Teacher Incentive Allotment

Guidebook Review | August 9, 2024

Teacher Incentive Allotment Stakeholder Meetings

In addition to several emails that went out to staff during the 2023-24 school year, we held the following stakeholder meetings to solicit staff feedback:

Nov. 9th - TIA Overview

Nov. 30th - Eligible teaching roles and observations

Dec 14th - Student Growth Measures and Spending Plan

What Is TIA?

The Teacher Incentive Allotment (TIA) provides an accessible pathway for effective teachers to earn a higher income while remaining in the classroom.

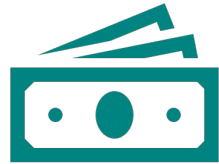Sustainable funding for teachers written into statute with no caps on teacher designations or allotment funds.

How TIA Works

Three Levels of Designation

Recognized

Exemplary

Master

$3,000 to $32,000

Annual additional funding for each designated teacher

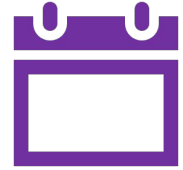**Prioritizes Hard-to-Staff Positions**

Greater funding for high-needs and rural campuses

Teacher Focused Funding

90% of all TIA funds go towards teacher pay

Five Year Validity

Teachers retain designations for 5 years regardless of placement

2022-2023 TIA
By the Numbers

481 Participating Districts

13,774 Designated Teachers

$145,208,362 Allotment Funds Distributed

At Its Core, A Local Designation System is Comprised of Three Major Components

ELIGIBLE ASSIGNMENTS & CAMPUSES

All teaching assignments can be eligible for TIA as long as they have valid and reliable data from teacher observation scores and student growth data. Some districts choose to start with a subset of eligible assignments and then expand their system later.

TEACHER PERFORMANCE DATA

Teacher observation data, student growth data, and data from optional components the district chooses to include in their system make up teacher performance data. Districts use the performance data to determine teacher designations.
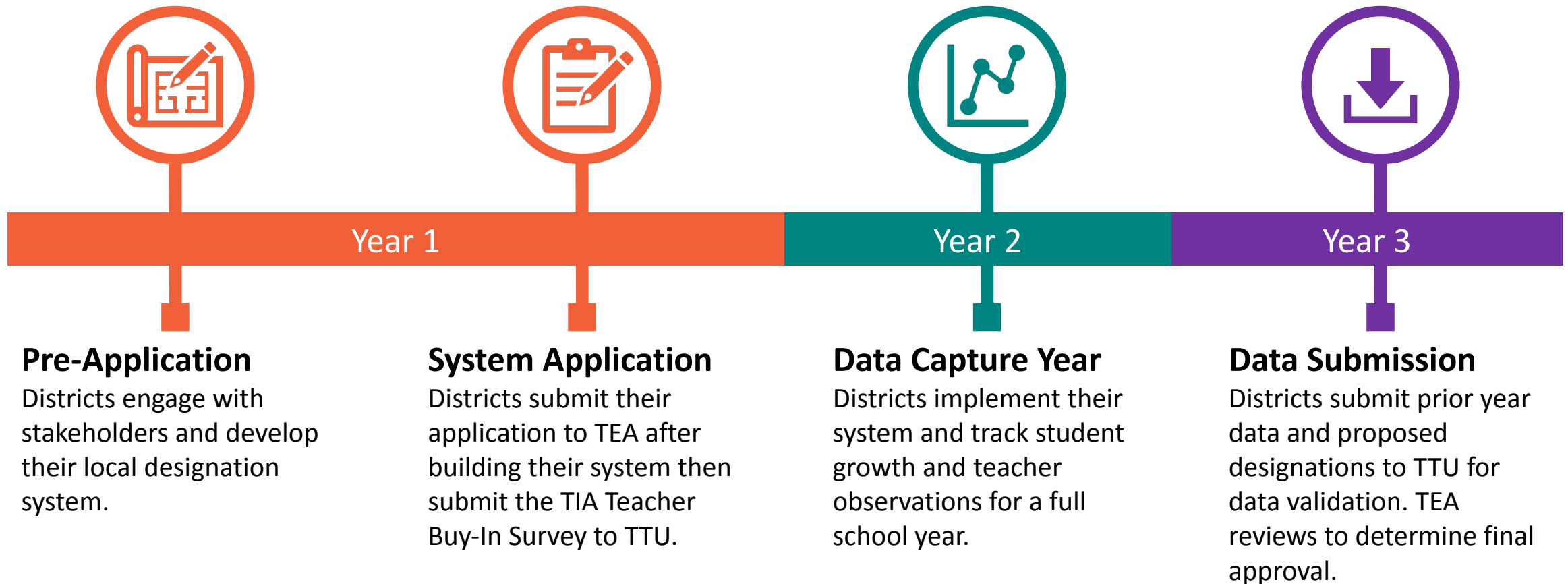
COMPENSATION PLAN

