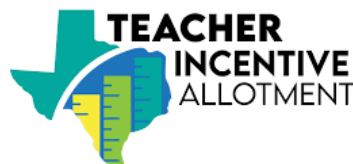




BISD Teacher Incentive Allotment Timeline

Event	Date	Status
Letter of Intent	December 2020	Completed
Board Presentation	April 2021	Completed
Stakeholder Committee Meeting	April 2021	Completed
Stakeholder Committee Meetings	August-October 2021	Completed
Board Presentation	November 2021	Completed
Teacher Buy In Survey	December 2021	Completed
Finalize Designation System	January-March 2022	Completed
TIA Application Deadline	April 2022	Completed
TIA Application Approved/Denied	August 2022	Approved
Stakeholder Committee Update	September 2022	Completed
Board Update	November 2022	Completed
Data Capture	2022-2023 School Year	On-Going
Data Review to Texas Tech	November 2023	
Final Approval Notification	February 2024	
Final Designations and Initial Payout	September 2024	



Brownwood ISD

Teacher Incentive Allotment Guide

Approved August 2022 Cohort E



Teacher Incentive Allotment (TIA)

The Teacher Incentive Allotment (TIA) is state funding given to districts for the purpose of teacher performance-based compensation. The intent of the TIA is to attract and keep effective educators in the classroom, allow districts to identify their most effective educators, and provide incentives for teachers to teach at the most challenging campuses.

The amount of state TIA Funding that Brownwood ISD will receive is determined each year by three funding factors:

- 1) Teacher Designation Levels (Recognized, Exemplary, or Master),
- 2) Socio-Economic Level of the students on the campus,
- 3) the rural status of the campus. Due to these funding factors changing each year, the amount of TIA that a designated teacher receives will vary each year based on the new TIA funding amounts

Designation System Overview

What components will be part of a teachers' designation?

- (1) Teacher Performance (T-TESS observations and walk-throughs) 40%
- (2) Student Growth (STAAR Progress, DIBELS, iREADY) 60%

Eligible teachers with at least three years of classroom experience can earn a Recognized designation by achieving National Board Certification in the area where the teacher is currently assigned. National Board Certification automatically designates a teacher at the recognized level. The National Board Certification Exam (NBCE) consists of 4 components: (1) Content Knowledge a. three written exercises b. 45 selected-response items (2) Differentiation in Instruction (3) Teaching Practice and Learning Environment (4) Effective and Reflective Practitioner

Brownwood ISD Designation System

Who is eligible to earn a designation

- Teachers who teach a content area that has STAAR Progress Measures
- K-3 Teachers of Reading with DIBELS assessment
- 1-3 Teachers of Math with IReady assessment
- K-3 Campus Reading Interventionist (RTI, Dyslexia) with DIBELS assessment
- Teachers who possess or obtain National Board Certification

Teachers who have obtained National Board Certification can still achieve a higher designation by meeting the standards set forth within the BISD local designation system.

How long does the TIA designation last?

A teacher's designation is submitted to TEA and placed on the teacher's Texas Educator Certificate. The designation credential is valid for five years from the date of the designation.

Teacher Performance 40% of Designation

What system is used to measure teacher performance?

Brownwood ISD uses the Texas Teacher Evaluation and Support System (T-TESS) to evaluate teacher effectiveness annually and support teachers in their professional growth. The T-TESS rubric is composed of 16 dimensions across 4 domains, each with specific descriptors of practice. The T-TESS process includes three components: goal-setting and professional development plan, the evaluation cycle (pre-conference, observation, and post-conference), and student growth measure.

Brownwood ISD is committed to implementing T-TESS with fidelity to ensure the validity and reliability of observations. Brownwood ISD ensures that all teacher appraisers have been thoroughly trained and certified. In addition, Brownwood ISD provides in-district T-TESS support and training. The district also provides validity training to all appraisers provided by Region 15 Educational Service Center.

