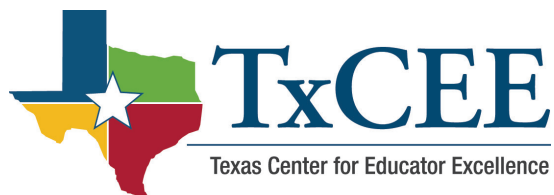




FRIENDSWOOD ISD

TEACHER INCENTIVE ALLOTMENT (TIA) GUIDEBOOK



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FISD Stakeholders

Friendswood ISD Stakeholders

Campus	Representative	Role
Cline Elementary	Chelsea Copley	Quest Teacher
Westwood Elementary	Dakota Hubbell	2nd Grade Teacher
Windsong Elementary	Katya Silveira	5th Grade Teacher
Windsong Elementary	Nora Trevin	Kindergarten Teacher
Bales Intermediate	Katherine Osborne	4th Grade Teacher
Bales Intermediate	Ryan Kopp	Principal
Friendswood Junior High	Laura Spangle	Dyslexia Specialist
Friendswood Junior High	Marcy Burkett	Texas History Teacher
Friendswood Junior High	Dana Drew	Principal
Friendswood High School	Nina Lou	English Teacher
Friendswood High School	Ashley Birmingham	Assistant Principal
FISD	Lauren Ambeau	Deputy Superintendent Elementary Teaching and Learning
FISD	Kimberly Cole	Deputy Superintendent Secondary Teaching and Learning
FISD	Lindsey Foley	Executive Director of Human Resources
FISD	Kelsey Golz	Communications Specialist
FISD	Stacy Guzzetta	Executive Director of Student Operations

FISD Overview

Call to Action

Through authentic experiences and relationships, FISD will graduate confident learners equipped with the knowledge, skills, and character to thrive in and contribute to a global society.

Our Beliefs

FISD believes:

- That learning is meaningful, relevant and ever-evolving which motivates students, educators, parents, and community members to be lifelong learners.
- Students learn best and succeed in a space where they feel heard, seen and connected.
- Student-teacher relationships are key to student success.
- Education has a responsibility to value and support all students' dreams and aspirations.
- Learning is unique to an individual's passions and needs.
- Public education provides well rounded educational opportunities for all.
- Communication, collaboration and real-world connections lead to profound learning.
- Interpersonal relationships and connections are vital to the learning of and the development of civility and respect.
- Education for the future provides for the ability to learn and problem solve.
- Every student has a right to a safe learning environment.
- Relevant, authentic, engaged learning provides the best opportunity for true growth.
- A well-rounded student is the product of academic, social, and emotional learning.
- A quality education creates a bridge for all students to become independent contributing adults.

Our Goals

- GOAL 1** We will develop a district-wide system that establishes a culture of community service for all students.
- GOAL 2** We will redefine the measure of student success based on our beliefs and call to action.
- GOAL 3** We will provide professional learning that is aligned to our beliefs and call to action.
- GOAL 4** We will partner with the community to actively create and foster a learning environment dedicated to real-world instruction and experiences.



FISD Strategic Plan

Our Goals (cont)

- GOAL 5** We will strategically allocate resources for facilities that promote authentic learning experiences and real-world opportunities.
- GOAL 6** All students will be engaged in authentic learning experiences in and beyond the classroom.
- GOAL 7** We will develop initiatives that promote strong character traits, emotional maturity, and social wellbeing for each child.

Strategic Plan

Goal 2:

- 2.1 Establish professional learning that promotes the implementation of alternative assessments.
- 2.3 Create a locally developed accountability system based on district beliefs.

Goal 3:

- 3.1. Implement a full-cycle learning system that will include data, research, implementation, reflection, and evaluation of the effectiveness of professional learning.



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.



FISD is eligible to receive between \$3,123, and \$13,069 for each designated teacher that is employed in the district.



