

Teacher and Principal Evaluation Support Exceptional Item #2

General Description:

To develop resources and training to support districts and charters in the statewide rollout of the new teacher and principal evaluation systems, which is scheduled for the 2016-2017 school year.

Justification:

Since 1997, Texas has had a state-adopted teacher evaluation system, known as the Professional Development and Appraisal System (PDAS). *Texas Education Code (TEC) Sec. 21.351* contains the requirement for the commissioner to adopt a recommended appraisal process.

Since 1997, PDAS has drifted from being a system focused on professional growth to one focused more on compliance. PDAS is currently used by about 86% of districts, and under that system, about 98% of teachers were rated proficient or higher.

For the last several years, TEA has been working with stakeholders to develop a new teacher evaluation system, which will be known as the Texas Teacher Evaluation and Support System (T-TESS). This new system is focused on meaningful performance evaluations for teachers that support every teacher's individual growth.

In 2011, the Texas Legislature passed Senate Bill 1383, which required the agency to develop a comprehensive principal appraisal system (*TEC 21.3541*). TEA established principal standards and developed the Texas Principal Evaluation and Support System (T-PESS) to comply with that requirement.

The exceptional item would provide necessary funds to allow appraisers in all regions of state to receive the training and support necessary to effectively implement the new teacher and principal evaluation systems (T-TESS and T-PESS) and to become certified appraisers.

Additional Information:

If we don't fund this exceptional item, what happens to the new evaluation systems?

- The new evaluations systems would still be implemented as the state recommended evaluation systems. Districts transitioning to the new systems, however, would be required to pay the costs associated with sending all of their appraisers through the required appraiser training.

Who will receive this funding if provided to TEA?

- This funding will allow TEA to reimburse the educational service centers for the costs associated with providing appraisal training to districts free of charge.

Funding Request:

- **FY 2016:** \$2,000,000
- **FY 2017:** \$2,000,000

- **Total:** \$4,000,000

Additional Details:

- **FTE Total Request:** 0
- **MOF:** General Revenue

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How is TEA currently paying for the development of the new evaluation systems?

- Title II A federal funds are being used to create the tools and materials used in the new evaluation systems and cannot be used to pay for district costs associated with adopting and implementing the state recommended evaluations systems. For FY '14 and FY '15, TEA received approximately \$4.65 million per year in Title II A funds.

Is this new evaluation system being done solely because of the No Child Left Behind waiver?

- The state was already in the process of developing new teacher and principal evaluation systems. A condition of the waiver was that the state develop and implement a new teacher evaluation system, and it made sense to use the work that was already underway to pursue the waiver.

Previous Funding:

FY 14 (2013-14 school year): Actual costs to date are \$870,760 from Title II A discretionary funds, although an additional \$1.2M in Title II A funds are expected to be expended for work completed by 8/31/14.

FY 15 (2014-15 school year – PILOT YEAR): Budgeted costs are \$3,600,000 from Title II A discretionary funds and \$2.5M from Rider 47 funds.*

FY 16 (2015-2016 school year – REFINEMENT YEAR): Estimates are \$8.5M, with about \$4.5M coming from Title II A discretionary funds; \$2.5M coming from Rider 47 funds*; and \$2M coming from general revenue through the agency's exceptional item request.

FY 17 (2016-17 school year – FULL IMPLEMENTATION): Estimates are \$2.5M coming from Rider 47 funds and \$2M in general revenue through the agency's exceptional item request.

*FY 15 and FY 16 funds expended through Rider 47 would be for the creation of professional development and support associated with improving campus and district leadership, including instructional leadership and instructional coaching. This professional development would be available to districts regardless of which evaluation systems they used, and the benefits would extend beyond the evaluation process.

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