

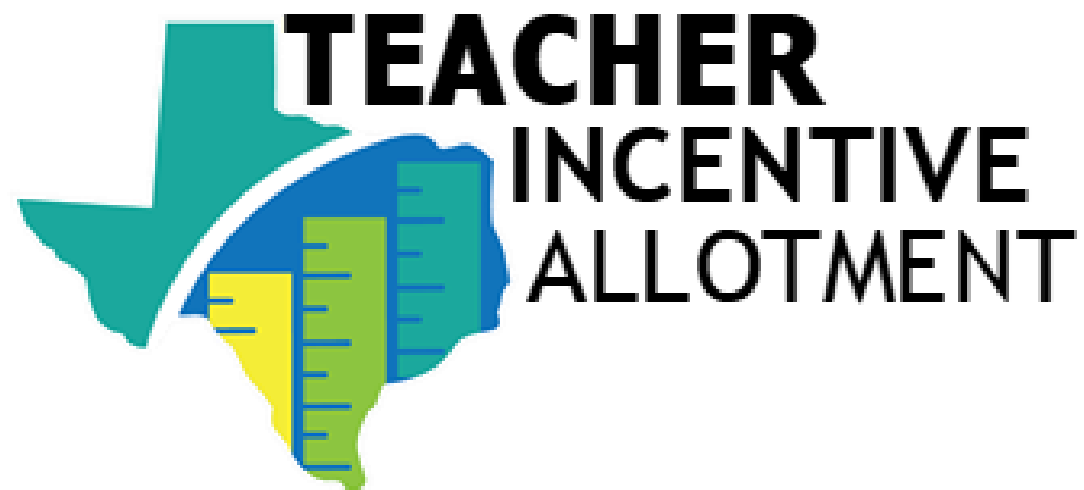
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# EDGEWOOD

INDEPENDENT  SCHOOL  DISTRICT

*San Antonio*

PROFESSIONALISM  ACCOUNTABILITY  COMMUNICATION



**Teacher Incentive Allotment Town Hall**

**April 13, 2023**

**4:30- 5:30 p.m.**

# INTENDED LEARNING OUTCOMES

- Board/Superintendent Strategic Goals & Priorities
- 2022-24 TIA Task Force
- TIA Designations & Funding
- 2021-2022 TIA Submission
- 2022-2023 TIA Status
- 2023-2024 TIA Application
- TIA FAQ
- 2023-2024 TIA Field Guide Questions



## Board Superintendent Strategic Goals

### System of Great Schools North Star Goal ★

The number of STAAR accountable campuses rated “A” or “B” will increase from 4 campuses in 2022 to 16 campuses by June 2028 (Baseline measure in June 2022).

#### Lone Star Governance Goal 1



The percentage of students in 3rd grade who score at “meets” or above on STAAR Reading will increase from 26 percent to 60 percent by June 2027 (Baseline Grade 3 STAAR Reading measure June 2022).

#### Lone Star Governance Goal 2



The percentage of students in 3rd grade who score at “meets” or above on STAAR Mathematics will increase from 20 percent to 50 percent by June 2027 (Baseline Grade 3 STAAR Mathematics measure June 2022).

#### Lone Star Governance Goal 3



The College and Career Readiness raw score (% of graduates who met the CCR standard) will increase from 43 percent to 85 percent by June 2027 (Baseline CCMR measure June 2022).

#### Locally Developed Goal 1



Edgewood ISD will improve its two-way communication and parent engagement as indicated by improving its net promoter score from negative net promoter score to a positive net promoter score by 2028 (Baseline net promoter score measure May 2022).

#### Locally Developed Goal 2



Edgewood ISD will improve student life readiness skills for students in grades 6-12 by increasing our satisfactory rate from 0% in September 2022 to 85% by May 2028 as indicated in the College, Career, and Life Readiness Framework Six Competencies.





# VISION 2028

## Mission

Edgewood ISD provides an exceptional learning experience that engages, empowers, and prepares students to complete and reach their highest potential in an ever-changing world.

For every child, success in life. Edgewood Proud!

## Vision

## Outcome

Graduate ALL scholars College, Career, or Military ready per their expected date of graduation!

- P = Professionalism
- A = Accountability
- C = Communication

## Core Values

## Board/Superintendent Priorities

- Priority 1: Focus on Student Success
- Priority 2: Focus on Student, Families, and Community
- Priority 3: Focus on Operational Excellence
- Priority 4: Focus on Employee and Organizational Improvement
- Priority 5: Focus on Financial Stewardship



Martha Castilla  
Board President



James Hernandez  
Vice President



Joseph M. Guerra  
Board Secretary



Dr. Eduardo Hernandez  
Superintendent of Schools



Frank Espinosa  
Board Member



Luis Gomez  
Board Member



Michael Valdez  
Board Member



Richard Santoyo  
Board Member

## 5 Board/Superintendent Priorities

**\$96,063,315**  
**2022-2023**  
**BUDGET**



**Priority 1: Focus On Student Success**  
\$68,126,385

**Priority 2: Focus on Students, Families and Community**  
\$5,573,230

**Priority 3: Focus on Operational Excellence**  
\$19,876,886

**Priority 4: Focus on Employee & Organizational Improvement**  
\$1,352,016

**Priority 5: Focus on Financial Stewardship**  
\$1,134,798

# #EdgewoodProud



# 2022-24 TIA Task Force | Teacher Incentive

## Campus Representatives

- Dr. Timothy Vaughn, Principal FAA HS\*
- Sandra Cantu, Principal Wrenn MS\*
- Sara Stewart, Vice Principal, Memorial HS\*
- Claudia Barrios, Principal, Park Elementary
- Shamia Priestley, Principal, Elementary \*
- Martha Esquivel, Assistant Principal, Elementary
- Laura Steavenson, English Teacher, FAA HS \*
- Emily Marquise, Math Teacher, BSSOI MS \*
- Jessica Kane, ELAR Teacher, LBJ Elementary \*
- Mark Molina, ELAR Teacher, Perales Elementary

## Other Representatives

- Susan Salinas, Texas State Teacher Association \*
- Demetrio Garcia, ESC-20 \*
- Garrett Landry, Steady State Impact \*

