



[bit.ly/PirateTIA](https://bit.ly/PirateTIA)

# **Crandall ISD**

# **Teacher Incentive Allotment (TIA)**

*Meeting # 3: December 6, 2022*

# TIA Committee Collaboration Space



## Crandall ISD Teacher Incentive Allotment (TIA) Committee

### Collaboration Space

This Google Sheet will be used to capture discussions throughout our committee work. As well, it will be the space to provide input, insight and feedback from stakeholder engagement.

### What is TIA (Teacher Incentive Allotment)?

HB 3, 86th Legislature, included a massive increase in teacher pay. The Teacher Incentive Allotment (TIA) was established with a stated goal of a six-figure salary for teachers. TIA allotment funds help Texas school systems reward, retain and recruit highly effective teachers. The funding formula prioritizes high needs and rural campuses.

## TIA Committee Meeting #3: December 6, 2022

Location:	Crandall ISD Board Room							
Slides:	<a href="https://docs.google.com/presentation/d/1H38IAo6rT97cncN33YpKY2U-Zn0VG3yGe5e2SW_kt4w/edit?usp=sharing">https://docs.google.com/presentation/d/1H38IAo6rT97cncN33YpKY2U-Zn0VG3yGe5e2SW_kt4w/edit?usp=sharing</a>							
Project Plan:	<a href="https://docs.google.com/spreadsheets/d/1uWeuLJVCkQ1aLVIRX1pjAM31u39vYFsoefLzzYtnJb4/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1uWeuLJVCkQ1aLVIRX1pjAM31u39vYFsoefLzzYtnJb4/edit?usp=sharing</a>							
Agenda								
4:15- 4:20	Opening Rituals							
4:20- 4:30	Why and What is TIA?							
4:30- 4:45	Stakeholder Reflections							
4:45-5:00	Overview of Setting Expected Growth Targets							
5:00-5:15	Teacher Observation							
5:15-5:25	District Models							
4:50-5:25	Student Growth Measure (SGM) Discovery							
5:25-5:30	Next Steps & Closing							
Stakeholder Reflections: Student Growth Measures								
	Dietz	Martin	Noble-Reed	Walker	Wilson	CMS	Freshman Center	CHS
What type of Growth Measure would we want to use? What do we already have in place?								
What could we do for other teaching assignments and when might that								

- Link in Reminder Email
- **bit.ly/PirateTIA**



# Agenda



- **Welcome, Introductions, Norms**
- Why & What is TIA?
- Stakeholder Reflections
- Setting Expected Growth Targets
- Teacher Observation
- Example District Models
- 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?**
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# 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.

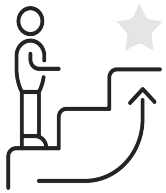
# Crandall ISD Pipeline



## The 3 R's

- Recruit
- Retain
- Reward

# Key Points about TIA



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3 Designation levels  
(Master, Exemplary,  
Recognized)



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



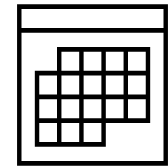
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Greater funding for  
designated at  
high-needs and/or  
rural campuses



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

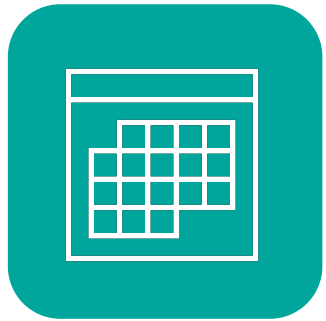


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5- year designation  
validity, regardless of  
teacher placement  
(subject, school, LEA)



# 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

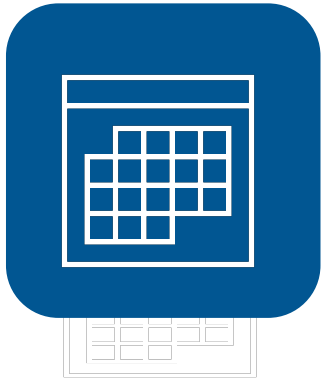


## Post-Approval

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

Application and System Approval

# Application Key Dates



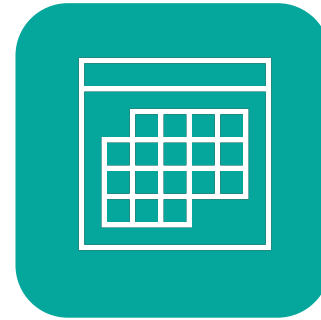
**Application Deadline**

April 15, 2023



**Initial Feedback**

Late May 2023



**Resubmission Deadline**

June 30, 2023



**System Review Approval/Denial**

August 2023

# District System Components



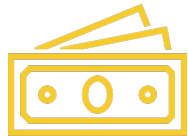
## Teacher Observation

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



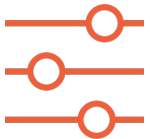
## Student Growth

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.).

