



TEACHER INCENTIVE ALLOTMENT

Spring 2021

CARROLLTON-FARMERS BRANCH ISD

House Bill 3, a broad-based school finance bill was passed by the 86th Texas Legislature in 2019. The bill was dedicated to providing additional funding to school districts in order to improve instruction and student outcomes. One of the components of the bill provides districts the opportunity to apply for funds through the Teacher Incentive Allotment.

The Goals | Teacher Incentive Allotment (TIA)

RETENTION

To ensure top teachers have a **realistic** path to a competitive annual salary

RECRUITMENT

To **attract** and **keep** effective educators in the classroom and **incentivize** teaching at challenged campuses



CARROLLTON-FARMERS BRANCH ISD

As we shared with you before, the State developed the Teacher Incentive Allotment to increase the prestige of the profession and the compensation that went along with it. Simultaneously, two goals were prioritized:

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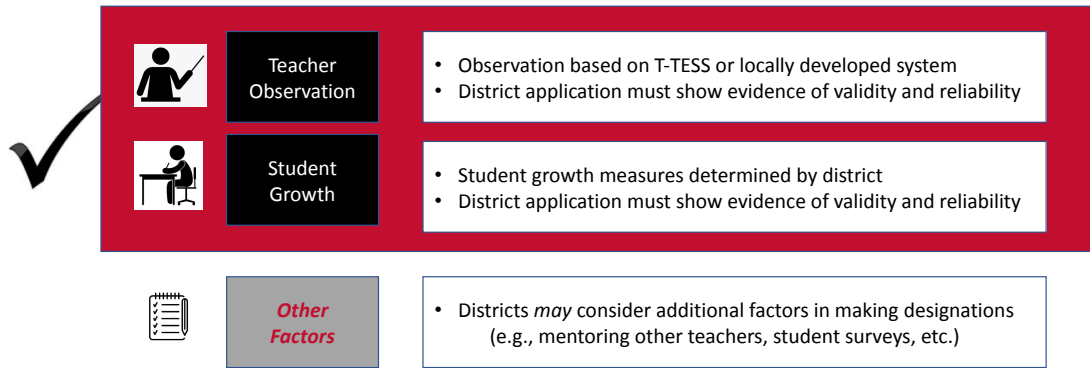
The first was to retain staff and ensure that classroom teachers have a realistic path to earning a \$100,000 annual salary.

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The second goal was to make teaching more appealing in general and to attract and keep effective educators in classrooms. This includes a plan to reward teachers for their effectiveness and for working in schools with the most challenged populations.

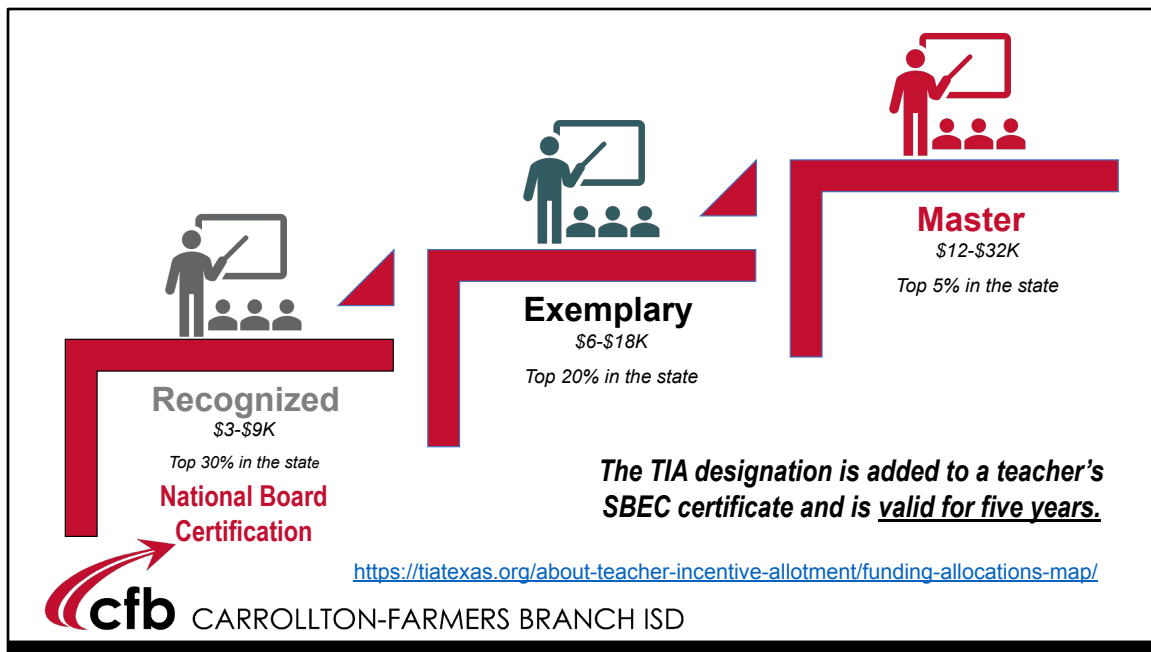
As this plan was developed to keep teachers in the classroom, the legislators clearly defined those who are eligible for this funding. A teacher must be coded as an 087 to be considered. Persons with this coding are assigned a homeroom classroom and provide direct instruction to students.

