

MEMORANDUM

July 10, 2012

TO: Board Members

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

CONTACT: Carla Stevens, 713-556-6700

SUBJECT: **2010-2011 ASPIRE Award Inquiry Report and 2010-2011 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 2010-2011 ASPIRE Award program, designed to award teachers and staff for students' progress and performance in the 2010-2011 school year, was paid out on January 25, 2012. The Principal Re-confirmation Period was open from October 5 through October 21, 2011. 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 December 9, 2011, at which time the formal inquiry process opened. All current staff were able to submit an inquiry via the ASPIRE portal from December 9, 2011 through January 9, 2011. 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 2010-2011 ASPIRE Award Inquiry Report and the 2010-2011 ASPIRE Award Payout Report.

Some of the highlights are as follows:

Award Payout:

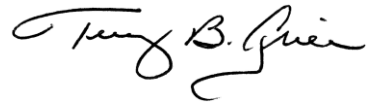
- For the 2010-2011 ASPIRE Award year, a total of 21,528 campus-based employees were considered. Of those, 13,737 (63.8%) met eligibility requirements. This is as compared to the 2009-2010 ASPIRE Award year, where a total of 24,497 campus-based employees were considered, and 18,000 (73.5%) met eligibility requirements.
- The 2010-2011 ASPIRE Award was paid out on January 25, 2012. The final total payout was \$35,362,083.25 for 7,468 core teachers, 1,759 noncore teachers, 2,644 campus-based support staff, 333 assistant principals/deans, and 254 principals, reflecting 57.9 percent of considered staff receiving an award, compared to 67.5 percent for 2009-2010.
- In spite of a lowered maximum award amount, the average award earned was higher in 2010-2011 than in 2009-2010 in nearly all award categorizations. In 2010-2011, among core foundation teachers who received some award, amounts ranged from \$100 to \$10,300, with an average award of \$3,753.89.
- The total amount awarded for the 2010-2011 ASPIRE Award was \$35,362,083.25 – a

decrease of approximately \$7.1 million from the prior year.

Inquiry Results

- 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.
- In comparison, 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.
- 2010-2011 inquiries were placed into one of six types of issues: Communication Issues, Value-Added Issues, Verification/Confirmation Issues, Human Resources (HR) Issues, Award Calculation Issues, and Not Applicable Issues. HR Issues comprised 66% 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.



TBG

Attachment

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



RESEARCH

Educational Program Report

2010–2011 ASPIRE AWARD INQUIRY REPORT

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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2010-2011 ASPIRE Award Inquiry Report

Executive Summary

Program Description

The 2010-2011 ASPIRE Award program, designed to award teachers and staff for students' progress and performance in the 2010-2011 school year, was paid out on January 25, 2012. The Principal Re-confirmation Period was open from October 5 through October 21, 2011. 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 December 9, 2011, at which time the formal inquiry process opened. All current staff were able to submit an inquiry via the ASPIRE portal from December 9, 2011 through January 9, 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 2010-2011 award year.

Highlights

- For the 2010-2011 ASPIRE Award year, a total of 21,528 campus-based employees were considered. A total of 856 inquiries (4% of those considered) were submitted as part of the 2010-2011 ASPIRE Award Teacher Inquiry Period.
- Of the 856 total inquiries for the 2010-2011 award program, 6 (< 1%) were withdrawn, 329 (38%) were resolved with changes, and 521 (61%) were resolved with no changes. In comparison, during the inquiry period for the 2009-2010 award program, 1.5% of inquiries were withdrawn, 30% were resolved with changes, and 68% were resolved with no changes.
- Inquiries were placed into one of six types of issues: Communication Issues (18%), Value-Added Issues (4%), Verification/Confirmation Issues (8%), Human Resources Issues (66%), Award Calculation Issues (> 1%), and Not Applicable Issues (3%).

