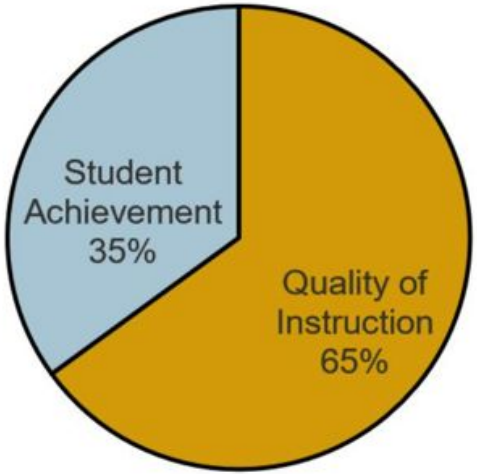
TEACHER EXCELLENCE SYSTEM (TES)

12 NOV 2024

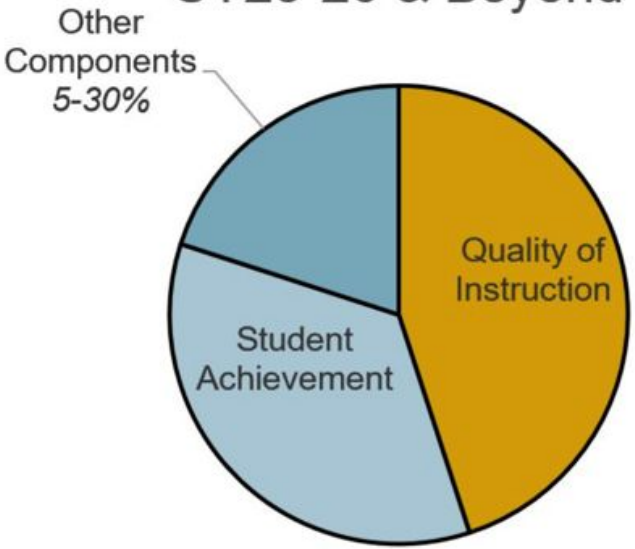
TES
TEACHER EXCELLENCE SYSTEM

SY23-24 & SY24-25



Evaluated using T-TESS

SY25-26 & Beyond



Evaluated using TES

Table Talk

1. **What percentage of the evaluation should be based on student achievement data?**
   - 0%
   - 20%
   - 30%
   - 40%
   - More than 40%

2. **What areas or components would comprise your teacher evaluation? (How would you measure teacher effectiveness?)**

Category
Category A: teacher has district, state, or national achievement data
Category B: teacher has achievement data, but students do not participate in the survey
Category C: student achievement data is not available, but students take the survey
Category D: student achievement data is not available nor are student survey data

A teacher may earn up to 100 points. The scores from each effectiveness component are added to get the *teacher evaluation rating* (a score out of 100 points). The scores equate to the following seven *effectiveness levels*.

