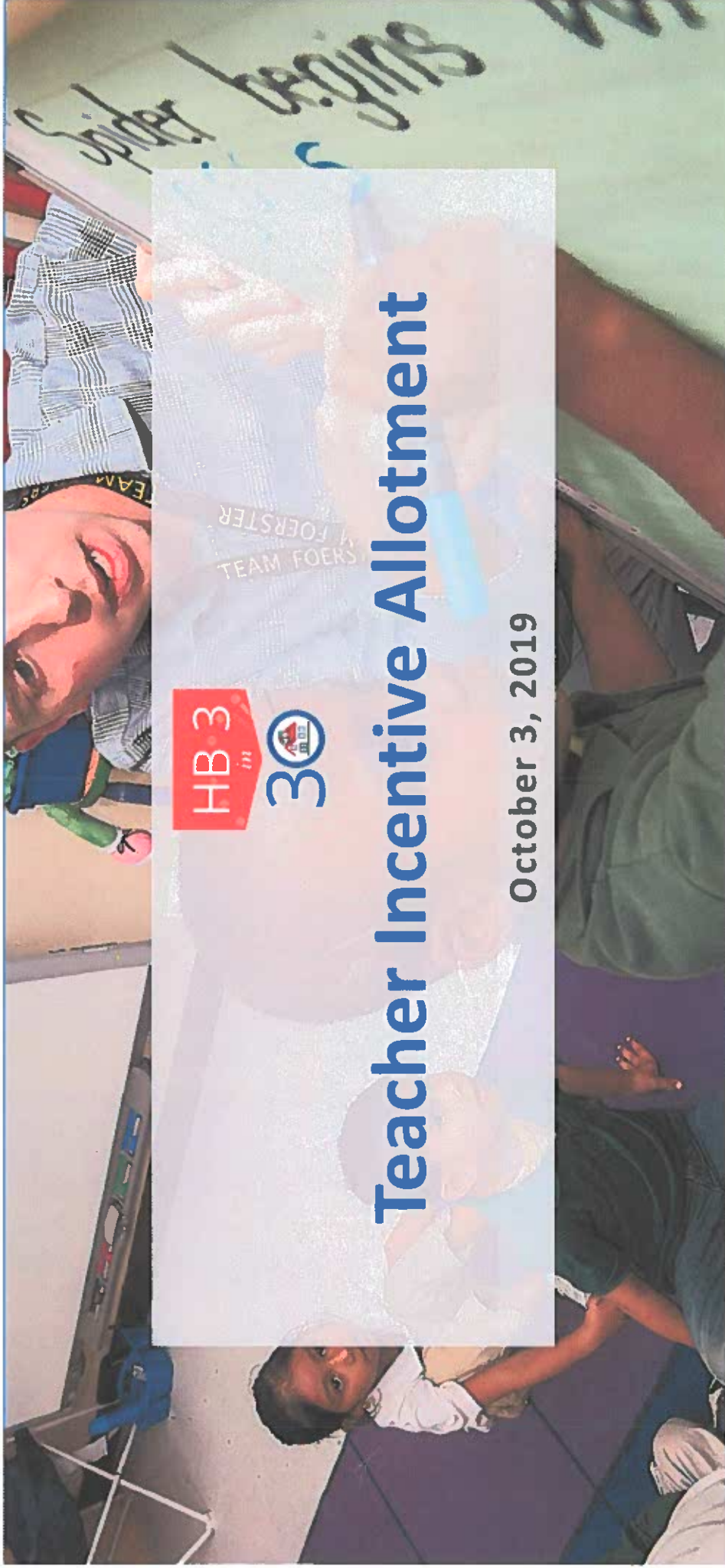


**Agenda Item X. District Update on
Commissioner's Teacher Incentive Allotment
Program.**

- I. Webinar HB3
Teacher Incentive Allotment
10/03/2019
- II. Optimizing Educator Effectiveness
House Bill 3 10/18/19
- III. Develop a proposal with input from multiple
stakeholders
- IV. Prepare to apply for grant



Teacher Incentive Allotment

October 3, 2019



Key TEA Personnel



Key TEA Personnel

TEA Staff

Ali Friedlander

Program Manager, Teacher Leadership & Strategic Compensation
Former Elementary Dual-Language Teacher
Texas Teacher of the Year, 2017

Tim Regal

Associate Commissioner for Instructional Support
Former High School English Teacher



Presentation Agenda

1. Overview
2. Teacher Incentive Allotment Funding Overview
3. Local Optional Teacher Designation System
4. District Approval Process
5. Calculation Example
6. Fees & Reimbursements
7. Spending Requirements
8. Timeline & Next Steps

Overview

HB 3: Compensation Increases

Minimum Salary Increases



HB 3 increases the **State Minimum Salary Schedule** by \$5.5-9K per year of service.

Additional 30%



As a result of HB 3, **30%** of a district's budget increase *must* go to compensation increases.

Teacher Incentive Allotment



Districts *may* use state funding for **performance-based compensation** that meets certain criteria.

For more information on teacher compensation increases, refer to the [Budget Planning for Teacher Compensation HB 3](#) in 30 video.

“The state should set a goal to ensure that its top teachers have a realistic path to a **\$100,000 annual salary.**”

“In addition to helping **attract and keep their effective educators** in the classroom, public schools implementing these systems would be able to identify their more effective educators and then provide **incentives for them to teach at their most challenged campuses**, increasing the equitable distribution of effective educators.”

Do high school students want to become teachers?

4%

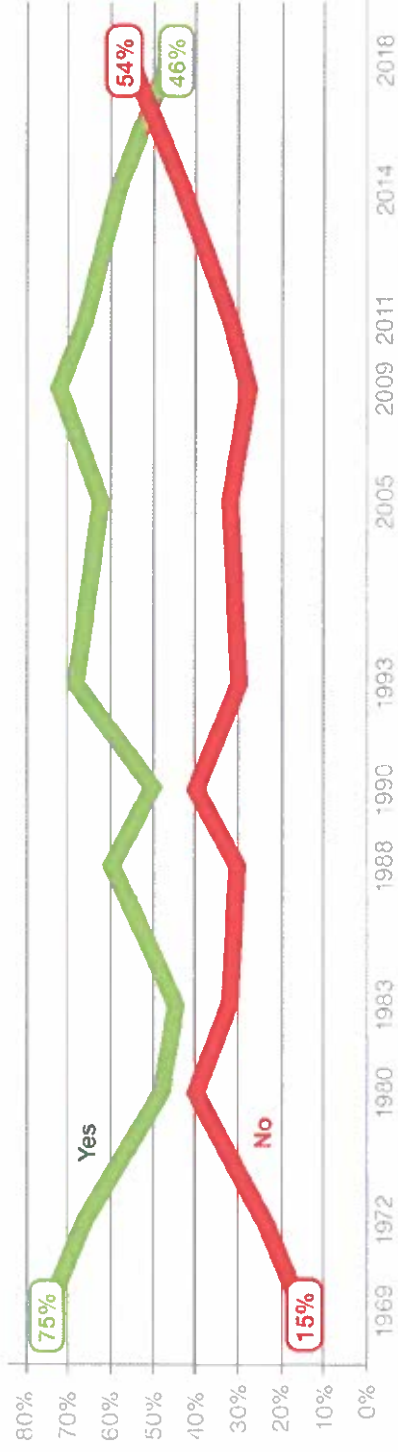
of HS students indicated interest in education major.*



Do parents want their children to become teachers?

