



**Teacher Incentive Allotment (TIA)**  
**Committee Meeting #4**  
*February 1, 2024*

# Agenda

- Opening Rituals
- Stakeholder Reflections
- Student Growth Decisions
- Teacher Observation Decisions
- Discover: Cut Scores & Weights
- Next Steps & Closing

**Objective:** Provide an overview of Teacher Observations and other District Models to the TIA Committee to continue the work of creating our Local Designation System to applying for TIA in April 2024.

# Committee Norms

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

# The Big Three Critical Decisions

## Who can earn a designation?

Eligible campuses and teachers



## How will we designate?

Observations, student growth measures, and optional components



## How and when will we compensate?

Distribution of funds, timing of compensation



# Balancing Stakeholder Input

- Campuses: All (including Challenge Academy)
- Teaching Assignments: Reading (PreK-Eng 2) & Math (PreK-Alg)
  - Future Phases: 5th Sci, 8th Sci/SS; US History; Biology; CTE
- Teacher Observation: T-TESS (observations & walkthroughs); need to have ongoing learning with teachers on the rubric and rate based on evidence

# Timeline



April 2024

System Application



August 2024

Notification of Application Acceptance



2024-2025 SY

Data Capture Year



October 2025

Data Submission



April 2026

Notification of System Approval



August 2026

2025-26 Funds Paid to Teachers

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# TIA Committee Recap (Meetings 1-3)

- Completed High-level review of the application
- Deep-dives into Student Growth and Teacher Observation
- Shared TIA District Examples
- Focusing on systems to leverage
  - Pre-tests are already in place in RCISD
  - T-TESS is already in practice with observations and walks
- Reminders:
  - Must have in place by April 2024 (or can get in place)
  - Valid and Reliable (student growth and teacher observation)

# Stakeholder Reflections

- As a campus group, **review** the responses to the TIA Tab 6 of the TIA Collaboration Space.
- Assign a Scribe to **type** for the group on the TIA Collaboration Space on **Tab 7**.
- 10 minutes
  
- Discuss and Document in Group Space:
  - What did you learn from the TIA District Examples that we should consider for RCISD?
  - What input did you receive about our Teacher Observation System?
  - Questions from Teachers we need to provide a response. Any Comments or Trends we should discuss/document.

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# Validity and Reliability



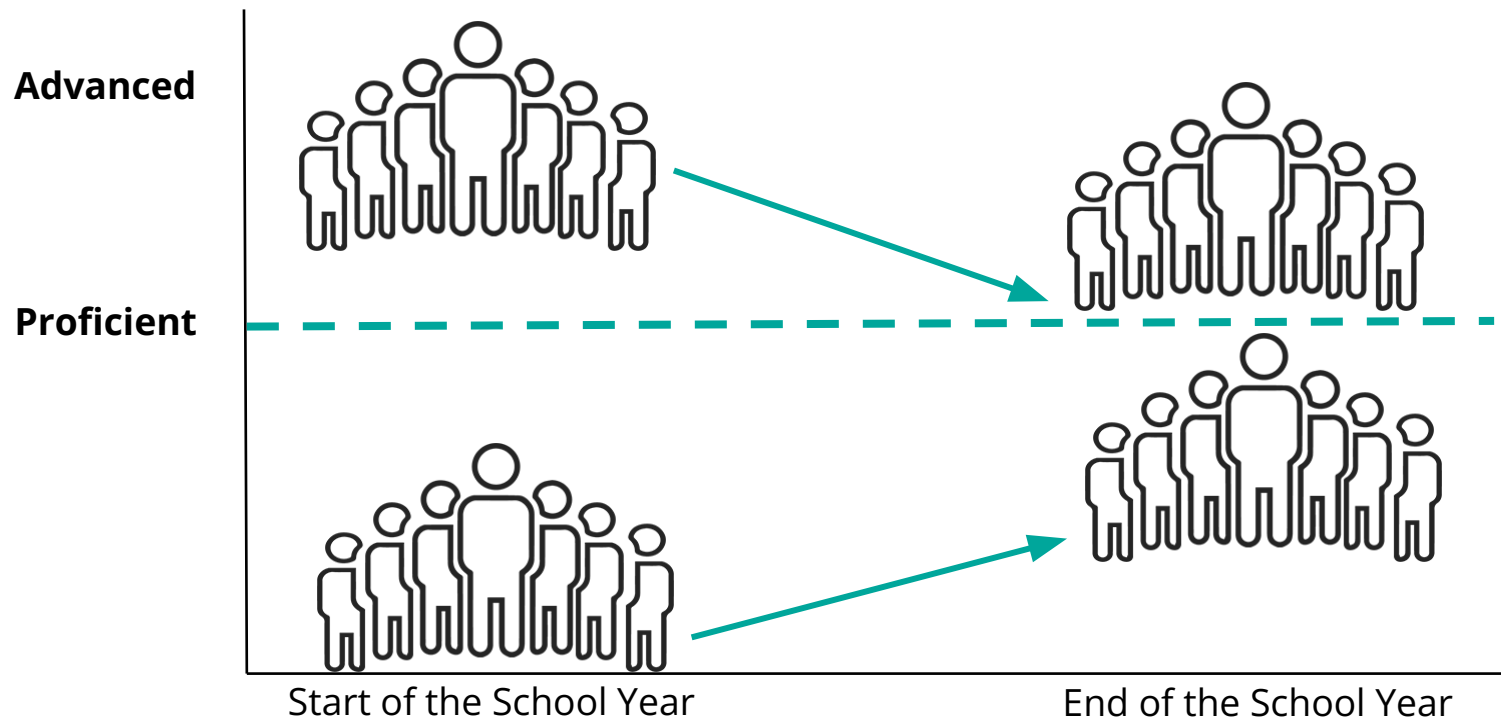
**Validity:** the extent to which something measures what it claims to measure