At least 90% of TIA funds must be used for teacher compensation on the campus where the designated teacher works. Up to 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 FISD Campuses

TIA 2023-24 Funding Examples*			
Campus	Recognized Designation	Exemplary Designation	Masters Designation
Windsong ES	3,123	6,245	12,409
Zue S. Bales Intermediate	3,296	6,593	12,988
CW Cline ES	3,066	6,132	12,220
Westwood ES	3,321	6,641	13,069
Friendswood JH	3,134	6,269	12,448
Friendswood HS	3,137	6,273	12,455

*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 FISD Apply for TIA?

The Teacher Incentive Allotment was designed by TEA to recruit, reward and retain effective teachers. Friendswood ISD formed a Stakeholder committee to seek input and if viable, develop a local designation plan. After seeking feedback from all teachers, 70% supported developing a plan in an effort to not leave money on the table that could go to our teachers.

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.

TIA Overview

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

FISD applied to TEA for Cohort G and has received approval for the local designation system. In order for FISD to be a fully approved Cohort G district, the district must have an initial data capture year of 2024-25, and pass data validation through Texas Tech University.

For more detailed information, please see the [TEA TIA Overview of the Data Capture Year](#).



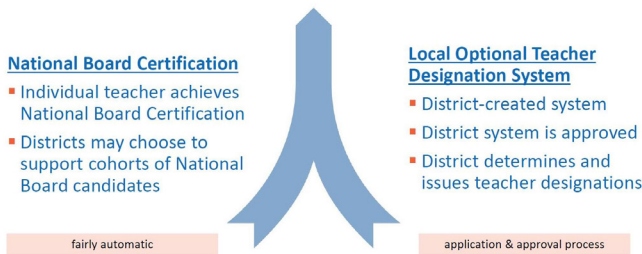
TIA Designation System

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 FISD has opted to do. The second path is via the National Board Certification (NBC).

Two Pathways to Earn Designations



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

FISD TIA Designation Components 24-25	
Component	Weight
Evaluation*	40%
Student Growth Measures (SGMs): Pre-/Post-assessment	60%

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

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, FISD will submit designation data to Texas Tech University (TTU) to complete the step 2 data validation process.

Once TTU has validated the data, FISD 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](#).

Eligibility

In FISD, the following categories of teachers (coded as 087, and meeting minimum requirements for providing student facing instruction) are considered TIA eligible in the 24-25 school year.

TIA Eligible Teacher Categories in SY 24-25	
Category	Description
1	Pre-Kindergarten
2	K-2nd (Reading)
3	4th-English II (Reading); 4-Algebra I (Mathematics)

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 (allotment amounts 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 [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:

- System Weighting*
- Teacher Observation*
- Student Growth*
- Spending Plan*
- Stakeholder Engagement
- 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**.

FISD 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

Friendswood 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 Goal Setting
- Regular Walkthroughs (minimum of 5, totalling 45 minutes)
- Ongoing review of teacher and student data, goals and professional development
- T-TESS formal observation with pre- and 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

Observation Details

- All T-TESS appraisers must be certified in the T-TESS process
- Appraisers must re-certify every 3 years.
- Appraisers recalibrate to the T-TESS Rubric at least twice per year.
- 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 Eduphoria.

- 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 FISD system requires a minimum of 5 walkthroughs per teacher, totaling 45 minutes. Written feedback will be provided to teachers following walkthroughs using the FISD Walkthrough form.
- The score for the Teacher Observation Component will be calculated at the end of the year by taking the average of all scored dimensions in Domains 2 and 3 taken over the course of the year.
- End of the Year (Summative) Conference: FISD will have the appraiser provide a score for Domains 1 and 4 and then provide feedback for Domain 2 and 3, but no rating would be assigned. This is to maintain consistency between the walk throughs and the EOY conference. The conference will also include a discussion about next year's goals and the Professional Development Plan.
- Teacher in Need of Improvement: Currently 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

