

MEMORANDUM

December 20, 2013

TO: Board Members

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

CONTACT: Carla Stevens, 713-556-6700

SUBJECT: **2011-2012 ASPIRE Award Inquiry Report and 2011-2012 ASPIRE Award Payout Report**

In January 2007, 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. Improvements and enhancements of that model became the "Recognize" component of the district's comprehensive education-improvement model, "Accelerating Student Progress. Increasing Results and Expectations" (ASPIRE).

The 2011-2012 ASPIRE Award program, designed to award teachers and staff for students' progress and performance in the 2011-2012 school year, was paid out on January 23, 2013. Awards were calculated and award notices were posted live on the ASPIRE portal on November 19, 2012, at which time the formal inquiry process opened. All current staff were able to submit an inquiry via the ASPIRE portal from November 19 through December 10, 2012. Individuals who were no longer employed 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.

Attached is the 2011-2012 ASPIRE Award Payout Report and the 2011-2012 ASPIRE Award Inquiry Report.

Some of the highlights are as follows:

Award Payout:

- For the 2011–2012 ASPIRE Award year, a total of 17,522 campus-based employees were considered. Of those, 12,343 (70.4%) met eligibility requirements. This is as compared to the 2010-2011 ASPIRE Award year, where a total of 21,528 campus-based employees were considered, and 13,737 (63.8%) met eligibility requirements.
- The 2011–2012 ASPIRE Award was paid out on January 23, 2013. The final total payout was \$17,669,259.42 for 4,823 core teachers, 846 noncore teachers, 1,123 campus-based support staff, 243 assistant principals/deans, and 182 principals, reflecting 41.2 percent of considered staff receiving an award, compared to 57.9 percent for 2010-2011.
- In 2011-2012, among core foundation teachers who received some award, amounts ranged from \$250 to \$9,000, with an average award of \$3,055.48. Although the minimum paid amount was higher than in prior years, the average award was approximately \$700 less in 2011-2012 than in 2010-2011 for core foundation teachers.
- The total amount awarded for the 2011-2012 ASPIRE Award was \$17,669,259.42 – a decrease of approximately \$17.7 million from the prior year due to changes in the award model criteria.

Inquiry Results

- A total of 17,522 employees were considered for the 2011-2012 ASPIRE Award, of which 515 (2.9%) submitted inquiries. Of these, 69% (353) were resolved with no changes.
- In comparison, a total of 21,528 employees were considered for the 2010-2011 ASPIRE Award, of which 856 (4%) submitted inquiries. Of these, 61% (521) were resolved with no changes.
- 2011-2012 inquiries were placed into one of six types of issues: Charter Issues (1%), Communication Issues (26%), Value-Added Issues (8%), Verification/Confirmation Issues (15%), Human Resources (HR) Issues (46%), and Not Applicable Issues (3%). HR Issues comprised 46% of all submitted inquiries.

Should you have any further questions, please contact my office or Carla Stevens in Research and Accountability at 713-556-6700.

Administrative Response:

The program is meeting the goals that were identified by the working group to reward teachers who are performing at the highest levels. In addition, administration is working with outside consultants and internal cross-functional teams to make recommendations for future changes for the 2014-2015 school year.


_____ TBG

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
School Support Officers
Principals



RESEARCH

Educational Program Report

2011–2012 ASPIRE AWARD INQUIRY REPORT

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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2011-2012 ASPIRE Award Inquiry Report

Executive Summary

Program Description

The 2011-2012 ASPIRE Award program, designed to award teachers and staff for students' progress and performance in the 2011-2012 school year, was paid out on January 23, 2013. The Principal Re-confirmation Period was open from September 18 through September 28, 2012. This period allowed principals to view the final categorization, eligibility, and percentage time on campus for the staff at their campuses and request changes where necessary. Awards were then calculated and award notices were posted live on the ASPIRE portal on November 19, 2012, at which time the formal inquiry process opened. All current staff were able to submit an inquiry via the ASPIRE portal from November 19, 2012 through December 10, 2012. Individuals who were no longer employed 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 2011-2012 award year.