Conclusions

1. The major type of inquiry submitted during the 2010-2011 ASPIRE Award Inquiry period was HR 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 2010-2011 ASPIRE Award program, designed to award teachers and staff for students' progress and performance in the 2010-2011 school year, was paid out on January 25, 2012. The Principal Reconfirmation Period was open from October 5 through October 21, 2011. 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 December 9, 2011, at which time the formal inquiry process opened. All current staff were able to submit an inquiry via the ASPIRE portal from December 9, 2011 through January 9, 2012. 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 2010-2011 award year.

Results

A total of 21,528 campus-based employees were considered for the 2010-2011 ASPIRE Award. A total of 856 inquiries (4% of those considered) were submitted as part of the 2010-2011 ASPIRE Award Teacher Inquiry Period. As a frame of reference, a total of 455 inquiries, or 1.9% of the total number of employees considered, were submitted as part of the 2009-2010 ASPIRE Award Teacher inquiry. **Figure 1** shows the submitted inquiries from the 2007-2008 inquiry period through the 2010-2011 inquiry period.

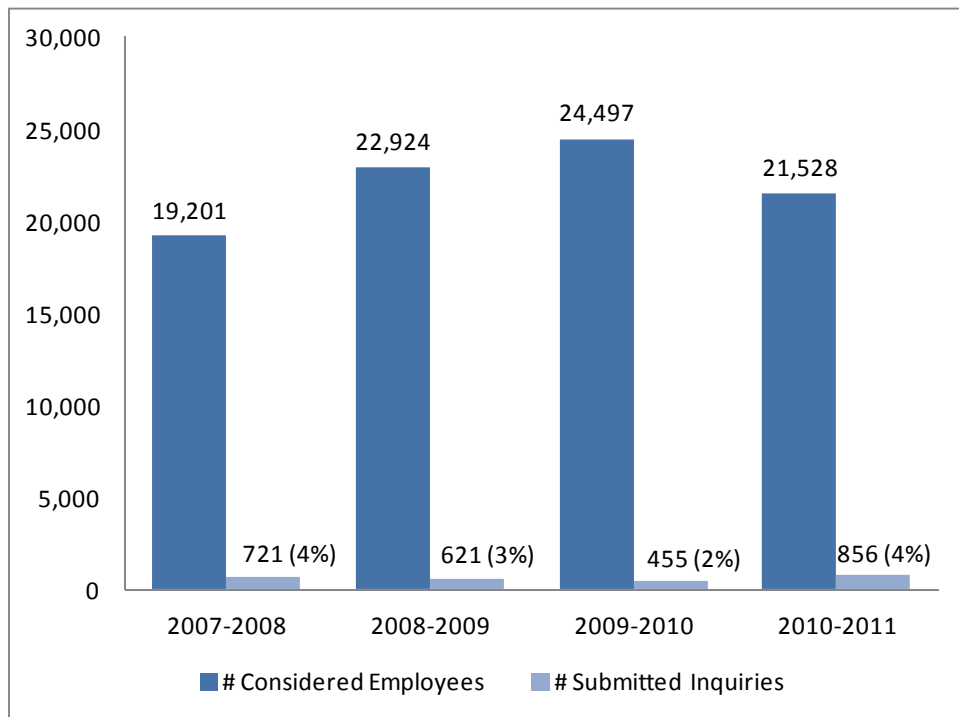


Figure 1. 2007-2008 to 2010-2011 - Number of Considered Employees and Number/Percentage of Submitted Inquiries

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 2010-2011. For the 2010-2011 inquiry period, of the 856 submitted inquiries, 521 (61%) were resolved with no changes, 329 (38%) were resolved with changes, and 6 (> 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 four years.

