

# **PNGISD TIA Stakeholder Committee**

## **Survey Summary Report**

### **Purpose**

This report summarizes feedback from district staff regarding whether PNGISD should pursue participation in the Teacher Incentive Allotment (TIA). Responses reflect a broad cross-section of teachers, administrators, and instructional staff from all campuses and grade levels.

### **Overall Support**

Staff overwhelmingly support PNGISD moving forward with TIA. Over 95% of respondents answered *Yes* to participation. Even individuals not currently in eligible subjects expressed strong support for district adoption, citing long-term benefits for staffing, student outcomes, and district competitiveness.

### **Key Reasons for Support**

#### **1. Recruitment & Retention**

- TIA is viewed as essential to remain competitive with neighboring districts already participating.
- Respondents believe TIA will attract high-quality certified teachers, especially in hard-to-fill tested areas.
- Many anticipate it will help retain experienced teachers who may otherwise leave the classroom or retire early.

#### **2. Recognition of Excellence**

- Strong sentiment that exemplary teachers deserve compensation aligned to their efforts.
- Teachers believe TIA encourages continued growth, professionalism, and improvement in instructional practice.

#### **3. Positive Impact on Student Growth**

- Respondents see TIA as an opportunity to strengthen focus on student progress.
- Many support growth-based models that reward effectiveness rather than solely test proficiency.

## **Concerns & Conditions for Success**

### **1. Fairness for High-Needs Classrooms**

Teachers serving SPED, ESL, and lower-performing students expressed concern about equitable growth measures and comparison groups.

### **2. Evaluation Reliability**

- T-TESS subjectivity is a notable worry; multiple respondents emphasized the need for calibration and multiple evaluators.
- Strong support exists for emphasizing student growth (e.g., 70/30 growth-to-observation ratio).

### **3. Morale & Culture**

- Fear that unhealthy competition, gaming the system, or overemphasis on scores could erode PNG's positive culture.
- Staff emphasized preserving the district's whole-child focus.

### **4. State VAM Transparency**

- Respondents expressed unease with TEA's opaque VAM components, making it difficult to guide teachers accurately.
- Concern about districts getting "kicked back" for over qualifying teachers.

### **5. Eligibility & Expansion**

- Many staff want all STAAR-tested subjects included as soon as possible (especially 3rd grade and 5th science).

## **Recommendations from Staff**

- Clear, consistent district communication as the most critical success factor.
- Evaluator training and calibration to ensure fairness and trust.
- Consider exceptions for attendance-related gatekeeping (maternity leave, medical leave).
- Explore adaptations for SPED and high-needs teachers to ensure equitable access.
- Maintain transparency throughout the design and rollout to support staff buy-in.

## **Overall Sentiment**

The district's collaborative approach has built strong trust. Staff consistently voiced appreciation for being included, for leadership transparency, and for the district's

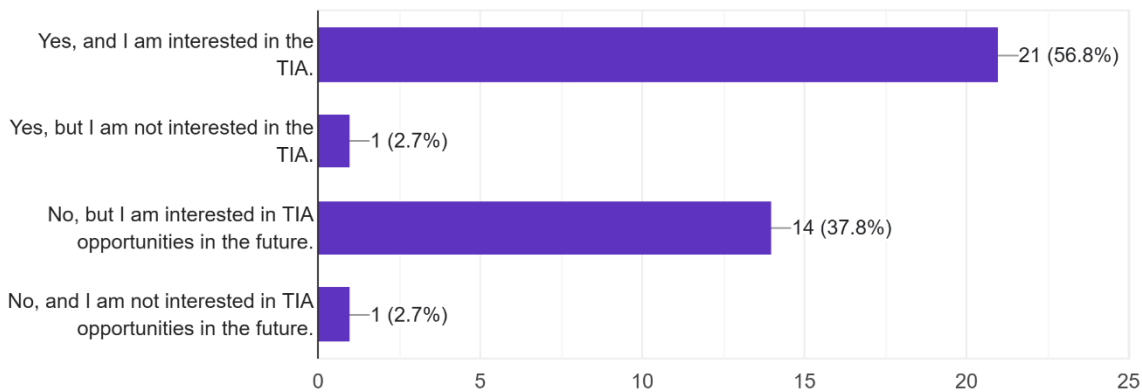
commitment to making decisions in the best interest of both teachers and students. Even those with reservations expressed confidence that PNGISD will implement a fair, thoughtful, and teacher-centered TIA model.

### Conclusion

Staff support is overwhelmingly positive and aligns around the belief that TIA will strengthen PNGISD’s ability to recruit, retain, and reward highly effective teachers. Successful implementation will depend on clear communication, equitable design, evaluator consistency, and transparent processes.

Are you currently in a subject area that is our district's initial focus and are you interested in the teacher incentive allotment?

37 responses



Do you believe PNGISD should move forward with participating in the teacher incentive allotment?

42 responses