Districts are required to spend at least 90% of their allotment funds on teacher compensation on the campus where the designated teacher works. Districts may use up to 10% for costs associated with implementing a local designation system or supporting teachers in earning a designation.

Three-Year, Two-Step Approval Process

The approval process to become a TIA District takes 3 years.

| Year 1 | Year 2 | Year 3 |

Pre-Application
Districts engage with stakeholders and develop their local designation system.

System Application
Districts submit their application to TEA after building their system then submit the TIA Teacher Buy-In Survey to TTU.

Data Capture Year
Districts implement their system and track student growth and teacher observations for a full school year.

Data Submission
Districts submit prior year data and proposed designations to TTU for data validation. TEA reviews to determine final approval.

How do I get designated?

There are **two ways** to earn designations with the Teacher Incentive Allotment in NISD.

1. **District Created Plan** - Recognized, Exemplary or Master designation
   - Teaching assignment must be included in the plan
   - T-TESS Observations worth 40% of TIA score
   - Student Growth measure worth 60% of TIA score

2. **National Board Certification**
   - Independent of school TIA plan. Consists of 4 components to pass and gain certification.
   - TIA Designation Cap: Recognized

TEA RECOGNIZED — Teacher Incentive Allotment	$3-$9K
TEA EXEMPLARY — Teacher Incentive Allotment	$6-$18K
TEA MASTER — Teacher Incentive Allotment	$12-$32K

TIA Provides Extra Funding Per Designated Teacher to Districts–With More Money for High-Needs and Rural Campuses

Allotments are based on teacher designation level, campus socioeconomic level, and campus rural status.

Every Teacher Has The Potential to Be Designated

In order to be designated, teachers must at minimum:

- Be employed in an eligible teaching assignment during the data capture year

- Be employed and compensated by NISD in a teacher role for a creditable year of service during the designation year (school year following data capture)

- Meet the district's designation criteria outlined in their local designation system, which MUST include student growth data and teacher observation data

T-TESS Observations (40%)

Districts Report Dimension-Level Appraisal Data from Domains 2 & 3 in TTESS

Appraisal Waivers are not allowed for any teacher
in an eligible assignment during the Data Capture Year

Minimum of proficient (or score of 3) on all observable
dimensions is required

Ratings from Domains 2 and 3 are used when
determining designations

T-TESS Scoring Example Teacher

Domain 2 - Instruction   **Score (1-5)**

1. Achieving Expectations   Accomplished   4
2. Context Knowledge & Expertise   Accomplished   4
3. Communication   Distinguished   5
4. Differentiation   Proficient   3
5. Monitor and Adjust   Accomplished   4

Domain 3 - Learning Environment

1. Classroom environment, routines and procedures   Accomplished   4
2. Managing Student Behavior   Proficient   3
3. Classroom Culture   Accomplished   4

Total Score = 31

$\underline{31}$ = **3.88**

Total dimensions 8

Teacher Observation Minimums

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. In order to be eligible for a TIA-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3. In addition, based on an analysis of statewide T-TESS observation data, NISD will use TEA identified minimum score averages across Domains 2 and 3 of T-TESS for teacher recommendations:

- **Recognized designation > 3.7**
- **Exemplary designation > 3.9**
- **Master designation > 4.5**

Student Growth (60%)

