TEA Staff

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Texas Teacher of the Year, 2017

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

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

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

Environment/Culture

Professional Development

DIFERENICE 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

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

Teacher Years of Experience As A Share of Workforce

2018 PEIMS data
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

### 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>Recognized</td>
<td>$3,000</td>
<td>$1,500</td>
<td></td>
<td>X 0</td>
<td>X 0.5</td>
<td>X 1.0</td>
<td>X 2.0</td>
<td>X 3.0</td>
<td>X 4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Non-rural</td>
<td>$ 3,000</td>
<td>$ 3,750</td>
<td>$ 4,500</td>
<td>$ 6,000</td>
<td>$ 7,500</td>
<td>$ 9,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rural</td>
<td>$ 4,500</td>
<td>$ 6,000</td>
<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>$3,000</td>
<td></td>
<td>X 0</td>
<td>X 0.5</td>
<td>X 1.0</td>
<td>X 2.0</td>
<td>X 3.0</td>
<td>X 4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Non-rural</td>
<td>$ 6,000</td>
<td>$ 7,500</td>
<td>$ 9,000</td>
<td>$ 12,000</td>
<td>$ 15,000</td>
<td>$ 18,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rural</td>
<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>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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Non-rural</td>
<td>$12,000</td>
<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>Rural</td>
<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
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).
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

<table>
<thead>
<tr>
<th>Rural</th>
<th>or</th>
<th>Not Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X 0</th>
<th>X 0.5</th>
<th>X 1</th>
<th>X 2</th>
<th>X 3</th>
<th>X 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Eco-Dis</td>
<td>Tier 1</td>
<td>Tier 2</td>
<td>Tier 3</td>
<td>Tier 4</td>
<td>Tier 5</td>
</tr>
<tr>
<td>20%</td>
<td>0%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Higher SES | Lower SES
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: Non Eco-Dis 0%  
  - X 0.5: Tier 1  
  - X 1: Tier 2  
  - X 2: Tier 3  
  - X 3: Tier 4  
  - X 4: Tier 5

- **Socio-Economic Level**:  
  - Higher SES: X 1  
  - Lower SES: X 2

- **Rural Status**:  
  - Rural: X 3  
  - Not Rural: X 4

### Breakdown
- **Non Eco-Dis**:  
  - X 0: 0%  
  - X 0.5: 0%  
  - X 1: 20%  
  - X 2: 0%  
  - X 3: 20%  
  - X 4: 60%
## 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>
</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.

<table>
<thead>
<tr>
<th>Teacher Designation</th>
<th>District Funding</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>
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
- Exemplary
- Master

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

<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>EA (ages 11-15)</td>
</tr>
<tr>
<td></td>
<td>AYA (ages 14-18+)</td>
<td></td>
<td>AYA (ages 14-18+)</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
Are only certified teachers eligible to earn a designation?

No, 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 I 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:

<table>
<thead>
<tr>
<th>During lesson delivery, the <strong>actions</strong> teachers take at the Master, Exemplary, and Recognized levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over at least the course of a school year, what <strong>impact teachers have on student performance</strong> at the Master, Exemplary, and Recognized levels</td>
</tr>
</tbody>
</table>
Is there a state cap on how many teachers can earn a designation?

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
• 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
| **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?

- 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>
<th>Student Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognized</td>
<td>$3,000</td>
<td>$1,500</td>
<td>0</td>
</tr>
<tr>
<td>Exemplary</td>
<td>$6,000</td>
<td>$3,000</td>
<td>0.5</td>
</tr>
<tr>
<td>Master</td>
<td>$12,000</td>
<td>$5,000</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
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
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 $5,000)$

Assume 100 students at the campus where one Master teacher works
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.
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.
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>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>60%</td>
</tr>
<tr>
<td>1</td>
<td>20%</td>
</tr>
</tbody>
</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.

\[
$28,000 = $12,000 + (3.2 \times $5,000)
\]
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**  $24,000 = 4 \times 6,000$
- **3 Exemplary Teachers**  $36,000 = 3 \times 12,000$
- **2 Master Teachers**  $24,000 = 4 \times 6,000$

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 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.
Stakeholder Engagement: Committees

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

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

**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
“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

<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>
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<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>
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