46%

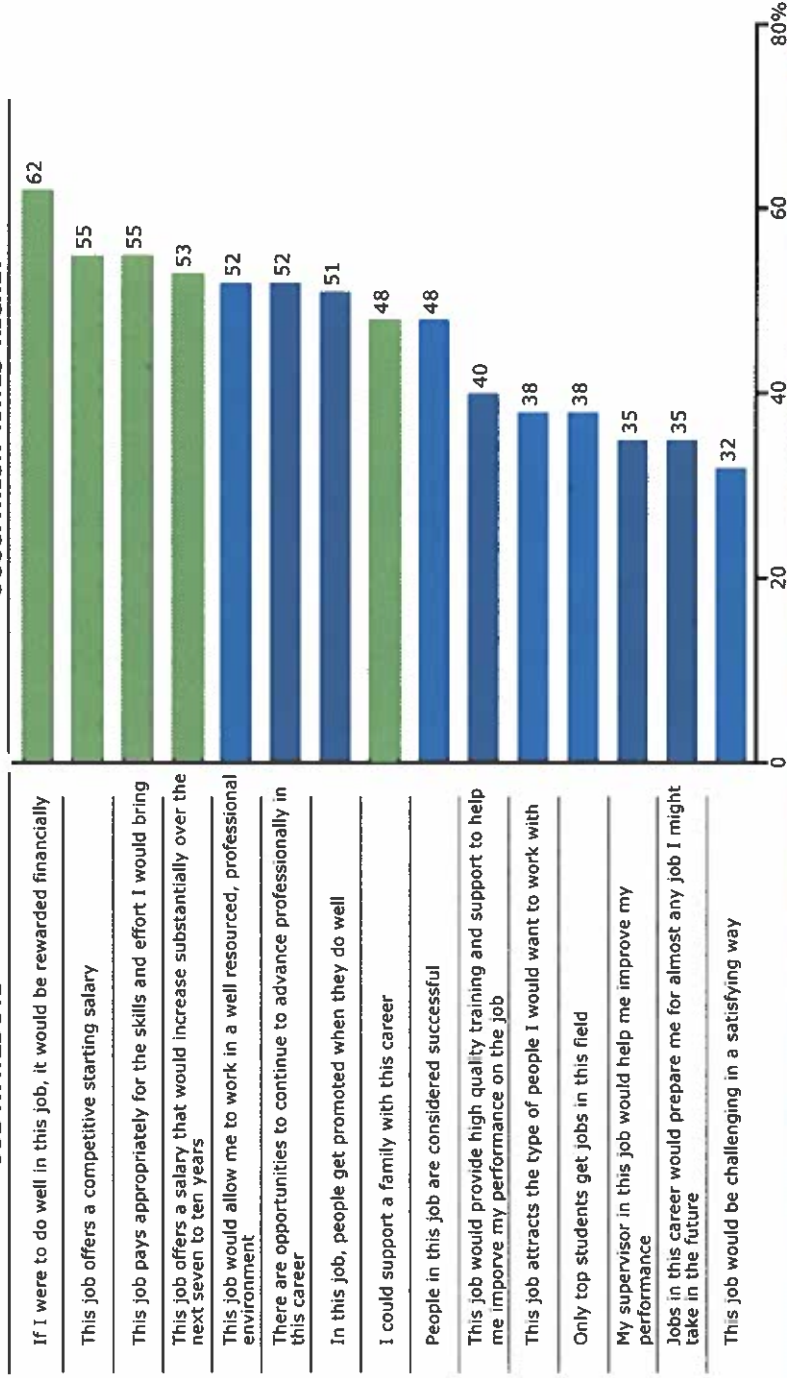
of parents want their kids to become teachers.**



*From SAT/ACT interest survey **<https://www.the74million.org/new-poll-for-first-time-ever-majority-of-american-parents-do-not-want-their-children-to-become-public-school-teachers/>