TIA Requirements

- 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 Eduphoria.
- The T-TESS comprises 40% of the weight for the Teacher Incentive Allotment.
- The T-TESS rubric and additional information can be found here. The Four Domains and the dimensions are shown below. **Only domains 2 and 3 are used for TIA designations.**

<p style="text-align: center;">Planning <i>Domain</i></p>	<p style="text-align: center;">Instruction <i>Domain</i></p>
<p>1.1 Standards and Alignment 1.2 Data and Assessment 1.3 Knowledge of Students 1.4 Activities</p>	<p>2.1 Achieving Expectations 2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation 2.5 Monitor and Adjust</p>
<p style="text-align: center;">Learning Environment <i>Domain</i></p>	<p style="text-align: center;">Professional Practices <i>Domain</i></p>
<p>3.1 Classroom Environment, Routines, and Procedures 3.2 Managing Student Behavior 3.3 Classroom Culture</p>	<p>4.1 Professional Demeanor and Ethics 4.2 Goal Setting 4.3 Professional Development 4.4 School Community Involvement</p>

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).

TIA Requirements

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

Student Growth

Student Growth Measures (SGMs)

Student Growth Measures (SGMs) are the second statutory component of the locally developed TIA System. The type of SGM used 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. After numerous stakeholder engagement meetings, FISD chose to adopt the Pre-/Post-Test model for SGMs. The assessments selected for the Pre-/Post-Tests are as follows for each of the teaching categories listed:

FISD TIA Assessment Selection 24-25		
Category	Description	Assessment
1	Pre-Kindergarten	Pre-Test: Circle; Growth Target: District Created; Post-test: Circle
2	K-2nd (Reading)	Pre-Test: mClass; Growth Target: District Created; Post-test: mClass
3	4th-English II (Reading); 4-Algebra I (Mathematics)	Pre-Test: Previous Year STAAR; Growth Target: Transition Tables; Post-test: EOY STAAR

Circle Assessments

FISD selected Circle assessments as the 3rd party assessment to include in the local designation system because the district currently uses Circle assessments with Pre-kindergarteners, as it is a commissioner-approved assessment for pre-kindergarten and has the support of our pre-K teachers. The district will use the Circle test and the Gap Closure Model to determine individual student growth targets from BOY to EOY and then compare students' actual growth from BOY to EOY to determine whether students met expected growth targets or not. For this assessment, FISD will follow STAAR Protocols, as well as the protocols that are recommended by the vendor.

mClass Assessments

FISD selected mClass assessments as the 3rd party assessment to include in the local designation system, as this test is an approved assessment and has teacher buy-in for our kinder through second grade reading classrooms. The district will use the mClass test and the Gap Closure Model to determine individual student growth targets from BOY to EOY and then compare students' actual growth from BOY to EOY to determine whether students met expected growth targets or not. For this assessment, FISD will follow STAAR Protocols, as well as the protocols that are recommended by the vendor.

EOY STAAR Assessments

FISD selected STAAR and STAAR Alt as our SGM for students in 4th grade English through English II reading classes and in 4th grade through Algebra I math classes. The district will use the STAAR test for content areas that are included in the Transition Tables growth measure (4-8 ELAR, Math/Algebra I, English I and II, teachers of students moving from a Spanish language STAAR to an English language STAAR.) The percentage of a teacher's students who met or exceeded their expected growth target will be calculated by comparing a student's expected EOY score to their actual EOY score. Students whose EOY actual score met or exceeded their expected EOY score will be determined to have met expected growth. For this assessment, FISD will follow STAAR Protocols currently in place.

Teachers with Multiple Assessments

For any Friendswood ISD teachers who have multiple SGMs, district will determine growth based on the highest of the two scores. Students who meet or exceed their expected EOY growth targets for one of the two assessments will be determined to have met the expected growth.

TIA Requirements

Calculating Student Growth

In order to calculate the teacher's end of year student growth, FISD has adopted the statewide performance standards. 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

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. To calculate these, FISD takes 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

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.

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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. FISD chose to adopt the Pre-/Post-Test model for SGMs.