\*Denotes Steering Committee Member



## District Representatives

- Dr. Eduardo Hernandez, Superintendent
- Phillip Chavez, Deputy Superintendent \*
- Myrna G. Martinez, Assistant Superintendent of Business Operations \*
- Kimberly Madkins, Assistant Superintendent of School Leadership \*
- Roberto Basurto, Assistant Superintendent of Academics \*
- Pamela Bendele, Chief Financial Officer \*
- Cynthia Trevino, Chief of Human Resources \*
- Jose Keubke, Director of Finance \*
- Ernest Ruiz, Director of Research and Evaluation\*
- Samantha Grubbs, Marketing Coordinator
- David Abundis, Senior Director of Federal & State Programs
- Marissa Perez, ELA Coordinator
- Mathematics Coordinator – Rosa de Leon
- Science Coordinator – Sandra Hernandez

# The Goal | Teacher Incentive Allotment (TIA)

## RETENTION

To ensure top teachers have a **realistic** path to a competitive annual salary

## RECRUITMENT

To **attract** and **keep** effective educators in the classroom and **incentivize** teaching at challenged campuses



# Why TIA? | Teacher Incentive Allotment (TIA)



Increase Student Achievement - #1

Remain competitive in a tight labor market - #4



Increase retention of the most effective teachers - #4

Increase equity of access to most effective teachers - #1



Opportunity to strengthen current evaluation system - #4

Support Teacher Growth - #4



Use State dollars to increase teacher salaries - #4 and #5



# TIA Designations



*Top 33% in the state*

**Recognized**

**\$3-\$9K**

**\$7,515**

*Average Campus Allotment*

National Board  
Certification



*Top 20% in the state*

**Exemplary**

**\$6-\$18K**

**\$15,029**

*Average Campus Allotment*



*Top 5% in the state*

**Master**

**\$12-\$32K**

**\$27,049**

*Average Campus Allotment*



*The TIA designation is added to a teacher's SBEC certificate and is valid for five years.*



PROFESSIONALISM ♦ ACCOUNTABILITY ♦ COMMUNICATION

**Ms. Trevino, Chief of Human Resources**



# 2021-2022 Teacher Incentive Allotment Funding - <https://tiatexas.org>

School Name	Enrollment	Grade Range	Recognized	Exemplary	Master
ALONSO S PERALES EL	340	'EE-05	\$ 8,040.00	\$ 16,081.00	\$ 28,801.00
ALTERNATIVE CENTER	0	'01-12	\$ 7,515.00	\$ 15,029.00	\$ 27,049.00
BRENTWOOD MIDDLE	751	'06-08	\$ 7,469.00	\$ 14,938.00	\$ 26,897.00
BURLESON CENTER	22	'AE	\$ 3,818.00	\$ 7,636.00	\$ 14,727.00
CARDENAS CENTER	165	'EE-PK	\$ 7,868.00	\$ 15,736.00	\$ 28,227.00
E T WRENN MIDDLE	505	'06-08	\$ 7,418.00	\$ 14,837.00	\$ 26,728.00
GARDENDALE PRE-K 4 SA EARLY LEARNING	302	'PK-02	\$ 7,671.00	\$ 15,343.00	\$ 27,571.00
GUS GARCIA MIDDLE	592	'06-08	\$ 7,610.00	\$ 15,220.00	\$ 27,367.00
H B GONZALEZ EL	431	'EE-05	\$ 7,349.00	\$ 14,697.00	\$ 26,495.00
JOHN F KENNEDY H S	1,032	'09-12	\$ 7,588.00	\$ 15,176.00	\$ 27,293.00
L B JOHNSON EL	368	'EE-05	\$ 7,869.00	\$ 15,738.00	\$ 28,230.00
LAS PALMAS EL	100	'EE-05	\$ 8,115.00	\$ 16,230.00	\$ 29,050.00
LAS PALMAS LEADERSHIP SCHOOL FOR GIRLS	143	'KG-03	\$ 6,509.00	\$ 13,017.00	\$ 23,696.00
LEARN4LIFE	46	'09-12	\$ 6,897.00	\$ 13,793.00	\$ 24,989.00
LOMA PARK EL	554	'EE-05	\$ 7,527.00	\$ 15,054.00	\$ 27,090.00
MEMORIAL H S	1,015	'09-12	\$ 7,296.00	\$ 14,592.00	\$ 26,320.00
PRE-K 4 SAN ANTONIO	74	'PK-04	\$ 7,541.00	\$ 15,081.00	\$ 27,135.00
ROOSEVELT EL	391	'EE-05	\$ 6,786.00	\$ 13,573.00	\$ 24,621.00
ROY CISNEROS EL	227	'EE-05	\$ 7,659.00	\$ 15,317.00	\$ 27,529.00
STAFFORD CENTER	249	'EE-KG	\$ 7,735.00	\$ 15,470.00	\$ 27,783.00
STAFFORD EL	521	'EE-05	\$ 7,880.00	\$ 15,760.00	\$ 28,267.00
STEAM AT THE FINE ARTS ACADEMY	305	'09-12	\$ 7,466.00	\$ 14,931.00	\$ 26,885.00
WINSTON INT OF EXCELLENCE	144	'03-04	\$ 7,521.00	\$ 15,042.00	\$ 27,069.00



# 2021-2022 Teacher Evaluation and Student Growth Submission

**Dr. Madkins, Assistant Superintendent of School Leadership**

# Weighted Components - 2021-2022

50%

- **Educator Evaluation Component**
  - T-TESS: Domains 2 and 3

30%

- **Student Growth Component**
  - Circle, Gold, mCLASS, IDEL, MAP

10%

- **Other Component**
  - School-Wide Student Growth Score

10%

- **Other Component**
  - Professional Responsibilities
  - T-TESS: Domains 1 & 4