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

Distinguished Teachers

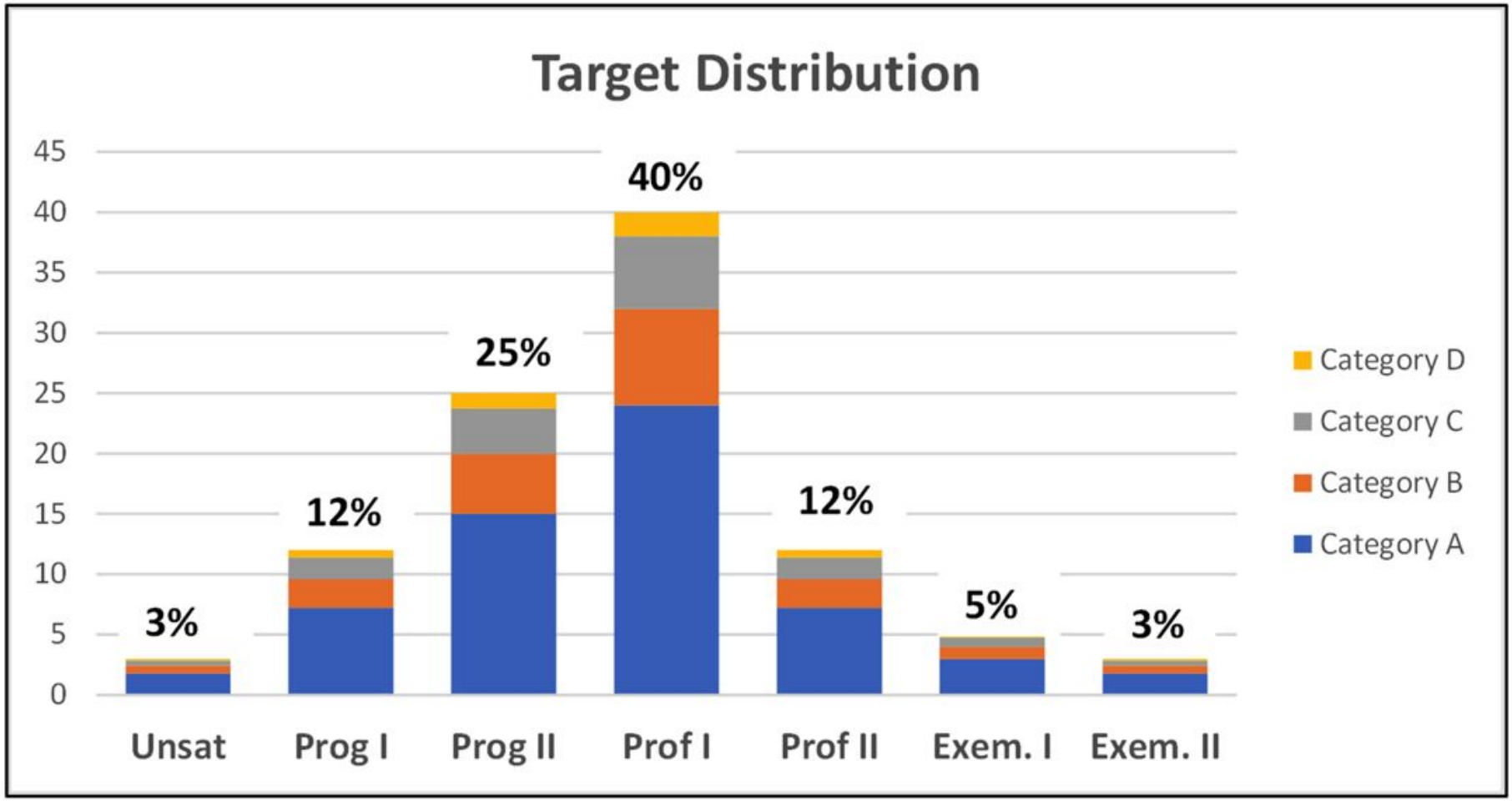
