

# Cohort D 2021-2022 Data Validation Results



AN EARLY COLLEGE DISTRICT

**BROWNSVILLE**

INDEPENDENT SCHOOL DISTRICT

*Human Resources*

EMILIANO CAMARILLO, TIA COORDINATOR



2021-2022

# Proposed Designations

## 764 Teachers

112 Master - 339 Exemplary - 313 Recognized

425

ELEMENTARY

375 - Grade-Level  
28 - SPED  
13 - Fine Arts  
9 - PE/Health

192

MIDDLE SCHOOL

113 - Subject Area  
12 - SPED  
32 - Fine Arts  
1 - Electives  
28 - PE/Health  
6 - CTE

148

HIGH SCHOOL/ALT.

92 - Subject Area  
9 - SPED  
19 - Fine Arts  
6 - Electives  
6 - PE/Health  
16 - CTE

# TTU Data Validation Summary



## Domain A: Check #1

Correlation check between teacher observation and student growth scores.

## Domain B: Checks #2-3

Compares district designations with VAM designations.

## Domain C: Checks #4-7

Looks at the effect campus, teacher category, or assignment have on designations.

## Domain D: Checks #8-9

Compares designated teacher's observation scores to that statewide performance standards.

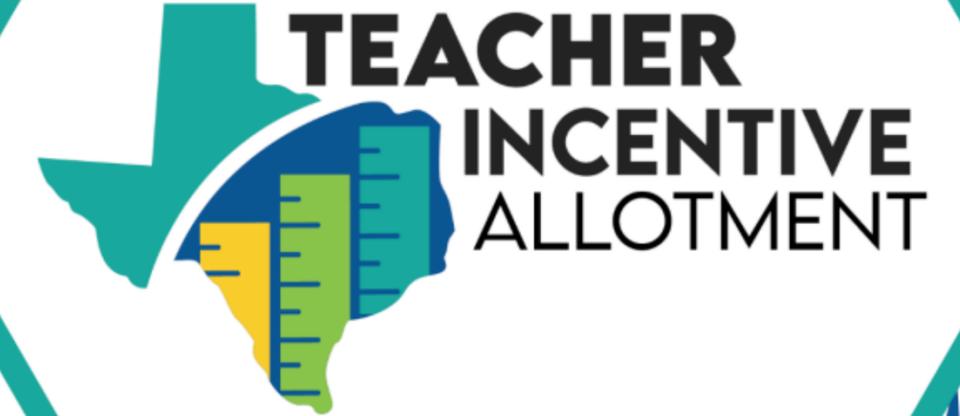
## Domain E: Supplemental Checks #10-11

Unscored supplemental checks used to provide additional data for districts.

**The total verification score for Brownsville ISD was 33 out of 78 possible points, or 42 %. Based on holistic review of your application system and the results in this report, this is a failing score for the data generated by the district's designation system.**

**Table 3.**  
*Step Two Verification Scores*

<i>Domain</i>	<i>Check</i>	<i>Possible Points</i>	<i>Results</i>	<i>Score</i>	<i>Weight</i>	<i>Score × Weight</i>
<i>A. Correlation between teacher observation ratings and student growth ratings</i>	C1	0-3	$r = 0.07$	0	× 6	0
	C2	0-3	$\tau = -0.10$	0	× 6	0
<i>B. Relationship between teacher designations and VAM</i>	C3	0-3	0.34	2	× 4	8
	C4	0-3	$sp. \omega^2 = 0.00$	3	× 2	6
	C5	0-3	$sp. \omega^2 = 0.03$	2	× 2	4
<i>C. Degree of reliability for observation and growth judgements</i>	C6	0-3	$sp. \omega^2 = 0.00$	3	× 2	6
	C7	0-3	$sp. \omega^2 = 0.00$	3	× 2	6
	C8	0-3	26 %	0	× 1	0
<i>D. Comparison of district designation percentage to statewide performance standards</i>	C9	0-3	99 %	3	× 1	3
	C10	0-3	$w = 0.00$	3	× 0	–
<i>E. Supplemental checks</i>	C11	0-3	$\sigma = 0.09$	1	× 0	–
	<b>Total</b>					



**STEP 2 Data Validation Report  
Spring 2023**

**Table 3.**  
*Step Two Verification Scores*

<i>Domain</i>	<i>Check</i>	<i>Possible Points</i>	<i>Results</i>	<i>Score</i>	<i>Weight</i>	<i>Score × Weight</i>
<i>A. Correlation between teacher observation ratings and student growth ratings</i>	C1	0-3	$r = 0.07$	0	× 6	0

**Most evidence supports the accuracy of judgements**

**Score of 3**

**Some evidence points toward the accuracy of judgements**

**Score of 2**

**Limited evidence supports the accuracy of judgements**

**Score of 1**

**None or almost no evidence supports judgements**

**Score of 0**

1. The correlation coefficient between observation and growth among all *eligible* teachers is within the range of expected magnitude reported in research literature.

