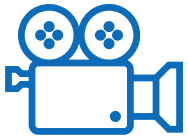




Introduction to the Strategic Compensation Cohort

February 2026



This session will be recorded and stored in the district ShareFile for future reference. Participants will not appear in the recorded session.



Use the Q&A feature to submit questions. The chat feature is unavailable for attendees during the webinar.

Agenda



10:00 a.m. – 10:05 a.m.	Introduction & Foundations of Strategic Compensation/Enhanced TIA
10:05 a.m. – 10:20 a.m.	Goals & Benefits of Strategic Compensation
10:20 a.m. – 10:40 a.m.	System Readiness
10:40 a.m. – 10:50 a.m.	Cohort Participation
10:50 a.m. – 11:00 a.m.	Next Steps and Q&A

- Explain the **goals and benefits** of strategic compensation/Enhanced TIA
- Determine **system readiness** for undertaking strategic compensation work
- Understand the goals and expectations for **cohort participation**
- Identify **next steps** for districts interested in the Fall 2026 Strategic Compensation Cohort



Goals & Benefits of Strategic Compensation / Enhanced TIA

Strategic Compensation

Strategic compensation is a performance-based human resource management **technique** that involves **designing and implementing** a compensation plan that is **strategically aligned with district objectives and culture**.

Enhanced TIA

Enhanced TIA is a **designation** a district can **apply for** and receive **after establishing a high-quality strategic compensation system based on performance**. Once obtained, this designation **allows districts to access an additional 10% of their TIA funds** to support this new system.

Strategic compensation and Enhanced TIA are both based on:



Student Outcomes



Observations



Other District Priorities

HB 2 Goals for Strategic Compensation/Enhanced TIA



Develop a refined administrator evaluation system for principals and assistant principals



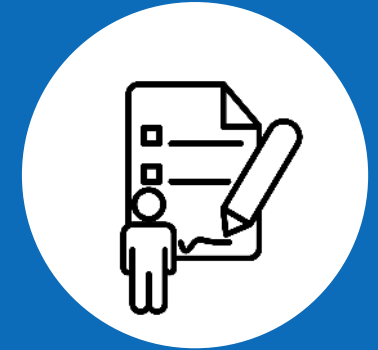
Develop and adopt a TIA-compliant teacher evaluation system for all



Replace the traditional step and ladder pay system and transition to one based on bands of effectiveness



Blend TIA, Teacher Retention Allotment (TRA) and other funding sources to ensure financial sustainability



Adopt an approach to teacher and administrator assignment based on student need

For ALL teachers and administrators



The “Why”

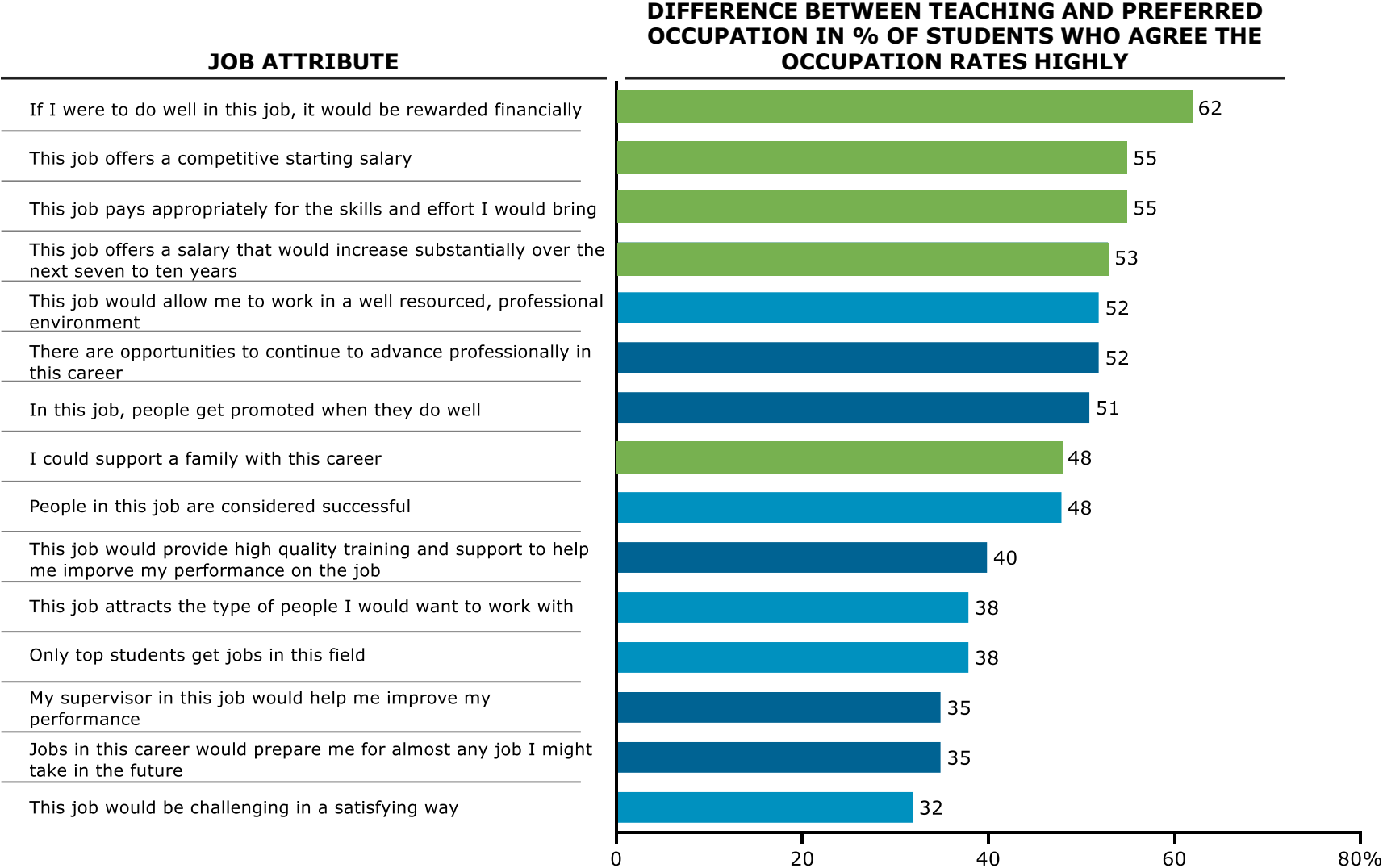
Challenges: Working Conditions and Pay



Salary & Compensation

Environment/Culture

Professional Development



Teachers receive a slower rate of raises than other professions.

A Slower Climb

It is well known that teachers earn less than doctors and lawyers. However, few realize that most doctors and lawyers make up much of the gap between their initial and peak earnings by their early 40s, while teachers' earnings rise slowly and peak when they reach their mid-50s and are near retirement.