Measuring Individual Student Growth – NOT Achievement

Student growth is measured by the **teacher's percentage of students who meet or exceed an expected growth target over the course of a single school year**. Rather than using the magnitude of growth, effectiveness is measured by the impact teachers have on all students by setting individualized growth targets.
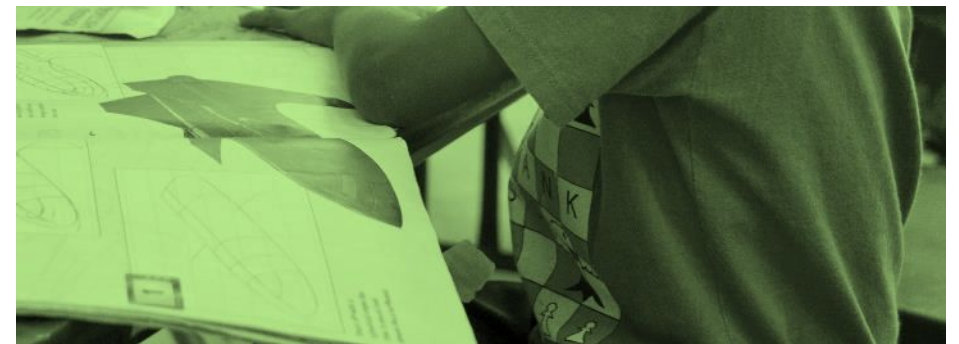
TIA Recognizes Four Different Student Growth Measures

Student Learning Objectives (SLOs)

Teachers set individual student growth targets and evaluate each student using Body of Evidence. Aligned with TexasSLO.org.

Portfolios

Measures a student's movement along a skill progression rubric with a collection of standards-aligned artifacts.
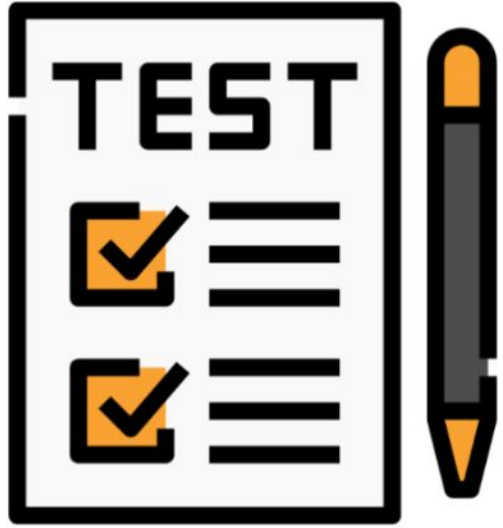
Pre-Test Post-Test

Involve the administration of a beginning of year pre-test and an end of year post-test. Tests must align directly to the standards of the course.

Value-Added Measures

Sets predicted scores based on multiple years of historical testing data across multiple contents using statistical modeling.

Student Growth Measure Examples

Pre and Post Tests

Examples:

- STAAR
- NWEA MAP
- Released STAAR
- District-Created Tests
- Circle
- TPRI

Value Added Measures (VAM)

*Must have student's historical testing data available.

- STAAR and NWEA MAP align with VAM.
- Requires a statistical analysis of historical data.

Student Learning Objectives (SLOs)

Growth is determined by looking at the student's body of work, as opposed to a test.

- Districts must use the Texas SLO Model.
- Could be a great option for non-tested subjects.

Portfolios

Best for classes where skills are assessed rather than content knowledge.

- Teacher/admin created rubrics.
- Multiple artifacts collected over the year.