Application | HB3 Aligned Evaluation System



In developing the initiative, the state mandated that each district include two components. The first is teacher observation. In CFB, we will utilize the T-TESS rubric to document observable outcomes in the 4 domains and 16 accompanying dimensions.

Student Growth is the second of the mandated pieces, and TEA has given districts leeway to determine additional measures that can be used for consideration.



As you've seen before, this diagram shows that teachers will be able to earn levels of distinction.

Advance Slide - The first level honors Recognized teachers. Teachers with this designation can earn between \$3-\$9K a year for meeting the district developed qualifications. While there are no strict numbers at the campus or district level, this designation will be achieved by approximately 30% of teachers across the state. Teachers obtaining National Board Certification will automatically enter the TIA designation system at the Recognized level.

Advance Slide - The next level is Exemplary. These teachers can earn anywhere between an additional \$6-\$18K per year and will represent approximately the top 20% of teachers in the state.

Advance Slide – The top level is the Master Teacher Distinction. Approximately 5% of the teaching staff statewide will achieve this designation and can earn anywhere between \$12-\$32K per year.

Advance Slide – These designations, once determined, will be added to a teacher's certificate and will be honored in any district across the state for five years at the pay

scale designated for that campus. During that time, scores will continue to be calculated for ALL CFBISD teachers and used to determine if their designation can be raised to a higher level.

It is important to note that a teacher does not have to move sequentially up the scale. A teacher may enter the TIA designation system at any level. For example, Teacher X in year 1 may earn an Exemplary or Master teacher designation. In addition, teachers can move up the scale at any point in time. If in year two, a teacher's scores move from an Exemplary to a Master teacher level, the teacher will be moved to the higher designation and this distinction will remain in effect for 5 years. No teacher will be moved down the ladder for decreases in teacher scores.

The state's campus pay scale can be found via the link at the bottom of this slide. Please note that since this is a State funded program, there is the possibility that the scale will change annually based upon updated data and calculations. In addition, if for any reason the state does not fund this initiative, the district will not be able to fund it independently.



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1. System Review (TEA)

Districts submit application, which could include narrative components and artifacts, to TEA to demonstrate high-quality, valid, and reliable:

- ✓ Teacher observation system
- ✓ Student performance measures



2. Data Review (TTU)

Districts submit evidence of teacher effectiveness to TTU to ensure the relative accuracy and reliability of:

- ✓ Student performance measures
- ✓ Teacher observations

Data will be collected in 2021-2022



Once CFB's plan is accepted by the state and data is collected, the second part of the process will come from an external source. TEA is working cooperatively with Texas Tech University to ensure the validity of the data reporting systems that each district chooses. Next year, after we've developed our system, CFB will submit evidence of teacher effectiveness. Please note, we are using the 2020-21 school year to work on systems to ensure the accuracy and reliability of our data. As a result, no T-TESS or MAP scores from this year will be used in the determination of TIA designations.

