

LA VEGA ISD

2023-24 TEACHER INCENTIVE ALLOTMENT GUIDE



REWARD



RETAIN



RECRUIT



House Bill 3 enables local control and flexibility in choosing how we evaluate teachers and assign designations. As an approved local designation system, we recommend our most effective teachers for designation. There is no limit to the number of teachers that a district may designate if the teachers meet the district’s designation criteria and the eligibility requirements under the rules defined by TEA. This guide outlines LVISD local designation system.

La Vega ISD set out to investigate additional funding to recognize those educators’ exemplifying excellence through instruction. House Bill (HB) 3 passed by the 86th Texas Legislature became law on June 11, 2019. Governor Abbott signed the bill that established the Teacher Incentive Allotment (TIA). The goal of the system is to REWARD, RECRUIT, and RETAIN highly effective teachers. Participating in the TIA enables districts to develop a local designation system to identify high performing teachers (MASTER, EXEMPLARY, RECOGNIZED). With validated data, the district received additional funding (\$3,000 - \$32,000) for every designated teacher they employ.

This guide is intended to provide an overview of the local implementation system for La Vega ISD.

TIA Overview

Beginning in October 2021, LVISD sent teacher surveys and hosted monthly virtual listening sessions to gather stakeholder input and develop the system for application submission for **Cohort D**. The application would first pass approval from the Texas Education Agency (TEA) and then move to data validation through the Texas Tech University (TTU) system. The district continues to review the approved plan and expand the local designation system based on stakeholder input and TEA approval.

Activity	Data Collection Year	Data Validation	Payout
Application	---	---	---
Data Submission	2021-2022	Oct. 2022 – Feb. 2023	August 2023
Application Expansion / Modification - #1	April 2023	2023-2024	August 2024
Expanded Data Submission	2023-2024	Oct. 2024 – Feb. 2025	August 2025
Application Expansion / Modification - #2	April 2025	2025-2026	August 2026

TIA Eligible Teachers

Building towards the goal for ALL certified educators to be eligible for TIA, the application will be expanded / modified by content each year.

2021-2022 school year: Teachers in the five following categories.

1	Pre-Kindergarten Mathematics & ELAR
2	Kindergarten Mathematics & ELAR
3	Grades 1 & 2 Mathematics & ELAR
4	Grade 3 (Mathematics & ELAR) Grade 5 & 8 Science , Biology, Grade 8 Social Studies, U.S. History
5	Grades 4-8 (Mathematics & ELAR), Alg. 1, English I, English II

2022-2023 school year: Expanded application to include:

6	Theatre Arts II, III, IV, Kindergarten Physical Education, 1-3 Music, Commercial Photography, PPCD, Health Science
7	Physics, Geometry

2024-2025 school year: Expand application to include additional content areas in CTE, Fine Arts,, (i.e., LOTE, Technology Applications, ...). Based on educator feedback.

Eligibility for TIA designation:

1. An educator must be coded as a teacher (087) within Skyward Student Information System for the TEA approved course listed in the application; and
2. The educator must be reported to TEA through the Public Education Information Management System (PEIMS as Teacher of Record (TOR); and
3. Receive district salary compensation for a minimum of 90 days at 100% of the day or 180 days at 55-99% of the day.

La Vega ISD Measures for Designation

LVISD uses three measures for the local TIA designation system:

#1: Student Growth 60%. Data obtained from STAAR Growth Performance or obtained from pre-test / post-test of the teacher's impact on student growth in content knowledge.

#2: Teacher Observation (T-TESS) **30%** Teacher observation system which shows a congruence of observation scores supported by walk-through data that the delivery of instruction (domain 2) and learning environment (domain 3) are conducive to high student engagement and achievement.

#3 Value-Added Measure (T-TESS) **10%** Calibrated observation of effective teacher planning (domain 1) and Professional Practices and Responsibilities (domain 4).

#1 Student Growth Measures (60%)

CIRCLE, TxKEA, STAR Renaissance Reading, STAR Renaissance Math, Pre/Post STAAR assessments and STAAR Growth Measure are used to determine student growth for the teacher. Student growth performance is associated with a teacher based on:

Teacher of Record Student Rosters reported in PEIMS at snapshot date (October)

AND

Teacher of Record Student Rosters reported in PEIMS at Winter submission (February)

AND

Assessed at end of year (April/May)

Student growth is calculated at the individual teacher level. Student growth is combined across ELAR and/or Math if the teacher has assigned teaching responsibilities, (i.e., Pre-Kindergarten, 2nd grade self-contained classroom). Student growth for a departmentalized classroom setting will only be used for the content assigned to the teacher, (i.e., 3rd grade RLA, 5th grade science teacher, 8th grade math teacher). For Pre-K through 2nd grade Bilingual classes, growth is calculated for students in their dominate language.