Highlights

- For the 2011-2012 ASPIRE Award year, a total of 17,522 campus-based employees were considered. A total of 515 inquiries (2.9% of those considered) were submitted as part of the 2011-2012 ASPIRE Award Teacher Inquiry Period.
- Of the 515 total inquiries for the 2011-2012 award program, 3 (< 1%) were withdrawn, 159 (31%) were resolved with changes, and 353 (69%) were resolved with no changes. In comparison, during the inquiry period for the 2010-2011 award program, <1% of inquiries were withdrawn, 38% were resolved with changes, and 61% were resolved with no changes.
- Inquiries were placed into one of six types of issues: Charter Issues (1%), Communication Issues (26%), Value-Added Issues (8%), Verification/Confirmation Issues (15%), Eligibility Issues (46%), and Not Applicable Issues (3%).

Conclusions

1. The major type of inquiry submitted during the 2011-2012 ASPIRE Award Inquiry period was eligibility issues, of which the largest portions were inquiries regarding the attendance requirement for eligibility. Of those, employee pay correction forms accounted for a large percentage of the submitted inquiries. As employee pay corrections are not able to be collected through the data system, we anticipated a large number of inquiries to be related to this issue annually. None of the inquiries of these types that were submitted revealed any miscalculation of absences or data errors that could have prevented the submission of any portion of inquiries of this type.
2. This report in part informs senior staff and the Award Program Advisory Committee in the development of future ASPIRE Award models and in decision-making regarding eligibility, communication, and training for both the ASPIRE Award and student progress measures and calculations.

Introduction

The 2011-2012 ASPIRE Award program, designed to award teachers and staff for students' progress and performance in the 2011-2012 school year, was paid out on January 23, 2013. The Principal Re-confirmation Period was open from September 18 through September 28, 2012. This period allowed principals to view the final categorization, eligibility, and percentage time on campus for the staff at their campuses 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 November 19, 2012, at which time the formal inquiry process opened. All current staff were able to submit an inquiry via the ASPIRE portal from November 19, 2012 through December 10, 2012. Individuals who were no longer employed with the district 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 2011-2012 award year.

Results

A total of 17,522 campus-based employees were considered for the 2011-2012 ASPIRE Award. A total of 515 inquiries (2.5% of those considered) were submitted as part of the 2011-2012 ASPIRE Award Staff Inquiry Period. As a frame of reference, a total of 856 inquiries, or 4% of the total number of employees considered, were submitted as part of the 2010-2011 ASPIRE Award Teacher inquiry. **Figure 1** shows the submitted inquiries from the 2007-2008 inquiry period through the 2011-2012 inquiry period.

