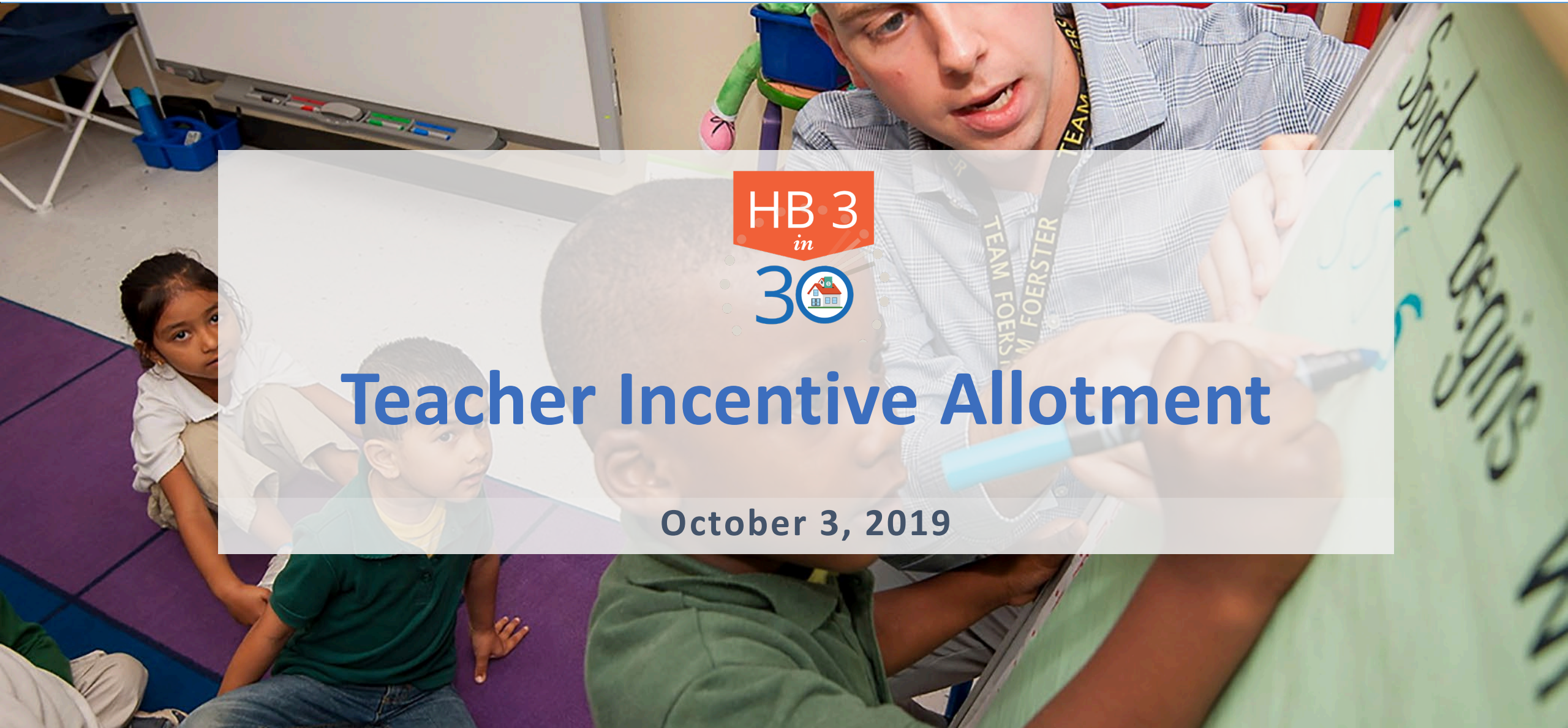


HB 3  
in  
30

# Teacher Incentive Allotment

October 3, 2019





## 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

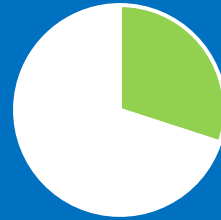
# HB 3: Compensation Increases

## Minimum Salary Increases



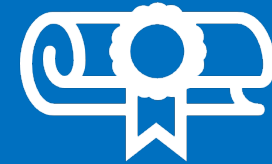
HB 3 increases the **State Minimum Salary Schedule** by \$5.5-9K per year of service.

## 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.”

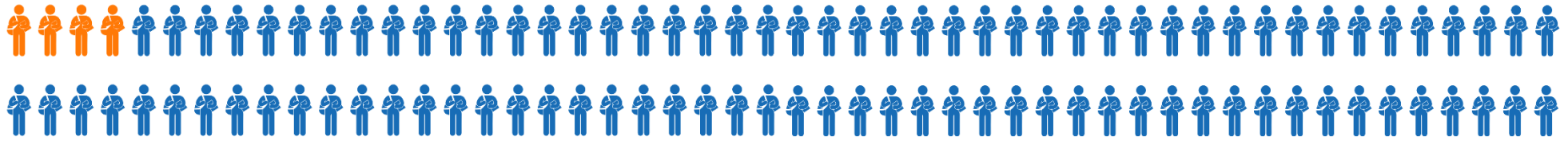


# Recruitment Challenges

## Do high school students want to become teachers?

4%

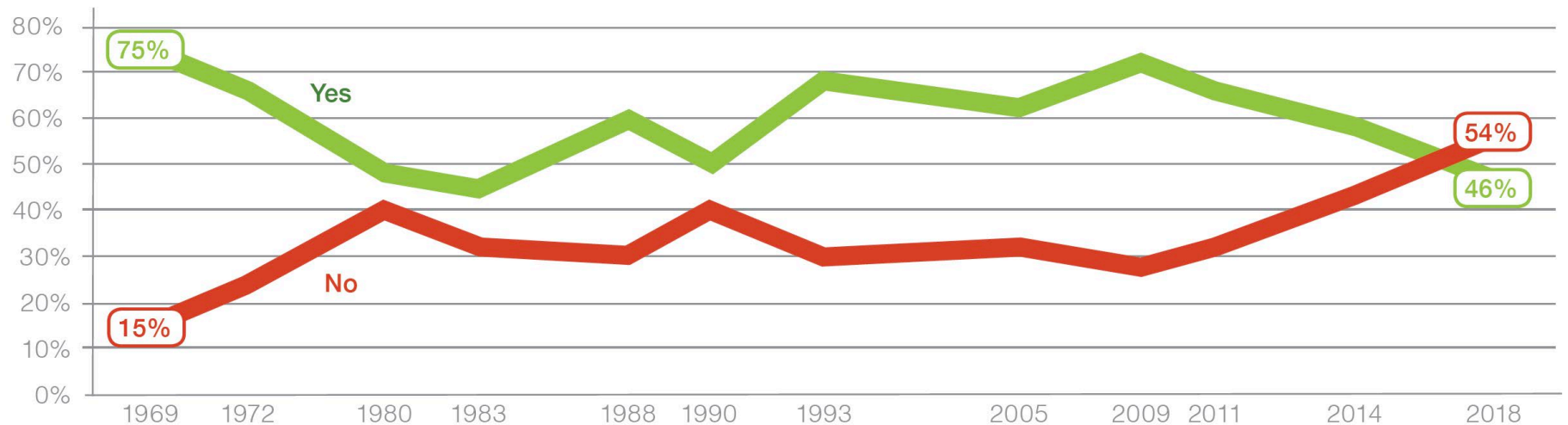
of HS students indicated interest in education major.\*