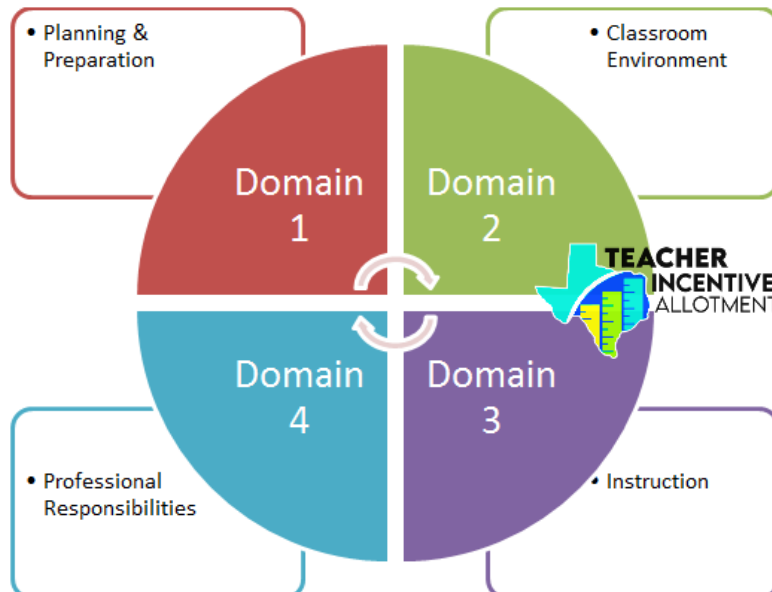
How are the domains assessed?

Teachers and appraisers collaborate to discuss best practices and strategies for effective lesson design and activities throughout the year. Artifacts are essential to support Domains 1 and 4. All domains are assessed based on evidence and artifacts gathered by the teacher and appraiser throughout the year. Sources of evidence can include teacher input, formal and informal observations, walk-throughs, instructional documents, and student growth. Domains are scored using 5 performance levels Distinguished, Accomplished, Proficient, Developing, and Improvement Needed.

Are all Dimensions utilized for TIA?

While all dimensions are essential components of teaching, the dimensions that comprise Instruction Domain and Learning Environment Domain are the dimensions used for the Teacher Performance Score for TIA. (Domains 2 and 3) Brownwood ISD believes these domains are the primary domains focusing on instructional effectiveness resulting in the most significant impact on student academic achievement.

T-TESS Domains



Teacher Performance

Walk-Throughs

A walk-through is a short class visit from a certified evaluator that focuses on the dimensions of the T-TESS Domains. BISD expects walkthroughs for all teachers within the district. For TIA category teachers, BISD requires a minimum of six walk-throughs by appraisers. Walk-through observations are conducted at the discretion of the appraiser. Walk-through observations are not scored for TIA purposes, but will be used to provide additional evidence for the overall summative appraisal.

Who conducts walk-through observations?

Usually, the principal or assistant principal at the teacher's school will conduct walk-through observations. All evaluators are required to hold a current T-TESS evaluator certification in addition to district calibration training to ensure inter-rater reliability.

Will I receive feedback on walk-through observations?

One of the primary purposes of walk-through observations is to provide teachers with feedback to support growth. As a result, it is essential that teachers receive feedback in a timely manner from the evaluator that conducted the walk-through observation

Formal Observations

What is a formal observation? All teachers receive at least one formal, scheduled observation, consisting of at least 45 minutes, or one complete lesson if less than 45 minutes. The observation must be a single continuous observation and cannot be divided. The evaluator will provide a 10-working day window in which this observation will occur. All dimensions in Domains 1,2, and 3 are rated and scored for this observation. For TIA designation only Domains 2 and 3 factor into scoring.

Will I receive feedback on my formal observation?

The formal observation provides the evaluator and teacher the opportunity to discuss an entire lesson. A pre-conference between the teacher and evaluator will take place before the observation. Written feedback will be provided, and a post-conference will be held within 10 working days.

Teacher Performance Summative Evaluation- 40% (40 Total Points)

How is my TIA total score for teacher performance derived? 40 Points

Domains are assessed based on evidence and data collected by the teacher and primary appraiser throughout the year. Evidence and data are classroom observations, walk-throughs, teacher and/or student artifacts, and other relevant professional practices.

- Domains 2 and 3 are scored based on classroom observations conducted throughout the year through a combination of walk-through observations, formal observations, and any informal observations conducted by evaluators.

