multiple sources that the January 10 deadline for submission of inquiries was firm. In addition, all former employees considered for awards were sent their award notices, eligibility information, and inquiry submission information on the same day as awards were posted for current employees. This multi-pronged communication effort to relay information made a significantly positive impact on the number of inquiries submitted, as well as the number of requests for changes after the deadline. Because of the changes implemented over the last two years, very few “follow-up” payroll files have been required (three total). The final set of inquiry follow-up payments were made on February 23, 2011, as opposed to mid-July of 2009 for the 2007-2008 school year. Overall, the inquiry period passed smoothly with few complications.

ASPIRE AWARD PAYOUT REPORT: 2006-2007 THROUGH 2009-2010

Introduction

In January 2007, the Houston Independent School District (HISD) inaugurated the Teacher Performance-pay Model, 2005-2006, becoming the first school district in the nation to implement a performance-pay system of this magnitude based on individual teacher effectiveness. 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 became the “Recognize” component of the district’s comprehensive education-improvement model, “Accelerating Student Progress. Increasing Results and Expectations” (ASPIRE). The 2006-2007 ASPIRE Award was paid out on January 30, 2008, the 2007-2008 ASPIRE Award was paid out on January 28, 2009, the 2008-2009 ASPIRE Award was paid out on January 27, 2010, and the 2009-2010 ASPIRE Award was paid out on January 26, 2011.

The ASPIRE Award encourages cooperation in Professional Learning Communities (PLCs), and is aligned with the district’s other school-improvement initiatives. The use of value-added data based on a national expert’s methodology allows HISD to reward teachers reliably and consistently for student progress. Through the ASPIRE Award program, HISD pays instructional staff members and non-instructional staff members at a campus on the basis of SAS-EVAAS® value-added data. Core teachers at all grade levels receive additional recognition through the ASPIRE Award program. The ASPIRE Award is organized into three strands.

Strand I (Value-Added Campuswide Improvement) continues to pay all eligible staff members (instructional, instructional support, teaching assistants, and operational support) on a campus on the basis of above-average campus progress on the EVAAS value-added campus composite score (cumulative gain index). Elementary-school campuses are compared to other elementary-school campuses for above-median growth, middle-school campuses are compared to other middle-school campuses, and high-school campuses are compared to other high-school campuses.

Strand II (Individual Value-Added Core Teacher Performance) rewards individual teachers who teach core subjects (reading, math, science, social studies, and language arts) on the basis of student progress when compared with teachers in similar instructional settings. EVAAS calculates value-added subject scores for reading, math, and language arts for grades 3 through 11, and science and social studies for grades 4 through 11. Self-contained elementary core teachers are awarded on the basis of classroom-level student progress in each applicable subject (three subjects for third-grade teachers and five subjects for fourth- through sixth-grade teachers) compared to classroom-level student progress in the same subject at the same grade level. Departmentalized elementary-school teachers and middle-school teachers who teach more than one grade level are awarded on the basis of classroom-level student progress in the subject(s) they teach compared to the student progress in all other classrooms for the same subject(s) at the same level. Middle-school teachers who teach only one grade level are awarded on the basis of classroom-level student progress in the subject(s) they teach compared to student progress in all other classrooms for the same subjects(s) at the same grade level. Until end-of-course exam data become available, high-school core teachers are measured by the growth of students at the department-level for reading/English language arts, math, science, and social studies using a department and grade-level value-added score. Campus-wide value-added scores for each subject at each grade level (ninth, tenth, and eleventh) are compared with all other campuses, and an award is calculated for each subject and grade level. Awards are then determined by summing the award across grade levels for all core teachers in the department. Early-childhood through second-grade teachers continue to be rewarded at half the Strand II amount on the basis of campus-level third grade reading and math value-added scores to recognize the role they play in

future student performance. Special Education teachers have been separated into their own group to detail the methods of inclusion. Those without value-added data are awarded on the basis of campus-level gain scores for core subjects with elementary-, middle-, and high-school campuses compared to other same-level campuses, respectively, for each subject, also at half the Strand II amount. Elementary- and middle-school Special Education teachers with value-added data are analyzed under Strand II-A or Strand II-B. High-school Special Education teachers who teach seven or more students tested on the TAKS or TAKS Accommodated test are analyzed under Strand II-C. Early-childhood through second-grade core Special Education teachers are analyzed under Strand II-D.