# 2021-2022 & 2022-2023

50%

- Teacher Evaluation Component
- T-TESS Domains 2 and 3

50%

- Student Growth Component
- CIRCLE, GOLD, mCLASS, IDEL, MAP

## DOMAIN 2

Dimension 2.1 - Achieving Expectations

Dimension 2.2 - Content Knowledge & Expertise

Dimension 2.3 - Communication

Dimension 2.4 - Differentiation

Dimension 2.5 - Monitor & Adjust

## DOMAIN 3

Dimension 3.1 - Classroom, Routines, and Procedures

Dimension 3.2 - Managing Student Behavior

Dimension 3.3 - Classroom Culture





## T-TESS Teacher Observation Minimums

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. To be eligible for a TIA-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3. If a teacher scores lower than a 3.0 in any dimension, they cannot receive a score for that Domain; therefore, do not qualify for the Teacher Incentive Allotment. In addition, based on an analysis of statewide T-TESS observation data, TEA has identified minimum score averages across Domains 2 and 3 of T-TESS:

- Recognized designation  $\geq 3.7$
- Exemplary designation  $\geq 3.9$
- Master designation  $\geq 4.5$

More information can be found in Texas Education Agency's (TEA) TIA [Teacher Observation Performance Standards](#) document.



# INSTRUCTION DIMENSION 2.1

## Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS →	
<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Provides opportunities for students to establish high academic and social-emotional expectations for themselves.</li> <li>Persists with the lesson until there is evidence that all students demonstrate mastery of the objective.</li> <li>Provides opportunities for students to self-monitor and self-correct mistakes.</li> <li>Systematically enables students to set goals for themselves and monitor their progress over time.</li> </ul>	<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Provides opportunities for students to establish high academic and social-emotional expectations for themselves.</li> <li>Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.</li> <li>Anticipates student mistakes and encourages students to avoid common learning pitfalls.</li> <li>Establishes systems where students take initiative of their own learning and self-monitor.</li> </ul>	<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Sets academic expectations that challenge all students.</li> <li>Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.</li> <li>Addresses student mistakes and follows through to ensure student mastery.</li> <li>Provides students opportunities to take initiative of their own learning.</li> </ul>	<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Sets academic expectations that challenge most students.</li> <li>Persists with the lesson until there is evidence that some students demonstrate mastery of the objective.</li> <li>Sometimes addresses student mistakes.</li> <li>Sometimes provides opportunities for students to take initiative of their own learning.</li> </ul>	<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Sets expectations that challenge few students.</li> <li>Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective.</li> <li>Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.</li> <li>Rarely provides opportunities for students to take initiative of their own learning.</li> </ul>

5

4

3

2

1



- Possible Sources of Evidence:**
- Conferences and Conversations with the Teacher
  - Formal Observations/ Walkthroughs
  - Student Growth Processes
  - Analysis of Student Data



# Sample Domain 2 and 3 Calculation

## DOMAIN 2: INSTRUCTION

2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.		2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.		2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.		2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.		2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	
Distinguished	5	Distinguished	5	Distinguished	5	Accomplished	4	Accomplished	4

## DOMAIN 3: LEARNING ENVIRONMENT

3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.		3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.		3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.			
Distinguished	5	Accomplished	4	Distinguished	5	AVG	Desig
						4.6	M

- Add the 8 Dimensions = 37
- Divide by 8 = 4.6
- $4.6 \geq 4.5$  = Master Designation for T-TESS



## **Reflection time.**

Please enter your question in the Chat  
**OR** enter feedback in the [TIA Town Hall Survey](#)  
at the end of this presentation



# Student Growth Assessments

## Data Collection Year

- 2021-2022
- 2022-2023

## Grade & Subject

- Pre-K Math & Reading
- K-3 Math & Reading
- 4-12 Math & Reading

## Student Growth Assessment

- CIRCLE & GOLD Assessments
- MAP (Math) & mCLASS (Reading)
- MAP Math & MAP Reading



## Student Growth Minimums

To be eligible for a TIA-designation, teachers must earn a minimum student growth outcome. TEA established minimum expectations based on statewide performance expectations.

- Recognized designation  $\geq 55\%$
- Exemplary designation  $\geq 60\%$
- Master designation  $\geq 70\%$

More information can be found in TEA's [TIA Student Growth Performance Standards](#) document.