How to choose a Student Growth Measure

For which teaching assignments (content/grade level) does the district **already have valid and reliable student growth measures**?
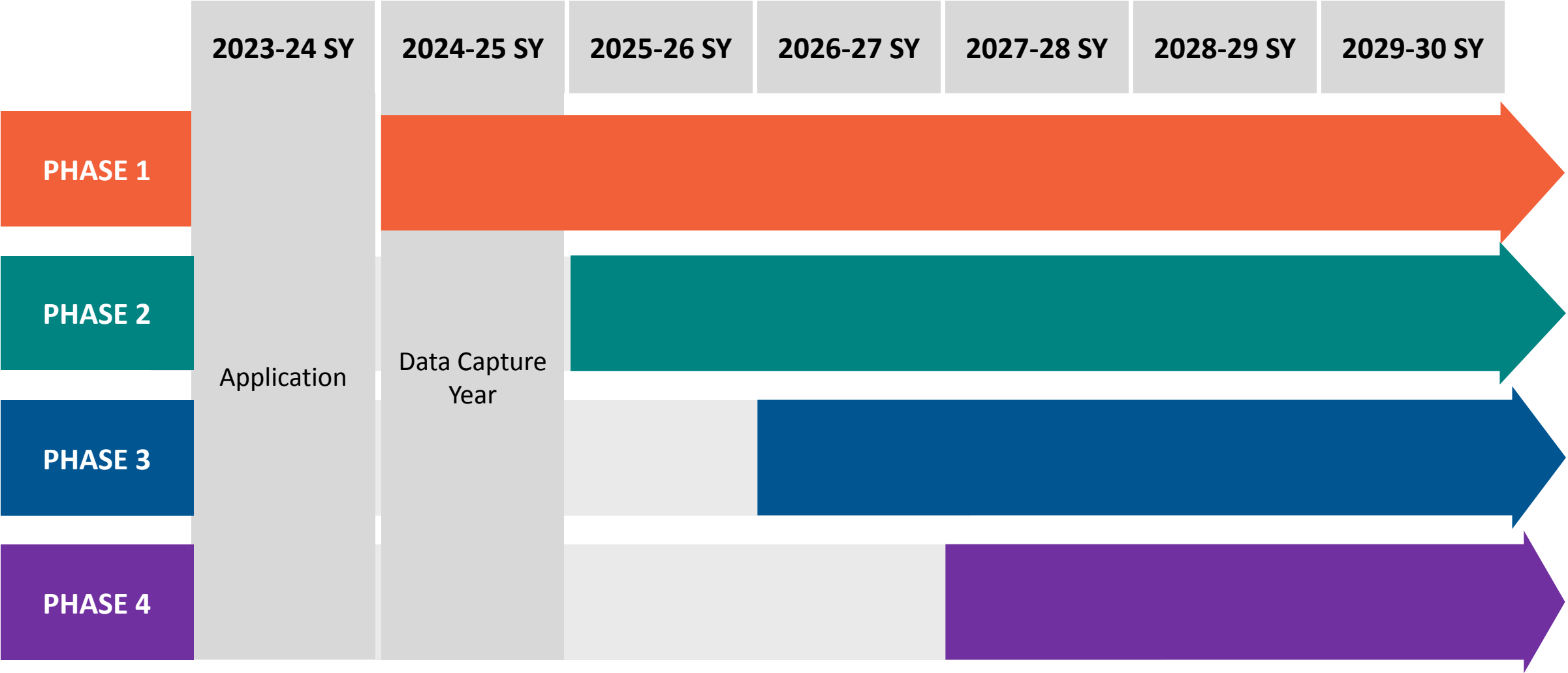
For which teaching assignments (content/grade level) does the district have plans to develop valid and reliable student growth measures **in the future**?

What does **current (and historical) data** tell you about the validity and reliability of the growth measures being used?

Phased-In Approach

	2023-24 SY	2024-25 SY	2025-26 SY	2026-27 SY	2027-28 SY	2028-29 SY	2029-30 SY
PHASE 1	Application	Data Capture Year					
PHASE 2							
PHASE 3							
PHASE 4							

Student Growth Minimums

In order to be eligible for a TIA-designation, teachers must earn a minimum student growth outcome. TEA established these minimum expectations based on statewide performance expectations and NISD has adopted those as minimum performance standards for designation recommendation:

- **Recognized designation > 55%**
- **Exemplary designation > 60%**
- **Master designation > 70%**

Statewide Performance Standards Guide Designations

DESIGNATION LEVEL	STATEWIDE PERCENTAGES	TEACHER OBSERVATION PERFORMANCE STANDARDS	STUDENT GROWTH PERFORMANCE STANDARDS
Recognized	Top 33%	3.7 or 74% of possible points	55% met or exceeded
Exemplary	Top 20%	3.9 or 78% of possible points	60% met or exceeded
Master	Top 5%	4.5 or 90% of possible points	70% met or exceeded

TIA Annual Scorecard

At the end of each year of the TIA evaluation cycle, teachers will be provided an annual scorecard. The purpose of the scorecard will be to provide transparency within NISD's TIA system. Scorecard data elements will include:

- TIA designation level, as appropriate
- T-TESS performance by dimension, domain, and total T-TESS weighted score
- Student growth outcomes
  - number of students meeting enrollment criteria across classes, course, and content areas
  - number of students meeting student growth
  - percentage of students meeting student growth
  - translated student growth composite score

TIA Evaluation Frequency

Evaluation of teacher eligibility for a TIA designation is considered **annually**. All teachers within the testing criteria must be evaluated and their students' data will be collected the first year of TIA data collection. This means that every year a teacher receives a T-TESS evaluation and has available student growth measure data, the teacher's TIA score will be calculated and the teacher has an opportunity to meet TIA eligibility.