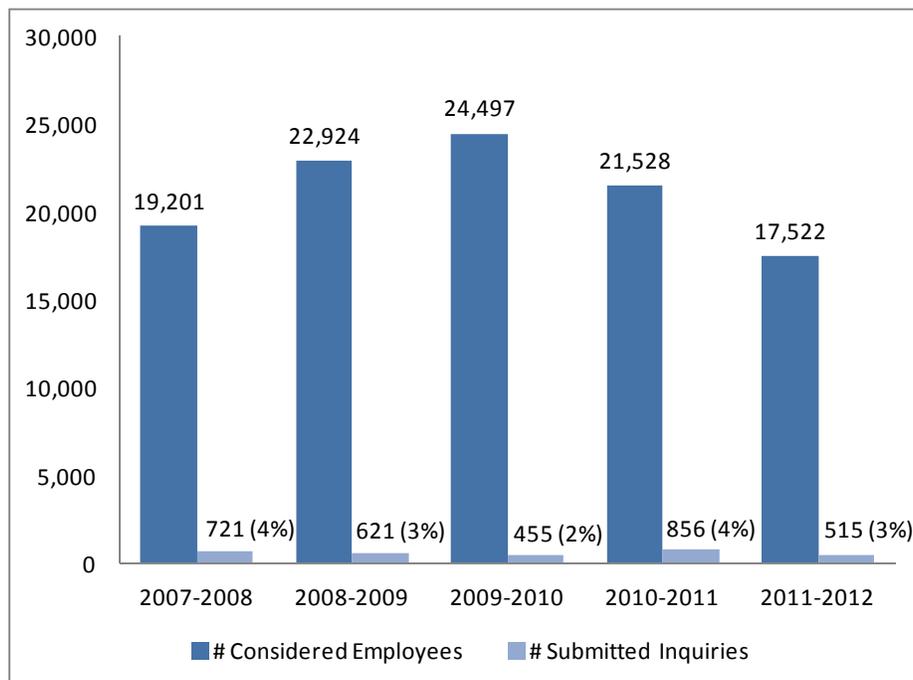


Figure 1. 2007-2008 to 2011-2012 - Number of Considered Employees and Number/Percentage of Submitted Inquiries

Figure 2 displays the percentage of inquiries resolved with changes and the percentage of inquiries resolved with no changes for the inquiry periods from 2007-2008 through 2011-2012. For the 2011-2012 inquiry period, of the 515 submitted inquiries, 353 (69%) were resolved with no changes, 159 (31%) were resolved with changes, and 3 (> 1%) were withdrawn (included in the figure below as “resolved with no changes”). **Table 1** in **Appendix A** details the number of inquiries submitted and the resolution status for each of the five years.

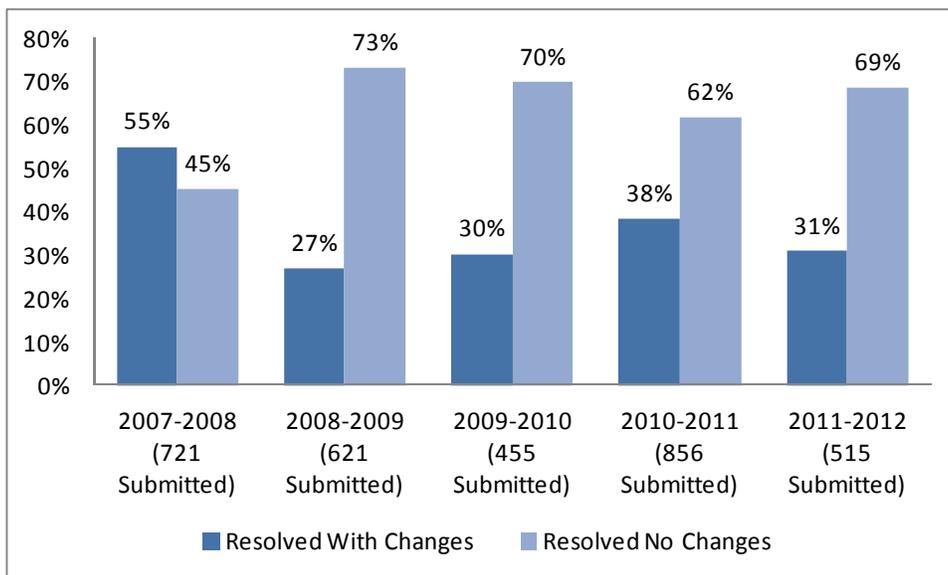


Figure 2. 2007-2008 to 2011-2012 Comparison – Inquiry Resolution

Inquiries were placed into one of six types of issues, as detailed in **Table 2 (Appendix A)** and **Figure 3**.

Charter Issues

Five inquiries (1%) were submitted regarding eligibility of charter school employees. As charter school employees do not have data contained within the PeopleSoft system, their eligibility is determined based on information obtained directly from the charter schools. All inquiries of this type were resolved with no changes.

Communication Issues

Twenty-six percent of the total number of inquiries related directly to the communication of the ASPIRE award program and employees’ lack of understanding of the program:

Award Model Changes (108 inquiries): Many staff had questions regarding changes to the ASPIRE award model, in particular with regard to the changes to the award levels. The award model was changed to award staff in quintile 1 only, as opposed to in quartiles 1 and 2; many staff did not realize that a ranking of “2” would not result in awards. Some employees still did not understand the elimination of the attendance bonus (eliminated after the 2009-2010 ASPIRE Award). Many teachers awarded in Strand II using campus-level data did not understand that although department-level data was still ranked and placed into quartiles, only teachers at campuses in quartile 1 were to be awarded for the 2011-2012 award year. Many teachers with their own value-added data did not realize that awards were calculated using their cumulative gain index and were no longer rank-ordered with other teachers’ scores. Inquiries were also submitted questioning the data used in determining the award for Strand III of the ASPIRE Award. The analysis for the AP/IB portion of Strand III was changed from prior years; however, the

