

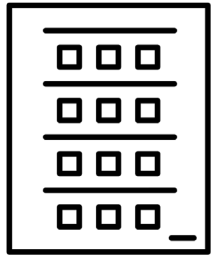
The background of the slide is an aerial photograph of Austin, Texas. The top half shows the city skyline with several tall skyscrapers under a blue sky with light clouds. The bottom half shows a waterfront area with a large body of water, green trees, and various buildings. A white rectangular box is overlaid in the center, containing the title and date.

Compensation Working Group

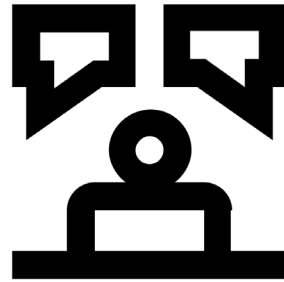
August 25, 2022

Welcome Back!

Since our time in June...



Reviewed Feedback
from the June Session



Analyzed \approx 1500
responses in TEA's
teacher vacancy
survey

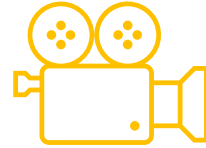


Researched potential
recommendation
buckets, including
monetary incentives
and retirement

Welcome



Please make sure you are muted.



If you are able, turn on your camera.



Locate your participant video and click on the more icon to rename yourself with your name and district.

Working Group Leads

Norma Castillo
Assistant
Superintendent of
Human Capital Systems,
Austin ISD

Dr. LaTonya Goffney
Superintendent, Aldine
ISD

Dave Lewis
Superintendent, Rochelle
ISD

Grace Wu
TEA

David Marx
TEA

Matthew Holzgrafe
TEA

Working Group Session Objectives

- To share a framework for considering recommendation implementers and context.
- To begin identifying high-leverage compensation recommendation to address teacher shortages.
- To prioritize recommendations based on feasibility and impact.
- To determine next steps for engagement and research to begin finalizing recommendations.

Today's Working Group Agenda

<p>9:20 – 9:50</p>	<p>Introduction <i>(10 minutes)</i></p> <p>Framework to begin formulating recommendations <i>(15 minutes)</i></p> <p>Considering Recommendation Implementers <i>(10 minutes)</i></p>
<p>11 - 12</p>	<p>Debrief Third Future Model <i>(10 minutes)</i></p> <p>Direct Recommendation <i>(15 minutes)</i></p> <p>Breakout #1 Direct Compensation Recommendations <i>(35 minutes)</i></p>
<p>12:00 – 12:30</p>	<p>Lunch</p>
<p>12:30 – 2:30</p>	<p>Direct Compensation Recommendation Share out <i>(15 minutes)</i></p> <p>Indirect Compensation Recommendation Context and TRS <i>(15 minutes)</i></p> <p>Breakout #2 Indirect Compensation Recommendation <i>(35 minute)</i></p> <p>Break <i>(10 minutes)</i></p> <p>Indirect Compensation Recommendation Share out <i>(15 minutes)</i></p> <p>Prioritizing Recommendation <i>(15 minutes)</i></p> <p>Closing <i>(15 minutes)</i></p>

Updating Our Working Group Scope

We shared the following scope priorities in June. Based on your feedback and the conversations, we are recommending re-framing and expanding the scope of our potential recommendations.

Increasing Compensation

- Compensation includes salary, stipends, benefits and other aspects of a teacher's total compensation package.
- Overall, districts spend approximately 50% on compensation for teachers. Any increases need a clear and sustainable funding source.
- Prior state-level action has focused on a minimum salary pay scale and adjustments to state-wide funding formulas.

Strategic Compensation Models

- Targeted compensation based on performance, priority schools, or other identified factors.
- Most effective when models represent a long-term investment in teacher salary.
- Can involve the creative use of funds to target specific district goals.

