



GISD'S TEACHER INCENTIVE ALLOTMENT (TIA) GUIDEBOOK

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Galveston ISD Overview

GISD Stakeholders

Teacher Representatives

Campus	Representative
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	Craig Meyer
Austin	Cynthia Phillips
	Joshua Platt
Ball	Michelle Puig
	Michael Dudas
Burnet	Ayla Hamilton
	Mandy Young
Central	Shawna Platt
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Collegiate	Savanah Lee
	Christopher Lynch
Crenshaw	Lisa Gibson
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Galveston Academy (DAEP)	Stephanie Burks
	Michelle Assunto
Morgan	Diana Mitchell
	Claudia Delvalle
Oppe	Jessica Longoria
	Janet Mack
Parker	Sara Giambelluca
	Dee Shelton
Rosenberg	Raeann Andres

GISD Overview

Vision

Island of Excellence - World of Opportunity

Mission

To Educate, Engage, and Empower EACH student for a life of Excellence.

Beliefs

GISD believes:

- Every child can learn
- Every child should have equal access to learn, grow and become successful adults
- In a district where each and every student is a prepared, confident leader who is comfortable in any culture and knows he/she will succeed given any situation
- Everyone has a voice and is a participant
- All children possess exceptional talent to reach their dreams
- Each child deserves an abundance of exceptional educational experiences
- That in all actions everyone will be treated with respect and dignity
- In a district that supports and rewards staff who provide exceptional educational experiences
- GISD students are better prepared for the real world because of our diversity and their experiences in our community and schools
- All children and staff deserve their schools to be a safe and effective place to learn, work, play, and heal
- GISD can be one of the premier school districts in the nation



GISD Strategic Plan

Strategic Plan

Strategic Objective #3

Human Capital Management System

GISD will recruit, develop and retain exceptional personnel to assure a life of excellence for each and every student.

Strategy

3.1 Provide staff with competitive and creative employment packages

Action Plans

3.1.1 Develop a competitive salary schedule that is within market range with the surrounding area school districts

3.1.2 Improve employee morale by developing a culture of affirmation and belonging both campus and district wide.

Strategy

3.2 Adapt prescribed evaluation system to identify excellence and recognize individual growth opportunities

Action Plans

3.2.1 Provide a relevant and effective teacher performance evaluation system based on annual or earned periodic evaluations.

3.2.2 Provide teachers and staff an opportunity to grow individually by providing educational pathways which equate to levels of monetary stipends as outlined by the district.



House Bill 3: Teacher Incentive Allotment (TIA)

TIA Overview

Overview

Under House Bill 3, the state has implemented the Teacher Incentive Allotment (TIA). The Texas Commission on Public School Finance has stated that the state should create a pathway to increased annual salaries for Texas educators. These systems should help to attract and retain effective educators in Texas' classrooms and schools, but they should also help to identify the most effective educators and incentivize them to teach at the highest needs campuses in the name of equity.

There are several key points to the TIA:

- Local Education Agencies (LEAs) have the option to designate high performing teachers as Recognized, Exemplary, or Master, based on statewide descriptors of these designations.
- LEAs will be eligible to receive \$3,000-\$32,000 each year for every designated teacher that is employed in the district.
- LEAs with designated educators who teach at rural or high-needs campuses, will be eligible to receive greater funding amounts.
- At a minimum, 90% of TIA funding will be used for teacher compensation on the campus where the designated teacher works. Any remaining funds from TIA may be used to support teachers in obtaining designations or to implement a local designation system.
- Eligible National Board Certified Teachers (NBCT) will be designated at Recognized. The Recognized designation for eligible NBCTs is to start in 2020-2021 school year.
- There will be associated fees with the designation system, and those may be reimbursed out of the Foundation School Program.

Funding

There are three funding factors that will determine the amount that educators will be eligible for. The total dollar amount that LEAs would receive from the state for their designated teachers will depend on the designation level of the teacher, whether the school that the educator works at is rural, and the level of socio-economic need at the campus. The funding that LEAs are eligible for per designation are:

- Recognized: \$3,000 - \$9,000
- Exemplary: \$6,000 - \$18,000
- Master: \$12,000 - \$32,000

Local Optional Designation System

LEAs that are interested in participating in the TIA, must have a designation system that includes teacher observation and the performance of student growth measures. TEA and Texas Tech will be responsible for reviewing the quality, validity, and reliability of the observation tools used and the student performance measure as a part of the LEA designation approval process. LEAs also have the option to include other components in their designation system, like teacher mentoring or other leadership roles, student surveys, etc.