Focus Groups / Feedback Loops


Group	Topic	Date
TIA Steering Committee	Ambition & Intent/Commitment	September/October
First Staff Presentation	Percentages for 3 Categories	October
TIA Campus Representatives	Optional Category Decisions	November
Second Staff Presentation	Student Growth Decisions	February
Finance Committee	Spending Plan	February
CFB School Board	Plan Overview	February
District Improvement Council	Teacher Observation & Leadership	February
TIA Campus Representatives	3rd Staff Presentation/Questions	March
Third Staff Presentation	Student Survey/Buy In/Questions	March






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Before we share a draft of the district's plan to attract and retain teachers in CFB, we'd like to delineate the process that was used to get us where we are today. To begin, the district convened a Steering Committee composed of teachers, principals and Central Office staff. This group met to learn about TIA and determine whether they thought the additional funds would aid CFBISD in the recruitment and retention of staff. The group unanimously agreed and began sharing about the program to begin the work. Staff presentations began at this point and teachers were given the opportunity to provide feedback as well as to volunteer to further their participation in the decision making process. Since then, a variety of focus groups have been convened to provide feedback on specific areas, and surveys have been administered to the staff as a whole as well. Today is our third presentation to all staff members as we work to ensure that those who are directly impacted by these decisions have both knowledge and a voice in the process.

HB3 Aligned Evaluation System



	Teacher Observation	<ul style="list-style-type: none">• T-TESS - 40% Domains 2 and 3
	Student Growth	<ul style="list-style-type: none">• MAP - 30%• District application must show evidence of validity and reliability
	Other	<ul style="list-style-type: none">• Teacher Leadership & Collaboration - 20% (30% grades PK-2) Domains 1 & 4• Student Survey (Grades 3-12) - 10% (0% grades PK-2)

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This slide shows many of the decisions that have been made to date. It is our purpose today to share the thinking behind these decisions and provide more detail as to how this will impact our staff.

After the first school presentation was made, a sub-committee was convened from those who indicated an interest in helping the TIA work move forward. This committee looked at the information provided and helped come up with the final percentages shown here. Additionally, this group looked at the “Other” category shown above and researched and discussed 5 different components to consider in finalizing the percentages. We’ll talk about Teacher Leadership and Collaboration and the Student Survey components a bit later.

Teacher Observation



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Before we share the specifics of the plan, we want to inform you that the information presented today contains the information that CFBISD will present to the board in April for approval prior to submitting the application to the state by April 15th. We will keep you apprised as to the status of the application and any revisions that may need to be made to this DRAFT plan based on the feedback from the Board or from TEA.

Let's first take a look at the Teacher Observation component.

