Coldspring-Oakhurst CISD Teacher Incentive Allotment (TIA)

Meeting #1: January 17, 2023

Agenda

- Opening Rituals & TIA Refresher
- Committee Roles and Goals
- Timeline and Application Review
- Systems to Leverage
- Next Steps

Objective: Provide an overview to the TIA Committee to launch the work of creating the Local Designation System and applying for TIA in April 2023.

Committee Norms

- Focus & Engage
- Growth Mindset
    - Be Curious, not concerned
- Success Driven
    - For teachers and (most importantly) students

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House Bill 3

In 2019, in the 86th Texas Legislature overhauled the school finance system as part of House Bill 3 (HB 3).

- **HB 3, 86th Legislature,** included a massive increase in teacher pay. The Teacher Incentive Allotment (TIA) was established with a stated goal of a six-figure salary for teachers. TIA allotment funds help Texas school systems reward, retain and recruit highly effective teachers. The funding formula prioritizes high needs and rural campuses.

- Districts can now create compensation plans based on teacher effectiveness and student equity. This new model creates a path for outstanding teachers to earn a six-figure salary–thus, reducing the desire for highly effective teachers to leave the classroom.
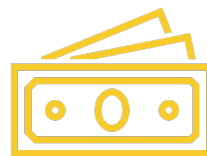
TIA's Vision

To support districts in independently **building and sustaining strategic compensation systems** that differentiate teacher effectiveness. These systems will **incentivize teachers to stay**, **support more robust recruitment**, and **make the profession more desirable**.

Recruit

Retain

Reward

Coldspring-Oakhurst CISD

Setting the Focus:

✓ Teacher effectiveness is the most important in-school factor affecting student achievement and success.

✓ Campus leadership is the second most influential school-level factor on student achievement, after teacher quality. Research consistently has revealed that principal effectiveness influences student learning indirectly through direct impact on school conditions (climate & culture), teacher quality and placement, and instructional quality, and an indirect link with student achievement gains or progress over years.

✓ Continuous Improvement & Student Growth: Heightening Student Achievement & Sustaining Success

Coldspring-Oakhurst CISD

COCISD 2022-2023 District Goals: (Approved June 2022)

1. Academic Achievement: Coldspring-Oakhurst CISD will ensure that students achieve at high academic levels and maintain high scholastic standings without socioeconomics determining their success.

2. Community Engagement & Open Communication: Provide a variety of opportunities for parents and community members to be active, collaborative partners. As a school community, we will maintain open communication via multiple mediums that are transparent, clear, concise, correct, and courteous.

3. Safe and Orderly School Community: Maintain a school community that is safe, orderly, and conducive to student learning.

4. Human Capital: Recruit and retain the highest quality of employees. ★

5. Efficient and Effective Operations: Efficiently allocate resources to facilitate quality learning experiences. We will be fiscally responsible, maintain a well-balanced district budget and transparent regarding financial reporting.

6. Responsive to student needs: Safeguard social-emotional learning as an integral part of our district's mission to ensure that students develop and build skills as it pertains to managing emotions, establishing and maintaining relationships, and making sound/ responsible decisions.

Key Points about TIA
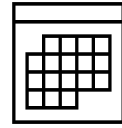
3 Designation levels (Master, Exemplary, Recognized)

LEAs will receive $3-32K annually per designated teacher

Greater funding for designated at high-needs and/or rural campuses

LEAs must use at least 90% of funds on teacher compensation on designated teacher's campus

5- year designation validity, regardless of teacher placement (subject, school, LEA)

How Designations are Earned: Two Pathways

National Board Certification

- Individual teacher achieves National Board Certification
- Districts may choose to support cohorts of National Board candidates
- Recognized Designation Only

Local Teacher Designation System

- District-created system
- District determines and issues teacher designations
- All three designations are achievable