# Sample MAP Student Growth Calculation

## Fall 2022 to Winter 2023

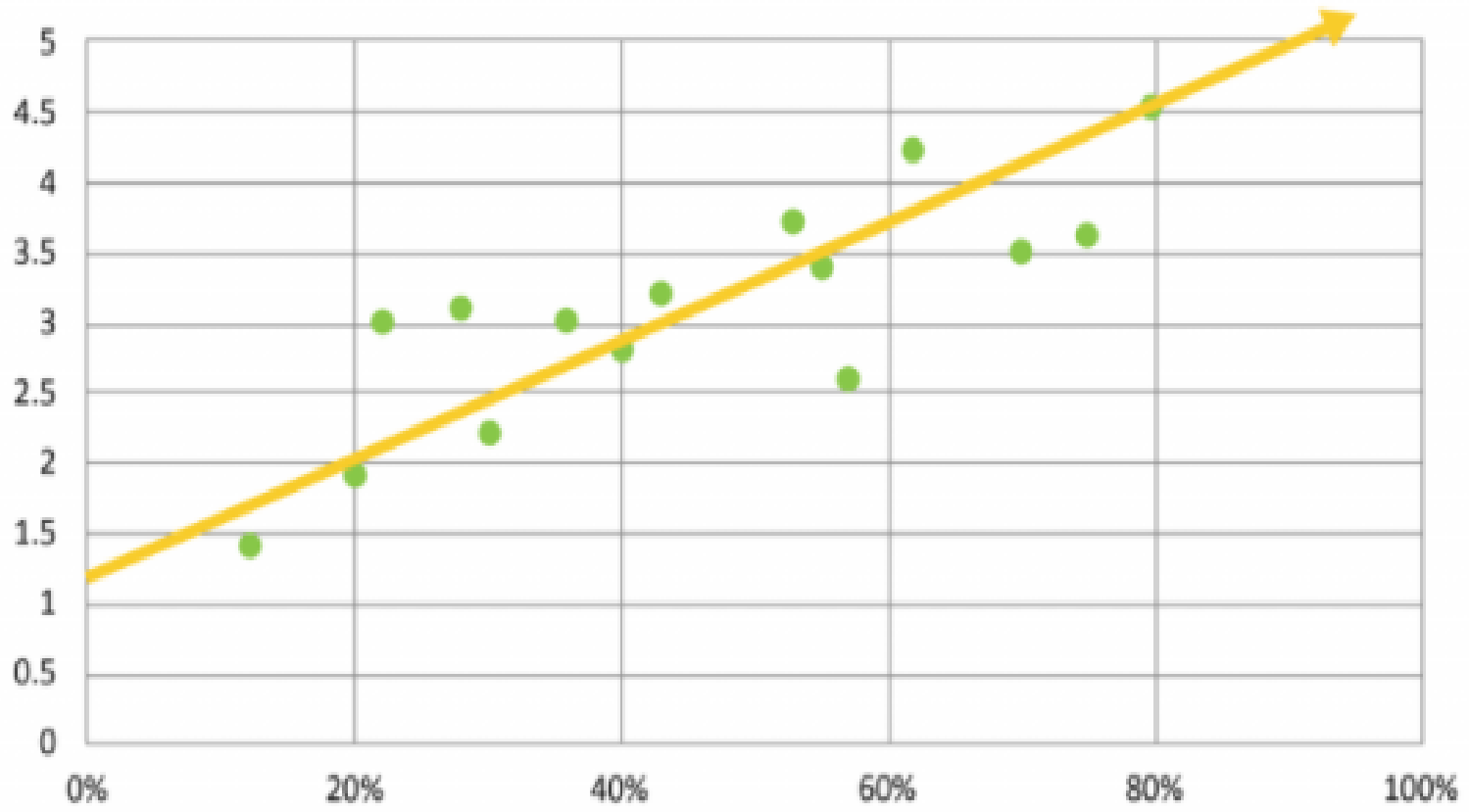
Achievement Status				Growth							
Fall 2022		Winter 2023		Student						Comparative	
RIT Score Range	Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	Projected RIT Score	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
218-221-224	79-84-89	216-219-222	67-74-80	224	3	-2	4.7	-5	No	-0.91	18
205-208-211	50-58-66	207-210-213	44-53-61	212	4	2	4.8	-2	No ‡	-0.38	35
***	***	202-205-208	33-40-48								
197-200-203	32-39-47	213-216-219	59-67-74	205	5	16	4.7	11	Yes	2.05	98
166-169-172	1-2-3	193-196-199	15-21-27	177	8	27	4.8	19	Yes	3.47	99
193-196-199	23-30-38	198-201-204	24-31-39	201	5	5	4.7	0	Yes ‡	-0.03	49
198-201-204	34-42-50	211-214-217	54-63-70	206	5	13	4.8	8	Yes	1.5	93
188-191-194	15-21-27	195-198-201	18-25-32	197	6	7	4.8	1	Yes ‡	0.25	60
179-182-185	6-9-12	186-189-192	7-11-15	188	6	7	4.8	1	Yes ‡	0.1	54

### Summary for: Reading

Percentage of Students who Met or Exceeded their Projected RIT Score	58.7%
Percent of Projected Growth Met	96.5%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	46
Count of Students who Met or Exceeded their Projected RIT	27
Median Conditional Growth Percentile	55



T-TESS Score



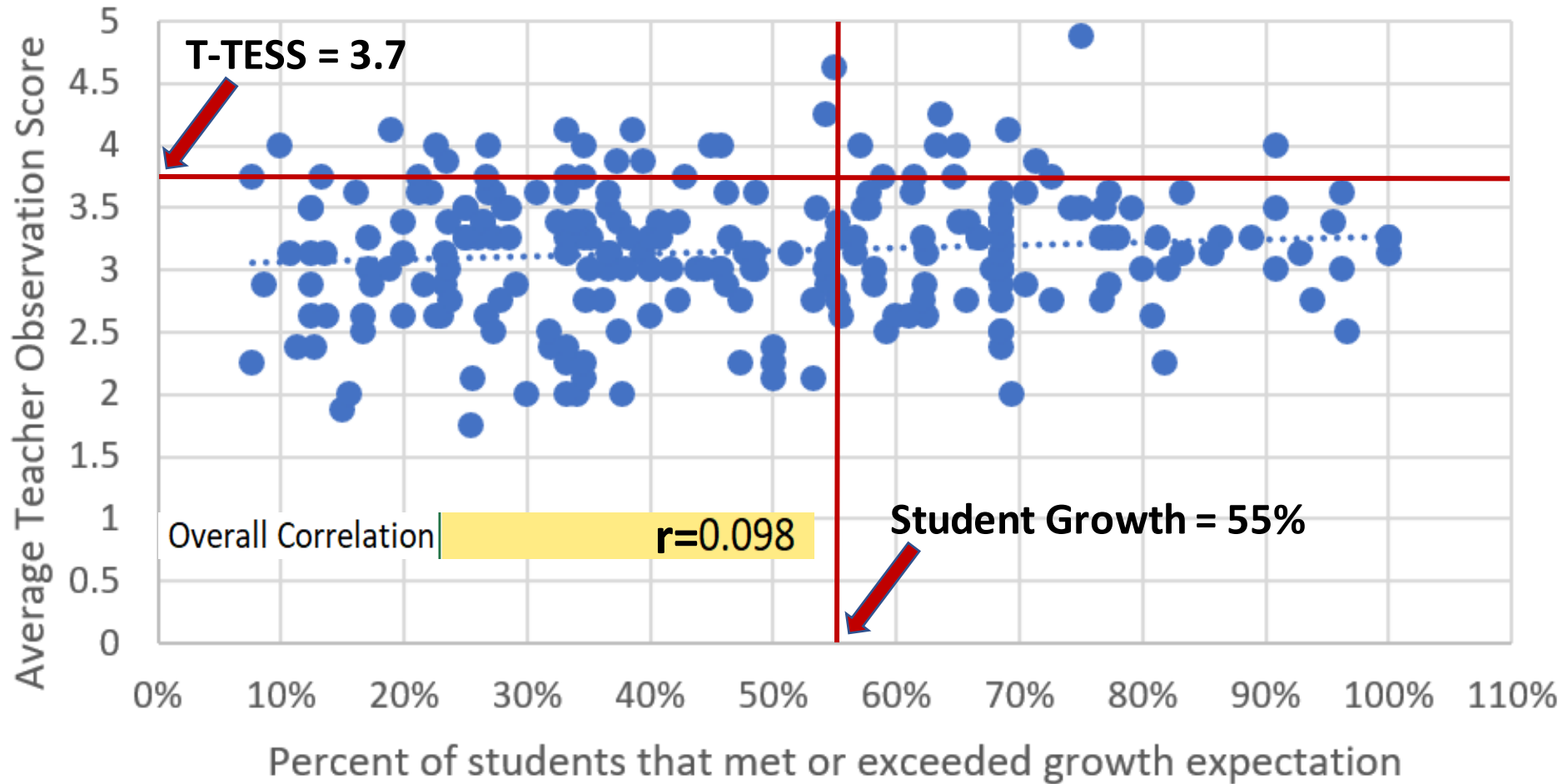
*Students meeting their growth target (%)*



