



Crandall ISD

Teacher Incentive Allotment (TIA)

Meeting # 2: October 18, 2022

Agenda



- **Welcome, Introductions, Norms**
- Why & What is TIA?
- Stakeholder Reflections
- Student Growth Measure Discovery
- Next Steps and Closing

Norms



- Focus
- Engage
- Growth Mindset
- Success Driven
 - *For teachers and (most importantly) students*

Agenda



- Welcome, Introductions, Norms
- **Why & What is TIA?**
- Stakeholder Reflections
- Student Growth Measure Discovery
- Next Steps and Closing

Crandall ISD

DISTRICT GOALS 22-23



- Goal 1** Advance student learning, growth, and college and career offerings.
- Goal 2** Retain, recruit, and support highly qualified principals, teachers, and staff.
- Goal 3** Provide a safe and orderly learning environment that benefits the well-being for all Pirates.
- Goal 4** Facilitate engagement and Pirate Pride Culture through effective communication.
- Goal 5** Optimize resources to sustain and enhance effective and efficient operations for students and staff.

Crandall ISD Pipeline



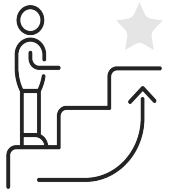
The 3 R's

- Recruit
- Retain
- Reward

Crandall ISD Pipeline



Key Points about TIA



3 Designation levels
(Master, Exemplary,
Recognized)



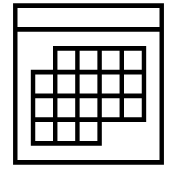
LEAs will receive
\$3-32K annually per
designated teacher



Greater funding for
designated at
high-needs and/or
rural campuses



LEAs must use at least
90% of funds on teacher
compensation on
designated teacher's
campus



5- year designation
validity, regardless of
teacher placement
(subject, school, LEA)

How Designations are Earned



National Board Certification

- Individual teacher achieves National Board Certification
- Districts may choose to support cohorts of National Board candidates



Local Optional Teacher Designation System

- District-created system
- District system is approved
- District determines and issues teacher designations



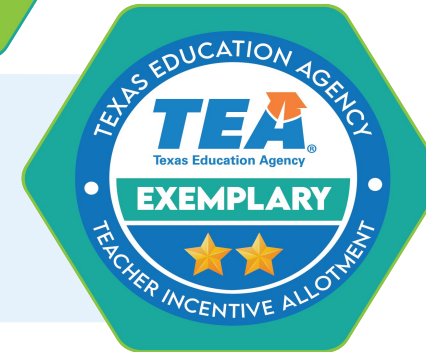
Crandall ISD: AVERAGE Allotments (as of April 2022)



\$3,858
Recognized



\$7,716
Exemplary



\$14,860
Master



District System Components



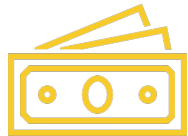
Teacher Observation

Observation based on T-TESS or aligned rubric. District application must show evidence of calibration and data analysis.



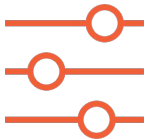
Student Growth

Student growth measures determined by district. District application must show evidence of validity & reliability of development, administration, and scoring.



Spending Plan

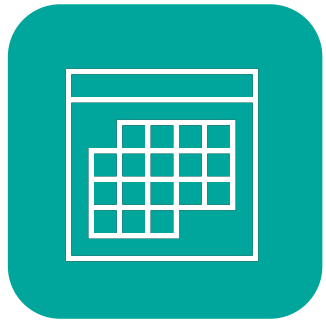
Districts must spend at least 90% on teacher compensation for student-facing instructional roles and may reserve up to 10% for supporting the TIA system or in supporting teachers in earning a designation by 8/31 each year.



Optional Components

Districts may consider additional factors in making designations (e.g., mentoring other teachers, teacher leadership, family surveys, student surveys, etc.).

Application and Approval Timeline



Pre-Application

System
Development

Stakeholder
Engagement



Year 1

2022-2023

Apply for TIA
TIA Teacher Buy-In
Survey



Year 2

2023-2024

Capture Data



Year 3

2024-2025

Data Submission
Full System Approval
Designate & Compensate
Expansion & Modifications
TIA Annual Evaluation Surveys
Annual Program Submission

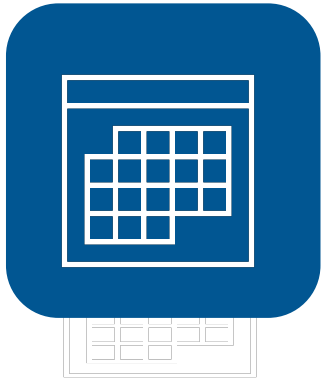


Post-Approval

New or Higher
Designations
Expansion and
Modifications
Annual Program
Submission
TIA Annual
Evaluation Surveys

Application and System Approval

Application Key Dates



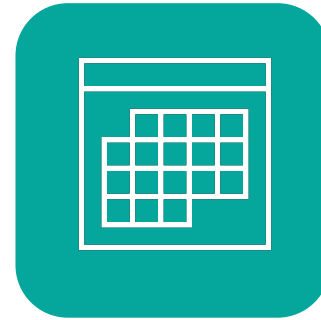
Application Deadline

April 15, 2023



Initial Feedback

Late May 2023



Resubmission Deadline

June 30, 2023



System Review Approval/Denial

August 2023

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

Guiding Question



- What would you accept as evidence that a teacher is highly effective at improving student performance?