- Teachers with an existing TIA designation **will be resubmitted for a higher designation** within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation.

Allotment Funding Amounts May Differ Per Campus

Base Allotment

Each designation level starts with a base amount and a multiplier rate.
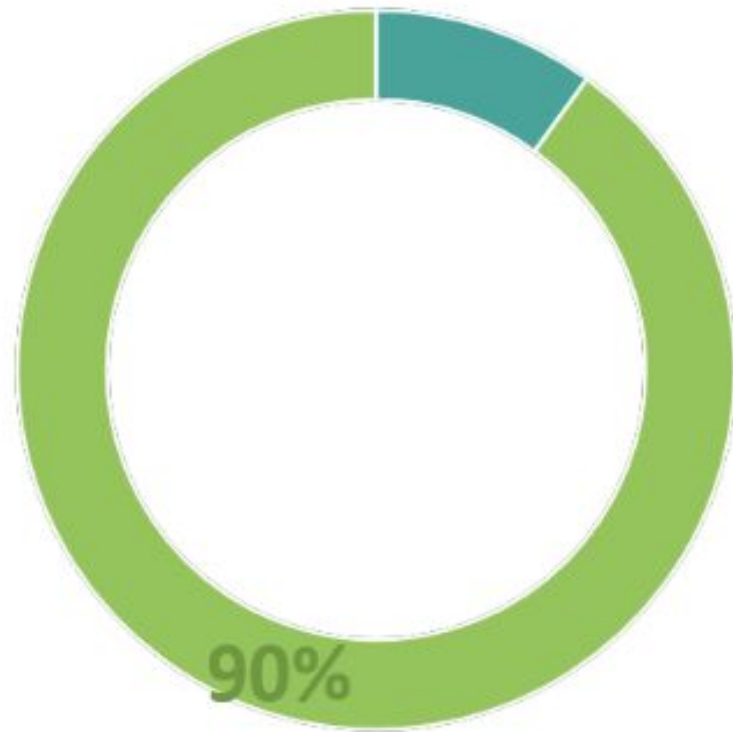
Campus Socioeconomic Level

Schools with greater student need based on socioeconomic factors generate more TIA funds per TIA designated teacher.

Campus Rural Status

Rural schools generate more TIA funds per TIA designated teacher

Spending Plan

Allotment Funding Distribution

At least 90% *must* go to teacher pay on the campus the designated teacher works.

Up to 10% *may* be used to implement a local designation system or to support teachers in earning a designation.

Spending must occur **by August 31** each year.

NISD Spending Plan

NISD will distribute 100% of designation funds to the designated teacher's campus:

- The individual TIA-designated teacher will be allocated 90% of the teacher TIA funds via a one-time stipend to be paid out by August 31st each year.
- The 10% remaining from the 100% allocated will be reserved by the district to support TIA by providing enrichment and staff development to teachers to help them earn a designation. These funds will also be used for TIA central support including compensation for staff associated with TIA.

Up to 10% Allowable Spending

Note: Benefits and retirement contributions for teachers may be taken from the 90% or the 10%

Professional Development

Any professional development for teachers, to help earn a designation

Appraisals

- Rubric costs
- Appraiser training and/or certification
- System for tracking appraisals

Assessments, Data Analysis

- TIA assessment costs
- Data collection and/or data analysis associated with TIA

TIA Support

- Central support (TIA coordinator or HR needs)
- Compensation for staff associated with TIA needs or with PD (e.g. school leaders, instructional coaches, campus ambassadors)

How much money could Navarro ISD designated teachers receive? (2023-24)