Pre-Work: Direct Versus Indirect Areas

Direct Compensation

- Increases to Overall Salary Pay Scale
- Opportunities for Additional Compensation with Additional Responsibilities
- Strategic Compensation or Larger Increases based on Areas or Goals
- *Monetary Consideration for the Role of School Leader*

Indirect Compensation

- *Enhancement to Total Compensation Package*
- *Consideration of Health and Retirement Benefits and Premiums*

Optional Pre-Work Discussion

- Compensation does not exist in isolation and includes context, like inflation, and other benefits, such as health and retirement.
- Districts are considering ways to leverage compensation to meet goals for retaining certain teachers (e.g. special education teachers) and creating comprehensive retention strategies.
- *Teachers value a variety of compensation components beyond just monetary compensation. Districts should consider way to adapt and communicate the full compensation package.*

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What will the recommendations/reports include?

- Synthesized trends of the highest leverage challenges/opportunities to address teacher vacancies
- Recommendations for ways to address these challenges/scale these opportunities, divided into:
 - Statutory changes that require a change in statute or action taken during the legislative session
 - Regulatory changes that require a change in rule by the SBOE, SBEC, or Commissioner through the rule-making process
 - State-level practice changes that would require a change in practice or implementation by the Commissioner/TEA staff
 - District-level practice or policy changes that would require a change in district policy or practices (some of which may require changes in local school board policies)

Framework for Developing Recommendations



- Objective (or the What?) – Define the goals for change of this recommendation
- Potential Impact (Why and Tradeoffs?) – Identify the rationale, possible outcomes, trade-offs, costs, and potential consequences if this is widely implemented
- Actors:
 - Who? – Identify the implementers for this type of recommendation
 - How? - Begin to describe the method the implementers would use to enact this change
- Next Steps: What research or other steps need to be taken to finalize this recommendation?

Recommendations Framework

Bucket	Objective – What?	Impact – Why? Cost?	Actor – Who?	Actor – How?	Next Steps?
Subgroup	Define the goals for change of this recommendation	Identify the rationale and possible outcomes if this recommendation is broadly implemented Identify cost, trade-offs, and potential consequences	Identify the implementers for this type of recommendation	Begin to describe the method the implementers would use to enact this change	What research or other steps need to be taken to finalize this recommendation?
August 25	August 25				Ongoing
	August 25 to October 18	August 25 to October 18	August 25 to October 18	August 25 to October 18	Ongoing

Framework Example

Bucket	Objective – What?	Impact – Why?	Actor – Who?	Actor – How?	Next Steps?
Strategic Comp or Larger Increases based on Goals	More teachers should be eligible for TIA.	TIA rewards teachers with monetary compensation.	<p>TEA could provide guidance or best practices related to this work.</p> <p>Districts could plan for expanding system eligibility.</p>	TEA can provide exemplar TIA plans or resources around important considerations.	Barriers such as assessments/ SGMs?

Framework Example

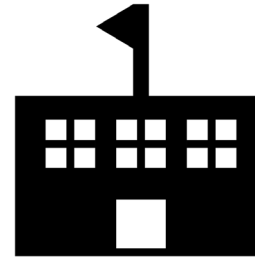
Bucket	Objective – What?	Impact – Why?	Actor – Who?	Actor – How?	Next Steps?
Enhancements to Total Comp Package	Childcare opportunities for teachers and other staff.	This can provide a significant addition to teacher’s total compensation package and save staff with children the cost and time of childcare.	Districts would need to consider ways to implement this. TEA could provide guidance or best practices.	Districts could fund a position or contract with a childcare provider.	Relative feasibility in terms of cost? Barriers such as qualifications/ personnel? State options for funding?

Take 2 minutes to jot down a compensation recommendation that is top of mind for you, using this framework.

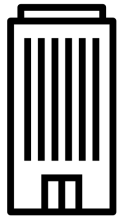
Who has the power to make this happen?



