



GISD'S TEACHER INCENTIVE ALLOTMENT (TIA) GUIDEBOOK

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Galveston ISD Overview

GISD Stakeholders

Teacher Representatives

Campus	Representative	Role
AIM	Craig Meyer	Teacher
Austin	Shannon Floyd	Curriculum Support
Ball	Aja Cormier	Teacher
Burnet	Wendi Ogden	Teacher
Central	Angie Jackson	Curriculum Support
Crenshaw	Kris Hennon	Teacher
DAEP	Stephanie Burks	Teacher
Morgan	Claudia Delvalle	Teacher
Oppe	Janet Mack	Teacher
Parker	Katie Assad	Curriculum Support
	Melinda Kershaw	Assistant Principal
Rosenberg	Levi Smathers	Teacher
Weis	Laura Myers-Hurt	Teacher
Support Center	Facilitators	
	Dyann Polzin	Deputy Superintendent
	Annette Scott	Assistant Superintendent SS
	Eric Mueller	Director for Special Initiatives

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

Teacher Incentive Allotment Information

The Teacher Incentive Allotment (TIA) is part of House Bill 3 that allows districts to create a pathway for increased annual salaries for teachers. These systems should help recruit and retain the most effective educators and encourage them to teach at high needs campuses.

Three factors determine the funding allocations for designated teachers and the allocation are recalculated each year:

- Designation level assigned to the teacher (Recognized, Exemplary, or Master)
- Socioeconomic level of the students on the campus
- Rural Status

There are several key points to TIA:



Districts have the option to create a local designation system to recognize high performing teachers as Recognized, Exemplary, or Master, based on performance standards in teacher evaluation and student growth.



GISD is eligible to receive between \$6068, and \$22,228 for each designated teacher that is employed in the district.



90% of TIA funds must be used for teacher compensation on the campus where the designated teacher works. 10% may be used by the district to implement the system or assist teachers in obtaining designations.



Eligible National Board Certified Teachers (NBCT) will be designated as Recognized.

Sample Allotment Amounts for GISD Campuses

TIA 2021-22 Funding Examples*			
Campus	Recognized Designation	Exemplary Designation	Masters Designation
Oppe ES	\$4884	\$9767	\$18,279
Central MS	\$6937	\$13,874	\$25,124
Ball HS	\$5671	\$11,341	\$20,902

* These sample allotment amounts are provided at <https://tiatexas.org/teacher-incentive-allotment-funding-map/>. Allotments are calculated annually by TEA using rural/non-rural status and SES of students at the campus where the designated teacher works. Average allotments generated by designated teachers are determined by annual eligibility requirements in each district and campus. Allotments are updated every April.

For additional information on funding for TIA, please visit the [TIA Texas Funding Page](#).

Why Did GISD Apply for TIA?

Research indicates that teacher retention “requires a comprehensive approach that ensures teachers are well prepared for the challenges of teaching, compensate them adequately for their labor, and provides the teaching and learning environments that support their growth and help them to be effective.” (The Trouble with Teacher Turnover: How Teacher Attrition Affects Students and Schools Thomas & Hammond, 17). Galveston ISD proudly serves a population of over 7000 students along the Texas coastline, 74% of whom are economically disadvantaged. Texas school districts, especially those serving economically-disadvantaged students who are also English language learners, are especially challenged to retain and develop effective teachers. The turnover rate of Texas teachers has increased by 35% since 2011-12. During the 2016-17 school year alone, 55,760 teachers left the profession, costing the state and districts almost \$1 billion, (Texas Education Agency). Over the last five years, 20% of GISD teachers have left our district. Galveston ISD hopes to achieve an increase in teacher performance, retention, and ultimately an increase in student achievement via the Teacher Incentive Allotment (TIA).