*Earned score x 6 = weighted score for this check*

*Your district's earned score = 0*

*Your district's weighted score = 0*

$r \geq 0.24$

**Score of 3**

$r \geq 0.16$

**Score of 2**

$r \geq 0.08$

**Score of 1**

$r < 0.08$

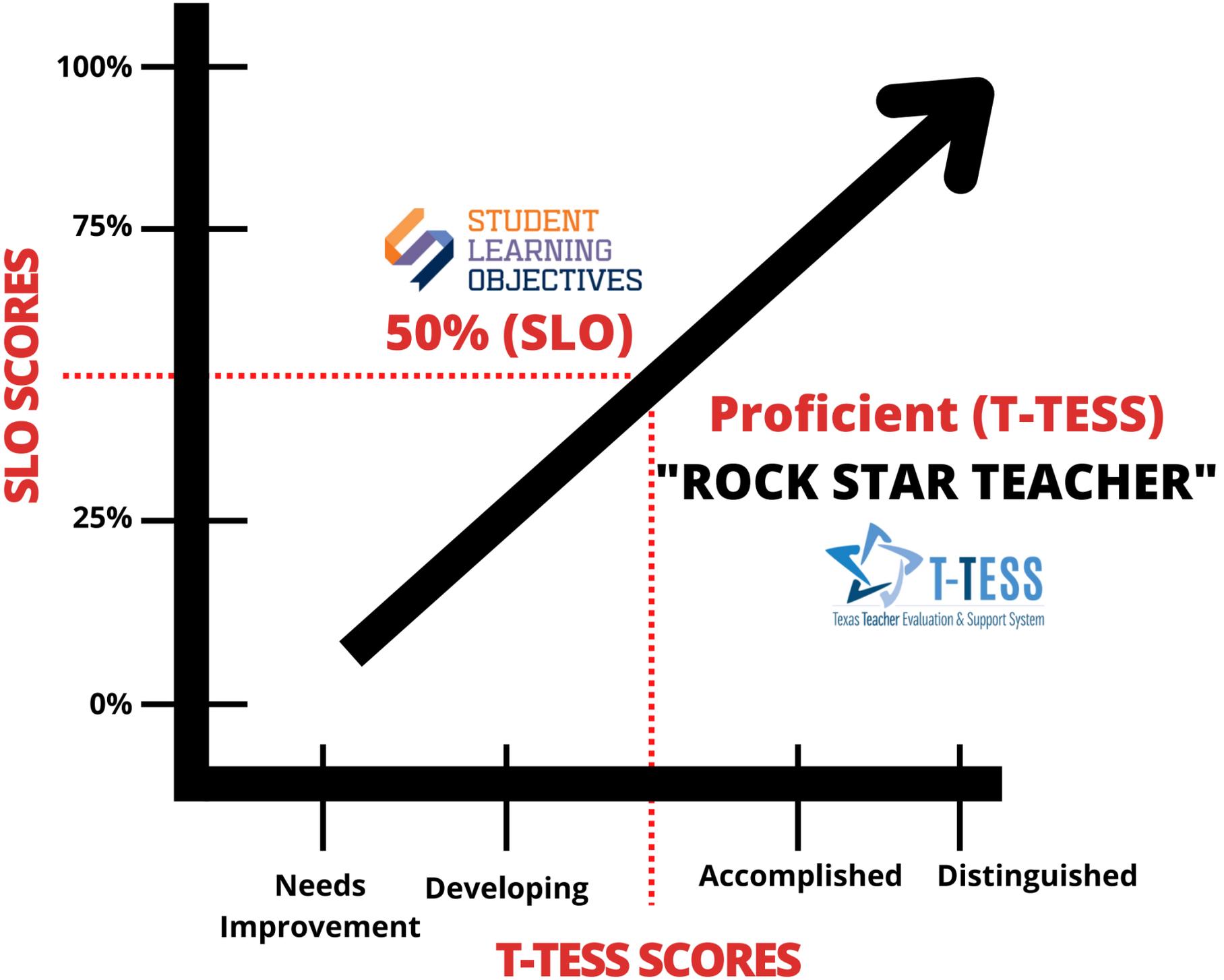
**Score of 0**

# CORRELATION:

**THE HIGHER THE T-TESS SCORE, THE HIGHER THE SLO SCORE.**

**POSITIVE CORRELATION:**  
A TEACHER WITH A HIGH OBSERVATION SCORE HAS A HIGH STUDENT GROWTH (SLO) SCORE.

**NEGATIVE CORRELATION:**  
A TEACHER WITH A LOW OBSERVATION SCORE HAS A HIGH STUDENT GROWTH (SLO) SCORE.

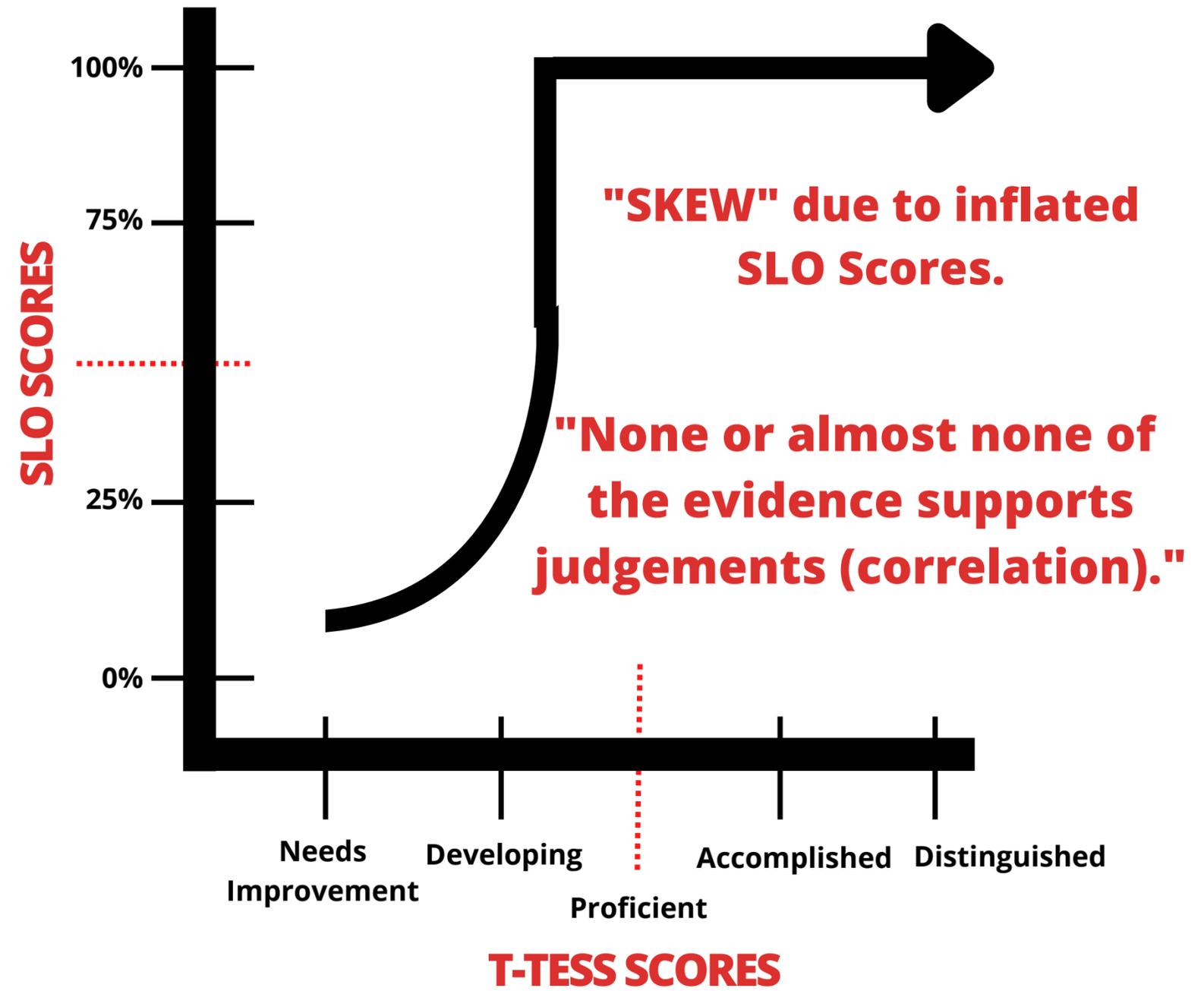


# THEORY



# REALITY

## BISD 2021-2022



## POSSIBLE REASONS FOR SKEW:

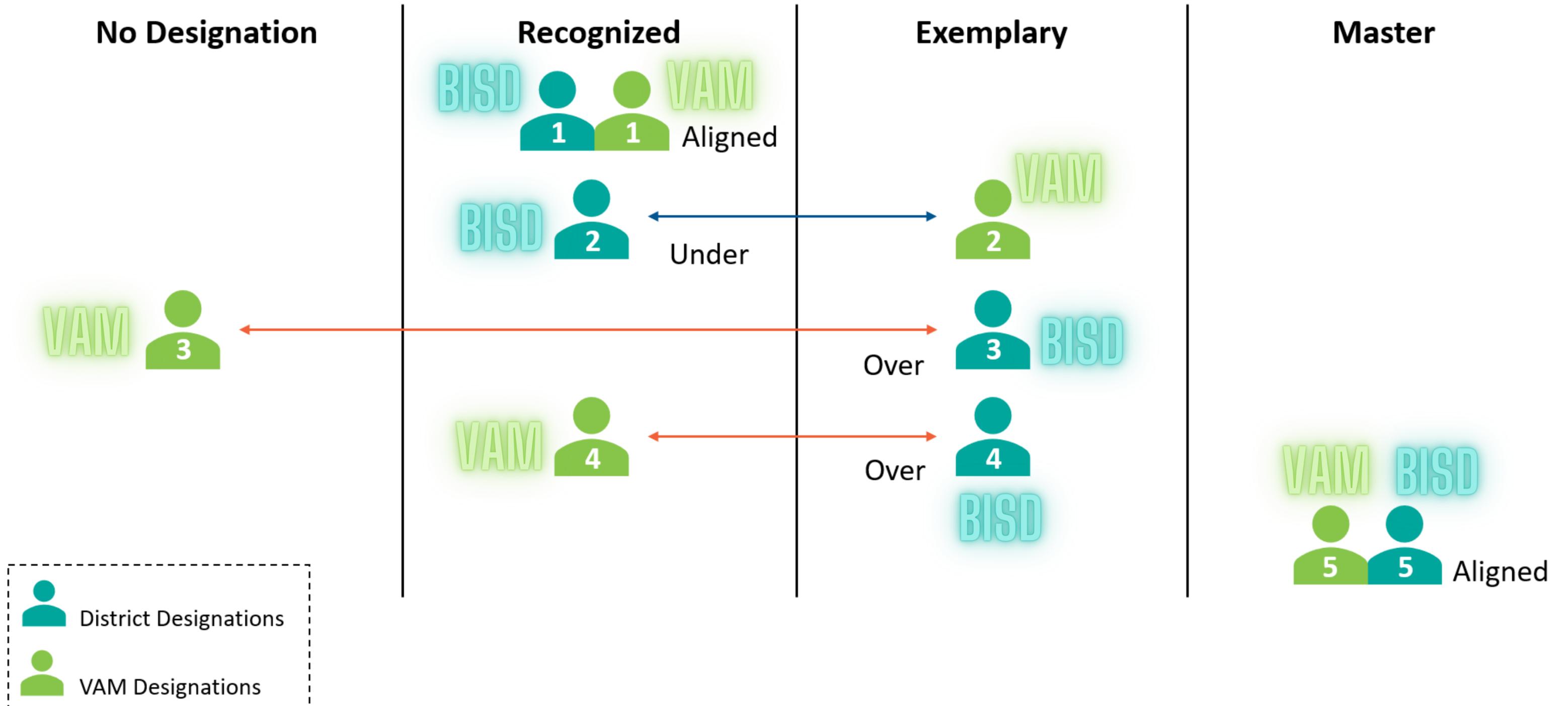
-  **THE TSP OR BOE ARE NOT RIGOROUS;**