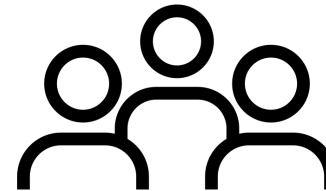
Texas Legislature
Can change laws, affect school finance, and affect agency policy



School Districts and Schools
Determines local policy and compensation structure within legal framework. Adopts best practices.



Government Agencies (TEA, TRS, other)
Can adopt policies and rules, provide best practices and technical assistance, executes on laws



Others?
Teacher Associations, Other Professional Associations TA Providers, Civic Organizations, Advocacy and Research.

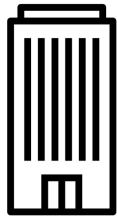
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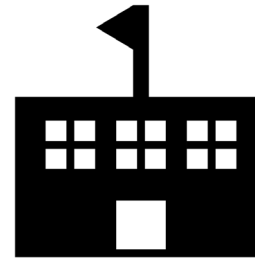
School Finance Laws can target increases to compensation, creation of strategic systems, such as TIA.



Government Agencies (TEA, TRS, other)

Can adopt policies and rules, provide best practices and technical assistance, executes on laws

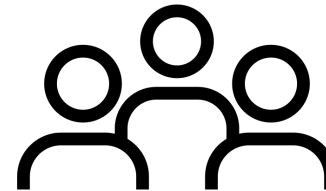
TEA operates TIA and provides school finance support. Highlights best practices for human capital.



School Districts and Schools

Determines local policy and compensation structure within legal framework. Adopts best practices.

School districts and schools set local compensation policy, implement strategic compensation system like TIA.

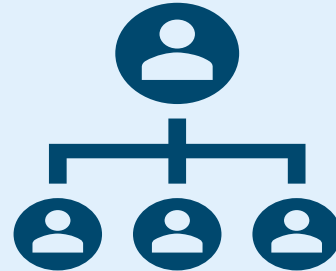


Others?

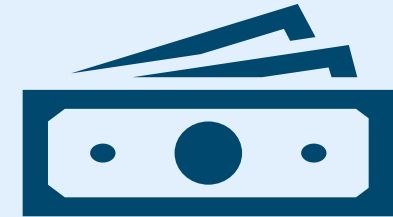
Teacher Associations, Other Professional Associations TA Providers, Civic Organizations, Advocacy and Research.



**Improving Educator
Preparation**



**Strategic Staffing
Models**



**Compensation
Models**



Understanding the Teacher Experience

Third Future Staffing Plan Components

Direct Compensation Areas

- Differentiate compensation
- Engage community consultants
- Expand the reach of the most effective teachers (1C2L)
- Create a teaching corps

Primary purpose is to increase direct compensation to teachers for either extra duties or for retention/recruitment purposes

Strategic Staffing Models

- Eliminate non-instructional tasks
- Hire apprentice teachers
- Create the learning coach position

Primary purpose is to utilize strategic staffing to address instructional needs by supporting teacher duties and tasks



Transition to Break and Whole Group

Today's Working Group Agenda

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Direct Compensation Areas

- Differentiate compensation
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Primary purpose is to increase direct compensation to teachers for either extra duties or for retention/recruitment purposes

Review the Jamboard and in the chat:

1. Which staffing plan component(s) do you think has the potential for the greatest impact on teacher retention across the state?
2. What question(s) do you have about that staffing plan component?

Today's Working Group Agenda

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Direct Compensation

- Increases to Overall Salary Pay Scale
- Opportunities for Additional Compensation with Additional Responsibilities
- Strategic Compensation or Larger Increases based on Goals
- Monetary Consideration for the Role of School Leader

Take 5 minutes to review the Jamboard from last session and consider direct compensation recommendations.

- **Objective (or the What?):** Define the goals for change of this recommendation
- **Potential Impact (or the Why?):** Identify the rationale and possible outcomes if this recommendation is broadly implemented
- implementers would use to enact this change
- **Next Steps:** What research or other steps need to be taken to finalize this recommendation?