Supports Available to Districts

TEA will provide technical assistance on both teacher appraisal and student growth measures, change management, and human capital strategies. The **TIA website** includes manuals, guiding documents, and eventually, exemplars from other participating Texas districts. The website will also include a searchable map that includes all Texas public schools and potential yearly allotments available for each designation level. Districts are permitted to use up to 10% of their allotment funds for costs associated with implementing and maintaining their designation system. These costs could include, among other things, funding for external partnerships.

TIA Overview

Local Role

All interested LEAs will be expected to, among other things:

- Identify or develop a designation system to use with input from stakeholders.
- Identify which teacher observation and student growth measures will be used.
- Decide whether to include additional components to the designation system (ex.: student surveys, family surveys, teacher leadership, mentoring, etc.).
- Decide how to use TIA funding, ensuring that at least 90% of funding is used for teacher compensation on campuses where the designated teacher works.

State Role

The state has the responsibility for:

- Setting performance and validity standards for teacher designations and to ensure that there is a mathematical possibility that all teachers could earn a designation.
- Approving district designation systems, based on validity and relative accuracy.
- Monitoring the quality and fairness of the local optional teacher designation system across the state of Texas.
- Providing technical assistance to any district developing and implementing designation systems.

Timeline

GISD has been providing performance based compensation to teachers in partnership with TxCEE under both the TIF and TSL grants. Because of this previous work, GISD applied for TIA's Cohort A, and received full approval. In order for districts to be eligible to apply for Cohort A, they must have an initial data capture year of 2018-19.

	Cohort A	Cohort B	Cohort C	Cohort D
System Application ^A Posted with Additional Guidance	March 23, 2020	March 23, 2020	March 23, 2020	November 1, 2020
System Application due to TEA (no fee required for submission)	May 15, 2020	July 31, 2020	May 15, 2020	April 1, 2021
FAQs posted bi-weekly until July 31, 2020 – submit questions to tia@tea.texas.gov				TBD
System Application Result Notification	August 1, 2020 (new)	August 28, 2020	August 15, 2020	June 1, 2021
Data Review ^B due to Texas Tech University (fee required for submission ^C)	June 1, 2020	October 30, 2020	November 1, 2021	November 15, 2022
Final Approval Notification	August 1, 2020	February 2021	February 2022	February 2023
Initial Payout with Reimbursements of data processing fee for approved systems ^D	September 30, 2020	September 2021 or September 2022	September 2022 or September 2023	September 2023 or September 2024

^AThe system application will be a district's qualitative description of the local designation system including the teacher observation component, the student growth component, the local designation planning process, responses to the teacher survey, and communication, spending, and district long-term support plans
^BThe data review will review alignment data between teacher observation ratings and student performance ratings, alignment between student performance ratings and value-add ratings for applicable teachers, review data validity by appraiser/rater, by campus, across campuses in a district, and by teaching assignment, and will compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance
^CTEA requires a data processing fee per teacher designation
^DDistricts may choose to begin their designations the school-year in which they are approved or the school-year after

For more detailed information, please see the [TEA TIA Website](#).



TIA Key Points

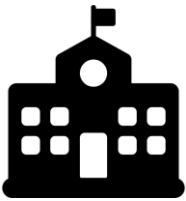
Key Points



Interested Local Education Agencies (LEAs) have the option to develop a local designation system and designate high-performing teachers as Master, Exemplary, or Recognized.



LEAs will be eligible to receive additional funding (\$3,000-\$32,000/year) for each designated teacher that is employed by the district.



Districts will be eligible to receive increased funding for teachers who work on rural or high needs campuses.



At a minimum, 90% of TIA funds must be used for teacher compensation on the campus where they designated teacher works.



TEA has partnered with Texas Tech University to approve local designation systems.