*Required by Law*

# 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**
- Setting Expected Growth Targets
- Teacher Observation
- Example District Models
- Next Steps and Closing

# Table Talk

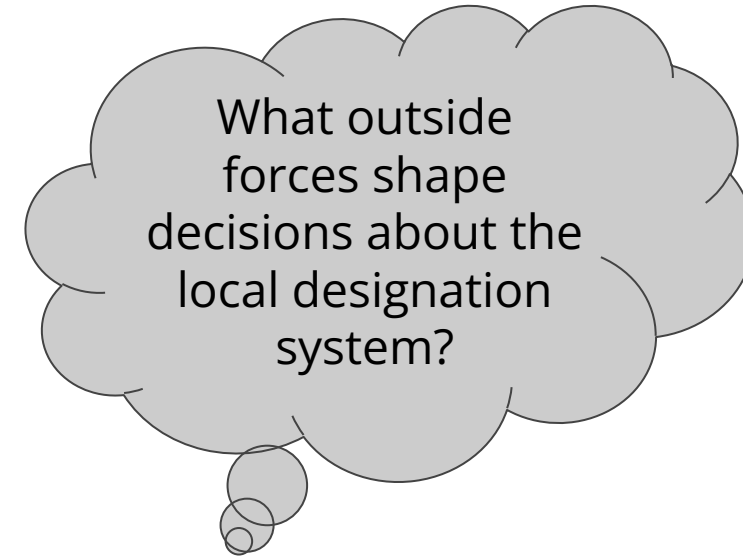
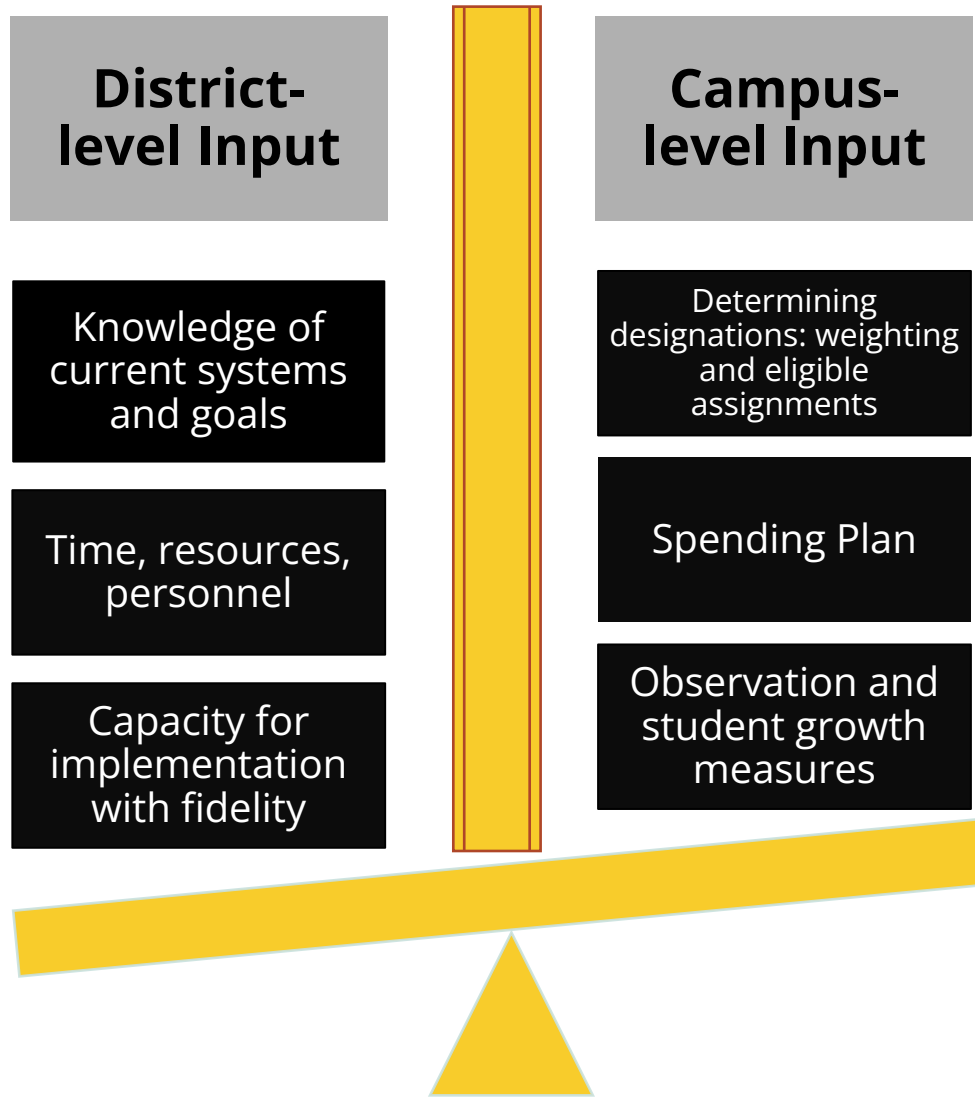