- *Does our tool accurately measure student growth?*

**Reliability:** the extent to which the results are consistent

- *Does the extent to which an assessment method or instrument measure consistently the performance of the student? Assessments are usually expected to produce comparable outcomes, with consistent standards over time and between different learners.*

# Growth vs. Achievement

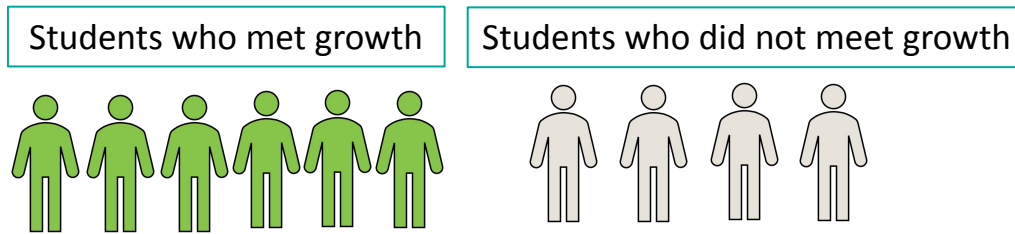


# TIA Statewide Performance Standards for Student Growth



Designation Level	% Students who met/exceeded expected growth targets
Recognized	55%
Exemplary	60%
Master	70%

Ms. Sharon's Class



Note: These numbers are used as a guide to inform districts of statewide averages. These averages can vary, and districts would need to decide where set the averages based on their local context. For more information, please see [Student Growth Performance Standards](#)

# TIA Student Growth Requirements



1. Student growth measured at the individual student level that can be linked to the applicable teacher and is content and standard-aligned.
2. District application must show evidence of validity & reliability of development, administration, and scoring.

Validity of Content

Can be used to set expected growth targets

Valid & Reliable Administration Protocols (including training)

Valid and Reliable Scoring

Security Protocols in Place

# Student Growth Measures for TIA



## Pre-Test/ Post-Test

- Vendor or locally created
- Vendor or locally set expected growth targets



## Value Added Measures (VAM)

- Compares predicted to actual scores based on multiple years of past testing history
- Based on statistical modeling and often conducted by independent researchers



## Student Learning Objectives (SLO)

- Aligned with TexasSLO.org
- Built around a foundational skill and assessed with a body of evidence



## Portfolios

- Ideal for Performance-Based Courses
- Must include a skill proficiency rubric with at least 5 proficiency levels and varied artifacts

# Pre-Test/Post-Test Options



Option	Who Creates Pre-Test	Who Sets Growth Targets	Who Creates Post-Test	Examples
1	3 <sup>rd</sup> Party	3 <sup>rd</sup> Party	3 <sup>rd</sup> Party	STAAR Transition Tables, NWEA RIT Goals
2	3 <sup>rd</sup> Party	District	3 <sup>rd</sup> Party	Released STAAR pre-test, district growth targets, spring STAAR post-test
3	District	District	District	District pre-test, district growth targets, district post-test
4	District	District	3 <sup>rd</sup> Party	District pre-test from item bank, district growth targets, spring iStation post-test

Pre-Test given at BOY within first 9 weeks. (First 6 weeks for semester-long courses.)