The evaluator considers all the evidence, including walk-throughs and formal observations, and scores each rubric dimension

T-TESS Scoring:

Each dimension has a maximum score of 5 pts. (Improvement Needed =1, Developing = 2, Proficient = 3 Accomplished = 4, and Distinguished = 5). The total score is calculated by adding up the score for the 8 dimensions in Domains 2 and 3. **The maximum number of points possible is 40 (Distinguished in all 8 dimensions would be 40 pts).**

To be eligible for designation, a teacher must have a minimum of 3 proficient ratings on all dimensions in Domain 2 and 3. A rating of Improvement Needed on any dimension disqualifies the teacher from designation.

How will I receive my summative evaluation?

Teachers will engage in a conference before the end of the school year with their evaluator, in which the Summative performance evaluation is shared. In addition, the performance evaluation scores will be available in *Eduphoria – Strive*, Brownwood ISD's online performance management system.

How will teachers' performance be accurately assessed no matter the evaluator assigned?

Brownwood ISD's process for evaluation certification includes demonstrating accurate T-TESS scoring through passing certification requirements for the T-TESS system and engaging in district calibration training.

Student Growth: 60% of designation

Which measures of student growth outcomes will be included in the TIA designation?

- Teachers that teach courses and grade levels that have a STAAR Progress Measure will be used to determine Student Growth Outcomes for TIA designation
- DIBELS will be used to determine Student Growth Outcomes for teachers teaching K-3 Reading
- iReady will be used to determine Student Growth Outcomes for teachers teaching 1-3 Math

The BISD local designation system is expected to align student growth data with statewide student growth performance standards. With this in mind, for a teacher to be considered for designation a minimum of 55% of the teacher's students must meet or exceed expected growth outlined within the TIA plan.

What happens when students are assigned to my class after the school year (or semester) begins?

For year-long and semester courses, a student must be enrolled in at least 75% of the total number of instructional days to calculate a teacher's Student Outcomes score for TIA designation.

Teacher Category 1: STAAR Performance and Progress 60%- (60 Total Points)

grades 4–8 reading (English)

grade 5 reading (Spanish)

grades 4–8 mathematics (English)

grade 5 mathematics (Spanish)

English II

Algebra 1

English 1 (Added with Transition Table)

****PLEASE NOTE**

STAAR Progress Measures will not be available during the 2022-23 school year. For the data capture year of 2022-2023, STAAR Transition Tables will be used to determine student growth. The scoring rubric for Category 1 teachers outlined below will be modified to reflect Transition Table data once the Transition Tables are finalized by TEA.

Teachers in Category 1- Student growth will be based on STAAR progress categorized as Accelerated, Expected, or Limited progress for teachers in the following areas:

STAAR Progress Growth Measures:

- **Limited Progress-** Student shows less than expected academic improvement from last year to current year.
- **Expected Progress-** Student shows expected academic improvement from last year to current year.
- **Accelerated Progress-** Student shows more than expected improvement from last year to current year.

STAAR Progress Measures Scoring Rubric:

Students Met Expected or Accelerated Progress	Pts
Less than 55%	0
55 - 57%	41
58 - 59%	45
60 - 62%	47
63 - 64%	49
65 - 69%	51
70 - 74%	54
75 - 79%	55
80 - 84%	56
85 - 89%	58
90 - 100%	60

Teachers that demonstrate **Limited Progress** for STAAR Progress Measures receive a zero-point value and therefore are not eligible for designation.

Teachers Category 2:- DIBELS- K-3 Reading, K-3 RTI Interventionist, K-3 Dyslexia, : 60% (60 total Points)

DIBELS Composite Scores provide an overall estimate of a student's early literacy skills and reading proficiency. The composite score will be utilized to determine student growth as it is the best predictor of end-of-year performance. The composite score is not directly comparable across different grades and therefore does not provide a measure of growth across grade levels.

For TIA purposes, within a specific grade, the composite score is comparable across different times of the year and can be used as an indicator of growth within a grade.

***Predication Equation:** The prediction of the mean based on a model predicting the EOY individual DIBELS measure from the BOY Composite Score.*

***Z-Score:** The 20th, 40th, 60th, or 80th quantile from the standard normal distribution. These quantiles represent the borders for the outcome levels of below average, average, above average, and well-above-average growth.*

***Variance:** The prediction for the variance is based on a separate model predicting the standard deviation from the mean BOY composite score. In cases where the assumption of homoscedasticity is not violated, DIBELS used the Root Mean Squared Error (RMSE) as the Variance Component.*

The rubric below outlines BISD's Local Designation system scoring for eligible K-3 teachers using DIBELS.