Key Points



Teacher Incentive Allotment Funding

More Need →

Tier is determined by socio-economic needs of students.

SPV is determined by percent of students within each tier

Designation	Base	Multiplier	Tier	Non Eco-Dis.	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
			Student Point Value	X 0	X 0.5	X 1.0	X 2.0	X 3.0	X 4.0
Recognized	\$3,000	\$1,500	Non-rural	\$ 3,000	\$ 3,750	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000
			Rural	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000	\$ 9,000	\$ 9,000
Exemplary	\$6,000	\$3,000	Non-rural	\$ 6,000	\$ 7,500	\$ 9,000	\$ 12,000	\$ 15,000	\$ 18,000
			Rural	\$ 9,000	\$ 12,000	\$ 15,000	\$ 18,000	\$ 18,000	\$ 18,000
Master	\$12,000	\$5,000	Non-rural	\$ 12,000	\$ 14,500	\$ 17,000	\$ 22,000	\$ 27,000	\$ 32,000
			Rural	\$ 17,000	\$ 22,000	\$ 27,000	\$ 32,000	\$ 32,000	\$ 32,000

← More Funding

See [TEA List](#)

TIA Funding

The chart above is the general TIA funding per designation. When reading funding chart, as you move to the right the socio-economic needs of the students increases. As you move down on the chart, teacher designation increases. As both of these variables increase, funding also increases. Additionally, teachers working at rural campuses are eligible for increased funding, compared to those working at a non-rural campus. The exact amount that an LEA could receive per designated teacher is calculated by a formula that takes into account the level of designation, whether the school that the teacher works at is considered rural, and the socio-economic needs of the students in the school.

Each designation (Master, Exemplary, Recognized) is determined by each LEA based on classroom observation and student growth measures. The colored tiers at the top of the chart represent the different levels of socio-economic need of students enrolled in each school. The Student Point Value is determined by the percent of students that are within each tier of socio-economic need. We will provide specific examples of possible funding further in this guide.

The maximum amount of funding that a district can be eligible for is \$32,000 per teacher, per year, that is to be used for teacher compensation on the campus where the designated teacher works.

There are three funding factors that are taken into consideration when calculating exact funding amounts:

Teacher Designation:

- Recognized (\$3-9K)
- Exemplary (\$6-18K)
- Master (\$12-32K).

Socio-Economic Level: Each student is assigned a point values based on the Census block group in which the student resides (0-4 points), and placed in the corresponding tier. The higher the socio-economic need, the higher the point value.

Rural Status: Students enrolled at a rural campus is assigned a point value two tiers higher than their assigned Compensatory Education tier. To determine rural status, please refer to TEA's **District Type Data**.

TIA System Approval Requirements

LEA System Approval Rubric

Statutory vs. Non-Statutory Requirements

When a district applies for TIA, their application will undergo a dual review. The qualitative review of the system application will be conducted by the Texas Education Agency (TEA) and the quantitative data review will be conducted by Texas Tech University (TTU).

The system application will be a district's qualitative description of the local designation system including the teacher observation component, the student growth component, the local designation planning process, responses to the teacher survey, and communication, spending, and district long-term support plans.

The data review will review alignment data between teacher observation ratings and student performance ratings, alignment between student performance ratings and value-add ratings for applicable teachers, review data validity by appraiser/rater, by campus, across campuses in a district, and by teaching assignment, and will compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance.

The initial system application review will be based on 6 elements:

- Teacher Observation*
- Student Growth*
- System Development
- Communication Plan
- Spending Plan*
- District Support

Items with a * must be implemented at Full Readiness, while the other requirements can be in the process of reaching Full Readiness.

To review all requirements, see the [System Application Rubric](#).

Performance Standards

To implement the Teacher Incentive Allotment, House Bill 3 also requires the setting of "performance and validity standards" to ensure that the identification of highly effective teachers under the three designation categories - Master, Exemplary, and Recognized – yield reliable and comparable results across the state. When released, cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a review of the accuracy of how district systems align their designations to the statewide performance standards.

Click these links for [teacher observation performance standards](#) and [teacher's student growth performance standards](#).