## Do parents want their children to become teachers?

46%

of parents want their kids to become teachers.\*\*

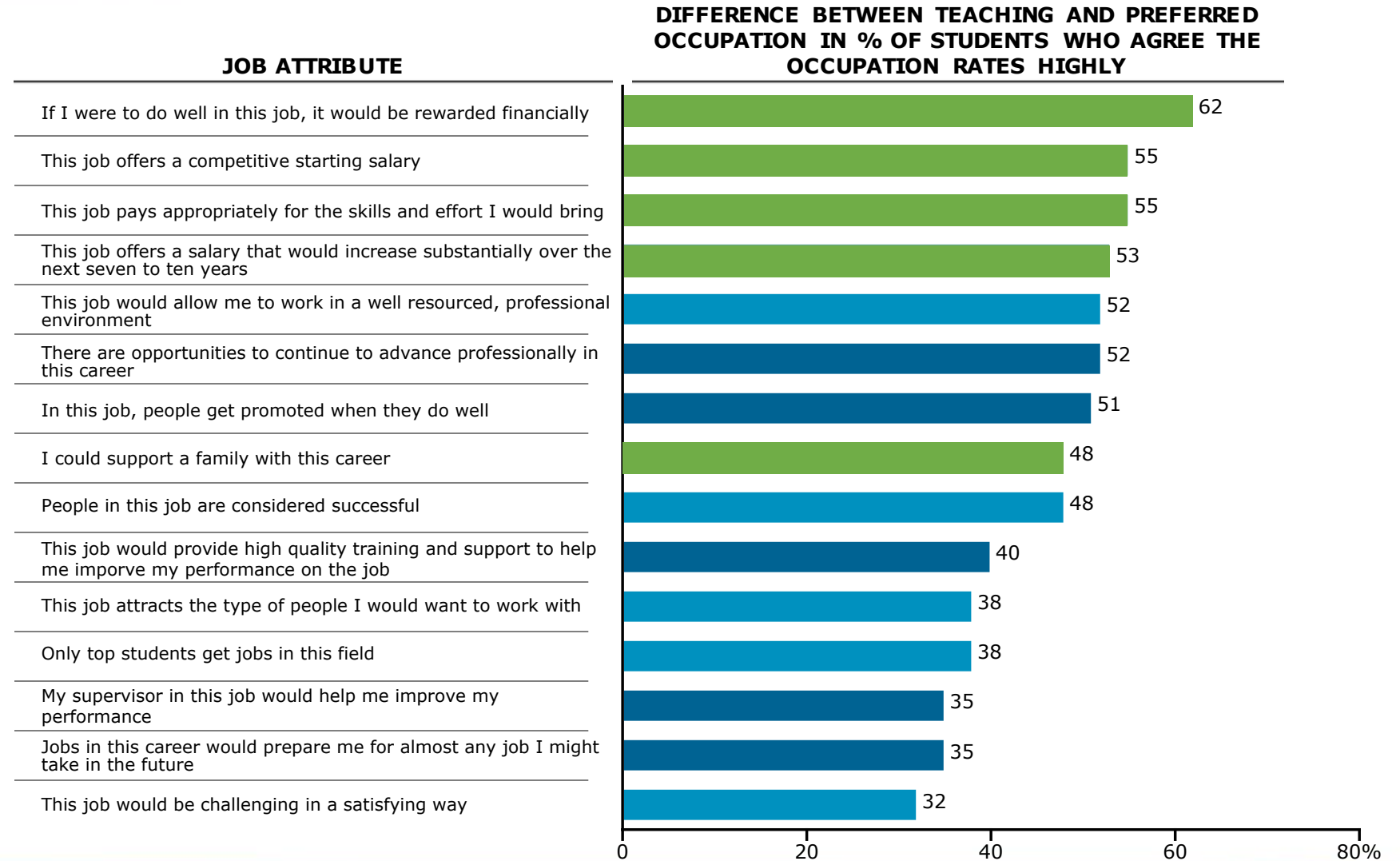


# Challenges: Working Conditions and Pay

Salary & Compensation

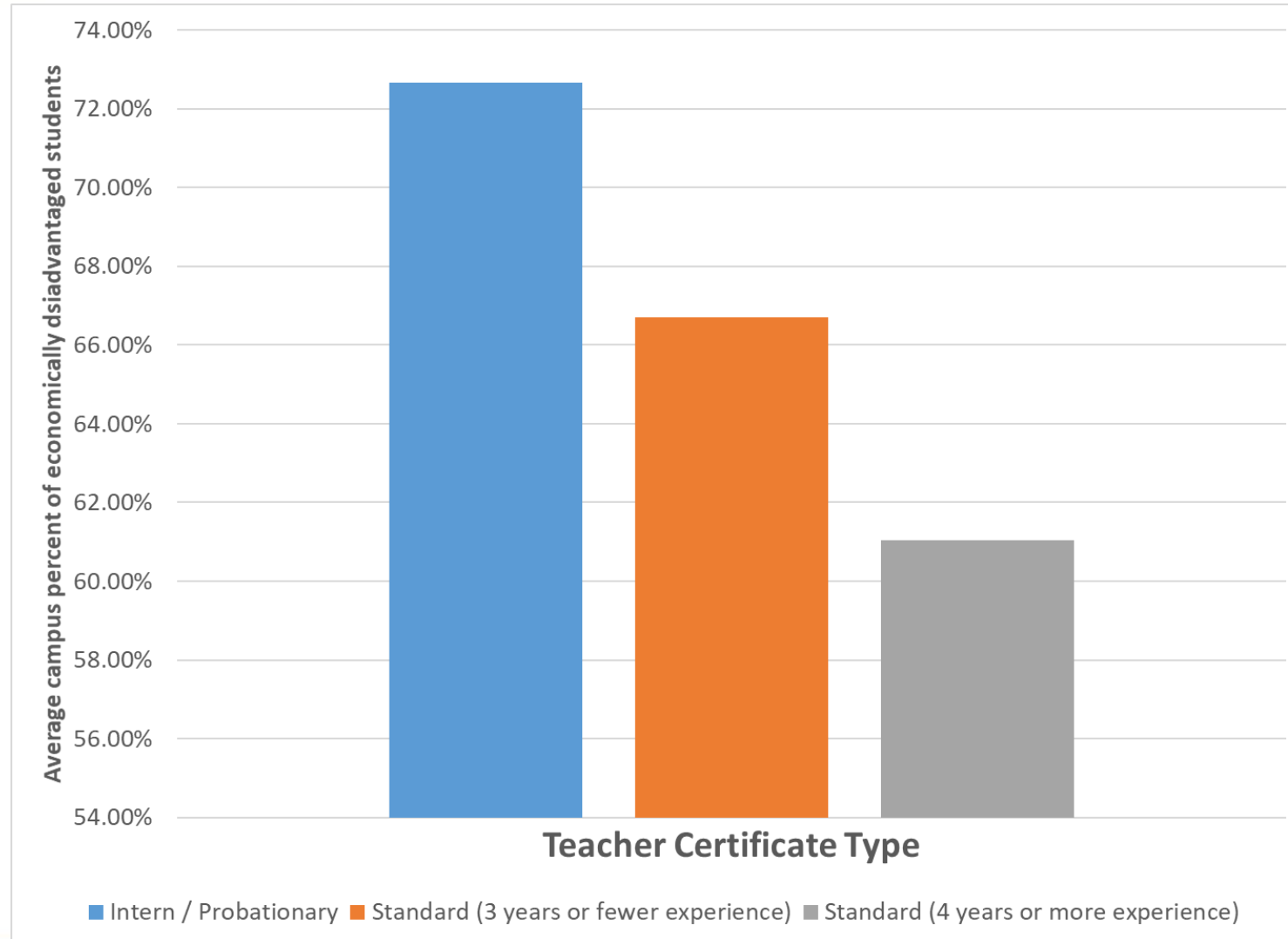
Environment/Culture

Professional Development

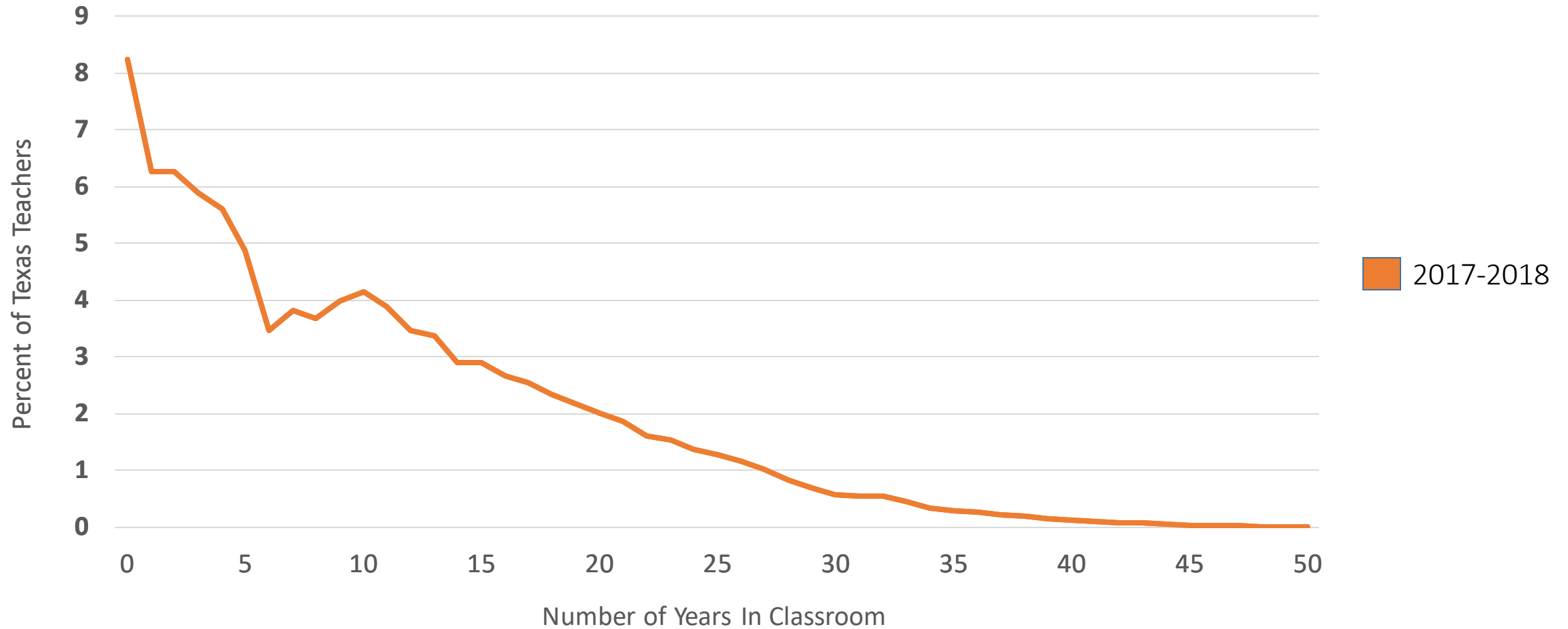




# Economically Disadvantaged Students are More Likely to be Taught by Inexperienced Teachers



## 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

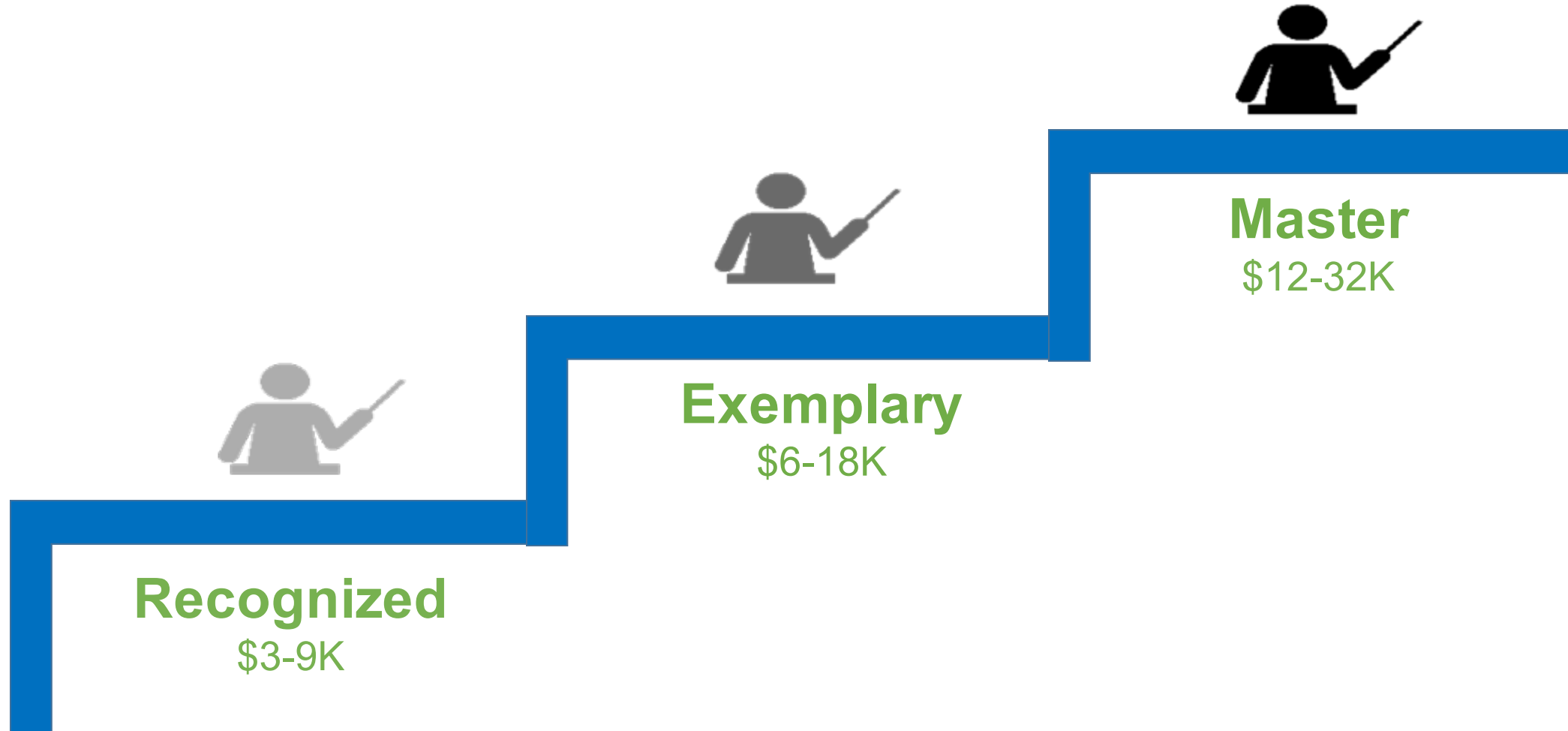
➔ More Need