Challenges: Working Conditions and Pay

DIFFERENCE BETWEEN TEACHING AND PREFERRED OCCUPATION IN % OF STUDENTS WHO AGREE THE OCCUPATION RATES HIGHLY

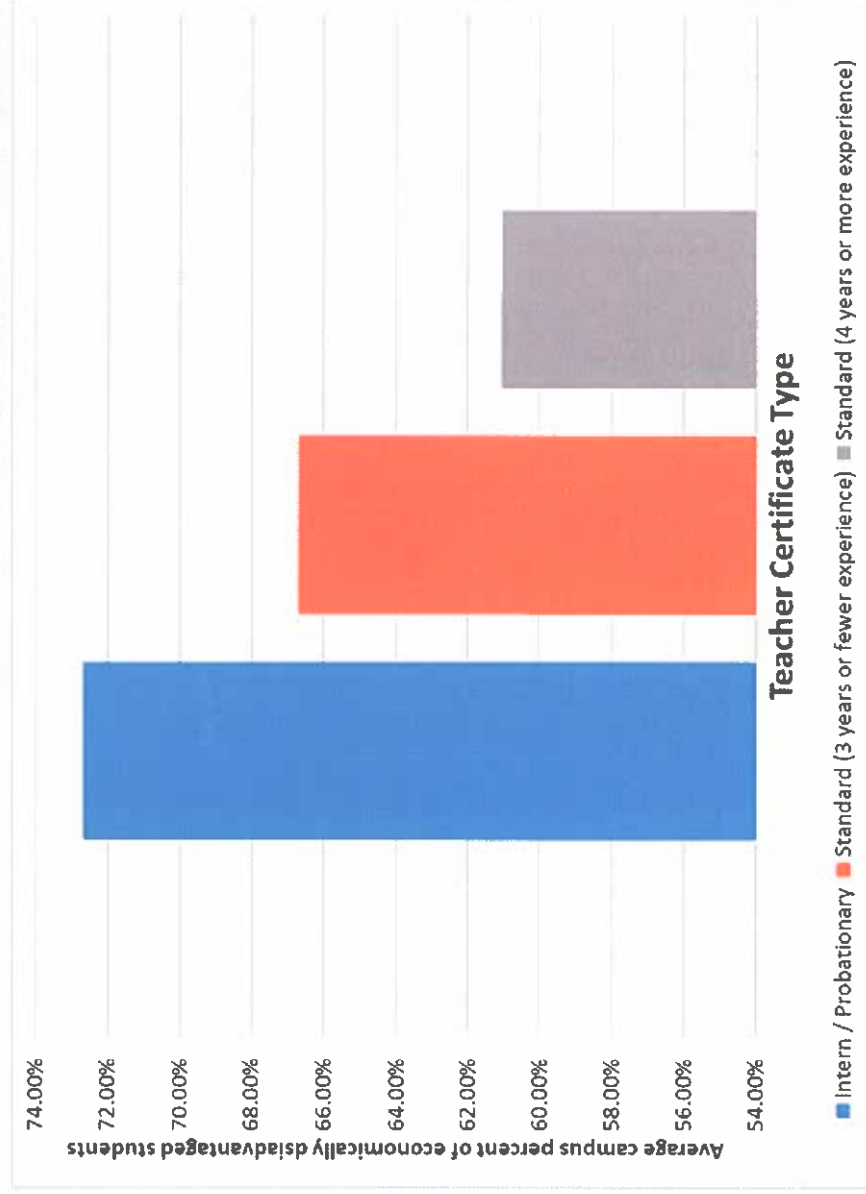


Salary & Compensation

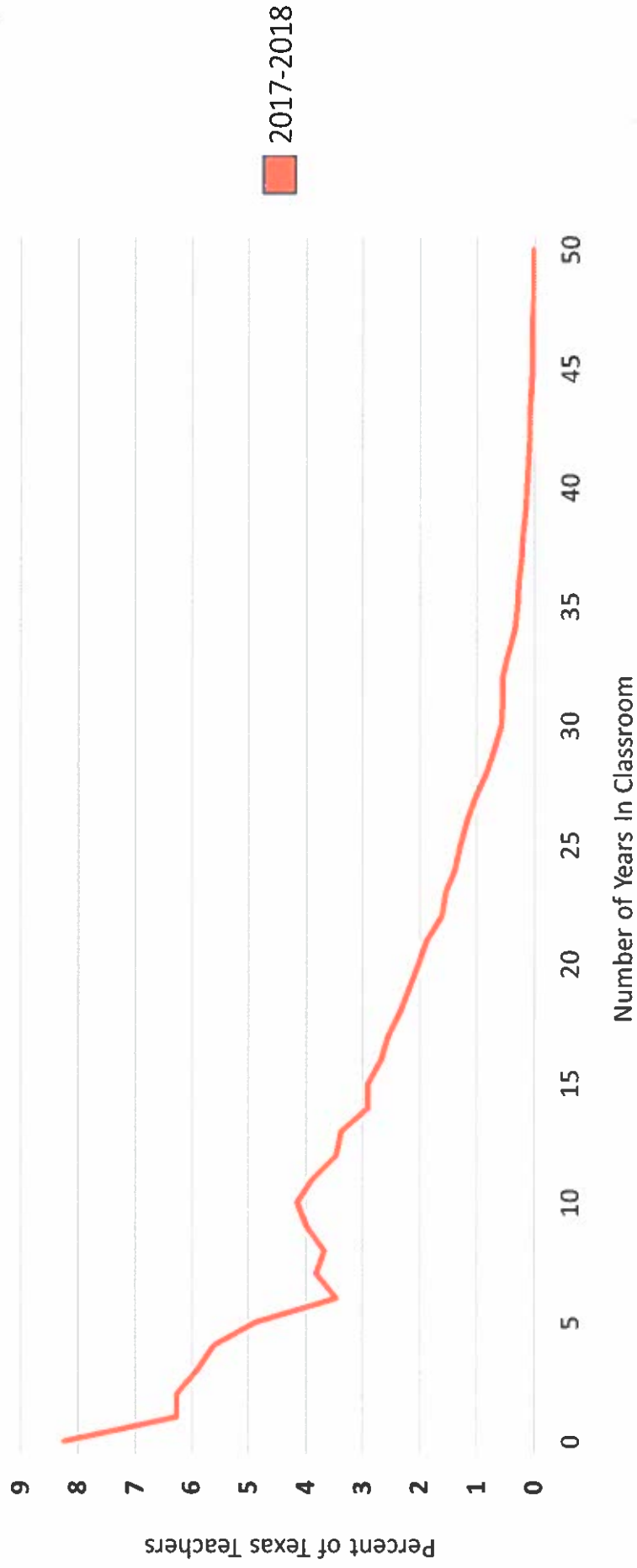
Environment/Culture

Professional Development

Economically Disadvantaged Students are More Likely to be Taught by Inexperienced Teachers



Teacher Years of Experience As A Share of Workforce



Key Points: Teacher Incentive Allotment (TIA)



Districts, if they choose to, can develop a **local designation system** and designate high-performing teachers (Master, Exemplary, or Recognized).



Districts will receive **additional funding (\$3-32K per year)** for every designated teacher they employ.



Districts will receive greater funding for designated teachers who work on **rural and/or high-needs campuses**.

90%


At least 90% of TIA funds must be used on teacher compensation on the campus where the designated teacher works.




TEA in partnership with Texas Tech University will approve the local designation systems.

Overview: Teacher Incentive Allotment Funding (TEC §48.112)

Teacher Incentive Allotment Funding

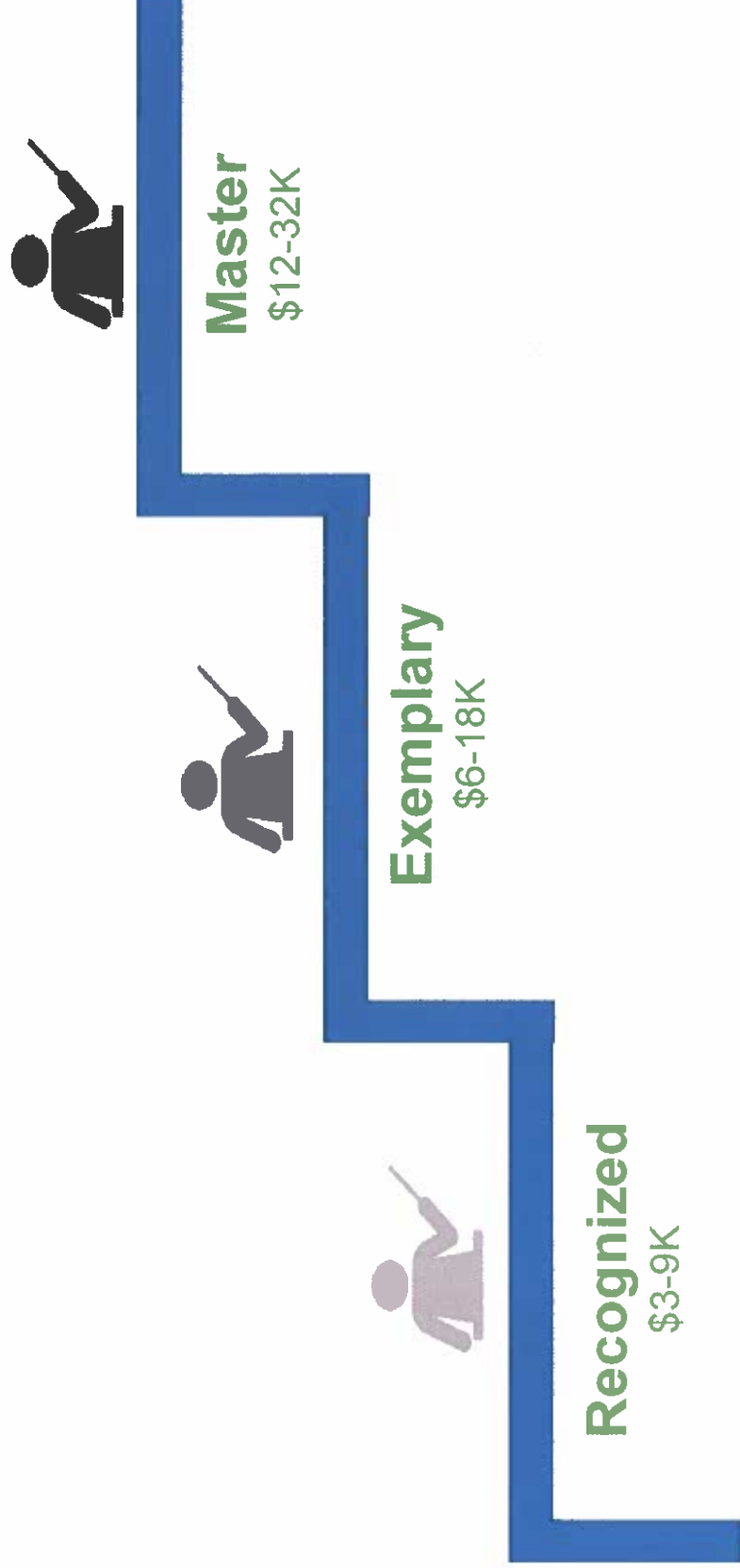

More Need

Designation	Base	Multiplier	Tier Student Point Value	Non Eco- Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
					X 0.5	X 1.0	X 2.0	X 3.0	X 4.0
Recognized	\$3,000	\$1,500	Non-rural	\$ 3,000	\$ 3,750	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000
			Rural	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000	\$ 9,000	\$ 9,000
Exemplary	\$6,000	\$3,000	Non-rural	\$ 6,000	\$ 7,500	\$ 9,000	\$ 12,000	\$ 15,000	\$ 18,000
			Rural	\$ 9,000	\$ 12,000	\$ 15,000	\$ 18,000	\$ 18,000	\$ 18,000
Master	\$12,000	\$5,000	Non-rural	\$ 12,000	\$ 14,500	\$ 17,000	\$ 22,000	\$ 27,000	\$ 32,000
			Rural	\$ 17,000	\$ 22,000	\$ 27,000	\$ 32,000	\$ 32,000	\$ 32,000

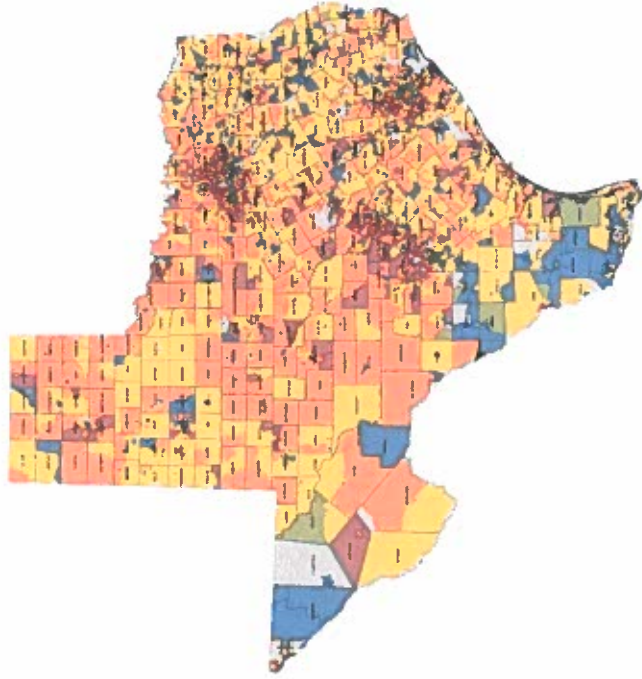

More Funding

**Max funding
amount =
\$32,000**

Funding Factor #1: Teacher Designation



Funding Factor #2: Socio-Economic Level



Each student is assigned a point value based on the Census block group in which that student resides.