Teacher Observation

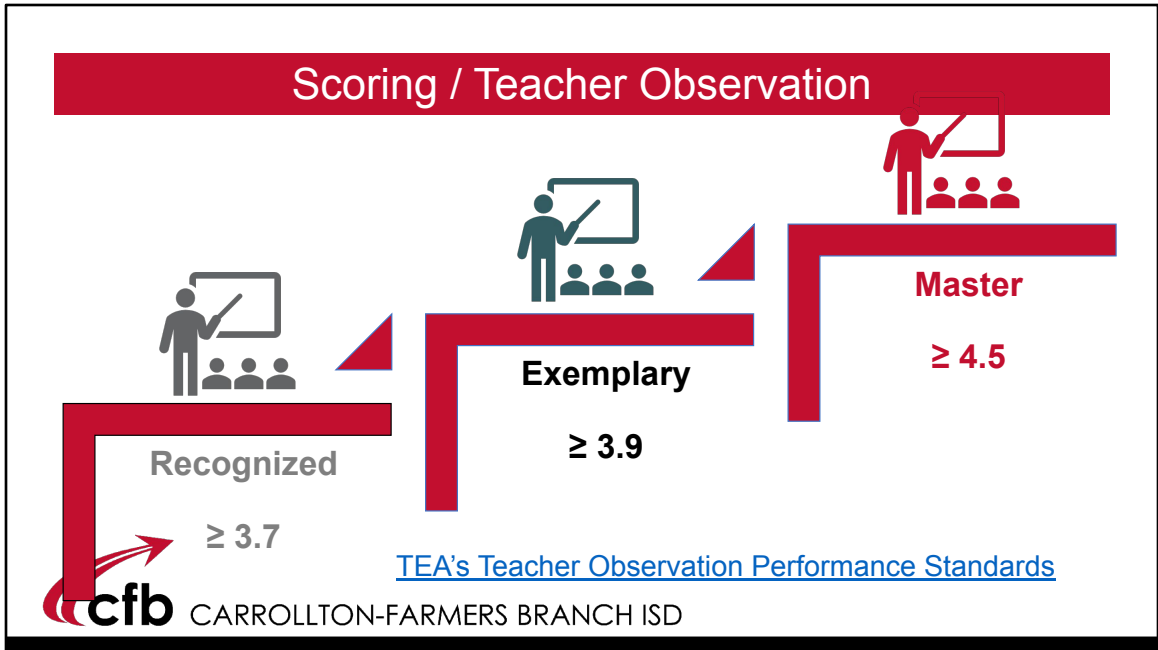
T-TESS (40%) Domains 2 & 3

Domain 2: Instruction		Domain 3: Learning Environment		Score	Points
2.1: Achieving Expectations		3.1: Classroom Environment, Routines & Procedures		Distinguished	5
2.2: Content Knowledge & Expertise		3.2: Managing Student Behavior		Accomplished	4
2.3: Communication		3.3: Classroom Culture		Proficient	3
2.4: Differentiation				Developing	2
2.5: Monitor & Adjust				Needs Improvement	1



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As determined by surveys and conversations held with our teachers, Teacher Observation will account for 40% of a teacher's overall score. For this component, feedback from the District Improvement Council helped us determine that Domains 2 & 3 will be utilized to calculate this score. Each T-TESS rating label will be assigned a value and can be seen on the right hand side of the table above. As you can see, a T-TESS rating of Distinguished would earn a teacher the maximum score of 5 points, 4 points for accomplished, 3 for proficient, etc. To determine your score for Teacher Observation, the district will find the average by adding the points earned in each of the 8 dimensions and dividing by 8.



That average will then be compared to the cut scores established by TEA and illustrated on the slide you see here. These standards can be found in TEA's publication entitled, *Teacher Observation Performance Standards*. Each staff member will be provided with the link which can also be found on the district's Teacher Incentive Allotment website.

Timeline / Teacher Observation

Action	Date
Administrators take T-TESS Recertification Assessment	June 1 - August 1
Teacher T-TESS Update	August
District-wide administrator calibration #1	September / October
District Observation Data Analysis #1	End of 1st 9 Weeks
District-wide administrator calibration #2	November / December
District Observation Data Analysis #2	End of 2nd 9 Weeks
Recommended Completion Date for All 45 Minute Appraisals	End of January
Continue to Utilize Documented Walk Throughs	January - April
District Observation Data Analysis #3	End of 3rd 9 Weeks
District Observation Data Analysis #4 & Data Preparation	June



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With these requirements, the district realizes the importance of providing valid observation data and has put procedures in place to ensure that this occurs both within a campus as well as across the district. You can see the major pieces of the plan described on this slide.

Calibration opportunities began this year for all T-TESS certified appraisers. Two calibration opportunities were held this year, and these will continue as an integral part of the TIA work. The district realizes that providing reliable and valid observations are critical for the success of the TIA. As a result, data from these calibrations as well as the on-campus teacher observations will be monitored at the district and campus level on a quarterly basis. During this analysis, if the data shows signs of skew, CFB will utilize the 5 Why Protocol to determine the reason for the skew and will then develop and implement a plan at the campus and/or district level to correct the problem.

Teacher Leadership & Collaboration



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This portion of the process originally encompassed only teacher leadership. However, based on conversations with the committee of teachers assigned to discuss this topic, the group felt that Teacher Leadership was too narrow of a focus for TIA. In order to ensure that CFB continued to value its culture of collaboration, the committee supported broadening the name of the category to Teacher Leadership & Collaboration in order to formalize its commitment to this concept.

Teacher Leadership & Collaboration

T-TESS (30% PK-2; 20% 3-12)

Domain 1: Planning	Domain 4: Professional Practices & Responsibilities
2.1: Standards & Assessment	4.1: Professional Demeanor & Ethics
1.2: Data & Alignment	4.2: Goal Setting
1.3: Knowledge of Students	4.3: Professional Development
1.4: Activities	4.4: School Community Involvement



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Feedback from the District Improvement Council determined that Domains 1 & 4 are tangible ways to determine a score for this area. Utilization of these domains will be especially pertinent as Professional Learning Communities will continue to play an even more important part of the District Improvement Plan. Leading and supporting the work of data informed planning and decision making through DDI will also support that spirit of collaboration and ownership of increased achievement for ALL students on the campus.