Designation	Base	Multiplier	Tier	Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
			Student Point Value	X 0	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

Max funding amount = \$32,000

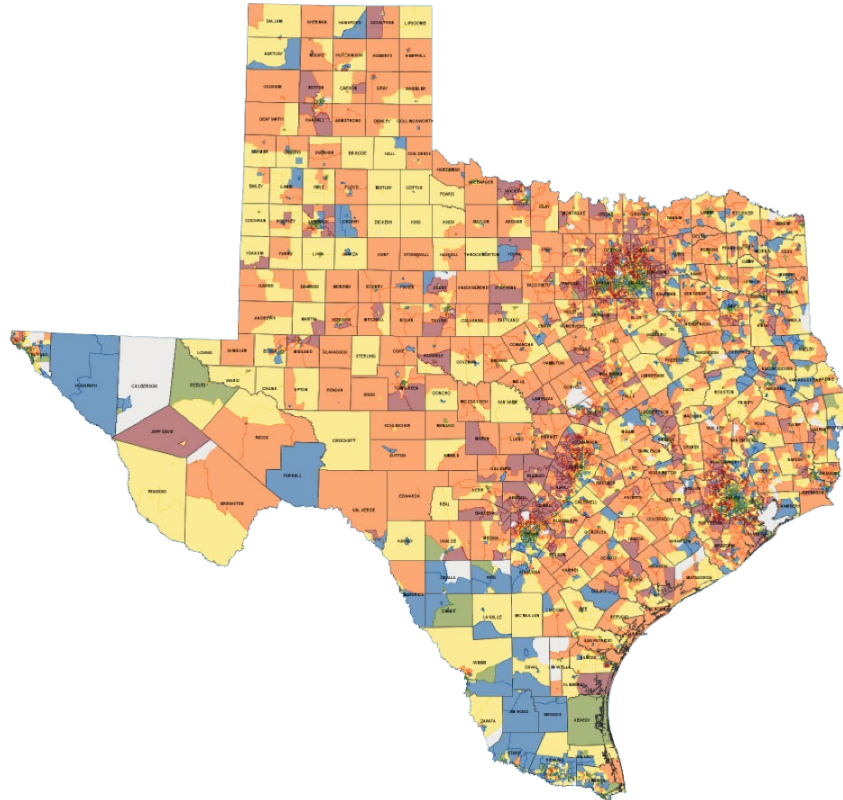
➔ More Funding

# 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.

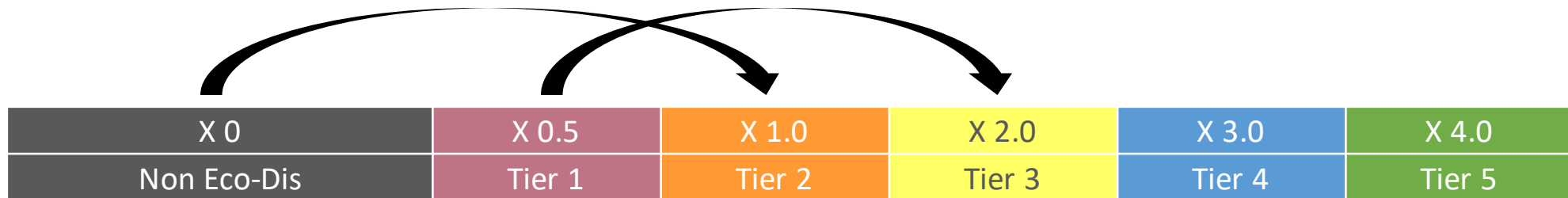
- Each student not qualifying for Compensatory Education is assigned a **0**.
- Each student qualifying for Compensatory Education is assigned a point value of **0.5, 1, 2, 3, or 4** and is placed in a corresponding tier (same tiers used for Comp Ed).