Strand III (Campus Improvement and Achievement) is separated into parts A, B and C. Strand III-A for elementary and middle schools rewards all instructional and instructional support staff at campuses where the school shows improvement in the top 50 percent when compared with 40 other schools with similar demographics around the state. Strand III-A for high schools rewards all instructional and instructional support staff at campuses where the school has 40% or more of students in grades 10-12 enrolled in at least one AP, IB, or dual credit course, or where improvement in the percentage of students enrolled in at least one course is ranked in the top half. Instructional and instructional support staff are also awarded at campuses where the school has 45% or more of all AP or IB exams taken with scores of 3 (AP) or 4 (IB) or higher, or where improvement in the percentage of AP/IB exams with these scores is ranked in the top half. Strand III-B provides an award to instructional and instructional support staff as well as teaching assistants at campuses achieving or maintaining a state accountability rating of Exemplary or Recognized. Strand III-C rewards writing teachers, and other instructional staff at half the amount, at campuses where at least 70 percent of students meet the TAKS writing/ELA readiness standard of 2200 or better and a written composition score of 3 or better. Staff at campuses that do not meet this award standard may still qualify for Strand III-C awards if their campus ranks in the top half of the progress distribution of percentage of students reaching the readiness standard.

Teachers are given the opportunity to opt out of the ASPIRE Award program, and every HISD teacher meeting ASPIRE Award eligibility requirements has the opportunity to participate in the first and third strands of the performance award. Teachers of reading, English language arts, mathematics, science, and social studies (the five core foundation subjects) are additionally eligible for Strand II. Fourth, seventh, and high school writing teachers have an additional award under Strand III-C to recognize their contributions and can earn an extra \$200 over the total potential amount for teachers of core foundation subjects.

In an effort to acknowledge good attendance on the part of our teachers, the ASPIRE Award includes an attendance bonus of 10 percent of the award amount earned for instructional staff, instructional support staff, and teaching assistants with perfect attendance during the school year and a bonus of 5 percent of the total amount earned for those missing fewer than two days.

For the purposes of the 2006-2007 ASPIRE Awards, employees were considered as either Instructional or Non-instructional staff or as a principal. Of the instructional staff, employees were considered as either core foundation or elective/ancillary teachers. The 2006-2007 employee categories are as follows:

- Instructional: those faculty who are classified by Human Resources under one of five job codes; RT (Regular Teachers), VT (Vocational Teachers), AE (Evaluation Specialists), ES (Counselors), and SA/H (Assistant Principals). These five faculty groups comprise the All Teaching Faculty.
 - RT - Includes all employees under the RT salary plan such as classroom teachers, librarians, nurses, Special Education teachers, ancillary teachers, therapists, and coordinators.
 - VT - Includes all employees under the VT salary plan such as CATE teachers.

- AE - Includes all employees under the AE salary plan such as Bilingual Evaluation Specialists and Evaluation Specialists.
- ES - Includes all employees under the ES salary plan such as elementary and secondary counselors, CATE counselors, and Bilingual counselors.
- SA/H - Includes all employees under the SA/H salary plan such as elementary and secondary Assistant Principals.
- Core Foundation Teachers – those teachers who instruct students in reading, math, science, or social studies.
 - Elementary - At the elementary schools, core foundation teachers are defined as the homeroom teacher or teacher of record.
 - Secondary (Middle/High) - At the secondary level, courses were determined to be core foundation courses based on their classification and description in the course catalog. Teachers at the middle and high schools were then identified as core foundation teachers if they taught one or more courses with a course number identified as a core foundation course.
- Elective/Ancillary Teachers –those teachers not classified as a Core Foundation Teacher
 - Elementary - Teachers that are not homeroom teachers. They include ancillary teachers and other instructional staff including counselors and assistant principals.
 - Secondary - Teachers that do not teach at least one core foundation course and other instructional staff including counselors and assistant principals.
- Non-Instructional Staff–Staff members that are not teachers, administrators, or other school professionals. They include janitors, aides, clerks, office personnel, and other staff members not included as School Administrators, All Teaching Faculty, or Core Teachers.

Improvements were made to the categorization of employees for the 2007-2008 ASPIRE Awards, and were continued for the 2008-2009 and 2009-2010 ASPIRE Award years. Employees were considered in one of 11 categories, as follows:

- Category A: Self-contained Core Foundation Teachers, grades 3-6. Considered as Instructional Core Foundation in 2006-2007, and qualified for Strand IIA awards.
- Category B: Departmentalized Core Foundation Teachers, grades 3-8. Considered as Instructional Core Foundation in 2006-2007, and qualified for Strand IIB awards.
- Category C: Core Foundation Teachers, grades 9-12. Considered as Instructional Core Foundation in 2006-2007, and qualified for Strand IIC awards.
- Category D: Core Foundation Teachers, grades PK-2. Considered as Instructional Core Foundation in 2006-2007, and qualified as Strand IID awards.
- Category E: Special Education Core Foundation Teachers, grades 3-12. Considered as Instructional Core Foundation in 2006-2007. For those special education teachers whose courses were listed, they were considered for Strand II awards using special analysis, and were eligible for a reduced amount.
- Category F: Elective/Ancillary Teachers.
- Category G: Instructional Support Staff. Considered as Elective/Ancillary in 2006-2007.
- Category H: Teaching Assistants. Considered as Non-instructional in 2006-2007.
- Category I: Operational Support Staff. Considered as Non-instructional in 2006-2007.
- Category J: Principals. Considered as Principal in 2006-2007.
- Category K: Assistant Principals. Considered as Elective/Ancillary in 2006-2007.