Direct Compensation

Increases to Overall Salary Pay Scale

- Affect Teachers' Base Pay
- May Prioritize different points of teacher experience (e.g. new teachers, after five years, higher potential for late in career)
- Through either district comp plans or the Foundation School Program

Opportunities for Additional Compensation with Additional Responsibility

- Better defining a teacher's workload and providing compensation for tasks outside of that workload.
- Some examples could be professional development, mentoring, addressing state requirements.
- Possible avenues are through district practices or legislature action.

Strategic Compensation or Differentiating Pay by Goals/Area

- Targeted Compensation outside of base pay structure.
- May include TIA, strategic teacher pay, or other types of compensation.
- Through either district comp plans or the Foundation School Program

Monetary Consideration for Role of School Leader

- Includes Direct Compensation Recommendations aimed towards school leaders.
- Recognizes the role of principals in developing and maintaining a strong school culture.

Breakout Session

Direct Breakout Group Round 1

- 5 minutes – within the themes for this first breakout group, populate the google sheet
 - Bucket
 - Objective
 - Impact
- 15 minutes – review recommendations as a group starting with repetitions and begin to align on objective and impact
 - Consider: is this recommendation actionable and specific?
 - Consider: how well will this address the current causes of teacher vacancies?

Small/Rural Districts (Main Room)

Increases to Overall Salary Pay Scale
 Opportunities for Additional Compensation with
 Additional Responsibilities

Medium/Large Districts (Breakout Room)

Strategic Compensation or Larger Increases based on
 Areas
 Monetary Consideration for the Role of the School
 Leader

Bucket	Objective – What?	Impact – Why?
Monetary Consideration for the Role of School Leader	Districts should consider ways to include additional compensation for school leaders	The school leader has a large impact on the campus' teacher retention, recruitment, and growth.

Direct Breakout Group Round 2

- 5 minutes – read over the recommendations that the first breakout group created and discuss if there is anything to add to the recommendations what and why
- 8 minutes – discuss as a group any additions that you'd like to add
 - Consider: is this recommendation actionable and specific?
 - Consider: how well will this address the current causes of teacher vacancies?
- 2 minutes – identify a taskforce member to share out the key changes or additions that your group made, and raise questions around other recommendations

Small/Rural Districts (Main Room)

Strategic Compensation or Larger Increases based on Areas
Monetary Consideration for the Role of the School Leader

Medium/Large Districts (Breakout Room)

Increases to Overall Salary Pay Scale
Opportunities for Additional Compensation with Additional Responsibilities

Lunch

Direct Recommendations Share Out

Direct Recommendations Share Out

Small/Rural Districts

Strategic Compensation or Larger Increases based on
Areas
Monetary Consideration for the Role of the School
Leader

Medium/Large Districts

Increases to Overall Salary Pay Scale
Opportunities for Additional Compensation with
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Enhancement to Total Compensation Package

- Housing
- Leave
- Childcare
- Professional Development Opportunities
- Tax considerations

Consideration to Health and Retirement Benefits and Premiums

- Contribution rates
- Healthcare benefits
- Pension/retirement benefits
- Retire/rehire

Often unseen parts of an employees' total compensation package

Health Benefits for current employees (TRS-ActiveCare):

- The legislature sets the health contribution minimums for the state and district
- The district chooses to participate
- The teacher premium is determined by the healthcare plan chosen

Employer, and Member contributions through payroll reporting

- The legislature sets the contribution rates for the state, district, and active employees
- The legislature sets the pension surcharge for employment after retirement
- TRS sets the TRS-Care surcharge amount for employment after retirement

Teacher Retirement System

- The legislature sets the contribution rates and surcharge for the state, members, and employers

Who pays into Social Security and TRS?

All public-school employers pay into TRS including ISDs and Texas open enrollment charter schools.

ISDs and Texas open enrollment charter schools had a one-time opportunity to elect into Social Security in the 80s.