TIA Overview

There is also agreement that highly effective teachers are vital to providing quality education for our students. At GISD, we are confident that if we can increase educators' salaries across the board, the problem of attracting and retaining highly effective teachers could be resolved. It makes sense to pay teachers for how well they do their work, to differentiate the higher achiever and those who produce excellent student achievement, and to incentivize teachers who work at hard to staff campuses. Retaining highly qualified teachers via adequate compensation and support translates to higher student achievement. Placing the focus on student achievement as the primary byproduct of teacher retention aligns the TIA to the strategies outlined in the GISD School Board approved Strategic Plan.

Galveston ISD has been offering performance compensation pay to teacher and campus administrators since the school year 2010 – 2015 through the Teacher Incentive Fund. In 2017, GISD in partnership with Texas Center for Educator Excellence (TxCEE) expanded its efforts to increase incentive offerings to teachers through the Teacher School Leader (TSL) grant. While this has been helpful, we think TIA will increase the opportunity to retain and attract highly effective teachers. Over time GISD has established evaluation policies and metrics, using T-TESS to measure teacher performance, and SLOs (Student Learning Objectives) with progress monitoring to measure student growth. This strong foundation for evaluation and measurement of performance and growth provides an excellent opportunity for GISD to utilize established resources to manage and derive teacher designations for the TIA.

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 had an initial data capture year of 2018-19.

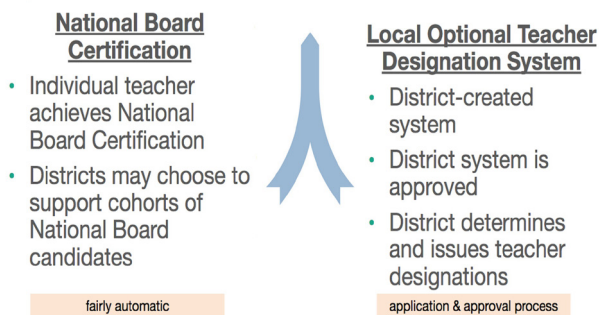
For more detailed information, please see the [TEA TIA Website](#).

TIA Designation System

Designation System

Two Paths to a TIA Designation

As districts begin their work on a TIA application, there are two paths to earning a TIA designation. One way is to create a local designation system, which is what GISD has opted to do. The second path is via the National Board Certification (NBC).



All local designation systems will undergo a two-step approval process. Initially, districts will create their local designation system with the support of their stakeholder committee. Once the local system is created, it is sent to TEA for approval.

Once the local system is approved the district will begin to collect data on the designation components in their data capture year. In the fall each year, GISD will submit designation data to Texas Tech University (TTU) to complete the step 2 data validation process. Once TTU has validated the data, GISD can continue to submit data for subsequent years.

For additional support on the approval of the local designation system, please visit TEA's [Local Designation System page](#).

Local Designation System Components

House Bill 3 allows districts to have local control and autonomy in choosing how to evaluate teachers and assign designations. Once a local system is approved, districts can recommend their effective teachers for designation. There is no cap on the number of teachers a district can designate, as long as the district's designation criteria and the eligibility requirements set forth by TEA are met.

For GISD campuses, there are two components with specific weights assigned that will be used to determine designations:

GISD TIA Designation Components 22-23	
Component	Weight
Evaluation*	50%
Student Growth Measures (SGMs): Pre-/Post-assessment	50%

* Evaluation scores will come from the average of all dimension scores for domains 2&3 on the T-TESS observation rubric. These scores will be scores from the scored full classroom observation.

Eligibility

At GISD, all teachers are eligible to participate in TIA.

Designation

A teacher who achieves a TIA designation will have it placed on their Texas Educator Certificate for five years from the date of designation. Teachers will be awarded the allotment appropriate for their designation for 5 years (allotments will be re-calculated by TEA annually). If a teacher earns a higher designation in a subsequent year, they will be submitted to TEA in the data validation period to determine their new allotment amount, and provided a new TIA expiration date, five years after the new designation is earned.

Designation System

National Board Certification

Teachers with at least 3 years of classroom experience can earn a Recognized designation by achieving National Board Certification.

National Board for Professional Teaching Standards (NBPTS) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates. National Board believes higher standards for teachers means better learning for students. National Board Certification validly and reliably identifies when teachers meet the standards for accomplished teaching, that were developed by teachers with the NBPTS.