Student Growth Instruments

The following instruments are used to measure student growth. To be included in calculations, students must test within the district's BOY & EOY window, (first 9 weeks of school and last 9 weeks of school), be on teacher roster on Oct. and Feb. PEIMS.

- CIRCLE tests for Pre-K (4) Reading and Mathematics
- TxKEA tests for Kindergarten (all six subtests for Reading) and Mathematics
- Renaissance STAR growth percentile for Reading and Mathematics for grades 1 and 2.
- Pre-Test District designed assessment for Grade 3 Reading and Mathematics and STAAR results as Post-Test
- STAAR growth measure for grades 4-8 and Algebra 1 and English I & II.
- Pre-Test District designed assessment for Grade 5 & 8 Science, Biology Grade 8 Social Studies, and US History and STAAR results as post-Test.

- Pre-Test and Post-Test District designed assessment for Physics and Geometry
- SLO performance for Theatre Arts II, III, IV, Kindergarten Physical Education, 1-3 Music, Commercial Photography, PPCD, Health Science

Definitions of Sufficient Growth for each assessment:

Circle	The EOY measures for Emergent Literacy: Reading and Mathematics in English or Spanish will determine the amount of growth for the student for the data collection cycle. Students who are labeled “On Track” for their respective age band by the end of Wave 3 will be considered as meeting expected growth target.
TX KEA	Students’ subtests on all of Language, Literacy, and Mathematics subtests will be averaged to determine growth. Expected growth will be defined as moving up a band or remaining on track. Each subtest growth score will be averaged for each student for the 10 subtests to determine an overall growth score per student.
3rd RLA & Math, 5 th Science, 8th Science & 8th Social Studies, Biology, U.S. History	“Half the Gap” Growth Calculation Method will be used to determine expected growth. A released STAAR pre-test is given, each student has an expected growth target identified using the "half the gap" method. At the end of the year, students' actual scores on the spring STAAR are compared to the expected "half the gap" target for each student to determine whether students met expected growth or not.
Physics, Geometry	Cumulative Exam in imagine (Edgenuity) pre-test will be used to set the expected growth targets using the "half the gap" method. At the end of the year, students' scores on the Cumulative Exam post-test are compared to the expected "half the gap" target for each student to determine whether students met expected growth
Theatre Arts II, III, IV, Kindergarten P.E. 1st-3rd Music, Commercial Photography, PPCD, Health Science	To assess student growth in the SLO at the end of the year, teachers will compare the student's expected growth target of the TSP to their actual end of year skill level as documented by the body of evidence. Students whose body of evidence aligns to the descriptors of the expected growth target that was set for the at the beginning of the year will be considered to have met their expected growth

Calculating Growth Scores

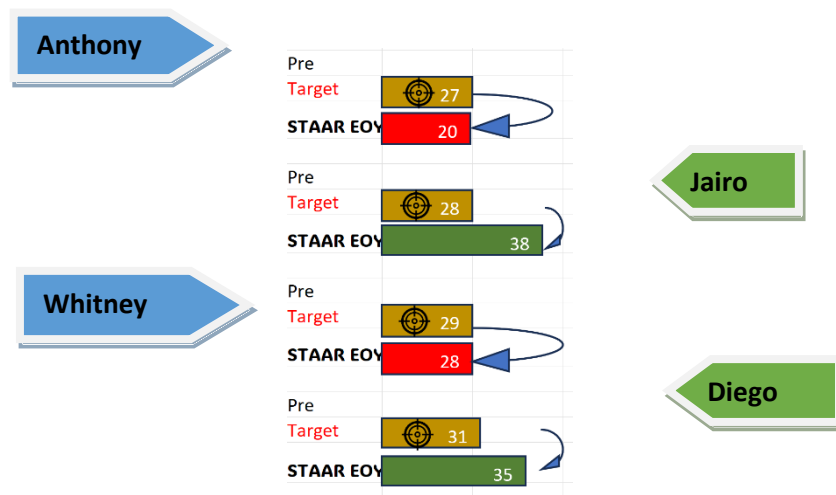
La Vega ISD has chosen to use the “Half the Gap Model” to determine individual student growth. The following provides an example of how growth is calculated for each student.

Example:

There are 52 questions on a STAAR released test. Students must take the pretest within the first nine weeks of school. For this example, students took the released STAAR the third week of school. These correct responses for each student are placed in Column A.

1. A perfect score for the released test would be 52 (*column B). The first calculation is the gap between the pre-test score and a perfect score. (*column C).
2. The second calculation is half of the gap (*column D).
3. The third calculation is to add the pre-test correct responses to the gap to determine the TARGET for growth (*column E).
4. The last calculation is to determine if sufficient growth occurred when the STAAR results are Post-Test is graded (*column F)

	A	B	C	D	E	F	G
	Pre-Test Score	Perfect Score	Gap	Half	Half + TARGET	STAAR	Growth
Anthony	2	52	50	25	27	20	-7
Jairo	4	52	48	24	28	38	+10
Whitney	5	52	47	23.5	28.5	28	-5
Diego	10	52	42	21	31	35	+4



Anthony had growth (20 questions); however, he did not have sufficient growth to earn 1 pt. He missed the target of 27 by 7 questions.