GISD will use both teacher observation and student growth measures to determine which teachers will be set forth for a TIA designation. All teachers who hold a National Board Certification will also be submitted.



TIA Requirements

Teacher Evaluation

Galveston ISD uses T-TESS as its evaluation process. T-TESS is comprised of two components 1) Observations, and 2) Professional Development, Self-Assessment, and Goal Setting. The intent of T-TESS is to provide a process that seeks to develop habits of continuous improvement using evidence-based feedback and professional development decisions based on that feedback.

Required Components

- T-TESS Orientation
- Teacher Self-Assessment and Goal Setting
- Regular Walkthroughs (minimum of 4)
- Ongoing review of teacher and student data, goals and professional development
- Announced T-TESS formal observation with pre- and post- conference, including signatures and TIA required scoring of Dimensions 2-3*
- Unannounced T-TESS formal observation with postconference, including signatures and TIA required scoring of Dimensions 2-3*
- Teacher Self-Assessment and End of the Year Goal Setting
- End of Year Summative Conference*
- Effectiveness Rating
- Different appraisers for each formal observation*

* Indicates tasks/components that must be marked "Complete" to be eligible for designations.

Observation Details

- All T-TESS appraisers must be certified in the T-TESS process
- All teachers who will be appraised will receive training on the T-TESS instrument and the appraisal

process, including classroom walkthroughs and informal observations.

- All teachers will complete teacher self-assessment and goal setting using the forms located in Frontline. Goals must be developed using the SMART criteria with particular attention paid to the likelihood of accomplishing the goals set. Principals should strongly encourage the use of the T-TESS rubrics when defining professional development goals. Principals may consider having teachers score themselves using components of the T-TESS rubrics.
- Campus administrators will do walkthroughs throughout the year as additional formative feedback on classroom instruction. An effective principal is regularly in the classroom. The GISD/HCMS system requires a minimum of 2 walkthroughs per teacher in the first semester and 2 walkthroughs per teacher in the second semester. Written feedback will be provided to teachers following walkthroughs using the GISD/HCMS Walkthrough form in the Professional Growth Database System.
- All teachers will have two formal T-TESS observations, one announced and one unannounced, completed by two different appraisers. District or campus administrators may require additional observations. Principals or appraisers will have a pre- and post-conference for the announced observation and only a post-conference for the unannounced with the appraisee according to the T-TESS guidelines. Following the GISD protocol, scoring of the actual observations is recommended to take place either during or after the post conference. This gives the appraiser and the teacher opportunities for clarification. An unannounced observation is one that takes place during the second observation window, without prior scheduling.
- End of the Year Conference: The end of the year conference must take place 15 days prior to the last day of school. At the conference, the appraiser will discuss final scores for Domains 1 – 3 and review

TIA Requirements

evidence for Domain 4. ALL documentation and evidence of teacher growth should be used to make final scoring decisions. The conference will also include a discussion about next year's goals and Professional Development Plan.

- The Initial Annual Appraisal Effectiveness Rating is completed during the End of Year conference. This includes the T-TESS Observation Summative Score and the PD/Goal Attainment Score. The third measure of effectiveness is the student growth ratings and will be awarded to teachers upon receipt of Pre-/Post-assessment Student Growth Measure (PPSGM) growth ratings at the end of the year.
- Teacher in Need of Improvement: At this time the T-TESS system does not include a formal improvement documentation process. The T-TESS process is viewed as a teacher growth process. However, circumstances may arise where formal documentation and development of individual growth plans become necessary for teachers that are at risk of not being rated as Effective. Keep in mind that failure to meet individual growth plan goals in a timely manner can impact contract renewals.
- Principals will assign appraisers.
- Additional 20 minute observations and administrative walkthroughs by external observers may be scheduled if warranted.
- Walks for Learning will be unscheduled and not evaluative and may be conducted by campus and non-campus Administrators and other campus and district leadership.
- All T-TESS and other appraisal data will be documented through Evaluate.
- The T-TESS comprises 50% of the weight for the TEEMS Effectiveness Rating and for the Teacher Incentive Allotment.

See TEEM Guide for more guidance.