Results

For the 2006-2007 ASPIRE Awards, a total of 20,152 campus-based employees were considered. Of those, 16,951 (84%) met eligibility requirements. For the 2007-2008 ASPIRE Awards, a total of 19,201

employees were considered. Of those, 18,114 (94%) met eligibility requirements. For the 2008-2009 ASPIRE Awards, a total of 22,924 employees were considered. Of those, 17,806 (78%) met eligibility requirements. There was an increase in the total number of employees considered as eligible from 2006-2007 to 2007-2008. The biggest factor in the increase in percentage of eligible employees is the elimination of the 2006-2007 requirement that the employee return to the district in a salaried position as of the payout date. For the 2008-2009 award year, there was a marked decrease in the number of employees considered as eligible. For this award year (2009-2010), the district implemented the requirement that an employee must be in attendance for at least 90% of the school year in order to be considered as eligible for the ASPIRE Award. However, the number of eligible employees increased from 17,806 in 2008-2009 to 18,000 in 2009-2010.

Table 1a displays the eligible categorizations of employees in 2006-2007. Of the 16,951 eligible employees, 13,157 (78%) were paid and 3,794 (22%) were not paid. Among instructional core staff who received some award, amounts ranged from \$75 to \$7,865, with an average award of \$2,666.36. Among principals who received some award, amounts ranged from \$80 to \$11,760, with an average award of \$4,812.33. Table 1a also details the minimum, maximum, and mean amounts by category of the employees who received an award in 2006-2007.

Table 1a. Eligibility by Categorization, 2006–2007 ASPIRE Award

2007–08	Category 2006–07	Eligible Employees		Of Paid Employees				
		Eligible	Not Eligible	# Paid	# Not Paid	Minimum [†]	Maximum	Mean
A	Instructional, Core	8,111	981	7,208	903	\$75.00	\$7,865.00	\$2,666.68
B								
C								
D								
E								
F	Instructional, Non-core	4,388	1,072	3,548	840	\$41.25	\$2,530.00	\$977.85
G								
K								
H	Non-instructional	4,193	1,136	2,159	2,034	\$62.50	\$500.00	\$369.74
I								
J	Principal	259	12	242	17	\$80.00	\$11,760.00	\$4,812.33
Total		16,951	3,201	13,157	3,794			

[†]Awards are prorated by FTE and percent of assignment at each qualifying campus.

Table 1b displays the eligible categorizations of employees in 2007-2008. Of the 18,114 eligible employees, 15,844 (87%) were paid and 2,270 (13%) were not paid. Nearly 2,700 more employees were paid in 2007-2008 than were paid in 2006-2007. Among core teachers who received some award, amounts ranged from \$100 to \$8,580, with an average award of \$2,773.94, for an increase in average award of approximately \$107. Among principals who received some award, amounts ranged from \$200 to \$12,400, with an average award of \$5,102.42, for an increase in average award of approximately \$290. Table 1b also details the minimum, maximum, and mean amounts by category of the employees who received an award.

Table 1b. Eligibility by Categorization, 2007-2008 ASPIRE Award

	Eligible	Not Eligible	Eligible Employees		Of Paid Employees		
			# Paid	# Not Paid	Minimum	Maximum	Mean
Category A	1,287	10	1,275	12	\$ 200.00	\$ 8,360.00	\$3,033.88
Category B	2,644	54	2,400	244	\$ 100.00	\$ 7,920.00	\$3,200.53
Category C	1,376	32	1,375	1	\$ 200.00	\$ 8,580.00	\$3,211.07
Category D	3,188	38	3,055	133	\$ 100.00	\$ 5,390.00	\$2,278.78
Category E	706	7	687	19	\$ 100.00	\$ 5,100.00	\$2,128.29
Category F	2,688	82	2,537	151	\$ 100.00	\$ 2,860.00	\$1,196.11
Category G	1,319	46	1,179	140	\$ 40.00	\$ 1,522.50	\$ 651.49
Category H*	1,355	92	1,048	307	\$ 25.00	\$ 935.00	\$ 431.62
Category I	2,934	169	1,696	1,238	\$ 75.00	\$ 500.00	\$ 376.59
Category J	267	4	255	12	\$ 200.00	\$ 12,400.00	\$5,102.42
Category K	350	8	337	13	\$ 100.00	\$ 6,080.00	\$2,962.63
Ineligible Category	0	545	N/A	N/A	N/A	N/A	N/A
Total	18,114	1,087	15,844	2,270			