- As a table, **review** the responses to the **Tab 4**.
- Assign a Scribe to **type** for the group on **Tab 5**.
  
- **Discuss** what you have heard/read and **Summarize:**
  - What type of Growth Measure would we want to use? What do we already have in place?
  - What could we do for other teaching assignments and when might that happen?
  - Questions- what do we still need to answer or clarify?





# Balancing Key Stakeholder Input



# Table Talk

- As a table, **review** the responses to the **Tab 4**.
- Assign a Scribe to **type** for the group on **Tab 5**.

08:00



- **Discuss** what you have heard/read and **Summarize:**
  - What type of Growth Measure would we want to use? What do we already have in place?
  - What could we do for other teaching assignments and when might that happen?
  - Questions- what do we still need to answer or clarify?

# Agenda



- Welcome, Introductions, Norms
- Why & What is TIA?
- Stakeholder Reflections
- **Setting Expected Growth Targets**
- Teacher Observation
- Example District Models
- Next Steps and Closing

# Choose a Pre-Test/Post-Test Option



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

# Timeline for Setting Expected Growth Targets



- Share the dates for the administration of the pre-test and the dates by when they will have results for each student, including the expected growth targets based on the test.
- Communicate to school leaders the process for sharing expected growth targets
- Review assessments to be used for validity and reliability



August

- **Administer pre-test in the first 9 weeks**
- **Determine expected growth targets for individual students.**



September

- Monitor data collection
- Populate eligible teacher effectiveness data when available



Throughout the  
year

- **Administer Post-test within the last 12 weeks**
- **Determine if students hit their expected growth targets**



End of Year

# 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

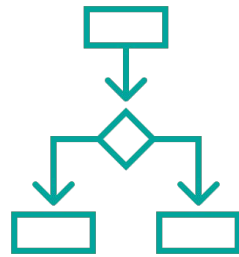
Valid & Reliable Administration Protocols (including training)

Valid and Reliable Scoring

Security Protocols in Place

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

# Key Takeaways: Setting Expected Growth Targets

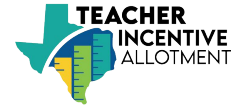


Clear procedures for how expected growth targets will be set for each student growth measure the district is using



A growth target must be set at the individual student level

# Requirements and Best Practices



## Requirements:

- The assessment is valid and reliable
- Targets include beginning of the year data or EOY data from the prior year
- Set expected growth targets within the first nine weeks of the school year (6 weeks for semester-long courses)
- **Targets are individualized**
- **Targets are growth (not achievement)**

## Best Practices:

- Use multiple data points to determine expected growth.
- Use EOY data from the prior Spring.
- Determine end-of-year growth within the last 12 weeks of school
- Run historical data through different models to see which one is the most accurate



# Definitions



- BOY: Beginning of the Year (1<sup>st</sup> 6-9 weeks of the school year)
- EOY: End of the Year (Last 12 weeks of the school year)
- Quartile: Divides the number of data points into four parts, or *quarters*, of more or less equal size.
- Quintile: Divides the number of data points into five parts, or *quints*, of more or less equal size.