Post-Test given at EOY

## **DRAFT Plan: How we got here?**

- Studied what is the purpose of TIA and a Local Designation System
- Reviewed requirements and timelines
- Studied Student Growth and Teacher Observation Options (Valid/Reliable)
- Sought feedback from our colleagues
- Determine what is reasonable and doable to meet April 2024 application deadline

# DRAFT Plan: How we got here?

- This is a **DRAFT** (*can be edited*)
- **Nothing** has been decided (*what we're doing today*)
- **Only Phase 1** has to be included in this year's application (*future phases are in subsequent year's expansion applications*)

# 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)

**DRAFT #1 (Jan 2024)**

<b>Grade Level/Teaching Assignment</b>	<b>Teacher Observation</b>	<b>Who sets Expected Growth Target? How?</b>	<b>Student Growth (Pre-/Post-Tests)</b>
<b>Phase 1</b>			
<b>Pre-K</b>	T-TESS	District	Circle/CLI
<b>4th-8th Math and Reading, Algebra I, English I and English II (including SPED)</b>	T-TESS	TEA	STAAR
<b>3rd Reading, 3rd Math, 5th Science, 8th Science, 8th SS, US History, Biology (including SPED)</b>	T-TESS	District	BOY Released STAAR/EOY STAAR
<b>Kinder Reading/Math (including SPED)</b>	T-TESS	mCLASS	mCLASS/iStation
<b>1st-2nd Reading/Math (including SPED)</b>	T-TESS	mCLASS	mCLASS/Renaissance
<b>CTE</b>	T-TESS	District	iCEV or YouScience/ Precision Exams
<b>SPED: Life Skills (Grades 3-11)</b>	T-TESS	TEA	STAAR-ALT

\*All RCISD teachers eligible for designation through the National Board Certification

**ONLY information for Initial Application**

# Student Growth Discussion & Decision

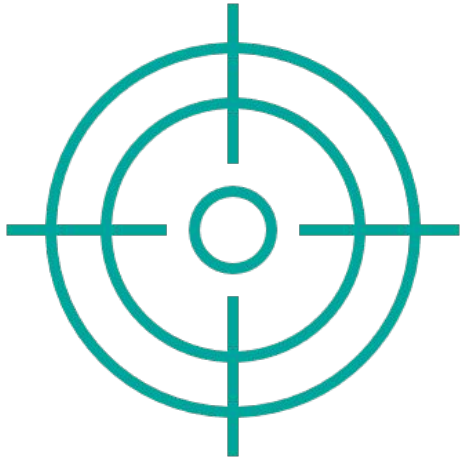
- As a campus group, **discuss** the questions below.
- Assign a Scribe to **type** for the group on the TIA Collaboration Space on **Tab 7**.
- 10 minutes
  
- **Review the Phased-in Model linked on Tab 7:**
  - Plus- We can agree to this
  - Delta- We would like to change/edit/add
  - Which teaching assignments are missing? What Phase will they be in?
  - Questions? Concerns?

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# Validity vs Reliability



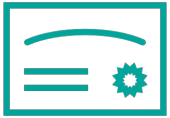
**Validity:** the extent to which something measures what it claims to measure

- *Does the rubric accurately measure teacher effectiveness?*

**Reliability:** the extent to which the results are consistent

- *Will a teacher be rated in the same way no matter who their appraiser is or what they teach?*

# Teacher Observation Components



**Teacher Observation  
Rubric and Appraiser  
Certification**



**Correlation of Teacher  
Observation and Student  
Growth Data**



**Reliability of Teacher  
Appraisers**



**Observation and  
Feedback Schedule**



**Review of Teacher  
Observation Trends**



**Alignment to Statewide  
Performance Standards**

# Teacher Observation Rubric



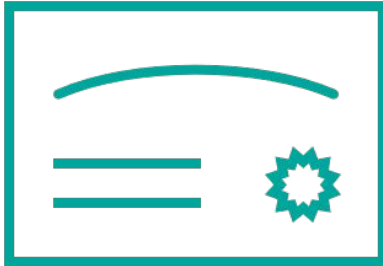
## Statute:

- Approved teacher observation rubric that
  - Aligns to T-TESS dimensions
  - Complies with §21.351.or §21.352
  - Identifies a clear proficiency marker

## Pre-approved Rubrics:

- T-TESS
- Danielson
- Marzano
- NIET TAP

# Appraiser Certification



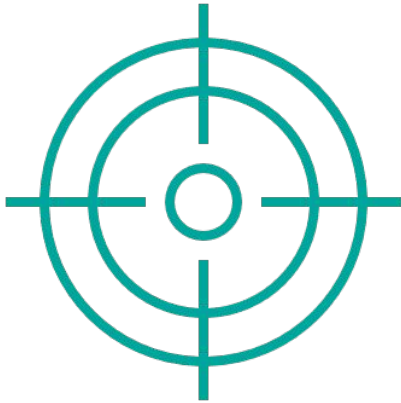
## Statute:

- Calibration component required for certification
- Appraisers certify every 3 years

## Best Practice:

- Informal annual certification opportunities
- Some district leaders are certified appraisers

# Calibration Overview



## Statute:

- Appraiser calibration at least once a year
- Within and among campuses
- District leadership included

## Best Practice:

- Multiple opportunities to calibrate
- Some district leaders are certified appraisers

## Best Practices

- Identify **participants**
  - Appraisers within and among campuses
  - Include district leadership
- Schedule a variety of calibration **activities**
  - Co-Observation
  - Single Dimension Walkthrough
  - Campus Walkthrough
  - Video Observation

### **Additional items to consider**

- **Define** calibration
- Establish **calibration procedures**
- Review high-quality **evidence collection**
- **Ongoing** Teacher and Leader Learning

# Frequent Observations



## Statute:

- At least 45 minutes of observation per teacher
- Observation data and student growth data from the same year

## Best Practice:

- 2-3 full observations
- Regular short scored and unscored observations
- Multiple announced and unannounced visits
- Multiple observers for each teacher
- Collect high-quality evidence
- Create an observation calendar

# Common Misconception



Teachers may opt in and out of TIA.



Full teacher observation and student growth measures are required for **ALL** teachers in eligible teaching assignments.



# ***DRAFT:* Rice CISD Teacher Observation for TIA**

- T-TESS will be the rubric used
- All teaching assignments included in TIA will have to submit T-TESS and Student Growth Data (no opt-outs)
- **Data Collection Points:**
  - One 45-minute observation in the Fall
    - 3-week window unannounced
  - One TIA Walkthrough in the Fall AND Spring (2 @ a minimum) by the Campus Administrator
  - One TIA Walkthrough per year by Other District or Campus Administrator
  - Walkthroughs:
    - 15-minute minimum
    - Only Observe Domains 2 and 3

# ***DRAFT: Rice CISD Teacher Observation for TIA***

- Professional Development & Calibration
  - Ongoing professional development during summer, BOY, and throughout the year connected to T-TESS Rubric for Admin and Teachers
  - Consistent reminders and communication about T-TESS Rubric (PLCs, Faculty Mtgs, Newsletters, etc.)
  - T-TESS self-reflection activities for teachers and coaching sessions with administrators
  - Administrators will work on High Quality Feedback
  - Administrator calibrations and certification for administrators across the district

# Teacher Observation Discussion & Decision

- As a campus group, **discuss** the questions below.
- Assign a Scribe to **type** for the group on the TIA Collaboration Space on **Tab 7**.
- 7 minutes
  
- **Review & Discuss:**
  - Does the DRAFT Rice CISD Teacher Observation Plan for TIA work for measuring teacher effectiveness?
  - Any suggestions or changes requested?
  - Additional comments or questions?

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- **Discover: Cut Scores & Weights**
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**Objective:** Provide an overview of Teacher Observations and other District Models to the TIA Committee to continue the work of creating our Local Designation System to applying for TIA in April 2024.

# 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

# Discover: Cut Scores & Weights

- Performance Standards (Cut Scores):

Designation criteria and cut points for each level of designation are determined by the district; TEA does not select which teachers qualify or reject individual teacher designations. Performance Standards are assigned for Teacher Observation and Student Growth.

- Weights:

Determine how a district weights each component of their Local Designation System. The two required components (Student Growth and Teacher Observation) must be included along with any additional components. The weights must equal to 100%.

