



Crandall ISD
Teacher Incentive Allotment (TIA)

Meeting # 5: February 7, 2023

Agenda



- **Welcome & Norms**
- Stakeholder Reflections
- Optional Components
- Cut Scores and Weights
- Spending Plan Survey
- Next Steps and Closing

Norms



- Focus
- Engage
- Growth Mindset
- Success Driven
 - *For teachers and (most importantly) students*

Agenda



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Table Talk



- As a table, **review** the responses to the **Tab 8**.
- Assign a Scribe to **type** for the group on **Tab 9**.
- **Discuss** what you have heard/read and **Summarize the input on:**
 - Draft plan of the Phased-in teaching assignments and pre/post tests.
 - Draft plan for Teacher Observations.

Phased-in Draft Plan

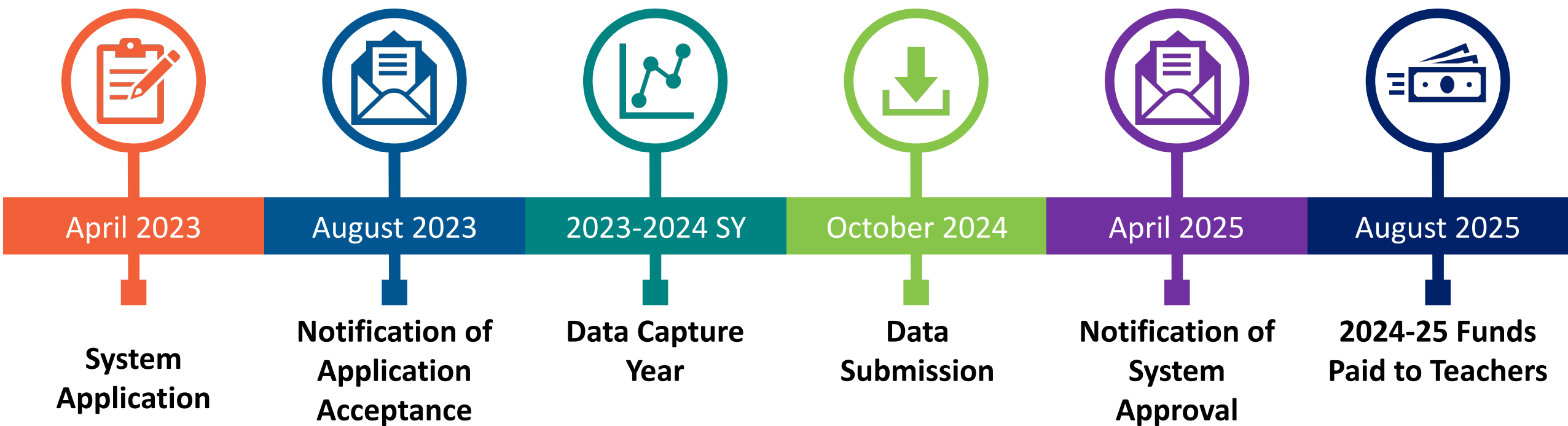


DRAFT #2			
Grade Level/Teaching Assignment	Teacher Observation	Who sets Expected Growth Target? How?	Student Growth (Pre-/Post-Tests)
Phase 1			
K-6th Math (including SPED, ESL, Interventionist, MTA teaching assignments)	T-TESS	NWEA	MAP
K-8th Reading (including SPED, ESL, Interventionist, MTA teaching assignments)	T-TESS	NWEA	MAP
7th-8th Math	T-TESS	TEA (Transition Tables)	STAAR
Algebra I, English I & English II (including SPED & ESL teaching Assignments)	T-TESS	TEA (Transition Tables)	STAAR
Biology, US History, 5th Science, 8th Science, 8th Social Studies	T-TESS	District (Graduated Percent Increase Model: Percent Points)	Pre-Test: STAAR Released Post-Test: STAAR
Pre-K	T-TESS	District (Common % Growth for all/Flat Rate)	Circle/CLI
SPED: Lifeskills	T-TESS	TEA (Transition Tables)	STAAR-ALT
*All CISD teachers eligible for designation through National Board Certification			