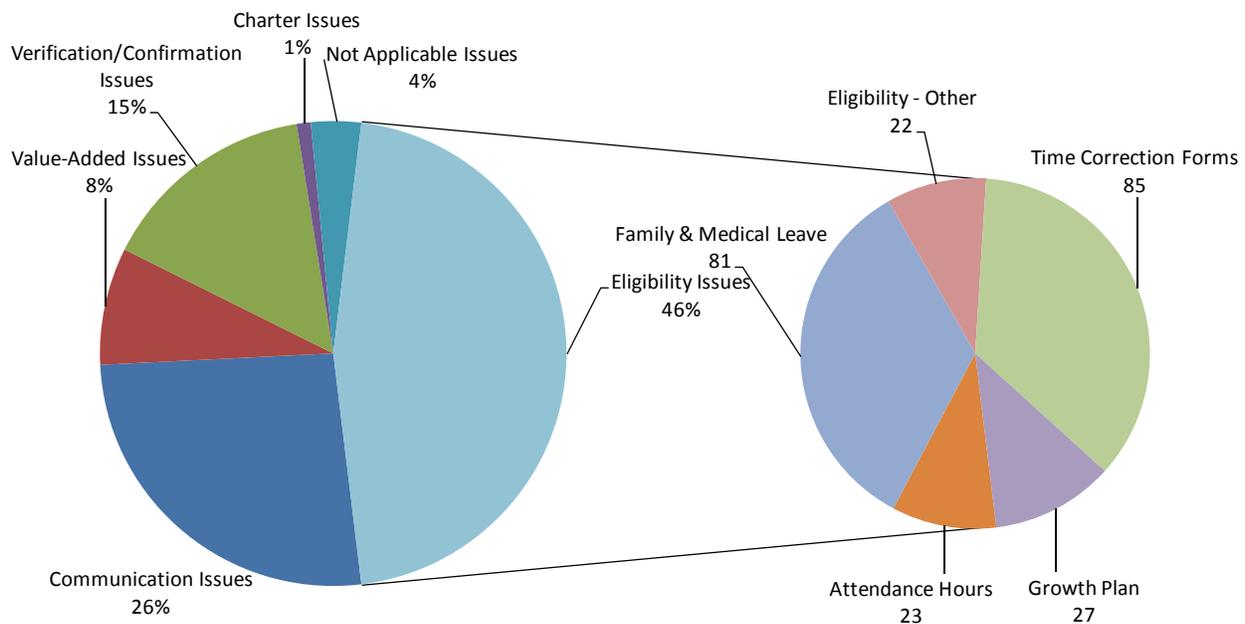


Figure 3. 2011-2012 ASPIRE Award Inquiry Issue Types

analysis that was used was heavily documented and widely communicated through the ASPIRE e-News bi-monthly newsletters. No changes were necessary for inquiries of this type.

Comparative Growth (7 inquiries): Teachers of grades PK-2nd grade were awarded using campus-level comparative growth data for second grade which was rank-ordered with all other elementary campuses. Some of the teachers who were awarded using this method questioned why their own comparative growth measure was not used. In addition, some principals submitted inquiries regarding their Strand II award, which was based on value-added analyses rather than comparative growth analyses. No changes were necessary for these inquiries.

High School Value-Added Scores (13 inquiries): Thirteen inquiries were submitted by high school core foundation teachers who were questioning their own individual EVAAS scores, or questioning why their own value-added scores had not been used in determining their awards. Because the value-added analysis at the teacher level with STAAR EOC exams was a new measure with a new test, the decision was made during model development to keep Strand II of the award for high school teachers based on department-level value-added analysis for 2011-2012. No changes were necessary for these inquiries.