# TIA Performance Standards



The Teacher Incentive Allotment performance standards were established by looking at student growth performance data and teacher observation data on T-TESS. Recognized represents the top 33%, Exemplary represents the top 20%, and Master represents the top 5% of teachers across the state.

## Teacher Observation Performance Standards

Designation Level	Average T-TESS Score Domains 2 & 3 *Minimum of 3 on all dimensions
Recognized	3.7* or 74% of possible points
Exemplary	3.9* or 78% of possible points
Master	4.5* or 90% of possible points

For teacher observation performance standards, T-TESS scores were observed across the state looking at only domains 2 & 3 on T-TESS (The two observable domains). Averages were then established based on the cut points described above.

# TIA Performance Standards



The Teacher Incentive Allotment performance standards were established by looking at student growth performance data and teacher observation data on T-TESS. Recognized represents the top 33%, Exemplary represents the top 20%, and Master represents the top 5% of teachers across the state.

## Student Growth Performance Standards

Designation Level	% of students meeting or exceeding growth target
Recognized	55%
Exemplary	60%
Master	70%

For student growth performance standards, student assessment STAAR data was observed across 5 years (2014-2019). A value-added model was developed to determine if a student met or exceeded their expected growth target.

# State Performance Standards

Designation Level	Statewide Percentages	Teacher Observation Performance Standards*	Student Growth Performance Standards
Recognized	Top 33%	3.7 or 74% of possible points	55% met or exceeded
Exemplary	Top 20%	3.9 or 78% of possible points	60% met or exceeded
Master	Top 5%	4.5 or 90% of possible points	70% met or exceeded

*\*Represents average of all dimensions in T-TESS Domains 2 and 3*

**Teachers must have a minimum score of Proficient in all observable dimensions to be eligible for a new designation.**

# Weighting: Purpose



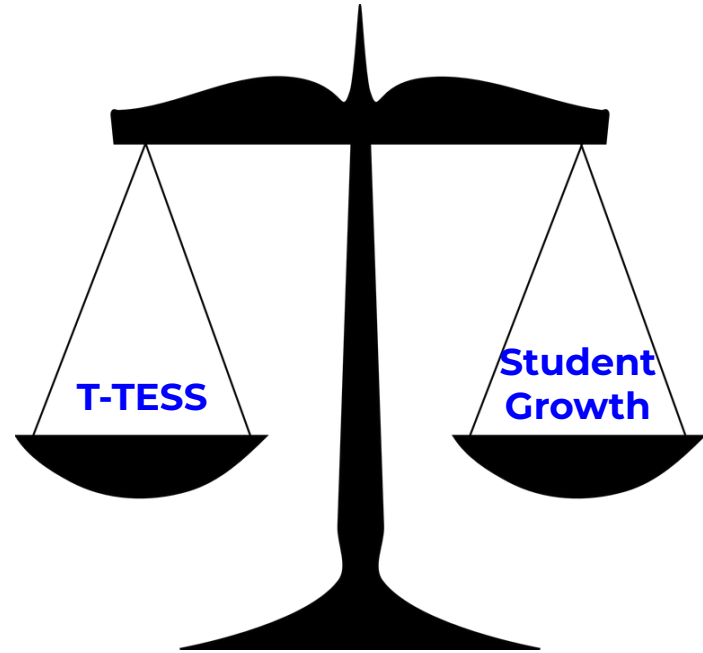
- Outlines how the district plans to designate teachers in such a way that:
  - a) ensures the fairness and validity of the local designation system and
  - b) uses weights for each respective teacher category according how they directly tie to teacher effectiveness for that category
- All teachers in a given category will be evaluated for designation using the same performance data and applying the weights with the same mathematical process
- Categories 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)

# Weights and TIA Score Example



## 2. How will we designate?

- How will we weight our system to get overall score?
- Most districts in state do 50/50 and the next most do 60/40. (must equal 100%).
  - *If we add optional components, it could be 40/40/20, 50/30/30, etc.*