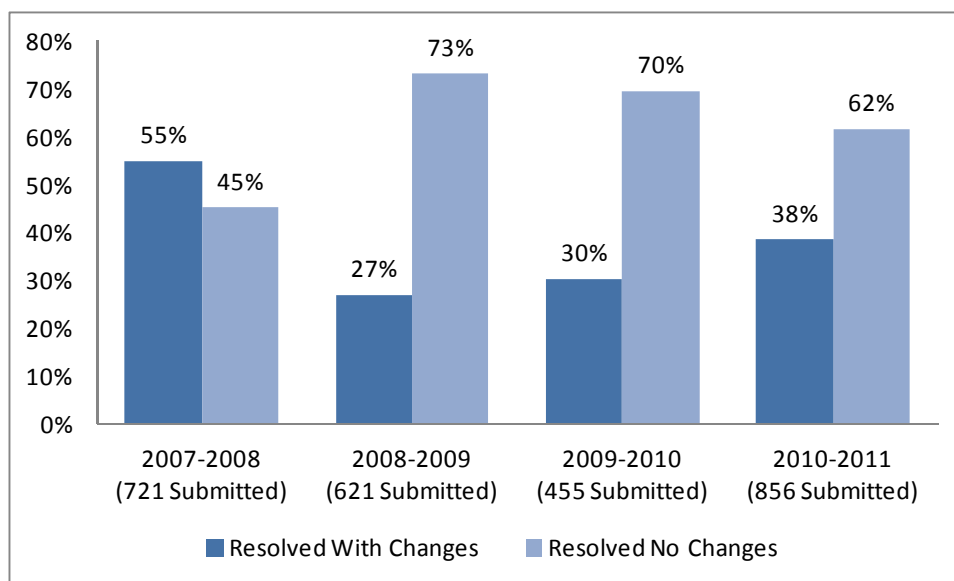


Figure 2. 2007-2008 to 2010-2011 Comparison – Inquiry Resolution

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

Communication Issues

Eighteen 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:

9th Grade Stanford (1 inquiry): One employee submitted an inquiry regarding the elimination of Stanford scores in high schools. No changes were necessary for this inquiry.

High School Value-Added (2 inquiries): Two inquiries were submitted by high school core foundation teachers who were requesting their own individual EVAAS scores. Individual EVAAS scores could not be calculated, as we did not yet have End of Course exams with which to provide analyses. No changes were necessary for these inquiries.

Low CGI in Strand 2 (93 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 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 was changed after awards were released to include only regular education core foundation teachers of grades 3-12, and excluded Special Education teachers and teachers of grades PK-2 whose calculations used campus-level EVAAS scores. The majority of these inquiries were resolved with changes, as the majority of these types of inquiries were submitted by special education and PK-2nd grade teachers.

Model Changes (2 inquiries): A few teachers had questions regarding changes to the ASPIRE award model, in particular with regard to the elimination of the attendance bonus. Employees misunderstood communications that described the elimination of the attendance bonus, and interpreted that attendance was no longer a factor in the ASPIRE award. However, employees' eligibility was determined based on attendance hours. No changes were necessary for inquiries of this type.

Award Calculation Question (56 inquiries): These types of inquiries consisted of questions related to the determination of the award, for which no changes were necessary.

Value-Added Issues

Thirty-four inquiries (4%) were regarding questions or perceived problems with the employee's value-added analysis, calculated by SAS-EVAAS®.

Ceiling Effect (6 inquiries): In January of 2012, it was discovered that a ceiling effect was being seen on the TAKS test, which resulted in lower value-added analyses for some teachers (approximately 30 teachers district-wide). Of those teachers for whom the ceiling effect was seen, 6 submitted an inquiry regarding their award and their value-added analysis. Changes were made to these teachers' ASPIRE Award as a result of the ceiling effect.

SAS Linkage (1 inquiry): New for 2010-2011 value-added reports was the opportunity for teachers to view those reports on the EVAAS website. Part of the application allows teachers to see the students that were actually used in calculating their value-added analyses and preparing their reports. One teacher had questions regarding the linkage that was showing on the EVAAS site, as compared to the linkage s/he had provided on the ASPIRE site the prior spring. No changes were necessary for this inquiry.

Understanding Value-Added Analysis (25 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. All twenty-five inquiries of this type were resolved with no changes.

Value-Added Calculation – Multiple Grade Levels (2 inquiries): Inquiries of this type are 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

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

Campus Assignment (4 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 (40 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.

Department ID (5 inquiries): In order to be considered as eligible for the 2010-2011 ASPIRE Award, it was required that employees have a department ID that was a campus ID during the 2010-2011 school year. This was a new eligibility criteria. Employees who had a department ID that was not a campus ID were not eligible for the ASPIRE Award. These inquiries were resolved with no changes.

