

MEMORANDUM

March 31, 2017

TO: Board Members

FROM: Richard A. Carranza
Superintendent of Schools

CONTACT: Carla Stevens, 713-556-6700

SUBJECT: **ASPIRE Award Payout Report, 2015–2016**

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 2015–2016 ASPIRE Award program, designed to award teachers and staff for students’ progress and performance in the 2015–2016 school year, was paid out on February 15, 2017. This represents the final payout of the full district-wide implementation of the ASPIRE Award program. This report summarizes the number and percentage of employees who were eligible and awarded by award category and the breakdown of the total amount awarded by the different award components.

Key findings include:

- For the 2015–2016 ASPIRE Award, a total of 18,263 campus-based employees were considered for the award program. Of those, 12,146 (67 percent) met the eligibility requirements. In comparison to the 2014–2015 ASPIRE Award, a total of 17,974 campus-based employees were considered and 11,857 (66 percent) met eligibility requirements.
- For the 2015–2016 ASPIRE Award, 5,287 (29 percent) of the 18,263 considered employees were paid. In 2014–2015, 5,424 (30 percent) of the 17,974 considered employees were paid.
- The total amount awarded for the 2015–2016 ASPIRE Award was \$8,586,519.75, which is approximately half the amount awarded in the prior year due primarily to changes in the program funding which decreased the maximum potential award amounts. The award model was also amended to replace EVAAS with Comparative Growth as an award indicator.
- Although the ASPIRE Award model changed from 2014–2015 to 2015–2016, a similar percentage of eligible employees was paid (44 percent in 2015–2016 compared to 46 percent in 2014–2015).

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



_____ RAC

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
Audrey Gomez

School Support Officers
Principals



RESEARCH

Educational Program Report

**ASPIRE AWARD PAYOUT REPORT
2015-2016**



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ASPIRE Award Payout Report, 2015–2016

Executive Summary

Program Description

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 were made to that model to form the district's comprehensive education-improvement model, "Accelerating Student Progress: Increasing Results and Expectations" (ASPIRE). This report focuses on the 2015–2016 ASPIRE Award, which was paid out on February 15, 2017.

Highlights

- For the 2015–2016 ASPIRE Award, a total of 18,263 campus-based employees were considered for the award program. Of those, 12,146 (67 percent) met the eligibility requirements. In comparison to the 2014–2015 ASPIRE Award, a total of 17,974 campus-based employees were considered and 11,857 (66 percent) met eligibility requirements.
- For the 2015–2016 ASPIRE Award, 5,287 (29 percent) of the 18,263 considered employees were paid. In 2014–2015, 5,424 (30 percent) of the 17,974 considered employees were paid.
- The total amount awarded for the 2015–2016 ASPIRE Award was \$8,586,519.75, which is approximately half the amount awarded in the prior year due primarily to changes in the program funding which decreased the maximum potential award amounts. The award model was also amended to replace EVAAS with Comparative Growth as an award indicator.
- Although the ASPIRE Award model changed from 2014–2015 to 2015–2016, a similar percentage of eligible employees was paid (44 percent in 2015–2016 compared to 46 percent in 2014–2015).

Administrative Response

With the award payments on February 15, 2017, the ASPIRE award program ended. This report provides insight on the distribution of the 2015–2016 ASPIRE awards and a general overview of ASPIRE award consideration, eligibility, and disbursement over the last five years of program implementation.

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 most recent ASPIRE Award, for the 2015–2016 school year, was paid out on February 15, 2017.

The 2015–2016 ASPIRE Award model includes three award components: (1) “Individual Performance” or “Group Performance: Teachers,” (2) “Group Performance Campus-Wide: Campus Comparative Growth”, and (3) “Group Performance Campus-Wide: Campus Growth or Achievement.” Employees are awarded according to different components, and maximum award amounts are based on one of nine groups. The 23 campuses whose ASPIRE awards are funded in part by the federal Teacher Incentive Fund Cohort 4 (TIF4) grant have grant-required minimum amounts in certain award categories. There is a difference in award amounts for TIF4 schools as compared to other campuses. The 2015–2016 ASPIRE Award model diagram can be found in **Appendix A** (pp. 12–14).

Every campus staff member meeting ASPIRE Award eligibility requirements had the opportunity to participate in the “Group Performance Campus-Wide: Campus Comparative Growth” component of the award. All campus staff members except for Operational Support Staff were also eligible for the “Group Performance Campus-Wide: Campus Growth or Achievement component.” Teachers of English language arts (ELA), writing, mathematics, science, and social studies (the five core foundation subjects) were additionally eligible for either the “Individual Performance” award or for the “Group Performance: Teachers” award.

Methods

The ASPIRE award calculation process began in the spring of 2016 with the Linkage and Verification period. During this period, core foundation teachers submitted linkage for the students they taught in the core foundation subject areas. Other employees also had the opportunity to verify that their ASPIRE award categorization and preliminary eligibility status were correct. Teacher-student linkage data and assessment data were then used to calculate Comparative Growth.

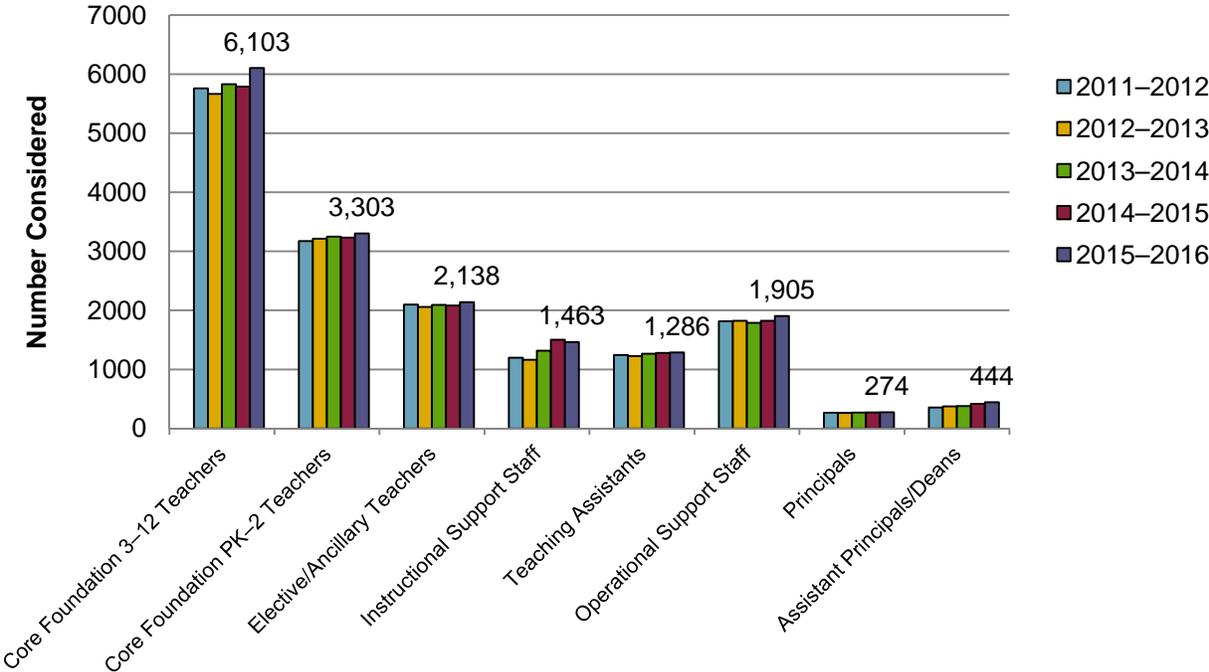
In the fall, a three-week long inquiry period was held to allow campus staff to ask questions about their preliminary ASPIRE eligibility status and ASPIRE award categorization. After all inquiries were resolved, preliminary ASPIRE awards were calculated and posted in January. Another two-week long inquiry period was held to allow campus staff to ask questions about their Comparative Growth analyses and award calculations. After all inquiries were resolved, final ASPIRE awards were posted and paid out in February, 2017.

Results

Considered, Eligible, and Paid

For the 2015–2016 ASPIRE Award year, a total of 18,263 campus-based employees were considered for the award program (**Figure 1**). These are employees who had a job position assigned to a campus and were not Apollo Fellows.