Core Teachers" (Categories A-E)							
	9,201	141	8,792	409	\$ 100.00	\$ 8,580.00	\$2,773.94
"Teachers" (Categories A-F)							
	11,889	223	11,329	560	\$ 100.00	\$ 8,580.00	\$2,420.60

*Six employees were paid a total award of \$25. These employees were teaching assistants from North Central Alternative Elementary, Gregory Lincoln Elementary and Gregory Lincoln Middle School who were awarded Strand IIIB funds only. Strand IIIB for these campuses was \$25 for Teaching Assistants, as these campuses were averaged with one campus rated "Recognized" (\$50) and another rated "Academically Acceptable" (\$0).

Table 1c displays the eligible categorizations of employees in 2008-2009. Of the 17,806 eligible employees, 15,710 (88%) were paid and 2,051 (12%) were not paid. Approximately the same number of staff were paid in 2008-2009 as in 2007-2008. Among core teachers who received some award, amounts ranged from \$100 to \$10,902.98, with an average award of \$3,615.58, for an increase in average award of approximately \$842. Among principals who received some award, amounts ranged from \$240 to \$15,530, with an average award of \$6,122.46, for an increase in average award of approximately \$1,003. Table 1c also details the minimum, maximum, and mean amounts by category of the employees who received an award.

Table 1c. Eligibility by Categorization, 2008-2009 ASPIRE Award

	Eligibility		Eligible Employees		Of Paid Employees		
	Eligible	Not Eligible	# Paid	# Not Paid	Minimum	Maximum	Mean
Category A	1,232	39	1,226	6	\$200.00	\$10,902.98	\$4,094.03
Category B	2,704	123	2,581	123	\$100.00	\$10,902.98	\$4,103.14
Category C	1,473	99	1,453	20	\$200.00	\$10,682.98	\$4,260.72
Category D	3,165	156	3,121	44	\$200.00	\$7,272.98	\$2,886.38
Category E	551	66	533	18	\$158.81	\$7,052.98	\$2,665.22
Category F	2,297	192	2,211	86	\$125.00	\$3,422.98	\$1,439.13
Category G	1,506	109	1,391	115	\$40.00	\$1,870.00	\$725.59
Category H*	1,309	215	1,085	224	\$25.00	\$1,210.00	\$464.91
Category I	2,885	332	1,480	1,405	\$150.00	\$750.00	\$569.89
Category J	268	7	264	4	\$240.00	\$15,530.00	\$6,122.46
Category K	371	5	365	6	\$200.00	\$7,765.00	\$3,232.92
Ineligible Category	45	3,775	N/A	N/A	N/A	N/A	N/A
Total	17,806	5,118	15,710	2,051			
Core Teachers" (Categories A-E)							
	9,125	483	8,914	211	\$100.00	\$10,902.98	\$3,615.58
"Teachers" (Categories A-F)							
	11,422	675	11,125	297	\$100.00	\$10,902.98	\$3,183.03

*Six employees were paid a total award of \$25. These employees were teaching assistants from Gregory Lincoln Elementary and Gregory Lincoln Middle School who were awarded Strand IIIB funds only. Strand IIIB for this campus was \$25 for Teaching Assistants, as these campuses were averaged with one campus rated "Recognized" (\$50) and another rated "Academically Acceptable" (\$0).

Table 1d displays the eligible categorizations of employees in 2009-2010. Of the 18,000 eligible employees, 16,544 (92%) were paid and 1,456 (8%) were not paid. Approximately 4% more staff were paid in 2009-2010 than in 2008-2009. Among core foundation teachers who received some award, amounts ranged from \$100 to \$11,330.00, with an average award of \$3,614.65. The average award for core foundation teachers in 2009-2010 is comparable to the average for 2008-2009. Among principals who received some award, amounts ranged from \$200 to \$15,530, with an average award of \$6,300.54, for an increase in average award of approximately \$178. Table 1d also details the minimum, maximum, and mean amounts by category of the employees who received an award.