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.

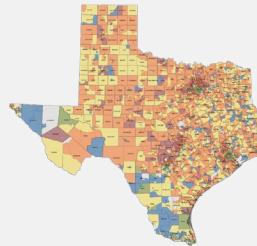
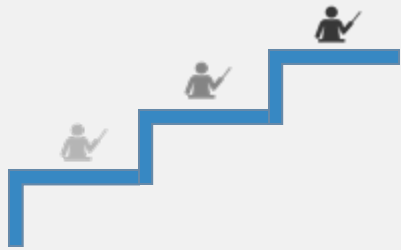


# Allotment Example (Non-Rural)

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%

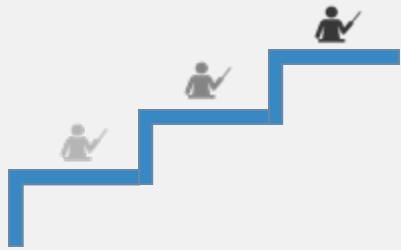
**Higher SES**



**Lower SES**

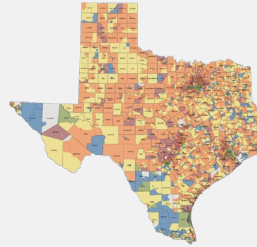
# Allotment Example (Non-Rural)

Designation Level



**Master**

Socio-Economic Level



**80% Eco. Dis.**

Rural Status

Rural  
or  
Not Rural

**Not Rural**

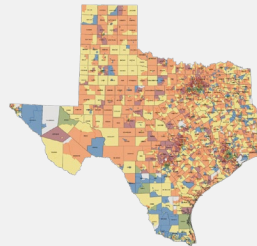
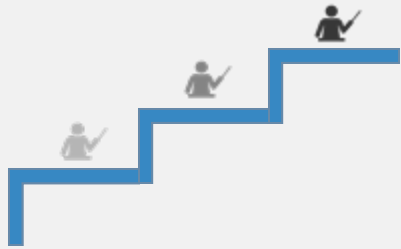
For this one teacher, the district receives **\$22,000** per year  
Reminder: at least 90% of these funds must be spent on teacher compensation on this campus.

# Allotment Example (Rural)

Designation Level

Socio-Economic Level

Rural Status



Rural  
or  
Not Rural

**Master**

**80% Eco. Dis.**

**Rural**

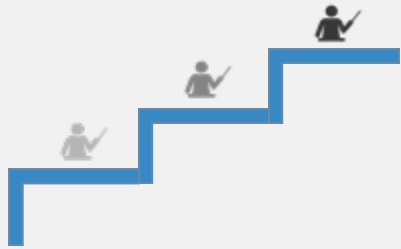
X 0	X 0.5	X 1	X 2	X 3	X 4
Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
0%	0%	20%	0%	20%	60%

**Higher SES**

**Lower SES**

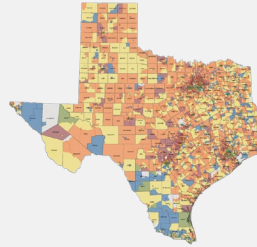
# Allotment Example (Rural)

Designation Level



**Master**

Socio-Economic Level



**80% Eco. Dis.**

Rural Status

Rural  
or  
Not Rural

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





## Question

### How are rural schools defined?



## Answer

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>

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

# State Approves District Systems

State WILL NOT



Determine the designations of individual teachers

State WILL



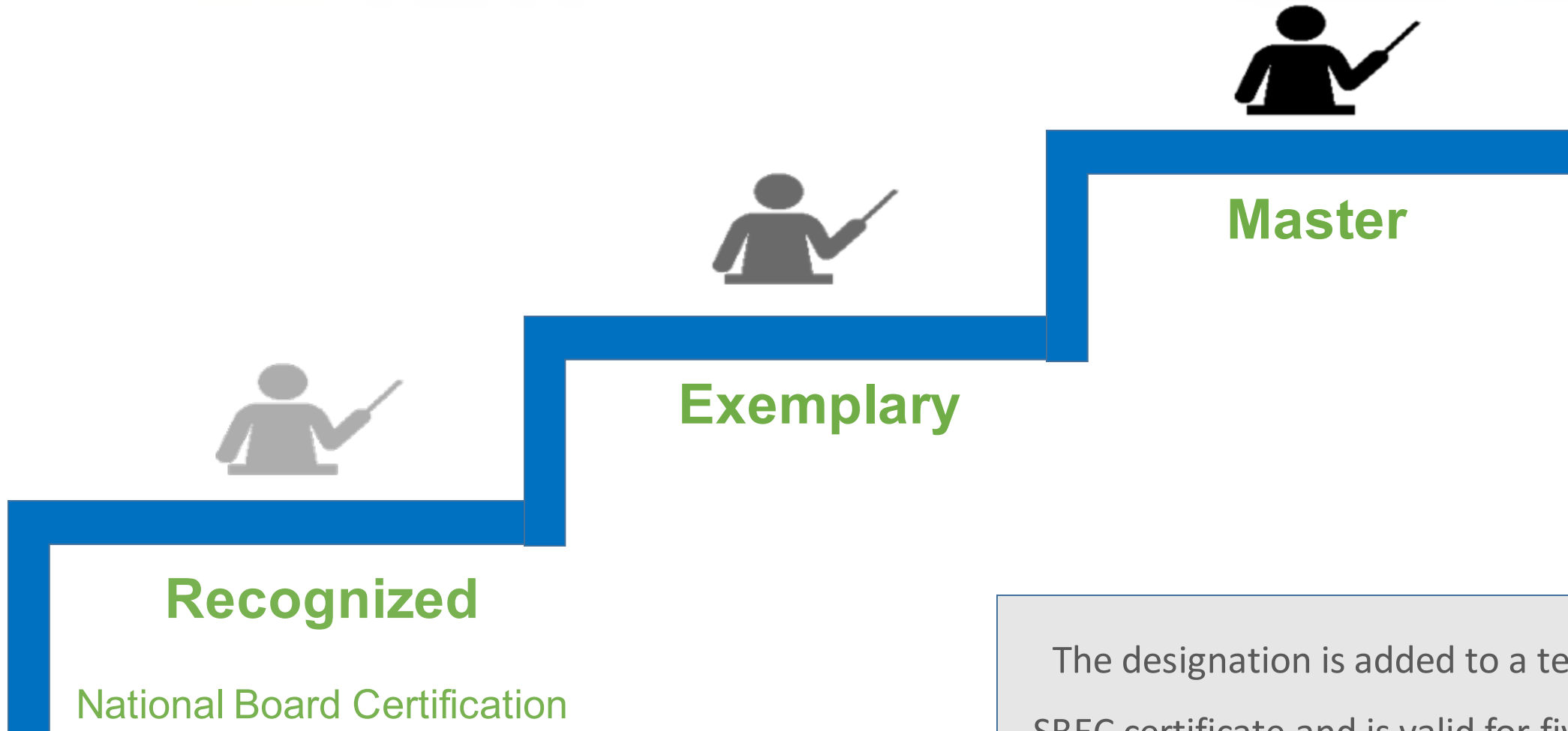
Issue the authority for districts to make teacher designations



# Designations



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



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

# 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)
Career & Technical Education	EAYA (ages 11-18+)	Mathematics	EA (ages 11-15) AYA (ages 14-18+)
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

# Frequently Asked Question



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.”