Recognized

Elementary $5,878
Intermediate $5,747
Junior High $5,578
High School $5,455

Exemplary

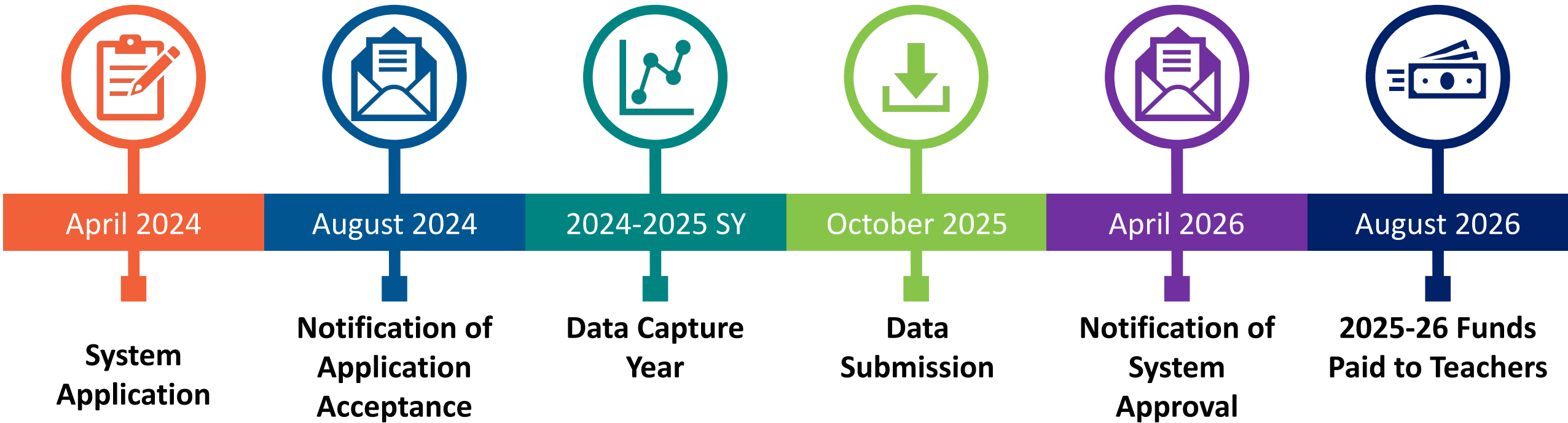Elementary $11,755
Intermediate $11,495
Junior High $11,156
High School $10,911

Master

Elementary $21,592
Intermediate $21,158
Junior High $20,593
High School $20,184

Our District's Estimated Timeline

| April 2024	August 2024	2024-2025 SY	October 2025	April 2026	August 2026
System Application	Notification of Application Acceptance	Data Capture Year	Data Submission	Notification of System Approval	2025-26 Funds Paid to Teachers

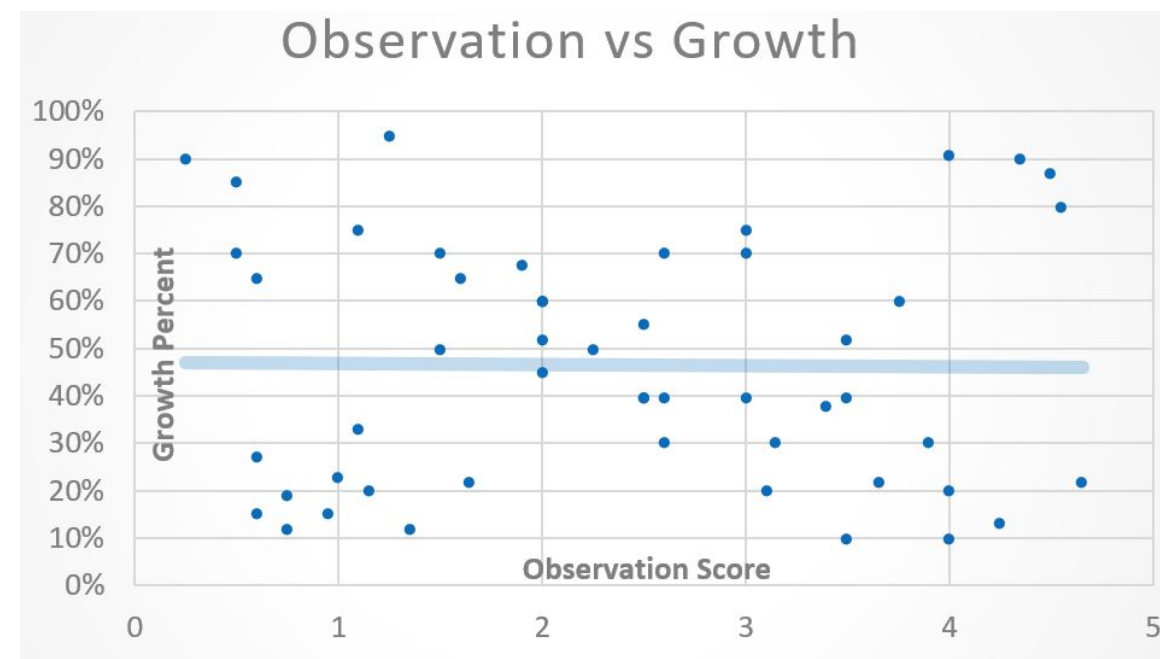# What data is the state analyzing?

