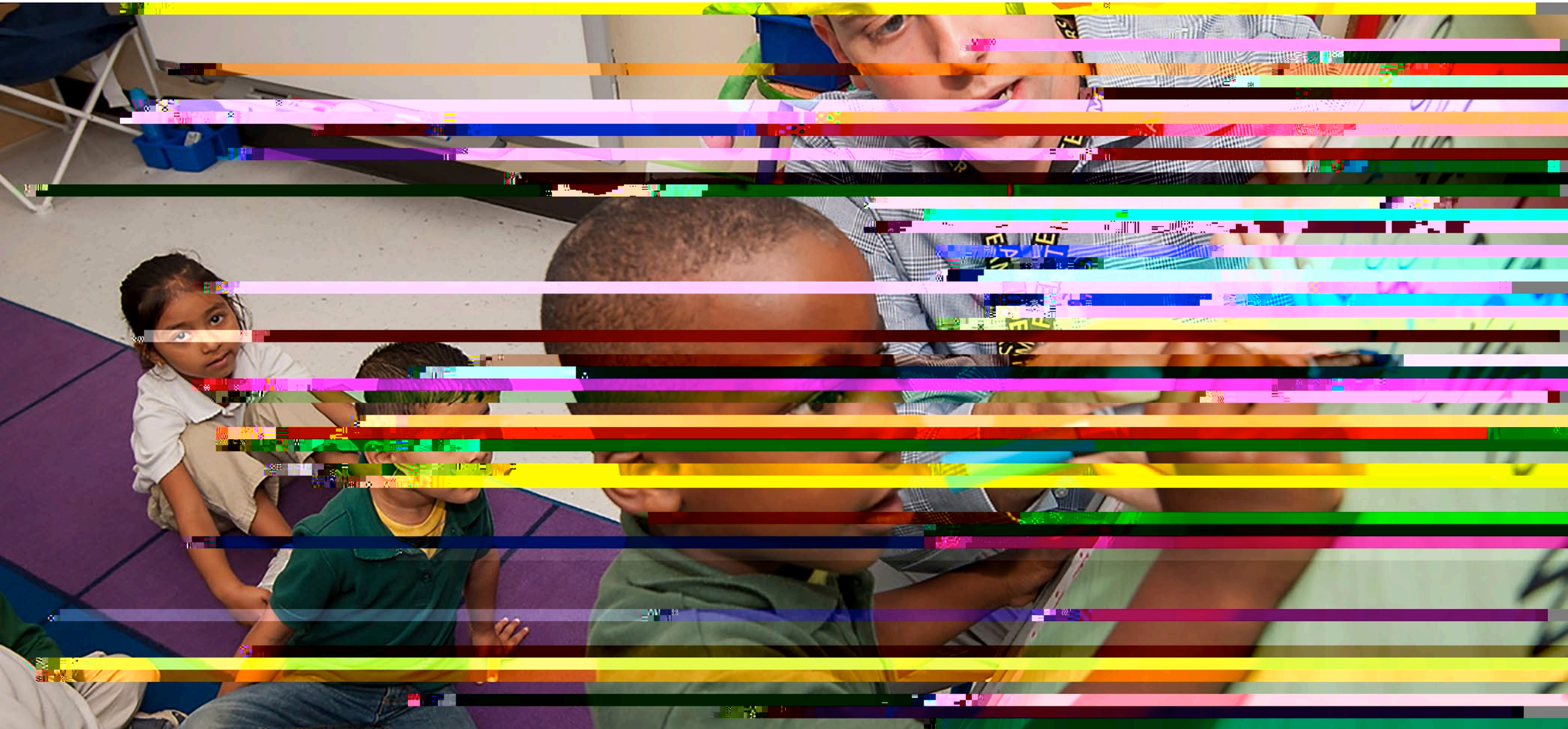
Texas Education Agency



# Agenda

**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%

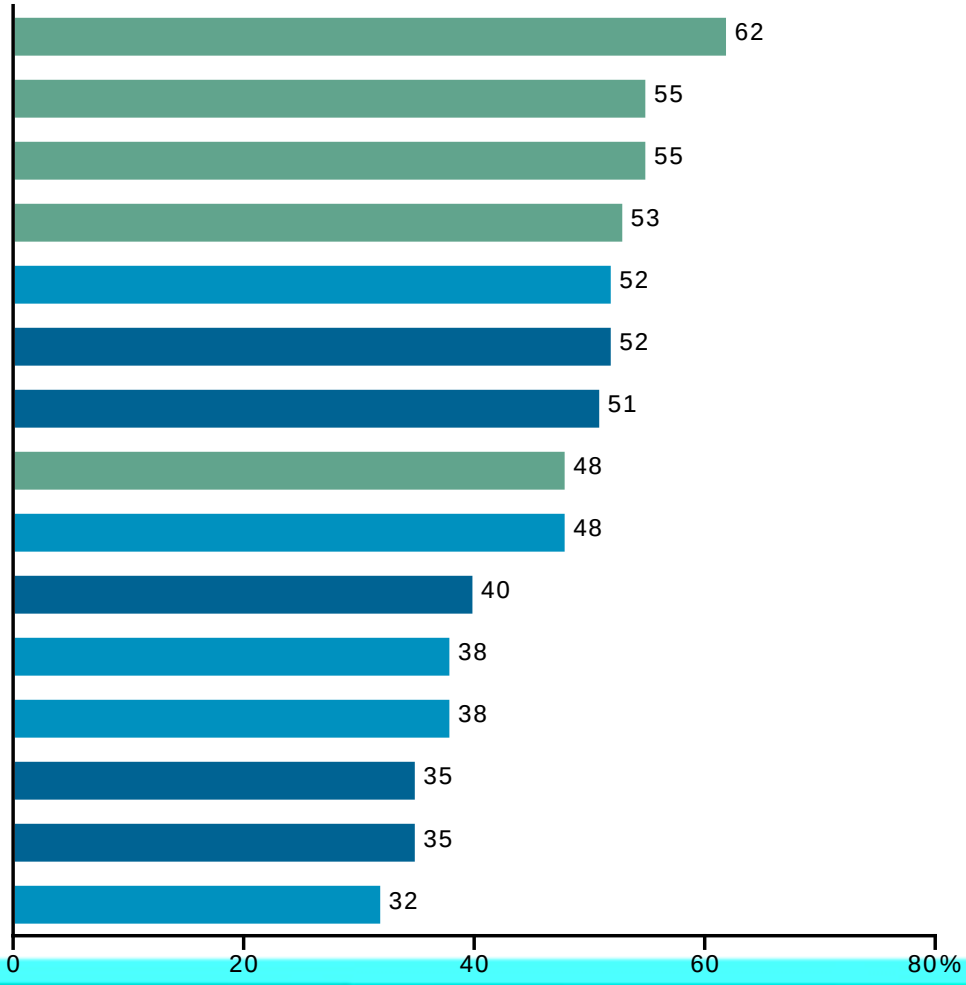
As a result of HB 3, **30%** of a district's budget increase go to compensation increases.

## Teacher Incentive Allotment

Districts 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.