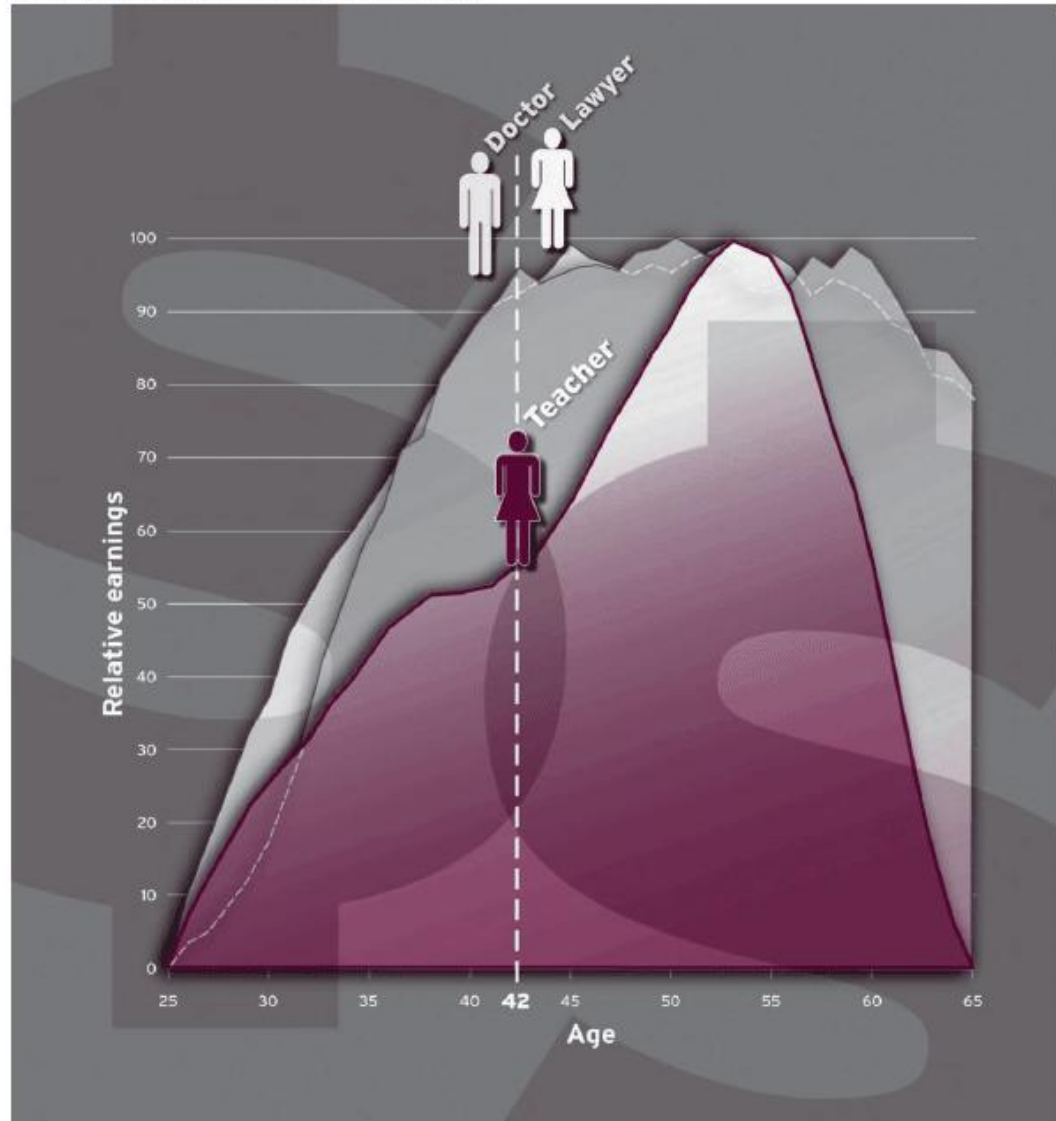
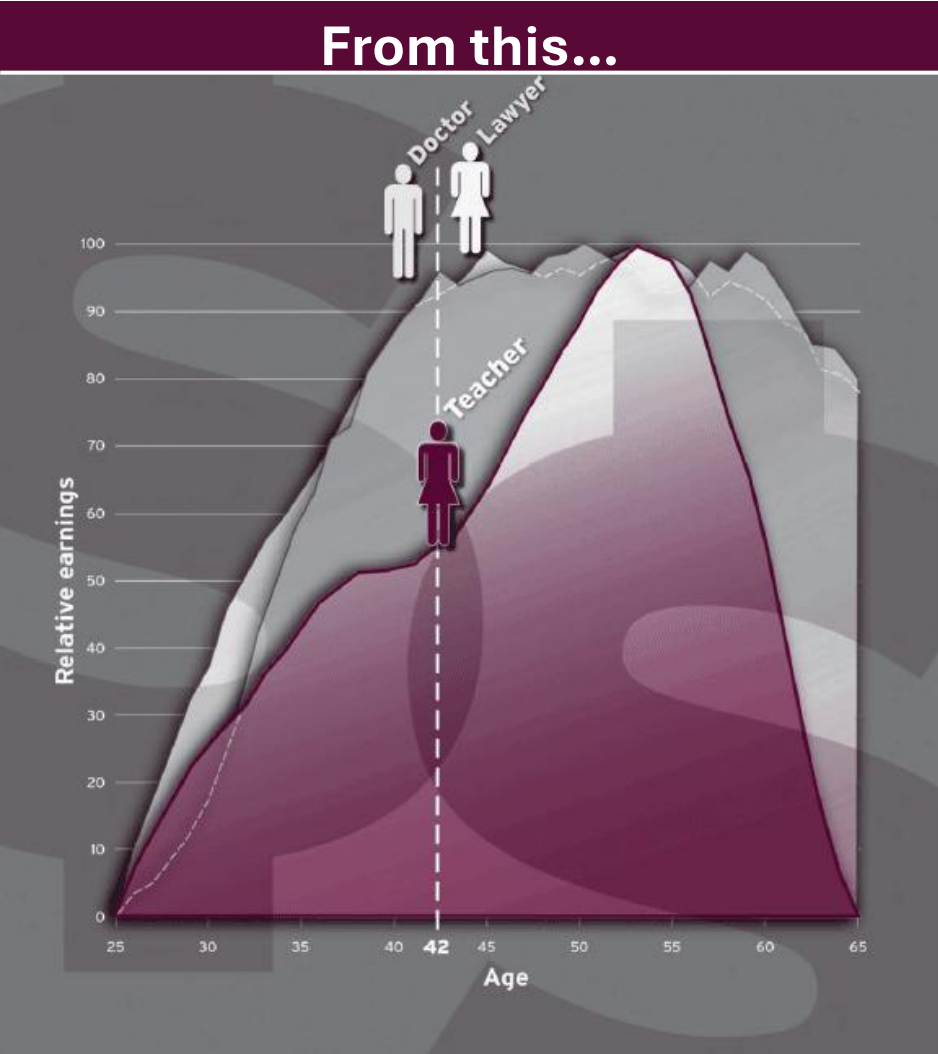


ILLUSTRATION / BRUCE SANDERS DESIGN

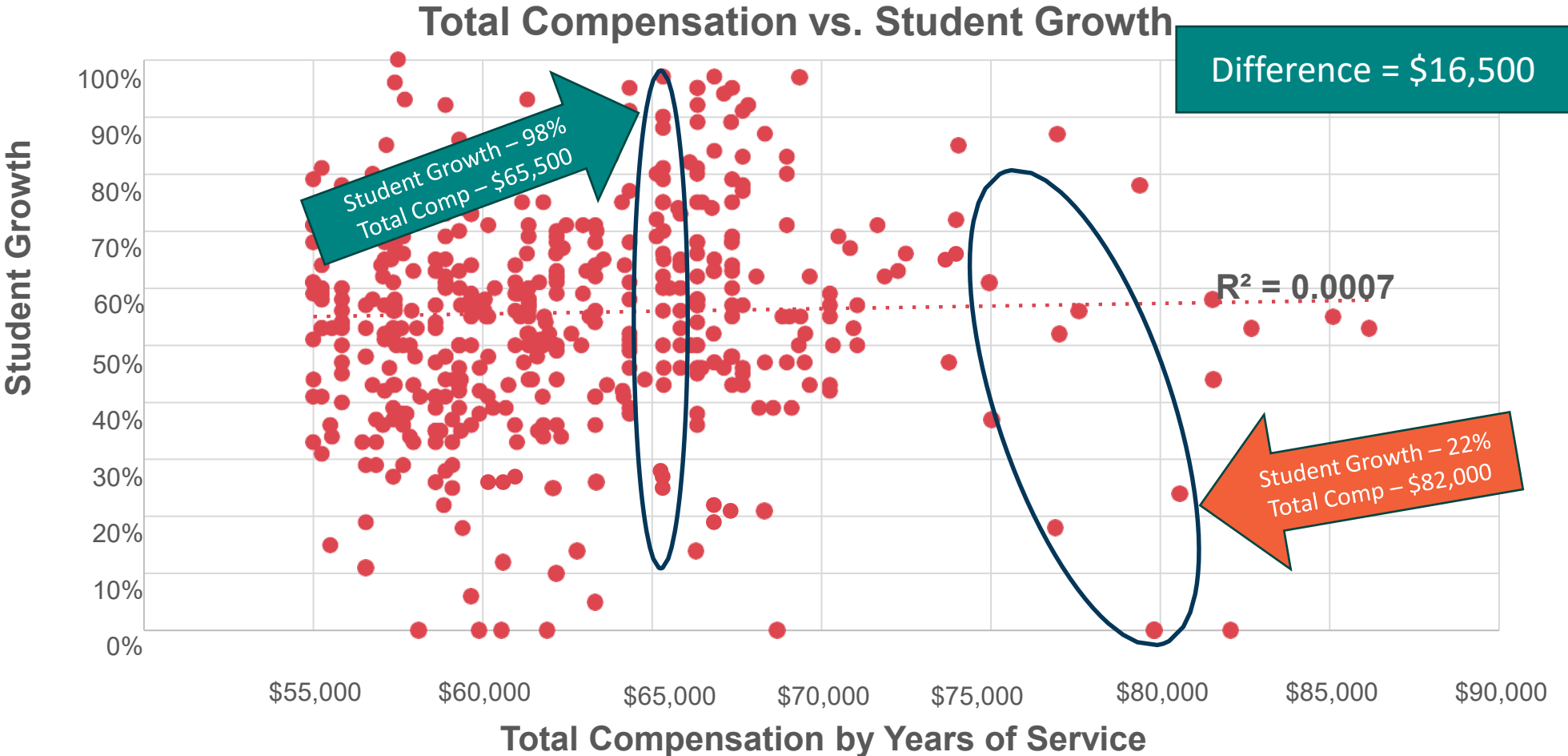
Note: The figure plots five-year moving averages of annual earnings, measured relative to the difference between earnings at age 25 and peak earnings for each profession.