Jairo exceeded his Target of 28 but 10 questions. He had sufficient growth.

Whitney missed the Target by .05.. We would have rounded the target score from 28.5 to 29. The half point was left in the illustration for clarity in how close calculations must be. Whitney missed the target by 1 point for sufficient growth. Diego exceeded the target by 4 questions.

John Hattie’s meta-analysis provides evidence of the importance of sharing learning intentions. If students have the same idea as the teacher of what is going on in the classroom, and what they will be learning because of doing the work, the research correlation to success is .77. A very high correlation! A comparison of goal setting plus feedback, comparing two products, retrospective creation of success criteria maximizes impact on learning. [Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.](#)

Percent of students making sufficient growth

To calculate the total percentage of student growth for each teacher. The following calculation is used.

%

Growth

Total # of students demonstrating one year or greater growth.

Total # of students meeting enrollment criteria for teacher with an expected growth score.

Using the 4 students in the example above concerning determining student growth, the teacher would have a student growth rate of **50%**. 2 of the 4 students had demonstrated growth in the expected content.

Minimum Thresholds for designations

#1 MINIMUM Student Growth Threshold for Designation Levels [60%]

Teachers are required to meet a minimum threshold/requirement for student growth scores for teachers to earn a designation. These thresholds are set by the Texas Education Agency.

TIA Designation Category	Student Growth Percentage
No Designation	< 54%
Recognized	55% - 59%
Exemplary	60% - 69%
Master	70% - 100%

T-TESS numeric score guide [

T-TESS labels are assigned a numeric score from 1-5. Each dimension is assigned the score based on the following chart. To ensure valid and reliable observation data, the district has developed a T-TESS appraiser calendar that identifies activities, data analysis and training that will occur throughout the school year. The campus leaders meet quarterly (Oct, Dec, Feb, May) to review completed teacher observations and walk-throughs and identify potential areas of skew. Based on two years of data, the average proficient score for LVISD in T-TESS is 3.65.

Student Centered		Teacher Centered		
5	4	3	2	1
Distinguished	Accomplished	Proficient	Developing	Needs Improvement

2 MINIMUM Instruction and Classroom Management T-TESS Minimum Threshold for Designation [30%]

La Vega ISD requires a minimum threshold for observation scores for teachers to earn a designation. Teachers with any dimension score less than 3 (proficient) for Domains 2 & 3 (Instruction & Learning Environment) are not eligible. The last observation score is used when calculating the T-TESS rating score giving all educators the opportunity to improve performance based on prior T-TESS observations. An average of all eight dimensions must meet the minimum requirement for designation. To receive a designation, a teacher must meet the minimum threshold of the designation category.

Designation Category	Average Score Across 8 Dimensions
No Designation	<3.7
Recognized	3.7
Exemplary	3.9
Master	≥ 4.5

#3 MINIMUM Value-Added Measure Designation Levels [10%]

Using the previously identified numeric scoring for T-TESS rubric for each dimension, an educator must have at least 3 (proficient) on all four dimensions for Domains 1 (Planning) and four dimensions for Domain 4 (Professional Practices and Responsibilities). The last observation score is used when calculating the T-TESS rating score giving all educators the opportunity to improve performance based on prior T-TESS observations. An average of all eight dimensions must meet the minimum requirement for designation. To receive a designation, a teacher must meet the minimum threshold of the designation category.

Designation Category	Average Score Across 8 Dimensions
No Designation	<3.0
Recognized	3.7
Exemplary	3.9
Master	≥ 4.5

