

# D.A.T.E. 101 Webinar

## Strategic Compensation in Texas



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# Purpose of Webinar

- The purpose of this webinar is to:
  - Inform new district personnel about the purpose and structure of the District Awards for Teacher Excellence program (D.A.T.E.);
  - Communicate changes implemented during the 81<sup>st</sup> Texas Legislative Session; and
  - Analyze Year 1 implementation and potential modifications for Year 2.

# What is Educator Strategic Compensation?

**The strategic alignment between district programs, classroom instruction, and compensation systems with a goal of increasing educator quality and maximizing student achievement.**

# What is Strategic Compensation?

- Strategic compensation recognizes and rewards individual and/or group contributions that increase student achievement through:
  - Executing effective instructional strategies;
  - High-quality staff collaboration among grade level, subject area, campus-wide, and district-wide cohorts;
  - Engaging in meaningful professional development opportunities; and
  - Increasing utilization and effectiveness of indirect instructional components, such as student mentoring.

# Why Focus on Strategic Compensation?

- A highly effective teacher can provide up to 50% improvement in student achievement (Hanushek, Kain & Rivkin, 1998)
- Students consistently assigned to strong teachers can overcome the achievement gap in 3-5 years (Rivers & Saunders, 2002)
- Effective teachers tend to gravitate towards schools that serve kids from higher socio-economic backgrounds (Loeb & Reininger, 2004)

# Why Focus on Strategic Compensation?

- The most common criteria for rewarding teachers – classroom experience and education – are weakly associated with student achievement (Hanushek, Kain, O'Brien, & Rivkin, 2005)
- Performance award programs can align compensation with student improvement and help attract, develop, support, and retain high quality teachers (Springer & Podgursky, 2007)

# History of Strategic Compensation in Texas

- Publication of A Nation at Risk in 1983
- Career Ladder – 1984-1993
- Lamesa ISD – 1995
- Dallas ISD – 2000
- Governor’s Educator Excellence Grant (GEEG) – 2005
- Houston ISD – 2005-2006
- Texas Educator Excellence Grant (TEEG) – 2007-2008
- Austin ISD – 2007-2008
- District Awards for Teacher Excellence – 2008-2009

# History of Strategic Compensation in Texas

- **Career Ladder (1984-1993)**
  - Replaced existing pay-grade index with a minimum salary schedule and created a four-step career ladder by which teachers who advanced could earn more money.
  - Advancement was based on appraisals of classroom performance, satisfaction of professional development requirements, and number of years spent at each level on the ladder.
  - Appraisals were done by one teacher and one administrator twice a year on which subsequent promotions or demotions were based.

# History of Strategic Compensation in Texas

- The career ladder was abolished in 1993 due to :
  - Lack of state and local funding necessary to ensure teachers who met the requirements moved up the ladder;
  - Creation of competition, rather than collaboration, among educator for coveted stipends; and
  - Perceived inadequacies in training, qualifications, and impartiality of school administrators who conducted performance appraisals.

# History of Strategic Compensation in Texas

- **Governor's Educator Excellence Grant**
  - In November 2005, Governor Rick Perry issued Executive Order RP51 in order to create the Governor's Educator Excellence Grant (GEEG) program.
  - \$10 million over three years for financial incentives to teachers and staff.
  - 100 campuses, awards ranging from \$60,000 to \$220,000 per year.
  - Eligibility was based on campus percentage of economically disadvantaged students and accountability rating.

# History of Strategic Compensation in Texas

- **Texas Educator Excellence Grant (TEEG)**
  - Created in May 2006, when the 79<sup>th</sup> Legislature, third-called special session, passed House Bill One – included TEEG and D.A.T.E.
  - \$100 million to Texas's most economically disadvantaged campuses with high levels of student achievement and/or improvement.
  - \$97.5 million for TEEG Cycles 2 and 3.
  - 989 schools participated in TEEG Cycle 3.
  - The 81<sup>st</sup> Legislature discontinued the TEEG program, opting to shift the majority of funds to the D.A.T.E. program.

# History of Strategic Compensation in Texas

- **District Awards for Teacher Excellence (D.A.T.E.)**
  - Provided districts the opportunity to create or continue an award system for educators who demonstrate success in improved student achievement.
  - \$147.5 million for the 2008-2009 school year with 203 participating districts.
  - \$397 million appropriated for both the 2009-2010 and 2010-2011 school years.

# Purpose of D.A.T.E.

- Award teachers, principals, and campus staff for positively impacting student achievement;
- Create capacity and sustainability for improved instruction within the district; and
- Alignment with district processes with overall goals.

# Purpose of D.A.T.E.

- D.A.T.E. program design and implementation focuses on:
  - Supporting teachers and staff;
  - Targeting areas of need;
  - Improving teacher quality and student achievement through additional activities apart from the monetary awards; and
  - Aligning what you're already doing (or can do better) to D.A.T.E. program goals.

# Structure of D.A.T.E.

- D.A.T.E. serves as a start-up grant to establish a district performance award program.
- D.A.T.E. requires that districts appoint a planning committee to establish goals for their award program that are consistent with and motivated by their district improvement strategic plans.
- Districts can choose to implement the program either district-wide or at targeted campuses.
- If districts choose to implement D.A.T.E. at targeted schools, districts must demonstrate they are their relatively high-need campuses.
- D.A.T.E. participants next have the option of either designing and implementing their own performance pay program or adopting the Teacher Advancement Program (TAP) model.