Distinguished

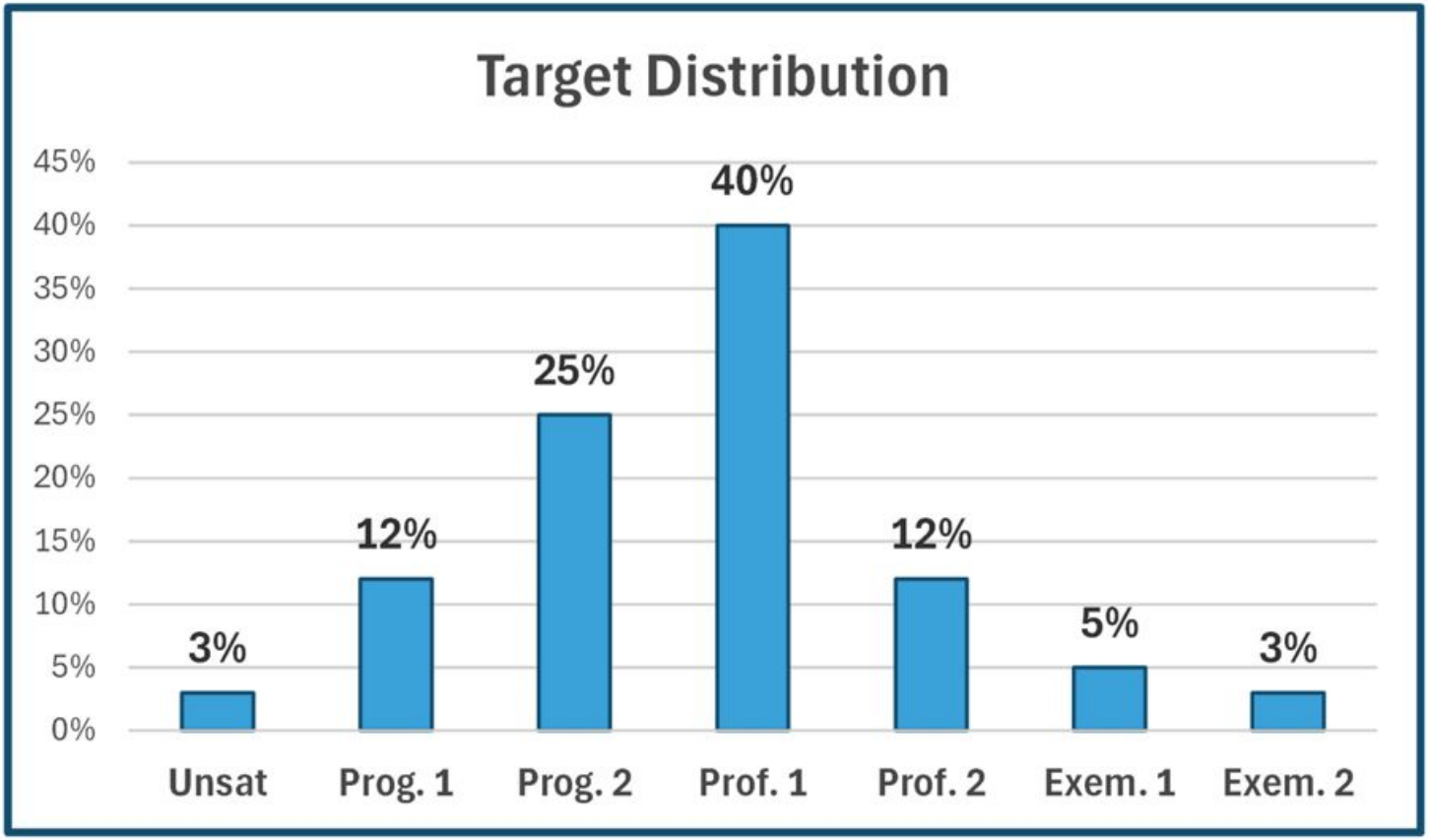
Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