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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. FISD 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

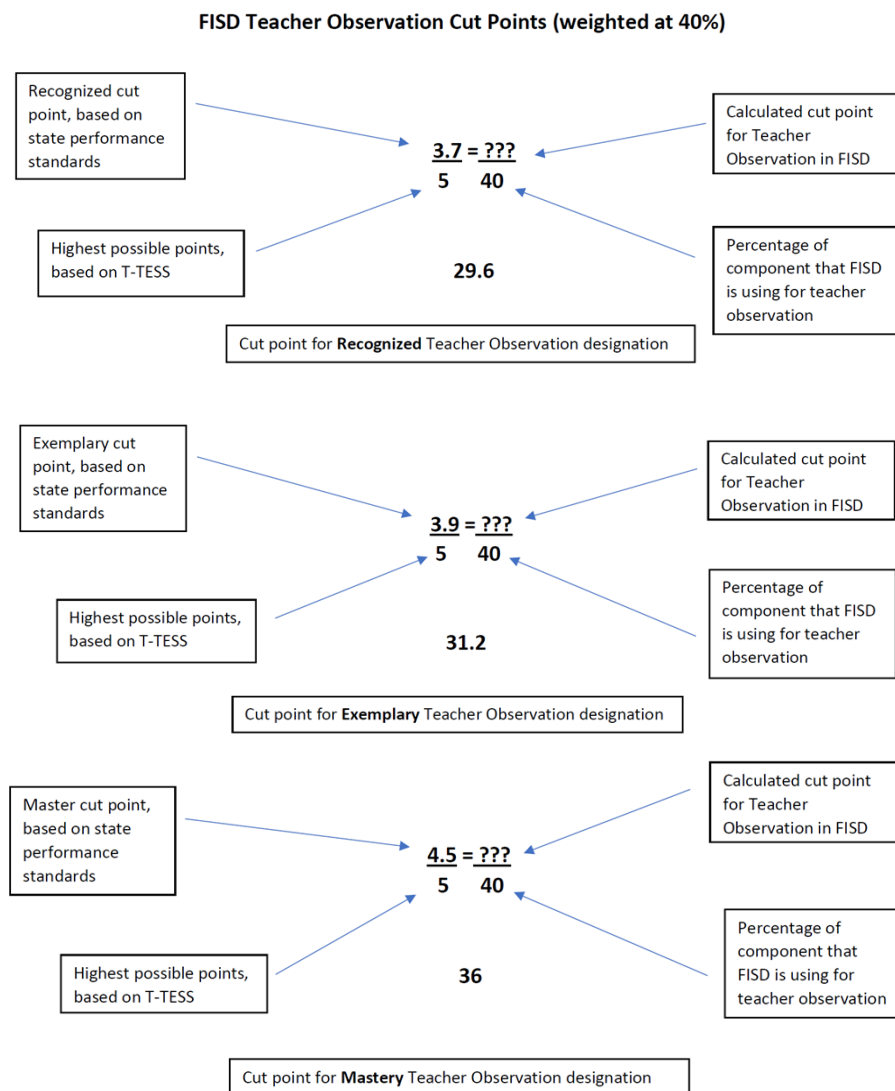
Calculation for Designations Cut-Points in the Local Designation System

FISD has adopted the statewide performance standards for both Educator Evaluation and SGMs. These Performance Measures are used to calculate the cut points for each of the designation levels (Recognized, Exemplary and Masters). The calculations are outlined below. The overall scoring will be based on a 100-point scale with teacher observation having a max of 40 points and student growth having a max of 60 points.

Educator Observation

Teacher Observation is weighted at 40% and has a max of 40 points for calculating the designation. For teacher observation, the performance standard in FISD for recognized is 3.7 out of 5. $4.0/5$ gives us the ratio of .74. $40 * .74$ gives us the cut-point for recognized as 29.6. See Figure 1 for an illustration.