The National Board Certification process consists of four components:

Component 1: Content Knowledge – A computer based assessment asks you to demonstrate your understanding of content knowledge and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area.

Component 2: Differentiation in Instruction – This portfolio entry requires that candidates gather and analyze information about individual students' strengths and needs and use that information to design and implement instruction to advance student learning and achievement. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.

Component 3: Teaching Practice and Learning Environment – This portfolio entry requires video recordings of interactions between you and your students. You will also submit a written commentary in which you describe, analyze, and reflect on your teaching and interactions with students.

Component 4: Effective and Reflective Practitioner – This portfolio entry requires you to demonstrate evidence of your abilities as an effective and reflective practitioner in developing and applying knowledge of your students; your use of assessments to effectively plan for and positively impact your students' learning; and your collaboration to advance students' learning and growth.

Standards and Certificate Areas

[25 Certificate areas](#) representing 16 different disciplines and four developmental levels

Certification is based on the 5 Core Propositions:

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience
5. Teachers are members of learning communities

Timeline

The four components can be submitted in any order. Candidates can complete from one to four components a year. Candidates must submit all four components within the first three years of their candidacy. While it is possible to complete the process in as little as one year, there is a five-year window to achieve certification. Please note that all purchased components must be completed during the assessment cycle in which they are purchased.

Designation System

Scoring

Scoring of components occurs each summer and component scores are released by the end of that year. Board-certified teachers or teaching professionals are responsible for the scoring in each certificate area; they are trained extensively.

The scoring system is an indication of the degree to which assessors are able to locate clear, consistent, and convincing evidence that a candidate has met the National Board Standards in the specific certificate field.

Becoming a Candidate

Cost: \$75 for each assessment cycle and \$475 for each component (\$1900 for components). Retake attempts require an additional fee.

Review the [Guide to National Board Certification](#) for more information.

Register: Create an account in the National Board Candidate Management System. This is where you purchase the components you would like to complete for the assessment cycle.

Reimbursement: TIA will reimburse districts up to \$1,900 for initial certification, up to \$1,250 for renewal, and up to \$495 for maintenance of certification. Districts must reimburse teachers who paid out of pocket prior to submitting request through TIA. Fees paid toward certification and renewal are eligible if the certification or renewal was achieved following the passage of House Bill 3 in summer 2019. Texas Education Agency will reimburse districts that pay NBCT fees for their teachers.

For additional information on NBC, please visit TEA's resources on [Understanding and Planning for National Board Certification](#).

TIA System Requirements

TIA Requirements

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 post-conference, 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 Teacher Incentive Allotment.

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 SMG:

- 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 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.

GISD Policies

Participants must not miss more than 10 instructional days during the year. The following types of leave will be held harmless:

- Bereavement Leave
- Military Leave
- Family Medical Leave
- Assault Leave
- Jury Duty
- Holidays

However, participants must complete at least 2 formal observations to retain their eligibility.



Calculating the Designation

Teacher Observation Minimum 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 – Recognized, Exemplary and Master – yields reliable and comparable results across the state. Districts will be expected to use performance standards along with district teacher observation and student performance standards 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.

The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, and Master).

Teacher Observation Minimum Average Ratings

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
Recognized	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
Exemplary	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

*Please note, the performance standards listed above are minimums set by TEA. LEAs have the option to adjust these performance standards to help ensure data validation.

Student Growth Measures

Student Growth Measures (SGMs) are the second statutory component of the locally developed TIA System. The type of SGM uses is determined by the district. SGMs can include pre- and post-tests, value-added measures, student learning objectives (SLOs), and portfolios. District applications must show evidence of validity and reliability of the SGM that was selected by the district. GISD chose to adopt the Pre-/Post-Test model for SGMs.

Districts 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 holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures. The percentages below are the statewide performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.