Figure 1. Number Considered by ASPIRE Category



Source: Battelle for Kids Final Eligibility File, 2012–2016

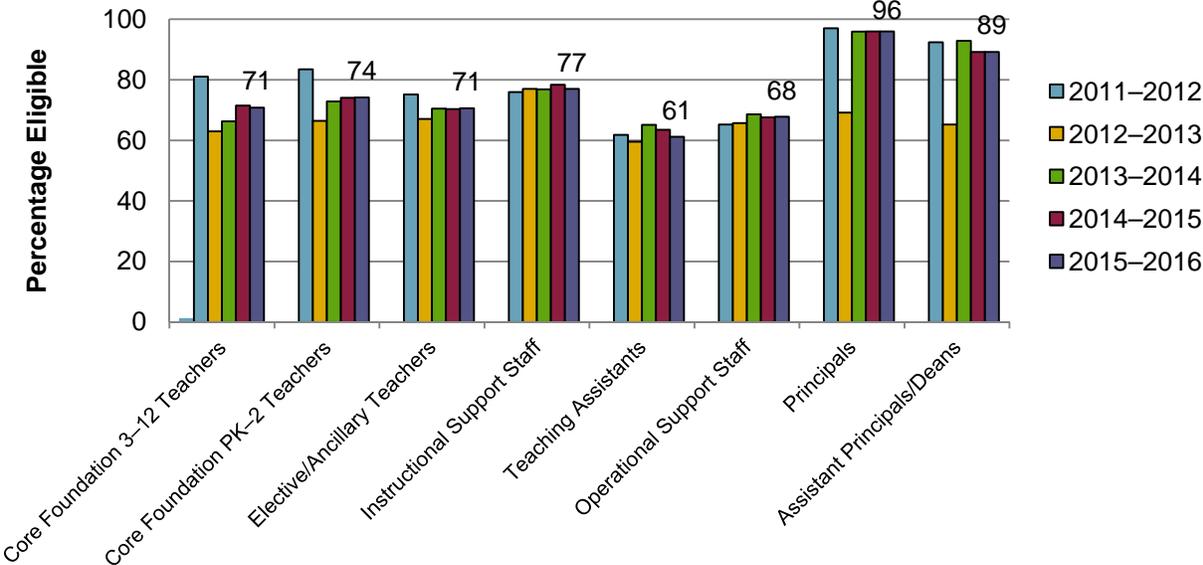
For the 2015–2016 award year, the district continued the implementation of several eligibility requirements. For example, employees were considered not eligible if:

- They left an eligible position prior to the last day of the school year;
- They were absent more than 10 instructional school days during the 2015–2016 school year;
- They were on a Prescriptive Plan of Assistance (PPA) at any time during the 2015–2016 school year and their performance goals were not met by the beginning of the next school year;
- They had a summative appraisal rating of 1 (Ineffective) or 2 (Needs Improvement); or
- They had an hourly job position.

The full list of eligibility requirements can be found in **Appendix B** (pp. 15–19). The criterion regarding absences eliminated the largest number of considered employees, followed by the criteria for summative appraisal rating and for being employed through the last day of the 2015–2016 school year. Of the 18,263 considered for the award program, 12,146 (67 percent) met the eligibility requirements (**Figure 2**, p. 4). In

comparison to the 2014–2015 ASPIRE Award year, a total of 17,974 campus-based employees were considered and 11,857 (66 percent) met eligibility requirements.

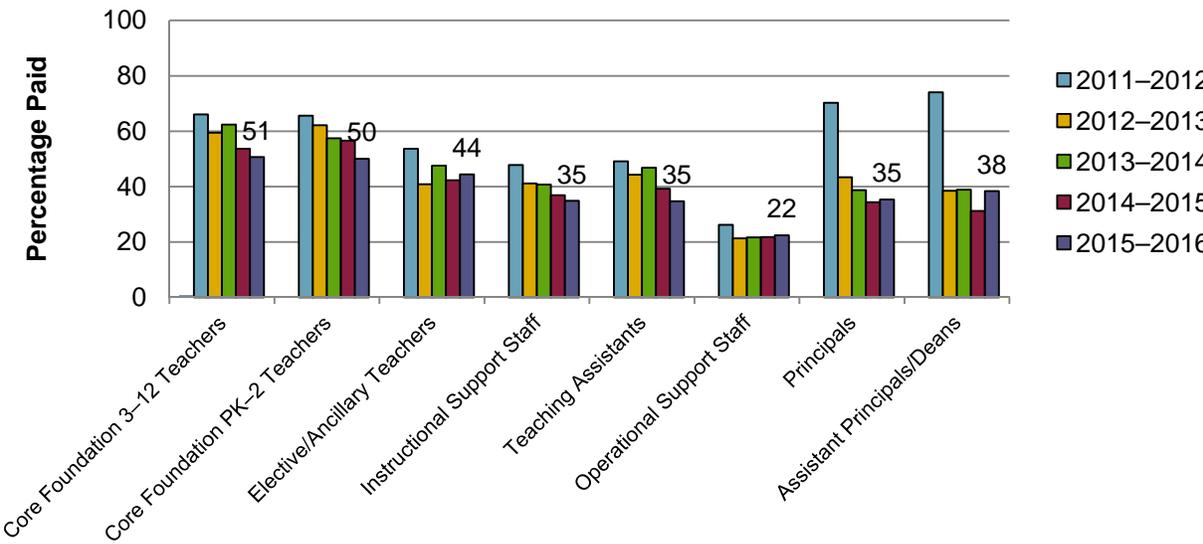
Figure 2. Percentage Eligible by ASPIRE Category



Source: Battelle for Kids Final Eligibility File, 2012–2016

Figure 3 displays the percentage of employees paid out of eligible employees by each award category across time for the past five years. In the 2015–2016 school year, 5,287 employees received an award, which is 44 percent of the 12,146 eligible employees. The number and percentage of employees paid decreased slightly from 2014–2015 when 5,424 employees (46 percent of the 11,857 eligible employees) received an award. **Tables C1–C5** (pp. 20–22) list the numbers of considered, eligible, and paid employees by award category for the last five years.

Figure 3. Percentage Paid by ASPIRE Category



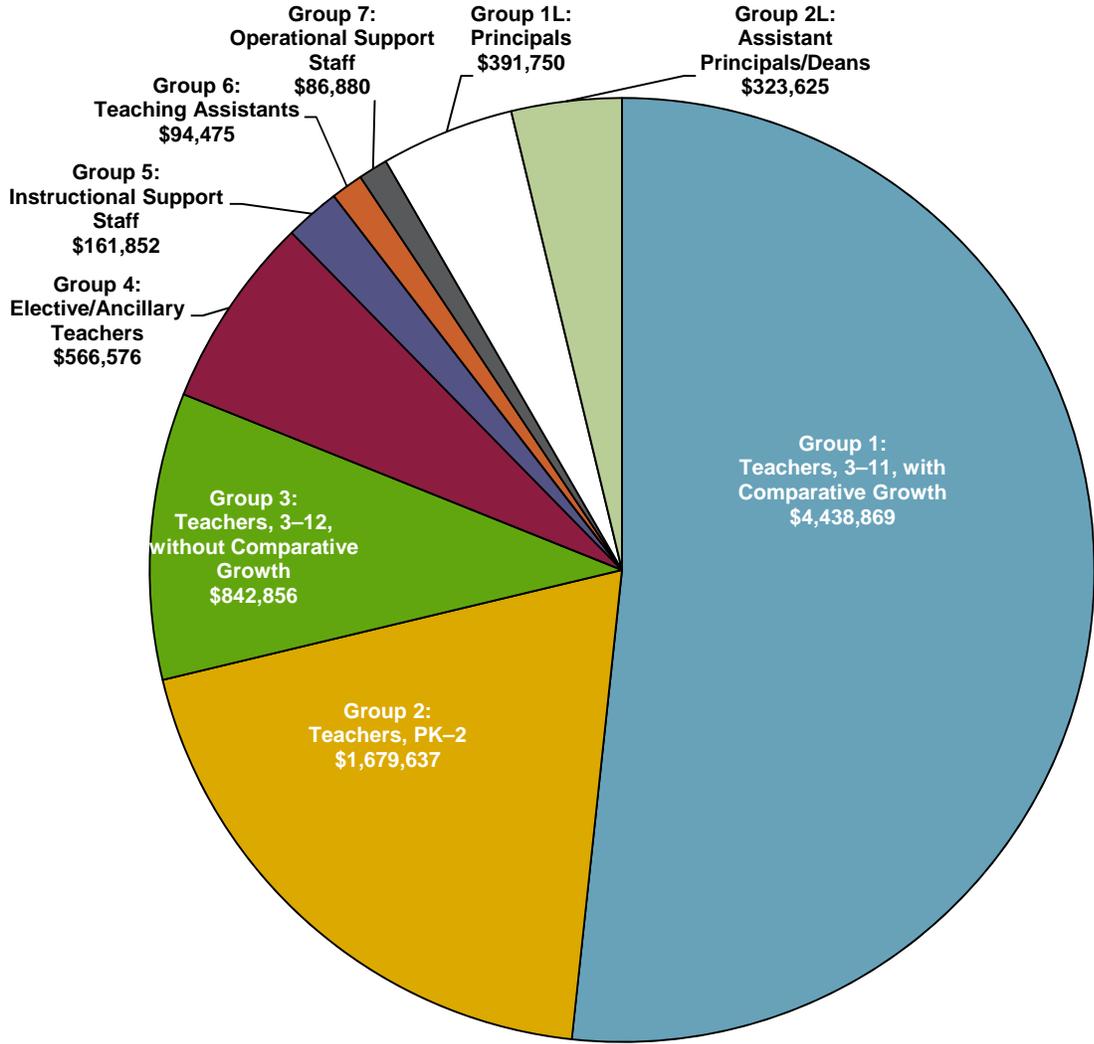
Source: HISD Research and Accountability Final Payout File, 2012–2016

Total Amount Paid

Figure 4 displays the distribution of payout amounts for all staff by ASPIRE category for 2015–2016.

- In 2015–2016, a total of \$8,586,519.75 was paid in ASPIRE Awards, which is approximately half the amount awarded for the 2014–2016 school year. The decrease in awards is primarily due to changes in program funding, which decreased the maximum award employees could receive.
- Core foundation teachers include “Teachers, 3–11, with Comparative Growth,” “Teachers, PK–2,” and “Teachers, 3–12, without Comparative Growth.” Teachers with Comparative Growth had the highest maximum award amount and make up slightly more than half of the total award amount paid.

