HB 3 Teacher Incentive Allotment Overview

• The Teacher Incentive Allotment (TIA) was created by the Texas Legislature as part of House Bill 3 to help attract and retain highly effective teachers at traditionally hard-to-staff schools.

• The TIA would provide additional funding to eligible teachers who earn local designations through this allotment system.

• Allotment funding is based on the teacher’s level of designation (Master, Exemplary, or Recognized), whether the school the teacher works is rural, and the level of socio-economic need at the school.
“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.”
Teacher Incentive Allotment Objectives

TEA Objectives:

• Attract and keep effective educators in the classroom.

• Incentivize teachers to teach at campuses with a high percentage of economically disadvantaged students.

KISD Objectives:

• Maintain the PLC campus culture and team/grade level collaboration.

• Attract and keep effective educators at campuses with a high percentage of economically disadvantaged students.
Key Points: Teacher Incentive Allotment (TIA)

- Districts will 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.
- At least 90% of TIA funds must be used on teacher compensation on the campus where the designated teachers work.
- TEA in partnership with Texas Tech University will approve the local designation systems.
Components of Teacher Incentive Allotment

- Local Optional Teacher Designation System (LOTDS)
  - Eligible Teachers (Who can qualify?)
  - Designation System (How do I qualify?)
  - Designation and Funding (What is my payout?)

- Teacher Incentive Allotment Funding
  - Teacher Designation
  - Campus Socio-Economic Level
  - Rural Status

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

The designation is added to a teacher’s SBEC certificate and is valid for five years.
Teacher Eligibility for Designations and Allotments

TEC - 21.3521(A)

Certified Classroom Teacher
(Role ID must be coded as 087)

Creditable Year of Service
(Full time for 90 days or part-time for 180 days)

Active Lifetime or Standard Texas Certification
(Intern and probationary certificates are not eligible)
Teacher Designation

• The designation is attached to the teacher’s SBEC certificate and is valid for five years.

• Once a teacher is designated, the designation cannot be removed or downgraded.

• Designations apply to the teacher, not the teaching assignment (grade level/content area).

• A teacher may request an appraisal after receiving a designation in an attempt to increase the designation level.

• If the teacher is exempt from an appraisal based on prior performance, the teacher must request an appraisal in writing to be considered for TIA.
Local Teacher Designation System

Districts that participate are required to use teacher observations and student growth performance. Districts may also consider additional factors.

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.).
MINIMUM AVERAGE RATINGS

Statewide Minimum Student Growth Performance Standards

**RECOGNIZED TEACHER**

More than 55% of students meet or exceed expected growth

**EXEMPLARY TEACHER**

More than 60% of students meet or exceed expected growth

**MASTER TEACHER**

More than 70% of students meet or exceed expected growth

**CALCULATING:**

\[
\text{Percentage of students} = \frac{\text{Number of students who met or exceeded growth expectation}}{\text{Total number of students with an expected growth score (who completed the final assessment)}}
\]
<table>
<thead>
<tr>
<th>DESIGNATION LEVELS</th>
<th>MINIMUM AVERAGE SCORE ACROSS DOMAIN 2 AND 3</th>
<th>MINIMUM RATING REQUIRED FOR EACH DIMENSION IN DOMAIN 2 AND 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognized</td>
<td>3.7% (74% OF POSSIBLE POINTS)</td>
<td>At least 3 (Proficient) on all dimensions</td>
</tr>
<tr>
<td>Exemplary</td>
<td>3.9% (78% OF POSSIBLE POINTS)</td>
<td>At least 3 (Proficient) on all dimensions</td>
</tr>
<tr>
<td>Master</td>
<td>4.5% (90% OF POSSIBLE POINTS)</td>
<td>At least 3 (Proficient) on all dimensions</td>
</tr>
</tbody>
</table>
Teacher Incentive Allotment Committee

• The committee was made up of elementary, middle school, high school, and special education teachers, campus and district-level administrators, as well as district-level support staff.

• District level committee members provided feedback to the plans but were not able to vote.
Teacher Incentive Allotment Committee Work

• Create a Teacher Driven Local Designation System that is both obtainable and equitable to teachers across the district.

• Create a Teacher Driven Allocation Plan that satisfies both the TEA objectives and the KISD objectives.

• The committee provided input and feedback in the development of the local teacher designation system.

• Feedback included removing student achievement and teacher attendance as a criteria for designation.

• Adding an additional growth measure for funding allocation.
Local Designation System

Districts may choose a phased approach specifying teaching assignments and campuses.

Districts may choose to phase in additional teaching assignments and campuses each year.