Agenda



- Welcome, Introductions, Norms
- Why & What is TIA?
- **Stakeholder Reflections**
- Student Growth Measure Discovery
- Next Steps and Closing

Table Talk



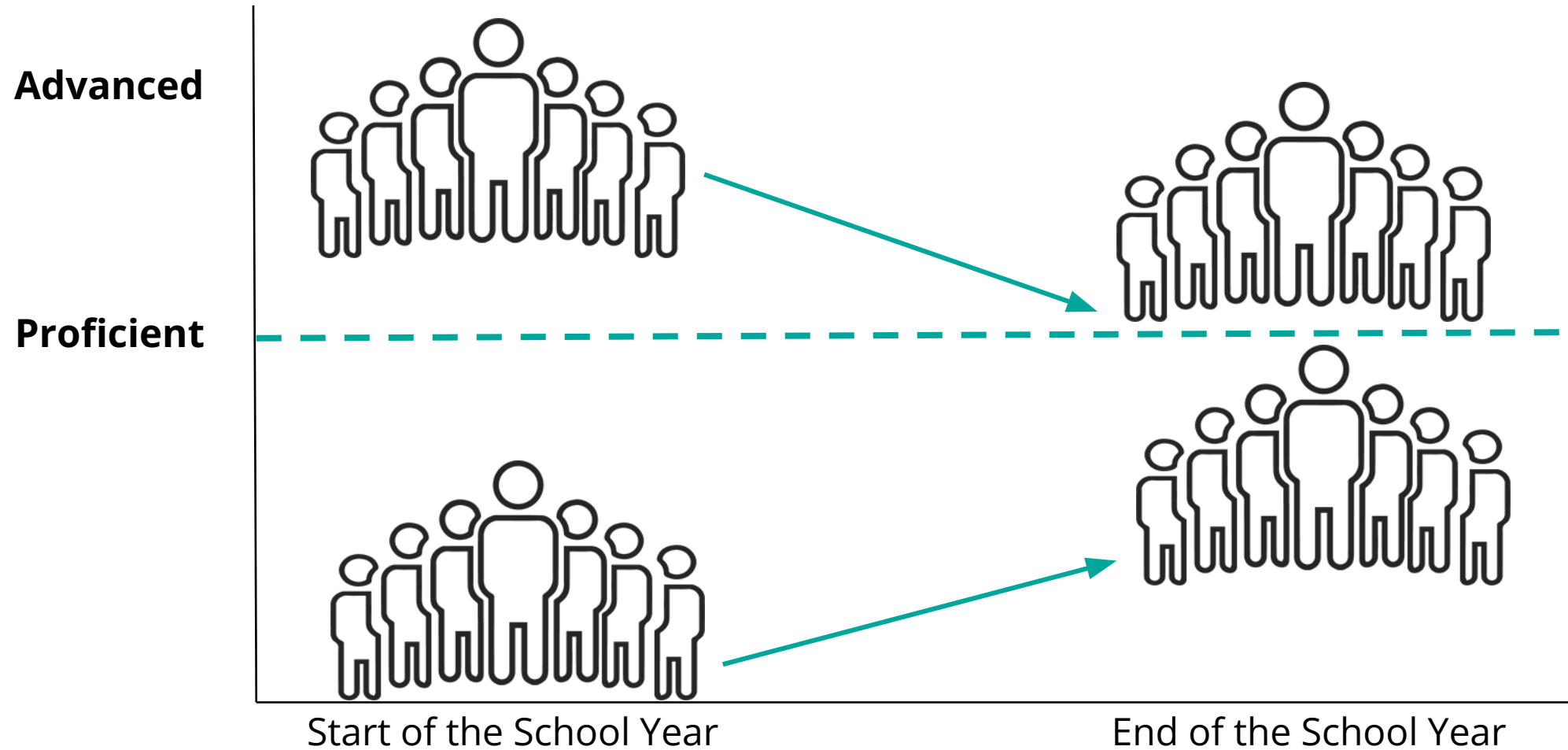
- As a table, **review** the responses to the **TIA Tab 2** of the TIA Collaboration Space.
- Assign a Scribe to **type** for the group on the TIA Collaboration Space on **Tab 3**.
- Be prepared to share with a partner.
- Discuss what you have heard/read:
 - Plus- what went well; celebrations
 - Delta- what didn't go as planned; challenges; concerns
 - Questions- what do we still need to answer or clarify?

Agenda



- Welcome, Introductions, Norms
- Why & What is TIA?
- Stakeholder Reflections
- **Student Growth Measure Discovery**
- Next Steps and Closing

Growth vs. Achievement



Comparing Growth & Achievement



Student Achievement



Compares the student to the standard.



Documents performance at a set point in time.



Does not factor in a student's background or local context (one size fits all).

Student Growth



Measures student academic progress achieved in response to teacher practice.



Measures student academic progress during a specific amount of time.



Provides student data to adapt growth expectations to each student's context.



Focuses on the progress a student makes not necessarily on whether a student meets a predetermined benchmark.

Setting Expected Growth Targets



Based on data, districts set expected growth targets for individual students

TIA Designations are based on % of a teacher's students who met or exceeded their expected growth target

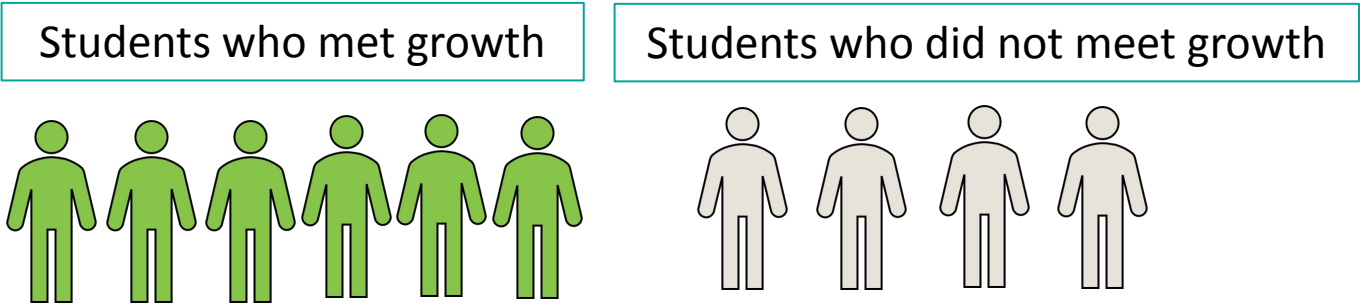
- (not on % Meets/Masters)