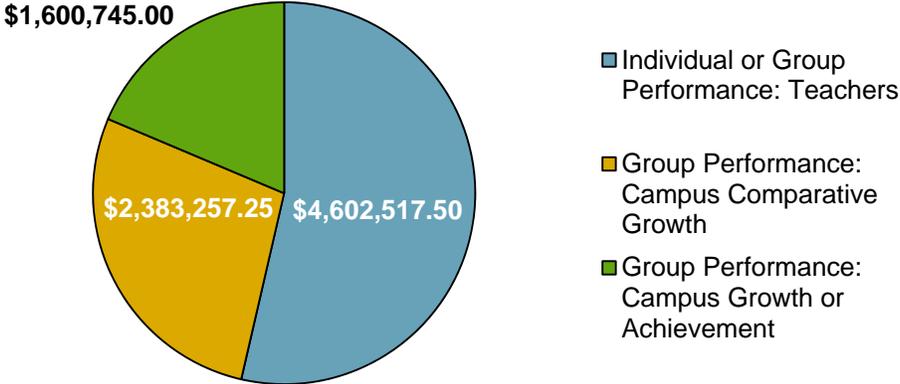
Figure 4. Total for All Paid Employees by Category, 2015–2016



Source: HISD Research and Accountability Final Payout File, 2016

Figure 5 shows the amounts paid for each of the three award model components: Individual or Group Performance: Teachers, Group Performance: Campus Comparative Growth, and Group Performance: Campus Growth or Achievement. **Tables D1–D5** (pp. 23–25) list the award amounts by award category and award component for each of the last five years.

Figure 5. Total for All Paid Employees by Award Component, 2015–2016

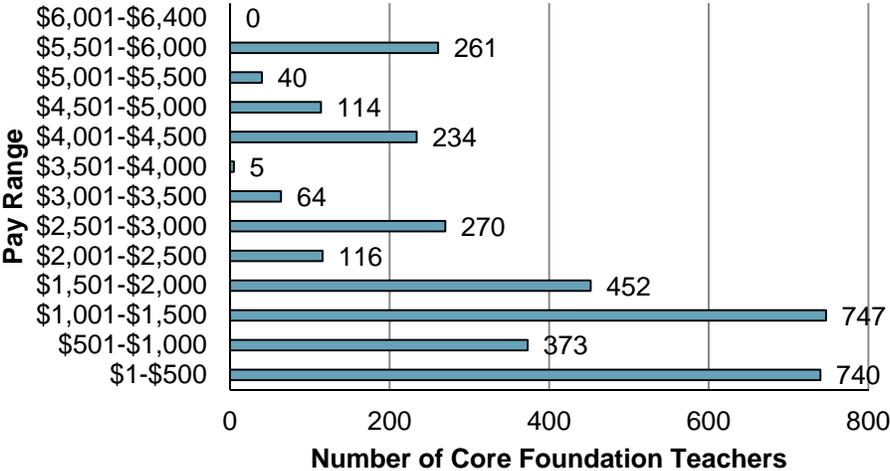


Source: HISD Research and Accountability Final Payout File, 2016

Core Foundation Teachers

Figure 6 displays the distribution of payout amounts for all 3,416 core foundation teachers for the 2015–2016 award year. The maximum award amount for Core Foundation Teachers, 3–11, with Comparative Growth was \$6,400 at campuses funded by the TIF 4 federal grant and \$5,725 at other campuses. The maximum award amount for Core Foundation Teachers, PK–2, and Core Foundation Teachers, 3–12, without Comparative Growth at campuses funded by TIF 4 was \$3,900 and \$2,725 at other campuses. Tables C1–C5 (pp. 20–22) detail the minimum, maximum, and mean amounts by award category of the employees who received an award during each of the last five years.

Figure 6. Number of Core Foundation Teachers Paid by Pay Range, 2015–2016



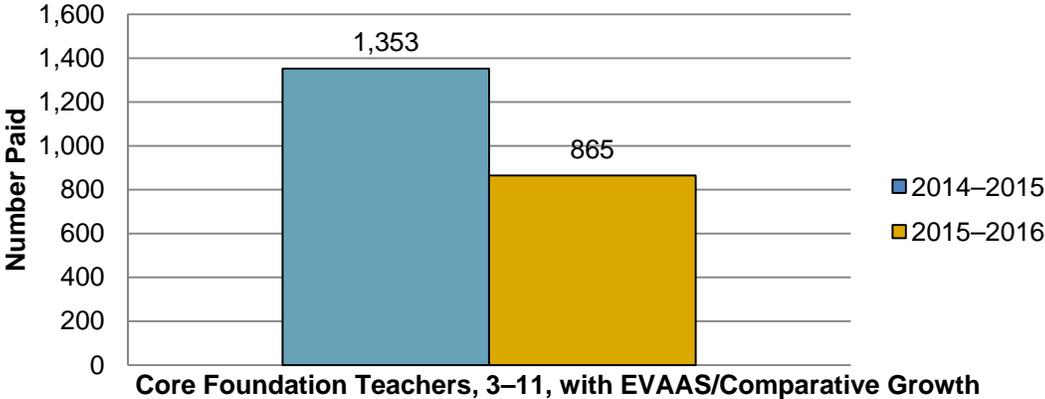
Source: HISD Research and Accountability Final Payout File, 2016

Individual or Group Performance: Teachers

In 2014–2015, the “Individual Performance: Teachers” award component was based on teacher-level composite Education Value-Added Assessment System (EVAAS) scores. However, in 2015–2016, this award component was based on teacher-level STAAR Comparative Growth scores. In 2015–2016, 865 teachers were paid this component while in 2014–2015, a total of 1,353 teachers were paid this component (Figure 7).

- When the “Individual Performance: Teachers” award component was based on teacher-level composite EVAAS scores, the scores were not rank-ordered and no set percentage of participants was paid. Any teacher who had a composite EVAAS score of 1.0 or greater across all grades and subjects received an award for this component.
- When the “Individual Performance: Teachers” award component was changed to be based on teacher-level Comparative Growth scores in 2015–2016, subject specific scores were calculated and teachers in the top quintile for each subject were paid.

Figure 7. Individual Performance, Teachers: Number of Core Foundation Teachers, 3–11, with EVAAS/Comparative Growth Paid



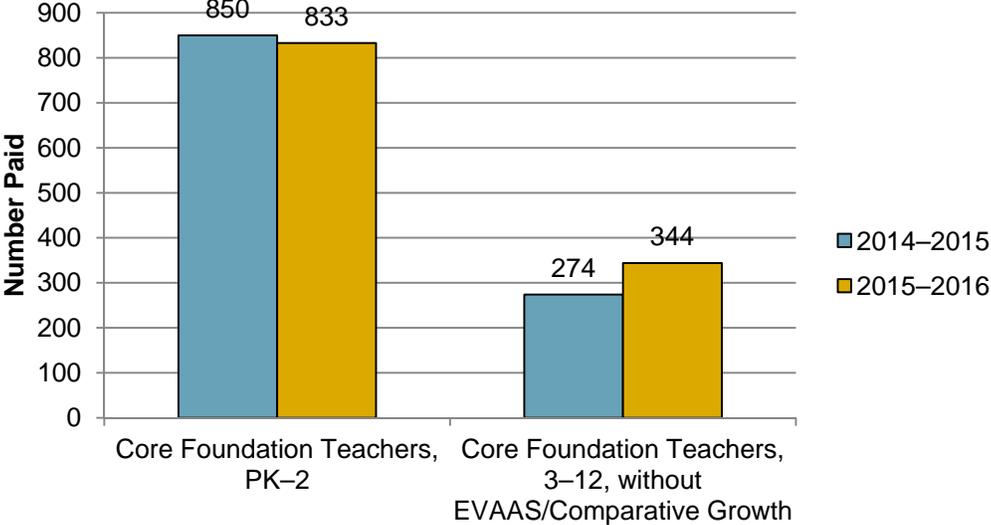
Source: HISD Research and Accountability Final Payout File, 2015 and 2016

In 2014–2015, the “Group Performance: Teachers” award component was based on campus-level second grade Comparative Growth using the Norm-Referenced Test in reading and math for core foundation teachers, PK–2, and on campus-level department EVAAS scores for core foundation teachers, 3–12. In 2015–2016, the “Group Performance: Teachers” award component was based on campus-level third grade Comparative Growth using the STAAR test in reading and math for core foundation teachers, PK–2, and on campus-level department STAAR Comparative Growth for core foundation teachers, 3–12. Only teachers at campuses in the top quintile were awarded. STAAR Comparative Growth scores in writing could only be calculated for elementary and middle schools, and STAAR Comparative Growth scores in social studies could only be calculated for middle and high schools.

- In 2015–2016, 833 teachers from Group 2 (Core Foundation Teacher, PK–2) were paid the “Group Performance: Teachers” award while in 2014–2015, 850 teachers from Group 2 were paid (Figure 8, p. 8).
- In 2015–2016, 344 teachers from Group 3 (Core Foundation Teacher, 3–12 without Comparative

Growth) were paid the “Group Performance: Teachers” award while in 2014–2015, 274 teachers from Group 3 were paid (Figure 8).