SOURCE: U.S. Census Bureau, American Community Survey, 2006

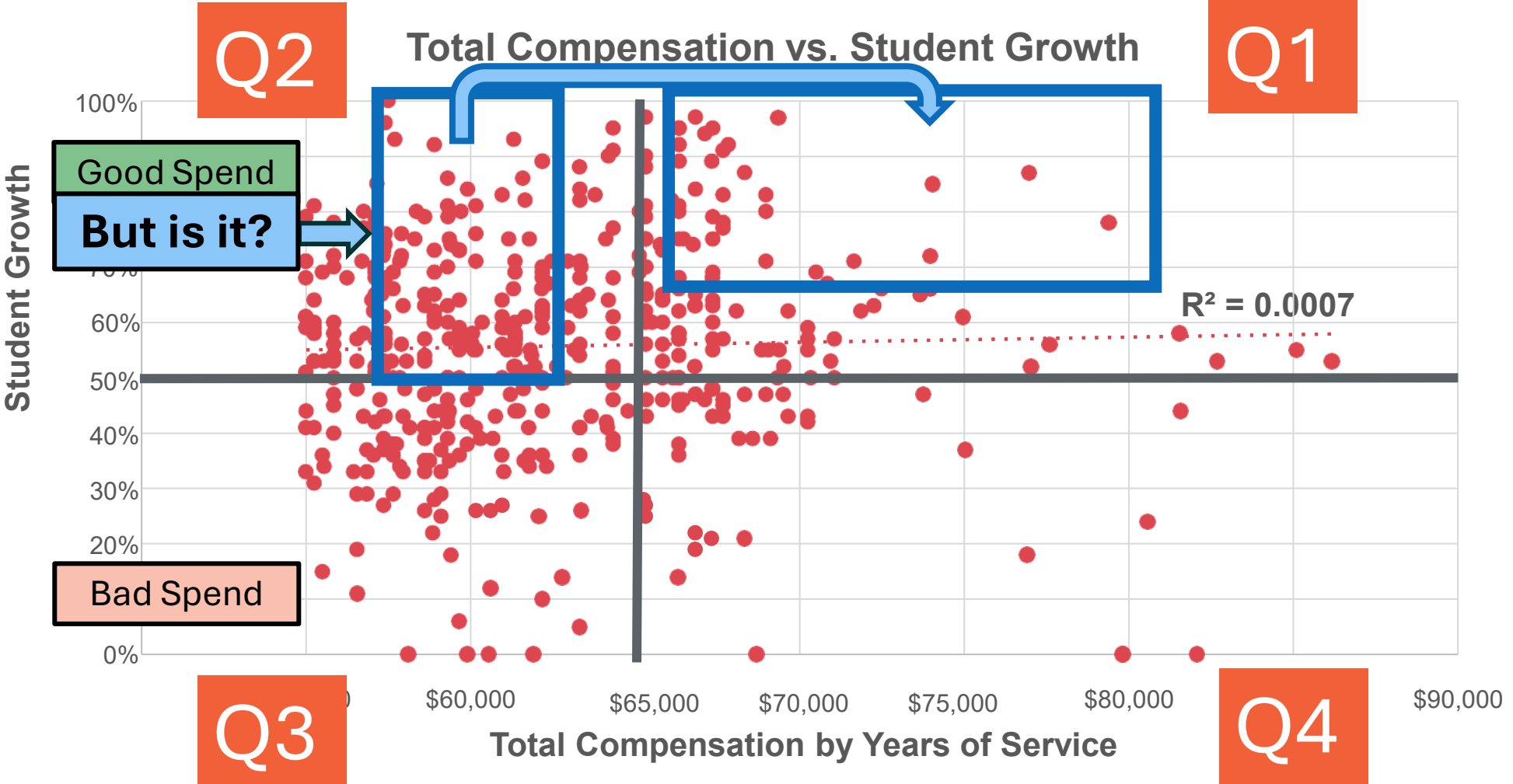
Changing the Trajectory



Currently, there is very little correlation between teacher performance and total compensation at ABC ISD.



Currently, there is very little correlation between teacher performance and total compensation at ABC ISD.



Salary Benefits of Enhanced TIA



Traditional Compensation District		
Campus Name	Memorial Middle	Memorial Middle
Years of Experience	5	20
Degree	Bachelor's	Bachelor's
Salary	\$65,875	\$73,375
TIA Designation	Exemplary	Exemplary
TIA Allotment	\$11,120.40	\$11,120.40
Total Compensation	\$76,995.40	\$84,495.50

15 years to increase salary by \$7,500

Strategic Compensation District		
Campus Name	Memorial Middle	Memorial Middle
Years of Experience	5	10
Degree	Bachelor's	Bachelor's
Effectiveness Level	Proficient I	Exemplary I
Salary	\$80,000	\$92,000

5 years to increase salary by \$12,000
\$132,000 additional earnings over 15 years



The Results

In DISD, the percent of teachers earning more than \$70k in total compensation increased 600% since 2017.

Increased efficacy

Total Compensation Bucket	2017-18	2018-19	2019-20	2020-21	2021-22**	2022-23	2023-24
	Number Returning TEI-Eligible Teachers*						
\$50,000 - \$54,999	2639	2273	1974	23	17		0
\$55,000 - \$59,999	3237	3235	3160	1924	1421	30	12
\$60,000 - \$64,999	1250	1232	1373	2553	300	2007	2,289
\$65,000 - \$69,999	754	853	268	1104	2867	2758	2,198
\$70,000 - \$74,999	349	311	868	793	731	1173	1,762
\$75,000 - \$79,999	68	103	175	424	213	970	912
\$80,000 - \$84,999	70	95	154	73	255	60	252
\$85,000 - \$89,999	22	10	15	20	9	1	247
\$90,000 - \$94,999	11	1	1	1	1	1	234
\$95,000 - \$99,999			7	13	37	48	48
\$100,000 +			1	36	32	54	104

6% of Teachers +\$70K

44% of Teachers +\$70K

In 6 years, 38% increase in the number of teachers earning +\$70K



*Full-time only, 1 FTE

**No new TEI levels were awarded in 2021-22 due to ongoing pandemic-driven modifications

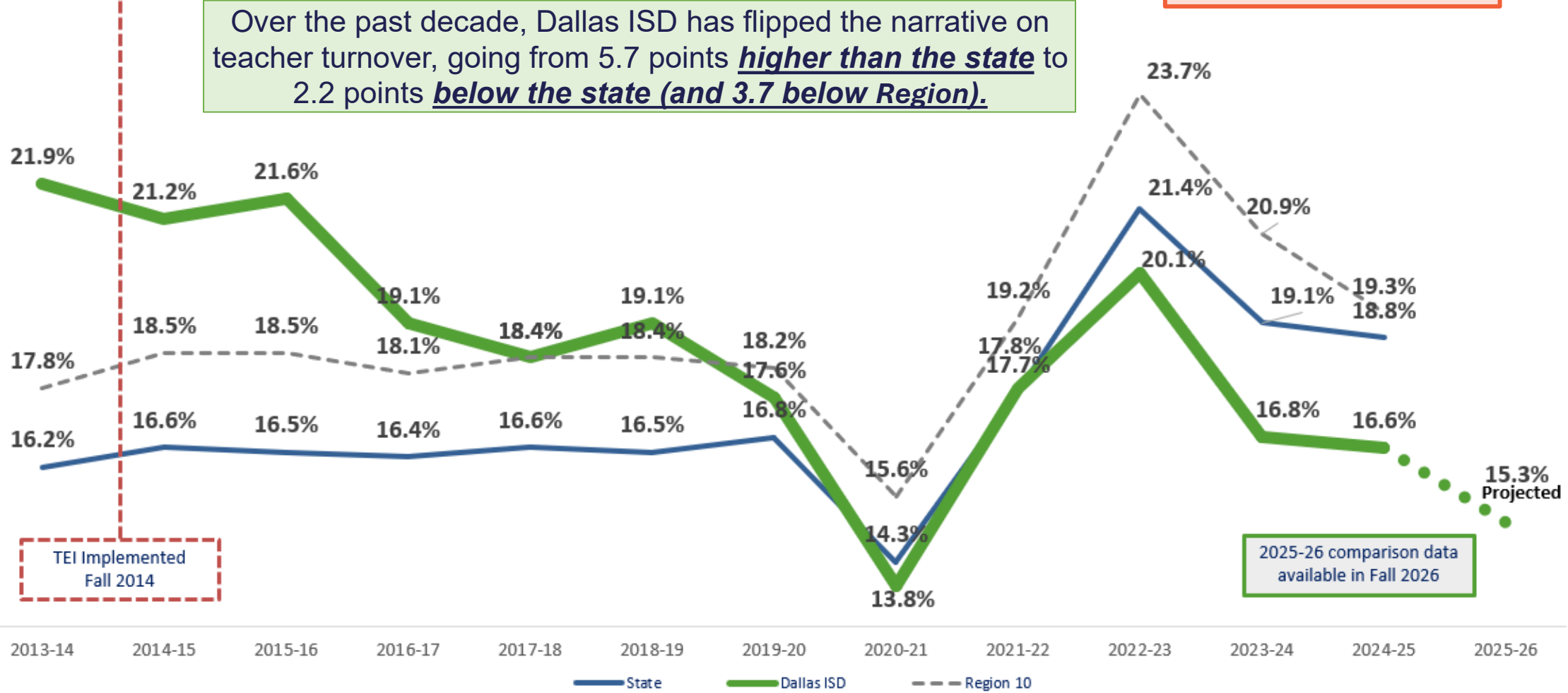
*Accessed from 2022-23 TEA statewide data files for 087 positions. 2023-24 comparison data available in March 2024. C

Beginning in 2022, Dallas ISD has had lower teacher turnover than the state and most surrounding school districts, reversing the trend from the past decade.