Low CGI in Strand 2 (5 inquiries): Core foundation regular education teachers of grades 3-12 and administrators eligible for awards in Strand II were not awarded in any strand if all of the value-added (EVAAS) scores used to calculate their Strand II awards were -2.0 or less. This new criteria was implemented for the 2010-2011 award year and kept for the 2011-2012 award year to ensure that teachers and administrators who were not positively impacting student growth in core foundation subjects were also not awarded in the campus-level strands. This criteria included regular education core

foundation teachers of grades 3-8 with their own value-added analysis and campus administrators, and excluded teachers whose calculations used campus-level EVAAS scores (special education teachers, PK-2nd grade teachers, and 9-12 grade teachers). No changes were necessary for these inquiries.

Value-Added Issues

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

Test Corrections (1 inquiry): One teacher submitted an inquiry regarding the tests used for value-added analysis, citing concerns regarding the test correction window. This inquiry was resolved with no changes.

Understanding Value-Added Analysis (36 inquiries): The majority of these types of inquiries were questions relating to the difference between progress and achievement. Teachers submitting these types of inquiries often noted the achievement of 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. New for the 2011-2012 analyses, value-added reports were produced for teachers with students who tested on the STAAR EOC exams. EOC exams are analyzed for student growth using a Univariate Response Model (URM), which does not require students to have consecutive years of data. In addition to high school teachers, some 7th and 8th grade teachers teaching advanced math courses received this type of analysis for the 2011-2012 school year.

Understanding Teacher Value-Added Reports (5 inquiries): Inquiries of this type were submitted because teachers receive a separate report with a teacher gain index for each grade level, but for award purposes, their cumulative gain index is used. Teachers do not have access to view their single cumulative gain index that is across grades for a subject; this in turn causes confusion for teachers of multiple grade levels. In one case, however, linkage was provided for two separate grade levels; therefore, two separate reports were produced, and the cumulative gain was used for the teacher's award. However, during the inquiry process it was revealed that the teacher should not have provided linkages for one of the grade levels; therefore, changes were made to his/her award.

Verification/Confirmation Issues

Fifteen percent of the total number of submitted inquiries were related to the verification and/or confirmation process, and were of five types:

Campus Assignment (6 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 at another campus. All of these inquiries were resolved with changes.

Categorization (53 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). Approximately two-thirds of these inquiries were resolved with changes.

Literacy Coach (1 inquiry): Literacy Coaches are often used in different capacities on the campus. 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 2012 that they would remain as Category G. This inquiry was resolved with no changes.

Student Linkage/Subject Assignment (15 inquiries): Several of these types of inquiries were a result of 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. Subject assignment stems primarily from the student linkages provided during the spring linkage period. In some cases, teachers and/or principals verified more, less, or different subjects than the teacher should have had. The inquiries that were resolved with changes were individuals who did not have teacher-level value-added results produced for their categorization, or teachers whose principals confirmed that incorrect changes had been made to the linkages provided during the spring linkage period.

Missing Middle School Algebra Students (3 inquiries): After the 2011-2012 linkage period had closed, it was discovered that changes needed to be made, most notably to Math courses, to identify those courses which would have been tested using the STAAR EOC Algebra exam instead of the STAAR 7th or 8th grade Math exam. Because this was not discovered until after the linkage period had closed, modifications were made by using course title and course ID to identify Algebra I courses. In most cases, this was successful; however, some courses were not correctly identified, and as such, no value-added analysis was calculated for those 7th or 8th grade teachers of advanced math students. In two of the cases where an inquiry was submitted, a special analysis was done for the teacher, as the teacher had no analysis with which to determine an award.

Eligibility Issues

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

Attendance (23 inquiries): For the 2011-2012 award period, in order to qualify for the award, it was required that employees be absent no more than 10 instructional days (not exceed 77.5 hours for staff on a 7.75-hour schedule, or 80.0 hours for staff on an 8-hour schedule). This did not constitute change from the prior award year. Individuals submitted inquiries specifically regarding their ineligibility for the award based on the number of hours absent. Changes were not made to the data for these inquiries, as these employees were not requesting Family Medical Leave (FML) coverage, employee pay corrections, or any other types of data changes that would cause them to become eligible.