Student Survey



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When TIA was first introduced in October, campus staff completed a survey. Results from this staff survey showed respondents valued student voice as part of the TIA process.

Student Survey



Panorama (10% - Grades 3-12)

Pedagogical Effectiveness – Perceptions of the quality of teaching and amount of learning students experience from a particular teacher

Classroom Climate – Perceptions of the overall social and learning climate of the classroom

Classroom Rigorous Expectations – How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence and performance in class

Classroom Engagement – How attentive and invested students are in class.

Classroom Teacher-Student Relationships – How strong the social connection is between teachers and students within and beyond the classroom



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Subsequently in December we convened a TIA Focus Group comprised of Campus Representatives to provide further guidance in this area. This group determined that student voice, as measured through an online survey provided by Panorama, should comprise 5% of a teacher's score if they taught students in grades 3-12. This percentage was increased to 10% when it was determined that STAAR's Relative Performance should not be utilized.

However, due to the constraints of the survey, the Focus Group felt a student survey should not be utilized for those who teach Pre-Kindergarten through 2nd grade or with certain special education student groups. For teachers in these areas, the 10% has been added to the calculation of the Teacher Leadership & Collaboration component.

This slide shows the five topics that will be addressed through the student survey. We will provide all teachers with the exact questions that will be asked.

In the Spring of each year, all students will be asked to provide feedback on 2 to 4 of

their teachers. Panorama will use a statistical methodology to randomly determine which students will provide feedback across the campus teaching staff. Teachers in grades 3-12 will receive feedback from students from a variety of classes across their teaching load.

Pilot Campuses / Student Survey

Elementary	Middle School	High School
Blanton	Barbara Bush	Creekview
Country Place	Field	Ranchview
Freeman	Polk	R.L. Turner
Furneaux		
Good		
McKamy		
Stark		



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In advance of the next school year, we plan to pilot the student survey at the 13 campuses shown in the table. This will allow the district to work through the draft of our TIA plan and identify any issues prior to the first year of implementation.

We will be taking a closer look at the final scoring calculations for this category - allowing CFBISD to carefully examine the data before rolling it out to all 3rd through 12th grade students during the 2021-22 school year.



Timeline / Student Survey

Action	Date
Provide Survey Coordinator Training for Pilot Campus	March 2021
Train teachers on test administration	TBD, 2021
Assess students from Pilot Campuses with Panorama	April 19-April 30, 2021
Pilot teachers will be able to access their data	May, 2021
After Action Review will be conducted with Pilot Survey Coordinators	May, 2021
Provide Assessment Coordinator Training for ALL campuses	December 2021 / January 2022
Train test administrators	TBD
Assess ALL students with Panorama	Late January / Early February 2022
Provide access to ALL teachers to access their data	Late March 2022



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Over the past few years, students in our district have completed campus surveys through Youth Truth. These have usually been administered late January to early February.

Beginning in 2021-22, the Student Survey from Panorama will replace the Youth Truth Survey.

Here we can see general timelines for administering the Panorama Student Surveys to our 3rd - 12th graders. Included are dates for both the pilot survey as well as current considerations in place for next school year.

At this time we are considering giving the survey in the Fall and Spring of a year. This would allow teachers to get initial data in time to set goals and implement strategies to improve prior to the Spring administration which would be utilized for TIA.



Student Growth



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The next component is Student Growth. At the beginning of February, an email was sent to staff members with a link to a survey. Teachers were asked to share their comfort level with the reliability & validity of various assessments used to measure student academic growth. Based on the results, a high degree of confidence was shared with regard to MAP testing.

The survey also showed that there are varying degrees of comfort for items such as student growth goals, portfolios, pre- and post-tests, and the CIRCLE assessment for PreK. These are the other measures the state says a district may consider to quantify student growth. Since the survey, additional conversations have been held with other districts in our region, CFB TIA committees, content directors, and those who helped develop our district's Student Growth Goals. The consensus among all of these groups is, that while there are pockets that are utilizing these tools effectively, it is not the norm across the region or the district and thus, for CFB, would not provide valid and reliable growth measures that would enable the district to pass the data validation test through Texas Tech University.