# Challenges: Working Conditions and Pay



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

# Retention Challenges

## Teacher Years of Experience As A Share of Workforce

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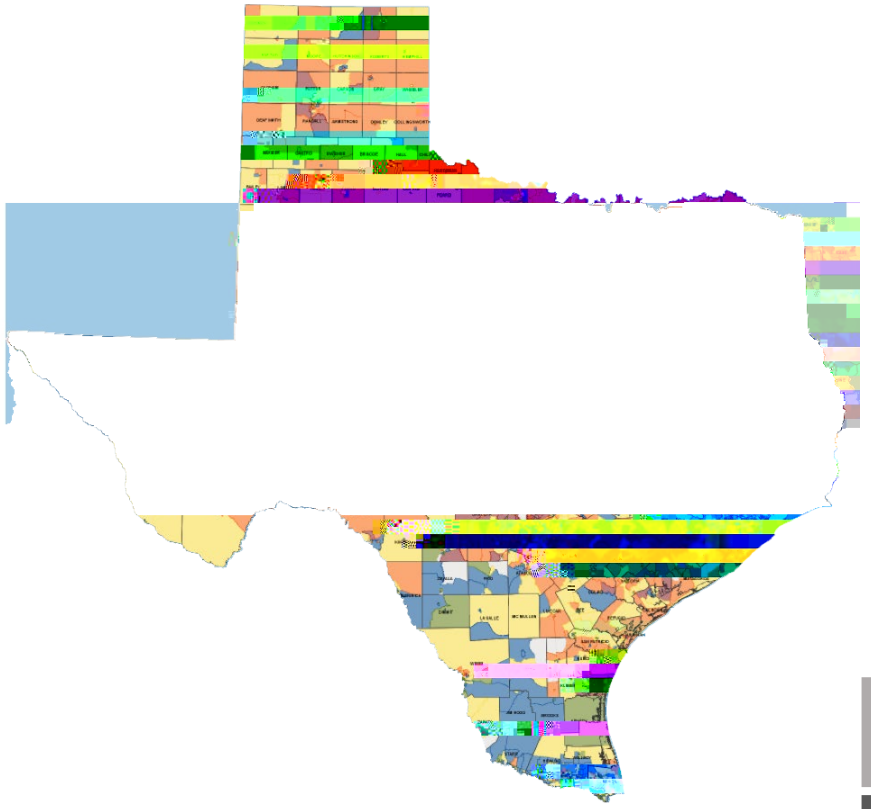
# Overview:
# Teacher Incentive Allotment Funding
(TEC §48.112)

# 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).

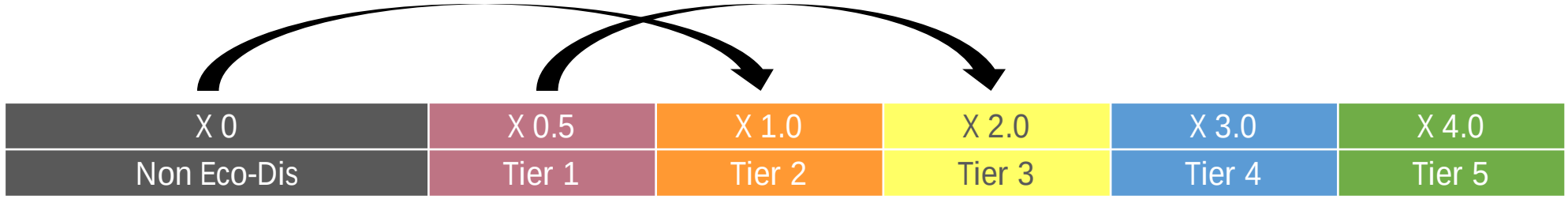
| Student does not qualify for Comp Ed | Student qualifies for Comp Ed | | | | |
|---|---|---|---|---|---|
| X 0 | X 0.5 | X 1.0 | X 2.0 | X 3.0 | X 4.0 |
| | Tier 1 | Tier 2 | Tier 3 | Tier 4 | Tier 5 |

**High Need**

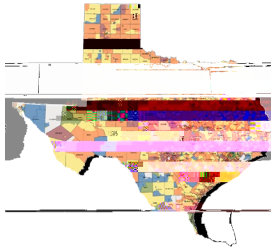
# Funding Factor #3: Rural Status

## Rural or Not Rural

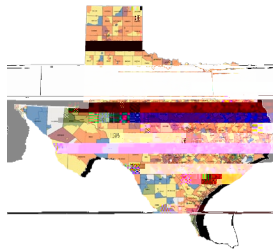
Each student enrolled at a campus classified as rural is assigned a point value **two tiers higher** than their assigned Comp Ed tier.