Instructional Coordinator/Literacy Coach (5 inquiries): Instructional Coordinators and 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. Instructional Coordinators may teach courses, may function in the capacity of Assistant Principal, or may fill some other need on the campus. In both cases, however, their appropriate categorization 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 and Instructional Coordinators with student linkages were made aware during the linkage period in the spring of 2010 that they would remain as Category G. These inquiries were 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.

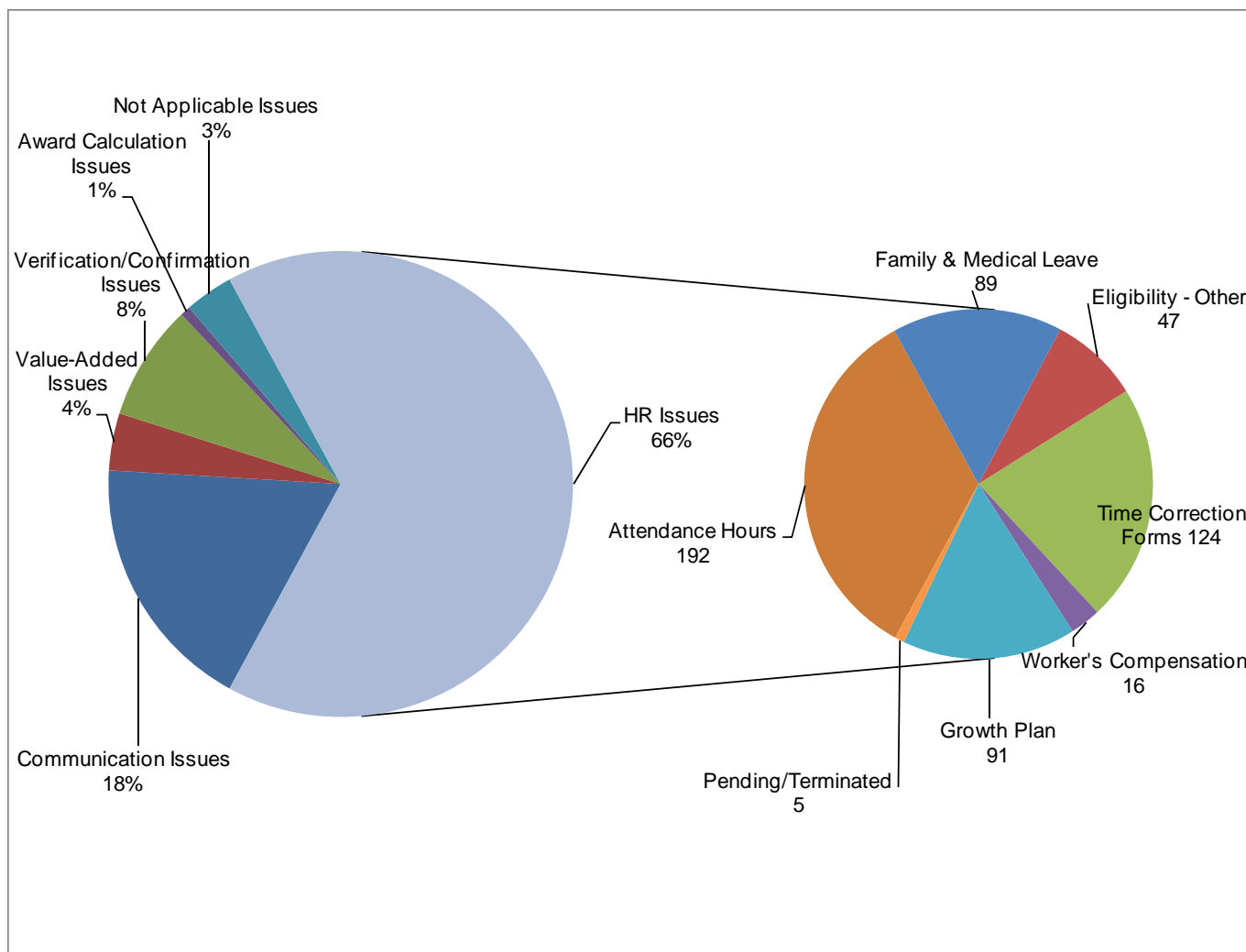


Figure 3. 2010-2011 ASPIRE Award Inquiry Issue Types

Human Resources Issues

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

Attendance (192 inquiries): For the 2010-2011 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 constituted a change from the prior two award years, where employees were required to be in attendance 90% of instructional days. Individuals submitted inquiries specifically regarding their ineligibility for award based on the number of hours absent. Changes were not made to the data for these inquiries, as these employees were not requesting FML coverage, employee pay corrections, or any other types of data changes that would cause them to become eligible.

Family & Medical Leave (89 inquiries): Protected leave types such as FML were held harmless in the calculation of their 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 those cases (about 75% 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 2010-2011 ASPIRE Award Inquiry period.

Eligibility – Other (47 inquiries): Inquiries were submitted regarding general eligibility criteria. The majority of these inquiries were resolved with no changes.

Time Correction Forms (123 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 for 2010-2011, many more employees with time correction forms submitted inquiries to change their eligibility. Approximately half of those inquiries were resolved with changes.

Workers' Compensation (16 inquiries): Employees who are absent due to a Workers' Compensation claim may also be covered by FML. Absences due to Workers' Compensation are not, in and of themselves, harmless for eligibility; only those Workers' Compensation absences that are also covered by FML. Half of the inquiries submitted regarding Workers' Compensation absences should have also been covered by FML; therefore changes were made to those employees' eligibility.

Growth Plan (91 inquiries): New for the 2010-2011 award year, employees who were on a Growth Plan or Prescriptive Plan of Assistance (PPA) based on the 2010-2011 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 2010-2011 school year were not eligible to receive an ASPIRE Award payment. Although we collected data 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 90% of the inquiries submitted regarding growth plan/PPA eligibility were resolved with changes to the employee's eligibility.