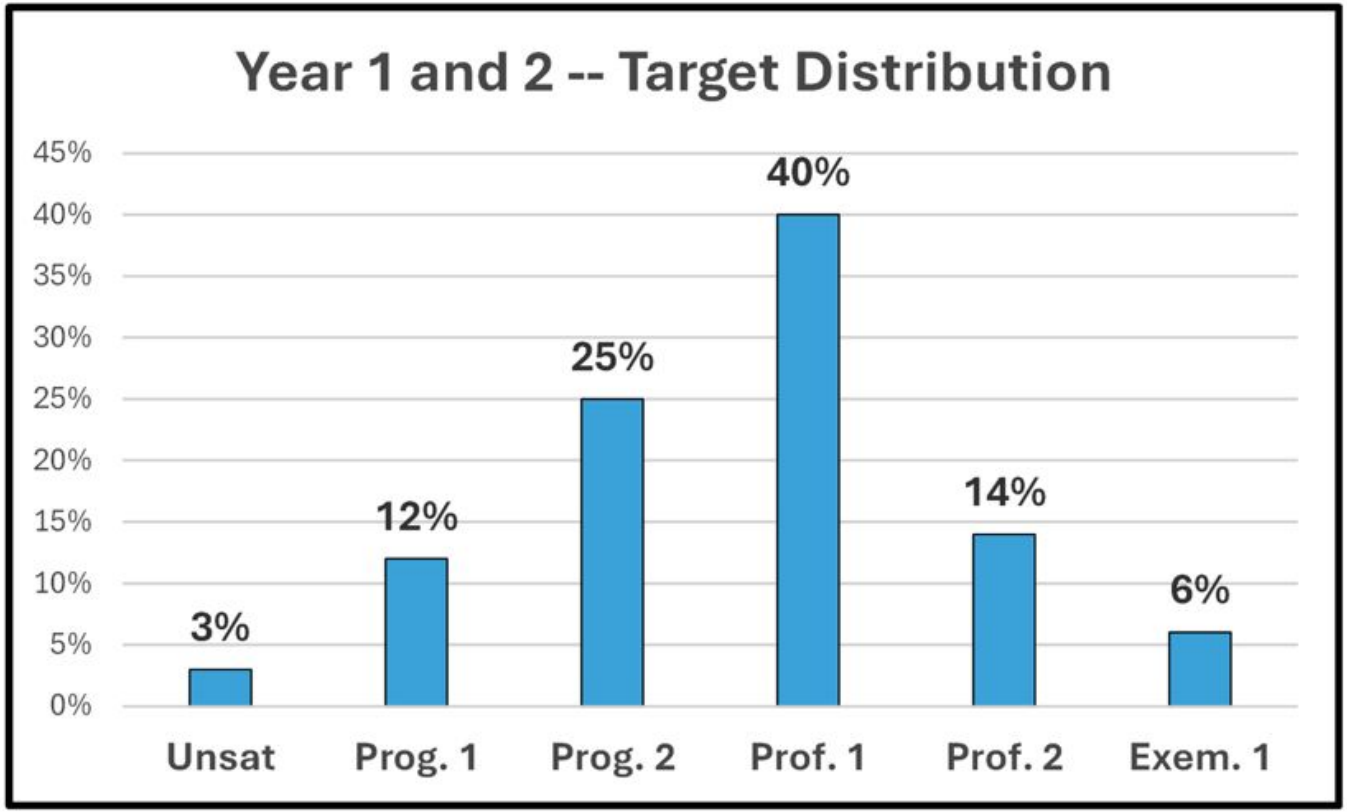
Student Achieve. (35) + Teacher Perform (40) + Student Survey (10) + School Plan (15) + DTR (20) = 120

Distinguished Teacher Review:

- Lifelong learning
- Leadership
- Contributions to the profession
- ?


Target Distribution
45
40
35
30
25
20
15
10
5
0
3%
12%
25%
40%
12%
5%
3%
Unsat
Prog I
Prog II
Prof I
Prof II
Exem. I
Exem. II
Category D
Category C
Category B
Category A


Target Distribution
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
3%
12%
25%
40%
12%
5%
3%
Unsat
Prog. 1
Prog. 2
Prof. 1
Prof. 2
Exem. 1
Exem. 2


Year 1 and 2 -- Target Distribution
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
3%
12%
25%
40%
14%
6%
Unsat
Prog. 1
Prog. 2
Prof. 1
Prof. 2
Exem. 1

COMPENSATION

No organization can maximize its effectiveness if what it values is disconnected from how it compensates its employees.

Table Talk

1. **Effective teachers should be paid more than less effective teachers.**
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

2. **A teacher's performance evaluation should be tied to their compensation.**
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

In almost every school district, evaluations are not tied to compensation.

≠

Step	CYS		
		187/193	195
0	0-1	$47,022	$49,033
1	2	$47,277	$49,300
2	3	$47,992	$50,045
3	4-5	$48,859	$50,949
4	6	$49,726	$51,854
5	7	$50,593	$52,757
6	8	$51,460	$53,661
7	9	$52,327	$54,566
8	10	$53,194	$55,470
9	11-12	$54,061	$56,373
10	13-14	$56,265	$58,672
11	15	$57,132	$59,576
12	16-18	$58,682	$61,192
13	19-20	$61,308	$63,931
14	21-22	$62,175	$64,835

Hence, the fundamental choice and source of angst: should a District tie compensation to years of experience or teacher effectiveness?