### COHORT 1
- STAAR Tested Subjects Grades 3-11, Pre-K 4, Kindergarten - Grade 2
- Use 2021-2022 data

### COHORT 2
- Pre-K 3, Non-STAAR Tested Subjects, Fine Arts/PE/Athletics, CTE, Support Teachers
- Use 2022-2023 data
<table>
<thead>
<tr>
<th>KISD Local Designation System</th>
<th>Recognized</th>
<th>Exemplary</th>
<th>Master</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Growth</strong></td>
<td>• At least 55% of students meet or exceed expected growth measure</td>
<td>• At least 60% of students meet or exceed expected growth measure</td>
<td>• At least 70% of students meet or exceed expected growth measure</td>
</tr>
</tbody>
</table>
| **T-TESS**                  | • Minimum average of 3.7 on T-TESS Domains II and III  
  • At least a proficient rating (3) on all T-TESS dimensions | • Minimum average of 4.0 on T-TESS Domains II and III  
  • At least a proficient rating (3) on all T-TESS dimensions | • Minimum average of 4.5 on T-TESS Domains II and III  
  • At least a proficient rating (3) on all T-TESS dimensions |
| **Professional Development**| • Participated in at least 40 hours of professional development |                      |       |
## KISD Local Designation System Weight

<table>
<thead>
<tr>
<th>KISD Local Designation System</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Growth</td>
<td>60%</td>
</tr>
<tr>
<td>T-TESS</td>
<td>30%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>10%</td>
</tr>
</tbody>
</table>

Successive cohorts may have additional evaluation criteria, and the criteria may be weighted differently.
STUDENT GROWTH

• NWEA MAP Growth- BOY, MOY, & EOY
  K*-8 Reading
  • K-8 Math
  • 5 & 8 Science*
  • Algebra I
  • English I & II

• Circle
  • Pre-K 4 Reading & Math

• STEMscopes
  Biology*

• Released STAAR Pre Test
  8 & 11 US History

*Growth measures for these subject areas are contingent upon TEA approval.
T-TESS

Rating levels for all domains will be converted to a scale of 1 to 5.

1 - Improvement Needed
2 - Developing
3 - Proficient
4 - Accomplished
5 - Distinguished

- Average of Domains II and III
- An overall T-TESS summative average
- At least 3 (proficient) on all dimensions
Funding Plan

• Ninety percent (90%) of the funds will be distributed to the qualifying teacher, ten percent (10%) will go to the campus to be allocated to the other teachers in the same grade/content level.

• This 10% payment would be made to the teachers on the same grade/content level if the grade/content level growth measure was obtained.

• If the growth measure required is not met, the 10% would go to the campus to be used for professional development at the grade/content level where the designated teacher works.
Local Education Agencies could receive between $3,000 to $32,000 based on the criteria above.

Allotment funding is determined by TEA and information is available at tiatexas.org

KISD funding designation is listed below:
- Recognized: $3,200 to $7,600
- Exemplary: $6,400 to $15,300
- Master: $12,800 to $27,600
<table>
<thead>
<tr>
<th>DESIGNATION YEAR</th>
<th>2020-2021 SCHOOL YEAR</th>
<th>2021-2022 SCHOOL YEAR</th>
<th>DISTRICT APPROVAL YEAR 1 (2022-2021 SCHOOL YEAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>APRIL 2021</td>
<td>JUNE 2021</td>
<td>SEPTEMBER 2021 - AUGUST 2022</td>
</tr>
<tr>
<td>New Designations Year D1</td>
<td></td>
<td></td>
<td>Data Capture Year</td>
</tr>
<tr>
<td>New Designations Year D2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Text shown in red indicates key dates and actionable deadlines.
One Time Stipend
One Time pay would likely happen sometime in June.
The district is working with our attorney to ensure the payments count towards retirement (TRS).
NEXT STEPS

• Focus groups, webinars, field guide, training video, and administrator and teacher training.

• Multiple resources will be available electronically, so that teachers understand the requirements to be eligible to earn a designation. Both teachers and principals have access to training manuals.

• Regular updates to stakeholder groups are planned, including plans to share the final version of the local teacher designation system once the System Review process is complete.
**NEXT STEPS**

- A Texas Tech Teacher Buy-in Survey will be sent to all teachers in mid-April.

- The district has clear plans to use feedback gathered from the teacher survey as part of a continuous improvement cycle.

- There is a clear plan to communicate to teachers when they are being put forth for designation, and when they are approved for a designation.
TEACHER INCENTIVE ALLOTMENT

Killeen Independent School District