# Allotment Example (Non-Rural)

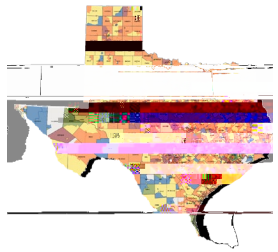


# Allotment Example (Non-Rural)

| Designation Level | Socio-Economic Level | Rural Status |
| --- | --- | --- |
| Master |  80% Eco. Dis. | Rural or Not Rural<br>Not Rural |

# Allotment Example (Rural)

| Designation Level | Socio-Economic Level | |
|---|---|---|



**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 |
| 20% | 0% | 20% | 20% | 20% | 20% |

Higher SES ⟷ Lower SES

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**

# Frequently Asked Question

| Question | |
|---|---|
| Answer | The Teacher Incentive Allotment defines rural in two ways:<br>(1) A 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<br>(2) A designated as rural under rules adopted by the commissioner.<br><br>TEA has created a preliminary list of 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<br>Once rules are adopted, TEA will finalize and post an official list of campuses qualifying as rural at the website listed above. |

# 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

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

- National Board Certification

The designation is added to a teacher's SBEC certificate and is valid for five years.

# National Board Certification:
# 25 Certificate Areas & 16 Disciplines

# Frequently Asked Question

| Question | |
|---|---|
| Answer | • No, the Master, Exemplary, and Recognized designations are not tied to a particular grade level or content area.<br>• Designations apply to the teacher, not the teaching assignment, so a teacher could earn a designation while teaching out-of-field.<br>• For example, if a teacher earns a designation while teaching 9th grade English I andthen moves to teach 11th grade US |

# 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:

| | |
|---|---|
| | During lesson delivery, the **actions** teachers take at the Master, Exemplary, and Recognized levels |
| | Over at least the course of a school year, what **impact teachers have on student performance** at the Master, Exemplary, and Recognized levels |

# Frequently Asked Question

| Question | |
|---|---|
| Answer | • No.<br>• TEA is in the process of developing performance standards for each designation level.<br>• 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. |

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# District Designation System Components

| | |
|---|---|
| **Teacher Observation** | • Observation based on T-TESS or locally-developed rubric<br>• District application must show evidence of validity & reliability |
| **Student Performance** | • Student performance measures determined by district<br>• District application must show evidence of validity & reliability |
| **Additional Factors** | • Districts consider additional factors in making designations (e.g., mentoring other teachers, student surveys, etc.). |