Four compensation plans

Incentive Pay

Incentives

Base Salary tied to Experience

Pay-for-Performance

Is the Hospital Model compensation plan an incentive pay plan or pay-for-performance plan?

Hospital Model Compensation Incentive

Incentive pay

2023-2024 and the 2024-2025 school years [base salary is the 2023-2024 salary]

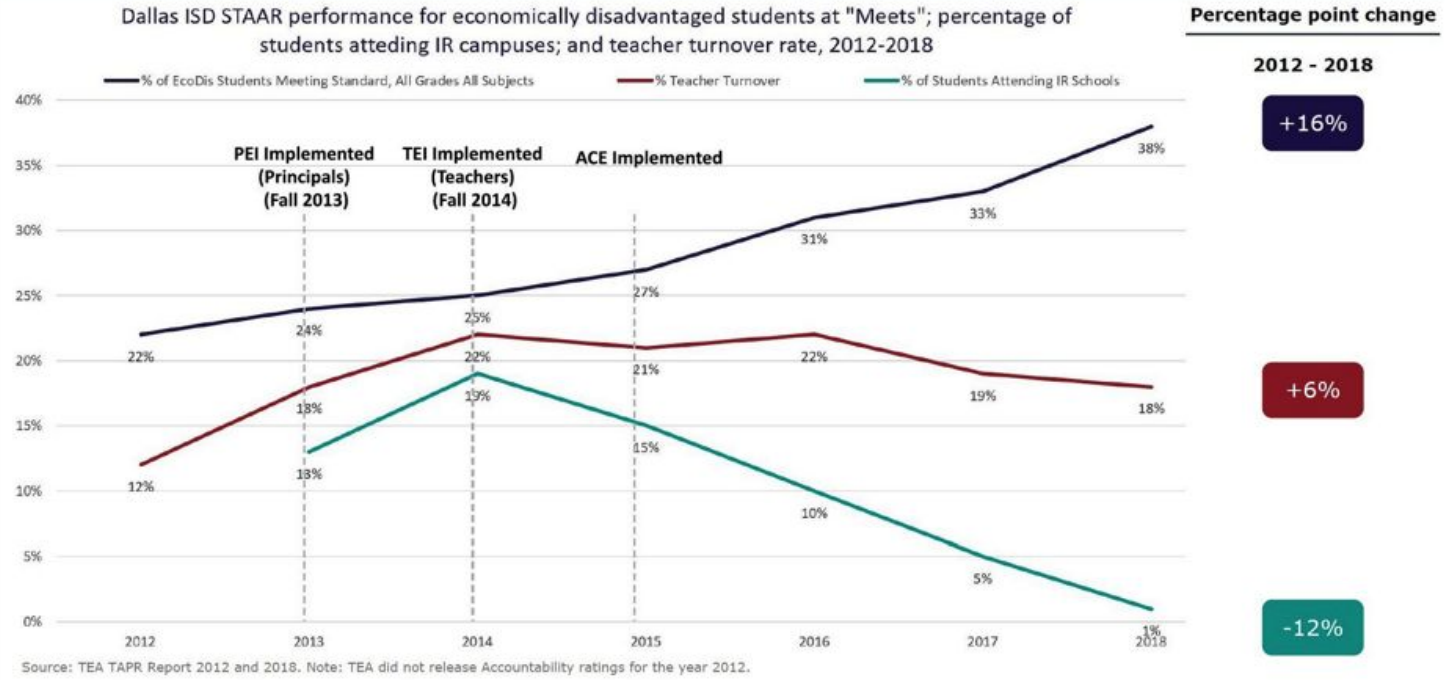
Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
96%	98%	101%	104%	106%	108%	110%

2025-2026 and the 2026-2027 school years [base salary is the 2025-2026 salary]

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
96%	98%	101%	103%	105%	107%	109%

The Research

Reduction of Students Attending F Campuses



Source: TEA TAPR Report 2012 and 2018. Note: TEA did not release Accountability ratings for the year 2012.