# T-TESS & Student Growth



# Teacher Observation vs Student Growth





## 2. Data Review (TTU)

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Districts submit evidence of teacher effectiveness to TTU to ensure the relative accuracy and reliability of:

- ✓ Student growth measures
- ✓ Teacher observations



## 1. System Review (TEA)

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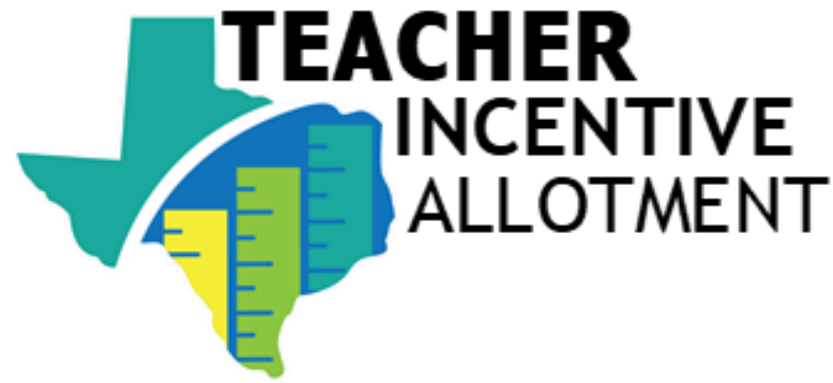
Districts submit application, which could include narrative components and artifacts, to TEA to demonstrate high-quality, valid, and reliable:

- ✓ Teacher observation system
- ✓ Student growth measures



**TEA & Texas Tech  
Partnership to  
Approve Local  
Designation  
System**

***Data was collected in 2021-2022***



## Verifying District Results

In Year 4, TEA and Texas Tech operationalized the method for verification by using 11 indicators as checks for evidence of the reliability and validity of district systems. These 11 checks were compiled into a rubric that Texas Tech uses to evaluate district data (see Appendix B). There are five main domains for these checks that include examining:

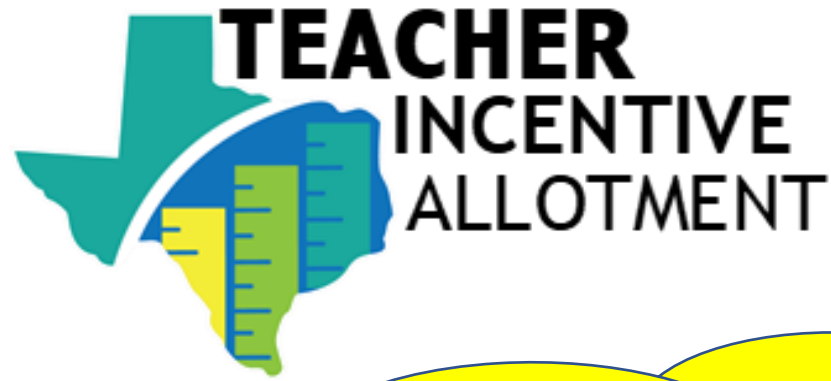
- A. The association between observation and district-reported student growth.
- B. The relation of district-reported student growth and statewide value-added scores.
- C. The extent to which observation and district-reported student growth are equivalent for teachers in designation categories across campuses and teaching assignments.
- D. The extent to which district designation patterns conform to patterns found in state-level analyses of growth and observation.
- E. Supplemental checks that examine similarity of designation patterns among districts with similarly Domain 2A ratings, and a visual depiction of the relation between the distribution of observation and growth scores.

	Cohort A	Cohort B	Cohort C	Cohort D	Cohort E	Cohort F	Cohort G	Cohort H	Cohort I
Data-Capture Year	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025	2025–2026	2026–2027
System Application Posted	N/A	N/A	N/A	1-Nov-20	1-Nov-21	1-Nov-22	1-Nov-23	Fall 2024	Fall 2025
Application Due Date	N/A	N/A	N/A	15-Apr-21	15-Apr-22	17-Apr-23	15-Apr-24	Spring 2025	Spring 2026
Application Acceptance Notification	N/A	N/A	N/A	15-Aug-21	15-Aug-22	15-Aug-23	15-Aug-24	Summer 2025	Summer 2026
Data Submission to Texas Tech University	N/A	N/A	N/A	20-Oct-22	19-Oct-23	17-Oct-24	16-Oct-25	Fall 2026	Fall 2027
Final Approval Notification	N/A			Feb 2023	Feb 2024	Feb 2025	Feb 2026	Winter 2027	Winter 2028
Final Designation and Allotment Notification	N/A	N/A	N/A	Apr-23	Apr-24	Apr-25	Apr-26	Spring 2027	Spring 2028
Approved Districts Receive Payout and Reimbursement Through FSP	September 2020	September 2021	September 2022	Sept 2023	Sept 2024	Sept 2025	Sept 2026	Sept 2022	Sept 2022
Required Annual Program Submission for Approved Districts	By 31-Aug Began 2020	By 31-Aug Began 2021	By 31-Aug Begins 2022	By 31-Aug Begins 2023	By 31-Aug Begins 2024	By 31-Aug Begins 2025	By 31-Aug Begins 2026	By 31-Aug Begins 2027	By Aug-31 Begins 2028