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Indirect Breakout Group Round 1

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Small/Rural District (Main Room)
Enhancement to Total Compensation Package

Medium/Large Districts (Breakout Room)
Consideration to Health and Retirement Benefits and Premiums

Bucket	Objective – What?	Impact – Why?
Enhancements to Total Comp Package	Districts should consider ways to provide childcare opportunities for teachers and other staff.	This can provide a significant addition to teacher’s total compensation package and save staff with children the cost and time of childcare.

Indirect Breakout Group Round 2

- 5 minutes – read over the recommendations that the first breakout group created and discuss if there is anything to add to the recommendations what and why
- 8 minutes – discuss as a group any additions that you'd like to add
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- 2 minutes – identify a taskforce member to share out the key changes or additions that your group made, and raise questions around other recommendations

Small/Rural Districts (Breakout Room)

Consideration to Health and Retirement Benefits and Premiums

Medium/Large Districts (Main Room)

Enhancement to Total Compensation Package

Break

Share Out (Indirect Compensation)

Indirect Recommendations Share Out

Small/Rural Districts

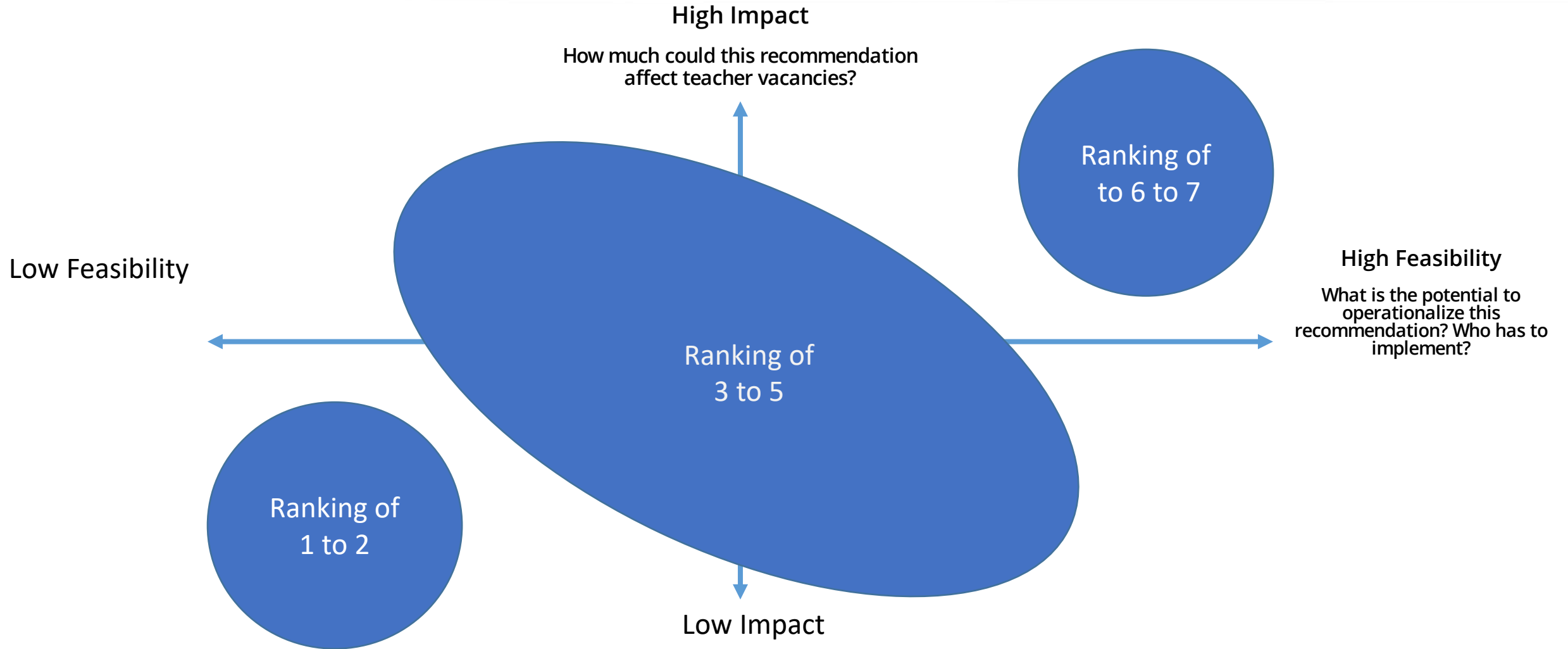
Consideration to Health and Retirement Benefits and Premiums