# Teacher Observation

**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

# 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

# Frequently Asked Question

- 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

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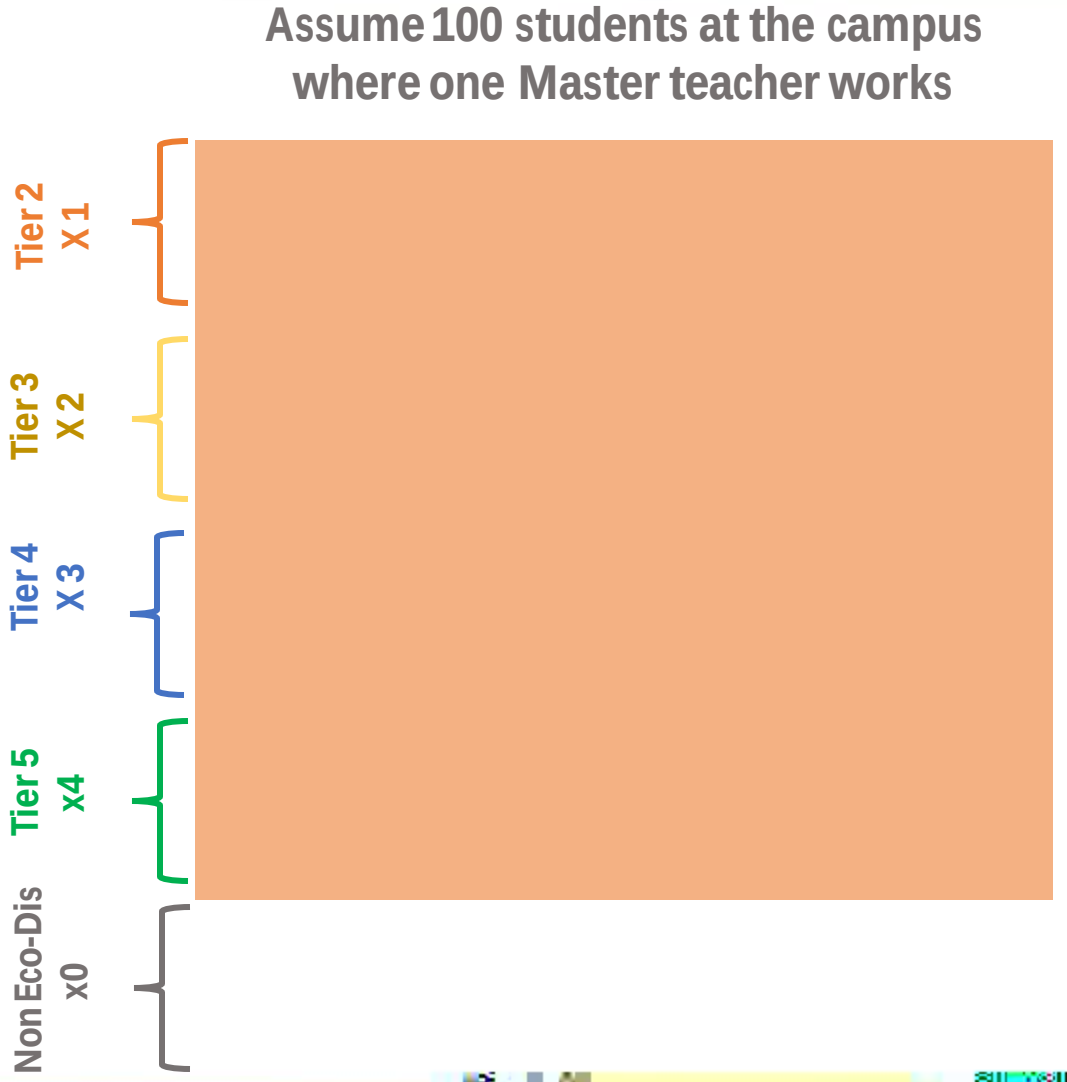
# Calculation Example




**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 X 20%) + (2 X 20%) + (3 X 20%) + (4 X 20%) + (0 X 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 X $5,000)

**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 weighted average of the student point values.

(0.2 X 0) + (0.2 X 1.0) + (0.2 X 2.0) + (0.2 X 3.0) + (0.2 X 4.0) =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 X 5,000