TOTAL POINT CALCULATION for DESIGNATION

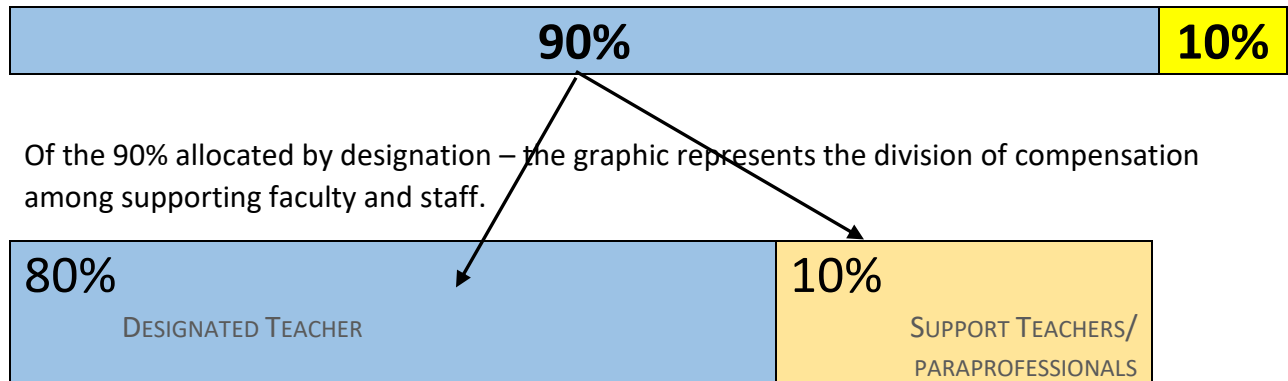
Threshold scores must be reached for EACH of the three categories for teacher designation. Once each minimum is reached, the designation is determined by converting each threshold to a percentage. The designation is determined by adding all three percentages together to determine the highest teacher designation.

To calculate the designation level, the student growth performance is multiplied by 60%, T-TESS average for Domains 2 & 3 are multiplied by 30%, and T-TESS average for Domains 1 & 4 are multiplied by 10% to determine an overall score. This score is used to determine the designation category.

Designation Category	Score Thresholds across all 3 Measures
No Designation	<34.0
Recognized	34.48 – 37.55
Exemplary	37.56 – 43.79
Master	≥ 43.8

TIA Statutory Spending Requirement

LVISD will spend 90% of the allotment on teacher compensation on the campus where the designated teacher works. 10% of the allotment will be used by the district to support the local designation system.



- Support Teachers for grades PreK (3) through 2nd Grade include intervention teachers, special education teachers and paraprofessionals in the grade level.
- For grades 3 – 12, support teachers include those department teachers and paraprofessionals providing support by content area.

The 10% is divided equally between paraprofessionals and educators who are providing support to the designated teacher.

For example, a Kindergarten teacher receives designation at an exemplary level. 90% of the funding will be assigned to the campus / grade level of the designated teacher. The funds will then be divided with 80% allocated to the designated teacher and 10% divided equally between the three paraprofessionals and six kindergarten teachers.

A secondary example: An eight grade math teacher receives designation at the recognized level. 90% of the funding will be assigned to the campus / grade level of the designated teacher. The funds will then be divided with 80% allocated to the designated teacher and 10% divided equally between the three math teachers and the special education teacher that supports the math teachers.

How do designated teachers receive compensation?

La Vega divides the payout into two lump sum payments based on the estimated total allotment per teacher with the larger portion (80% of the 80%) awarded at the end of the school year (May). The smaller portion (20%) or settle-up of remaining allotment funds will be made as a retention payment during back-to-school week in August. All TIA funds for the year will be expended prior to August 31st.

Forfeiting Compensation

Retaining the district's best teachers is one of the goals for La Vega ISD. Teachers will earn this stipend by returning for the following school year or notifying the district of their intent to depart by March 15 of each school year. Designated teacher must notify the district in writing prior to the March 15th deadline to receive the retention funds. Teachers must submit written notification to HR (email, inter-office mail) of their intent to leave the district at the end of their contract. If an eligible teacher departs without written notification, the retention stipend will not be forwarded. Funds retained by the district from designated teachers will be used to supplement district funding of teacher residents and strategic staffing teachers.

Instructional paraprofessionals, interventionists and non-designated teachers providing support to designated teachers will receive a single lump-sum payment in May with all funds expended prior to August 31st.

Movement of Teachers

If a designated teacher moves between campuses within La Vega ISD prior to Class Roster Winter submission (February), La Vega ISD will distribute TIA compensation based on the teacher's campus location at the time of the Class Roster Winter submission. If a teacher moves to/from the district prior

to Class Roster Winter submission, the district does not receive any funds for the teacher. The teacher is not eligible for Teacher Incentive Allotment funds.

Between Campuses

If the designated teacher leaves the campus to another in district campus after the Class Roster Winter submission, the designated teacher will receive the teacher incentive allotment value based on the teacher's campus location at the time of the Class Roster Winter submission.

Leaves the district after February.

In the event a designated teacher leaves the district after the Class Roster Winter submission and before the end of the school year, the designated teacher will not receive the allotment.

Spending of forfeited allotment funds

In all cases where allotments are forfeited, the designated teacher's allotment will be used to supplement student-facing instructional staff on the designated teacher's campus who are engaged in the innovative strategic staffing model. The innovative staff includes teacher residents, multi-classroom leader teachers, master team reach teachers, team reach teachers, and reach associates. In addition, funds will support teachers in earning a designation and designated teachers. The funds will be distributed before August 31 of each year.



ONCE A PIRATE, ALWAYS A PIRATE!