Students Demonstrate Average, Above Average, or Well Above Average Growth.	Pts
Less than 55%	0
55 - 57%	41
58 - 59%	45
60 - 62%	47
63 - 64%	49
65 - 69%	51
70 - 74%	54
75 - 79%	55
80 - 84%	56
85 - 89%	58
90 - 100%	60

Teachers Category 3- iReady- 1-3 Math- 60% 60 Total Points

After students complete their first Diagnostic, i-Ready generates two growth measures for every student. Throughout the year, student progress toward these measures is monitored; to understand how students are growing compared to students like them and how much they need to grow to close the gap to proficiency. For each subject, the growth measures that i-Ready provides are:

****Typical growth: the average growth of students at each grade and initial placement level.**

***Stretch Growth:** the growth recommended to put students who are below grade level on a path toward proficiency and students who are on grade level on a path to advanced proficiency levels. Stretch Growth shows how much a student who is below grade level is recommended to grow to be on a path toward proficiency or move a student who is on grade level to more advanced proficiency levels.*

Stretch Growth sets an ambitious but attainable goal for student growth. A Stretch Growth measure is provided for each student's current school year and represents the recommended growth for the current year to help put that student on a path toward attaining their proficiency goals.

The i-Ready Stretch Growth measures were derived by reviewing the growth of students who started at a given placement category. The students made their proficiency goals of either attaining a placement of Mid On Grade Level within one, two, or more years, or obtaining or maintaining the placement of Late On Grade Level or above in one, two, or more years.

Stretch Growth is based on the median growth in the first year for these students who met their proficiency goals. Stretch Growth marks the growth that students should achieve in a single year. Growth measures reset each year after the first Diagnostic for all students, even those on multiyear paths to proficiency. The measures are bound by the 80th percentile of growth for students in a given placement to ensure these measures are ambitious but attainable

For TIA designation purposes, BISD's expectation is students meet 100% Progress on Annual Typical Growth measures in 1-3 Math.

The rubric below outlines BISD's Local Designation system scoring for eligible 1-3 Math teachers using iReady.

Students Demonstrate 100% Progress on Typical Growth	Pts
Less than 55%	0
55 - 57%	41
58 - 59%	45
60 - 62%	47
63 - 64%	49
65 - 69%	51
70 - 74%	54
75 - 79%	55
80 - 84%	56
85 - 89%	58
90 - 100%	60

Teacher Designation Levels

How is the designation determined?

The two components – Teacher Performance and Student Outcomes – are added together to achieve a total score. The minimum score required to receive Recognized Designation is 65 total points. Below is the BISD Designation Scorecard.

Total Combined Score: T-TESS Domains 2-3 and Student Growth	
Recognized Designation	65 - 73
Exemplary Designation	74 - 79
Master Designation	80 - 100

Who reviews the data and determines designation?

With exception to teachers holding National Board Certification, the Teacher Performance and Student Outcomes data is reviewed by the appraiser and shared with the teacher. If a teacher meets the minimum criterion according to the TIA rubrics, the appraiser will begin the process to recommend the teacher for designation. All designation recommendations require review by the campus principal, Director of Human Resources, Deputy and Superintendent, and the appropriate Director of Curriculum. Once approval is granted, Brownwood ISD will submit an application with TEA for the teacher to receive designation.

Brownwood ISD reserves the right to modify designation system scoring criteria upon final review of the student growth data and T-TESS Domains 2 and 3.

What if I disagree with my TIA designation level?

Employees are encouraged to discuss their concerns and grievances with their supervisor/appraiser, principal, or other appropriate administrators.

Option 1: A teacher may submit a written response or rebuttal within 10 working days of receiving their designation level results. Rebuttals submitted by employees are shared with their campus principal and added to their employee file. Campus principals are not required to respond or act on a rebuttal. A rebuttal is NOT a grievance.

Option 2: When informal discussions fail to resolve the concern or dispute, the employee may file a formal complaint per Policy DGBA. The grievance process precipitates a response and/or action.