Should CFB NOT pass data validation, the entire application process would halt and the district would not be able to move forward until the next year. This work is too important not to do it right. We know that we do not have valid growth measures for every grade and subject. As a result, work has already begun with content area directors to define growth measures that will be most effective for each content area. Teachers will be key in this endeavor as we draft measures to pilot during the 2021-2022 school year.

CFBISD continues its commitment to the goal of putting ALL teachers on the path to earn a TIA designation, but realizes that due to concerns with valid growth measures in all content areas, we, as the majority of districts around us will have to use a phased in approach.

Subjects with Student Growth Measures – Phase 1

Elementary PreK* - Grade 5	Secondary Grade 6 - Grade 10
Kindergarten (Rdg/Math) - MAP	Sixth Grade (Rdg/Writing/Math/Science) - MAP
First Grade (Rdg/Math) - MAP	Seventh Grade (Rdg/Math/Science) - MAP
Second Grade (Rdg/Math) - MAP	Eighth Grade (Rdg/Math/Science) - MAP
Third Grade (Rdg/Math) - MAP	Ninth Grade (Rdg/Math) - MAP
Fourth Grade (Rdg/Writing/Math/Science) - MAP	Tenth Grade (Rdg) - MAP
Fifth Grade (Rdg/Math/Science) - MAP	

*Note: Eligibility for PreK has been placed on hold for Phase 1 due to concerns regarding the reliability of the growth component of the CIRCLE assessment.



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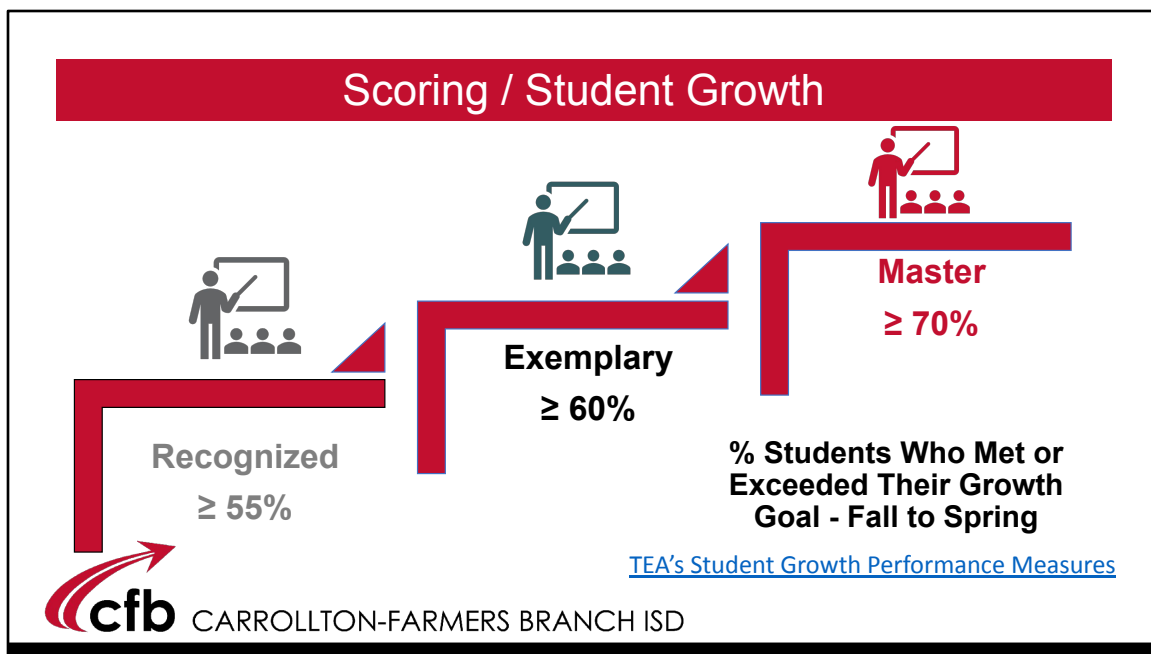
In our proposal for Phase 1, staff members who teach in the grades and courses shown above would be eligible to earn a TIA designation.

