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
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](#) for 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

- This job offers a competitive starting salary (55%)
- This job pays appropriately for the skills and effort I would bring (55%)
- This job offers a salary that would increase substantially over the next seven to ten years (53%)
- This job would allow me to work in a well resourced, professional environment (52%)
- There are opportunities to continue to advance professionally in this career (52%)
- In this job, people get promoted when they do well (51%)
- I could support a family with this career (48%)
- People in this job are considered successful (48%)
- This job would provide high quality training and support to help me improve my performance on the job (40%)
- This job attracts the type of people I would want to work with (38%)
- Only top students get jobs in this field (38%)
- My supervisor in this job would help me improve my performance (35%)
- Jobs in this career would prepare me for almost any job I might take in the future (35%)
- This job would be challenging in a satisfying way (32%)

#### Environment/Culture

- This job would be challenging in a satisfying way (8%)
- Jobs in this career would prepare me for almost any job I might take in the future (8%)
- My supervisor in this job would help me improve my performance (8%)
- Only top students get jobs in this field (8%)
- People in this job are considered successful (8%)
- In this job, people get promoted when they do well (8%)
- I could support a family with this career (8%)
- This job attracts the type of people I would want to work with (8%)
- This job offers a salary that would increase substantially over the next seven to ten years (8%)
- This job offers a competitive starting salary (8%)
- This job pays appropriately for the skills and effort I would bring (8%)

#### Professional Development

- This job offers a competitive starting salary (8%)
- This job pays appropriately for the skills and effort I would bring (8%)
- This job offers a salary that would increase substantially over the next seven to ten years (8%)
- This job would allow me to work in a well resourced, professional environment (8%)
- There are opportunities to continue to advance professionally in this career (8%)
- In this job, people get promoted when they do well (8%)
- I could support a family with this career (8%)
- People in this job are considered successful (8%)
- This job would provide high quality training and support to help me improve my performance on the job (8%)
- This job attracts the type of people I would want to work with (8%)
- Only top students get jobs in this field (8%)
- My supervisor in this job would help me improve my performance (8%)
- Jobs in this career would prepare me for almost any job I might take in the future (8%)
- This job would be challenging in a satisfying way (8%)

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

<table>
<thead>
<tr>
<th>JOB ATTRIBUTE</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
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<tbody>
<tr>
<td>Salary &amp; Compensation</td>
<td>62</td>
<td>55</td>
<td>55</td>
<td>53</td>
<td>52</td>
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<tr>
<td>Environment/Culture</td>
<td>51</td>
<td>48</td>
<td>48</td>
<td>40</td>
<td>38</td>
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<tr>
<td>Professional Development</td>
<td>38</td>
<td>38</td>
<td>35</td>
<td>35</td>
<td>32</td>
</tr>
</tbody>
</table>
Economically Disadvantaged Students are More Likely to be Taught by Inexperienced Teachers

2018 PEIMS data. Based on adjusted median campus characteristics.
Retention Challenges

Teacher Years of Experience As A Share of Workforce

Percent of Texas Teachers

Number of Years In Classroom

2017-2018

2018 PEIMS data
Key Points: Teacher Incentive Allotment (TIA)

- **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.

- 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

Max funding amount = $32,000

<table>
<thead>
<tr>
<th>Designation</th>
<th>Base</th>
<th>Multiplier</th>
<th>Tier</th>
<th>Non Eco-Dis</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
<th>Tier 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X 0</td>
<td>X 0.5</td>
<td>X 1.0</td>
<td>X 2.0</td>
<td>X 3.0</td>
<td>X 4.0</td>
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<tr>
<td>Recognized</td>
<td>$3,000</td>
<td>$1,500</td>
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<td>$3,750</td>
<td>$4,500</td>
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<td>$7,500</td>
<td>$9,000</td>
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<tr>
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<td></td>
<td>Rural</td>
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<td></td>
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<td>$4,500</td>
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<td>$7,500</td>
<td>$9,000</td>
<td>$9,000</td>
<td>$9,000</td>
</tr>
<tr>
<td>Exemplary</td>
<td>$6,000</td>
<td>$3,000</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td>Non-rural</td>
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<td>$7,500</td>
<td>$9,000</td>
<td>$12,000</td>
<td>$15,000</td>
<td>$18,000</td>
</tr>
<tr>
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<td></td>
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<td></td>
<td>Rural</td>
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<td>$9,000</td>
<td>$12,000</td>
<td>$15,000</td>
<td>$18,000</td>
<td>$18,000</td>
<td>$18,000</td>
</tr>
<tr>
<td>Master</td>
<td>$12,000</td>
<td>$5,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>$14,500</td>
<td>$17,000</td>
<td>$22,000</td>
<td>$27,000</td>
<td>$32,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rural</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
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<td>$17,000</td>
<td>$22,000</td>
<td>$27,000</td>
<td>$32,000</td>
<td>$32,000</td>
<td>$32,000</td>
</tr>
</tbody>
</table>
Funding Factor #1: Teacher Designation

- Recognized: $3-9K
- Exemplary: $6-18K
- Master: $12-32K
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).

<table>
<thead>
<tr>
<th>Student does not qualify for Comp Ed</th>
<th>Student qualifies for Comp Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>X 0</td>
<td>X 0.5 X 1.0 X 2.0 X 3.0 X 4.0</td>
</tr>
<tr>
<td>Non Eco-Dis</td>
<td>Tier 1 Tier 2 Tier 3 Tier 4 Tier 5</td>
</tr>
</tbody>
</table>

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)

Designation Level

Socio-Economic Level

Rural Status

Master

80% Eco. Dis.