Statewide Student Growth Performance Standards

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	60% of students meet or exceed expected growth	70% of students meet or exceed expected growth

Calculating:

$$\text{Percentage of students} = \frac{\text{Number of students who met or exceeded growth expectation}}{\text{Total number of students with an expected growth score (who completed the final assessment)}}$$

*Please note, the performance standards listed above are minimums set by TEA. LEAs have the option to adjust these performance standards to help ensure data validation.

In order to calculate the percentage of a teacher’s students who met or exceeded expected growth, the raw number of students who met or exceeded the predicted score in the classroom must be calculated first. Once the number of students who met or exceeded expected growth has been determined, it can be divided by the total number of students with an expected growth score who completed the final assessment to determine the percent of a teacher’s students who met or exceeded growth. GISD uses TEEMS data system to calculate these by taking the number of students who met or exceeded growth expectation divided by the total number of students with an expected growth score (those that completed the final assessment).

Calculating the Designation

Calculation for Designations Cut-Points in the Local Designation System

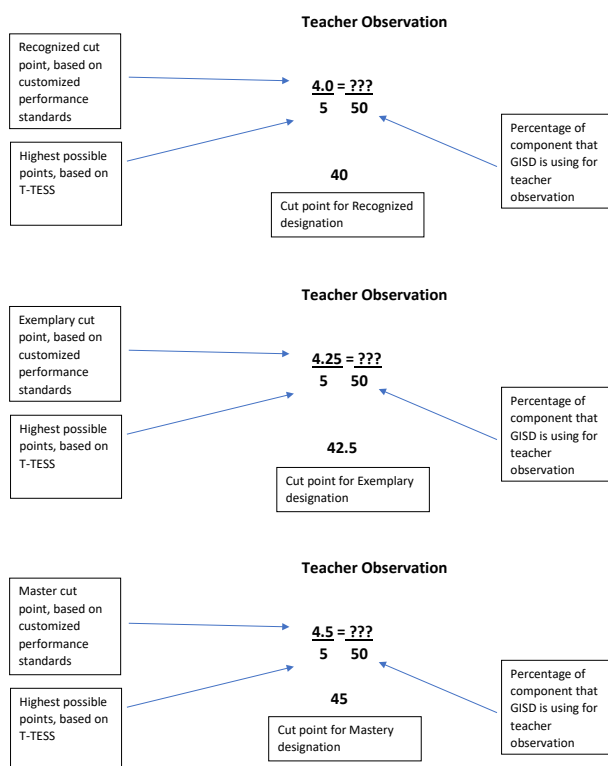
GISD has customized the performance standards along side the component weights to determine the cut-points for designations. The calculations are outlined below.

The overall scoring will be based on a 100 point scale with teacher observation having a max of 50 points and student growth having a max of 50 points.

Teacher Observation

Teacher Observation is weighted at 50% and has a max of 50 points for calculating the designation. For teacher observation, the performance standard in GISD for recognized is 4.0 out of 5. 4.0/5 gives us the ratio of .80. 50 * .80 gives us the cut-point for recognized as 40. See Figure 1 for an illustration.

Figure 1



Exemplary would have a cut-point of 42.5 using the performance standard of 4.25. Master would have a cut-point of 45 using the 4.5 performance standard.