# Frequently Asked Question



## 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:



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

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



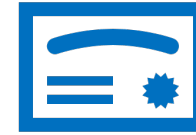
2

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



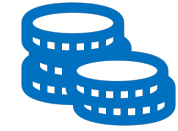
3

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



4

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

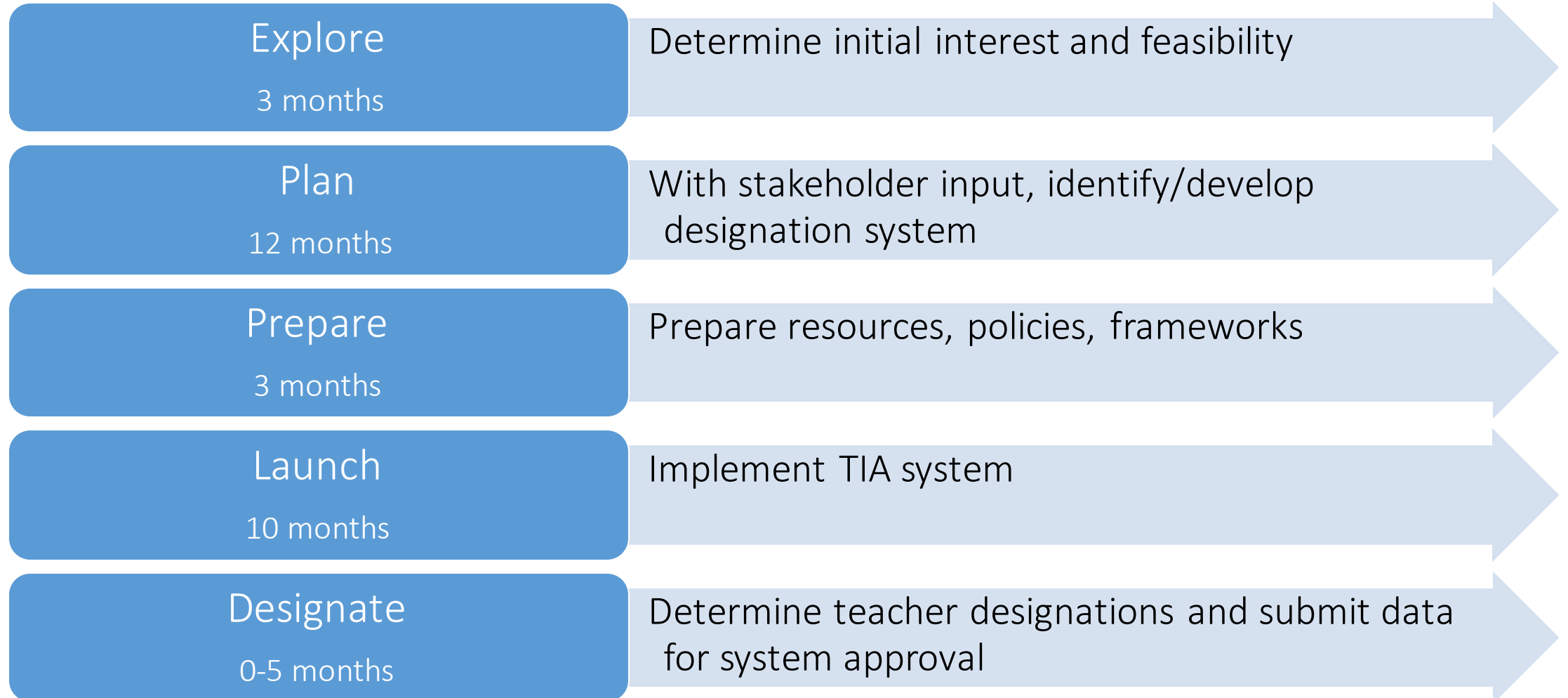


5

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](mailto:TIA@tea.Texas.gov)

# Calculation Example

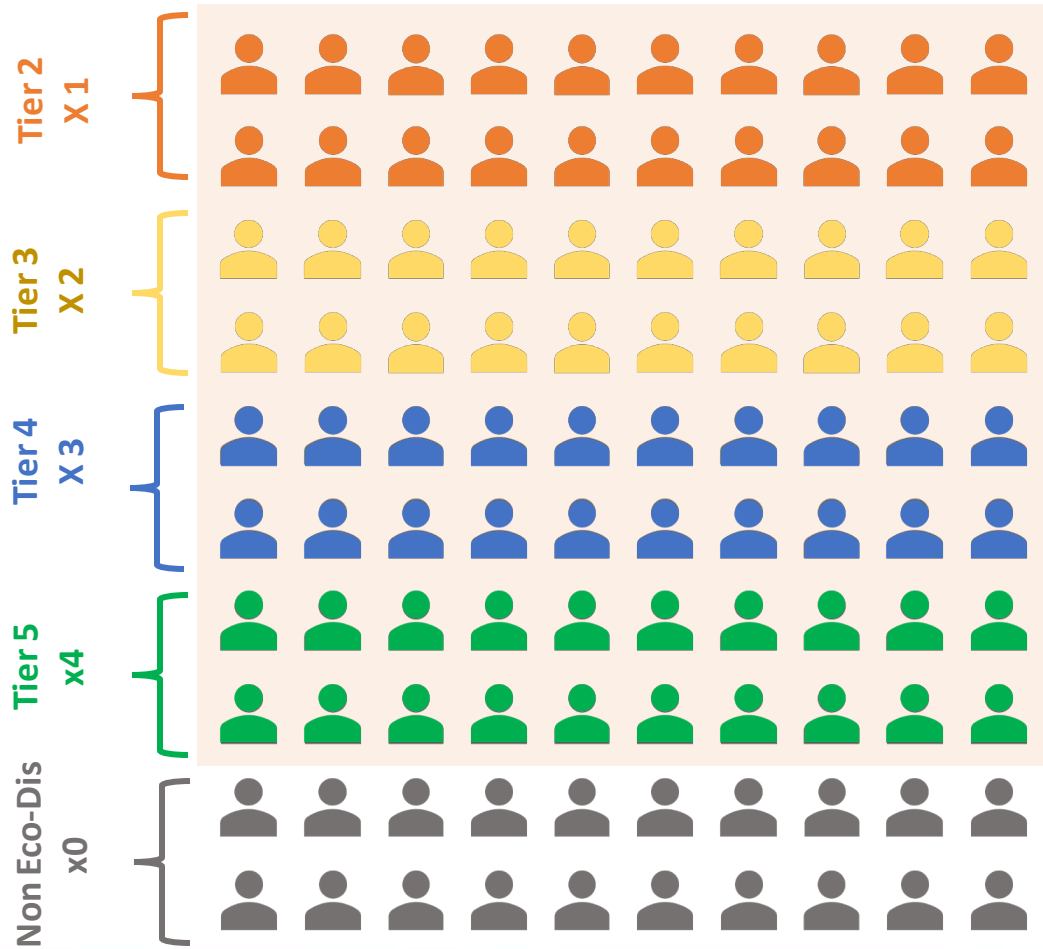
# Teacher Incentive Allotment Calculation

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

Designation	Base	Multiplier	Student Point Values
Recognized	\$3,000	\$1,500	0
Exemplary	\$6,000	\$3,000	0.5
Master	\$12,000	\$5,000	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

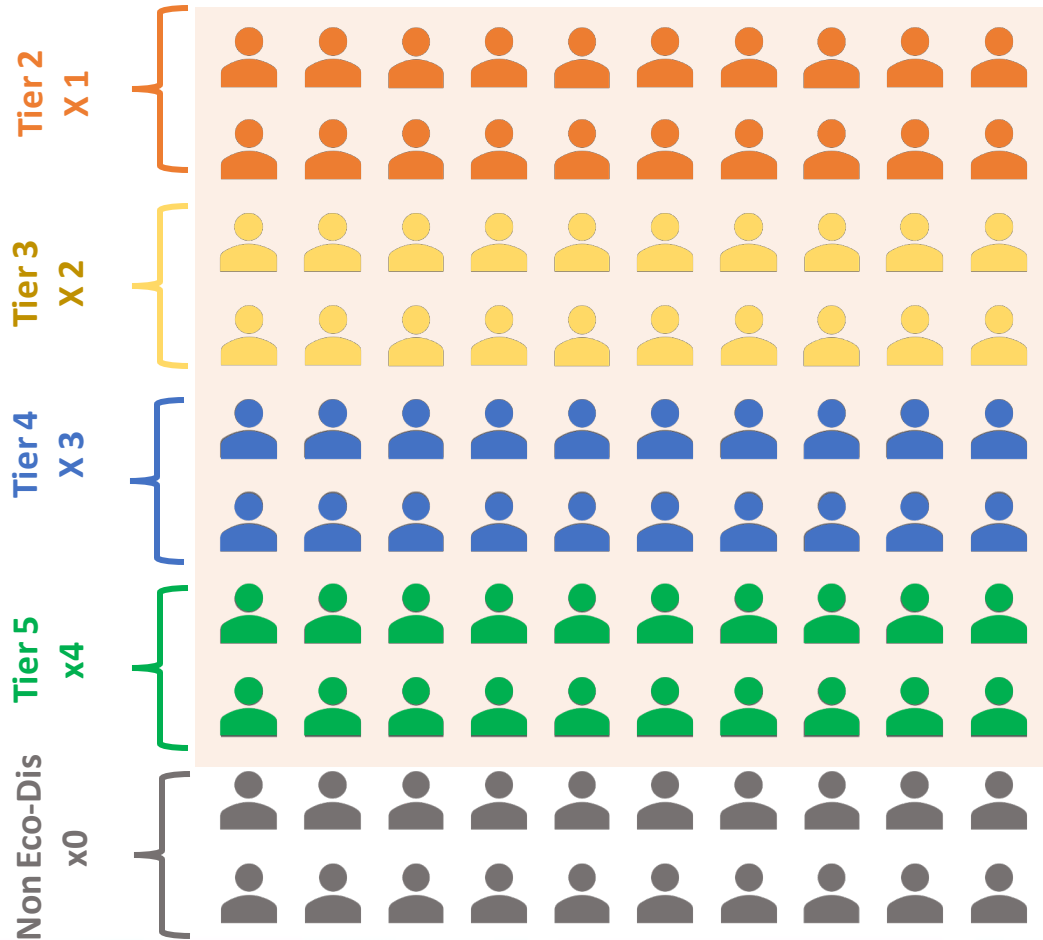
= 20 are in Tier 4

= 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.