For a students' scores to count for a teacher, they will need to take both the beginning of the year as well as the end of year assessment with the same teacher.

Since some elementary teachers are self contained and may work with fewer numbers of students, the district is currently considering setting the minimum student count as 5. If this is chosen, it will set us in good stead for teachers who have small groups of students. This would also enable special education teachers, special schools such as Bea Salazar and Mary Grimes, as well as elementary campuses who have high mobility to be considered for TIA designations.

If this is the final determination, it would mean that a teacher must have at least 5 students who participated in the beginning and end of year MAP tests with the same teacher in order to be considered for the TIA.

As stated earlier, other content areas will be included in additional phases as criteria for reliable and valid student growth measures are in place.



As with the Teacher Observation component, TEA has also provided guidelines for calculating Student Growth Measures. We've included a link to TEA's document here and it can also be found on our district's website.

Based on the data presented in this document, the district will identify the number of students who met or exceeded their growth goal when compared from Fall to Spring. Scores will be calculated by dividing the total number of students with both the beginning of the year as well as the end of year assessments for each teacher.

If the percentage of students meeting or exceeding their projected growth measures is 55-59%, then that score would be categorized within the Recognized range.

If the percentage of students meeting or exceeding their projected growth measures is 60-69% that would fall within the Exemplary range.

And lastly, for percentages greater than or equal to 70% would be Masters range.

To support the reliability and validity of the data, beginning next school year, our Circle & MAP testing protocols will more closely mirror our STAAR & EOC testing protocols. More information will be provided to staff in August regarding these procedures.

Spending Plan



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To gain feedback from teachers as to how these funds could best be utilized to recruit and retain teachers we convened a Finance Focus Group.

During that presentation, the group expressed concerns that teachers who teach non-MAP tested subjects would not be included in Phase 1. As a result, the committee took this into account as they gave input as to how the 90% of funds that flow to the campus should be utilized. To reward those who may be eligible in future years, the committee decided that for the majority of campuses, the money should be divided into a 70/20/10 split.

Spending Plan – Phase 1

Majority of Campuses		
Designated Teacher	Other High Performing Teachers	District
70%	20%	10%
District Determined High Needs Campuses		
Designated Teacher	Other High Performing Teachers	District
85%	15%	0%



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This means that of the TIA funds, seventy percent would be allocated to the teacher who earned the designation, 20% would be pooled and distributed to other high performing teachers not eligible in Phase 1, and the final 10% would be allocated to items such as ongoing development of the TIA in CFBISD, supporting teachers through professional development in order to qualify for TIA, and other administrative functions.

As one of the purposes of the TIA is to attract high performing teachers to the district and to campuses in need of additional assistance, the TIA Steering Committee is strongly considering utilizing an 85/15 split for campuses the district identifies as high need. For these campuses, 85% of the funds would go to the teacher who earned the designation and the remaining 15% would be pooled and distributed to other high performing teachers not eligible to receive funds in Phase 1. At this time, the district has not finalized that list of campuses or how the “high need campuses” and “other high performing teachers” will be determined. As with the majority of decisions surrounding the aspects of the TIA, input from others will be solicited as we continue to move forward.

Other determinations made by the Finance focus group included the decision that the money earned through TIA should be TRS eligible and will be paid out in one lump

sum as part of the June paycheck.

Sample | 70/20/10 Distribution

Exemplary Teacher (Top 20%) at Happy Valley Elem
Funding Allotment: \$10,000



Exemplary Teacher
\$7,000
(Stipend)



Other High-Performing
Teachers on the Campus
\$2,000
(Available Pool)



District Support &
Non-Teaching Staff who
Support Teachers
\$1,000
(Available Pool)



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So what exactly does this mean? This slide shows a distribution example for a teacher who earns an Exemplary Designation through TIA. Recall that the Exemplary designation is the middle tier designed to acknowledge the top 20% of educators across the state.

Using this as an example, the State allotted \$10,000 of additional funds to Exemplary teachers working at Happy Valley Elementary.

Under the 70/20/10 plan, a teacher earning this designation would receive a stipend of \$7,000, or 70% of the \$10,000 received by the state.