= 80 are economically disadvantaged

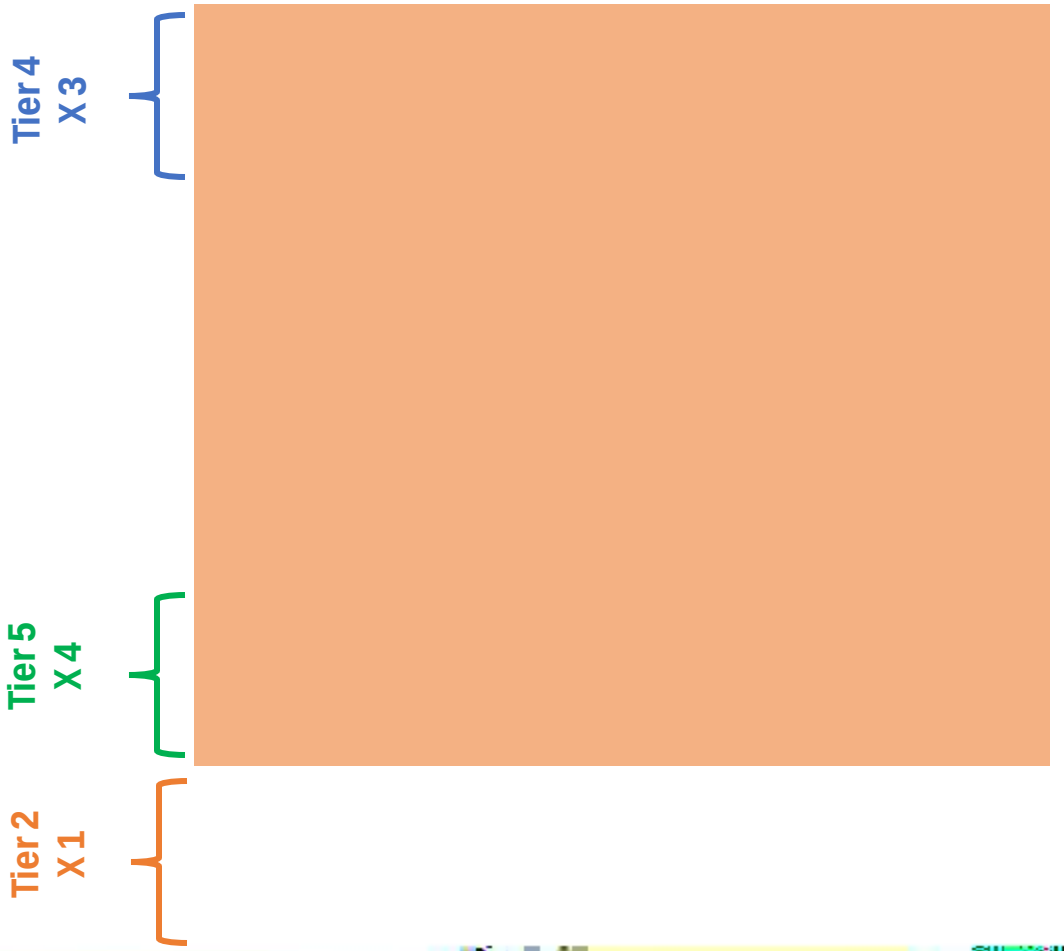
= 20 are in Tier 4

= 20 are in Tier 5

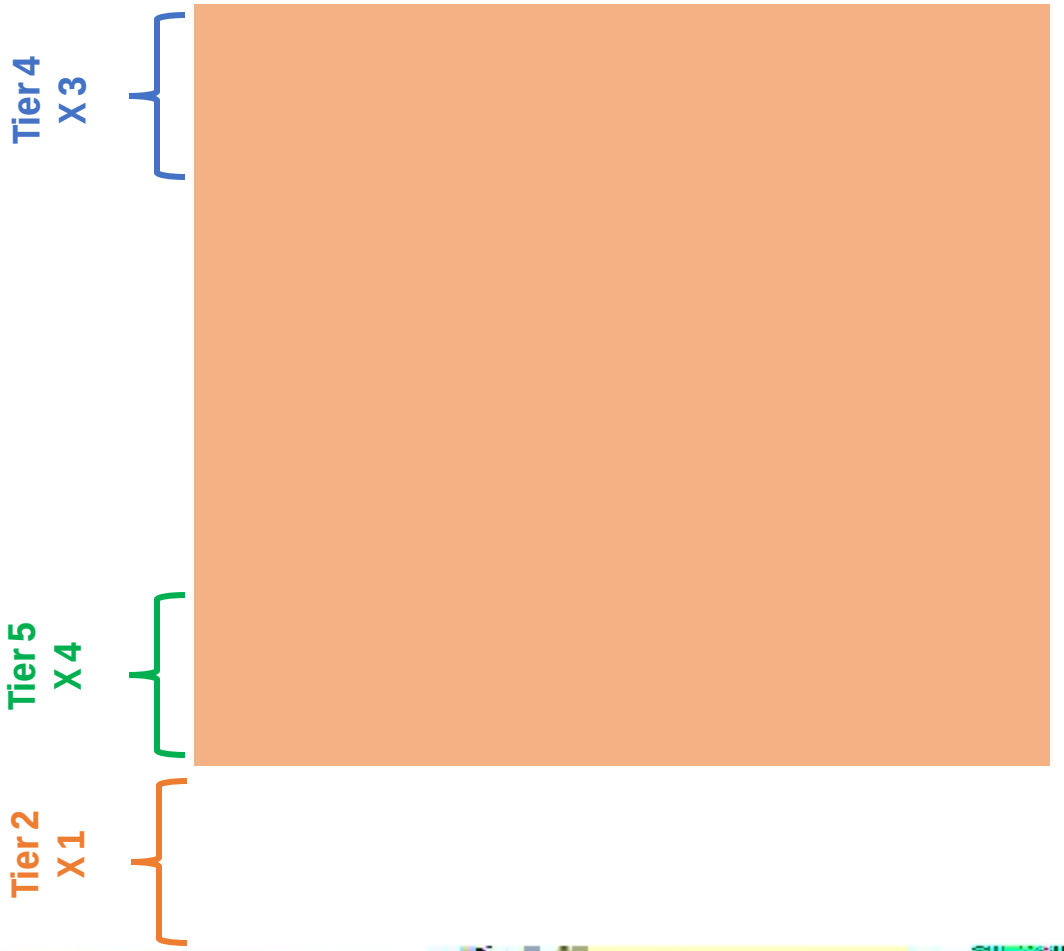
= 20 are in Tier 5

= 20 are on Tier 2

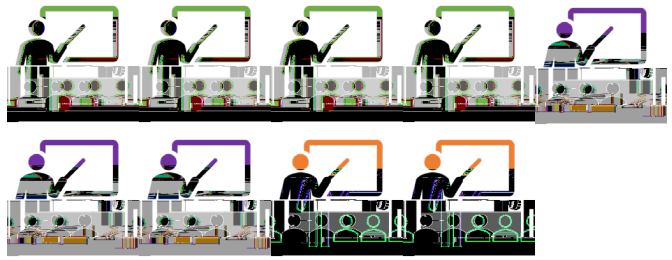
Assume 100 students at a



Assume 100 students at a



# Campus Calculation Example



Of the 35 teachers on this campus, there are:

- **4 Recognized Teachers** **$24,000 = 4 X $6,000**
- **3 Exemplary Teachers** **$36,000 = 3 X $12,000**
- **2 Master Teachers** + **$44,000 = 2 X $22,000**

**$104,000**

The district would receive **$104,000** because these teachers were employed at this campus.

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

# Fees & Reimbursements

# Fees & Reimbursements

- Districts will pay a fee for their application and a fee per teacher they designate
- Once the district's local designation system is approved, these districts will receive a reimbursement for fees paid to the state
- The state will also reimburse fees paid to the National Board for Professional Teaching Standards for earning National Board Certification
- TEA will issue more specifics on the fee structure and reimbursements later in the spring

# Spending Requirements

# Teacher Compensation Considerations

- Districts must use at least **90%**

# Timeline & Next Steps

# Stakeholder Engagement: Committees

## Technical Advisory Committee

-