- Each student not qualifying for Compensatory Education is assigned a **0**.
- Each student qualifying for Compensatory Education is assigned a point value of **0.5, 1, 2, 3, or 4** and is placed in a corresponding tier (same tiers used for Comp Ed).

Student does not qualify for Comp Ed	Student qualifies for Comp Ed				
X 0	X 0.5	X 1.0	X 2.0	X 3.0	X 4.0
Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5

High Need

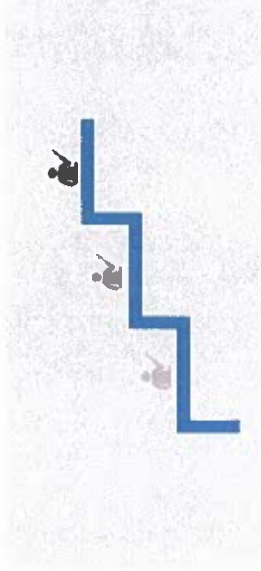
Rural or Not Rural

Each student enrolled at a campus classified as rural is assigned a point value **two tiers higher** than their assigned Comp Ed tier.



Allotment Example (Non-Rural)

Designation Level



Socio-Economic Level



Rural Status

Rural
or
Not Rural

Master

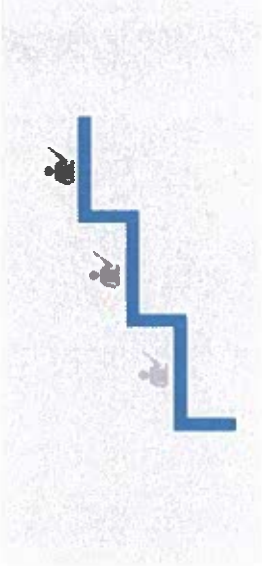
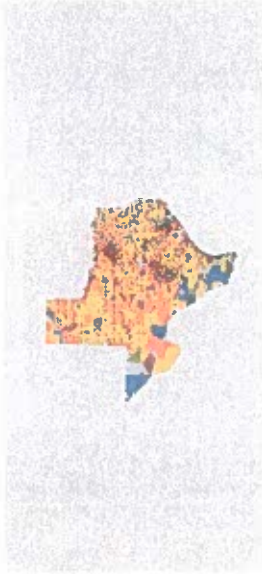
80% Eco. Dis.

Not Rural

X 0	X 0.5	X 1	X 2	X 3	X 4
Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
20%	0%	20%	20%	20%	20%

Higher SES ← → Lower SES

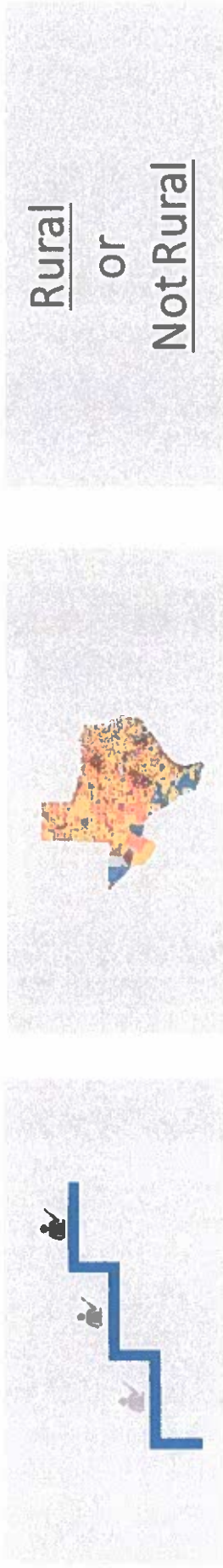
Allotment Example (Non-Rural)

Designation Level		Rural Status	<u>Rural</u> or <u>Not Rural</u>
Socio-Economic Level			
			Not Rural

For this one teacher, the district receives **\$22,000** per year
Reminder: at least 90% of these funds must be spent on teacher compensation on this campus.

Allotment Example (Rural)

Designation Level Socio-Economic Level Rural Status



Master

80% Eco. Dis.

Rural

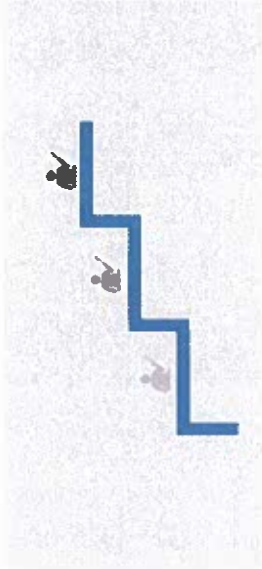
X 0	X 0.5	X 1	X 2	X 3	X 4
Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
0%	0%	20%	0%	20%	60%

Higher SES

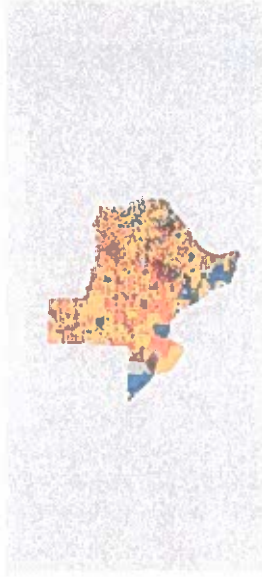
Lower SES

Allotment Example (Rural)

Designation Level



Socio-Economic Level



Rural Status

Rural
or
Not Rural

Master

80% Eco. Dis.

Rural

For this one teacher, the district receives **\$28,000** per year
Reminder: at least 90% of these funds must be spent on teacher compensation on this campus.

Future Funding Map by School

A future website will allow the public to do a map search of possible TIA funding per campus, per year based on a teacher’s designation. This will also include a downloadable list of yearly funding available per campus.

Central High School SY 2019-2020		 District Funding (at least 90% must be spent on teacher compensation on this campus)
Teacher Designation (the amount available per designated teacher)		
Master Teacher		\$18,850
Exemplary Teacher		\$10,110
Recognized Teacher		\$5,055





Question

How are rural schools defined?

The Teacher Incentive Allotment defines rural in two ways:

- (1) A *campus* located in an area not designated as an urbanized area or urban cluster by the US Census Bureau and in a district with fewer than 5,000 enrolled students, OR
- (2) A *campus* designated as rural under rules adopted by the commissioner.

TEA has created a preliminary list of *districts* that could qualify as rural for the Teacher Incentive Allotment. You can download that excel file here:

[https://tea.texas.gov/Reports and Data/School District Data/District Type Data Search/District Type, 2017-18](https://tea.texas.gov/Reports_and_Data/School_District_Data/District_Type_Data_Search/District_Type, 2017-18)

Once rules are adopted, TEA will finalize and post an official list of campuses qualifying as rural at the website listed above.



Answer



Local Optional Teacher Designation System (TEC §21.3521)