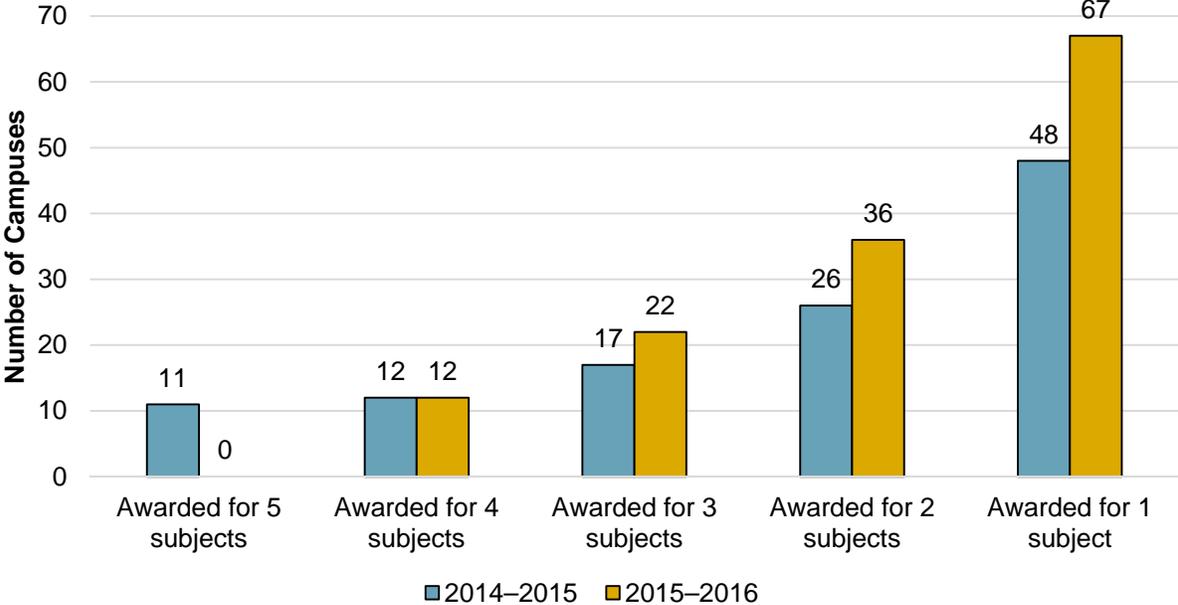
Figure 8. Group Performance, Teachers: Number of Core Foundation Teachers, PK–2, and Core Foundation Teachers, 3–12, without EVAAS/Comparative Growth Paid



Source: HISD Research and Accountability Final Payout File, 2015 and 2016

In 2015–2016, Group 3 teachers at 137 schools were awarded for one or more subjects as compared to 2014–2015 when Group 3 teachers at 114 schools were awarded for one or more subjects (Figure 9).

Figure 9. Group Performance, Teachers: Number of Subjects Awarded per Campus

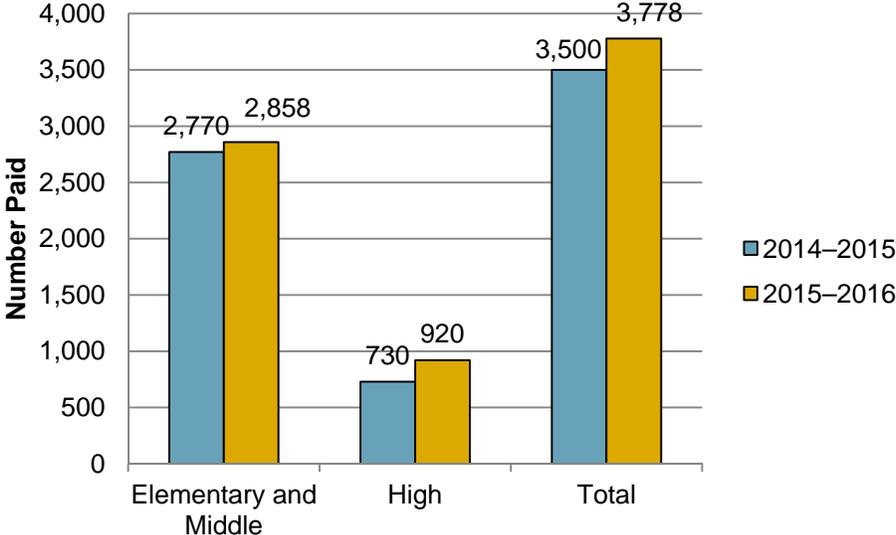


Source: HISD Research and Accountability Final Payout File, 2015 and 2016

Group Performance: Campus-Wide

In 2014–2015, the “Group Performance: Campus-Wide Campus Growth or Achievement” award component was based on Norm-Referenced Test performance and growth at the elementary and middle schools. Staff members at campuses where 85 percent or more of their students were at or above the 50th percentile or were in the top quintile for improvement were paid this component. In 2015–2016, Norm-Referenced tests were not administered so this award component was based on the Index 3 distinction designation from the state accountability system. At the high school level in both years, this award component was based on AP/IB participation and performance. Staff members at campuses that were in the top quintile for performance or for improvement were paid this component (**Figure 10**).

Figure 10. Group Performance Campus-Wide, Campus Growth or Achievement: Number Paid

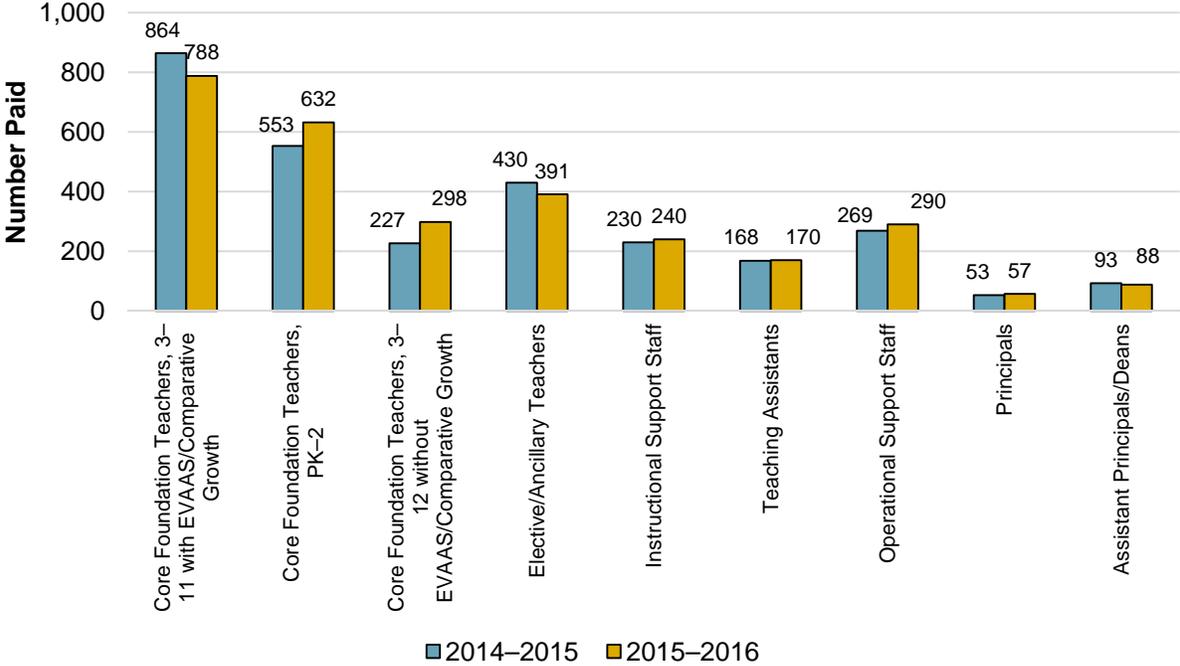


Source: HISD Research and Accountability Final Payout File, 2015 and 2016

In 2014–2015, the “Group Performance: Campus-Wide Campus Value-Added” award component was based on campus-level composite EVAAS scores. In 2015–2016, this award component was based on campus-level composite Comparative Growth scores. In both years, only campuses in the top quintile were awarded. **Figures 11** and **12** (p. 10) show the number paid and the amount paid for this component.