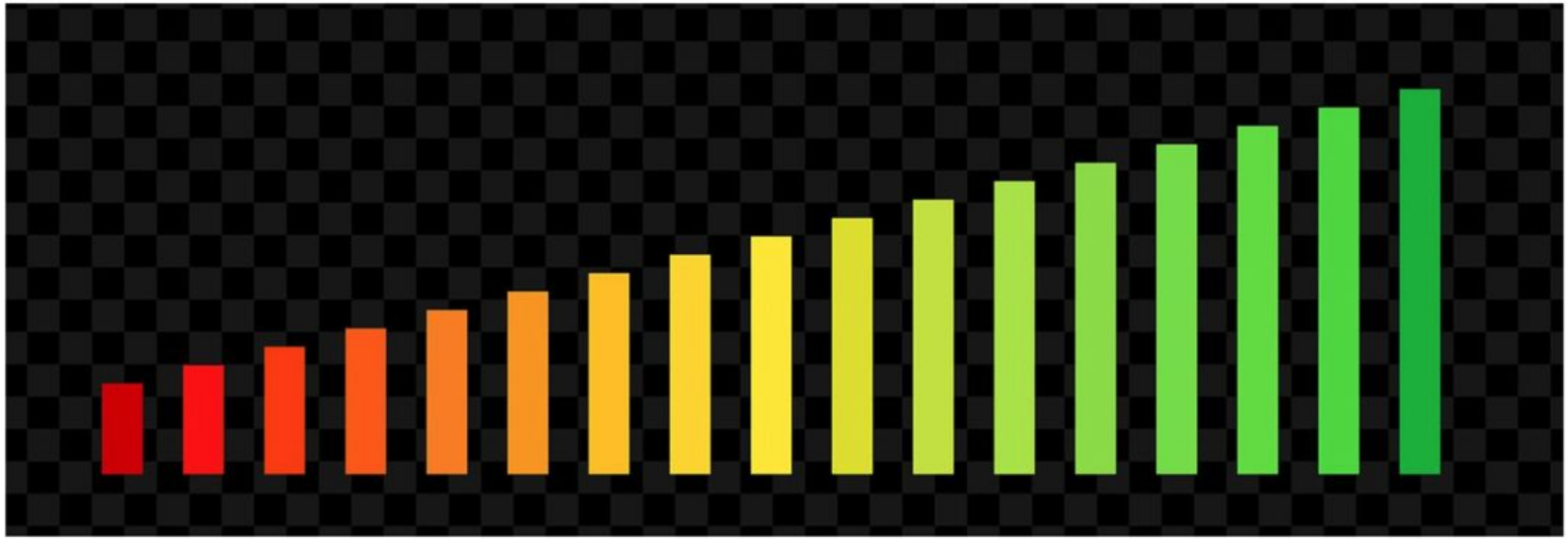
THE EFFECTS OF COMPREHENSIVE EDUCATOR EVALUATION AND PAY REFORM ON ACHIEVEMENT

Eric A. Hanushek
Jin Luo
Andrew J. Morgan
Minh Nguyen
Ben Ost
Steven G. Rivkin
Ayman Shakeel

Working Paper 31073
http://www.nber.org/papers/w31073

NATIONAL BUREAU OF ECONOMIC RESEARCH
1050 Massachusetts Avenue
Cambridge, MA 02138
March 2023

The reform replaced salary scales based on experience and educational attainment with those based on evaluation scores, a radical departure from decades of rigid salary schedules. The synthetic control estimates reveal positive and significant effects of the reforms on math and reading achievement that increase over time.