District & State Roles for Designation Systems



District Role

Develop & implement a
designation system




State Role

Approve district systems
based on their validity
and reliability

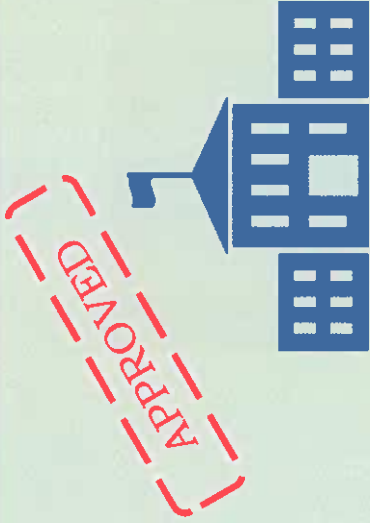
State Approves District Systems

State WILL NOT



Determine the designations of individual teachers

State WILL



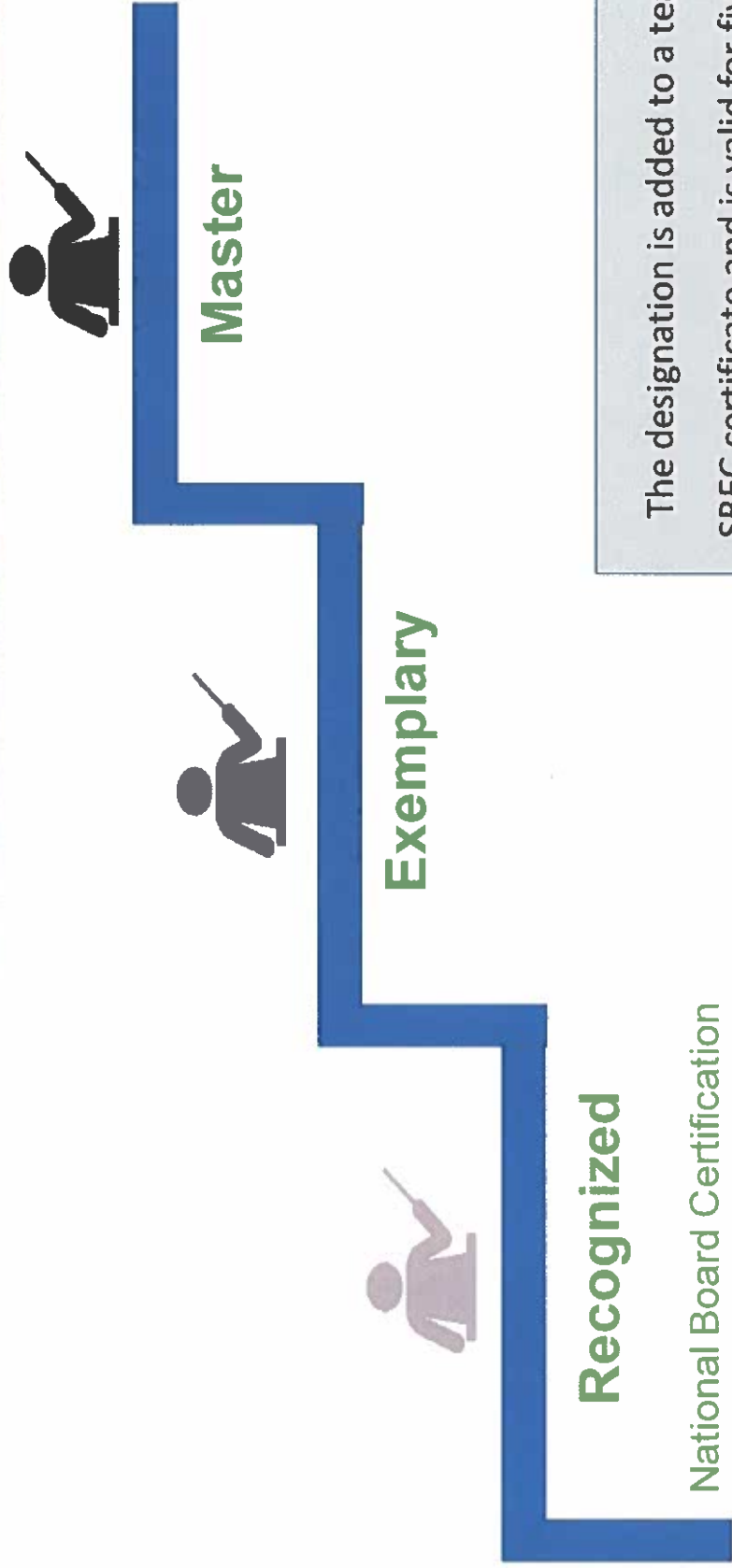
Issue the authority for districts to make teacher designations



Designations



Teacher Incentive Allotment works in conjunction with the Local Optional Teacher Designation System



National Board Certification: 25 Certificate Areas & 16 Disciplines


Certificate Area	Developmental Level	Certificate Area	Developmental Level
Art	EMC (ages 3-12) EAYA (ages 11-18+)	Reading-Language Arts	EMC (ages 3-12) EA (ages 11-15) AYA (ages 14-18+)
Career & Technical Education	EAYA (ages 11-18+)	Mathematics	EMC (ages 3-12) EAYA (ages 11-18+)
English as a New Language	EMC (ages 3-12) EAYA (ages 11-18+)	Music	EMC (ages 3-12) EAYA (ages 11-18+)
English Language Arts	EA (ages 11-15) AYA (ages 14-18+)	Physical Education	EMC (ages 3-12) EAYA (ages 11-18+)
Exceptional Needs Specialist	ECYA (ages birth-21+)	School Counseling	ECYA (ages 3-18+)
Generalist	EC (ages 3-8) MC (ages 7-12)	Science	EA (ages 11-15) AYA (ages 14-18+)
Health Education	EAYA (ages 11-18+)	Social Studies-History	EA (ages 11-15) AYA (ages 14-18+)
Library Media	ECYA (ages 3-18+)	World Languages	EAYA (ages 11-18+)

AYA=Adolescence and Young Adulthood / EC=Early Childhood / ECYA=Early Childhood through Young Adulthood / EA=Early Adolescence
EAYA=Early Adolescence through Young Adulthood / EMC=Early and Middle Childhood / MC=Middle Childhood



Question

Are only certified teachers eligible to earn a designation?



Answer

- Yes, only certified teachers are eligible to earn a designation. This would include intern, probationary, and standard certificates.

In Statute

TEC 21.3521(a): “A school district or open-enrollment charter school may designate a certified classroom teacher as a master, exemplary, or recognized teacher for a five-year period.”



Question

Is a teacher's designation tied to a particular grade level or content area?





Answer

- No, the Master, Exemplary, and Recognized designations are not tied to a particular grade level or content area.
- Designations apply to the teacher, not the teaching assignment, so a teacher could earn a designation while teaching out-of-field.
- For example, if a teacher earns a designation while teaching 9th grade English I and then moves to teach 11th grade US History, that teacher's designation is still valid for the new assignment.

Master, Exemplary, and Recognized Designations

TEA and Texas Tech University are in the process of gathering and analyzing data to be able to share **designation standards** with districts describing:

	<p>During lesson delivery, the actions teachers take at the Master, Exemplary, and Recognized levels</p>
	<p>Over at least the course of a school year, what impact teachers have on student performance at the Master, Exemplary, and Recognized levels</p>



Question

Is there a state cap on how many teachers can earn a designation?



Answer

- No.
- TEA is in the process of developing performance standards for each designation level.
- It is possible, over time, for all teachers to earn a designation through their local designation system given their ability to meet the statewide performance standards.



Local Designation System

District Designation System Components



Teacher Observation

- Observation based on T-TESS or locally-developed rubric
- District application must show evidence of validity & reliability



Student Performance

- Student performance measures determined by district
- District application must show evidence of validity & reliability



Optional: Additional Factors

- Districts *may* consider additional factors in making designations (e.g., **mentoring other teachers, student surveys, etc.**).



Teacher Observation

- Districts can choose what rubric to use for teacher observations
- T-TESS and other valid 3rd party rubrics (such as the Danielson Framework or the NIET TAP rubric) will be pre-approved
- District-created rubrics will be reviewed as a part of a district's approval process



Student Performance

- Districts will determine how to measure a teacher's impact on student performance.
- Districts could consider using measures such as pre- and post-tests, value-added measures, portfolios, and student learning objectives, or other standardized test results.
- [Guidance on Student Growth in T-TESS](#) provides a description of suggested student growth measures.