Twenty percent of the TIA funds (or \$2,000) would be made available to a pool of other High-Performing Teachers on that campus, and the final 10% of the allotted funds (or \$1,000) would be used by the District to support the administrative costs associated with TIA.

Timeline / Program Administration

Action	Date
CFB Submits TIA Application to TEA	April 15, 2021
Districts Notified of Acceptance of TIA Application	Summer 2021
CFB Data Submission to Texas Tech	Summer 2022
All Teachers Receive Personal TIA Score Card	August/September 2022
TEA Notifies Districts of Final List of Qualified Candidates	Fall 2022
CFB Notification Sent to TEA Approved Teachers	Fall 2022
TIA Funds Received in the District	Spring 2023
TIA Payment Included as One Lump Sum	June 2023



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As part of TIA's Cohort D, there are state determined timelines that must be met. As you can see, even though we're sharing information with you now, actual implementation of the TIA will not begin until the 2021-2022 school year. You've already heard about some of the steps the district will be implementing to ensure the assessments are given in a valid and reliable way in order for teacher's scores to be provided to Texas Tech for validation in the summer of 2022. All teachers in CFB will receive an individualized scorecard in August or September of 2022 so you'll know exactly where you stand in relation to the Teacher Incentive Allotment.

However, we won't officially hear back from the state about the awarding of designations for the 2021-2022 school year until later in the Fall of 2022. Once that notification is received from the state, CFBISD will notify the teaching staff about the status of their designation.

Please note that TIA funds won't actually be provided to the district until the Spring of 2023. As a result, TIA payments will be added in one lump sum to the teacher's June 2023 paycheck.

Communication



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Earlier this year, the district established a website to keep staff members informed about the work that is going on regarding the Teacher Incentive Allotment. A document entitled, *CFB's Guide to the Teacher Incentive Allotment* is being developed and will be housed on the website for ease of use. Please continue to look on the website for new information as the district will update that site on a regular basis.

Future publications will also include an individualized TIA "Scorecard." This document, provided to each teacher in the Fall beginning in 2022, will show each teacher where they are on the various components of TIA. This can be used for purposes such as goal setting as well as to track goal attainment.

The District's TIA Leadership Team will continue to seek input from our staff regarding topics such as refining student growth measures for subject areas not included in Phase 1 and fine tuning assessment protocols.

Finally, collaboration will continue with your TIA Campus Representative. They will continue to play a pivotal role as we move into the upcoming school year. Should any concerns arise at your campus, they are your direct line of communication with the District Steering Committee.

Timeline / Communication

Action	Date
TIA Website Update	Ongoing
CFBISD Guide to the Teacher Incentive Allotment Finalized	May 2021
TIA Informational Tools Utilized for Recruitment	May 2021 & Ongoing
New Teacher Orientations	Ongoing through Each Summer
New Hire Training	July/August of Each Year
Staff Orientation	August 2021
Staff Updates	Minimum of 3 additional updates



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The District's Leadership Team will continue to need input from our staff regarding topics such as refining student growth measures for subject areas not included in Phase 1 and fine tuning assessment protocols for CIRCLE testing.

Finally, collaboration will continue with your TIA Campus Representative. They will continue to play a pivotal role as we move into the upcoming school year. Should any concerns arise at your campus, they are your direct line of communication with the District Leadership Committee.

CFB's TIA District Leadership Committee

Committee Member	Role
Dr. Derrell Coleman	Personnel
Dr. Jennifer DuPlessis	Finance
Dr. Patty Parker	Assessment & Accountability
Dawn Parnell	Communications
Tracy Smith	Teaching & Learning



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These leaders are listed on the screen and are ready to support you and your campus as we move the work forward. Please don't hesitate to reach out to them if you need anything.

We appreciate all the support you've given so far. We have come so far since September!

Sometime in the last couple of days, you should have received an email from Texas Tech University. This email contains a link to a survey regarding the Teacher Incentive Allotment. Prior to leaving our meeting today, we would like for you to complete the survey. It should take no more than 10-15 minutes. We appreciate your taking your time to thoughtfully complete it as it will give us important information regarding next steps for our district.

Thank you!

Teacher Incentive Allotment (TIA)