Figure 1



Calculating the Designation

Exemplary would have a cut-point of 31.2, using the performance standard of 3.9. Master would have a cut-point of 36, using the 4.5 performance standard..

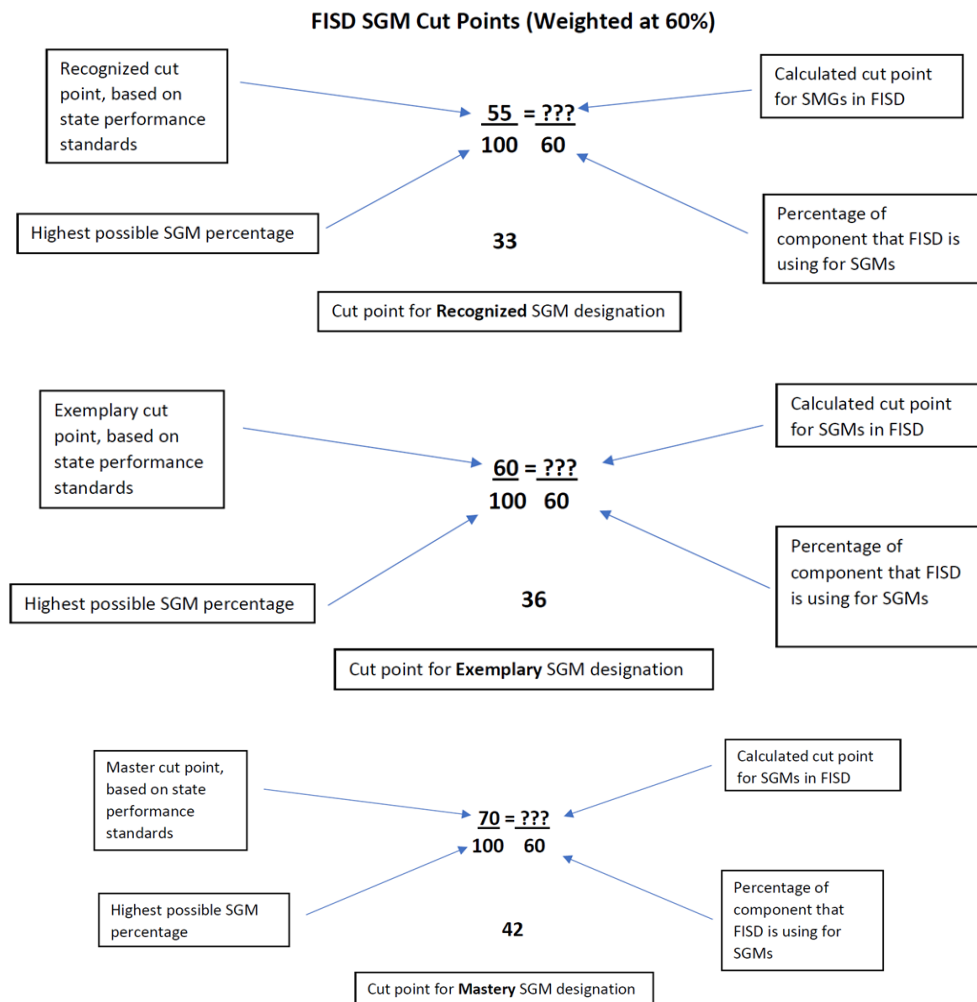
Teacher Observation Cut-Points

Designation	Cut-Point
Recognized	29.6
Exemplary	31.2
Master	36

Student Growth

Student Growth is weighted at 60% and has a max of 60 points for calculating the designation. The performance standard for recognized is 55% out of 100%. 55/100 gives us the ratio of .55. 60 multiplied by .55 gives us the cut-point for recognized as 33. See Figure 2 for an illustration.