# D.A.T.E. Program Structure

- The structure of each district's D.A.T.E. program is broken into two parts:
  - Part I funds are used to reward teachers and principals that positively impact student achievement
  - Part II funds are provided to districts for other factors influencing purposes, such as:
    - Recruitment/retention of teachers;
    - Professional development;
    - Increased data capacity;
    - Rewarding other campus employees who demonstrate excellence; and
    - Implement elements of the T.A.P.

# Part I Funds

- Part I funds:
  - Must account for at least 60% of the total district's grant award;
  - Must reward teachers and/or school administrators who positively impact student achievement and/or growth;
  - Should be distributed based on criteria that is quantifiable, reliable, valid, and objective; and
  - Must utilize criteria viewed as a measure of student excellence and quality.

# Part II Funds

- Part II funds:
  - Can account for no more than 40% of the total district's grant award;
  - Can be used to award teachers and staff; and
  - Can be used for other allowable activities, including stipends and rewards for:
    - Recruitment/retention of teachers;
    - Professional development;
    - Increased data capacity;
    - Rewarding other campus employees who demonstrate excellence; and
    - Implement elements of the T.A.P.

# Legislative Changes

- **Governor Rick Perry signed House Bill 3646 during the 2009 Legislative Session, changing program requirements for the D.A.T.E. grant. These changes include:**
  - Principals are now eligible for direct rewards under Part I funds;
  - Awards may not be given to teachers who possess advanced degrees;
  - School boards do not have to approve D.A.T.E. plans;
  - Districts no longer have to provide a 15% cash or in-kind match; and
  - Part II funds may be used to provide incentives to attract and retain principals and teachers with proven records of success at hard-to-staff schools.

# D.A.T.E. Cycle 1, Year 2 Timelines

<u>Date</u>	<u>Action</u>
September 1, 2009	D.A.T.E. continuation funds will be available and 'on hold' until district continuation packet is submitted and approved
October 15, 2009	End of D.A.T.E. Cycle 1, Year 1 payout period
January 2010	Interim Progress Report Due to TEA: Reporting period 09/01/2009-12/31/2009
May 2010	Year 2 payout window opens
May 2010	Interim Progress Report Due: Reporting period 01/01/2010-04/30/2010

# Moving Forward

- Looking ahead at Cycle 1, Year 2, it is important to consider the following items:
  - Analysis of year 1 implementation results in your district; and
  - Planning for year 2 implementation.

# Planning For Cycle 1, Year 2 Implementation

- **Cycle 1, Year 2 requires reflection and analysis on the successes and failures encountered during Year 1 in implementation areas such as:**
  - Program design- know it, and communicate it;
  - Alignment of current district processes to D.A.T.E. program goals (i.e. professional development, data use, teacher supports, common planning time for teachers, etc.);
  - Stakeholder communication and engagement actions;
  - Program management, monitoring, and evaluation practices;
  - Data management and analysis; and
  - Capacity and planning for program sustainability.

# Planning For Cycle 1, Year 2 Implementation

- **Cycle 1, Year 2 Implementation:**
  - Your district planning committee should solicit opinions from throughout the district and use those to begin planning for Cycle 1, Year 2 implementation.
  - Based upon year 1 results, what changes will you be making in these implementation areas?

# Technical Assistance?

- We are here to help, because designing and implementing strategic compensation programs is challenging work.
- **Technical Assistance:**
  - Shares lessons learned from established programs.
  - Provides tools and support through the experienced TA partners.
  - Builds capacity for long term support across the state.

# Technical Assistance Center

- Unique statewide technical assistance model.
- Ongoing assistance through call center, website, application review, workshops, and one-on-one support.
- Highly utilized:
  - 82% all D.A.T.E. districts used at least one optional service.
  - 67% have used call center—over 800 calls.
  - 63% have attended at least one optional workshop.

# Technical Assistance Partners



D.A.T.E. 101 Webinar  
September , 2009



# Technical Assistance Services

- The Institute For Public School Initiatives offers the following technical assistance services:
  - Call Center - (512) 579-5050
  - E-mail - [txeducatorawards@utsystem.edu](mailto:txeducatorawards@utsystem.edu)
  - Website - <http://www.txeducatorawards.org>
  - On-site visits to districts
  - Workshops and professional development
  - Program design assistance and consultation

# Future Technical Assistance Services

- Additional webinars: program management, payouts, stakeholder engagement and communication, and D.A.T.E. leadership.
- Fall 2009 – D.A.T.E. program design workshops for new districts (dates and locations TBD).
- October 7 – Large district workshop in Austin, TX on payouts and Year 2 implementation.
- November 9-10 – Differentiated Compensation Conference in Houston, TX on practical lessons learned from differentiated compensation in Texas and around the nation.
- On-site site visits to districts with technical assistance staff and consultants to assist with program development, stakeholder engagement and communication, data capacity and management, and implementation.
- Call center, website, and other support activities will continue as technical assistance adapts to meet the needs of districts in more advanced stages of grant implementation.

# Questions?

Please press the \* button on your phone to raise you hand.  
We will call on you to ask your question.

# Thank You For Participating!

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