**Mr. Chavez, Deputy Superintendent**

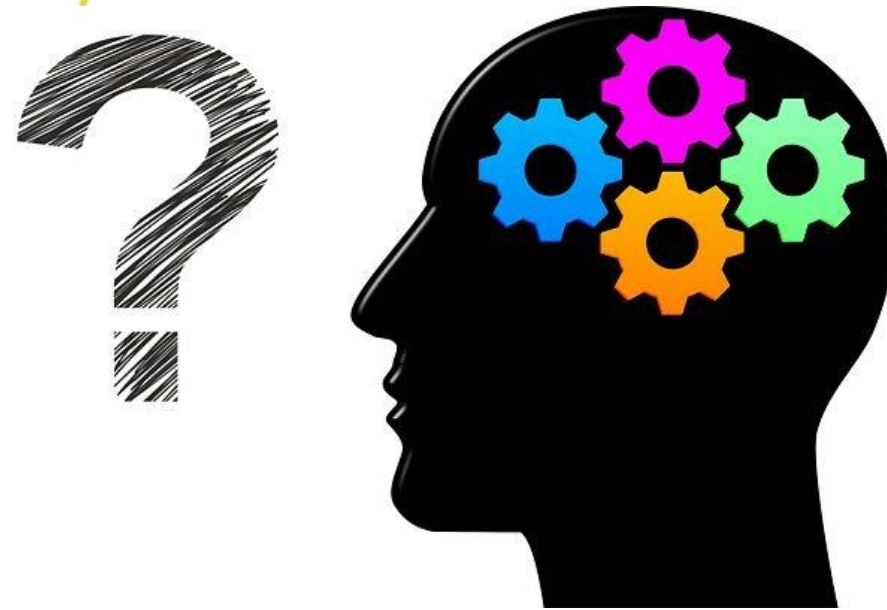




What does this mean?

**It means the 2021-2022 teacher T-TESS scores did not correlate to teacher Student Growth scores**

- **Teacher More**
- Based on a holistic review of your system application and data validation results, your overall local designation system has been denied.



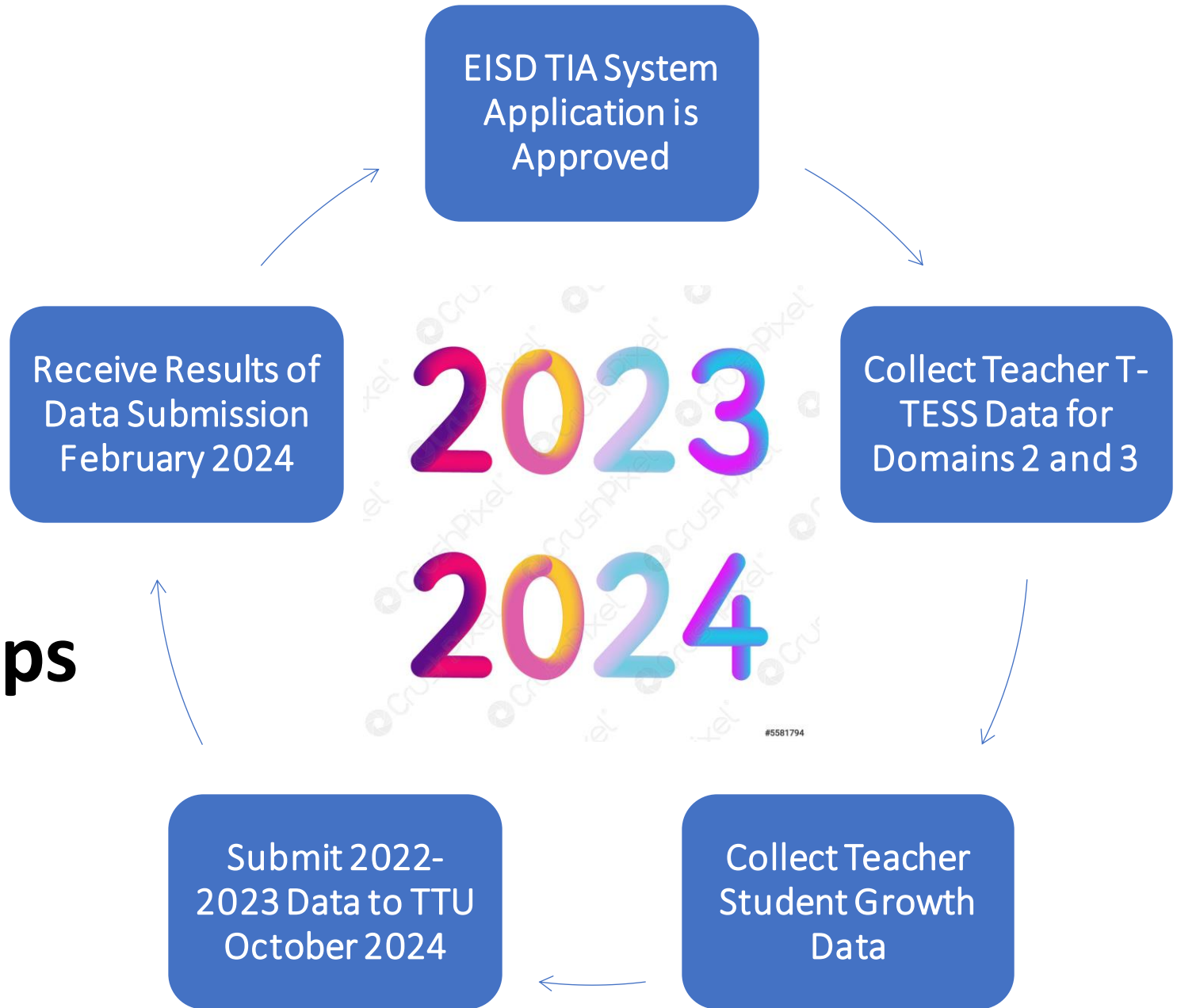
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WHAT'S  
NEXT?