Figure 2



Calculating the Designation

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	33
Exemplary	36
Master	42

Calculation for Designations

Using the cut-points for each component identified above, the two are combined for an overall point total identified in the table below. 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>	29.6 +	33 =	62.6
<i>Exemplary</i>	31.2 +	36 =	67.2
<i>Master</i>	36 +	42 =	78

Overall questions/concerns and questions dealing with Student Growth Measure - Dr. Stacy Guzzetta sguzzetta@fisd12.net 281-996-6618. Questions dealing with Teacher Observation - Lindsey Foley lfoley@fisd12.net 281-996-6624.



Distribution of TIA Funds

Distribution of TIA Funds

Spending Plan

Funding for teachers designated as Recognized, Exemplary, and Master under the Teacher Incentive Allotment (TIA) will flow from the state to Texas school districts. The statute requires that at least 90% of the funds earned through the district's local designation system be spent on teacher compensation on the campus where the designated teacher works. TEC Section 48.114 (i) (1)(A) states that: "A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed."

The statute states that TIA funds are not considered a property right. The district should spend no more than 10% of TIA funds at the district level to support rollout and implementation of TIA. The state will calculate rural and socio-economic tier funding status annually based on student enrollment. Allotment funds will be based on the socio-economic status of the campus and not the individual students assigned to the designated teacher. If a designated teacher moves campuses from one school year to another, the allotment that designated teacher generates will be recalculated based on the new campus rural and socio-economic tier funding status. TEA will conduct a winter class snapshot each year in February to determine placement of teachers across the state and to calculate allotment amounts.

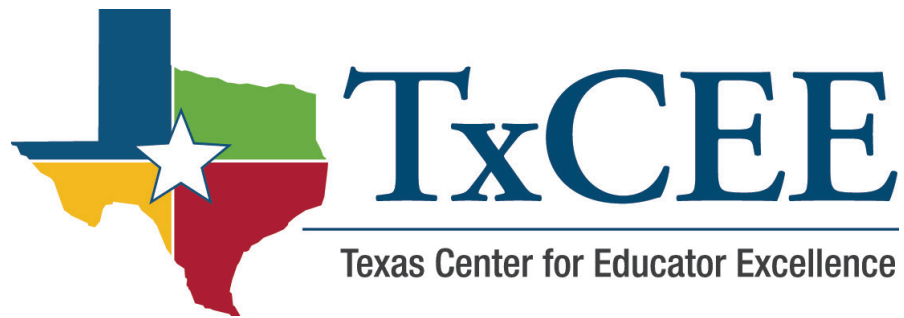
In FISD, a teacher earning an allotment will be paid 90% of the total earned allotment funds. The remaining 10% will be retained by the district for data management, professional development of our administrators for teacher observation calibration and to purchase third party assessments or to develop local create assessments for use with TIA Student Growth Measure component. All allotment funds will be disbursed as a one-time lump sum payment after the completion of the teaching contract and by 8/31, annually. The 10% hold back allows the district to support the TIA plan and allow for expansion of additional eligible teachers. The 90% allotment provides a reward for teachers with high student growth while also providing incentives for recruitment and retention which aligns with district goals for Friendswood ISD. Teaching staff across the district provided input on this decision and the stakeholder committee supported this decision.

If the teacher retires from FISD, funds will be forwarded to the designated teacher. However, if a teacher vacates their position during the term of the contract, funds will not be forwarded. Designated teachers who break their contract or retire before the end of the school year (but after winter class roster) will not receive their allotment payout and the district will redistribute the allotment they generated to other designated teachers on the campus and/or other instructional staff who meet performance requirements and/or spent on recruitment stipends for hard to fill positions where the departing designated teacher worked by August 31st.

TRS Considerations

- All TIA compensation is TRS eligible.
- The TRS has limits (10% or 10,000 increase per year) on eligible salary increases in the last 3 or 5 years prior to retirement. This could limit the extent to which the TIA compensation paid in those years is TRS eligible. A member can "work out of the limit" – the member will need to contact a TRS Benefit Counselor when they are ready to retire to determine if this limit will impact their retirement annuity calculation.
- Employer contributions/fringe will be deducted from the 90% allotment awarded to the teacher.





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