Increased retention

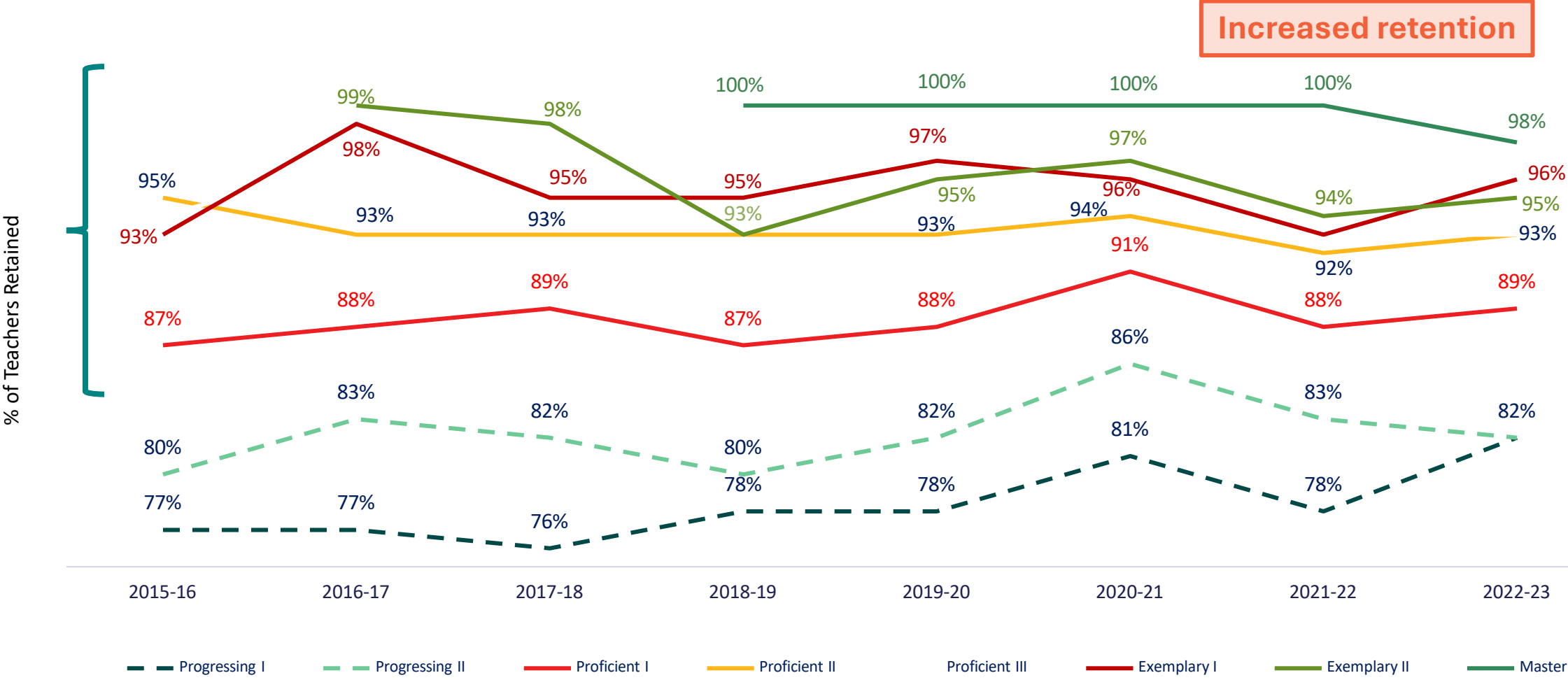
Over the past decade, Dallas ISD has flipped the narrative on teacher turnover, going from 5.7 points *higher than the state* to 2.2 points *below the state (and 3.7 below Region)*.



TEI Implemented Fall 2014

2025-26 comparison data available in Fall 2026

Teacher Retention in Dallas ISD



TEI-eligible teachers retained in District, October to October annually. Teachers who have not received an effectiveness level are not included. 67% of Unsatisfactory Teachers retained in 2023-24.