Additional Factors

Districts could use other factors in determining which teachers are eligible to receive a designation, such as:

- Student surveys
- Teacher leadership responsibilities
- Teacher mentorship responsibilities
- Family surveys
- Demonstration of district core values
- Teacher peer surveys
- Contributions to the broader school community

Support Available For Districts

Website



- ✓ Central website for information related to the TIA
- ✓ Manuals and guidance documents
- ✓ Over time, exemplars from other Texas districts

Technical Assistance



- ✓ Change management process
- ✓ Teacher appraisal and student performance
- ✓ Human capital and compensation strategies

External Partnerships



- ✓ Possibility for districts to set aside up to 10% of funds for costs associated with implementing the TIA



District Approval Process

Possible Sequence for District Approvals



1

Districts **submit** applications



2

Districts **identify** highly-effective teachers using statewide standards & **submit** evidence of effectiveness



3

TEA & Texas Tech University **review** applications and evidence and **approve** district designation systems



4

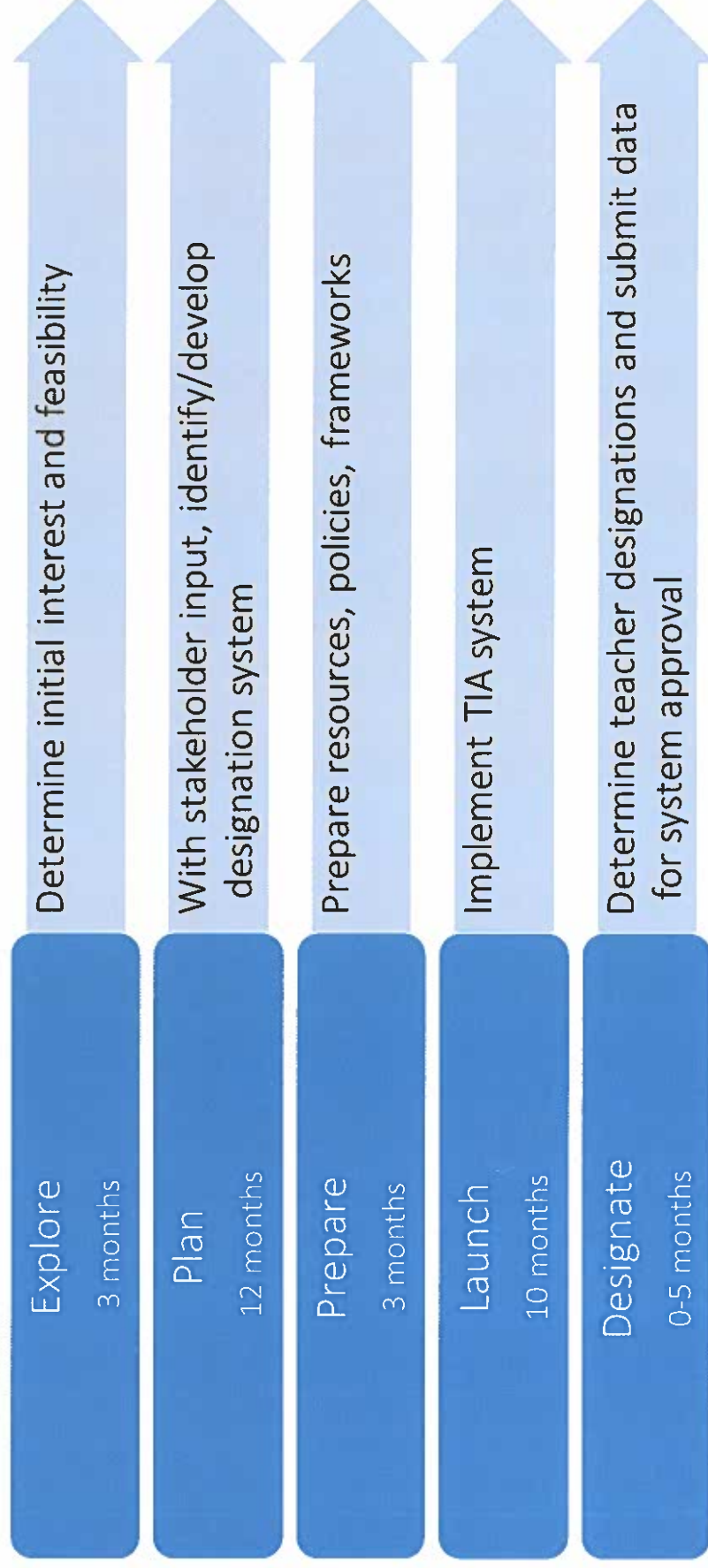
District **designates** teachers. State **places** designations on teacher certificates



5

Districts **receive** state funding to be used primarily for teacher pay

Example of District System Development Timeline





Question

Will charters be able to participate in the Teacher Incentive Allotment?



Answer

- Yes, charters will be able to participate in the Teacher Incentive Allotment.
- The same requirements apply to both districts and open-enrollment charter schools.
- The term “district” has been used throughout this presentation, which is meant to include charters.

Frequently Asked Question



Question

Will our district be able to apply in SY 19-20 and, if so, what must we do?



Answer

- To be eligible to apply for Teacher Incentive Allotment funds in the 2019-2020 school year, districts must pay teachers in the 2019-2020 school year based on their performance during the 2018-2019 school year.
- If you have not yet been in contact with the TEA's Teacher Incentive Allotment staff about your intentions to apply in the 2019-2020 school year, please contact us at TIA@tea.Texas.gov

Calculation Example

Teacher Incentive Allotment Calculation

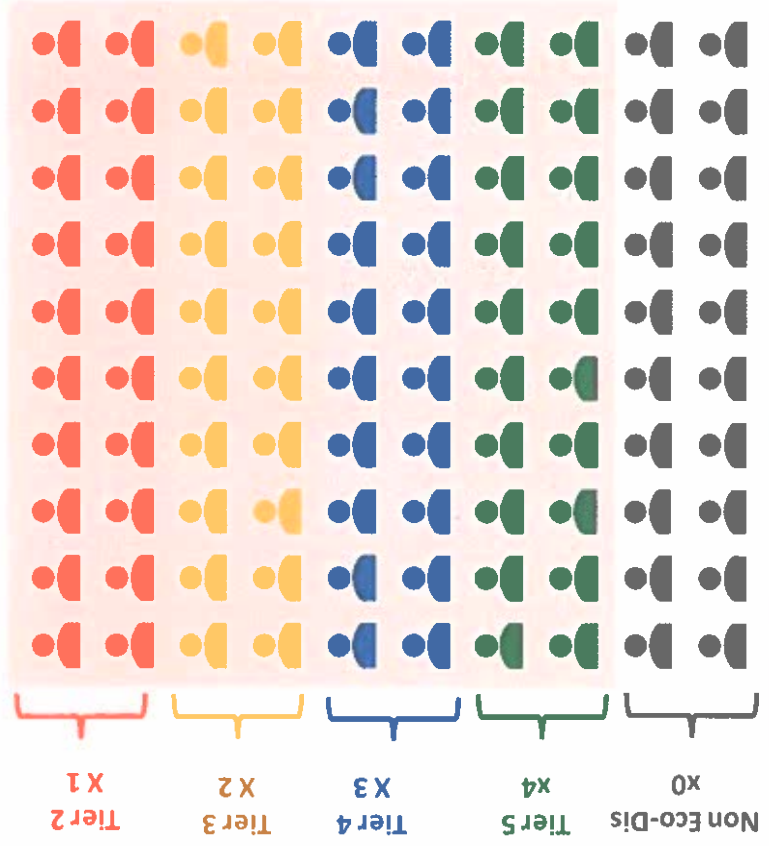
$$\text{Allotment} = \text{Base} + (\text{Multiplier} \times \text{Average Student Point Value})$$

Designation	Base	Multiplier
Recognized	\$3,000	\$1,500
Exemplary	\$6,000	\$3,000
Master	\$12,000	\$5,000

Student Point Values
0
0.5
1
2
3
4

Calculation Example

Assume 100 students at the campus
where one Master teacher works



= 80 are economically disadvantaged

= 20 are in Tier 2

= 20 are in Tier 3

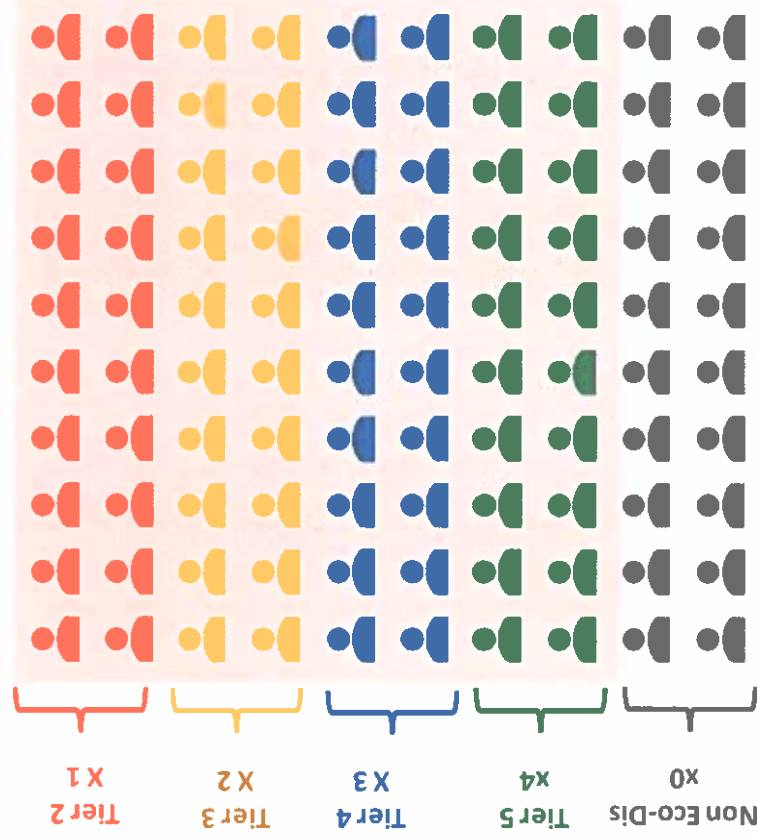
= 20 are in Tier 4

= 20 are in Tier 5

= 20 are non-economically disadvantaged

Calculation Example

Assume 100 students at the campus where one Master teacher works



Step 1: Determine the 3 funding factors for the teacher.