Student Growth

Student Growth Measures (SGMs)

The TxCEE SGM model is based on the best practices of SLO models across the country but also addresses challenge areas faced during implementation. A Pre-/Post-assessment SGM (PPSGM) is a measurable, focused academic-centered goal that describes what students should know or be able to do at the end of an interval of instruction.

Identify the Area of Need:

- Teachers will review and analyze their data to determine patterns, trends, strengths, and areas of need.
- They will use the data to determine the focus for their PPSGM and align it to the TEKS for their subject/content area.

Create the SGM:

- Teachers will write their objective statement based on the TEKS and shares the statement of learning for the identified interval of instruction and student population.
- They will provide a rationale for why this PPSGM is a need for their students.
- Teachers will identify or create an assessment to address their PPSGM. Assessments are approved before the pre-assessment is given.
- Students will take the pre-assessment for the baseline score.

Review and Approve:

- PPSGMs will be submitted for approval including the assessment.
- PPSGMs will be reviewed using the SGM Approval Rubric.
- Approvers will also review pre-assessment scores to ensure there is no skew or issues.
- PPSGMs may be returned for revision if they do not meet the criteria.

TIA Requirements

Progress monitoring:

- Teachers will monitor student growth of the SGM. They should design lessons that creatively incorporate the objective statement to ensure they are addressing the high needs area identified. Use formative assessments throughout the interval to ensure students are making progress and to allow you to adjust instruction as necessary. Discuss with other teachers during Collaborative Learning Communities (CLC) to analyze student work and improve instructional practices.
- Teachers should conduct a mid-point SGM review. Half-way through the interval of instruction, review the progress students are making and engage in a conference with the SGM reviewer to ensure students are making the necessary progress.
- At the end of your interval of instruction, administer the post-instruction assessment to prepare for step 5. Consider the same test integrity guidelines as applied during the pre-instruction assessment.

Finalize the SGM:

- Score the post-instruction assessment.
- Enter the post-instruction data.
- Submit the completed SGM in the data system.

Additional information can be found in the TxCEE SGM Guidebook regarding the SGM process and supports.

Teachers will write 2 SGMs as one of the measures of effectiveness for this year. All teachers must have at least 75% of their average class size in their SGM. Students enrolled after the pre-assessment has been entered into the online system and approved by the administrative staff will not be included in the SGMs. If a teacher is transferred from one position in GISD to another teaching position before the end of the 1 semester, the teacher will adopt the previous teacher's SGM for that course, if applicable or opt out of the process. If a teacher is transferred after the end of the 1st semester, the teacher will no longer be eligible for SGM incentives.

The SGM comprises 50% of the TEEMS Effectiveness Rating and for the Teacher Incentive Allotment.

To see how each of the components (T-TESS, TSL, and TIA) of Educator Effectiveness interact, please see the chart on the following page.



TIA Requirements



The T-TESS system is comprised of two components: Classroom Observations, and Professional Development, Self-Assessment, & Goal Setting.

This process seeks to develop habits of continuous improvement using evidence-based feedback and professional development decisions based on that feedback.

The Initial Annual Appraisal Rating is complete during the End of Year conference. This includes the T-TESS Observation Summative Score & the PD/Goal Attainment Score. This score is then used in the TEEM Effectiveness rating shown below.

T-TESS Rating	Score Range
Improvement Needed	1.00 - 1.80
Developing	1.81 - 2.60
Proficient	2.61 - 3.40
Accomplished	3.41 - 4.20
Distinguished	4.21 - 5.00

Please note that the numerical score is used to inform your TEEM Effectiveness Rating. A rating of Distinguished on your appraisal does not always translate into a Highly Effective rating as it is only one component.

Educator Effectiveness Labels



The TEEM Effectiveness Rating is a calculation that combines the T-TESS Summative Appraisal Score and the Student Growth Measure Score. The overall Effectiveness Rating is determined by the intersection of these two scores on the chart below.

Effectiveness Label	T-TESS Classroom Activities Growth				
	5	4	3	2	1
Highly Effective	Highly Effective	Effective	Developing	Developing	Developing
Effective	Effective	Effective	Effective	Developing	Developing
Developing	Developing	Developing	Developing	Developing	Developing
Improvement Needed	Improvement Needed	Improvement Needed	Improvement Needed	Improvement Needed	Improvement Needed

If a teacher has a T-TESS rating of "Accomplished", they earn an Index Score of 4.