Table 1d. Eligibility by Categorization, 2009-2010 ASPIRE Award

	Eligible		Eligible Employees		Of Paid Employees		
	Eligible	Not Eligible	# Paid	# Not Paid	Minimum	Maximum	Mean
Category A	1,103	29	1,088	15	\$100.00	\$11,330.00	\$4,157.42
Category B	2,724	156	2,687	37	\$100.00	\$11,110.00	\$4,164.49
Category C	1,494	106	1,493	1	\$200.00	\$10,670.00	\$4,431.71
Category D	3,186	192	3,154	32	\$100.00	\$7,260.00	\$2,737.30
Category E	671	57	661	10	\$100.00	\$7,040.00	\$2,826.94
Category F	2,221	251	2,191	30	\$100.00	\$3,410.00	\$1,593.99
Category G	1,678	161	1,572	106	\$44.00	\$1,870.00	\$813.09
Category H*	1,380	250	1,235	145	\$25.00	\$1,155.00	\$544.36
Category I	2,889	481	1,829	1,060	\$150.00	\$750.00	\$563.89
Category J	268	7	266	2	\$200.00	\$15,530.00	\$6,300.54
Category K	374	15	368	6	\$100.00	\$7,765.00	\$4,036.20
Ineligible Category	12	4,792	N/A	12	N/A	N/A	N/A
Total	18,000	6,497	16,544	1,456			
Core Teachers" (Categories A-E)							
	9,178	540	9,083	95	\$100.00	\$11,330.00	\$3,614.65
"Teachers" (Categories A-F)							
	11,399	791	11,274	125	\$100.00	\$11,330.00	\$3,221.95

*Only one employee was paid a total award of \$25. This employee was a 0.50 FTE teaching assistant who was awarded Strand IIIB funds only. Strand IIIB for this campus was \$50 for Teaching Assistants, as this campus was rated "Recognized."

In 2006-2007, a total of \$24,653,724.71 was paid; in 2007-2008, a total of \$31,581,703.46 was paid; in 2008-2009 a total of \$40,564,693.83 was paid; and in 2009-2010, a total of \$42,467,370.00 was paid in ASPIRE Awards. There was an increase in total awards of approximately \$6.9 million from 2006-2007 to 2007-2008, an increase of approximately \$8.98 million from 2007-2008 to 2008-2009, and an increase of approximately \$1.9 million from 2008-2009 to 2009-2010. Of the three strands, Strand II reflected the highest amount paid to employees in all years (\$12,465,871.28 in 2006-2007, \$15,164,006.27 in 2007-2008, \$20,662,487.64 in 2008-2009, and \$20,704,593.47 in 2009-2010). In 2007-2008, Strand III awards show the largest increase from the previous year, with approximately \$2.9 million more being paid out in the second year than in the first. For 2008-2009, Strand II awards show the largest increase from the previous year, with approximately \$5.5 million more being paid out, as expected¹. For 2009-2010, Strand I awards showed the largest increase from the previous year, with approximately \$1.9 million more being paid out. Also for the 2009-2010 award year, Strand IIIA shows a nominal decrease, as the award model for high schools for that strand was changed to account for the lack of comparable improvement quartiles. Amounts by strand are displayed below (see **Table 2**) for all four ASPIRE years, along with the difference in total award amounts per strand from 2008-2009 to 2009-2010. In addition, for the 2008-2009 award year, the Texas District Award for Teacher Excellence (DATE) grant provided a supplemental fund of approximately \$110,000 to be paid out to teachers (Categories A-F) only, above and beyond their ASPIRE Award. This supplemental fund was granted for the 2008-2009 school year only, and is described below as the total award is affected by this amount.

Table 2. Strand Totals for all Paid Employees

	2006-2007 Total	2007-2008 Total	2008-2009 Total	2009-2010 Total	08-09 to 09- 10 Difference
Strand I Total	\$5,785,445.13	\$7,110,021.99	\$9,292,437.65	\$11,158,730.00	\$1,866,292.35
Strand II Total	\$12,465,871.28	\$15,164,006.27	\$20,662,487.64	\$20,704,593.47	\$42,105.83
Strand III Total*	\$6,137,924.34	\$9,043,512.82	\$10,135,574.25	\$10,260,804.01	\$125,229.76
Strand IIIA Total	\$5,493,651.08	\$5,720,776.02	\$6,166,365.59	\$5,962,957.81	(\$203,407.78)
Strand IIIB Total	\$645,399.76	\$1,681,781.80	\$2,500,519.66	\$2,768,442.20	\$267,922.54
Strand IIIC Total	\$0.00	\$1,640,955.00	\$1,468,689.00	\$1,529,404.00	\$60,715.00
Total Pre-Attendance	\$24,389,240.75	\$31,317,541.08	\$40,090,499.54	\$42,124,127.48	\$2,033,627.94
Attendance Total	\$264,436.00	\$264,162.38	\$363,461.91	\$343,242.52	(\$20,219.39)
DATE Supplement Total	\$0.00	\$0.00	\$110,732.38	\$0.00	(\$110,732.38)
Total Award	\$24,653,724.71	\$31,581,703.46	\$40,564,693.83	\$42,467,370.00	\$1,902,676.17

*Strand III Total does not add up to Strand IIIA and Strand IIIB for 2006-2007 as various adjustments were made after payout had been completed.