TIA Statewide Performance Standards for Student Growth

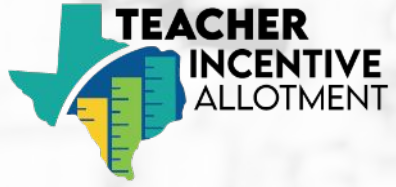


Designation Level	% Students who met/exceeded expected growth targets
Recognized	55%
Exemplary	60%
Master	70%

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 Requirements

For Student Growth Measures

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

Note: Each Student Growth Measure will have its own requirements in addition to the requirements above.

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

Questions to Ask Before Getting Started



Student Growth and Assessment Considerations

- How are we currently measuring student growth? What data do you currently have access to?
- What approved assessments is our district already using? For what subjects? For what grade levels?
- Does the assessment/growth measure being used actually measure what is being taught?

Teacher Eligibility and Engagement

- Based on that, what teacher categories could be eligible for these assessments/SGMs?
- Do they accurately reflect necessary standards?
- How will we gather teacher input?

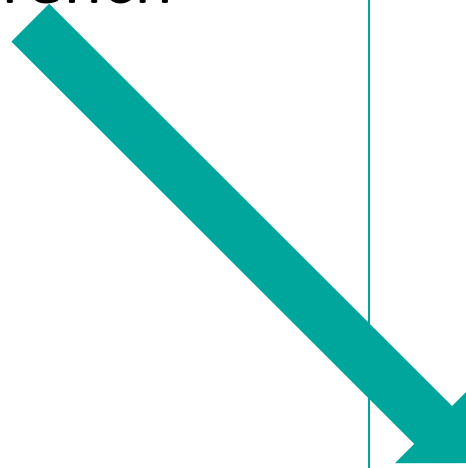
These steps and more can be found in the [TIA Planning Guide](#).

Does the Growth Measure Actually Measure what is Being Taught?



What is Being Taught

Listening and speaking in French



Appropriate Growth Measure?

- A test translating written English into written French.
- A test translating written English into written French and answering questions about a passage in French.
- An oral exam with the student listening to and answering questions in French.

Does the Growth Measure Actually Measure what is Being Taught



What is Being Taught

Pre-Calculus



Appropriate Growth Measure?

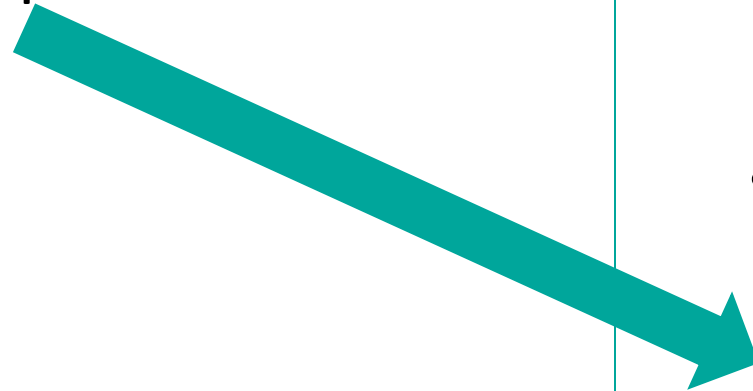
- Math Section of the SAT.
- District created exam aligned to Pre-Calculus standards.

Does the Growth Measure Actually Measure what is Being Taught?



What is Being Taught

How to perform improvisational theater



Appropriate Growth Measure?

- A test on the history of improv.
- A timed improvisational performance scored using a rubric that contains the elements of successful improv.

Discovering Student Growth Measure



**Pre-Test/
Post-Test**



**Value Added
Measures (VAM)**



**Student Learning
Objectives (SLO)**



Portfolios

What?	How?	Who?
<ul style="list-style-type: none">• What are some key components or features of this SGM?• What enabling conditions need to be in place to ensure success?	<ul style="list-style-type: none">• In addition to the all SGM requirements, what must district do to plan for success with their TIA Application?	<ul style="list-style-type: none">• What could be some assessments or eligible teacher categories that may work for this SGM?



Pre-Test/Post-Test

Options 1-4

Pre-Test/Post-Test Considerations



Student growth can be measured by comparing students' performance on a pre-test and post-test.



Who creates the pre-test?

3rd Party Vendor or District



Who sets expected growth targets?

3rd Party vendor or District?



Who creates the post-test?

3rd Party Vendor or District

These questions will determine how your district can plan for success in implementation.