Family & Medical Leave/Workers' Compensation (81 inquiries): Protected leave types such as FML were held harmless in the calculation of eligibility, as in prior years. In many cases, employees applied and were approved for FML through the Human Resources department, their FML dates were opened and closed as appropriate, and the absences incurred in that time were held harmless. However, in some cases, FML needed to be extended, or the opening or closing dates of FML had not yet been entered into the PeopleSoft system. In addition, Workers' Compensation requires a specific coding within the PeopleSoft system in order to be identified as a harmless leave type. In some cases, the coding for these absences required corrections. In these cases (about half of inquiries of this type), changes were made to the employee's eligibility. However, if those changes were not required, the inquiry was resolved with no changes, as retroactive FML application was severely limited during the 2011-2012 ASPIRE

Award Inquiry period, and in some cases, would not have been warranted even if the employee had applied in a timely fashion.

Eligibility – Other (22 inquiries): Inquiries were submitted regarding general eligibility criteria. The majority of these (20 inquiries) were resolved with no changes.

Time Correction Forms (85 inquiries): When employee pay correction forms are submitted by the campus to correct absences that were recorded in the PeopleSoft system, the details of those corrections cannot at this time be picked up within the data that is collected for the initial award eligibility calculation. In order to make these corrections for ASPIRE eligibility purposes, we must collect the submitted pay correction forms and make manual corrections to eligibility. With the stricter attendance requirement, many more employees with time correction forms submitted inquiries to change their eligibility. Approximately half of those inquiries were resolved with changes.

Growth Plan (27 inquiries): Beginning with the 2010-2011 award year and continuing for the 2011-2012 award year, employees who were on a Growth Plan or Prescriptive Plan of Assistance (PPA) based on the 2011-2012 spring staff review as determined by multiple measures including observations, walkthroughs, student performance, etc. and whose performance goals were not met by the end of the 2011-2012 school year were not eligible to receive an ASPIRE Award payment. Although data were collected at multiple points in time from the employee staff review data, this data often did not match what had occurred at the campuses. In some cases, employees had never been on a growth plan or PPA, but were indicated as such in the data file; in other cases, employees had successfully completed the growth plan or PPA, but this information was not found within the data file. Approximately 75% of the inquiries submitted regarding growth plan/PPA eligibility were resolved with changes to the employee's eligibility.

Not Applicable Issues

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

Principals submitting 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 (9 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 (3 inquiries): These inquiries were submitted by staff members and were withdrawn before the Research Department had reviewed them.

Conclusions

The vast majority of inquiries submitted during the 2011-2012 ASPIRE Award Inquiry period were eligibility issues, of which almost all related to the attendance requirement for eligibility. Although the attendance eligibility criteria and requirements for having Family Medical Leave (FML) formalized and approved by Human Resources have been in place for four award cycles, it was anticipated that the majority of inquiries would be related to this eligibility requirement. The attendance eligibility requirement was tightened during the 2010-2011 award year to no more than 10 days, rather than 10% absence.

Although this criteria was not new for the 2011-2012 award year, teachers and staff have not yet fully accepted this criteria. In addition, beginning in the 2010-2011 school year, the ability to apply retroactively for FML protection for absences was curtailed, and continued with even further restrictions for the 2011-2012 school year. This allowed for fewer eligibility changes, unlike in the two years prior (2008-2009 and 2009-2010), when deadlines to provide documentation to support retroactive FML protection were extended multiple times to accommodate employees. With this limitation in place, approximately half of employees who needed changes made to FML were able to provide the necessary documentation to result in a change to their eligibility, as opposed to approximately two-thirds in 2010-2011.

In addition to the inquiries regarding FML protection, inquiries related to employee pay correction forms continues as a heavily reported inquiry type, for which there is no formalized data from which the Research Department may gather the necessary information. As a result, many changes related to attendance and pay correction forms that were submitted through the Payroll Department had to be calculated manually and hand-entered. As it was for 2010-2011, it is estimated that the major reason this continues as an issue this year is because of the tightening of the attendance requirement, as many employees were only a few hours over the maximum allowable absence hours.