Per local board policy DGBA, a grievance form must be filed no later than fifteen (15) business days from the date the employee first knew or, with reasonable diligence, should have known of the decision or action giving rise to the grievance or complaint.

TIA Compensation

How is the allotment determined?

The TIA state funding will be determined based on 3 funding factors:

- 1) how many teachers are employed by the district with the Recognized, Exemplary, and Master designations;
- 2) the socio-economic levels of the students from the previous school year, and
- 3) the rural status of the campus where the teacher works.

**A school district will receive \$3,000-\$9,000 for a Recognized Teacher, \$6,000-\$18,000 for an Exemplary Teacher, and \$12,000-\$32,000 for a Master Teacher. The specific amount the district receives is based on the three funding factors previously described. Although the TIA amounts teachers will receive in the 2023-2024 school year will be based on students' socio-economic status in the 2021-2022 school year, we will not have that information until November of 2022. Per the guidelines established by TEA, 90% of the allotment must go toward teacher compensation for teachers where the designated teacher works. Brownwood ISD will not receive any funding under the TIA until we employ a teacher with a designation.

How Will the TIA funds be spent in BISD?

The District Teacher Incentive Allotment stakeholder committee of teachers, parents, and district administration provided feedback throughout the TIA planning process. In an effort to retain teachers, BISD will provide 90% of the TIA funds to the teacher who earned a TIA Designation. The remaining 10% of the funds will support the TIA program at the district level. The district will deduct the applicable TRS contribution and benefit costs.

For the first year of designation, the district will provide the TIA compensation to teachers through a lump sum payment (as a separate check/EFT from the district) on or before August 25th. In the second year of TIA spending, the allotment per teacher will be paid in 2 stipends in the Spring, (one in February after Winter Roster Verification, and one in May.)

If a Designated Teacher leaves the district before Winter Roster Verification (generally in February of each school year), then the Designated Teacher will not receive any TIA funds because no TIA funds will be generated to the district from the state.

- If a Designated Teacher moves campuses within Brownwood ISD during the school year, then Brownwood ISD will provide the funding to the Designated teacher based on the campus where the Designated Teacher worked during Winter Snapshot (generally in February).
- If a Designated Teacher moves to the district before Winter Roster Verification, then the Designated Teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during Winter Roster Verification.

The spending plan will be the same for newly hired Designated teachers. There will not be any adjustment to the distribution of funds for Designated Teachers who leave the district after Winter Roster submission. If the teacher leaves the district before 8/25, the district will provide the payout to the teacher on their last paycheck. If the teacher retires after Winter Roster submission, then the TIA funds would be provided to the Designated teacher before their last date of service. If the Designated Teacher retires before Winter Roster submission, then no TIA funds will be provided to the teacher.

Note that Brownwood ISD cannot recommend a teacher to the state for a TIA Designation if they do not remain in an eligible teaching position the year following the data capture year. For example, if a teacher is Designated as a result of data collected in the 2022-23 school year, but the teacher moves into an Assistant Principal position in the 2023-24 school year, the state will not approve the TIA Designation. The district has a board-approved compensation plan that provides approval for the TIA payments. The school board will approve the expenditure of TIA funds as part of the annual budgeting process.

The TIA compensation will be TRS eligible for Designated Teachers only, and the district will send a copy of the compensation plan to TRS if requested. The district will request that teachers currently employed with the district notify the HR Director upon completion of National Board Certification. For new hires, this will be a question asked during the intake process. The teacher will be required to show proof of active status with the NBPTS' National Board Certification.

BISD's Communication Plan for TIA

Brownwood ISD has worked diligently to ensure that district and campus leaders clearly communicate the Teacher Incentive Allotment and the local designation system. TIA informational presentations were conducted at each district campus, which included the development of the local designation system. Changes and or updates to the plan or process will be communicated to stakeholders throughout the year via email, webpage, and face-to-face meetings. Teaching staff will have the opportunity to ask questions about the TIA system and the local designation process. Additionally, the BISD Board of Trustees have been informed of the plan development and have demonstrated full support of this program.

Information on the district TIA plan can be found on the BISD TIA website. The webpage will contain an overview of the TIA, this TIA Guide, and FAQs.