

Guidance for Funding Teacher and Principal Retention Stipends (ESEA, Section 2103(b)(3)(B))

“(v) Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups”

Local Education Agencies may utilize Title II-A funds to offer stipends for the purpose of retaining effective teachers and principals. Teacher assignments should be completed in such a way as to improve equitable access.* Teachers and principals who are identified for a retention stipend should have a record of success in helping low-achieving, economically disadvantaged, and/or minority students improve their academic achievement.

Guidelines

- If the LEA plans to pay retention stipends, there must be a corresponding Strategy with Action Step in the LEA Integrated Action Plan (IAP) in ALEAT.
- There should be a Local Governing Board approved policy for retention stipend procedures for both teachers and principals. The policy and procedures may be uploaded into the Title II-A Related Documents section in the Grants Management System within the ESEA Consolidated Application prior to funding. There should be an indication that the Policy was approved, such as a date stamp or minutes of the meeting showing that it was approved. In addition, the Policy may be included within the Completion Report in CR Related Documents.
- Policies/procedures should define the eligibility criteria for receipt of a retention stipend and include the following:
 - Teachers must meet Arizona Appropriately Certified licensure requirements.
 - Charter school teachers are exempt from this requirement with the exception of special education teachers.
 - The Policy must outline how the Local Education Agency will determine teacher and/or principal success in improving academic achievement. Multiple measures are to be used to generate a teacher’s or principal’s record of success and may include value-added or growth measures, Student Learning Objectives, curriculum-based tests, baseline/post assessments, capstone projects, oral presentations, performances, or artistic or other projects. *Arizona Framework for Measuring Educator Effectiveness, p. 5.*
 - A Teacher or Principal’s Effectiveness Classification may not be the sole measure for demonstrating the “record of success” in improving academic achievement, although the Student Academic Progress portion of the evaluation system, in addition to some of the measures listed above may be used.
 - Retention stipends will be paid no earlier than the first day of the next school year. The funding must be allocated and spent within the current fiscal year’s ESEA Consolidated Application. For example: if the funding was allocated in FY16; then the draw down for the funding must also be from FY16.
 - Principals must demonstrate a record of successful leadership that results in low achieving students improving their academic achievement, particularly students from economically disadvantaged families, students from racial/ethnic minority groups and

students with disabilities. Determination of principal retention stipends must include school level data along with other multiple data sources for student growth.

- An initial Recruitment/Retention Chart is to be completed and uploaded into the Grants Management System within the ESEA Consolidated application in the Title II-A Related Documents section. It must contain the teacher/principal positions and the amount of the stipends. A finalized chart must be submitted with the Completion Report in the CR Related Documents section.
 - The completed chart must include the following:
 - A list of the teachers and/or principals who will be receiving a retention stipend.
 - The school assignment of each teacher and/or principal provided a retention stipend.
 - The academic subjects each teacher is assigned to teach.
 - The amount of the retention stipend being provided to each person.
 - The Appropriately Certified requirements met for each teacher.
 - The reason this teacher is receiving a stipend.
 - The multiple measures used to determine a “record of success” in student achievement

A template is available in the Title II-A Related Documents section of the ESEA Consolidated application.

ESEA 1112(b)(2) Equitable access means that “**low-income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.**”