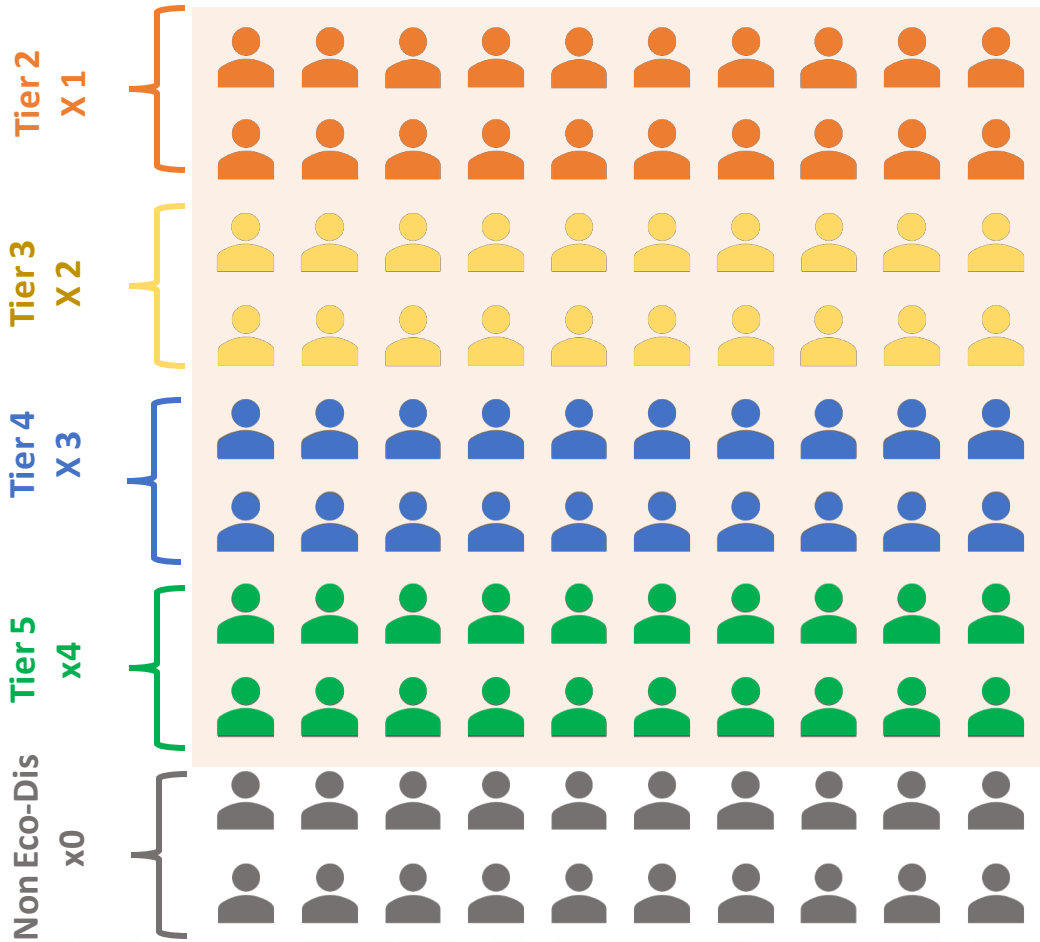
Master teacher base: \$12,000 / Master multiplier \$5,000

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

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

# Calculation Example

Assume 100 students at the campus  
where one Master teacher works



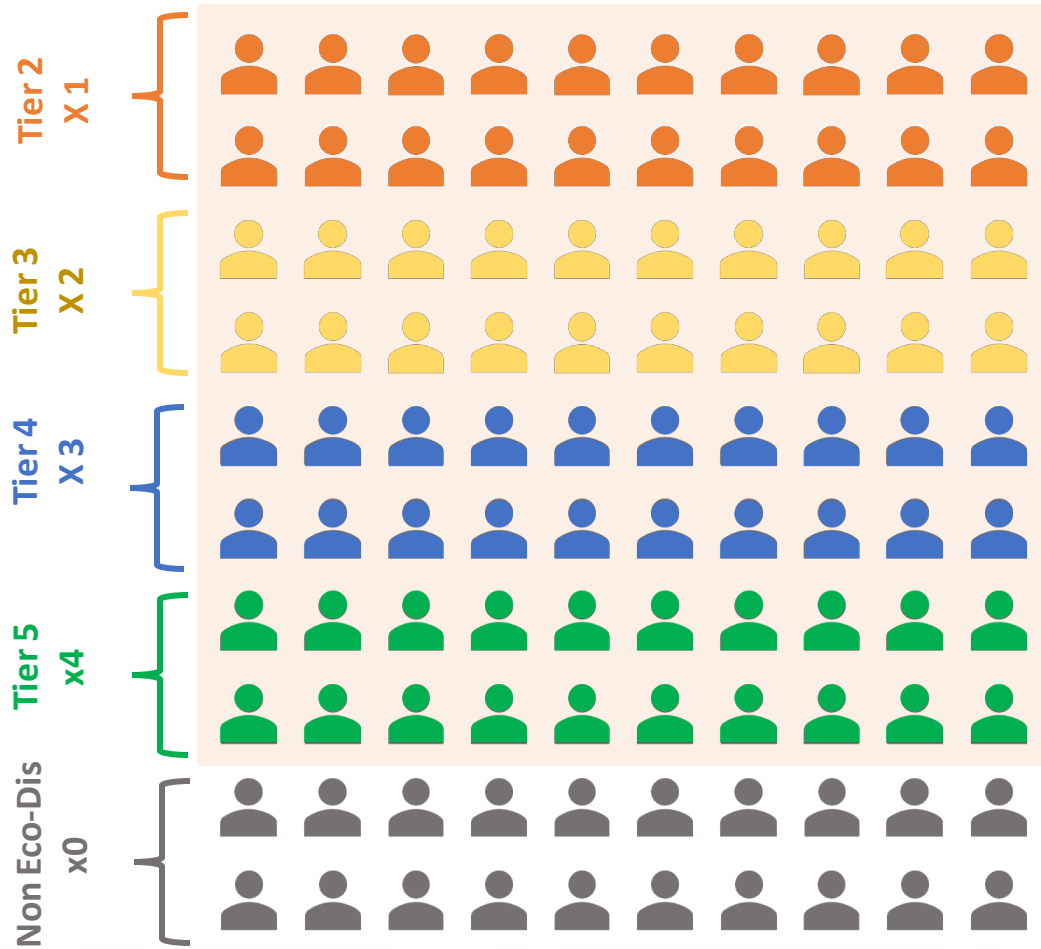
The district would receive **\$22,000** because they employ this teacher at this campus.