Student Growth Requirements for Pre-Test Post-Test



Validity of content

- State/District Guidelines
- Rigor & Stretch
- Aligned with Content

Valid and Reliable Administration Protocols

- Testing window
- Test administration follows state and district guidelines (aligns to STAAR protocols)
- Training is provided for teachers/proctors
- Assessment has been vetted for validity and reliability

Scoring Protocols

- Test is scored by a 3rd party, or by at least one additional person besides the teacher
- Use a scoring rubric when applicable
- District provides systems and support for scoring

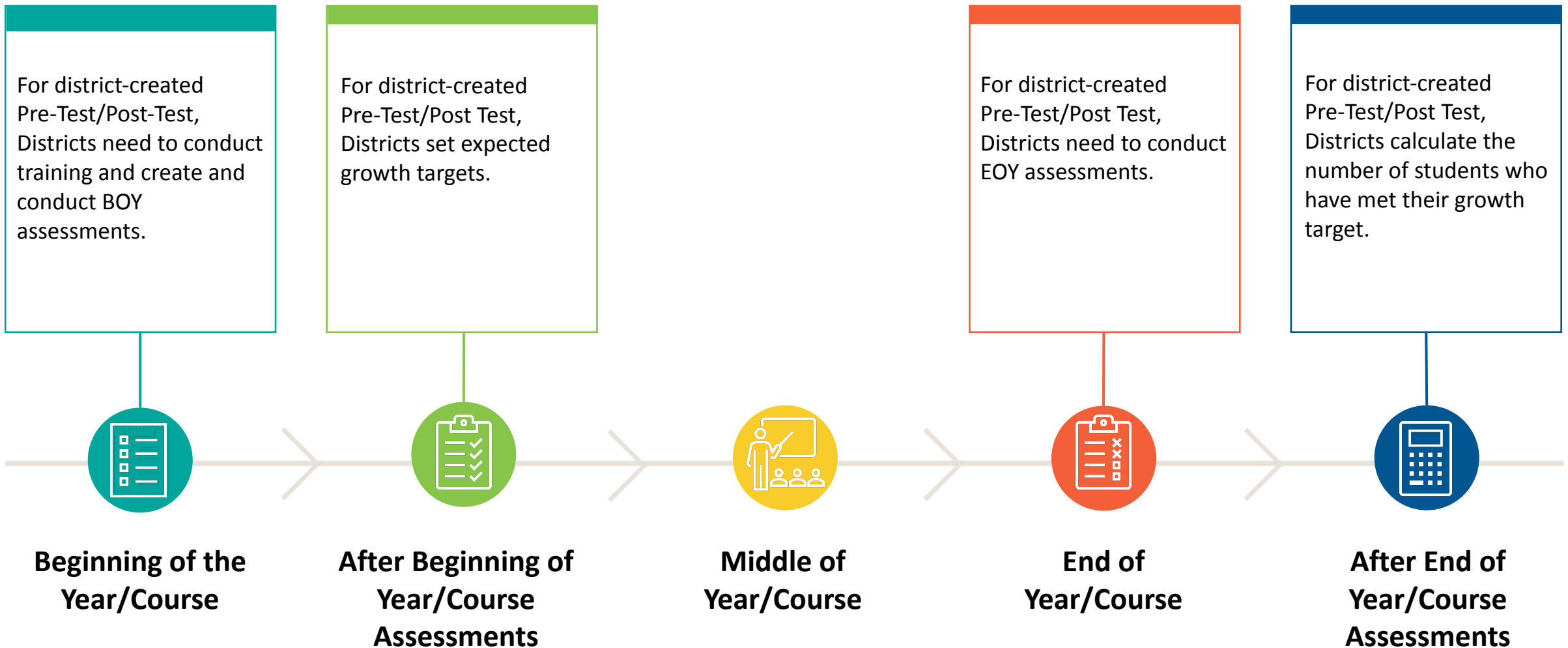
Security and Training

- All tests are kept secure prior to being administered
- All tests are kept secure during the test and during the scoring process
- Annual training provided to all test proctors/test administrators

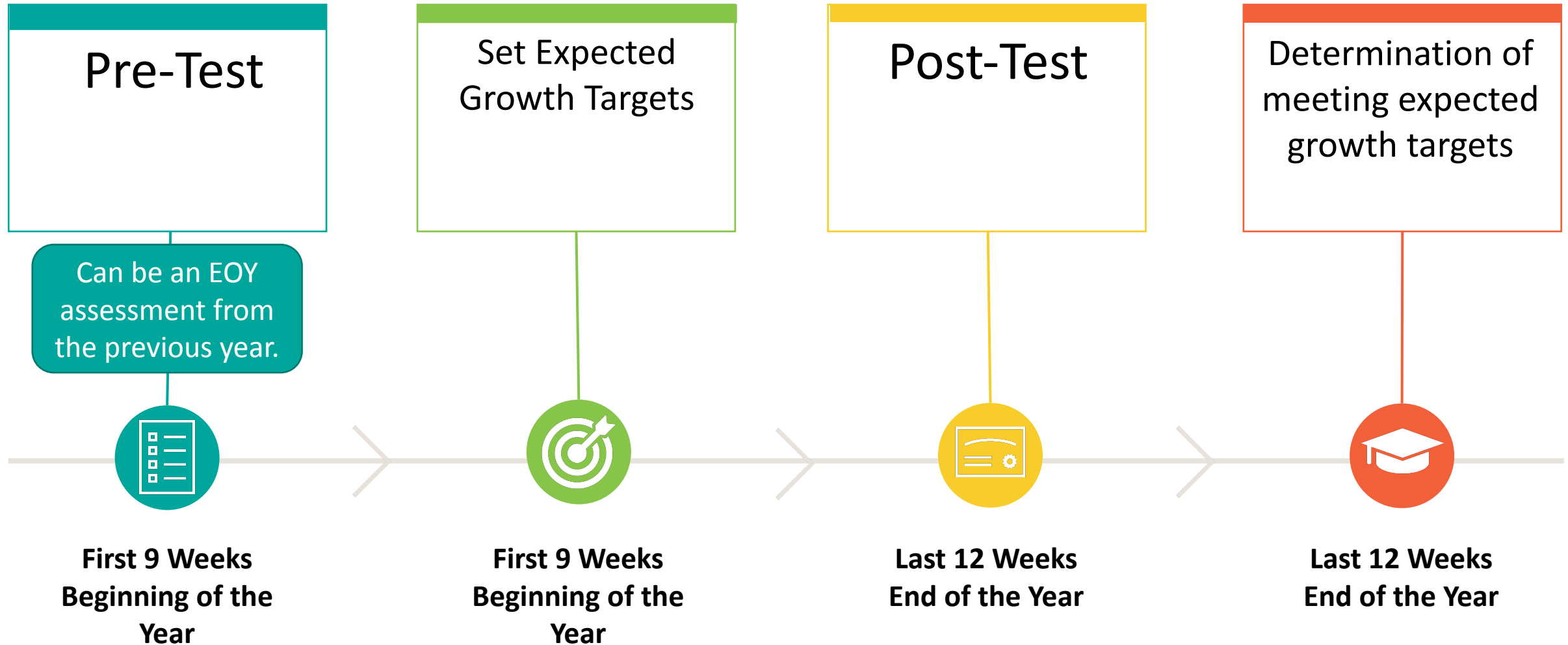
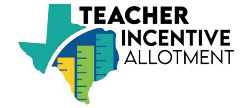
Note: These may look different depending on the pre-test/post-test option.