Pending/Terminated (5 inquiries): Individuals submitted inquiries regarding their eligibility due to termination or award pending status. All inquiries of this type were resolved with no changes.

Award Calculation Issues

A total of six inquiries were related to the ASPIRE Award calculation. In four of these cases, an unexpected data condition in the original data files received from SAS-EVAAS® caused the decimal place to shift on some teachers' cumulative gain index, causing a wildly inaccurate gain score and quartile ranking to be used for award calculation. When this error was discovered (through one of the inquiries submitted), the data was repaired and the necessary award notices were re-posted. One of the inquiries submitted was regarding testing improprieties that adversely affected the teacher's value-added analysis, thereby adversely affecting the teacher's award. A special analysis was put in place for this inquiry. Another inquiry was submitted because a miscalculation had occurred for an employee who had a unique award requirement, which was inadvertently omitted at award calculation. The correction was made for this employee.

Not Applicable Issues

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

Principals submitting on behalf of staff (12 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.

Complaint (1 inquiry): This inquiry was submitted by a staff member with a complaint regarding the 2010-2011 ASPIRE Award. This inquiry was 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.

Prior Year Questions (1 inquiry): This inquiry was submitted by a staff member requesting information regarding his/her prior year's ASPIRE Award. This inquiry was resolved with no changes.

User Withdrawn (6 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 2010-2011 ASPIRE Award Inquiry period were HR 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 HR have been in place for three award cycles, it was anticipated that the majority of inquiries would be related to this eligibility requirement. The attendance eligibility requirement was tightened to no more than 10 days, rather than 10% absence. In addition, beginning in the 2010-2011 school year, the ability to apply retroactively for FML protection for absences was curtailed, allowing for fewer eligibility changes, unlike in the prior two years, when deadlines to provide documentation to support retroactive FML protection were extended multiple times to accommodate employees. With this limitation in place, approximately two-thirds of employees who needed changes made to FML were able to provide the necessary documentation to result in a change to their eligibility.