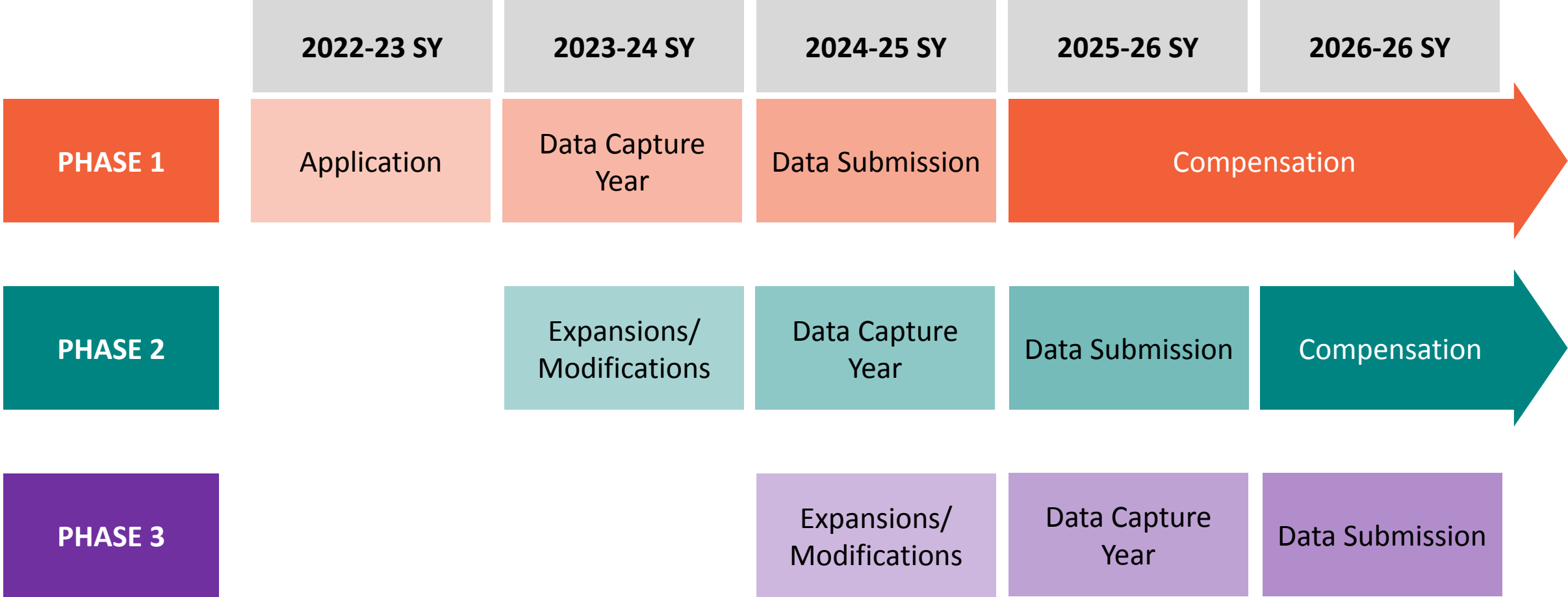
ONLY information for Initial Application

Phase 2			
CTE	T-TESS	District	Pre and Post Test
AP/Dual Credit	T-TESS	District	Pre and Post Test
Non-STAAR or MAP: Math, English, History, and Science Teachers	T-TESS	District	District Created Pre-Test/Post-Test
Other Special Education (ECSE-3 & EC Lifeskills)	T-TESS	District	Pre and Post Test
Phase 3 (potentially to move to Phase 2)			
PE/Athletic Teachers	T-TESS	District	District Created Pre-Test/Post-Test
Fine Arts and Specials/ Electives	T-TESS	District	Portfolios