-  **THE TEACHER IS NOT USING THEIR TSP RUBRIC TO GRADE THE BODY OF EVIDENCE;**
-  **THE FOUNDATIONAL SKILL IS POORLY WRITTEN/IDENTIFIED;**
-  **THE VALIDITY OR INTEGRITY OF THE BODY OF EVIDENCE IS QUESTIONABLE; AND/OR**
-  **THE ISP AND TSP ARE THE SAME.**

**Table 3.**  
*Step Two Verification Scores*

<i>Domain</i>	<i>Check</i>	<i>Possible Points</i>	<i>Results</i>	<i>Score</i>	<i>Weight</i>	<i>Score × Weight</i>
<i>B. Relationship between teacher designations and VAM</i>	C2	0-3	$\tau = -0.10$	0	× 6	0
	C3	0-3	0.34	2	× 4	8

	<b>Most evidence supports the accuracy of judgements</b> <b>Score of 3</b>	<b>Some evidence points toward the accuracy of judgements</b> <b>Score of 2</b>	<b>Limited evidence supports the accuracy of judgements</b> <b>Score of 1</b>	<b>None or almost no evidence supports judgements</b> <b>Score of 0</b>
2. District designations of Recognized, Exemplary and Master (REM) teachers are found in similar proportion to designations as determined by the state-wide VAM. <i>Earned score x 6 = weighted score for this check</i> <i>Your district's earned score = 0</i> <i>Weighted score = 0</i>			$\tau \geq 0.50$ <b>Score of 3</b>	$\tau \geq 0.30$ <b>Score of 2</b>
			$\tau \geq 0.10$ <b>Score of 1</b>	$\tau < 0.10$ <b>Score of 0</b>
3. District designations of for REM teachers, in tested subjects, are in proximity to designations as determined by the state-wide VAM. <i>Earned score x 4 = weighted score for this check</i> <i>Your district's earned score = 2</i> <i>Your district's weighted score = 8</i>			$\geq 0.70$ <b>Score of 3</b>	$\geq 0.30$ <b>Score of 2</b>
			$> 0$ <b>Score of 1</b>	$\leq 0$ <b>Score of 0</b>