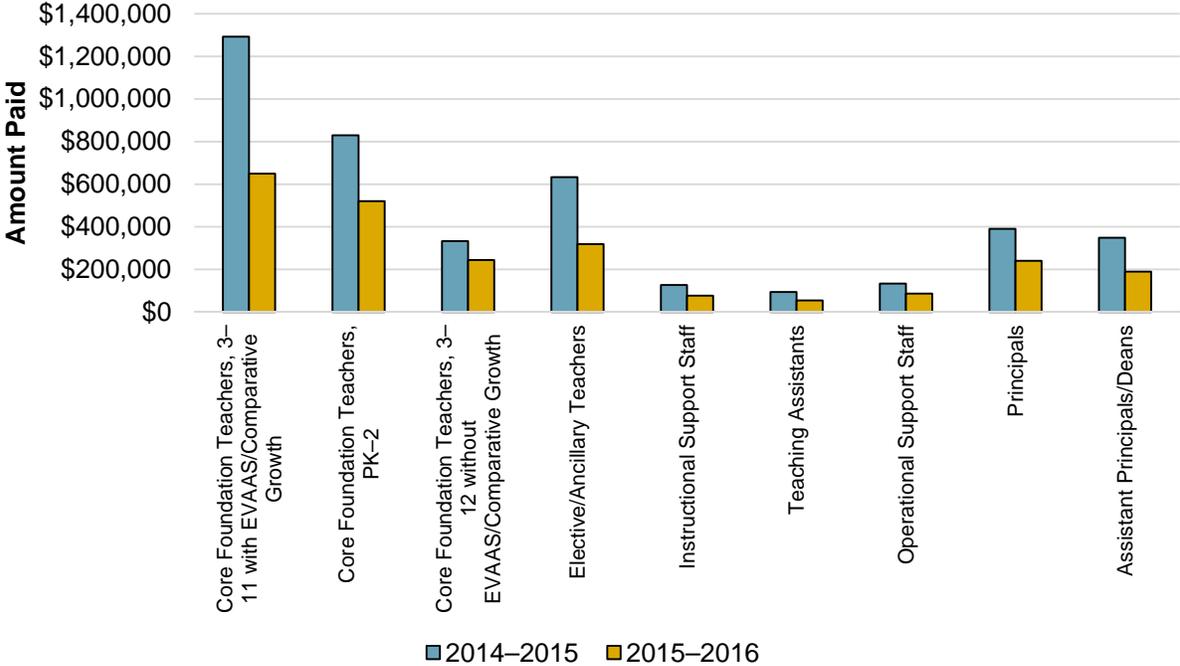
- In 2015–2016, 18,263 employees were considered, 12,146 were eligible, and 2,954 (16 percent of considered, 24 percent of eligible) were paid this component.
- In 2014–2015, 17,974 employees were considered, 11,857 were eligible, and 2,887 (16 percent of considered, 24 percent of eligible) were paid this component.
- The maximum award amounts were lowered for the 2015–2016 ASPIRE award model, which explains the decreases in awards paid in Figure 12.

Figure 11: Group Performance Campus-Wide, Campus Value-Added/Comparative Growth: Number Paid



Source: HISD Research and Accountability Final Payout File, 2015 and 2016

Figure 12: Group Performance Campus-Wide, Campus Value-Added/Comparative Growth: Amount Paid



Source: HISD Research and Accountability Final Payout File, 2015 and 2016

Conclusion

The district has awarded teachers through a performance pay program for the last eleven consecutive years. Beginning in 2005–2006, the Teacher Performance Pay Model (TPPM) was used, and the experience gained that year along with 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 eleven consecutive years, the ASPIRE Award has been paid out for the past ten 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. The total amount of ASPIRE awards paid increased over the early years and reached a maximum of \$42,467,370.00 in 2009–2010 but has since decreased due to changes in the award model and available resources such as federal grant funds. In 2015–2016, a total of \$8,586,519.75 was paid.

The 2015–2016 ASPIRE Award model was initially identical to the 2014–2015 model except for decreases in the maximum award amounts due to changes in program funding and a change in the Group Performance: Campus Growth or Achievement indicator for elementary and middle schools. However, the 2015–2016 model was further amended in September 2016 because HISD did not renew its contract with SAS EVAAS®. The amended model replaced EVAAS with Comparative Growth as an award indicator.

Although the ASPIRE Award model changed from 2014–2015 to 2015–2016, a similar percentage of eligible employees were paid (44 percent in 2015–2016, 46 percent in 2014–2015). The Core Foundation Teachers, PK–2, experienced the largest decrease in percentage paid from 57 percent in 2014–2015 to 50 percent in 2015–2016. Conversely, the Assistant Principals/Deans saw the largest increase in percentage paid from 31 percent in 2014–2015 to 38 percent in 2015–2016.

Due to program and district funding, the ASPIRE award program ended with the 2015–2016 school year. The federal TIF4 grant, which partly pays the performance incentive for 23 campuses in the district, ends in the 2016–2017 school year. Therefore, these 23 campuses will participate in a reduced and modified award program for the 2016–2017 school year.

Appendix A

2015–2016 ASPIRE AWARD MODEL DIAGRAM

TEACHERS & CAMPUS-BASED STAFF

				Group 1 Core Teacher, Grades 3–11, with CG		Group 2 Core Teacher, PK–2		Group 3 Core Teacher, Grades 3–12, w/o CG		Group 4 Elective/ Ancillary Teacher		Group 5 Instructional Support Staff	Group 6 Teaching Assistant	Group 7 Operational Support Staff
		Indicator	Metric	Non-TIF	TIF4*	Non-TIF	TIF4*	Non-TIF	TIF4*	Non-TIF	TIF4*	All		
INDIVIDUAL PERFORMANCE		Educator-level Composite Growth By/Across Subjects (Multiple Subjects)	Top Quintile	\$4,500	\$5,000									
		Indicator	Metric											
GROUP PERFORMANCE: TEACHERS	Department Comparative Growth	Department-level Composite Growth By/Across Subjects (Multiple Subjects)	Top Quintile					\$1,500	\$2,500					
		Third Grade Math (Department-level Comparative Growth)	Top Quintile			\$750	\$1,250							
		Third Grade Reading (Department-level Comparative Growth)	Top Quintile			\$750	\$1,250							
		Indicator	Metric											
GROUP PERFORMANCE: CAMPUS-WIDE	Campus Composite Growth	School-level Composite Growth Across Subjects	Top Quintile	\$825	\$1,000	\$825	\$1,000	\$825	\$1,000	\$825	\$1,000	\$325	\$325	\$300
			Second Quintile	\$413	\$500	\$413	\$500	\$413	\$500	\$413	\$500	\$163	\$163	\$150
	Other Campus Growth or Achievement	Elementary/Middle School: Index 3	Index 3 Distinction	\$400		\$400		\$400		\$400		\$250	\$175	
		High School: AP/IB Participation & Performance (Students scoring 3+/4+ divided by grades 10–12 PEIMS enrollment unduplicated count)	Top Quintile or Top Quintile of Improvement	\$400				\$400		\$400		\$250	\$175	
Maximum Award Amount				\$5,725	\$6,400	\$2,725	\$3,900	\$2,725	\$3,900	\$1,225	\$1,400	\$575	\$500	\$300

* The 23 campuses whose ASPIRE Awards are funded in part by the TIF4 grant have grant-required minimum amounts in certain award categories.

Appendix A

2015–2016 ASPIRE AWARD MODEL DIAGRAM

SCHOOL LEADERS

				Group 1L Principals	Group 2L Assistant Principals and Deans	
				All	Non-TIF	TIF4*
	Indicator	Metric				
			GROUP PERFORMANCE: CAMPUS-WIDE	Campus Composite Growth	School-level Composite Growth Across Subjects	Top Quintile
Second Quintile	\$2,125	\$1,063				\$1,500
Other Campus Growth or Achievement	Elementary/Middle School: Index 3	Index 3 Distinction		\$2,000	\$1,000	
	High School: AP/IB Participation & Performance (Students scoring 3+/4+ divided by grades 10–12 PEIMS enrollment unduplicated count)	Top Quintile or Top Quintile of Improvement		\$2,000	\$1,000	
Maximum Award Amount				\$6,250	\$3,125	\$4,000

* The 23 campuses whose ASPIRE Awards are funded in part by the TIF4 grant have grant-required minimum amounts in certain award categories.

Appendix A

TIF4 Campuses

These campuses' ASPIRE awards are funded in part by the TIF4 Grant and have grant-required minimum amounts in certain award categories.

Blackshear Elementary School	Law Elementary School
Braeburn Elementary School	Looscan Elementary School
Burrus Elementary School	Mading Elementary School
Codwell Elementary School	McGowen Elementary School
Durkee Elementary School	Milne Elementary School
Eliot Elementary School	Montgomery Elementary School
Fleming Elementary School	Pugh Elementary School
Fondren Middle School	Ross Elementary School
Foster Elementary School	Southmayd Elementary School
Garden Oaks Montessori School	Sugar Grove Academy Middle School
Grissom Elementary School	Wilson Montessori School
Herrera Elementary School	

Appendix B

2015–2016 ASPIRE Awards

Program and Eligibility Requirements October 2015



General Eligibility Requirements

To be eligible to participate in the 2015–2016 ASPIRE Award Program, HISD employees must meet all of the following general eligibility requirements.