Estimated Timeline



Phased-In Approach



Maple ISD: A K-8th District



Teaching Assignment	Already have valid SGM (To be included in Year 1)	Valid SGM in Development (To be added in Year 2)	Need to Develop new SGM (To be added in Year 3)
K-3 rd Reading	Using TPRI currently with valid results		
4 th -8 th Reading and Math	Using STAAR (Transition Tables 2022-23)		
6 th -8 th Social Studies, 6 th -8 th World Languages, 6 th -8 th Science, and K-8 th PE		Training on Texas SLOs this year, will pilot next year, and add to system the following year	
K-8 th Music, Art and Technology			In the beginning stages of exploring portfolios (need more time to decide, train, pilot and implement)

Table Talk



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- **Discuss** what you have heard/read and **Summarize the input on:**

- Draft plan of the Phased-in teaching assignments and pre/post tests.
- Draft plan for Teacher Observations.

10:00

Agenda



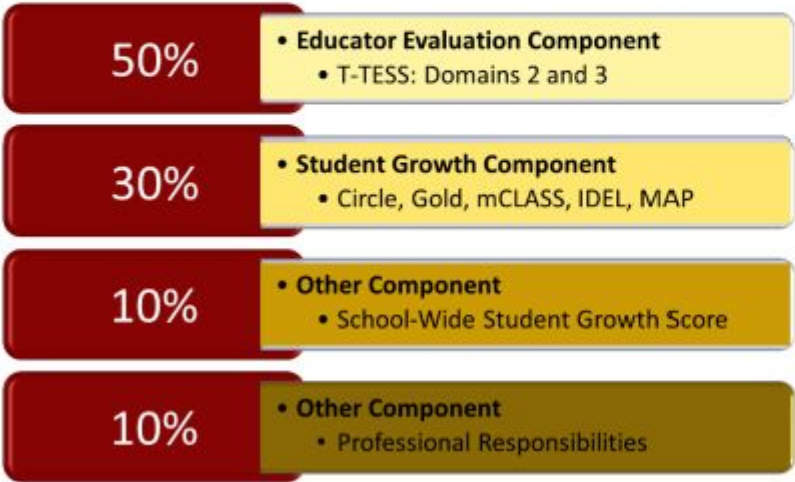
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Optional Components



TIA Scoring & Eligibility

TIA designations are determined based on the TIA score, a weighted combination of the Educator Evaluation Component - 50%, Student Growth Component - 30%, School-Wide Student Growth Component - 10%, and the Professional Responsibilities Component -10%.



HCISD Designation System

Harlingen CISD developed a local designation plan that incorporates the statutory required components of teacher observation and student growth with teacher leadership factors that include parent/student experience(surveys), professional leadership, and teacher attendance. Each component has been assigned a percentage for an overall score that will be calculated at the end of the school year and provided to all teachers on the HCISD Realizing Our Dream Teacher Individualized Report.

Teacher Observation	Student Growth	Teacher Leadership
30%	50%	20% Comprised of: Student Experience Instructional Leadership Teacher Attendance

The Big Three: Critical Decisions for Local Designation Systems



- **How will we designate?**
 - Observations, student growth measures, and **any optional components**

Campus Review & Reflection on Tab 9 in Shared Workspace:

- Initial Reactions to including Teacher Attendance and Professionalism as an optional component.
- Decision on including Optional Components in our Local Designation System.

10:00

Agenda



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The Big Three:

Critical Decisions for Local Designation Systems



1. Who can earn a designation?

- Eligible campuses and teaching assignments
- If not all teachers, will we expand in future years?



2. How will we designate?

- Observations, student growth measures, and any optional components
- Performance standards and weighting for all components



3. How and when will we compensate?

- Distribution of funds
- Timing and mode of compensation

What this means?



- Performance Standards:

Designation criteria and cut points for each level of designation are determined by the district; TEA does not select which teachers qualify or reject individual teacher designations. Performance Standards are assigned for Teacher Observation and Student Growth.