Medium/Large Districts

Enhancement to Total Compensation Package

Recommendation Prioritization

Considering Impact and Feasibility

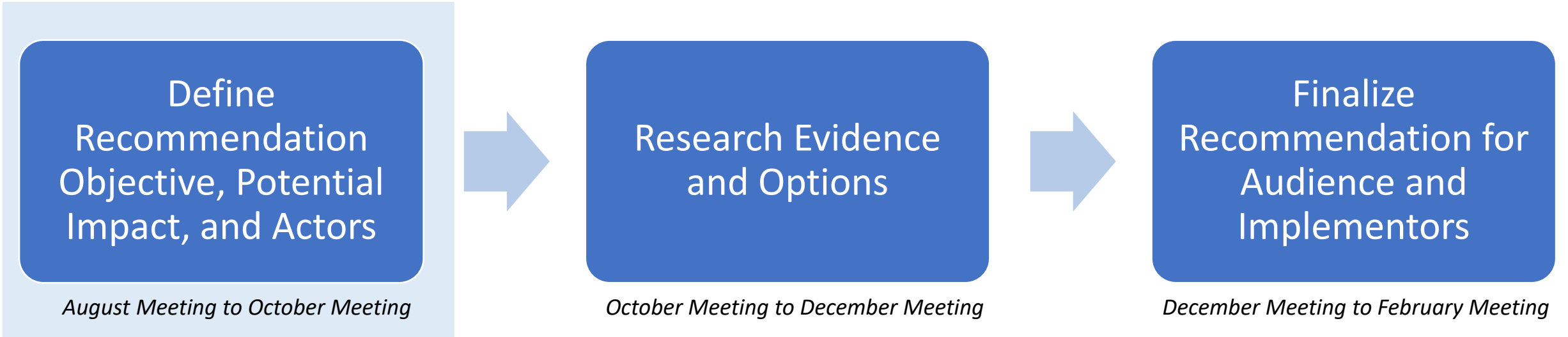


- What is a surprise and what resonates?
- How should we think about weighing feasibility and impact?
- Are there overarching research needs or other next steps based on these ranking?

Today's Working Group Agenda

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Framework for Developing Recommendations



- Objective (or the What?) – Define the goals for change of this recommendation
- Potential Impact (or the Why?) – Identify the rationale and possible outcomes if this recommendation is broadly implemented
- Actors:
 - Who? – Identify the implementers for this type of recommendation
 - How? - Begin to describe the method the implementers would use to enact this change
- Next Steps: What research or other steps need to be taken to finalize this recommendation?

Research and Next Steps

Bucket	Objective – What?	Impact – Why?	Next Steps?
Enhancements to Total Comp Package	Districts should consider ways to provide childcare opportunities for teachers and other staff.	This can provide a significant addition to teacher’s total compensation package and save staff with children the cost and time of childcare.	Relative feasibility in terms of cost? Barriers such as qualifications/ personnel? State options for funding?

Looking at our top recommendations, begin to identify next steps and questions that need to be taken between August and October to more formalize the recommendation

Framework for Developing Recommendations



- Next Steps: Research evidence and options and identify actors for the working group to further prioritize in October

Thank You

- Top recommendations including the bucket, why, and next steps
- Opportunity for all groups to share and members to respond and ask questions



Transition to Whole Group