¹ The 2008-2009 award year marked the beginning of the DATE funding for the ASPIRE Award. Awards for Strand II in 2008-2009 increased from a maximum of \$5,000 to a maximum of \$7,000. DATE funding allowed the district to significantly increase the award amount for teacher-level ASPIRE Awards.

Table 2. Strand Totals for all Paid Employees

	2006-2007 Total	2007-2008 Total	2008-2009 Total	07-08 to 08- 09 Difference
Strand 1 Total	\$5,785,445.13	\$7,110,021.99	\$9,292,437.65	\$2,182,415.66
Strand 2 Total	\$12,465,871.28	\$15,164,006.27	\$20,662,487.64	\$5,498,481.37
Strand 3 Total*	\$6,137,924.34	\$9,043,512.82	\$10,135,574.25	\$1,092,061.43
Strand 3A Total	\$5,493,651.08	\$5,720,776.02	\$6,166,365.59	\$445,589.57
Strand 3B Total	\$645,399.76	\$1,681,781.80	\$2,500,519.66	\$818,737.86
Strand 3C Total	\$0.00	\$1,640,955.00	\$1,468,689.00	(\$172,266.00)
Total Pre-Attendance	\$24,389,240.75	\$31,317,541.08	\$40,090,499.54	\$8,772,958.46
Attendance Total	\$264,436.00	\$264,162.38	\$363,461.91	\$99,299.53
DATE Supplement Total	\$0.00	\$0.00	\$110,732.38	\$110,732.38
Total Award	\$24,653,724.71	\$31,581,703.46	\$40,564,693.83	\$8,982,990.37

*Strand 3 Total does not add up to Strand 3A and Strand 3B for 2006-2007 as various adjustments were made after payout had been completed.

Core teachers were paid a total of \$19,221,442.87 in awards in 2006-2007, comprised of Strand I awards (\$3,295,700.00), Strand II awards (\$11,684,794.28), Strand III awards (\$4,029,765.50) and Attendance bonus amounts (\$211,183.09), as listed in **Table 3a**. In 2007-2008, core teachers were paid a total of \$24,388,511.99 in awards, comprised of Strand I awards (\$4,055,480.00), Strand II awards (\$13,656,440.81), Strand III awards (\$6,454,520.00) and Attendance bonus amounts (\$222,071.18), described in **Table 3b**. Core teachers in 2008-2009 were paid a total of \$32,229,284.33, comprised of Strand I awards (\$5,549,047.50), Strand II awards (\$18,946,300.14), Strand III awards (\$7,328,427.50), attendance bonus amounts (\$310,547.51), and the DATE grant supplemental funds (\$94,961.68), described in **Table 3c**. Core teachers in 2009-2010 were paid a total of \$32,831,845.63, comprised of Strand I awards (\$6,433,320.00), Strand II awards (\$18,718,350.97), Strand III awards (\$7,388,067.00), and Attendance bonus amounts (\$292,107.66), as described in **Table 3d**. The total number of eligible people paid in 2006-2007 by category are listed in Table 3a with the strand totals and the total award paid to that category. The total number of eligible people paid in 2007-2008, in 2008-2009, and in 2009-2010 by category are listed in Tables 3b, 3c, and 3d, respectively, with strand totals and the total award paid to that category. Tables 3b, 3c, and 3d include a section describing the total dollar amounts for “Core Teachers” and “Teachers,” to allow for better comparisons.

Table 3a. Strand Totals for All Paid Employees by Category, 2006–2007

Category		Number	Strand I	Strand II	Strand III	Attendance	Total
2007–08	2006–07						
A	Instructional, Core	7,208	\$3,295,700.00	\$11,684,794.28	\$4,029,765.50	\$211,183.09	\$19,221,442.87
B							
C							
D							
E							
F	*Instructional, Non-core	3,548	\$1,525,368.13	\$0.00	\$1,890,754.34	\$53,252.91	\$3,469,423.34
G							
K							
H	Non-instructional	2,159	\$798,275.00	\$0.00	\$0.00	\$0.00	\$798,275.00
I							
J	Principal	242	\$166,102.00	\$781,077.00	\$217,404.50	\$0.00	\$1,164,583.50
Total		13,157	\$5,785,445.13	\$12,465,871.28	\$6,137,924.34	\$264,436.00	\$24,653,724.71

*For 2006–2007, the strand amounts and attendance bonus for instructional, non-core employees do not add up to the Total amount due to adjustments of \$47.96. The Total Award amount of \$24,653,724.71 does reflect the actual payout.