COCISD:
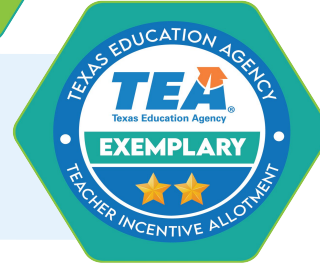# Range of Allotments (as of April 2022)

$4,600-$6,600
Recognized

$10,200-$13,200
Exemplary

$20,000-$24,008
Master
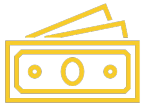
District System Components

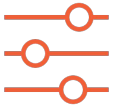|		
	Teacher Observation	Observation based on T-TESS or aligned rubric. District application must show evidence of calibration and data analysis.
	Student Growth	Student growth measures determined by district. District application must show evidence of validity & reliability of development, administration, and scoring.
	Spending Plan	Districts must spend at least 90% on teacher compensation for student-facing instructional roles and may reserve up to 10% for supporting the TIA system or in supporting teachers in earning a designation by 8/31 each year.
	Optional Components	Districts may consider additional factors in making designations (e.g., mentoring other teachers, teacher leadership, family & student surveys, teacher attendance, etc.).

TIA: What it's NOT

- Quick and Easy
  - Systems take time to build and can be messy during design
- One-size fits all approach
- Static
- Meant to cause internal competition and jealousy

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Role of TIA Committee Members

- Learn about TIA and **actively participate** in the process
- Talk about TIA on your campus and **engage colleagues**
- **Gather** input and feedback from your campus/colleagues with the committee
- **Share** input and feedback from your campus/colleagues with the committee
- **Develop consensus** around the recommendations for our system

Role of TIA Committee Members

- Understand the **requirements, non-negotiables, and flexibilities** within an approved TIA system
- Design a system that **aligns with our goals** for student achievement, teacher recruitment and teacher retention
- Establish **who should be eligible** to earn a designation in our initial and long term plans
- Agree on **how we will measure** teacher performance and student growth
- Understand how the measurements will be **weighted** in our system
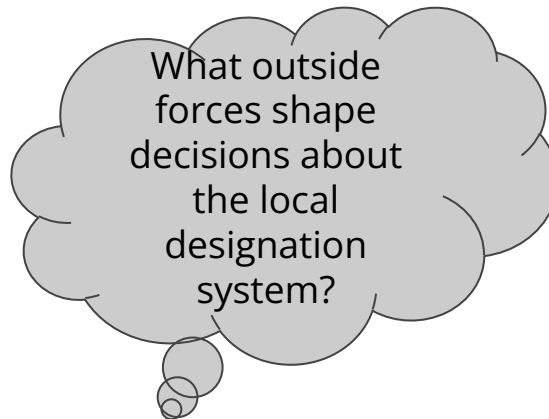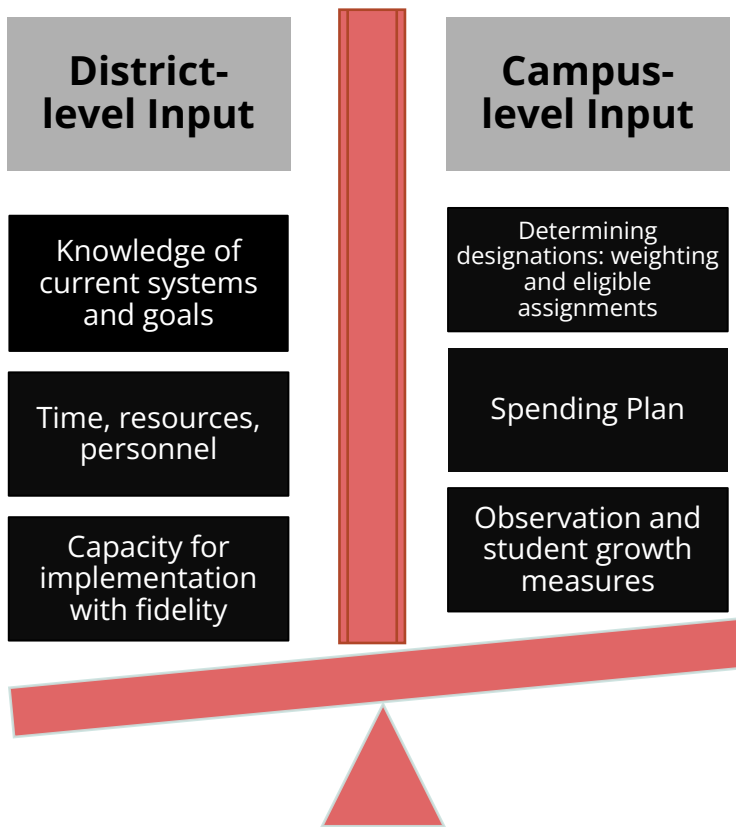- Determine how and when we will **distribute funds**