Student Growth Timeline: Example

Through their Local Designation System Application, districts are required to have a plan to track student growth, but how they do that will vary by student growth measure. Let's look at an example using a **district-created Pre-Test/Post-Test Model**.



Pre-Test/Post-Test Timeline



Setting Expected Growth Targets



3rd party tests

Valid and reliable method for how they calculate expected growth based on their test

Note: Not all 3rd party tests set growth targets.



District-created tests

Based on the pre-test (and other additional data points) districts set individual expected growth targets for each student

Pre-Test/Post Test Enabling Conditions



Consider if your district has the content knowledge to create its own Pre-test/Post-tests.



Consider if your district has the funds to purchase 3rd party assessments.

Depending on the pre-test/post-test option, districts will need to plan for administering assessments over the course of the school year, collect data, and plan for school personnel capacity.



Value-Added Measure

VAM

What is VAM?



What are Value Added Measures?

- Value Added Measures or VAM is a growth measure used to determine teacher effectiveness.
- An algorithm-based measure using assessments taken during the school year and combining those results with other information to determine a value-added score.
- Analyzes students' current and historical assessment data on a nationally normed or criterion-referenced test (like STAAR, or NWEA MAP).
- Looks at a student's prior testing history, together with data from students with similar testing histories to create a "predicted score" for each student.

Note STAAR Progress Measure or STAAR Transition Tables are not VAM they would be considered Pre-Test/Post-Test Option 1.

How is VAM Predicted?



Student 1
Testing History



Similar Testing
Histories to
Student 1

Testing History

- Reading & Math, 3-8
- Science, 5 & 8
- Social Studies, 8
- Algebra I, English I & II, Biology

How did all
students like
student 1 perform
on average?



Student 1's
expected score

VAM Example: Ms. Bluebonnet's Class



Students Expected Growth Score	Student's Actual Score	Growth Met
75%	75%	Met expected growth
85%		Did not meet expected growth
79%		Exceeded expected growth
65%		Met expected growth
94%		Exceeded expected growth
68%		Did not meet expected growth
72%	68%	Did not meet expected growth
88%	88%	Met expected growth
83%	78%	Did not meet expected growth
66%	78%	Exceeded expected growth

What percent of Ms. Bluebonnet's students met or exceeded their expected growth Targets?

Did not meet expected growth	Met Expected Growth	Exceeded Expected Growth	Total Students
4 Students	3 Students	3 Students	10 Students

Teacher Categories that Align with VAM



STAAR tested Courses



Courses that have nationally normed or criterion-referenced test like NWEA MAP or Renaissance STAR

VAM Enabling Conditions



DISTRICT FUNDING TO CREATE ITS OWN
MODEL AND HIRE A STATISTICIAN OR HIRE A
3RD PARTY VENDOR



ACCESS TO STUDENT TESTING HISTORY FOR
STAAR AND OTHER NATIONALLY-NORMED
CRITERION-REFERENCED TESTS.