Teacher Observation Cut-Points

Designation	Cut-Point
Recognized	40
Exemplary	42.5
Master	45

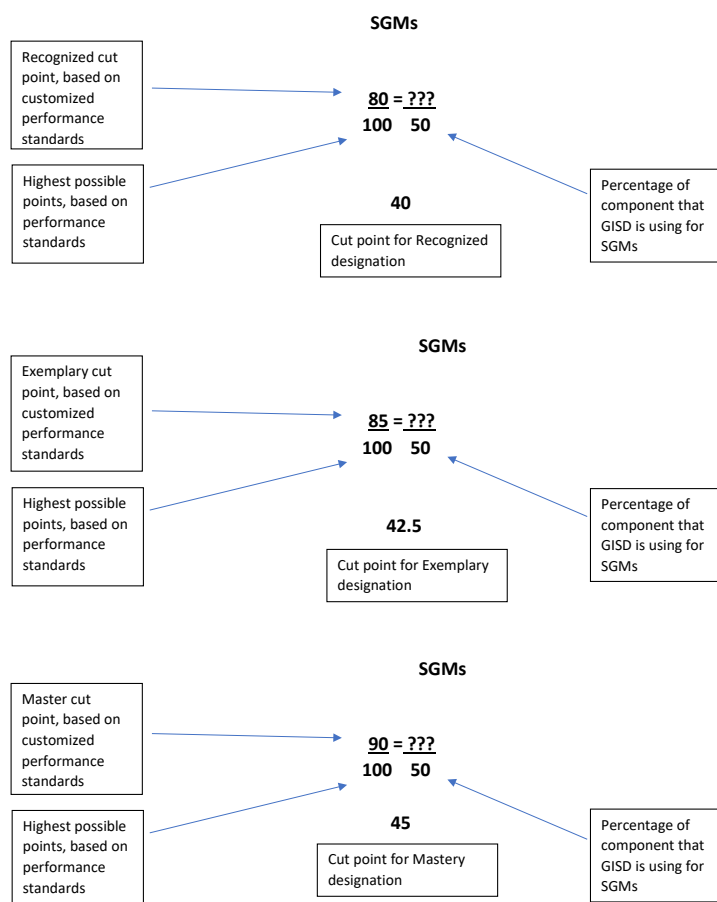
Calculating the Designation

Student Growth

Student Growth is weighted at 50% and has a max of 50 points for calculating the designation

The performance standard for Recognized is 80% out of 100%. 80/100 gives us the ratio of .80. 50 * .80 gives us the cut-point for recognized as 40. See Figure 2 for an illustration.

Figure 2



Exemplary would have a cut-point of 42.5 using the performance standard of 85%. Master would have a cut-point of 45 using the 90% performance standard.

Student Growth Cut-Points

Designation	Cut-Point
Recognized	40
Exemplary	42.5
Master	45

Calculating the Designation

Calculation for Designations

Using the cut-points identified above, the two are combined for an overall point total identified in the table below. In order to be put forward for a designation, teachers must reach the cut-point total identified.

Designation	Teacher Observation	Student Growth	Total (min. score)
<i>Recognized</i>	40	40	80
<i>Exemplary</i>	42.5	42.5	85
<i>Master</i>	45	45	90

Housing TIA Scores

All teacher evaluations will continue to be managed in Frontline and SGM scores will be housed in the Texas Educator Excellence Management System (TEEMS). Teachers and campus/district level administration will have access to all observation components through the data management systems.

TEEMS will house all SGM data associated with TIA. This includes teacher rosters, SGM assessments (district created), pre-/post-assessment scores and student growth targets.

The benefit of working within the TEEMS data management system is that it allows teachers and administrators with one system to see all components of TIA. TEEMS will utilize SGM scores and teacher evaluation to create TIA designation, with forward facing math, so that calculations to determine the TIA designation are transparent. To log into the TEEMS system, please visit: <https://teems.txcee.org/login?0>.

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 TRS eligible.

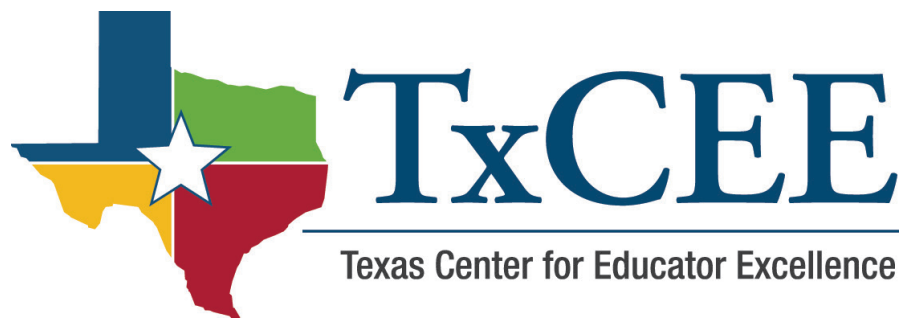
Rationale

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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