In addition to the inquiries regarding FML protection, this year there was a surge in inquiries related to employee pay correction forms, 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. It is estimated that the major reason this became an issue this year is because of the tightening of the attendance requirement, as many employees were at most 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 237 employees who were initially found as ineligible for an award based solely on PPA/Growth Plan data, 80 (34%) submitted inquiries and were found to be eligible for the award. This PPA/Growth Plan data did not become available until immediately prior to award posting, and was not able to be verified or confirmed by principals prior to award calculation. 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 will also have the opportunity to review this data again in the fall, prior to award calculations for the 2011-2012 award year.

Although no changes were made to inquiries regarding attendance with no supporting documentation (no FML or employee pay correction forms), these comprised a large number of the inquiries responded to, providing explanations of why employees were not eligible for the 2010-2011 award year.

Communication Issues comprised a much smaller percentage of submitted inquiries, but these nonetheless accounted for a total of 154 inquiries which required a response, and of these, changes were made to the award notices for approximately 40% of the employees who submitted inquiries of this type. Many campus-based staff had questions on the calculation of the award; although these did not result in any changes, these submitted inquiries imply that staff still do not understand how their award amounts are decided. This is disconcerting because the 2010-2011 award model had no major changes from the prior two years, and because the 2011-2012 award model is significantly different from the prior three years. With this in mind, we 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. One of the model changes that was implemented for 2010-2011 was the requirement that core foundation teachers whose EVAAS cumulative gain indices were less than or equal to -2 across all core foundation subjects they taught were not considered for awards in Strands I or III. A total of 93 inquiries were submitted regarding this model change, of which changes were made to sixty-two, because the criteria were changed after award notices were released. The new criteria specified that this was applicable to teachers of grades 3-8 with their own value-added report or teachers of grades 9-12 whose Strand II awards were based on departmental by-grade gain indices; therefore, changes were made to all affected teachers of grades PK-2 and special education teachers to whom the criteria should not have been applied.

Through a series of alerts made available to principals during linkage and verification and principal re-conformation 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. Although there were far more inquiries submitted during the 2010-2011 Inquiry Period, only 38% of those submitted 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 October of 2011. 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 October of the following school year for quality assurance purposes.

For the 2010-2011 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 9 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 three 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 March 28, 2012.

APPENDIX A

ASPIRE AWARD INQUIRY TABLES

Table 1: 2007-2008 to 2010-2011 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%

* Percent of all employees considered

^ Percent of all inquiries submitted

Table 2: 2010-2011 Inquiry Type by Resolution

	Resolution Type		Total	Percent
	Resolved no changes	Resolved with changes		
Total	527 (62%)	329 (38%)	856	
Communication Issues	92	62	154	18%
9th Grade Stanford	1	0	1	
High School Value-Added	2	0	2	
Low CGI in Strand 2	31	62	93	
Model Changes - Attendance Bonus	2	0	2	
Award Calculation Question	56	0	56	
Value-Added Issues	27	7	34	4%
Ceiling Effect	0	6	6	
SAS Linkage	1	0	1	
Understanding Value-Added Analysis	25	0	25	
Value-Added Calculation - Multiple Grade Levels	1	1	2	
Verification/Confirmation Issues	34	35	69	8%
Campus Assignment	0	4	4	
Categorization	12	28	40	
Department ID	5	0	5	
Instructional Coordinator/Literacy Coach	5	0	5	
Student Linkage/Subject Assignment	12	3	15	
HR Issues	345	219	564	66%
Attendance	192	0	192	
Family & Medical Leave	24	65	89	
Eligibility - Other	36	11	47	
Time Correction Forms	69	55	124	
Worker's Compensation	8	8	16	
Growth Plan	11	80	91	
Pending/Terminated	5	0	5	
Award Calculation Issues	0	6	6	1%
Award Recalculation	0	2	2	
Incorrect CGI	0	4	4	
Not Applicable Issues	29	0	29	3%
Principal submitting on behalf	12	0	12	
Complaint	1	0	1	
Not Award Related	9	0	9	
Prior Year Questions	1	0	1	
User Withdrawn	6	0	6	