# Domain B: Check 2 Explained



**Table 3.**  
*Step Two Verification Scores*

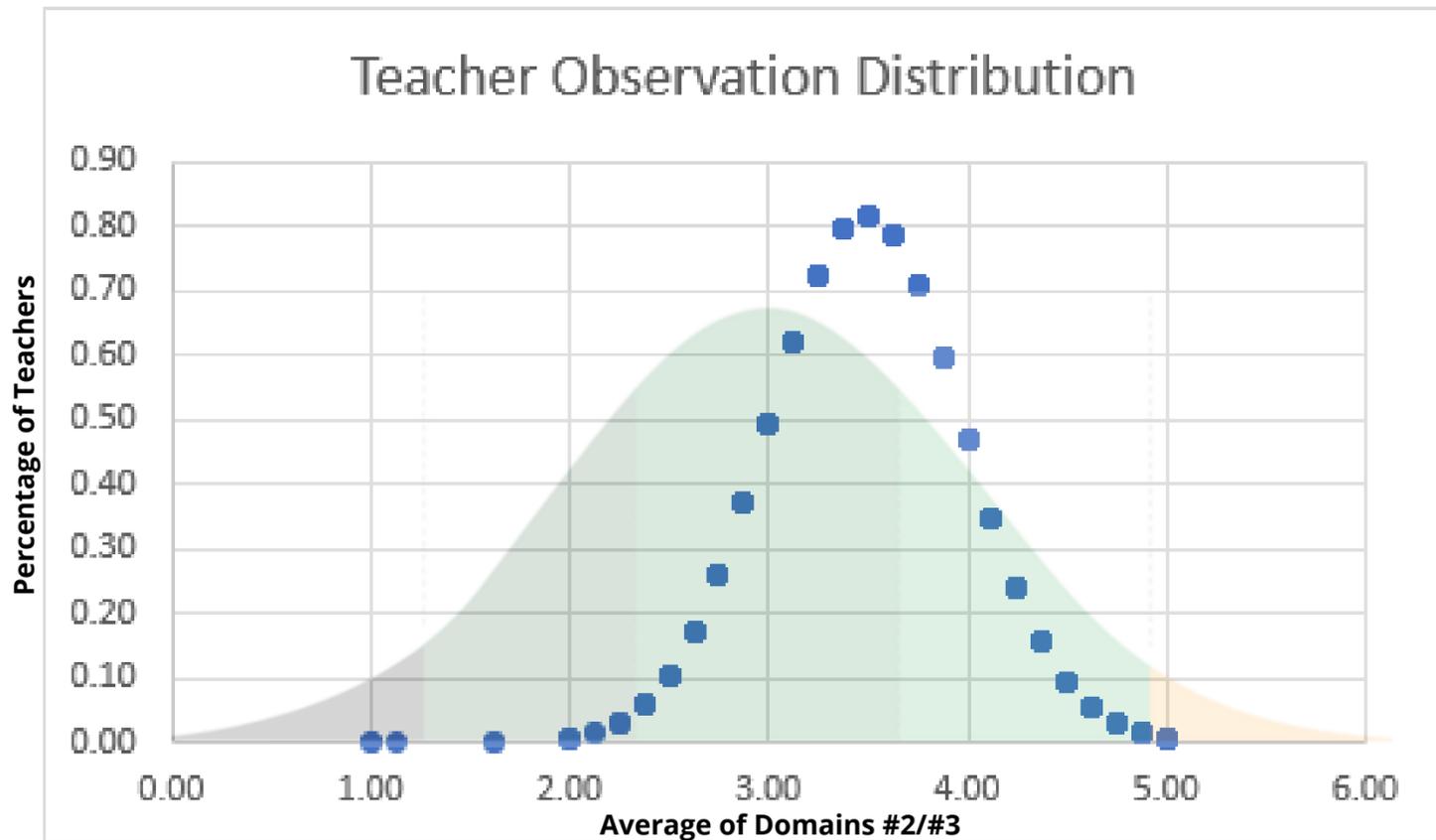
<i>Domain</i>	<i>Check</i>	<i>Possible Points</i>	<i>Results</i>	<i>Score</i>	<i>Weight</i>	<i>Score × Weight</i>
<i>C. Degree of reliability for observation and growth judgements</i>	C4	0-3	sp. $\omega^2 = 0.00$	3	× 2	6
	C5	0-3	sp. $\omega^2 = 0.03$	2	× 2	4
	C6	0-3	sp. $\omega^2 = 0.00$	3	× 2	6
	C7	0-3	sp. $\omega^2 = 0.00$	3	× 2	6
	<b>Most evidence supports the accuracy of judgements</b>	<b>Some evidence points toward the accuracy of judgements</b>	<b>Limited evidence supports the accuracy of judgements</b>	<b>None or almost no evidence supports judgements</b>		
	<b>Score of 3</b>	<b>Score of 2</b>	<b>Score of 1</b>	<b>Score of 0</b>		
	4. <u>Across campuses</u> , observation scores are similar for teachers in REM groups. <i>Earned score x 2 = weighted score for this check</i> <i>Your district's earned score = 3</i> <i>Your district's weighted score = 6</i>		sp. $\omega^2 < 0.01$ <b>Score of 3</b>	sp. $\omega^2 \leq 0.06$ <b>Score of 2</b>	sp. $\omega^2 \leq 0.14$ <b>Score of 1</b>	sp. $\omega^2 > 0.14$ <b>Score of 0</b>
	5. <u>Across campuses</u> , percentages of student growth are similar for teachers in REM groups. <i>Earned score x 2 = weighted score for this check</i> <i>Your district's earned score = 2</i> <i>Your district's weighted score = 4</i>		sp. $\omega^2 \leq 0.01$ <b>Score of 3</b>	sp. $\omega^2 \leq 0.06$ <b>Score of 2</b>	sp. $\omega^2 \leq 0.14$ <b>Score of 1</b>	sp. $\omega^2 > 0.14$ <b>Score of 0</b>
	6. <u>Across assignments</u> , observation scores are similar for teachers in REM groups. <i>Earned score x 2 = weighted score for this check</i> <i>Your district's earned score = 3</i> <i>Your district's weighted score = 6</i>		sp. $\omega^2 < 0.01$ <b>Score of 3</b>	sp. $\omega^2 \leq 0.06$ <b>Score of 2</b>	sp. $\omega^2 \leq 0.14$ <b>Score of 1</b>	sp. $\omega^2 > 0.14$ <b>Score of 0</b>
	7. <u>Across assignments</u> , percentages of student growth are similar for teachers in REM groups. <i>Earned score x 2 = weighted score for this check</i> <i>Your district's earned score = 3</i> <i>Your district's weighted score = 6</i>		sp. $\omega^2 \leq 0.01$ <b>Score of 3</b>	sp. $\omega^2 \leq 0.06$ <b>Score of 2</b>	sp. $\omega^2 \leq 0.14$ <b>Score of 1</b>	sp. $\omega^2 > 0.14$ <b>Score of 0</b>