T-TESS Rating	Score Range	Index Score
Improvement Needed	1.00 - 1.80	1
Developing	1.81 - 2.60	2
Proficient	2.61 - 3.40	3
Accomplished	3.41 - 4.20	4
Distinguished	4.21 - 5.00	5

Student growth is based on SGM scores and can be found in TEEMS. SGM scores are determined by the percent growth that students show from their pre- to post-assessment, as indicated in the chart below.

SGM Descriptive Rating	SGM Score	Growth Target
Greatly Exceeds the Target	5	80% Growth
Exceeds Target	4	60% Growth
Meets Target	3	40% Growth
Approaching Target	2	1-35% Growth
Does Not Meet Target	1	No Growth

Teachers with students who demonstrate 80% growth, earn an SGM score of 5. Crossing the 4 for Evaluation and the 5 for SGMs, results in an Effectiveness Rating of "Highly Effective".



A goal of the Teacher Incentive Allotment (TIA) is to ensure that teachers have a realistic path to a \$100,000 annual salary. Key tenets of TIA include attracting and retaining effective teachers through systems that identify these educators, then provide incentives to teach at the most challenging campuses to increase the equitable distribution of effective educators.

TIA uses designations to provide incentives to teachers. These designations use scores from two specific domains in the observation component of T-TESS and student growth scores. Teachers must meet both requirements to be eligible for a TIA designation.

Designation	T-TESS Domains	Student Growth
Recognized	3.70-3.89 on T-TESS identified domains and at least 3 on all T-TESS identified dimensions	55% of students met growth on SGMs
Exemplary	3.90-4.49 on T-TESS identified domains and at least 3 on all T-TESS identified dimensions	60% of students met growth on SGMs
Master	4.50-5.00 on T-TESS identified domains and at least 3 on all T-TESS identified dimensions	70% of students met growth on SGMs



Distribution of TIA Funds

Distribution of Funds at Campus Level

Distribution of Funds at Campus Level

All teachers in Galveston ISD are eligible to earn an effectiveness rating. All campuses are eligible for incentive awards. Teachers who earned a rating of highly effective through the Galveston ISD TEEM System and teachers who earn the National Board Certification will be eligible for the Teachers Incentive Allotment.

Ninety percent (90%) of the funds will be distributed to the qualifying teacher. Ten percent (10%) will be allocated to the district for the implementation of the Teacher Incentive Allotment.

Teachers will receive their incentive allotment in a one-time payment that is not TRS eligible.

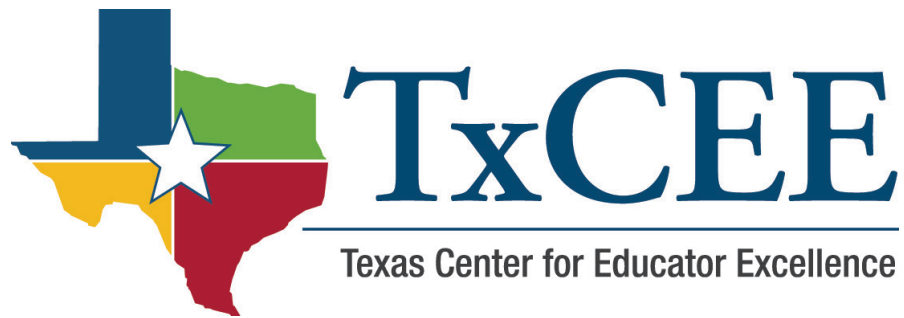
Rationale

In order to recognize the work of teachers and retain them in our district, the TIA Stakeholder group feels that it is imperative to award the incentive pay to the teacher earning the designation. This affirms the teacher's efforts and aids in the retention of our existing teachers and is encouraging to new recruits.

Galveston ISD qualifies to pay teachers from the Teacher Incentive Allotment (TIA) for Cohort A because the district has teacher effectiveness data from the 2018-2019 school year.

Galveston ISD uses the TEEM model. Under this model, the teacher effectiveness rating is calculated based on 50% teacher observation and 50% student growth measures.





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