Student Learning Objectives

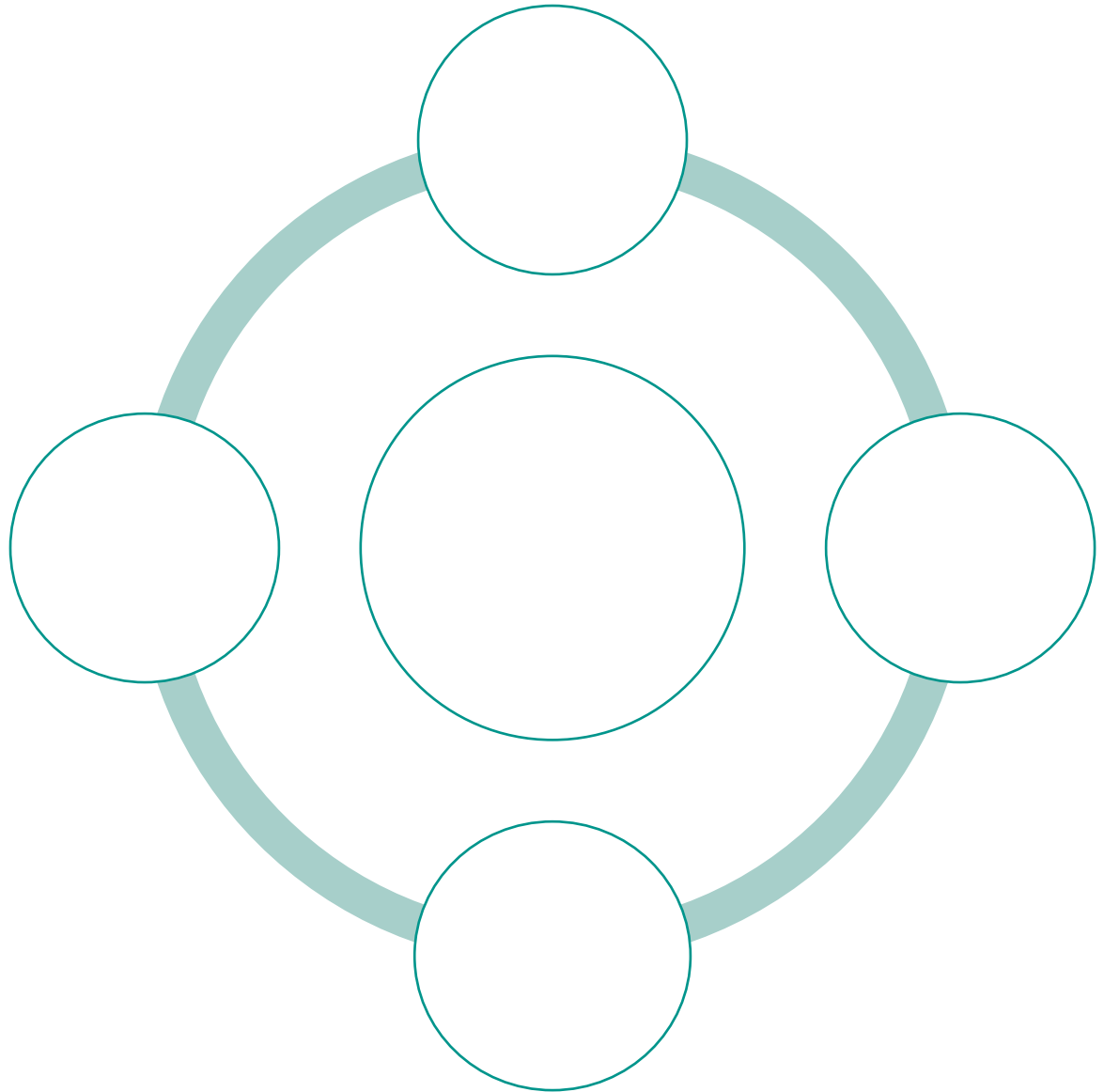
SLO

What are Student Learning Objectives?



SLOs are:

- Student growth targets set by teachers, based on evidence.
- Focused on a foundational skill that is developed throughout the curriculum.
- Tailored to the context of individual students.
- For the purpose of measuring student growth via the collection of a body of evidence of student work.
- Can work for any course or content.
- Allows student work products to be varied.
- Serves as an alternative to standardized testing.



SLO Requirements for TIA



Validity of Content

Valid and Reliable Administration Protocols
(including training)

Valid and Reliable Scoring

Security Protocols in Place

Can be used to set expected growth targets



Requires a body of evidence of student work (not a pre-test/post-test, but actual student work), with a minimum of five pieces of evidence

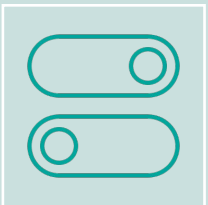


Use current guidance on
[Texasslo.org](https://www.texaslo.org)

Teacher Categories that Align with SLO



All content and courses can use SLOs



Can be a great option for non-STAAR tested subjects

SLO Enabling Conditions



Strong campus-level administrator capacity



Strong teacher capacity and involvement



District funding/capacity to receive and implement required training



Portfolios

What are Portfolios for TIA



Portfolios: A collection of a student's academic work(tasks, assignments, projects, performances) that are scored against a rubric.



Working Portfolio

works in progress



Display/Showcase Portfolio

a student's "best work"



Assessment Portfolio

Levels of content/skill proficiency

Why use Portfolios?



Work especially well with performance-based courses



Student work products can be varied:

Audio or video recordings of student musical, choir or theatrical performances

Student artwork either scanned digitally or hard copy or both

Sample student-created products such as welding, woodwork, etc.



Student work assessed against skill proficiency rubric

Portfolio Requirements for TIA



Validity of Content

Valid and Reliable Administration Protocols
(including training)

Valid and Reliable Scoring

Security Protocols in Place

Can be used to set expected growth targets



Rubric with at least
four different skill levels



Clear guidelines for
student artifacts

Artifact Requirements for Portfolios



Assessments, projects, and work products designed to go in the portfolio:

- ✓ Specify what skill proficiencies are required across a variety of proficiency levels
- ✓ Specify what the students must be able to demonstrate
- ✓ Include a rubric that describes what various levels of proficiency look like for all aspects of the task

Portfolios and Expected Growth



Portfolios measure students' growth along a skill progression rubric across several skills.