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Balancing Stakeholder Input

District-level Input

Knowledge of current systems and goals

Time, resources, personnel

Capacity for implementation with fidelity

Campus-level Input

Determining designations: weighting and eligible assignments

Spending Plan

Observation and student growth measures

What outside forces shape decisions about the local designation system?

Balancing Stakeholder Input

- **Year 1 Teaching Assignments:** Potential Phased-in Model
- **Teacher Observation Rubric:** T-TESS
- **Student Growth:** Leverage current systems and Curriculum efforts
- **Optional Components:** Teacher Attendance
- **TIA Score Weight:** 50% Student Growth, 30% Teacher Observation (T-TESS), and 20% Teacher Attendance
- **Spending Plan:** Reserve 10% for the district to use for indirect costs, professional development, data management, etc.; Consider model to provide financial support for all teachers

Application and Approval Timeline: Cohort F
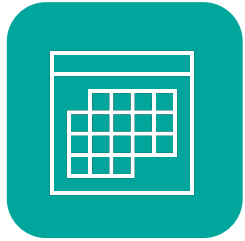
Pre-Application

System Development

Stakeholder Engagement

Year 1

2022-2023

Apply for TIA

TIA Teacher Buy-In Survey

Year 2

2023-2024

Capture Data

Year 3

2024-2025

Data Submission

Full System Approval

Designate & Compensate

Expansion & Modifications
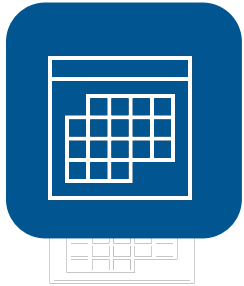
TIA Annual Evaluation Surveys

Annual Program Submission

Post-Approval

New or Higher Designations

Expansion and Modifications

Annual Program Submission

TIA Annual Evaluation Surveys
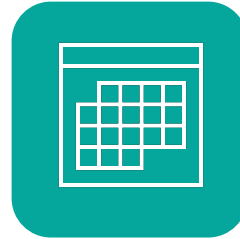
Application and System Approval

Application Key Dates

Application Deadline

April 17, 2023

Initial Feedback

Late May 2023

Resubmission Deadline

June 30, 2023

System Review Approval/Denial

August 2023

Application: A Reflection of the District's System

Building a System

Filling out an application

TEACHER INCENTIVE ALLOTMENT COHORT F APPLICATION

TEA — Texas Education Agency

TEACHER INCENTIVE ALLOTMENT

DIRECTIONS FOR COMPLETING THIS APPLICATION

Only open and complete this application in EXCEL, version 2007 or later. Do NOT add, hide, or delete any columns in this application. Such changes may corrupt or invalidate your application.

Step 1
Save this file to your computer or local network drive. Click "File" then "Save As" to choose the drive and folder in which to save it. If a message appears that this file opened in Protected View, click "Enable Editing."