**Table 3.**  
*Step Two Verification Scores*

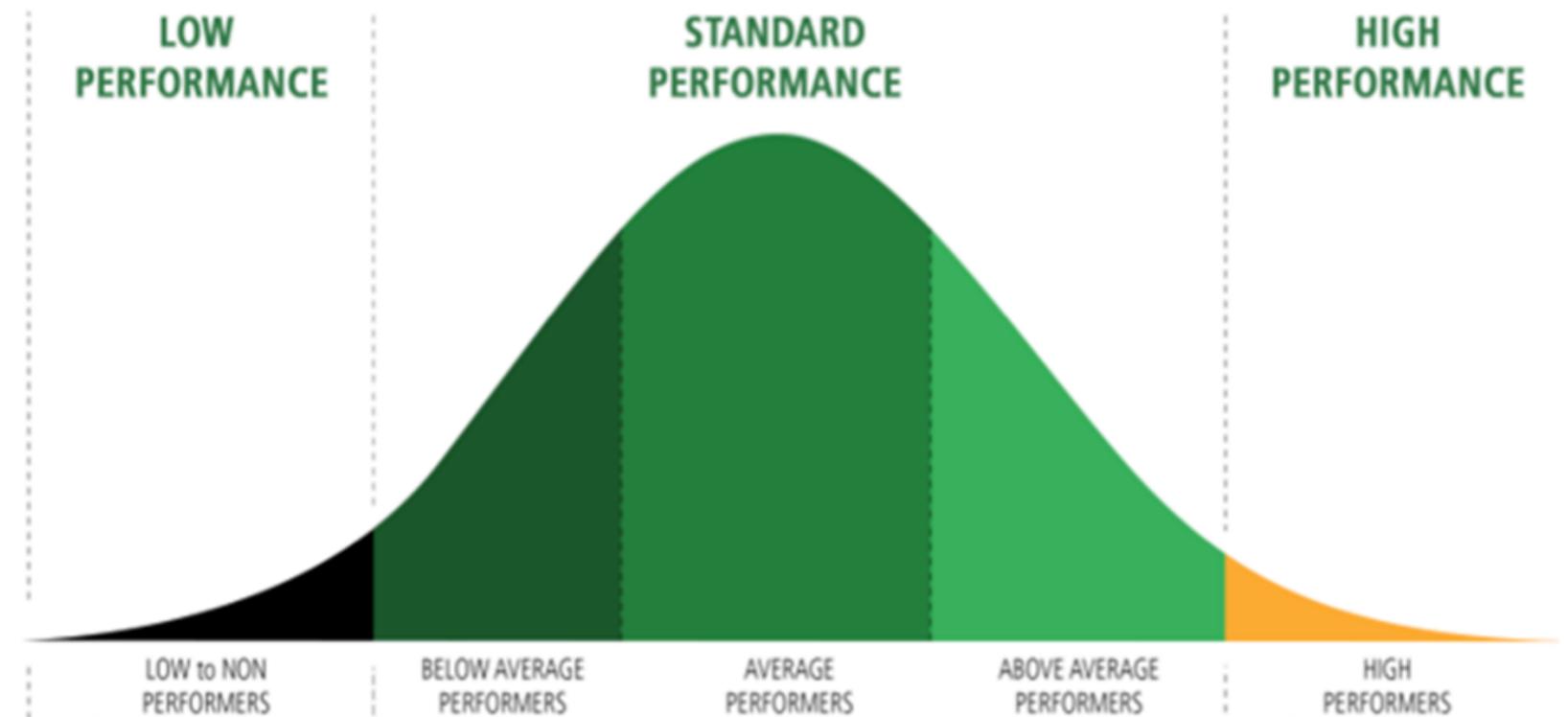
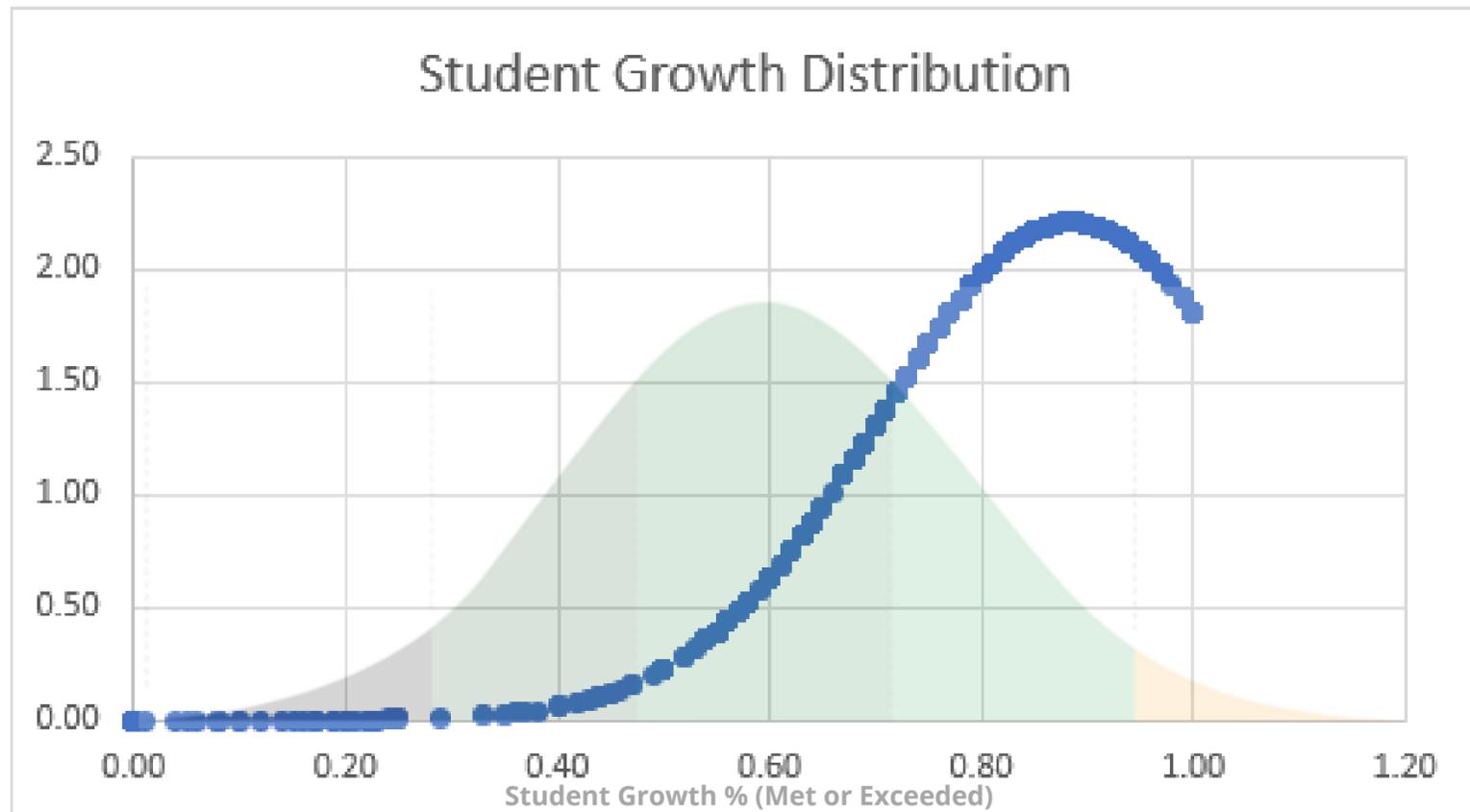
<i>Domain</i>	<i>Check</i>	<i>Possible Points</i>	<i>Results</i>	<i>Score</i>	<i>Weight</i>	<i>Score × Weight</i>
<i>D. Comparison of district designation percentage to statewide performance standards</i>	C8	0-3	26 %	0	× 1	0
	C9	0-3	99 %	3	× 1	3