- Weights:

Determine how a district weights each component of their Local Designation System. The two required components (Student Growth and Teacher Observation) must be included along with any additional components. The weights must equal to 100%.

TIA Performance Standards



The Teacher Incentive Allotment performance standards were established by looking at student growth performance data and teacher observation data on T-TESS. Recognized represents the top 33%, Exemplary represents the top 20%, and Master represents the top 5% of teachers across the state.

Teacher Observation Performance Standards

Designation Level	Average T-TESS Score Domains 2 & 3 *Minimum of 3 on all dimensions
Recognized	3.7* or 74% of possible points
Exemplary	3.9* or 78% of possible points
Master	4.5* or 90% of possible points

For teacher observation performance standards, T-TESS scores were observed across the state looking at only domains 2 & 3 on T-TESS (The two observable domains). Averages were then established based on the cut points described above.

TIA Performance Standards



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Student Growth Performance Standards

Designation Level	% of students meeting or exceeding growth target
Recognized	55%
Exemplary	60%
Master	70%

For student growth performance standards, student assessment STAAR data was observed across 5 years (2014-2019). A value-added model was developed to determine if a student met or exceeded their expected growth target.

State Performance Standards



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

**Represents average of all dimensions in T-TESS Domains 2 and 3*

Teachers must have a minimum score of Proficient in all observable dimensions to be eligible for a new designation.

Weighting: Purpose



- Outlines how the district plans to designate teachers in such a way that:
 - a) ensures the fairness and validity of the local designation system and
 - b) uses weights for each respective teacher category according how they directly tie to teacher effectiveness for that category
- All teachers in a given category will be evaluated for designation using the same performance data and applying the weights with the same mathematical process

Categories of Eligible Teaching Assignments



- Definition: A category of teachers is the group of eligible teaching assignments that have:
 - The same teacher observation rubric at the same weight AND
 - The same student growth measure at the same weight (including the same assessment if using a pre-test/post-test as the growth measure)