1. Employees must be supervised and appraised by the principal or other designated appraiser of the campus where they are serving students. Employees not supervised or appraised by the principal or campus appraiser are not eligible, even if 100 percent of their time is spent on a campus (e.g., food service employees, Plant Operators, custodians).
2. Employees must have a job/record position assigned to a campus, and must have a campus ID as their department ID by September 8, 2015. Employees whose job record/position is assigned to non-campus departments for time reporting are not eligible for the 2015–2016 ASPIRE award.
3. Employees must be continuously employed in an eligible position through the last day of school.
4. Employees must work at least 40 percent of the school time (equivalent to two days per week) at the same campus to be eligible.
5. Employees must complete the instructional-linkage and assignment-verification process, or have this completed by their principal, through the ASPIRE portal by the submission deadline as published annually. It is recommended that employees review instructional-linkage and assignment-verification information on the ASPIRE portal for accuracy.
6. Employees may “opt out” of the ASPIRE Award Program during the linkage and verification process. If an employee does not make a selection, the employee will be included for consideration for an ASPIRE award.
7. Non-administrative employees eligible under other incentive plans are not eligible for ASPIRE awards (e.g. Sr. Academic Tutor).
8. Hourly employees in any capacity, including substitute/associate teachers, are not eligible to participate in the ASPIRE awards. Employees holding an hourly or substitute position must be converted to a non-hourly position by September 8, 2015.
9. Employees who take leave of absence during the eligibility period (e.g., temporary disability, but not family medical leave) are not eligible.
10. Employees cannot be absent for more than 10 instructional days during the “instructional school year” (77.50 hours for staff on a 7.75-hour day¹; 80 hours for staff on an eight-hour day). This means first-year employees must commence employment no later than September 8, 2015, as any instructional days missed from the start of their campus’ instructional school year to the date employed will be counted as absent. Early release days are treated as other instructional days—the entire day (7.75 hours, or eight hours) is considered instructional. The following types of leave will be held harmless and not count as days absent:
 - Funeral leave (coded as funeral leave, not as “additional funeral leave,” as per Board policy)
 - Military leave
 - Family medical leave

¹Some teachers work at campuses where extended time is worked (i.e., teachers at Apollo campuses). This extended time is paid at the time it was worked. When absences are incurred, teachers’ leave banks are charged for the regular length of the day (7.75 hours), and not for any additional time. Therefore, for all teachers, one day’s absence is 7.75 hours, and 10 days of absences remains at 77.50 hours, regardless of the extended hours at the campus.

Appendix B

2015–2016 ASPIRE Awards

Program and Eligibility Requirements October 2015



- Assault leave
- Jury duty
- Holidays
- Religious holidays
- Floating holiday
- Vacation pay
- Compensatory time
- Authorized off-campus duty

Family medical leave, military leave and assault leave must be authorized through Human Resources (HR) at the time of the leave.

11. Employees who receive a final summative rating of “Ineffective” or “Needs Improvement” for the 2015–2016 school year, according to the Teacher Appraisal and Development System or the School Leader Appraisal System, are not eligible. This final summative rating includes a Student Performance measure for applicable employees.
12. Employees who were on a Prescriptive Plan of Assistance (PPA) based on the 2015–2016 information as determined by multiple measures including observations, walkthroughs, student performance, etc. and whose performance goals were not met prior to the first instructional day of the following school year are not eligible.
13. Employees who retire in lieu of termination or resign in lieu of termination are not eligible.
14. For principals to be eligible, all teacher positions at the campus must be fully staffed as of the first day of school, August 24, 2015. Principals of campuses who have teaching vacancies as of the first day of school can appeal their eligibility status.

Position Eligibility Requirements and Award Groups

Different positions within HISD qualify for various aspects of the ASPIRE Award Program. Following are definitions for position groups and eligibility requirements that will be used to group employees for award purposes.

Instructional Position Groups

Employees must be certified teaching staff and will fall into either core foundation or elective/ancillary instructional positions as defined below.

Core Foundation Teaching Positions

Employees must be assigned to a campus, plan lessons, provide direct instruction to students, and be responsible for providing content grades—not conduct or participation grades—for ASPIRE core foundation courses for the majority of the day/school year.

ASPIRE Core Foundation Courses

ASPIRE Core Foundation Courses include those courses identified by the Texas Education Agency under the Core Foundation areas of English Language Arts/Reading, Mathematics, Science and Social Studies at the elementary and middle school level and those Core Foundation courses required for graduation credit in the 4 x 4 Recommended or Distinguished High School Diploma programs and/or those courses that contribute directly to data collected and interpreted as part of the growth measure. Fifty percent of the teaching assignment must be in

Appendix B

2015–2016 ASPIRE Awards

Program and Eligibility Requirements October 2015



ASPIRE Core Foundation courses to be considered as core foundation instructional staff for the purposes of the award.

Group 1. Core Foundation Teachers, Grades 3-11 with Value-Added Report

To be considered in this group, employees must teach at least one and as many as five core foundation subjects for which a value-added report is generated. Student linkages are required to be provided during the spring linkage process in order for a teacher to be considered in this category. A teacher-level value-added report must be produced in order to be considered in this group.

Group 2. Core Foundation Teachers, Pre-Kindergarten through Grade 2

To be considered in this group, employees must qualify as core foundation instructional staff and teach core foundation subjects to students in pre-kindergarten through grade 2 for the majority of the school day.

Group 3. Core Foundation Teachers, Grades 3-12, without Value-Added Report

To be considered in this group, employees must qualify as core foundation teachers. Core foundation courses must be taught the majority of the school day. For a complete list of these courses, please review the Master Course List with ASPIRE core foundation subjects. This group may include special education teachers who teach core foundation courses where a value-added report cannot be generated, high school teachers of students in grades and subjects for which value-added reports cannot be generated, or teachers of low class sizes.

Elective/Ancillary Instructional Positions

Group 4. Elective/Ancillary Teachers

To be considered an elective/ancillary teacher, teachers must teach elective/ancillary classes (e.g., art, music, physical education, etc.) for the majority of the school day/year.

Other Position Groups

In addition to recognizing instructional staff, the ASPIRE awards also acknowledge the contributions of employees who contribute to student growth in other ways throughout the school year. Following are the award groups to recognize these employees.

Group 5. Instructional Support Staff

Instructional support-staff members are degreed, certified, or licensed professionals assigned to a campus and provide direct support to the instruction of students. If the instructional support-staff member is assigned to multiple campuses, the percentage of assignment to a single campus cannot be less than 40 percent. Instructional support staff must have a campus ID as their department ID. Instructional support staff may link students and receive a value-added report, but the production of a value-added report does not place an employee as a core foundation teacher for the purposes of determining ASPIRE award groups. *For example: counselor, librarian, nurse, speech therapist, speech therapist assistant, evaluation specialist, instructional coordinator, content area specialist, school-improvement facilitator, API, social worker, literacy coach, Magnet or Title I coordinator.*

Group 6. Teaching Assistants

Teaching assistants are staff members who have a job classification of “teaching assistant” and provide direct classroom instructional support to instructional staff.

Group 7. Operational Support Staff

Operational support-staff members are campus-based employees who do not meet the requirements for instructional staff, instructional support staff, or teaching assistants. *For example: school secretary, data entry clerk, teacher aide, clerk, attendance specialist, business manager, SIMS clerk, computer network specialist, registrars, and Campus Education Technician.*

Appendix B

2015–2016 ASPIRE Awards

Program and Eligibility Requirements

October 2015



Campus Leadership Groups

ASPIRE awards recognize campus leadership for their contribution to student progress and achievement based on campus performance. Certification for these positions is required in order to be considered for these categories. The following describe the award group eligibility criteria for leadership positions:

Group 1L. Principals

To be considered in this group, employees must meet all general eligibility requirements and be the “principal of record” according to HR and PeopleSoft.

Group 2L. Assistant Principals/Deans of Instruction/Deans of Students

To be considered in this category, employees must meet all eligibility requirements and be coded as an assistant principal, dean of instruction, or dean of students according to HR and PeopleSoft.

Additional Position Eligibility Requirements

1. For an employee who transfers or is reassigned from one ASPIRE award-eligible position to another ASPIRE award-eligible position during the eligibility period, the award will be determined on the basis of the ASPIRE award-eligible position the employee held the greatest percentage of the school year (based on the 180-day academic calendar). *For example: On September 5, an employee teaches grade 3 math. On February 5, the employee transfers to content specialist on the same campus. Both assignments are ASPIRE award-eligible. However, the award model and eligibility requirements differ. In this case, the greatest percentage of the “school year” was spent as a third grade, core foundation teacher. Therefore, the award amount would be determined on the basis of the job, a third grade, core foundation teacher.*
2. For an employee who transfers from an ASPIRE award-eligible position to a non-eligible position during the eligibility period, he/she will not be eligible for an award (see General Eligibility Requirements 1, 2 and 3).
3. The ASPIRE award for employees who function in multiple award groups (above) will be determined based on the job in which they function for the majority of their work day.
4. Employees must have credentials for the position in which they function to be eligible under that category. *For example: A teacher teaching twelfth-grade math must be certified or on permit to teach twelfth-grade math in order to be eligible as a core foundation teacher.*
5. For employees who meet the criteria of a Group 1 teacher but teach additional grade levels that are not included in the teacher’s value-added report, awards will be based on the value-added report only. *For example: If a teacher teaches second- and third-grade reading, and a value-added report is obtained for third grade based on the direct measure of student growth, the teacher would be considered for Group 1 awards, and would not be considered for Group 2 awards.*
6. The production of a value-added report does not necessarily place an employee in Group 1 for awards. *For example: If a value-added report is produced to measure the growth of students by a literacy coach for diagnostic and instructional improvement, the literacy coach is not considered as a core foundation teacher; the literacy coach remains in Group 5 for award purposes.*

ASPIRE Award Calculation and Payout Rules

ASPIRE awards will be calculated on the basis of the HISD board-approved model. Certain situations require the adoption of the following award calculation rules in order to apply the award model appropriately.