The relationship of teacher observation scores to student growth scores
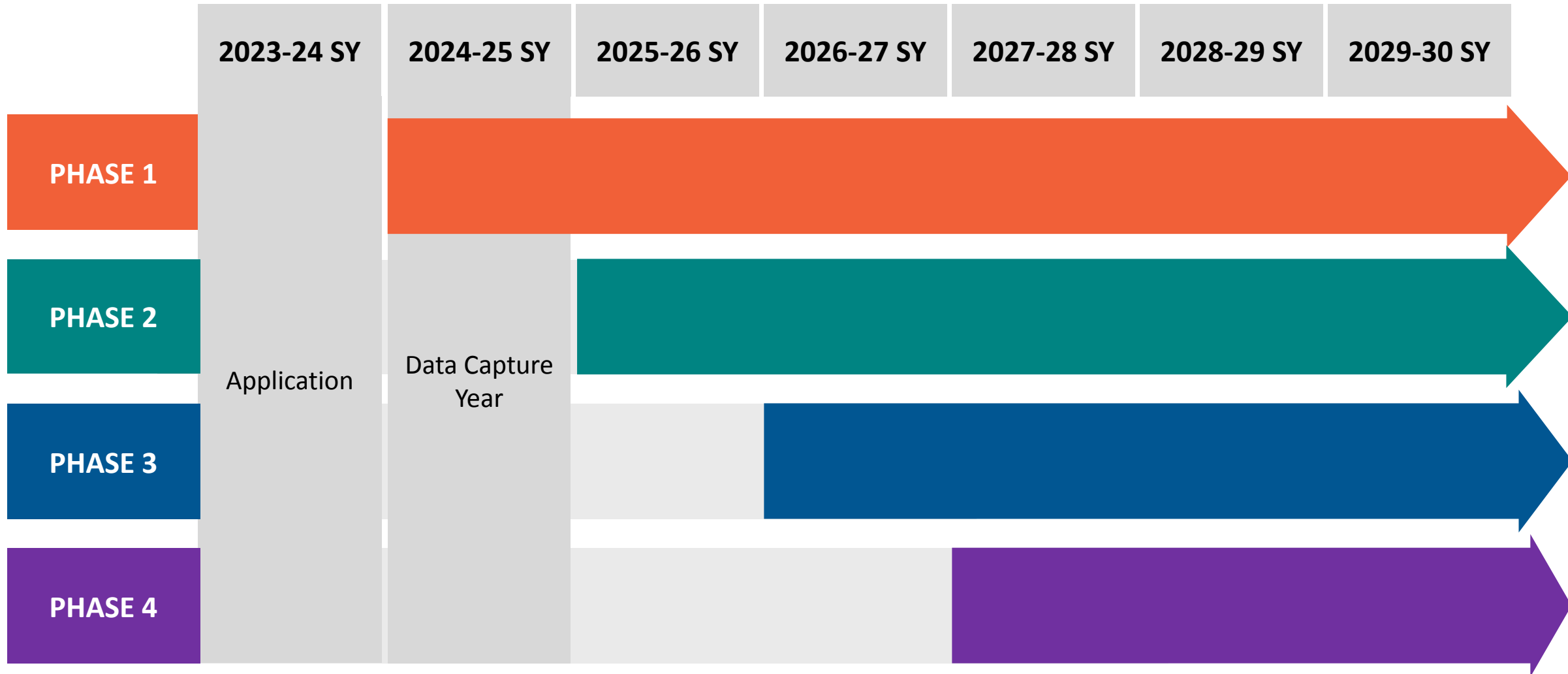- Across the district and
- Compared to the STATE