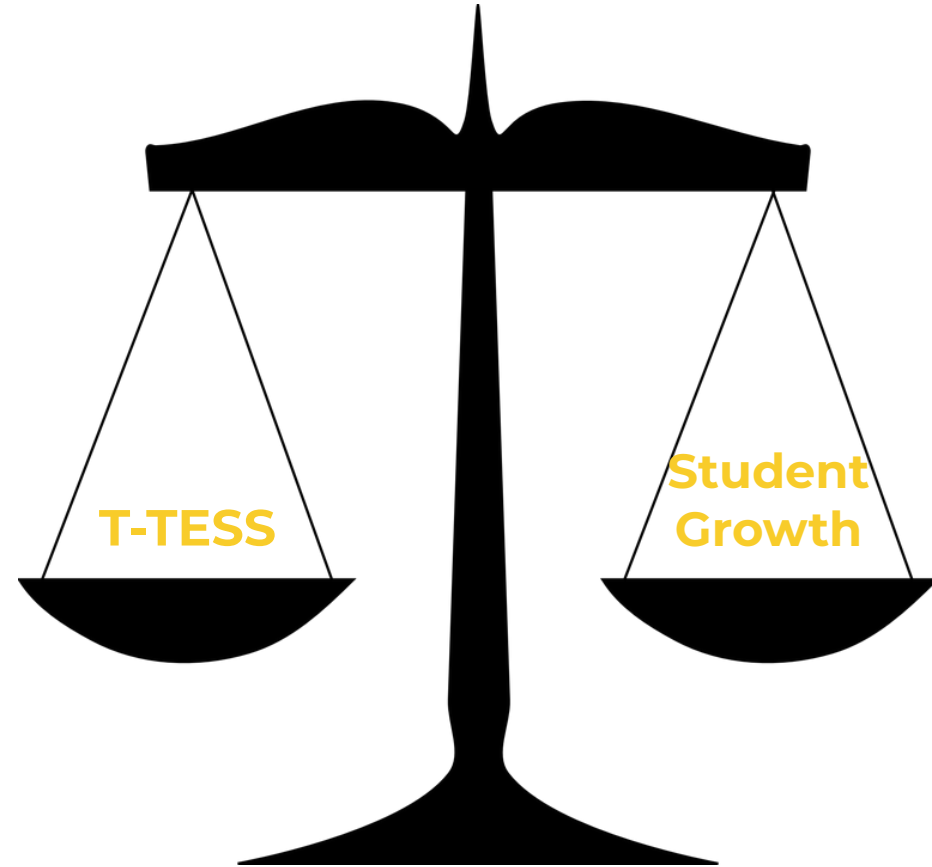
Weights and TIA Score Example



2. *How will we designate?*

How will we weight our system to get overall score?

Most districts in state do 50/50 and the next most do 60/40. (must equal 100%)



How weights affect designations



Scenario 1:

Observation Weight	Student Growth Weight	Additional Component Weight
70%	30%	0%

Scenario 2:

Observation Weight	Student Growth Weight	Additional Component Weight
30%	70%	0%

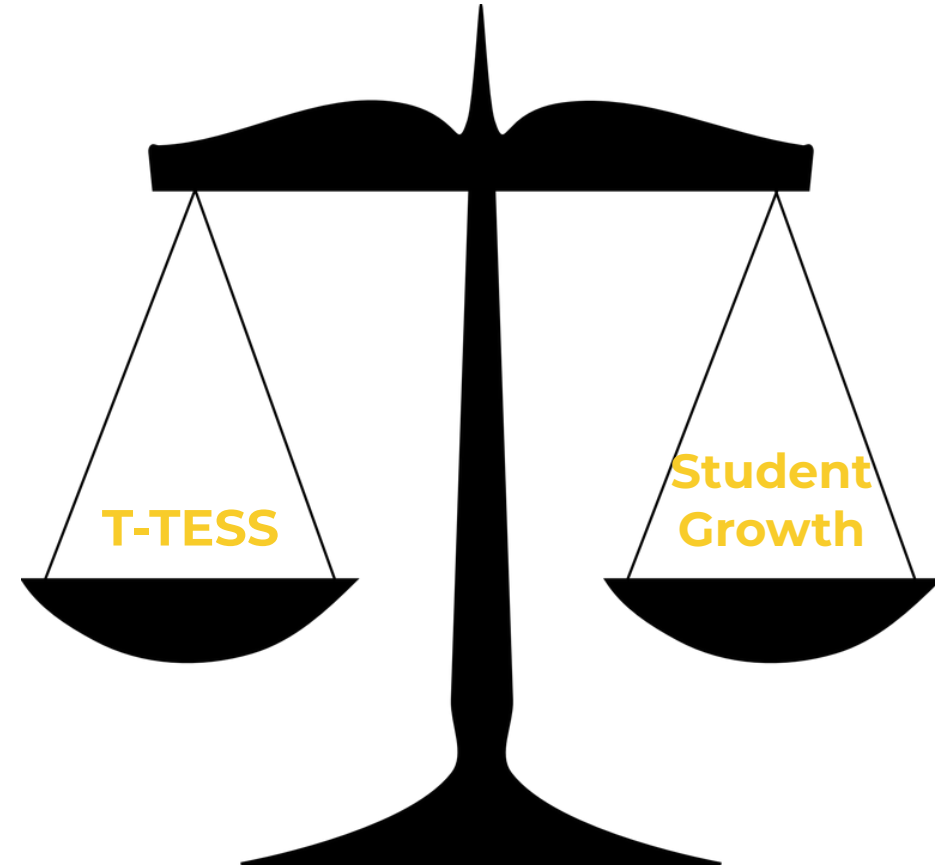
Teacher	T-TESS Domains 2 & 3 Average	Percent of students who met or exceeded growth	Designation
1	3.8	53%	Recognized
2	3.0	75%	No Designation