# TEA & Texas Tech University Next Steps

| Fall 2019 | Winter 2019-2020 | Spring 2020 | Summer 2020 | Fall 2020 |
|---|---|---|---|---|
| • Send out appraisal survey<br>• Collect & analyze data to determine performance standards for designations<br>• Develop district letter of intent | • Publish TIA website<br>• Develop district application<br>• Draft rules<br>• Post letter of intent | • Post rules for public comment<br>• Post application<br>• Review and respond to public comment | • Review and approve first round of applications | • Pay districts with approved systems for 2019-2020 |

Ongoing stakeholder engagement

# House Bill 3: Resources

Stay tuned for the most up-to-date information from TEA on the implementation of House Bill 3

**tea.texas.gov/HB3**

Visit tea.texas.gov/HB3 for the most up-to-date information

**HB3info@tea.texas.gov**

Email HB3info@tea.texas.gov with any questions

# National Board Certified Teachers (NBCT)

"Estimates of the increase in learning are on the order of an [redacted]. The positive impact of having a Board-certified teacher (NBCT) is even greater for minority and low income students."

From: The Proven Impact of Board-Certified Teachers on Student Achievement

Of note: NBCT while very rigorous, does not include any explicit requirement to demonstrate high student outcomes

| State | #of Teachers | # of NBCTs |
|---|---|---|
| Texas | | |
| | | |
| | | |
| | | |
| | | |