# How weights affect designations

## Scenario 1:

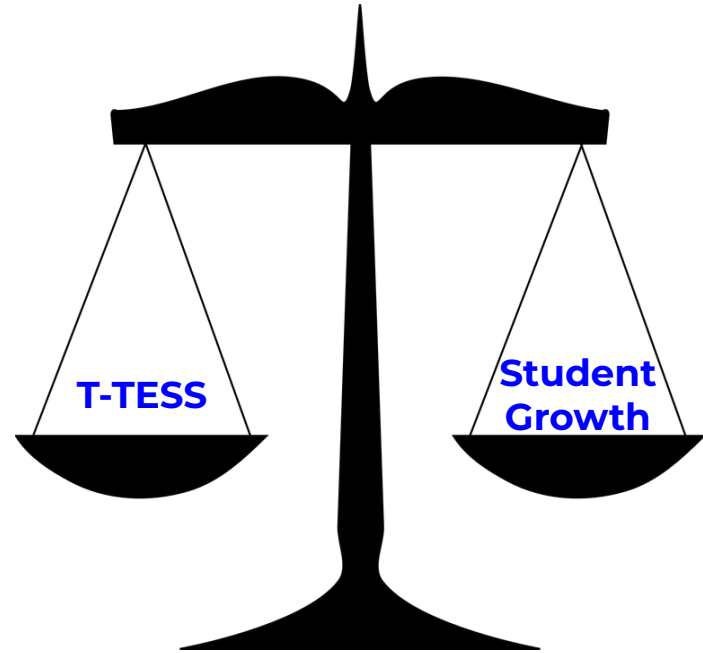
Observation Weight	Student Growth Weight	Additional Component Weight	Teacher	T-TESS Domains 2 & 3 Average	Percent of students who met or exceeded growth	Designation
70%	30%	0%	1	3.8	53%	Recognized
			2	3.0	75%	No Designation

## Scenario 2:

Observation Weight	Student Growth Weight	Additional Component Weight	Teacher	T-TESS Domains 2 & 3 Average	Percent of students who met or exceeded growth	Designation
30%	70%	0%	1	3.8	53%	No Designation
			2	3.0	75%	Exemplary

# Weights and TIA Score Example

- 50% *T-TESS*
- 50% *Student Growth*



# Weights and TIA Score Example

## Student Growth Cut Points

TIA Designation	TIA Performance Standards (% of students who met/exceed projected growth)	Student Growth Points+ % of Scores Met or Exceeded * 50 points
Recognized	55%	$55\% * 50 \text{ points} = 27.5$
Exemplary	60%	$60\% * 50 \text{ points} = 30$
Masters	70%	$70\% * 50 \text{ points} = 35$

## Student Growth + Teacher Observation

Recognized	$27.5 + 37$	64.5
Exemplary	$30 + 39$	69
Masters	$35 + 45$	80

## Teacher Observation Cut Points

TIA Designation	TIA Performance Standards	Points = TIA Performance Standards 8 * Dimensions	Raw Points * Multiplier (1.25) (Convert to 50 point scale)
Recognized	3.7	$3.7 * 8 = 29.6$	$29.6 * 1.25 = 37$
Exemplary	3.9	$3.9 * 8 = 31.2$	$31.2 * 1.25 = 39$
Masters	4.5	$4.5 * 8 = 36$	$36 * 1.25 = 45$

## Composite Score Cut Points

Recognized	64.6 - 68.9
Exemplary	69 - 79.9
Masters	80 - 100

# Discover: Cut Scores & Weights

- As a campus group, **discuss** the questions below.
- Assign a Scribe to **type** for the group on the TIA Collaboration Space on **Tab 7**.
- 7 minutes
  
- **Discuss:**
  - Do you have any negative reactions to using the TEA/TIA Performance Standards (cut scores) for Teacher Observation and Student Growth?
  - What are initial reactions on weights (% for each component)?

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# Stakeholder Engagement

- **Share** decisions on Teaching Assignments, Student Growth, and Teacher Observation.
- **Gather input** on Cut Scores and Weights.

# TIA Committee Meetings

Date	Time	Activity
February 15th (virtual)	4:00-5:00	Meeting #5: Decisions Point on Cut Scores/Weights; Discover Optional Component and Spending Plan Options
March 4th (in-person)	4:00-5:30	Meeting #6: Decision Points: Spending Plan; Review Draft Guidebook

# Prepare for Next Meeting

- Thursday, February 15th
  - ZOOM
  - *Time: 4:00-5:00 pm*
- Focus:
  - *Decisions Point on Cut Scores/Weights; Discover Optional Components & Spending Plan*
- Prep:
  - *Bring Input on Teacher Observation & Example District Models*



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