# What Are Next Steps for 2023-2024?



# 2023-2024

50%

- Teacher Evaluation Component
- T-TESS Domains 2 and 3

50%

- Student Growth Component
- CIRCLE & GOLD
- MAP: Mathematics, ELAR, and Science

## DOMAIN 2

Dimension 2.1 - Achieving Expectations

Dimension 2.2 - Content Knowledge & Expertise

Dimension 2.3 - Communication

Dimension 2.4 - Differentiation

Dimension 2.5 - Monitor & Adjust

## DOMAIN 3

Dimension 3.1 - Classroom, Routines, and Procedures

Dimension 3.2 - Managing Student Behavior

Dimension 3.3 - Classroom Culture



# Student Growth Assessments

## Data Collection Year

- 2023-2024

## Subject & Grade

- Math & Reading - Pre-K
- Math & Reading K-12
- Science 2-Biology

## Student Growth Assessment

- Pre-K: CIRCLE & GOLD Assessments
- K-12: MAP Math & MAP Reading

# Domain 2 and 3 Calculation

## DOMAIN 2: INSTRUCTION

2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.		2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.		2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.		2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.		2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	
Distinguished	5	Distinguished	5	Distinguished	5	Accomplished	4	Accomplished	4

## DOMAIN 3: LEARNING ENVIRONMENT

3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.		3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.		3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.			
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# Sample MAP Student Growth Calculation

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Median Conditional Growth Percentile	55

⑩ Keep **Math NWEA MAP** K-8, Algebra 1, Geometry, and Algebra 2

**New**

⑩ **K-3 ELAR:** Move from **mCLASS K-3** to **NWEA MAP K-3**

⑩ **ELAR: K to English 4 – NWEA MAP**

**New**

⑩ **Add Science 2nd to Biology**

**New**

⑩ **Develop the 2023-2024 TIA Field Guide & FAQs**

**2023-2024 TIA Application – Due April 17**



# Teacher Incentive Allotment Field Guide

2023-2024

Will be posted next  
Thursday - 4/20/23

[www.EISD.NET/TIA](http://www.EISD.NET/TIA)

## TEACHER INCENTIVE ALLOTMENT FIELD GUIDE

2023-2024



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# Teacher Incentive Allotment 2023-2024 FAQs

Will be posted next Thursday - 4/20/23

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## Designation Systems FAQs

The Texas Education Agency and Texas Tech University are here to help all districts plan and implement a local designation system. See our frequently asked questions below.

### Local Teacher Designation Systems Questions

#### Q: Can a district phase in groups of teachers over time?

A: Yes. Districts have local flexibility to develop their local designation systems. For example, a district may choose to include only math and reading teachers in year one, and then expand to include science and social studies teachers in year two, etc. System expansion will require the district to submit and be approved through the two-step application process.

#### Q: Can a district apply for TIA only at specific campuses in its district and not others?

A: Yes. Districts specify the campuses on which they want to designate teachers under TIA. However, any campus in the district that has designated teachers working on it will generate TIA funding to be spent on teacher compensation on that campus.

#### Q: Can 1882 partners apply for a local designation system?

A: Yes. 1882 partners may apply for a local designation system. 1882 partners and their districts must work together to ensure that the funding is transferred from district to campus. All system applications will require the district superintendent's signature.

### Stakeholder Engagement Questions

#### Q: When should districts begin communicating with teachers about their local designation systems?

A: Districts are encouraged to communicate with teachers early in the process and throughout the development and implementation of their local designation systems. The TIA includes a section on community and teacher communication. [The Reading here.](#)

Additional TIA resources can be found on this [TIA Resources](#) page.

#### Q: What stakeholder groups should be included in developing the local designation system?

A: Best practices indicate that including teachers, campus leaders, district members in planning and reviewing a local teacher designation system results with more buy-in. In addition, school board input and approval are recommended. The TIA Readiness Checklist for additional best practices in stakeholder engagement.

### Allotment & Spending Questions

#### Q: Is the allotment for the teacher or the campus?

A: Funding for teachers designated as Recognized, Exemplary, and Master under TIA will flow to districts, which in turn must spend at least 90% of the funds on teacher compensation on the campuses where the designated teachers work. Statute states that allotment funds are not considered a property right. During the system review process, districts will submit their spending and communication plans for TEA review.

TEC Section 48.114 (i)(1)(A): 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.

#### Q: What is the funding schedule?

A: For the first year of a teacher's designation, districts will be notified of funding amounts by designation level and campus in the spring, and funds will arrive the following September in set-up. Following the initial payment, districts will receive regular funds based on projections according to their regular FSP payment schedule, with set-up each September.

#### Q: Will there be spending codes for TIA funds?

A: There will not be PIC codes for TIA funds. Funding and reimbursement of fees will each be a separate line item in FSP payments.

#### Q: If a district does not have a local designation system as part of the Teacher Incentive Allotment, but employs designated teachers, will the district receive allotment funds for those teachers?

A: Yes. Districts that employ teachers who have earned designations will receive funding for those teachers based on the TIA formula, even if the district does not have an approved designation system in place. For example, a district that does not have a designation system in place could employ a teacher that earned a designation in another district or a teacher who automatically earned a Recognized designation for having achieved National Board Certification. Districts will need to develop a plan for how to spend allotment dollars that they receive, in accordance with the rules of HB 3.

#### Q: Will the campus socioeconomic tier data be recalculated every year?

A: Yes. Given that a school's student enrollment changes yearly, the campus's socioeconomic tier will be recalculated annually. As a reminder, this calculation uses the home addresses of students who attend a particular campus. Allotment funds for each designated teacher will be based on the campus, and not the individual students assigned to the designated teacher.

#### Q: If a designated teacher moves campuses from one school year to the next, will the allotment that teacher generates be recalculated? What if a teacher leaves in the middle of the year?

A: While designations are tied to the teacher and not their employing district or campus, allotment funds are awarded to the district where the teacher was employed in late February. The district employing the teacher in February will receive funds for that school year and must spend the allotment funds by August 31. The percentage of allotment awarded to the designated teacher varies by district. Districts are not required to forward funds if the teacher resigns or retires before August 31. If a designated teacher moves to a new district or campus between school years, the allotment for the next school year will be recalculated in April based on the new campus's rural status and level of socioeconomic need.