Inquiries regarding growth plan/PPA data were also a major inquiry type submitted that was related to eligibility, and which resulted in changes to award notices that had been posted. Of the 352 employees who were initially found as ineligible for an award based solely on PPA/Growth Plan data, 20 (6%) submitted inquiries and were found to be eligible for the award. This is a significant improvement over the 2010-2011 award year, when fully 34% of those identified as being on a PPA/Growth Plan were shown, through inquiry, not to have been. For the 2011-2012 ASPIRE Award year, a more accurate data set was obtained, and was released during the Linkage and Verification period in the spring. Principals also had the opportunity to review this data again in the fall, prior to award calculations for the 2011-2012 award year.

Although changes were not made to inquiries regarding attendance which had no supporting documentation (FML or employee pay correction forms), these comprised a large number of the inquiries responded to by providing explanations of why employees were not eligible for the 2011-2012 award year.

Communication issues comprised a much smaller percentage of submitted inquiries, but these nonetheless accounted for a total of 135 inquiries which required a response, even though no changes were made to the award notices for the employees who submitted inquiries of this type. Many campus-based staff had questions on the calculation of the award; these submitted inquiries imply that staff still do not understand how their award amounts are decided. This is disconcerting because the 2011-2012 award model had major changes from the prior two years which were heavily documented and widely distributed through the ASPIRE e-news on a bi-monthly basis. In addition, the 2012-2013 award model is significantly different yet again from the 2011-2012 award model. With this in mind, we again recommend providing additional targeted communication to campus-based staff regarding these changes, as well as the opportunity to present to campus principals, support teams, and/or staff members the new ASPIRE Award model. Beginning in April of 2013, the Research & Accountability Department will begin presentations to principals to explain the new award model and to highlight changes in eligibility requirements.

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 three years, awards have been calculated more accurately with fewer problems and less corrections after initial posting. Only 31% of submitted inquiries resulted in changes to the employees' award notices. 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 September of 2012. 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 recommended 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 September of the following school year for quality assurance purposes.

For the 2011-2012 award year, a series of School Messenger 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 December 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 requests for changes after the deadline. Because of the changes implemented over the last four years, very few “follow-up” payroll files were required, in spite of the higher number of inquiries submitted. The final set of inquiry follow-up payments were made on February 27, 2013.

APPENDIX A
ASPIRE AWARD INQUIRY TABLES

Table 1: 2007-2008 to 2011-2012 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%	38	5.3%	396	54.9%	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%
2010-2011	21,528	856	4.0%	6	0.7%	329	38.4%	521	60.9%
2011-2012	17,522	515	2.9%	3	0.6%	159	30.9%	353	68.5%
* Percent of all employees considered									
^ Percent of all inquiries submitted									

Table 2: 2011-2012 Inquiry Type by Resolution

	Resolution Type		Total	Percent
	Resolved no changes*	Resolved with changes		
Total	356 (69%)	159 (31%)	515	
Charter Issues	5	0	5	1%
Charter Eligibility	5	0	5	
Communication Issues	135	0	135	26%
Award Model	108	0	108	
Comparative Growth	7	0	7	
High School Value-Added Scores	13	0	13	
Low CGI in Strand 2	5	0	5	
Model Changes - Attendance Bonus	2	0	2	
Value-Added Issues	41	1	42	8%
Test Corrections	1	0	1	
Understanding Teacher Value-Added Reports	4	1	5	
Understanding Value-Added Analysis	36	0	36	
Verification/Confirmation Issues	27	51	78	15%
Campus Assignment	0	6	6	
Categorization	16	37	53	
Student Linkage/Subject Assignment	9	6	15	
Literacy Coach	1	0	1	
Middle School Missing Algebra Students	1	2	3	
Eligibility Issues	131	107	238	46%
Attendance	23	0	23	
Family & Medical Leave/Workers' Compensation	36	45	81	
Eligibility - Other	20	2	22	
Time Correction Forms	45	40	85	
Growth Plan	7	20	27	
Not Applicable Issues	18	0	18	3%
Not Award Related	9	0	9	
Principal Submitting on Behalf	6	0	6	
User Withdrawn	3	0	3	
*Includes withdrawn inquiries				