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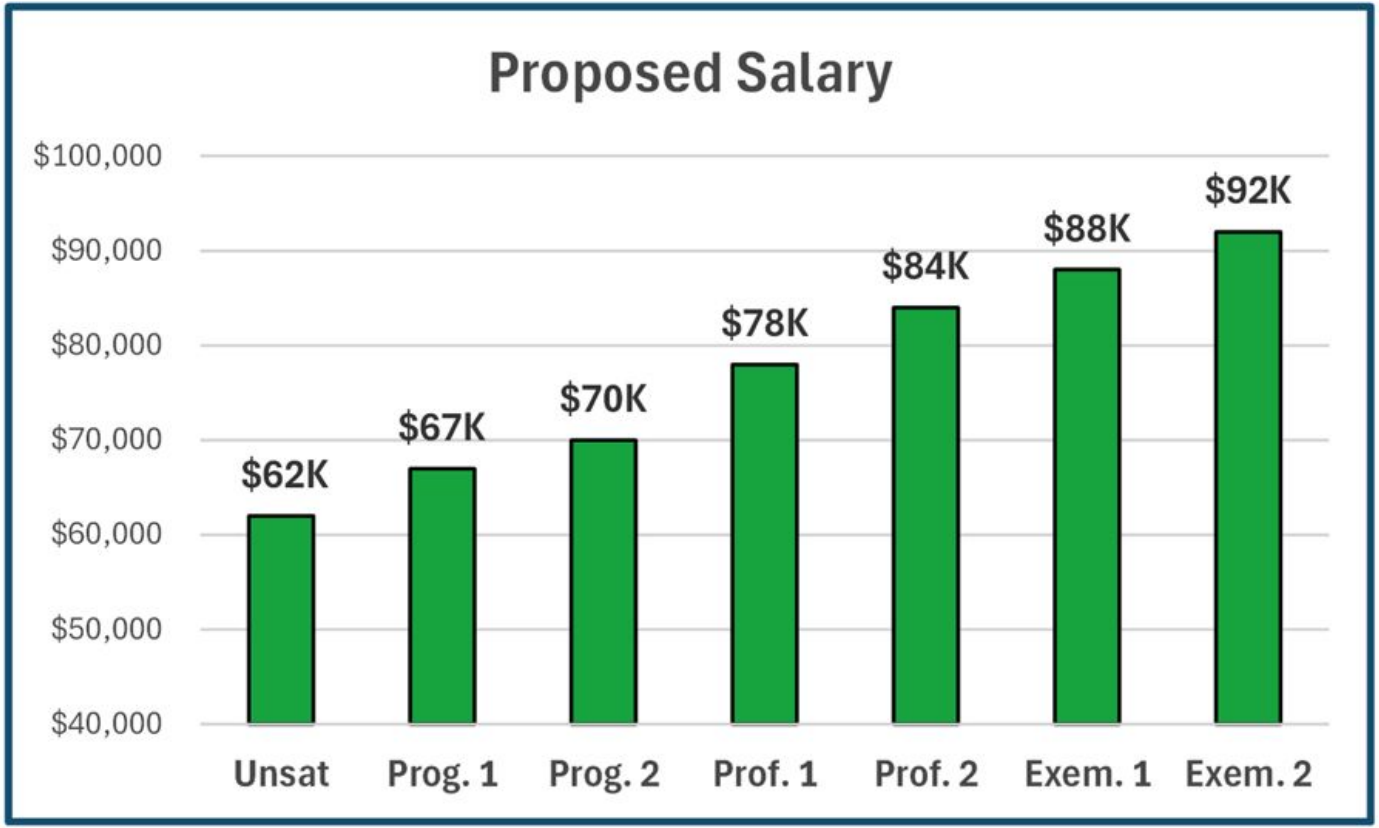

We plan to “hold salaries harmless” for certified teachers who were employed by the District prior to the 2025-2026 school year. That means, such a teacher who would receive a base salary amount per the TES plan that is lower than their 2024-2025 salary, would be able to keep their 2024-2025 base salary.