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



= 80 are economically disadvantaged

= 20 are in Tier 2

= 20 are in Tier 3

= 20 are in Tier 4

= 20 are in Tier 5

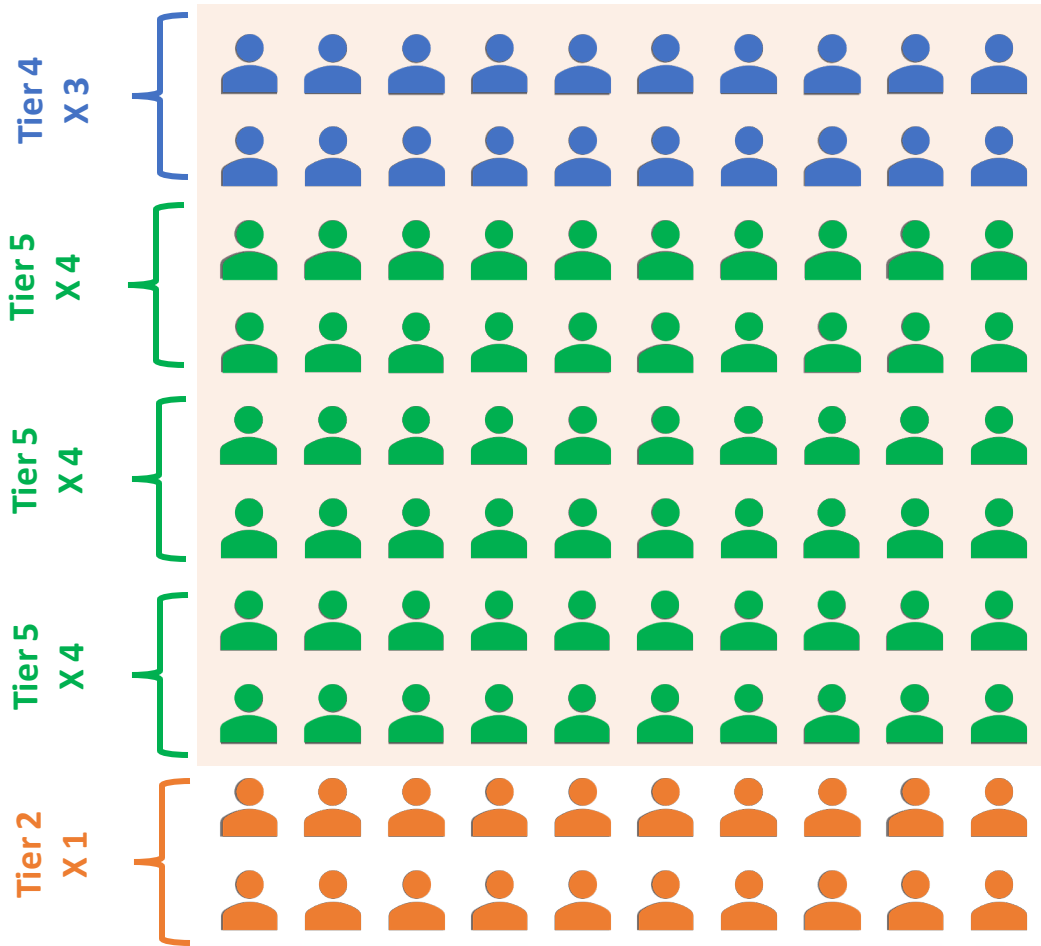
= 20 are non-economically disadvantaged

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



= 80 are economically disadvantaged

= 20 are in Tier 4

= 20 are in Tier 5

= 20 are in Tier 5

= 20 are in Tier 5

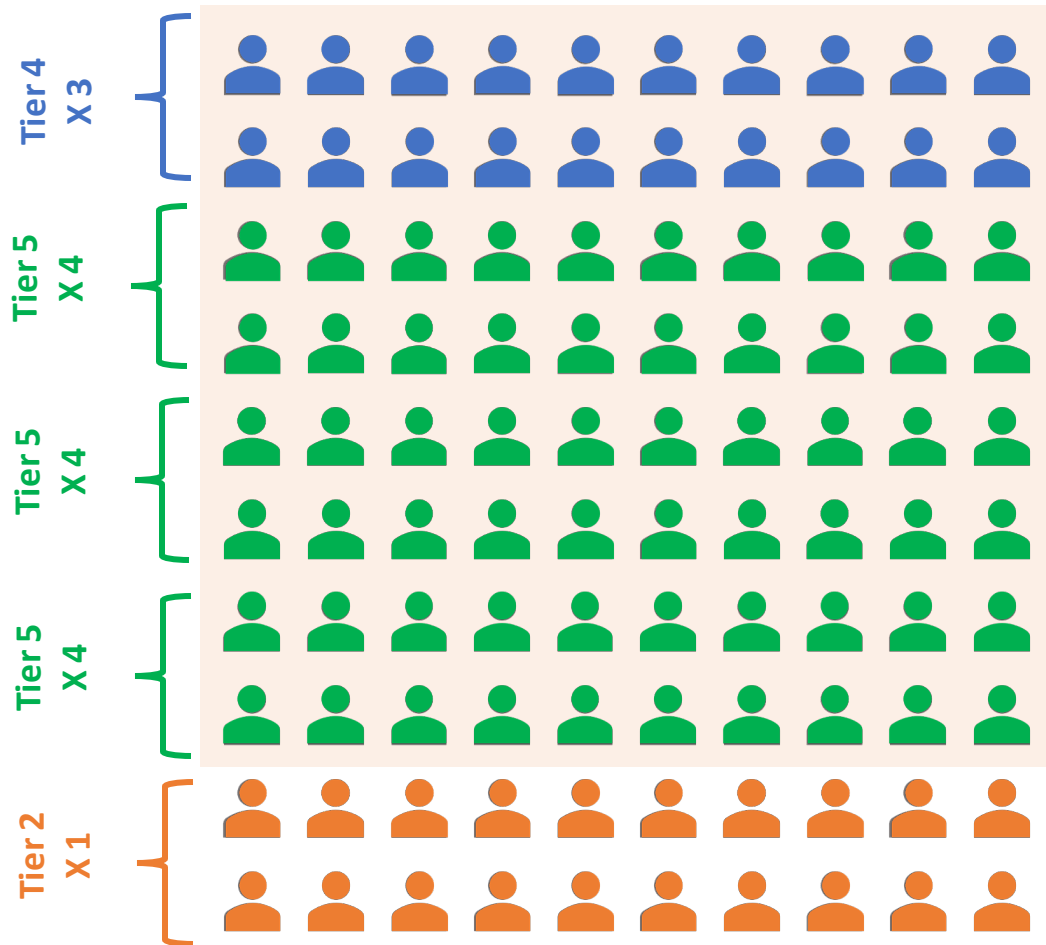
= 20 are on Tier 2

Two tiers and the corresponding point values were added to each student because they 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



**Step 1:** Determine the 3 funding factors for the teacher.  
Master, Rural, 80% Economically Disadvantaged

★ **Step 2:** Add 2 tiers and corresponding points to each student.

Tier 2 → Tier 4	Tiers 3, 4, 5 → Tier 5	No tier → Tier 2
-----------------	------------------------	------------------

**Step 3:** Determine the percentage of students receiving each point value and their corresponding tiers.

3 points: 20%	4 points: 60%	1 point: 20%
---------------	---------------	--------------

**Step 4:** Calculate the average of the student point values.

$$(3 \times 20\%) + (4 \times 60\%) + (1 \times 20\%) = 3.2$$

**Step 5:** Reference the base amount and multiplier.

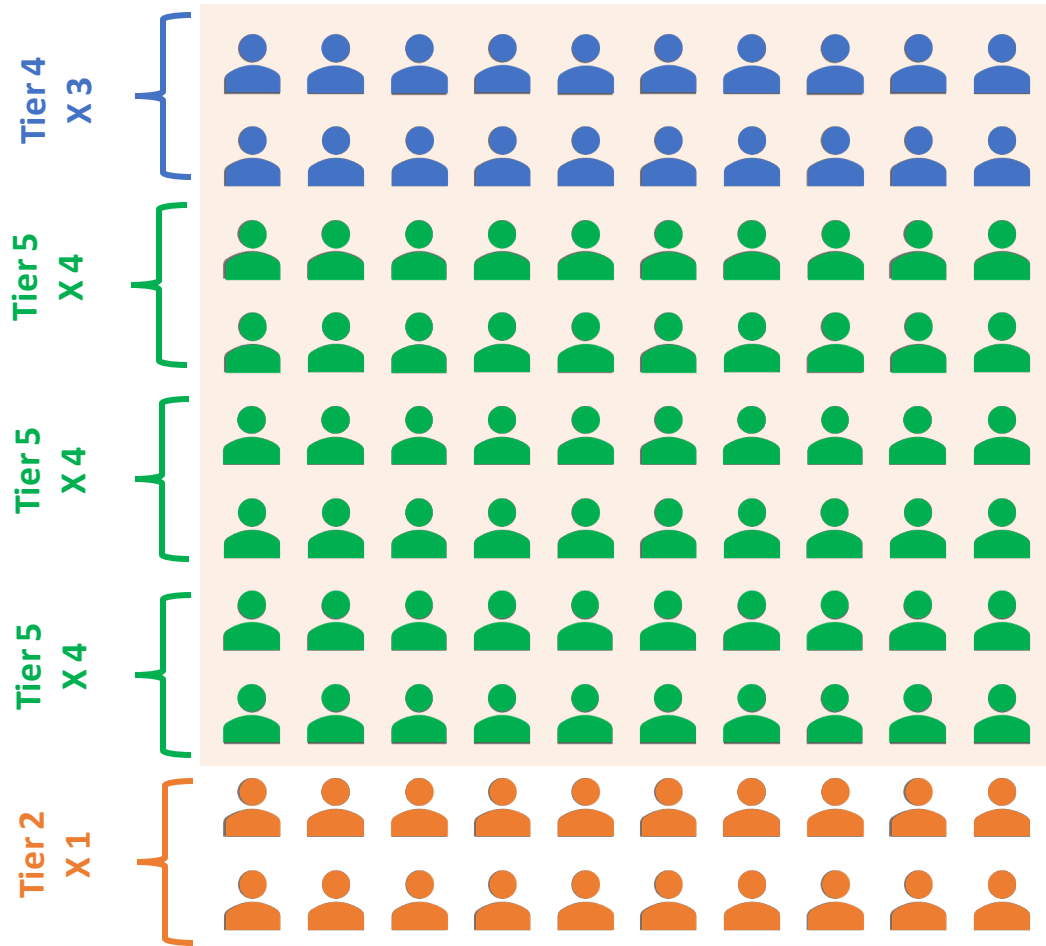
Master teacher base: \$12,000 / Master multiplier \$5,000