1. Employees who work less than full time must work at least 40 percent of the school time (equivalent to two days per week) at the same campus to be eligible to receive a prorated ASPIRE award. The prorated ASPIRE award will be based on the full-time equivalent (FTE) of their eligible position, the portion of time spent in the eligible position, and the ASPIRE award level. *For example: A half-time employee (or 0.5 FTE)*

Appendix B

2015–2016 ASPIRE Awards

Program and Eligibility Requirements October 2015



who spends all of his or her time at a single campus would be eligible to receive 50 percent of the award. This same employee who works 50 percent of his/her time at two campuses (0.25 FTE at each campus) would not be eligible.

2. Awards for employees whose job record/position is assigned to a campus department for time reporting who are assigned to and work on multiple campuses a minimum of 40 percent of the time and report directly to the principal (principal is responsible for supervising and evaluating the individual employee) will be calculated and prorated on the basis of the percentage of campus assignments. Examples include evaluation specialists, content specialists, speech therapists, and various Special Education positions. *For example: A campus-assigned, campus-based employee works 50 percent of his or her time at campus A, 25 percent at campus B, and 25 percent at campus C. If the employee is eligible for an ASPIRE award based on campus data, then the employee would receive 50 percent of the eligible payout at campus A, and would not receive an award for campus B or C.*
3. **Good Standing:** Employees must be in good standing at the time of payout. Therefore, an employee under investigation or reassigned pending investigation is not eligible for an ASPIRE award until he or she is cleared of any allegation. If the investigation is concluded with a confirmation of inappropriate employee behavior, the employee is not eligible to receive an ASPIRE award.
4. If an employee meets all of the eligibility requirements for an award and then resigns or retires from the district prior to the payout of the awards, the employee is still eligible for the award. It is incumbent upon the employee to provide the district with correct forwarding information so that the award payout can be processed.
5. *For Principals Only:*
 - The campus must also be in good standing. If the campus had an approved waiver to the district-testing procedures and if any testing improprieties are reported and confirmed or otherwise substantiated at the campus, the principal will be ineligible to receive an ASPIRE award. If any testing improprieties are reported and confirmed or otherwise substantiated at the campus, the principal may be ineligible to receive an ASPIRE award.

Appendix C

Total ASPIRE Award by Category

Table C-1. Eligibility and Awards by Category, 2015–2016 ASPIRE Award								
Award Category	Considered	Number Eligible	Percent Eligible	Eligible Employees		Of Paid Employees		
				Number Paid	Percent Paid	Minimum	Maximum	Mean
Group 1	4,020	3,014	75%	1,572	52%	\$400.00	\$6,000.00	\$2,823.71
Group 2	3,303	2,449	74%	1,226	50%	\$400.00	\$2,725.00	\$1,370.01
Group 3	2,083	1,309	63%	618	47%	\$300.00	\$3,500.00	\$1,363.84
Group 4	2,138	1,509	71%	670	44%	\$160.00	\$1,225.00	\$845.64
Group 5	1,463	1,127	77%	393	35%	\$100.00	\$575.00	\$411.84
Group 6	1,286	787	61%	273	35%	\$175.00	\$500.00	\$346.06
Group 7	1,905	1,292	68%	290	22%	\$240.00	\$300.00	\$299.59
Group 1L	274	263	96%	93	35%	\$2,000.00	\$6,250.00	\$4,212.37
Group 2L	444	396	89%	152	38%	\$1,000.00	\$3,125.00	\$2,129.11
Ineligible Category	1,347	0	0%	N/A	N/A	N/A	N/A	N/A
Total	18,263	12,146	67%	5,287	44%			
Core Foundation Teachers (Groups 1–3)								
	9,406	6,772	72%	3,416	50%	\$300.00	\$6,000.00	\$2,037.87
All Teachers (Groups 1–4)								
	11,544	8,281	72%	4,086	49%	\$160.00	\$6,000.00	\$1,842.37

Source: HISD Research and Accountability Final Payout File, 2016

Table C-2. Eligibility and Awards by Category, 2014–2015 ASPIRE Award								
Award Category	Considered	Number Eligible	Percent Eligible	Eligible Employees		Of Paid Employees		
				Number Paid	Percent Paid	Minimum	Maximum	Mean
Group 1	4,351	3,120	72%	1,801	58%	\$375.00	\$9,750.00	\$5,927.68
Group 2	3,233	2,395	74%	1,355	57%	\$375.00	\$4,875.00	\$2,079.94
Group 3	1,437	1,019	71%	420	41%	\$187.50	\$4,875.00	\$2,601.19
Group 4	2,082	1,464	70%	619	42%	\$187.50	\$2,250.00	\$1,514.25
Group 5	1,504	1,179	78%	435	37%	\$110.25	\$1,012.50	\$559.67
Group 6	1,280	813	64%	319	39%	\$150.00	\$862.50	\$484.33
Group 7	1,824	1,233	68%	269	22%	\$250.00	\$500.00	\$498.23
Group 1L	273	262	96%	90	34%	\$1,875.00	\$11,250.00	\$6,529.17
Group 2L	417	372	89%	116	31%	\$937.50	\$5,625.00	\$4,008.62
Ineligible Category	1,573	0	0%	N/A	N/A	N/A	N/A	N/A
Total	17,974	11,857	66%	5,424	46%			
Core Foundation Teachers (Groups 1–3)								
	9,021	6,534	72%	3,576	55%	\$187.50	\$9,750.00	\$4,079.02
All Teachers (Groups 1–4)								
	11,103	7,998	72%	4,195	52%	\$187.50	\$9,750.00	\$3,700.57

Source: HISD Research and Accountability Final Payout File, 2015

Appendix C

Table C-3. Eligibility and Awards by Category, 2013–2014 ASPIRE Award

Award Category	Considered	Number Eligible	Percent Eligible	Eligible Employees		Of Paid Employees		
				Number Paid	Percent Paid	Minimum	Maximum	Mean
Group 1	4,308	2,812	65%	1,870	67%	\$500.00	\$13,000.00	\$7,107.75
Group 2	3,248	2,366	73%	1,359	57%	\$500.00	\$6,500.00	\$2,728.66
Group 3	1,520	1,050	69%	539	51%	\$500.00	\$6,500.00	\$2,884.16
Group 4	2,094	1,476	70%	702	48%	\$250.00	\$3,000.00	\$1,784.94
Group 5	1,318	1,013	77%	413	41%	\$180.00	\$1,350.00	\$736.71
Group 6	1,265	824	65%	386	47%	\$200.00	\$1,150.00	\$596.89
Group 7	1,789	1,227	69%	266	22%	\$250.00	\$500.00	\$498.12
Group 1L	269	258	96%	100	39%	\$2,500.00	\$15,000.00	\$8,250.00
Group 2L	379	352	93%	137	39%	\$1,225.00	\$7,500.00	\$4,552.55
Ineligible Category	1,845	0	0%	N/A	N/A	N/A	N/A	N/A
Total	18,035	11,378	63%	5,772	51%			
Core Foundation Teachers (Groups 1–3)								
	9,076	6,228	69%	3,768	61%	\$500.00	\$13,000.00	\$4,924.18
All Teachers (Groups 1–4)								
	11,170	7,704	69%	4,470	58%	\$250.00	\$13,000.00	\$4,431.17

Source: HISD Research and Accountability Final Payout File, 2014

Table C-4. Eligibility and Awards by Category, 2012–2013 ASPIRE Award

Award Category	Considered	Number Eligible	Percent Eligible	Eligible Employees		Of Paid Employees		
				Number Paid	Percent Paid	Minimum	Maximum	Mean
Group 1	4,384	2,692	61%	1,670	62%	\$500.00	\$13,000.00	\$6,527.60
Group 2	3,213	2,135	66%	1,327	62%	\$500.00	\$6,500.00	\$2,402.22
Group 3	1,280	875	68%	452	52%	\$500.00	\$6,500.00	\$2,848.95
Group 4	2,058	1,381	67%	564	41%	\$245.00	\$3,000.00	\$1,710.53
Group 5	1,162	895	77%	368	41%	\$147.00	\$1,350.00	\$717.60
Group 6	1,224	729	60%	323	44%	\$200.00	\$1,150.00	\$595.28
Group 7	1,822	1,197	66%	255	21%	\$250.00	\$500.00	\$497.65
Group 1L	263	182	69%	79	43%	\$2,500.00	\$15,000.00	\$8,702.53
Group 2L	374	244	65%	94	39%	\$1,250.00	\$7,500.00	\$4,867.02
Ineligible Category	1,692	0	0%	N/A	N/A	N/A	N/A	N/A
Total	17,472	10,330	59%	5,132	50%			
Core Foundation Teachers (Groups 1–3)								
	8,877	5,702	64%	3,449	60%	\$500.00	\$13,000.00	\$4,458.27
All Teachers (Groups 1–4)								
	10,935	7,083	65%	4,013	57%	\$245.00	\$13,000.00	\$4,072.09