Master, Non-rural, 80% Economically Disadvantaged

Step 2: Determine the percentage of students receiving each point value and their corresponding tiers.

1 point: 20%	2 points: 20%	3 points: 20%	4 points: 20%	0 points: 20%
-----------------	------------------	------------------	------------------	------------------

Step 3: Calculate the average of the student point values.

$$(1 \times 20\%) + (2 \times 20\%) + (3 \times 20\%) + (4 \times 20\%) + (0 \times 20\%) = 2.0$$

Step 4: Reference the base amount and multiplier.

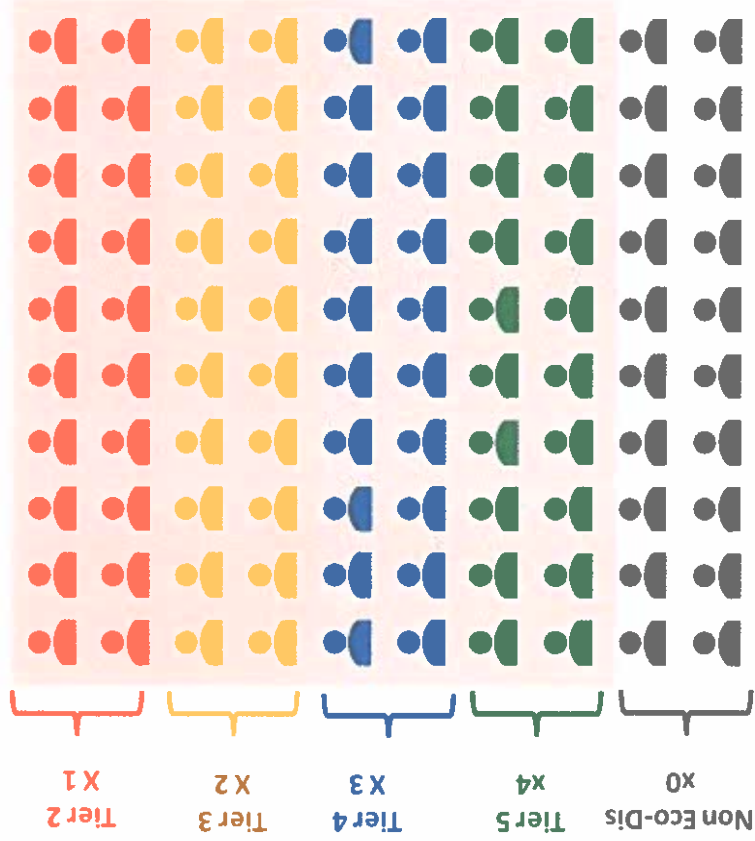
Master teacher base: \$12,000 / Master multiplier \$5,000

Step 5: Use the funding formula to calculate the allotment per teacher.

$$\$22,000 = \$12,000 + (2.0 \times \$5,000)$$

Calculation Example

Assume 100 students at the campus
where one Master teacher works

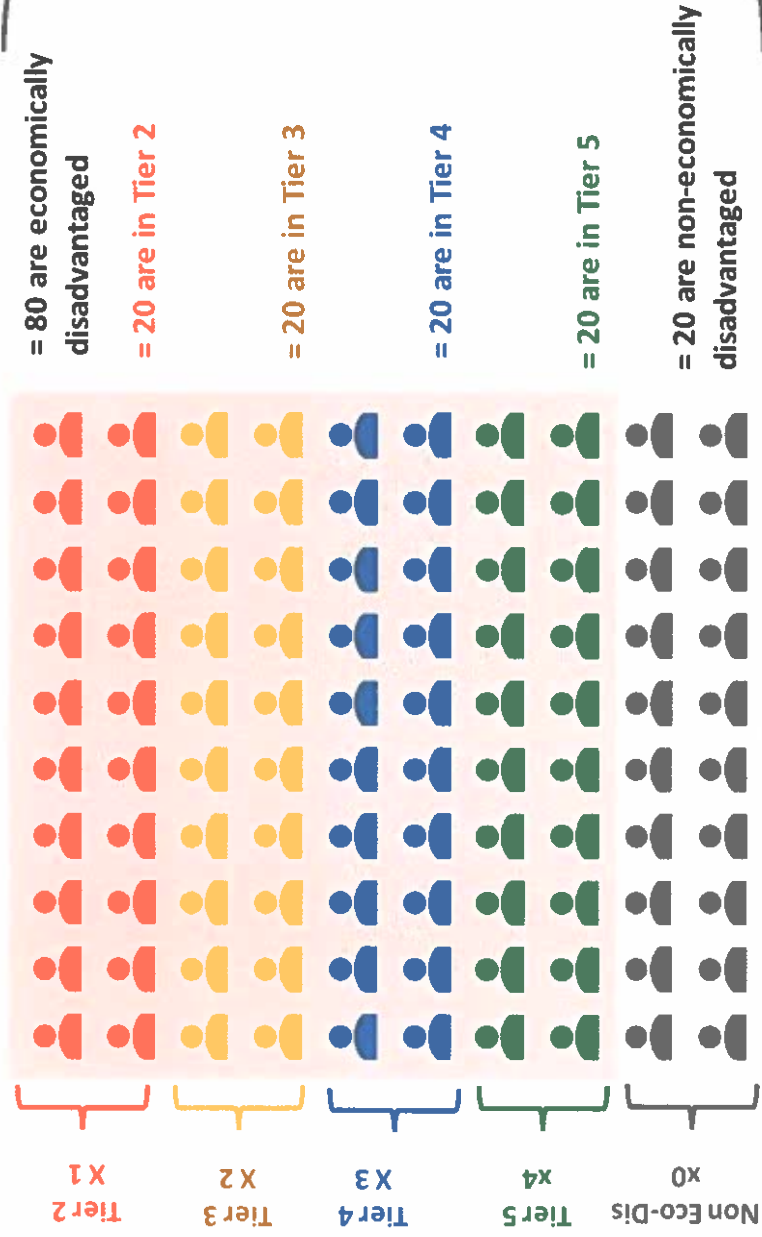


The district would receive **\$22,000** because they employ this teacher at this campus.

Reminder: at least 90% of these funds must be spent on teacher compensation on this campus.