Teacher	T-TESS Domains 2 & 3 Average	Percent of students who met or exceeded growth	Designation
1	3.8	53%	No Designation
2	3.0	75%	Exemplary

Weights and TIA Score Example



- *50% T-TESS*
- *50% Student Growth*



Weights and TIA Score Example



Student Growth Cut Points

TIA Designation	TIA Performance Standards (% of students who met/exceed projected growth)	Student Growth Points+ % of Scores Met or Exceeded * 50 points
Recognized	55%	$55\% * 50 \text{ points} = 27.5$
Exemplary	60%	$60\% * 50 \text{ points} = 30$
Masters	70%	$70\% * 50 \text{ points} = 35$

Teacher Observation Cut Points

TIA Designation	TIA Performance Standards	Points = TIA Performance Standards 8 * Dimensions	Raw Points * Multiplier (1.25) (Convert to 50 point scale)
Recognized	3.7	$3.7 * 8 = 29.6$	$29.6 * 1.25 = 37$
Exemplary	3.9	$3.9 * 8 = 31.2$	$31.2 * 1.25 = 39$
Masters	4.5	$4.5 * 8 = 36$	$36 * 1.25 = 45$

Student Growth + Teacher Observation

Recognized	$27.5 + 37$	64.5
Exemplary	$30 + 39$	69
Masters	$35 + 45$	80

Composite Score Cut Points

Recognized	64.6 - 68.9
Exemplary	69 - 79.9
Masters	80 - 100

The Big Three: Critical Decisions for Local Designation Systems



- **How will we designate?**
 - Performance standards and weighting for all components

Campus Review & Reflection on Tab 9 in Shared Workspace:

- Do you agree with using the TEA/TIA Performance Standards for Teacher Observation and Student Growth?
- What is your preference for weights (% for each component)?

07:00

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Spending Plan Survey



Presentation Overview

- Provide a brief overview of the Teacher Incentive Allotment (TIA) program
- Walk through decisions the district must make as it develops its TIA pay plan
- Provide examples of stipend-based and salary-based compensation plans
- Make space for group discussions about the decisions required as we develop our plan



- **SHARE** [Slides](#) with all teachers with Form
(do not have to present...teachers can read slides and notes)

Spending Plan Survey



Crandall ISD: TIA District Engagement Teacher Survey (Spending Plans)

Campus overviews were provided to all instructional staff in the Fall of 2022. In addition, TIA Committee representatives have shared information from the meetings in October, December, January, and February. Resources have also been updated and shared on the SISD TIA webpage.

Please complete this survey by Wednesday, March 1st. The TIA Committee will review this data and input it at the next meeting on March 7th.

...

1. I have a good understanding of the TIA program.

☐ Strongly Agree

☐ Agree

☐ No Opinion

☐ Disagree

☐ Strongly Disagree

2. I have a good understanding of the options available to my district in implementing a TIA pay plan.

☐ Strongly Agree

☐ Agree

☐ No Opinion

- **SHARE** Slides with all teachers with [Form](#)
(do not have to present...teachers can read slides and notes)

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Campus Team Action Items:



- **SHARE** Decisions on Optional Components and Weights/Performance Standards
- **SEEK** Input and Feedback on the Spending Plan options
 - Share [slides](#)
 - Provide teachers with the [Form](#) about TIA/Spending Plan options

TIA Committee Meetings



Date	Time	Activity*	Location
Tuesday, March 7th	4:15-5:30	TIA Committee Meeting: Spending Plan & Review Application	Board Room

Prepare for Next Meeting



Tuesday, March 7th at 4:15-5:30

Focus:

- Spending Plan & Review Application

Prepare:

- Bring Input from decisions on Optional Components, Weights/Performance Standards and ensure teachers have taken the Spending Plan Survey
 - Document on Tab 10



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