Paying based on effectiveness led to major gains for students

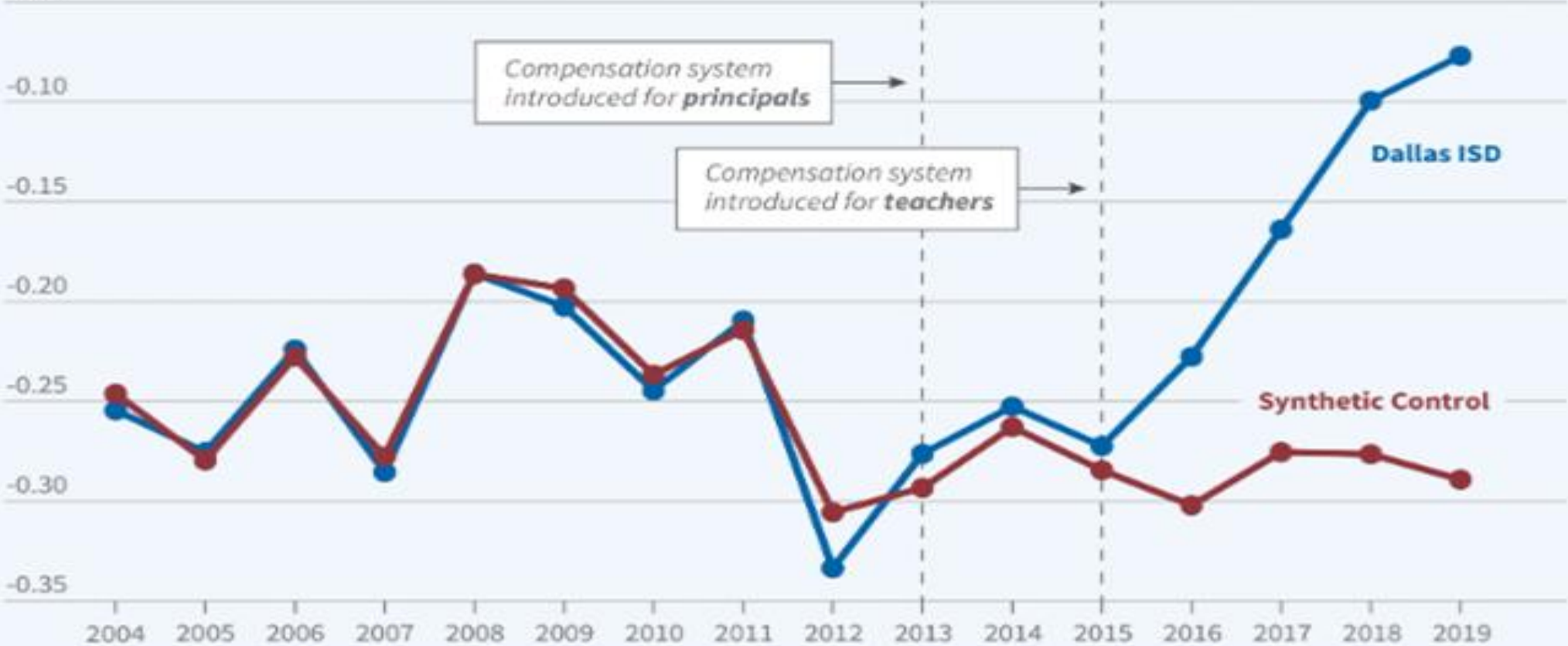


Increased achievement

2025 TAPR - Math
Dallas ISD: 43% Meets
State: 45% Meets

Teacher Compensation Reform and Students' Math Achievement

Mean standardized math score
-0.05

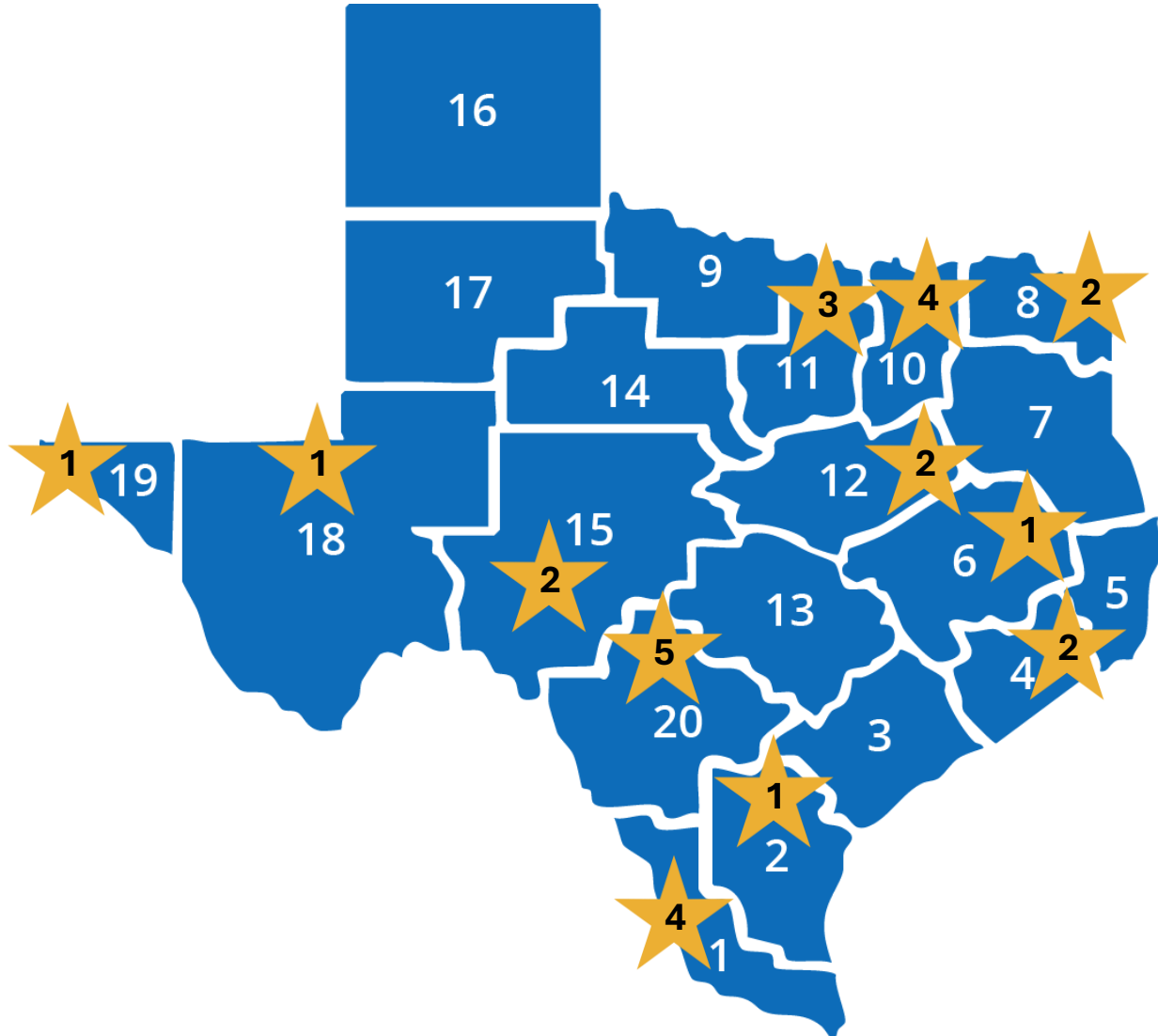


<https://www.nber.org/digest/20236/dallas-initiatives-centered-teacher-pay-show-strong-results-over>



System Readiness

Strategic Compensation Pioneers by ESC



28 Strategic Compensation Districts

Impacting
15% of Students
&
13% of Teachers
in the State of Texas

Large, Mid-size, Small, and Rural districts

Analyze Current Systems for...



Definitions of Educator Effectiveness

Do you have a **common definition of educator effectiveness** for teachers and administrators that is understood by all?

Data Collection & Analysis

Do you have adequate systems in place to **aggregate and disaggregate data**?

Calibration Practices

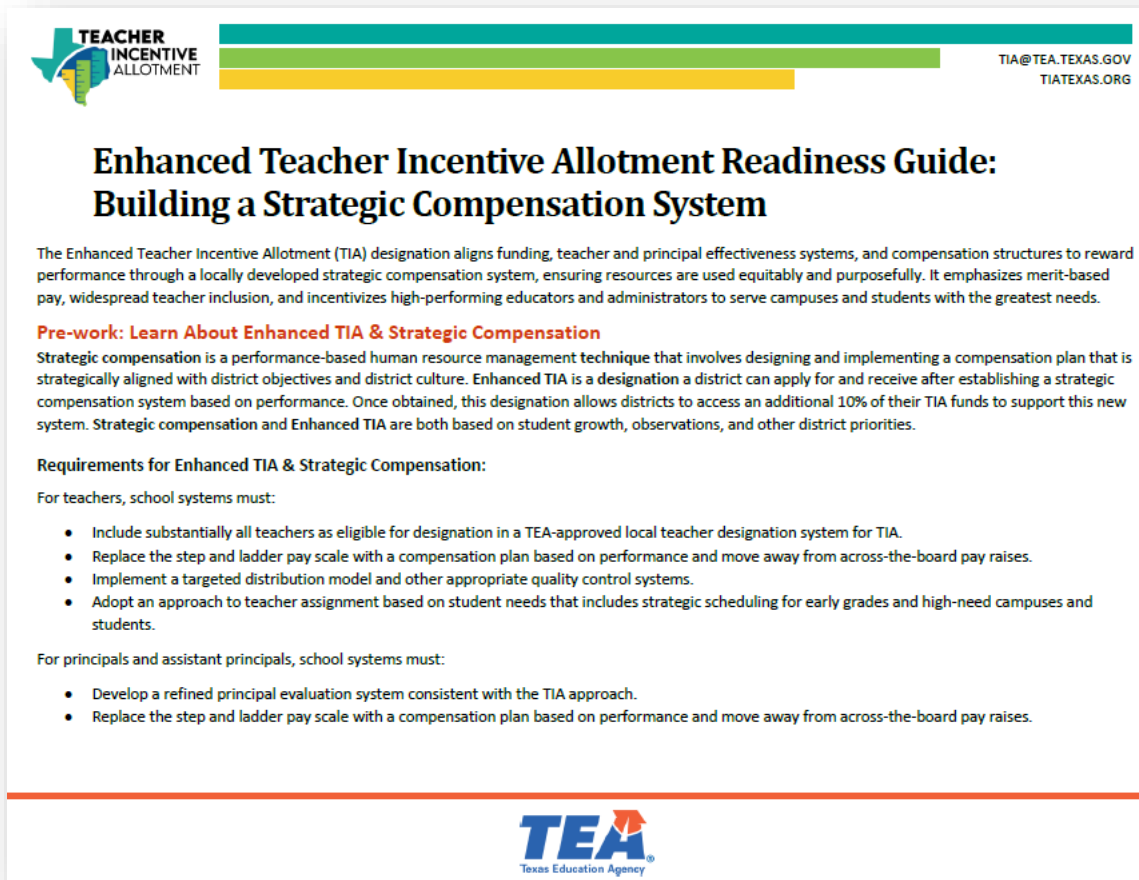
Does your data show **strong correlation** between student growth and teacher observation at the teacher and administrator level?

TIA Effectiveness

Do you have **substantially all** teachers in an **eligible teaching category**?

Current Compensation Structures

Is approximately 80% of your total **budget** currently allocated for compensation?



Enhanced TIA Readiness Guide

- Success Factors with key practices and success criteria
 1. Rationale
 2. Stakeholder Engagement
 3. Teacher Incentive Allotment
 4. Campus Administrator Effectiveness Indicators
 5. Teacher Effectiveness Indicators
 6. Strategic Staffing
 7. Systems Support

From what you just heard, which data or insights would most strongly support the movement to strategic compensation when presented to your board and/or upper management?



Reasons NOT to Participate

Reasons given for NOT engaging in Strategic Compensation



1. “I work with these people and see them in the community.”
2. “Everyone is used to getting a raise every year.”
3. “We’ll lose teachers!”
4. “We’re in a budget deficit.”

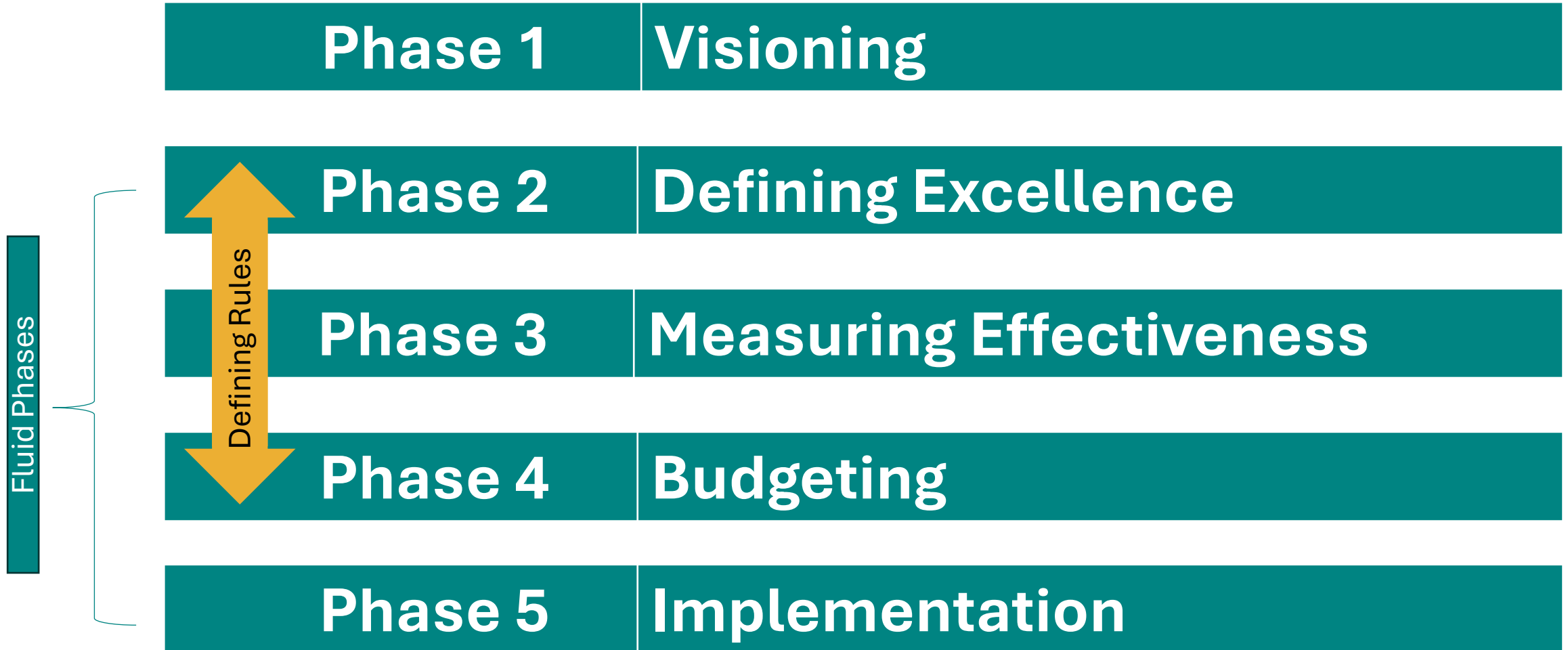
#1 Criteria needed to be successful
in the work...