<b>Most evidence supports the accuracy of judgements</b>	<b>Some evidence points toward the accuracy of judgements</b>	<b>Limited evidence supports the accuracy of judgements</b>	<b>None or almost no evidence supports judgements</b>		
<b>Score of 3</b>	<b>Score of 2</b>	<b>Score of 1</b>	<b>Score of 0</b>		
<p>8. <i>Percentage of students who meet or exceed expected growth in the district is approximately equal to the statewide performance standards for student growth in each of the teacher-designation levels (REM).</i>  <i>Earned score x 1 = weighted score for this check</i>  <i>Your district's earned score = 0</i>  <i>Your district's weighted score = 0</i></p>		<p>≥ 70% <b>Score of 3</b></p>	<p>≥ 65% <b>Score of 2</b></p>	<p>≥ 60% <b>Score of 1</b></p>	<p>&lt; 60% <b>Score of 0</b></p>
<p>9. <i>Observation ratings in the district are approximately equal to the statewide performance standards for teaching proficiency in each of the REM levels.</i>  <i>Earned score x 1 = weighted score for this check</i>  <i>Your district's earned score = 3</i>  <i>Your district's weighted score = 3</i></p>		<p>≥ 80% <b>Score of 3</b></p>	<p>≥ 70% <b>Score of 2</b></p>	<p>≥ 60% <b>Score of 1</b></p>	<p>&lt; 60% <b>Score of 0</b></p>

# T-TESS DATA FOR 2021-2022



# SLO DATA FOR 2021-2022



BISD **100 %**

State **55%** **60%** **70%**

# NEXT STEPS



**SHOULD WE MODIFY OUR APPLICATION?**

## ...THINGS TO CONSIDER...

**No matter what direction TIA goes in, T-TESS and SLOs will be used district-wide and T-TESS waivers cannot be used.**

**Any changes to our application means a change in who is eligible for TIA. What impact might that have on morale?**

**Just because we apply for a modification does not mean the state will accept our changes.**

**If any changes are to be proposed, they must be properly communicated and vetted by every teacher in the district.**

**Proposed change would apply to 2024-2025 Data Capture Year with proposed designations in February of 2025.**

**SLOs will still be our student growth model for 2022-2023 SY and 2023-2024 SY.**

# TIA AROUND CAMERON COUNTY



**Who is eligible?**

**All Teachers**

**Only Content Areas**  
*(NWEA) & Vendor Created*

**NWEA Assessed Content Areas**

**NWEA Assessed Content Areas**

**STAAR Progress Measure**

**How are designations calculated?**

**80% T-TESS**  
**20% SLO**

**Information Not Released**

**50% NWEA**  
**30% TTESS**  
**20% Other**  
Leadership, Attendance, Survey

**40% T-TESS**  
**60% Growth**  
*(NWEA/STARR Progress)*



# TEACHER INCENTIVE ALLOTMENT

@ BROWNSVILLE ISD

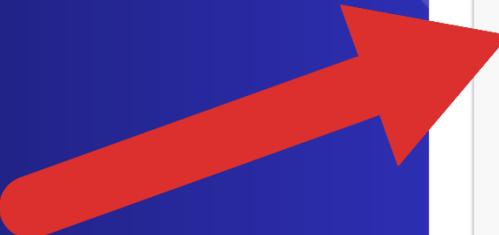
# THANK YOU

## EMILIANO CAMARILLO

### HR TIA COORDINATOR

### 956-698-1258

### ECAMARILLO@BISD.US



**BROWNSVILLE**  
AN EARLY COLLEGE DISTRICT  
INDEPENDENT SCHOOL DISTRICT

About Students and Parents News and Events Join

### In This Section

- Home Page
- Forms
- Apply with BISD
- Substitutes
- Calendars and Events
- Campus Clearance
- Medical Information
- Compensation
- Evaluations
- Links
- Ombudsman/Mediation Process
- Teacher Incentive Allotment**
- Staff
- COVID-19

### Human Resources



The Human Resource Department is committed to providing high quality operations with integrity, responsiveness, and sensitivity to the employees, the community, and our students, by assessing their changing needs, providing information and expertise while continuously improving Human Resources to support the Brownsville ISD vision.

**Employee Records - Use link below to view your Employee Record/File**

- Sign electronic documents in your Tasks (Contract, Letter of Assurance, Acknowledgement Form etc.)
- Available Forms (Certifications - upload certificate or license), Change of Personal Data Form, Notice of Resignation/Separation when resigning or retiring, Personnel File Request Form, Transcription of Employment)

## BISD TIA WEBSITE WWW.BISD.US -> HUMAN RESOURCES