Source: HISD Research and Accountability Final Payout File, 2013

Appendix C

Table C-5. Eligibility and Awards by Category, 2011–2012 ASPIRE Award								
Award Category	Considered	Number Eligible	Percent Eligible	Eligible Employees		Of Paid Employees		
				Number Paid	Percent Paid	Minimum	Maximum	Mean
A/B	3,670	3,033	83%	2,036	67%	\$250.00	\$9,000.00	\$3,629.22
C	1,358	1,082	80%	710	66%	\$500.00	\$9,000.00	\$3,719.51
D	3,172	2,648	83%	1,738	66%	\$500.00	\$5,500.00	\$2,210.01
E	731	554	76%	339	61%	\$500.00	\$5,500.00	\$2,553.47
F	2,098	1,577	75%	846	54%	\$200.00	\$2,000.00	\$1,043.82
G	1,198	910	76%	435	48%	\$147.00	\$1,350.00	\$690.65
H	1,244	769	62%	378	49%	\$100.00	\$1,150.00	\$607.47
I	1,814	1,183	65%	310	26%	\$200.00	\$490.79	\$500.00
J	267	259	97%	182	70%	\$825.00	\$13,500.00	\$4,441.00
K	355	328	92%	243	74%	\$412.50	\$6,750.00	\$2,301.06
Ineligible Category	1,615	0	0%	N/A	N/A	N/A	N/A	N/A
Total	17,522	12,343	70%	7,217	58%			
Core Foundation Teachers (Categories A–E)								
	8,931	7,317	82%	4,823	66%	\$250.00	\$9,000.00	\$3,055.48
All Teachers (Categories A–F)								
	11,029	8,894	81%	5,669	64%	\$200.00	\$9,000.00	\$2,755.27

Source: HISD Research and Accountability Final Payout File, 2012

Appendix D

Total ASPIRE Award by Category and Award Component

Table D-1. Awards by Category and Award Component, 2015–2016					
Award Category	Number Paid	Individual Performance or Group Performance: Teacher	Group Performance Campus-Wide: Campus Comparative Growth	Group Performance Campus-Wide: Campus Growth or Achievement	Total
Group 1	1,572	\$3,351,216.67	\$649,692.50	\$437,960.00	\$4,438,869.17
Group 2	1,226	\$837,482.50	\$520,830.75	\$321,324.00	\$1,679,637.25
Group 3	618	\$413,818.33	\$244,241.75	\$184,796.00	\$842,856.08
Group 4	670	N/A	\$319,295.50	\$247,280.00	\$566,575.50
Group 5	393	N/A	\$77,216.75	\$84,635.00	\$161,851.75
Group 6	273	N/A	\$54,925.00	\$39,550.00	\$94,475.00
Group 7	290	N/A	\$86,880.00	N/A	\$86,880.00
Group 1L	93	N/A	\$240,550.00	\$151,200.00	\$391,750.00
Group 2L	152	N/A	\$189,625.00	\$134,000.00	\$323,625.00
Total	5,287	\$4,602,517.50	\$2,383,257.25	\$1,600,745.00	\$8,586,519.75
Core Foundation Teachers (Groups 1–3)					
	3,416	\$4,602,517.50	\$1,414,765.00	\$944,080.00	\$6,961,362.50
All Teachers (Groups 1–4)					
	4,086	\$4,602,517.50	\$1,734,060.50	\$1,191,360.00	\$7,527,938.00

Source: HISD Research and Accountability Final Payout File, 2016

Table D-2. Awards by Category and Award Component, 2014–2015					
Award Category	Number Paid	Individual Performance or Group Performance: Teacher	Group Performance Campus-Wide: Campus Comparative Growth	Group Performance Campus-Wide: Campus Growth or Achievement	Total
Group 1	1,801	\$8,859,450.00	\$1,292,880.00	\$523,425.00	\$10,675,755.00
Group 2	1,355	\$1,505,437.50	\$829,500.00	\$483,375.00	\$2,818,312.50
Group 3	420	\$557,646.25	\$332,820.00	\$202,035.00	\$1,092,501.25
Group 4	619	N/A	\$633,240.00	\$304,083.75	\$937,323.75
Group 5	435	N/A	\$127,209.38	\$116,248.50	\$243,457.88
Group 6	319	N/A	\$94,500.00	\$60,000.00	\$154,500.00
Group 7	269	N/A	\$134,025.00	N/A	\$134,025.00
Group 1L	90	N/A	\$390,750.00	\$196,875.00	\$587,625.00
Group 2L	116	N/A	\$348,750.00	\$116,250.00	\$465,000.00
Total	5,424	\$10,922,533.75	\$4,183,674.38	\$2,002,292.25	\$17,108,500.38
Core Foundation Teachers (Groups 1–3)					
	3,576	\$10,922,533.75	\$2,455,200.00	\$1,208,835.00	\$14,586,568.75
All Teachers (Groups 1–4)					
	4,195	\$10,922,533.75	\$3,088,440.00	\$1,512,918.75	\$15,523,892.50

Source: HISD Research and Accountability Final Payout File, 2015

Appendix D

Table D-3. Awards by Category and Award Component, 2013–2014					
Award Category	Number Paid	Individual Performance or Group Performance: Teacher	Group Performance Campus-Wide: Campus Comparative Growth	Group Performance Campus-Wide: Campus Growth or Achievement	Total
Group 1	1,870	\$10,990,000.00	\$1,584,000.00	\$717,500.00	\$13,291,500.00
Group 2	1,359	\$2,066,750.00	\$964,000.00	\$677,500.00	\$3,708,250.00
Group 3	539	\$731,873.33	\$449,800.00	\$372,890.00	\$1,554,563.33
Group 4	702	N/A	\$735,740.00	\$517,285.00	\$1,253,025.00
Group 5	413	N/A	\$135,045.00	\$169,215.00	\$304,260.00
Group 6	386	N/A	\$129,000.00	\$101,400.00	\$230,400.00
Group 7	266	N/A	\$132,500.00	N/A	\$132,500.00
Group 1L	100	N/A	\$515,000.00	\$310,000.00	\$825,000.00
Group 2L	137	N/A	\$425,000.00	\$198,700.00	\$623,700.00
Total	5,772	\$13,788,623.33	\$5,070,085.00	\$3,064,490.00	\$21,923,198.33
Core Foundation Teachers (Groups 1–3)					
	3,768	\$13,788,623.33	\$2,997,800.00	\$1,767,890.00	\$18,554,313.33
All Teachers (Groups 1–4)					
	4,470	\$13,788,623.33	\$3,733,540.00	\$2,285,175.00	\$19,807,338.33

Source: HISD Research and Accountability Final Payout File, 2014

Table D-4. Awards by Category and Award Component, 2012–2013					
Award Category	Number Paid	Individual Performance or Group Performance: Teacher	Group Performance Campus-Wide: Campus Comparative Growth	Group Performance Campus-Wide: Campus Growth or Achievement	Total
Group 1	1,670	\$8,714,000.00	\$1,511,600.00	\$675,500.00	\$10,901,100.00
Group 2	1,327	\$1,842,750.00	\$842,000.00	\$503,000.00	\$3,187,750.00
Group 3	452	\$686,525.00	\$399,200.00	\$202,000.00	\$1,287,725.00
Group 4	564	N/A	\$633,260.00	\$331,480.00	\$964,740.00
Group 5	368	N/A	\$147,892.50	\$116,184.00	\$264,076.50
Group 6	323	N/A	\$121,875.00	\$70,400.00	\$192,275.00
Group 7	255	N/A	\$126,900.00	N/A	\$126,900.00
Group 1L	79	N/A	\$480,000.00	\$207,500.00	\$687,500.00
Group 2L	94	N/A	\$330,000.00	\$127,500.00	\$457,500.00
Total	5,132	\$11,243,275.00	\$4,592,727.50	\$2,233,564.00	\$18,069,566.50
Core Foundation Teachers (Groups 1–3)					
	3,449	\$11,243,275.00	\$2,752,800.00	\$1,380,500.00	\$15,376,575.00
All Teachers (Groups 1–4)					
	4,013	\$11,243,275.00	\$3,386,060.00	\$1,711,980.00	\$16,341,315.00

Source: HISD Research and Accountability Final Payout File, 2013

Appendix D

Table D-5. Awards by Category and Award Component, 2011–2012					
Award Category	Number Paid	Core Foundation Teacher Component	Campus Progress Component	Campus Achievement Component	Total
Category A/B	2,036	\$5,958,341.67	\$788,500.00	\$642,250.00	\$7,389,091.67
Category C	710	\$2,014,250.00	\$314,600.00	\$312,000.00	\$2,640,850.00
Category D	1,738	\$2,583,000.00	\$648,000.00	\$610,000.00	\$3,841,000.00
Category E	339	\$580,125.00	\$159,000.00	\$126,500.00	\$865,625.00
Category F	846	N/A	\$463,880.00	\$419,190.00	\$883,070.00
Category G	435	N/A	\$167,925.00	\$132,507.00	\$300,432.00
Category H	378	N/A	\$155,625.00	\$74,000.00	\$229,625.00
Category I	310	N/A	\$152,145.00	\$0.00	\$152,145.00
Category J	182	\$603,500.00	\$104,525.00	\$100,237.50	\$808,262.50
Category K	243	\$426,677.50	\$73,509.75	\$58,971.00	\$559,158.25
Total	7,217	\$12,165,894.17	\$3,027,709.75	\$2,475,655.50	\$17,669,259.42
Core Foundation Teachers (Categories A–E)					
	4,823	\$11,135,716.67	\$1,910,100.00	\$1,690,750.00	\$14,736,566.67
All Teachers (Categories A–F)					
	5,669	\$11,135,716.67	\$2,373,980.00	\$2,109,940.00	\$15,619,636.67

Source: HISD Research and Accountability Final Payout File, 2012