An unwavering belief from leadership
that this is the right thing to do
for our students.



Building a High-Quality Strategic Compensation System

Phases of Strategic Compensation



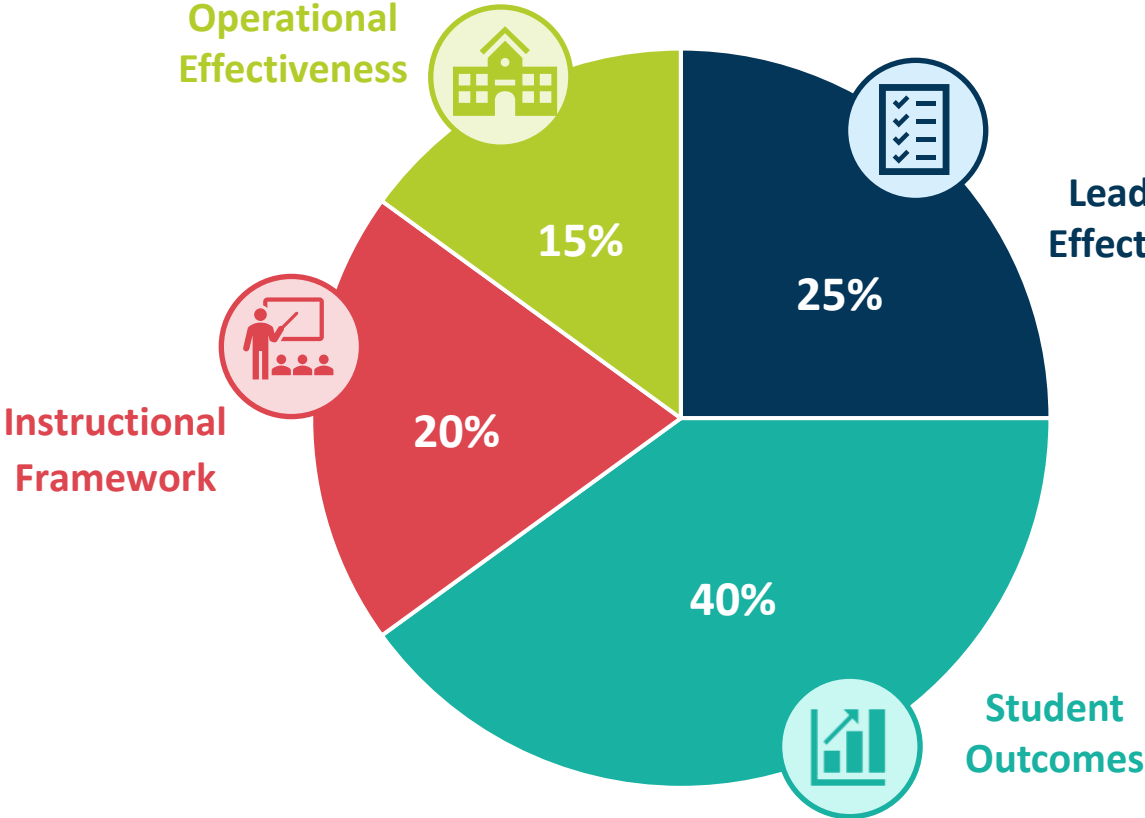
■ Strategic Plan

- Increase **student achievement** at scale
- **Align staffing** with **district priorities**
 - Retention of **effective teachers**
 - Staffing concerns at **high needs campuses**
- **Prioritize budgets** to support district initiatives

■ Goals/Priorities for Strategic Compensation

- **Increase student achievement**
- **Increase pay** for administrators and teachers based on effectiveness
- Maintain **financial integrity & stability**
- Increase the **effective use of district resources**

District A: Principal Components



Student Outcomes

*Campus-level achievement measures capture **growth** and proficiency on state and local assessments*



Leadership Effectiveness

Principals are evaluated and receive feedback on all domains of the T-PESS rubric



Instructional Framework

Principals are evaluated on their implementation of district-wide initiatives such as HQIM, PLCs, and ILTs



Operational Effectiveness

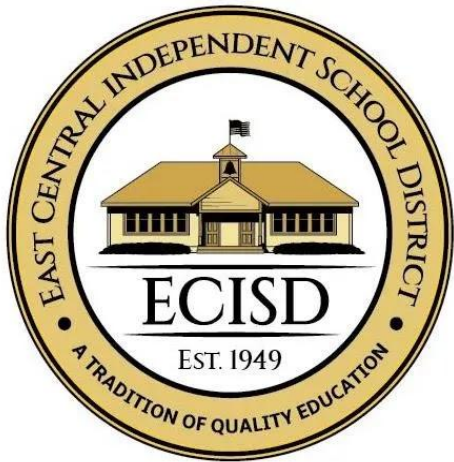
Principals are evaluated based on their operational effectiveness in areas such as resource allocation and safety

Phase 3: Measuring Effectiveness



District B: High School Principal Scorecard

Components	Subcategory	Measures	Calculations	Points	Notes
Student Outcomes (40)	STAAR – Achievement	Domain I		5	
	STAAR – Growth	Domain II		5	Better of 2A or 2B
	STAAR - Gap Closure	Domain III		5	
	IBC	Credential Attainment	90% - 5; 80-89% - 3, <79 - 0	5	90%+
	TSI Complete	Growth	All or nothing	5	5 points per year increase
	Campus Letter Grade	Overall		10	Anchored "C"
	District Letter Grade	Overall		5	
Leadership and Performance (50)	Instructional Leadership	T-PESS 1.2, 1.5, 2.3, 3.2, 5.3, 5.4, and 5.5	Average of dimensions applied to weight	35	
	(Other) Administrator Performance	T-PESS 1.1, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 3.3, 3.4, 4.1, 4.2, 5.1, and 5.2	Average of dimensions applied to weight	15	
Campus Culture and Climate (10)	Student Experience	Student Survey		5	
	Teacher Development	Certification of Staff		5	



“Strategic compensation made it really clear to me what I should be focused on. It’s taken the guesswork out of what’s expected of me as the campus leader. It’s pretty straight forward and helps me lead with confidence the team that I support on campus and what their roles are in supporting student outcomes.”

-Principal, East Central ISD

Phase 4: Budgeting

District Budget



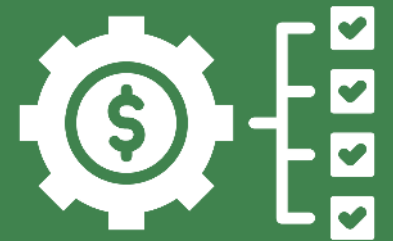
Market Analysis



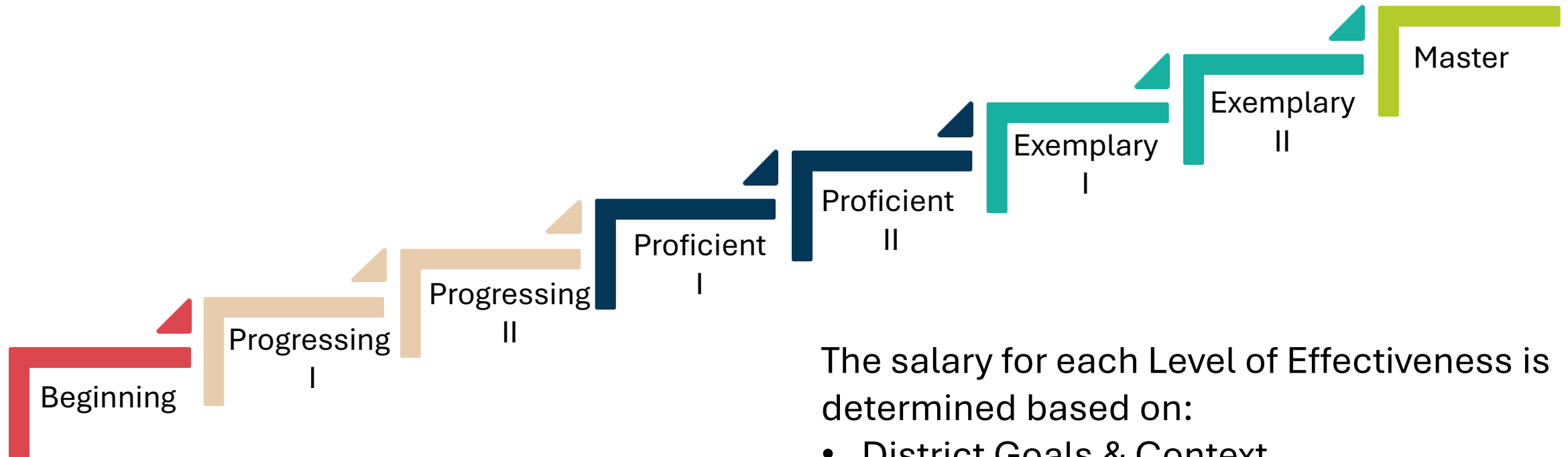
Scorecard Analysis



Budget Modeling



Levels of Effectiveness



Note: # of Levels of Effectiveness may vary based on district size and needs

The salary for each Level of Effectiveness is determined based on:

- District Goals & Context
- District Needs
- Annual Area Market Analysis

Levels of Effectiveness Translate to Compensation



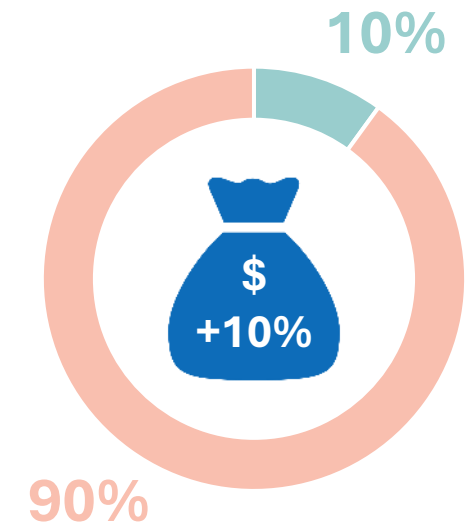
Strategic Compensation Forecast

Effectiveness Levels	%	#	Base Pay	Total
Unsatisfactory	5%	6	\$40,000	\$240,000
Progressing	20%	25	\$44,500	\$1,112,500
Proficient I	30%	38	\$62,000	\$2,356,000
Proficient II	25%	31	\$70,000	\$2,170,000
Exemplary	15%	19	\$88,000	\$1,672,000
Master	5%	6	\$100,000	\$600,000

EXTRA-CURRICULAR STIPENDS				\$253,254
TOTAL COMPENSATION SPEND				\$8,403,754
DELTA FROM CURRENT TOTAL FUNDS				(\$372,470)

Through adjusting base pay either positively or negatively, districts can develop a budget that aligns with their district goals.

- Fourth designation tier – Acknowledged (Top 50%)
 - Financial Benefit:
 - Will be compensated at the current Recognized designation level
 - Recognized, Exemplary, and Master allotments all increased
- Enhanced TIA
 - Financial Benefit:
 - 0.1 weight added to all TIA allotments
 - Additional flexibility on specific use allotments (Teacher Retention Allotment)





Cohort Participation

Strategic Compensation Timeline



Workstream	Milestone	Year 1	Year 2	Year 3	Follow-Up
TIA	Continue TIA implementation and data capture				
	Expand TIA-eligible categories				
Administrator Strategic Compensation*	Create a Stakeholder Engagement and Communication Plan				
	Create a framework: define eligible roles, finalize categories & effectiveness rubric				
	Create a financial model and determine effectiveness levels & salaries				
	Announce plan to the community and hold stakeholder engagement meetings				
	Implement a "no-harm" pilot of the principal compensation plan				
	Gather feedback, review framework, and make adjustments as needed				
	Full implementation of administrator compensation plan				
Teacher Strategic Compensation	Create a Stakeholder Engagement and Communication Plan				
	Create a framework: define eligible roles, finalize categories and effectiveness rubric				
	Create a financial model and determine effectiveness levels & salaries				
	Announce plan to the community and hold stakeholder engagement meetings				
	Implement a "no-harm" pilot of the educator compensation plan				
	Gather feedback, review framework, and make adjustments as needed				
	Full implementation of educator compensation plan				

The Assistant Principal system can be created during any of the years of development.

Monthly Meeting Schedule - Virtual



Month	Topic	Participant Group(s)	Data Needs
October	Visioning – System Design #1	Design Team	Budget
November	System Design #2	Design Team	Budget
December	System Design #3 – Budgeting	Design Team	Budget
January	Business Rules – Engagement & Communication Planning	Design Team	Effectiveness Data
February	Stakeholder Engagement / Focus Groups	Design Team	Effectiveness Data
March	Stakeholder Engagement / Focus Groups	Design Team	Effectiveness Data
April	Stakeholder Engagement / Focus Groups	Stakeholder Engagement Team(s)	“What If” Scorecard Data
May	Scorecards	Design Team	“What If” Scorecard Data
June	Reflection	Design Team/Data Team	
July	Principal (or Teacher) Scorecards	Design Team/Data Team	
August	Year 1 Reflection & Looking Forward	Design Team	

Note: This is a general overview of the work. Modifications may occur based on each district’s context and needs.

Key Roles & Responsibilities



District Strategic Compensation Lead (DSCL)

- Primary project manager for the 3-year implementation
- Recommend a senior level Cabinet member
- Facilitate stakeholder communications and status reporting
- Attend monthly DSCL collaboratives

Strategic Compensation Design Team

- Drive the vision for strategic compensation and oversee system design and progress
- Attend scheduled meetings with technical assistance partner and other participating districts

A screenshot of a document titled "2026-27 Strategic Compensation Cohort Participation Agreement". The document includes a header with the TEA logo, a form for "District Name" and "CDN", and several sections of text and bullet points detailing expectations, goals, and program requirements. The TEA logo is also present at the bottom of the page.

2026-27 Strategic Compensation Cohort Participation Agreement

District Name: _____ CDN: _____

This document outlines the expectations for roles and responsibilities, program requirements, and performance measures for school systems joining the grant-funded 2026-27 Strategic Compensation Cohort to ensure all participants understand their commitments and the standards required to foster a productive and collaborative environment.

School systems must comply with all expectations defined in the [Program Requirements, Roles & Responsibilities](#), and [Program Measures](#) contained in this agreement and commit to a three-year process to work towards the five goals for Enhanced TIA and Strategic Compensation in order to participate in the cohort. The goals are as follows:

- **Administrator Effectiveness** – Develop and adopt a refined principal and assistant principal strategic compensation system consistent with the Teacher Incentive Allotment (TIA) approach.
- **Teacher Eligibility** – Develop and adopt a TIA-compliant teacher strategic compensation system for substantially all teacher types.
- **Compensation Structure** – Replace the step-and-ladder pay scale for principals and teachers to a salary schedule based on performance.
- **Funding Allocation** – Blend TIA and other funding sources to ensure financial sustainability. The Teacher Retention Allotment (TRA) may also be considered when applying for an Enhanced TIA designation.
- **Strategic Staffing** – Adopt an approach to teacher assignment based on student need.

Program Requirements

TEA has established the following program requirements throughout the three-year commit to work towards the five goals for Enhanced TIA and Strategic Compensation:

- Develop a strategic compensation system for principals, assistant principals, and/or teachers
- Develop a three-year Strategic Compensation Plan with due dates and individual responsibilities utilizing a program management platform
- Update the school board on the progress and direction of the strategic compensation work at pre-determined times
- Execute and return a data sharing agreement with identified partners (TEA, ESC, and/or Technical Assistance Providers) within 30 days of request
- Attend all meetings requested by TEA, the Center for Strategic Compensation, and Technical Assistance Providers
- Attend collaboration spaces, step backs and debriefs with TEA, the Center for Strategic Compensation, and other SC districts
- Develop and complete plans/documents requested by TEA, the ESC, and Technical Assistance Providers within the timeline requested including but not limited to:
 - TIA Expansion Plan to obtain substantially all teachers for TIA eligibility, if applicable
 - Updated TIA Spending Plan aligned to a high-quality strategic compensation system
 - Strategic Compensation Project Management plan to ensure success beyond Year 3

TEA
Texas Education Agency

1

Based on what you've learned so far, how are you feeling about the 2026-27 Cohort opportunity?



How do I apply for the Fall 2026 Strategic Compensation Cohort?

How do I become involved?



Important Dates

April 1	Application and signed agreement due via Qualtrics
May 22	District notification via email
June 9-11 @ TIA Conference	Optional Planning Meeting (will be an in-person session during the Conference)
September 9 10:00-11:00 a.m.	Mandatory District Leads Meeting via Zoom
September 16 10:00-11:00 a.m.	Mandatory District Kickoff Meeting (Supt. or Senior Cabinet & Lead) via Zoom Others are welcome!



2026-27 Strategic Compensation Cohort Application
bit.ly/26-sc-cohort-app



Strategic Compensation Cohort Attestation 2026

School System Name: _____ CON #: _____

By submitting the online application to participate in the 2026-27 Strategic Compensation Cohort, I understand that we are committing to engage in a 3-year process for developing and implementing the tenets described below:

School System Commitments	Initials
Campus Administrators (Principals & Assistant Principals) <ul style="list-style-type: none"> Developing a refined campus administrator evaluation system aligned to the school system's TIA approach Replace the traditional step and ladder pay scale for campus administrators with a salary schedule based on performance which does not include across-the-board salary increases except for periodic changes to adjust for significant inflation 	
Teachers <ul style="list-style-type: none"> Adopting a TIA-compliant teacher evaluation system for substantially all teachers Replace the traditional step and ladder pay scale for teachers with a salary schedule based on performance which does not include across-the-board salary increases except for periodic changes to adjust for significant inflation Implementing a targeted distribution model for compensation Utilizing district and TIA funds to implement the school system's strategic compensation system for teachers Adopt an approach to teacher assignment based on student need including prioritizing K-2, specific master scheduling to match students with teachers based on efficacy, and where appropriate, high priority campus adoption. 	
School System <ul style="list-style-type: none"> Apply to become an Enhanced TIA district prior to the conclusion of the 3-year program 	
TEA/Center for Strategic Compensation/Technical Assistance Provider Commitments Upon acceptance into the cohort, the TEA Team commits to providing all assistance necessary to support districts in developing a system that is Enhanced TIA compliant.	