Step 2
Complete the District Info & Weighting sections first before moving on to the other sections

Step 3
Weighting Tab Instructions :
In the box provided for each "Eligible Teacher Category" include all teaching assignments that use the same student growth measure and the same teacher observation rubric at the same weight. Note: when using a pre-test/post-test, this means including only teaching assignments THAT USE THE SAME ASSESSMENT AT THE SAME WEIGHT in each respective Eligible Teaching Category.
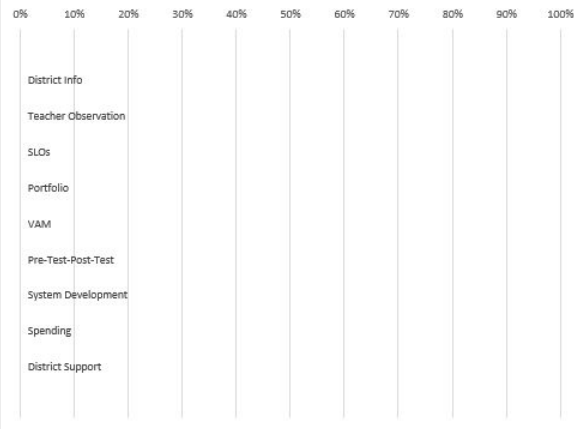
Step 4
Once the application is complete, save the file as "District Name_District Number" File type should be an Excel workbook (xlsx).   Ex: Flower ISD_123456

Step 5
Submit your district's completed application along with your attestations document through the Qualtrics link below. **Attestations document requires signature from the district superintendent.**

Submission Link: https://tea.co1.qualtrics.com/jfe/form/SV_aheS7IEbfr1fCoS

Completion Tracking

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

District Info

Teacher Observation

SLOs

Portfolio

VAM

Pre-Test-Post-Test

System Development

Spending

District Support
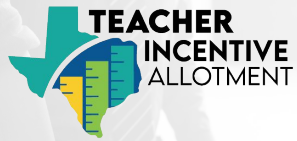
Weighting Tab Overview

Weighting Tab Purpose

- Identify eligible teaching categories
- For all eligible teaching categories:
  - Identify teacher observation rubric used, and at what weight
  - Identify student growth measure used, and at what weight
- Identify any additional, optional components your district wants to use (or not)
- Provide an "at a glance" description of your overall system

Categories of Eligible Teaching Assignments

Definition: A category of teachers is the group of eligible teaching assignments that have:

a. The same teacher observation rubric at the same weight AND

b. The same student growth measure at the same weight (including the *same assessment* if using a pre-test/post-test as the growth measure)

Example Teaching Categories

Teaching Category	Eligible T. Assn.	T.O. Rubric	T.O. Wt.	S. Growth Measure	Assessment	SGM Wt.
1	1st-3rd Reading and Math, 4th-5th Reading	T-TESS	60	3rd party pre-test/post-test	MAP	40
2	4th-5th Math	T-TESS	60	3rd party pre-test/post-test	Renaissance STAR	40
3	6th-8th ELAR	T-TESS	60	3rd party pre-test/post-test	iReady	40
4	6th-8th Math	T-TESS	60	3rd party pre-test/post-test	iStation	40

Student Growth, Teacher Observation, and Spending Tabs

Student Growth Measure Options

- Portfolios

- Pre-test/Post-test (there are 4 different options)

- Student Learning Objectives

- Value Added Measures

You can use different options for different teaching categories

Flower ISD, a pre-K-8th district

Eligible Teacher Category	T. Observation Rubric	Student Growth Measure
Pre-K teachers	T-TESS (60%)	Circle (40%)
K-2 Reading and Math	T-TESS (60%)	mClass (40%)
3-8 Reading, Math and Science	T-TESS (50%)	NWEA MAP (50%)
6-8 World Languages	T-TESS (40%)	District-created tests (60%)
K-8 Physical Education	T-TESS (40%)	Student Learning Objectives (60%)
K-8 Art	T-TESS (30%)	Portfolios (70%)

4 different ways to use pre-test/post-test

- There are 4 different options & they differ by:

Who creates the pre-test	Who sets the expected growth targets	Who creates the post-test
District, or 3rd party?	District or 3rd Party?	District, or 3rd Party?
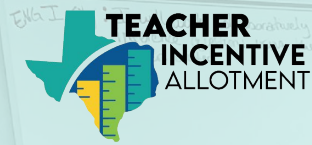
Teacher Observation Tab

Teacher Observation Tab: Purpose

- Clarify teacher observation rubric complies with statute

- Describe district calibration processes

- Identify process for reviewing trends in teacher observation data*

- Identify process for comparing teacher observation data to student growth data*

- Provide details on teacher observation and feedback schedule

Why is this important?