Not Rural

Rural or Not Rural

Designation Level:

- Master

Socio-Economic Level:

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

Rural Status:

- Rural
- Not Rural
Allotment Example (Non-Rural)

<table>
<thead>
<tr>
<th>Designation Level</th>
<th>Socio-Economic Level</th>
<th>Rural Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>80% Eco. Dis.</td>
<td>Not Rural</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Designation Level</th>
<th>Socio-Economic Level</th>
<th>Rural Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>80% Eco. Dis.</td>
<td>Rural or Not Rural</td>
</tr>
</tbody>
</table>

- **Master**
  - 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%

- **Rural Status**
  - Rural
  - Not Rural

- **Higher SES**
- **Lower SES**
### Allotment Example (Rural)

<table>
<thead>
<tr>
<th>Designation Level</th>
<th>Socio-Economic Level</th>
<th>Rural Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>80% Eco. Dis.</td>
<td>Rural</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Not Rural</td>
</tr>
</tbody>
</table>

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.
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**

<table>
<thead>
<tr>
<th>Teacher Designation</th>
<th>District Funding (at least 90% must be spent on teacher compensation on this campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Teacher</td>
<td>$18,850</td>
</tr>
<tr>
<td>Exemplary Teacher</td>
<td>$10,110</td>
</tr>
<tr>
<td>Recognized Teacher</td>
<td>$5,055</td>
</tr>
</tbody>
</table>
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

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.

- Recognized
  - National Board Certification

- Exemplary

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

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

Are only certified teachers eligible to earn a designation?

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

- 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 and then moves to teach 11th grade US History, that teacher's designation is still valid for the new assignment.
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
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.).
• 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

- **Explore**
  - 3 months
  - Determine initial interest and feasibility

- **Plan**
  - 12 months
  - With stakeholder input, identify/develop designation system

- **Prepare**
  - 3 months
  - Prepare resources, policies, frameworks

- **Launch**
  - 10 months
  - Implement TIA system

- **Designate**
  - 0-5 months
  - Determine teacher designations and submit data for system approval
Will charters be able to participate in the Teacher Incentive Allotment?

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

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 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

Allotment = Base + (Multiplier X Average Student Point Value)

<table>
<thead>
<tr>
<th>Designation</th>
<th>Base</th>
<th>Multiplier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognized</td>
<td>$3,000</td>
<td>$1,500</td>
</tr>
<tr>
<td>Exemplary</td>
<td>$6,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>Master</td>
<td>$12,000</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

Student Point Values

- 0
- 0.5
- 1
- 2
- 3
- 4
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
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.

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>0</td>
<td>20%</td>
</tr>
</tbody>
</table>

**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.

\[
$22,000 = $12,000 + (2.0 \times $5,000)
\]
Master, Non-rural, 80% Economically Disadvantaged

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

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.

\[(0.2 \times 0) + (0.2 \times 1.0) + (0.2 \times 2.0) + (0.2 \times 3.0) + (0.2 \times 4.0) = 2.0\]

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.

\[\$22,000 = 12,000 + 2.0 \times 5,000\]

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.

Assume 100 students at the campus where one Master teacher works...
Rural Calculation Example

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

Tier 2: 80 are economically disadvantaged
Tier 3: 20 are in Tier 2
Tier 4: 20 are in Tier 3
Tier 5: 20 are in Tier 4
Non Eco-Dis: 20 are non-economically disadvantaged

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

Two tiers and the corresponding point values were added to each student because they attend a rural school.
**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.

<table>
<thead>
<tr>
<th>Tier 2 ➔ Tier 4</th>
<th>Tiers 3, 4, 5 ➔ Tier 5</th>
<th>No tier ➔ Tier 2</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>3 points: 20%</th>
<th>4 points: 60%</th>
<th>1 point: 20%</th>
</tr>
</thead>
</table>

**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.
Of the 35 teachers on this campus, there are:

- **4 Recognized Teachers**  \[ \text{\$24,000 = 4 \times \$6,000} \]
- **3 Exemplary Teachers**  \[ \text{\$36,000 = 3 \times \$12,000} \]
- **2 Master Teachers**  \[ \text{\$44,000 = 2 \times \$22,000} \]

The district would receive \textit{\$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
- Send out appraisal survey
- Collect & analyze data to determine performance standards for designations
- Develop district letter of intent

### Winter 2019-2020
- Publish TIA website
- Develop district application
- Draft rules
- Post letter of intent

### Spring 2020
- Post rules for public comment
- Post application
- Review and respond to public comment

### Summer 2020
- Review and approve first round of applications

### Fall 2020
- Pay districts with approved systems for 2019-2020

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

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

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

For Additional Questions:

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

<table>
<thead>
<tr>
<th>State</th>
<th>#of Teachers</th>
<th># of NBCTs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>350,000</td>
<td>873</td>
</tr>
<tr>
<td>California</td>
<td>285,500</td>
<td>6,426</td>
</tr>
<tr>
<td>New York</td>
<td>241,000</td>
<td>1,790</td>
</tr>
<tr>
<td>Florida</td>
<td>180,000</td>
<td>13,576</td>
</tr>
<tr>
<td>North Carolina</td>
<td>100,000</td>
<td>21,500</td>
</tr>
</tbody>
</table>

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