#### Q: Will the agency monitor district compliance?

A: The agency will utilize authority found in TEC §48.004, §48.270, and §48.272 to audit districts in their compliance with Texas Education Code and Texas Administrative Code.

## Fees & Reimbursements

### Q: Will districts need to submit fees and how will those fees and reimbursements work?

A: Districts will pay a \$500 processing fee per teacher put forth for designation at the time of data submission. All fees will be reimbursed in the following year through Foundation School Program (FSP) September set-up. See TEC 21.3521(i) and TEC 48.114(g). You can learn more about National Board Certification fees & reimbursements here: <https://tiatexas.org/national-board-fees-and-reimbursement/>

### Q: Will districts be required to follow the 90/10 spending requirement for reimbursed fees?

A: Fee reimbursements are not subject to the 90/10 spending requirements.

### Q: Will fees be reimbursed if a system is not approved after the data review?

A: Yes. Fees will be reimbursed in the following year through Foundation School Program (FSP) September set-up.

### Q: Can generated Teacher Incentive Allotment funds be used to pay for fees associated with the Teacher Incentive Allotment?

A: Up to 10% of the allotment funds can be used towards supporting teachers in earning designations. This may include fees for submitting new teachers for designations.

## System & Data Submission Review

### Q: What is the time frame to apply, and what happens after a district's local designation system is submitted for review?

A: Time frames to apply are based on the data capture year a district plans to use when submitting the teacher observation and student growth data for the purposes of TIA. Please note there will be a two-step review process: (1) local designation system review by TEA and (2) data submission review by Texas Tech University. For details on the timelines and next steps for each cohort, please review the Cohort Next Steps and Timelines documents on the TIA website.

### Q: What student growth measures can be used for teachers in non-tested subjects?

A: Districts can use locally developed student growth measures, as long as they are valid and reliable. Examples include SLOs, pre- and post-tests, and student portfolios. Districts may find the [TIA TESS Guidance on Student Growth Measures \(PDF\)](#) helpful as they consider different student growth measures. For more information, visit [texasilo.org](http://texasilo.org).

### Q: How will TEA know if Student Learning Objectives (SLOs) are measuring growth effectively?

A: During the System Review process, districts will be required to explain in detail their procedures and protocols for SLO implementation, including procedures for setting student preparedness levels at the beginning of the year, protocols for collecting the body of evidence of student work and rubrics/protocols used to approve SLOs at the end of the year. TTU will review SLO growth measure data during step two of the system approval process.

### Q: Once approved districts submit their data in the fall following their data capture year, will they be required to submit teacher observation and student growth data for all teachers in eligible teaching assignments for the next four years, or can they submit only some teacher observation and student growth data and have other teachers in eligible teaching assignments on appraisal waivers?

A: After the data capture year, districts are encouraged to submit as much teacher observation and student growth data as possible for every year during which they want to put forth new teachers for designations or designated teachers for higher designations. For TEA/TTU to verify data submission, we recommend there be teacher observation and student growth data for as many teachers in eligible teaching assignments as possible.

### Q: Many districts allow eligible teachers to waive an annual appraisal. Will an annual appraisal be required for teachers to earn a designation?

A: Districts must have observation and student data from the data capture year for all teachers in the district's system. If fully approved, teachers not submitted for designation are not required to have an annual observation although if a teacher is put forth for a higher designation, teacher effectiveness data is required. Once a teacher has earned a designation, opting out of his/her annual appraisal will be a local decision. Appraisals must comply with 21.351 and 21.352.

### Q: Exactly what data will schools be required to submit for the data review process?

A: At minimum, districts will be required to submit data on teacher effectiveness, which will include teacher observation data and the teacher's student growth rubric rating. TEA will communicate specifics around what other data might need to be submitted as part of the data review and approval process.

### Q: What will Texas Tech be checking during the data review process?

A: Texas Tech University will be reviewing the data that districts provide to verify the validity and reliability of the data. More guidance on the data validation process can be found here on our Resources page: <https://tiatexas.org/resources/>

### Q: Will districts have to submit data every year?

A: Districts will submit data for all teachers in eligible teaching assignments each year that they put

## Teacher Designations and Eligibility

### Q: Who is eligible to earn a designation through a local designation system? What about charter school teachers who are not required to be SBEC certified?

A: LEAs must verify that each teacher meets the following eligibility requirements before submitting them for a designation:

- The teacher must be coded as 087 (Teacher) per the Public Education Information Management System (PEIMS) description of codes for 90 days at 100% of the day (equivalent to four and one-half months or a full semester) or 180 days required at 50–99% of the day and compensated for that employment.

### Q: Can interventionists or inclusion teachers earn designations?

A: This will depend on how a teacher is coded in district PEIMS reporting. Role ID 087 includes teachers of record, assistant teachers, and support teachers. Interventionists, reading specialists, inclusion teachers, etc., are generally coded as 087. Districts must check with their PEIMS specialists and payroll personnel to ensure that teachers meet eligibility requirements before submitting them for designation.

### Q: What if a designated teacher moves to a non-teaching role, such as an instructional coach, counselor, or administrator?

A: Designated teachers who move to a Role ID other than 087 will maintain their designation. However, they will not generate annual allotment funding if they are not in a 087-teaching role for that year of service.

### Q: Are designations attached to a particular grade level or subject area?

A: Unlike certificates, designations are general. The designation will be placed on the teacher's SBEC certificate and will not specify a certification area or subject/grade level. A teacher may change teaching assignments and will still generate allotment funding. The same applies to National Board-Certified Teachers (NBCTs).

### Q: What if a designated teacher's performance level changes within the five-year period? Can their designation level change?

A: Teacher designations are valid for five years. Within the five-year period, teachers may be put forth for a higher designation if their performance qualifies them, but they cannot be submitted for a lower designation. Some district spending plans may include variability based on continued performance levels.

### Q: What happens after the five-year designation expires?

A: Designated teachers who meet performance standards and district qualifications can be put forth for a new designation in their final year of designation. Once the designation expires, it will be removed from the SBEC certificate (if applicable) and allotment funding will no longer be generated.

# Teacher Incentive Allotment (TIA)

## TIA Town Hall Survey

Please provide questions/feedback