- Can identify areas where the district might be misaligned

- Promotes transparency

- Models continuous improvement

- Increases the validity and reliability of the system

- Can determine explicable vs. inexplicable skew
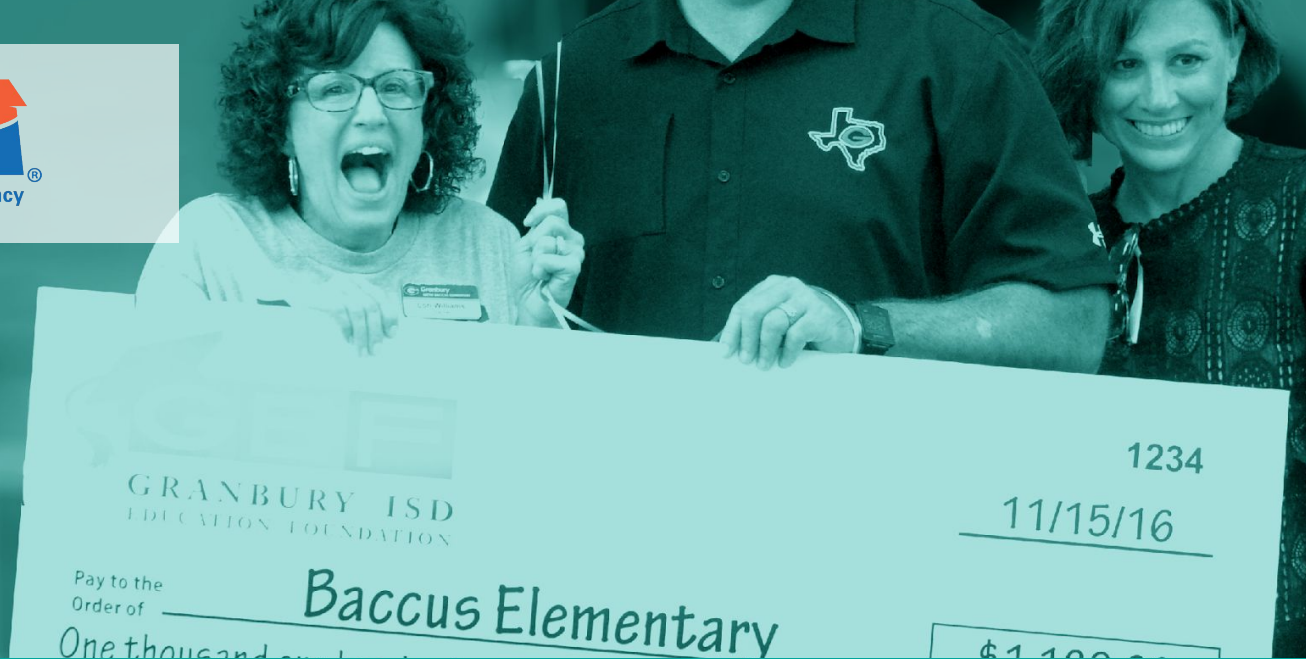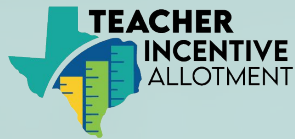
Spending Plan Tab