Table 3b. Strand Totals for All Paid Employees by Category, 2007-2008

Paid						
Categories	Number	Strand I	Strand II	Strand III	Attendance	Total
Category A	1275	\$551,750.00	\$2,260,491.50	\$1,015,475.00	\$40,478.12	\$3,868,194.62
Category B	2400	\$1,174,450.00	\$4,780,281.25	\$1,659,512.50	\$67,026.67	\$7,681,270.42
Category C	1375	\$714,180.00	\$2,720,577.78	\$934,042.50	\$46,427.50	\$4,415,227.78
Category D	3055	\$1,332,950.00	\$3,224,000.00	\$2,347,460.00	\$57,277.25	\$6,961,687.25
Category E	687	\$282,150.00	\$671,090.28	\$498,030.00	\$10,861.64	\$1,462,131.92
Category F	2537	\$1,282,897.50	\$0.00	\$1,722,292.00	\$29,331.70	\$3,034,521.20
Category G	1179	\$412,087.50	\$0.00	\$344,875.50	\$11,148.25	\$768,111.25
Category H	1048	\$403,425.00	\$0.00	\$47,305.00	\$1,611.25	\$452,341.25
Category I	1696	\$638,695.00	\$0.00	\$0.00	\$0.00	\$638,695.00
Category J	255	\$169,228.13	\$835,974.00	\$295,914.75	\$0.00	\$1,301,116.87
Category K	337	\$148,208.87	\$671,591.47	\$178,605.57	\$0.00	\$998,405.91
Total	15844	\$7,110,022.00	\$15,164,006.28	\$9,043,512.82	\$264,162.38	\$31,581,703.47
"Core Teachers" (Categories A-E)						
	8792	\$4,055,480.00	\$13,656,440.81	\$6,454,520.00	\$222,071.18	\$24,388,511.99
"Teachers" (Categories A-F)						
	11329	\$5,338,377.50	\$13,656,440.81	\$8,176,812.00	\$251,402.88	\$27,423,033.19

Table 3c. Strand Totals for All Paid Employees by Category, 2008-2009

Paid Categories	Number	Strand I	Strand II	Strand III	Attendance	DATE	
						Supplement	Total
Category A	1,226	\$729,000.00	\$3,073,437.50	\$1,137,025.00	\$65,425.21	\$14,394.82	\$5,019,282.53
Category B	2,581	\$1,813,612.50	\$6,776,962.50	\$1,881,405.00	\$90,884.58	\$27,348.86	\$10,590,213.44
Category C	1,453	\$853,260.00	\$4,070,935.56	\$1,190,887.50	\$59,038.87	\$16,705.26	\$6,190,827.19
Category D	3,121	\$1,880,550.00	\$4,321,362.50	\$2,691,735.00	\$84,379.75	\$30,373.20	\$9,008,400.45
Category E	533	\$272,625.00	\$703,602.08	\$427,375.00	\$10,819.10	\$6,139.54	\$1,420,560.72
Category F	2,211	\$1,400,718.75	--	\$1,730,763.25	\$34,662.60	\$15,770.70	\$3,181,915.30
Category G	1,391	\$535,715.15	--	\$457,386.90	\$16,186.80	--	\$1,009,288.85
Category H	1,085	\$436,800.00	--	\$65,565.00	\$2,065.00	--	\$504,430.00
Category I	1,480	\$843,431.25	--	--	--	--	\$843,431.25
Category J	264	\$299,100.00	\$981,450.00	\$335,778.75	--	--	\$1,616,328.75
Category K	365	\$227,625.00	\$734,737.50	\$217,652.85	--	--	\$1,180,015.35
Total	15,710	\$9,292,437.65	\$20,662,487.64	\$10,135,574.25	\$363,461.91	\$110,732.38	\$40,564,693.83
"Core Teachers" (Categories A-E)							
	8,914	\$5,549,047.50	\$18,946,300.14	\$7,328,427.50	\$310,547.51	\$94,961.68	\$32,229,284.33
"Teachers" (Categories A-F)							
	11,125	\$6,949,766.25	\$18,946,300.14	\$9,059,190.75	\$345,210.11	\$110,732.38	\$35,411,199.63