**Step 6:** Use the funding formula to calculate the allotment per teacher.

$$\$28,000 = \$12,000 + (3.2 \times \$5,000)$$

# Rural Calculation Example

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



The district would receive **\$28,000** because they employ this teacher at this rural campus.

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

# 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%** of the TIA funds on **teacher compensation on the campuses** where the designated teacher works.
- ❑ If a teacher moves to a new district, the **money will follow the teacher to the new district** regardless of whether the new district has an approved designation system in place. Note that the allotment would be re-calculated based on the whether the new school is rural and the socio-economic need at that campus.
- ❑ Districts will need to consider and shape **a local plan** for how to use these funds.
- ❑ Districts will **complete an attestation** form verifying how they used these funds to ensure compliance with spending requirements.

# Timeline & Next Steps

## Technical Advisory Committee

- Subject matter experts on teacher effectiveness and how to measure it
- August 2019 – November 2019

## Educator Advisory Committee

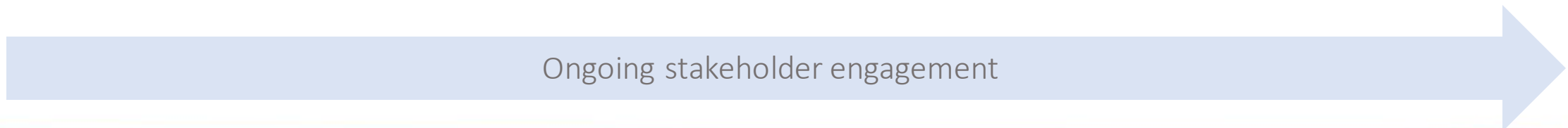
- Classroom, campus, and district personnel from a variety of districts across Texas
- September 2019 – February 2020

## Additional Stakeholder Engagement Meetings

- Beginning in November 2019

# TEA & Texas Tech University Next Steps

Fall 2019	Winter 2019-2020	Spring 2020	Summer 2020	Fall 2020
<ul style="list-style-type: none"> <li>• Send out appraisal survey</li> <li>• Collect &amp; analyze data to determine performance standards for designations</li> <li>• Develop district letter of intent</li> </ul>	<ul style="list-style-type: none"> <li>• Publish TIA website</li> <li>• Develop district application</li> <li>• Draft rules</li> <li>• Post letter of intent</li> </ul>	<ul style="list-style-type: none"> <li>• Post rules for public comment</li> <li>• Post application</li> <li>• Review and respond to public comment</li> </ul>	<ul style="list-style-type: none"> <li>• Review and approve first round of applications</li> </ul>	<ul style="list-style-type: none"> <li>• Pay districts with approved systems for 2019-2020</li> </ul>



# House Bill 3: Resources

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



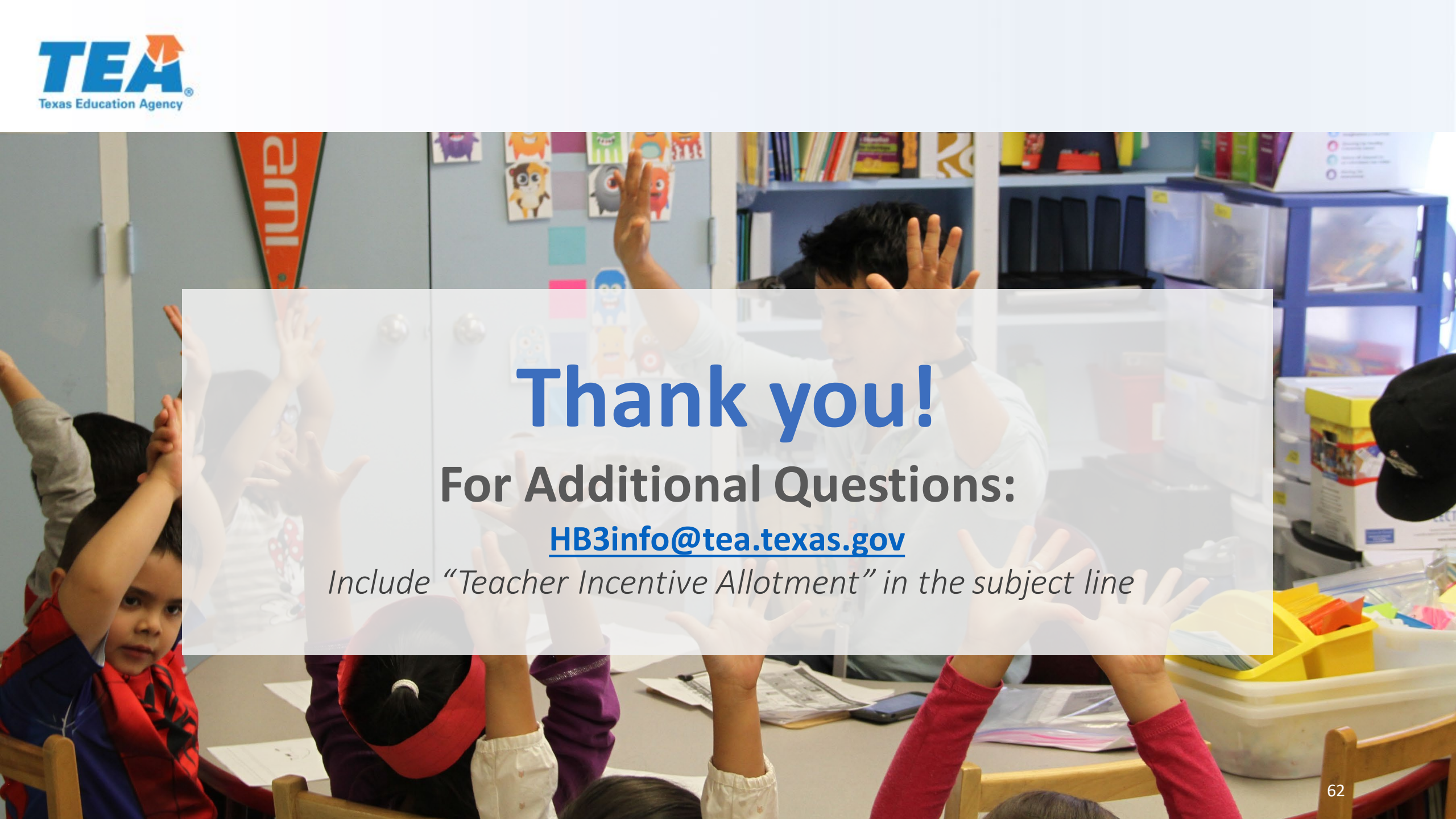
[tea.texas.gov/HB3](http://tea.texas.gov/HB3)

Visit [tea.texas.gov/HB3](http://tea.texas.gov/HB3) for the most up-to-date information



[HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov)

Email [HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov) with any questions

A photograph of a classroom scene. A teacher in a white shirt is standing at the front, smiling, with both hands raised. Several young children are seated at a table, also with their hands raised. The background shows a typical classroom environment with shelves of books, colorful decorations, and storage bins. A semi-transparent white box is overlaid on the center of the image, containing text.

**Thank you!**  
**For Additional Questions:**  
[HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov)

*Include "Teacher Incentive Allotment" in the subject line*



# National Board Certified Teachers (NBCT)

“Estimates of the increase in learning are on the order of an **additional one to two months of instruction.** 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	350,000	873
California	285,500	6,426
New York	241,000	1,790
Florida	180,000	13,576
North Carolina	100,000	21, 500