I hereby certify that the information contained in this submission is, to the best of my knowledge, correct and that it is our intent to complete all activities outlined in the 3-year implementation timeline.
 Note: If you are submitting for or as an 1882 partner, you hereby certify that your district partner has certified the above attestations.

_____ Print Superintendent Name	_____ Superintendent Signature	_____ Date
_____ Print Board President's Name	_____ Board President's Signature	_____ Date



Note: TIA Conference registration is filling up fast. You may want to enroll now!



How will applications be evaluated?

Applications will be evaluated based on criteria such as:

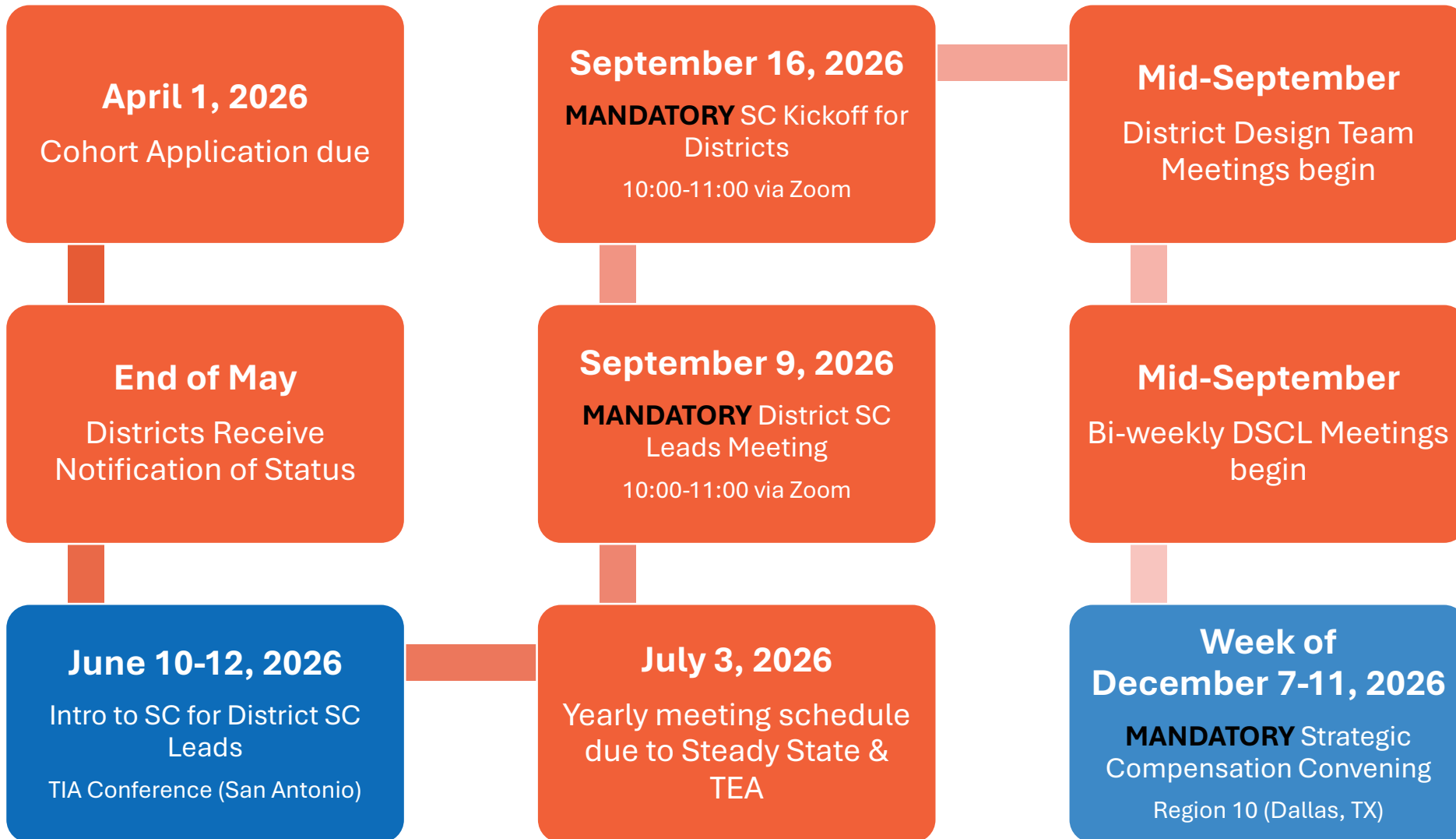
- **Board/Superintendent investment**
- **Vision/mission that supports high expectations and growth**
- **Commitment**
 - **Commit the human capital needed to achieve this initiative**
 - **Ability to attend introductory working meetings**
 - **Willingness to engage in a regular monthly cadence for planning**
 - **Commitment to completion within 3 years**
- **TIA Participation**
 - **Standing**
 - **% of Teachers in eligible teaching categories**
 - **Data submission rating**
- **School FIRST rating of “A”**



Key Actions & Milestones

2026 Fall Strategic Compensation Cohort

Key Dates



KEY

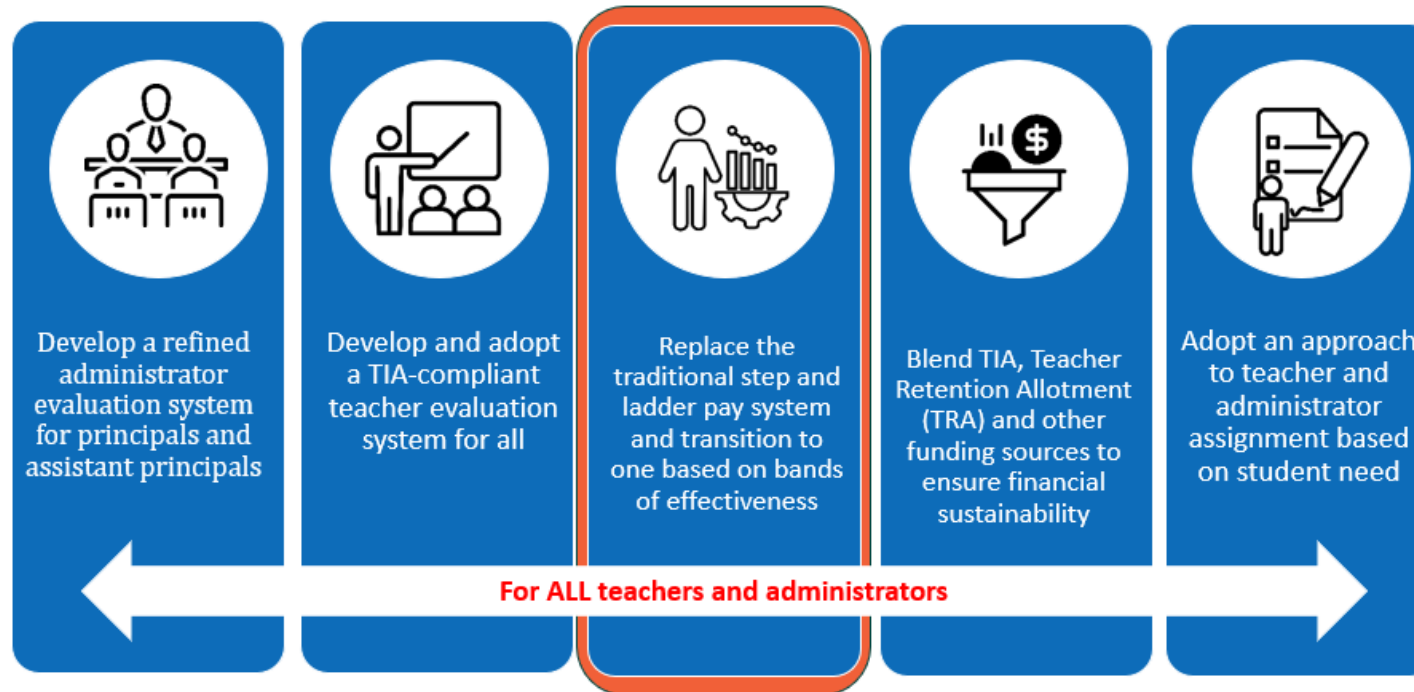
- Indicates written or virtual opportunities
- Indicates in-person opportunities

Note: Registration for the TIA Conference is filling quickly. You may want to register now!

DSCL = District Strategic Compensation Lead

By successfully working through the 3-year plan, districts will...

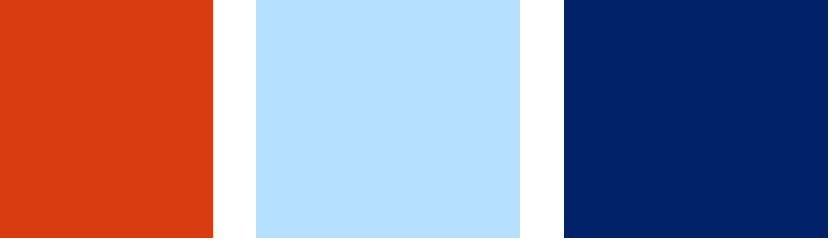
- Meet the goals for Strategic Compensation, and therefore



- Have a system that should meet full readiness for Enhanced TIA which will enable districts to access an additional 10% of TIA funds.

Questions?





Thank You!