Table 3d. Strand Totals for All Paid Employees by Category, 2009-2010

Paid Categories	Number	Strand I	Strand II	Strand III	Attendance	DATE	
						Supplement	Total
Category A	1088	\$717,000.00	\$2,815,108.33	\$942,075.00	\$49,089.17		\$4,523,272.50
Category B	2687	\$1,921,470.00	\$6,957,317.50	\$2,217,586.00	\$93,614.85		\$11,189,988.35
Category C	1493	\$1,328,850.00	\$4,084,002.22	\$1,140,651.00	\$63,035.02		\$6,616,538.24
Category D	3154	\$1,987,500.00	\$3,946,075.00	\$2,626,980.00	\$72,884.25		\$8,633,439.25
Category E	661	\$478,500.00	\$915,847.92	\$460,775.00	\$13,484.37		\$1,868,607.29
Category F	2191	\$1,733,370.00	\$0.00	\$1,726,557.00	\$32,502.95		\$3,492,429.95
Category G	1572	\$744,920.00	\$0.00	\$516,859.50	\$16,404.41		\$1,278,183.91
Category H	1235	\$594,900.00	\$0.00	\$75,155.00	\$2,227.50		\$672,282.50
Category I	1829	\$1,031,362.50	\$0.00	\$0.00	\$0.00		\$1,031,362.50
Category J	266	\$317,497.50	\$1,035,655.00	\$322,790.91	\$0.00		\$1,675,943.41
Category K	368	\$303,360.00	\$950,587.50	\$231,374.60	\$0.00		\$1,485,322.10
Total	16544	\$11,158,730.00	\$20,704,593.47	\$10,260,804.01	\$343,242.52		\$42,467,370.00
"Core Teachers" (Categories A-E)							
	9083	\$6,433,320.00	\$18,718,350.97	\$7,388,067.00	\$292,107.66		\$32,831,845.63
"Teachers" (Categories A-F)							
	11274	\$8,166,690.00	\$18,718,350.97	\$9,114,624.00	\$324,610.61		\$36,324,275.58

Conclusions

The district has successfully awarded teachers through a performance pay program for the last five consecutive years. Beginning in 2005-2006, the Teacher Performance Pay Model (TPPM) was awarded. 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 became the “Recognize” component of the district’s comprehensive education-improvement model, “Accelerating Student Progress: Increasing Results and Expectations” (ASPIRE). While teacher performance awards have been paid for five consecutive years, the ASPIRE Award has been paid out for the past four years. The original TPPM model and the calculations used to determine awards bear little resemblance to the model and calculations used in the ASPIRE Award; therefore, this award payout report discusses the ASPIRE Award only. For the 2006-2007 award year, a total of \$24,653,724.71 was paid; for the 2007-2008 award year, a total of \$31,581,703.46 was paid; for the 2008-2009 award year, a total of \$40,564,693.83 was paid; and for the 2009-2010 award year, a total of \$42,467,370.00 was paid.

This report informs a part of several other reports released through the HISD Research and Accountability department regarding the ASPIRE Award and Teacher Performance Pay. The “ASPIRE Award Inquiry Report: 2009-2010” provides a detailed description of the inquiries that were submitted for the 2009-2010 award year. Inquiries received and answered in 2008-2009 are compared to inquiries from 2009-2010 in this report. Improvements made to the originating data and the inquiry process are described. The “2006-2007 ASPIRE Award Program Evaluation,” the “2007-2008 ASPIRE Award Program Evaluation,” and the “2008-2009 ASPIRE Award Program Evaluation” assess the effectiveness of the 2005-2006, 2006-2007, 2007-2008, and 2008-2009 ASPIRE Award programs in relation to the stated goals and the impact on the participants after two years and three years, respectively, of implementing a performance-pay program. The “2009-2010 ASPIRE Award Program Evaluation,” due to be released in September 2011, assesses the effectiveness of the award program through the fifth year of implementing a performance-pay program.

The 2010-2011 ASPIRE Award model retains the categorizations and award amounts used for the 2009-2010 award year. Some methodological changes have occurred. For high schools, Strand IIIA no longer uses comparable improvement quartiles, as these are no longer provided for high school campuses. Instead, campus level AP, IB, and Dual Credit participation and achievement are used to determine awards for Strand IIIA. For the 2010-2011 award year, an attendance bonus will no longer be calculated and awarded. Also for the 2010-2011 award year, teachers and administrators eligible for awards in Strand II will not be awarded in any strand if all of the scores used to calculate their Strand II awards are -2.0 or less. This ensures that teachers and administrators who are not positively impacting student growth in core foundation subjects are also not awarded in the campus-level strands. Eligibility changes have also been put into place. For the 2010-2011 award year, employees are required to have no more than 10 days absence in order to be eligible for the award. In addition, only staff who are paid by a campus will be eligible for the 2010-2011 awards.

The processes of identifying appropriate employee categorizations, student linkages, and campus assignment began from the data perspective in February of 2011, and at the campus level in May of 2011. It is scheduled to be paid out in January of 2012.