- Determine the Curricular Content of the portfolio



**Summer through
the first 2 weeks
of school**

- Design Assignments that will go into the portfolio
- Develop a Quality Rubric by defining what student expectations look like



**Beginning of the
Year**

- Calibrate Portfolio Scorers
- Appraisers conduct progress monitoring of Portfolios



Middle of the Year

- Re-calibrate Portfolio Scorers
- Score Portfolios
- Conduct EOY appraisal using Portfolios as evidence



End of Year

Teacher Categories that Align with Portfolios



All content and courses can use Portfolios



Can be a great option for non-STEAR tested subjects



Works great for performance-based courses in Fine Arts and CTE:

Welding

Agricultural Mechanics


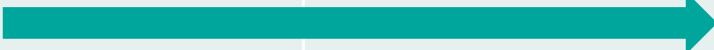

Choir

Theater Arts

End of Year Performance Levels



Beginning of Year Proficiency Levels

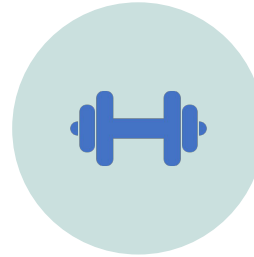
	Significantly Limited Proficiency	Limited Proficiency	Somewhat Proficient	Proficient	Advanced
Significantly Limited Proficiency	Further Review Needed 	Did not meet expected growth	Met expected growth	Exceeded expected Growth	Requires Additional Evidence
Limited Proficiency	Did not meet expected growth	Did not meet expected growth 	Did not meet expected growth	Met expected growth	Exceeded expected Growth
Somewhat Proficient	Did not meet expected growth	Did not meet expected growth	Did not meet expected growth 	Did not meet expected growth	Met or exceeded Expected Growth
Proficient	Did not meet expected growth	Did not meet expected growth	Did not meet expected growth	Did not meet expected growth	Met or exceeded Expected Growth
Advanced	Did not meet expected growth	Did not meet expected growth	Did not meet expected growth	Did not meet expected growth	Met or exceeded Expected Growth

Culinary Arts Sample Rubric

Portfolio Enabling Conditions



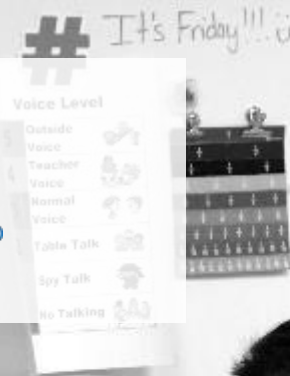
Consider if your district has the content knowledge to create its own skill progression rubrics



Strong campus-level administrator capacity



Strong teacher capacity to create and secure portfolio artifacts



Student Growth Measures Comparison and Discussion

Enabling Conditions for Student Growth Measures



Student Growth Measure	Pre-test/Post-test Option 1	Pre-test/Post-test Option 2	Pre-test/Post-test Option 3	Pre-test/Post-test Option 4	SLO Texasslo.org	VAM	Portfolios
District capacity for BOY preparation	X	X	X	X	X		X
District capacity to set growth targets		X	X	X	X		X
District capacity to calculate end-of-year growth		X	X	X	X		X
Strong campus level administrator capacity			X		X		X
Strong Content Knowledge			X	X	X		X
Potential district funding required	X	X		X	X	X	
Strong teacher capacity and involvement			X		X		X
Eligible Teaching Assignments (Content/grade level) to which it applies	Mostly used with core content and STAAR-tested subjects	Mostly used with core content and STAAR tested subjects	Any eligible teaching assignment. Best for non-performance-based subjects.	Mostly used with courses that do not have a progress measure from the previous year.	Any eligible teaching assignment, an option for subjects not tested by STAAR.	Subjects tested with statewide or nationwide assessment that is nationally normed and criterion referenced.	Any eligible teaching assignment, an option for performance-based subjects

Pecan ISD SGM Plan



Student Growth Measure	Pros	Cons
SLOs	Can be used for any content High teacher engagement Based on actual student evidence, not “just a test”	Requires intensive training Administrators approve all the steps in the process
District-created pre-test, district created growth targets, district created post-test	Can be used for any content Local control We plan to roll out PD modules on building quality assessments	Who will write the tests? Who will approve the tests? Do we have that expertise in our district?
3 rd party pre-test, 3 rd party growth goals, 3 rd party post-test	Valid and reliable Objective We already do this	Won't work for all content areas Potential cost
VAM	Valid and reliable Based on multiple years of data Objective	Won't work for all content areas Potential cost
Portfolios	Can be used for performance-based classes like Welding and Choir. Based on actual student work/projects/performances.	Heavy lift on administrator Rubrics have the risk of not being valid and reliable.