Allotment Funding Distribution

90%
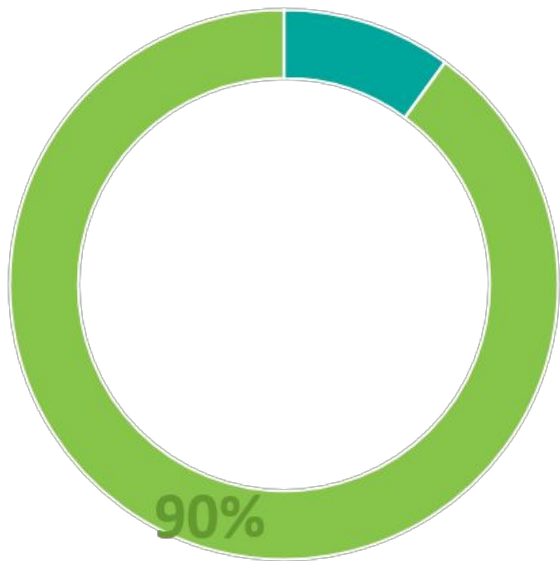
90% *must* go to teacher compensation on the campus the designated teacher works.

10% *may* be used to implement a local designation system or to support teachers in earning a designation.

Spending Tab: Statutory (Part A)

Content Questions	Required for Full Readiness
How will the district spend funds?	Clear description of how the district is spending: a. At least 90% of TIA funds on student-facing instructional staff on the campus where the designated teacher works b. Up to 10% to support the local teacher designation system/support teachers in earning designations
By when will the district expend funds?	Clear plan for payouts prior to August 31st each year

Spending Tab: Non-Statutory Parts B-D

- Rationale for spending plan

- Specifics about how teachers will receive compensation

- School Board approval (or planned school board approval) of spending plan

- What happens when teachers move campuses? Move into or out of the district? Move prior to payout?

- National Board Certified Teachers

Stakeholder Engagement Tab

Stakeholder Engagement Tab: Purpose

- Confirms best practices for system development and planning

- Ensures long-term sustainability of the local designation system

- Prepares stakeholders for future communications and training

- Provides transparency in the process

Importance of Stakeholder Engagement

- TIA is new and there are a lot of moving parts

- Buy-in from teachers is critical

- This represents a big change in teacher compensation

- How districts will determine teacher effectiveness is a big question and needs a lot of input

If we get this right…
- We will retain our most effective teachers
- We will recruit effective teachers
- We will provide our students with the best possible teachers

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Coldspring-Oakhurst CISD: Current Focus

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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

Leveraging Current Systems

In random breakouts...you will discuss the following and record your responses on shared space.
- *Introduce yourself (campus/department and role)*
- *Assign scribe for typing on Tab 1 in specific Group sections*

Discussion Questions:
- How does TIA align with our current focus and goals?
- What are we already doing to measure teacher effectiveness and student growth?
- Questions, Other Comments, and Wonderings

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Stakeholder Engagement

- SHARE District Webpage about TIA with your campus/colleagues
- SEEK Input on Leveraging Current Systems: are there systems that currently exist for teacher performance and student growth we missed?

TIA Committee Meetings

Date	Time	Activity
February 13th (in-person)	**3:45-5:30**	**Meeting #2:** **Student Growth Measures**
February 23rd (virtual)	3:45-4:45	Meeting #3: Teacher Observation and Other District Models
March 1st (in-person)	3:45-5:30	Meeting #4: Decisions Point: Assignments, SGM, Teacher Observation
March 20th (virtual)	3:45-4:45	Meeting #5: Decisions Point: Cut Scores/Weights; Review Spending Plan
March 30th (in-person)	3:45-5:30	Meeting #6: Decision Points: Spending Plan; Review Draft Application/Guidebook

Prepare for Next Meeting

- Monday, February 13th
  - In-person @ Jones Cafe
  - Time: 3:45-5:30 pm
- Focus:
  - Discovery: Student Growth Measures
- Prep:
  - Prepare the input and feedback solicited on Leveraging Current Systems

Coldspring-Oakhurst CISD Teacher Incentive Allotment (TIA)

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