Positive Correlation
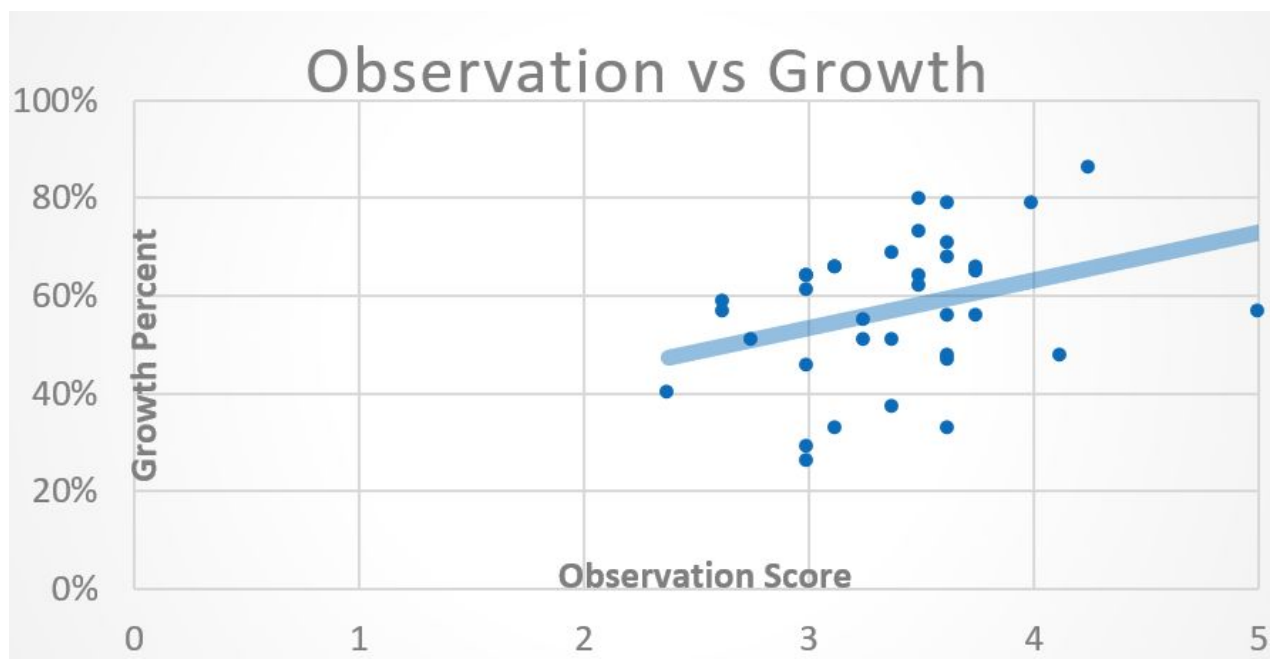
No Correlation

Teacher Survey Coming Soon

Texas Tech University will send survey links to all teachers in the district. They want to know how well you understand our district designation system, and how funds will be spent.

The survey will be sent out by August 19, 2024.

*Do not to share your survey link with others because the links are personalized to individuals.

Questions?

Growth Measures Benefits and Challenges

Growth Measure	Benefits	Possible Challenges
Student Learning Objectives	Can be used for all teaching assignments High teacher engagement Based on a body of student work	Training for all participating staff is required Appraiser is heavily involved Time required to evaluate the BOE
District-Created Pre-Tests and Post-Tests	Can be used for all teaching assignments Local control TEA issued guidance on setting expected growth targets, writing quality assessment items, and building quality assessments	Content and assessment design expertise required to build and approve assessment Requires multiple levels of review
Third-Party Created Pre-Tests and Post-Tests	Demonstrated validity and reliability Districts may already use third-party vendor tests	May not work for all content areas May require purchasing
Portfolio	Recommended for performance-based classes such as Fine Arts	Heavy planning at BOY Appraiser may be heavily involved
Value-Added Model	Demonstrated validity and reliability Statewide protocols for administration and scoring (if using STAAR)	Often requires contracting with a third-party