Questions to Ask Before Getting Started



Student Growth and Assessment Considerations

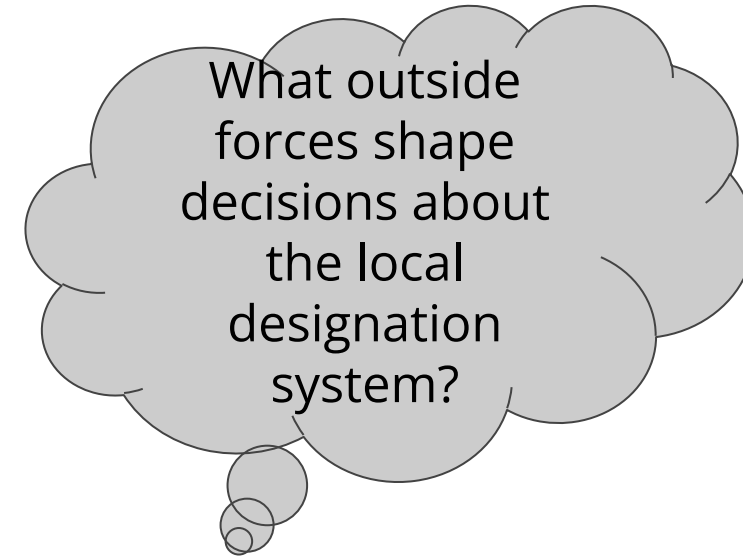
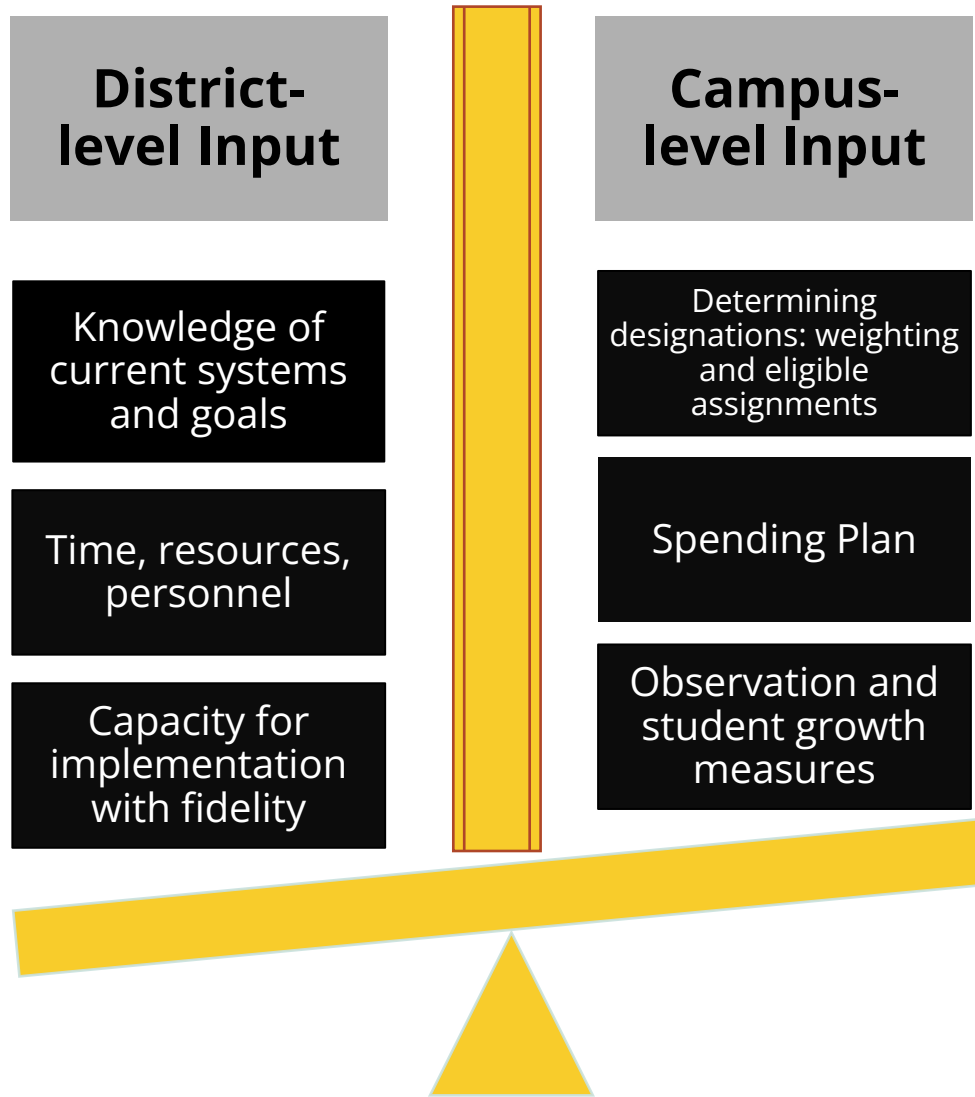
- How are we currently measuring student growth? What data do you currently have access to?
- What approved assessments is our district already using? For what subjects? For what grade levels?
- Does the assessment/growth measure being used actually measure what is being taught?

Teacher Eligibility and Engagement

- Based on that, what teacher categories could be eligible for these assessments/SGMs?
- Do they accurately reflect necessary standards?
- How will we gather teacher input?

These steps and more can be found in the [TIA Planning Guide](#).

Balancing Key Stakeholder Input



The Big Three: Critical Decisions for Local Designation Systems



Who can earn a designation?

- Eligible campuses and teaching assignments
- If not all teachers, will we expand in future years?



How will we designate?

- Observations, **student growth measures**, and any optional components
- Performance standards and weighting for all components

Campus Reflection on Tab 3 in Shared Workspace:

- Initial Reaction: What type of Measure we should use for Student Growth to get our application completed by April 15th and accepted?
 - Do we have all the student growth components in place for every teaching assignment to justify 'a local system' to complete the application by April 15th?
- If not, what teaching assignments DO we have in place for the application (Year 1) and what measure?
- What teaching assignments could be future years and what measure?

Agenda



- Welcome, Introductions, Norms
- Why & What is TIA?
- Stakeholder Reflections
- Student Growth Measure Discovery
- **Next Steps and Closing**

Campus Team Action Items:



- **SHARE** Student Growth Measure Options
- **SHARE** **CISD TIA Web Page**
- **SEEK Input** on what measures we already have in place and which would we need to explore and implement

TIA Committee Meetings



Date	Time	Activity*	Location
Tuesday, December 6	4:15-5:30	TIA Committee Meeting: Teacher Observation & Example Models	Board Room
Monday, January 9th	4:15-5:30	TIA Committee Meeting: Decisions Point: Assignments, SGM, Teacher Observation	Board Room
Tuesday, February 7th	4:15-5:30	TIA Committee Meeting: Cut Scores and Weights	Board Room
Tuesday, March 7th	4:15-5:30	TIA Committee Meeting: Spending Plan & Review Application	Board Room

*Suggested Topics (content might change and adapt through stakeholder engagement)

Prepare for Next Meeting



Tuesday, December 6th at 4:15-5:30

Focus:

- Discovery- Teacher Observation and Different District Models

Prepare:

- Bring Input from Student Growth Measure Conversations
 - Should be documented on Tab 4



Crandall ISD
Teacher Incentive Allotment (TIA)

Meeting # 2: October 18, 2022