Rural Calculation Example

Assume 100 students at a rural campus
where one Master teacher works

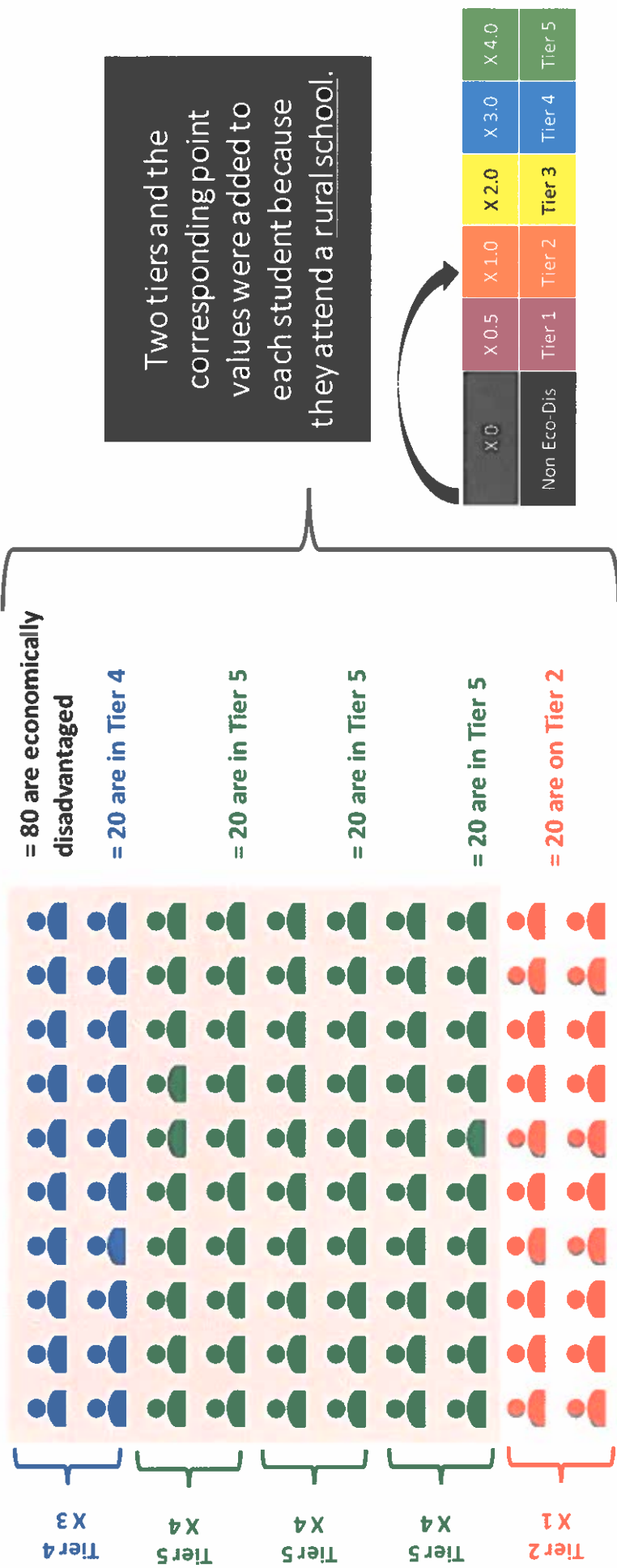


Add two tiers and corresponding point values because these students attend a rural school.

X 0	X 0.5	X 1.0	X 2.0	X 3.0	X 4.0
Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5

Rural Calculation Example

Assume 100 students at a rural campus
where one Master teacher works



**Symposium on Optimizing Educator Effectiveness:
Lessons Learned from the Field**

October 18, 2019

8:30-4:30

Region One Education Service Center

AGENDA

- 8:30-8:45 Welcome from Dr. Gonzalez
Welcome from Dr. Espinoza
Review Symposium Agenda (Dr. Espinoza)
- 8:45-9:30 **Implementation of Human Capital Management Systems Across the Nation:
What We've Learned**
(Presenter: Dr. Tammy Kreuz, President, Kreuz Consulting Group)
- National Picture of Human Capital Management Systems
 - Educator Evaluation Systems
 - Student Growth Measures
 - Performance and Incentive Pay
 - Professional Development Systems
 - Building a System for Educator and Student Success
- 9:30-9:45 Break
- 9:45-10:45 **Panel Discussion—Lessons Learned from Educator Evaluation Systems**
(Moderator: Kelly Vanhee, ESC One, Administrator for Curriculum, Instruction, and Assessment)
- Panelists include:
 - *Carolyn Fiaschetti, Assistant Superintendent, Anderson-Shiro Consolidated ISD*
 - *Marivel Sedillo, Chief Human Resources Officer, Hays Consolidated ISD*
 - *Jessica Doherty, Manager, Performance Evaluations, Hillsborough County Public Schools, Tampa, FL*
- 10:45-11:00 Break
- 11:00-12:00 **Panel Discussion—Lessons Learned from Student Growth Measures**
(Moderator: Dr. Socorro Espinoza, ESC One, Project RISE Director)
- Panelists include:
 - *Marivel Sedillo, Chief Human Resources Officer, Hays Consolidated ISD*
 - *Jessica Doherty, Manager, Performance Evaluations, Hillsborough County Public Schools, Tampa, FL*
 - *Dr. Tammy Kreuz, President, Kreuz Consulting Group*
- 12:00-1:15 Lunch

1:15-2:15

Panel Discussion—Lessons Learned from Performance Based and Incentive Pay Programs

(Moderator: Melissa Ramirez, ESC One, HR Director)

- Panelists include:
 - Elizabeth Barkowski, Senior Researcher, American Institutes for Research
 - Ria Mehta, Director, Strategic Partnerships, Office of Teacher Recruitment and Quality, New York City Department of Education, New York, NY
 - Scott Beene, Superintendent, Anderson-Shiro Consolidated ISD

2:15-2:30

Break

2:30-4:30

District Workshop—HB 3 Teacher Incentive Allotment (TIA) Implementation Strategies

Presenters:

- Dr. Tammy Kreuz, President, Kreuz Consulting Group
- Cindy Clegg, Senior Managing Compensation Consultant, HR Services, Texas Association of School Boards

Teacher Incentive Allotment (TIA) District Readiness Assessment

The purpose of this self-assessment is to determine whether your district is ready to begin implementing the Teacher Incentive Allotment (TIA) Initiative funded under House Bill 3 in the 86th Session of the Texas Legislature.

General questions about the law and stakeholder support:

- Does your district understand the intent behind the TIA law?
- How much money could your district receive through the TIA?
- Will every teacher in your district have the chance to receive funding under the TIA?
- How much funding will each teacher get under the TIA?
- Can your district create your own designations and award amounts under TIA?
- Is TIA required or optional? Do you know?
- Does your district have an effective process for gathering stakeholder input?
- Is there support for TIA from your school board, community, superintendent, senior district officials, principals, and teachers? How do you know?



Key Components Needed to Implement TIA:

- Is your district implementing T-TESS or Other Reliable Teacher Observation Instrument?
- How valid and reliable is your T-TESS data? How do you know? Do you check for interrater reliability?
- Is your district currently implementing student growth measures such as value-added or student learning objectives (SLOs)?
- How valid and reliable is your student growth measure data? How do you know?
- What are you currently using to measure student growth for your core teachers? Non-core teachers?
- Does your district calculate a summative evaluation rating for each teacher that includes observation and student growth data?
- Do you have a data system that can manage your T-TESS data and student growth data?
- Who is going to write your district's strategic plan for TIA?
- Are you going to need help with strategic planning? If so, where are you going to get help?



Teacher Incentive Allotment (TIA) District Strategic Planning

Key Questions:	Ideas:
What do you foresee as your major challenges in developing and implementing a plan for TIA?	
How might you garner stakeholder support for the TIA initiative?	
You've seen several different models today for performance pay. Which are most appealing to you? Why?	
Based on your district's readiness assessment, what does your district need to do to prepare for TIA implementation?	

<p>How will you ensure that the TIA encourages collaboration of teachers rather than competition in your district?</p>	
<p>Do you currently have a teacher performance pay plan in place, such as Project RISE? If so, will you align the two initiatives? If so, how?</p>	
<p>How can you ensure that your T-TESS or Other Teacher Observation data is valid and reliable?</p>	
<p>What do you need to do in order to implement student growth measures in every classroom?</p>	
<p>How can you ensure that your student growth measure data is valid and reliable?</p>	

<p>How can your district put together a Master Plan for the Teacher Incentive Allotment Initiative including roles of HR, C&I, Finance, Principals, Superintendent, etc.?</p>	
<p>Once your high-performing teachers are identified, how might you utilize this information to advance teaching and learning in your district?</p>	
<p>Will you create career pathways for your high-performing teachers? If so, how?</p>	
<p>Will your high-performing teachers be provided opportunities to take on more leadership responsibility such as mentoring new teachers or leading PLCs?</p>	
<p>How could you ensure that your high-performing teachers are supported in advancing into the new leadership positions?</p>	

<p>How could your high-performing teachers be compensated for taking on new leadership positions?</p>	
<p>How might you utilize TIA to ensure equitable access to effective educators?</p>	
<p>Will you provide incentives to your high-performing teachers to move to your highest need campuses? If so, what will that look like?</p>	
<p>How will you support the development of your teachers so that each educator has the best opportunity to receive an award? What systems will you put in place? How will you help your principals implement these systems?</p>	