# Six Models to Consider



Graduated Percent Increase Model



Common % Growth for all (Flat Rate)



Gap Closure Model



Individualized



Quartile/Quintile



Percent Growth based on actual district average percent growth

# The Big Three: Critical Decisions for Local Designation Systems



## How will we designate?

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

## Campus Review & Reflection on Tab 5 in Shared Workspace:

- Divide the 6 models between group members (some may have more than 1)
- Each person takes 5 min to review the slides for their assigned model (slides linked on Tab 5)
- Each person has 1 min to share 2-3 takeaways from their study
- Group documents which models are **favorable and not favorable**.



# Tab 5

Setting Expected Growth Targets								
Models Slides	<a href="https://docs.google.com/presentation/d/17R3skM2ZtR8nvPPUISF0ebBPY983FDZud6i-8Z38CkE/edit?usp=sharing">https://docs.google.com/presentation/d/17R3skM2ZtR8nvPPUISF0ebBPY983FDZud6i-8Z38CkE/edit?usp=sharing</a>							
Models 1-pager	<a href="https://drive.google.com/file/d/1m7dh9kft3lQxUIY3KIM38Vxu3uGbU5OG/view?usp=sharing">https://drive.google.com/file/d/1m7dh9kft3lQxUIY3KIM38Vxu3uGbU5OG/view?usp=sharing</a>							
	Dietz	Martin	Noble-Reed	Walker	Wilson	CMS	Freshman Center	CHS
Favorable								
Not-favorable								

# The Big Three: Critical Decisions for Local Designation Systems



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05:00

# Agenda



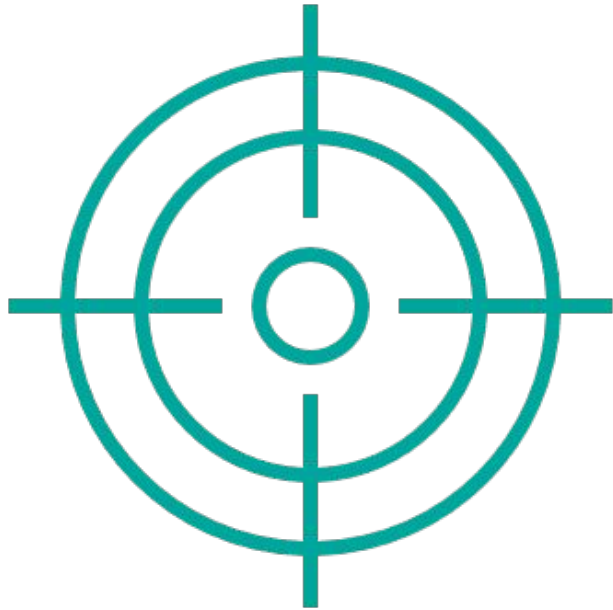
- Welcome, Introductions, Norms
- Why & What is TIA?
- Stakeholder Reflections
- Setting Expected Growth Targets
- **Teacher Observation**
- Example District Models
- Next Steps and Closing

# Why does it matter that we get this right?



- To measure teacher effectiveness fairly, we must evaluate teaching practices accurately.
- An effective strategic teacher compensation program fundamentally relies on teacher trust of the system.

# Validity vs Reliability



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

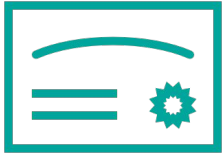
- Does the rubric accurately measure teacher effectiveness?

**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**



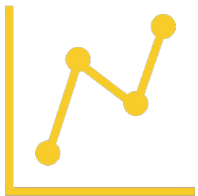
**Correlation of Teacher  
Observation and Student  
Growth Data**



**Reliability of Teacher  
Appraisers**



**Observation and  
Feedback Schedule**



**Review of Teacher  
Observation Trends**



**Alignment to Statewide  
Performance Standards**

# Teacher Observation Rubric



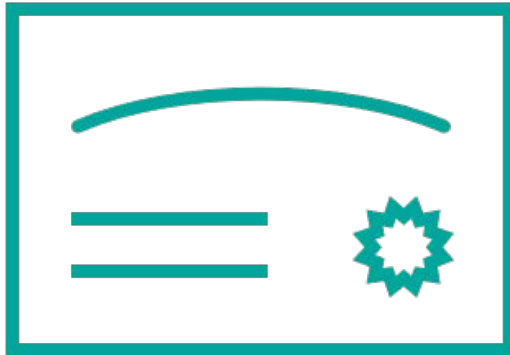
## Statute:

- 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



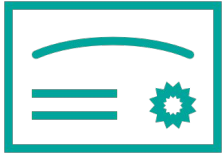
## Statute:

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

## Best Practice:

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

# 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**

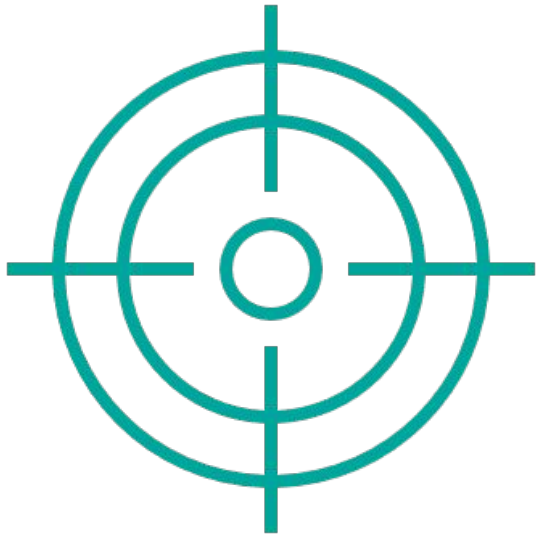


**Review of Teacher  
Observation Trends**



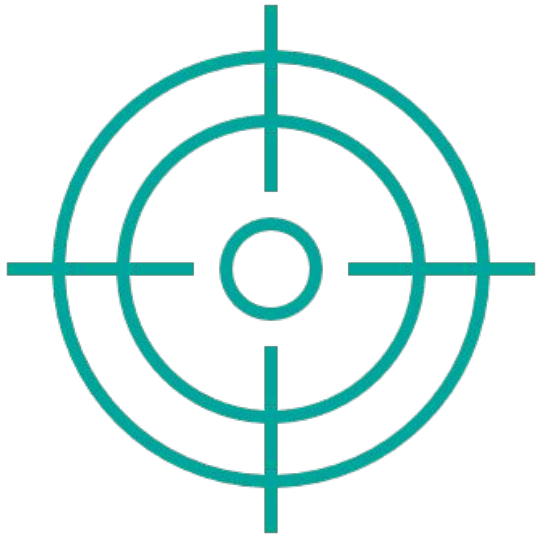
**Alignment to Statewide  
Performance Standards**

# Calibration Purpose



Calibration helps **increase scoring accuracy** among appraisers and helps develop a deeper understanding of what effective instruction looks like across a variety of contexts.

# 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

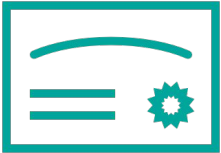
## Best Practices

- 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**

# 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**



# 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

# Sample Observation Calendar



Teacher	Grade	Sept 5-9	Sept 12-16	Sept 19 – 23	Sept 26 – 30	Oct 3-7	Oct 10-14	Oct 17-21	Oct 24-28
Crawford	1 <sup>st</sup>	PR		PR			<b>PR (full)</b>		PR
Reyes	1 <sup>st</sup>	PR		PR			PR		<b>PR (full)</b>
Jacobs	1 <sup>st</sup>	PR		PR			PR		PR
Miller	2 <sup>nd</sup>		TM		<b>TM (full)</b>		TM		TM
Sanchez	2 <sup>nd</sup>		TM		TM		<b>TM (full)</b>		TM
Elliott	2 <sup>nd</sup>		TM		TM		TM		<b>TM (full)</b>
Bradley	3 <sup>rd</sup>			PR					TM
Thompson	3 <sup>rd</sup>			PR					TM
Zavala	3 <sup>rd</sup>			TM					<b>PR (full)</b>

# 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.



# Statewide Performance Standards, cont



Designation Level	Average T-TESS Score
Recognized	3.7 or 74% of possible points
Exemplary	3.9 or 78% of possible points
Master	4.5 or 90% of possible points

- Minimum of 3 on all observable dimensions or proficient
- Average of domains 2 and 3

# The Big Three: Critical Decisions for Local Designation Systems



## How will we designate?

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

## Campus Reflection on Tab 5 in Shared Workspace:

- How many data points (observations/walkthroughs) would generate enough evidence of teacher effectiveness?
- What activities need to take place for calibration and to help teachers reach the state performance standards?



# Tab 5

Teacher Observation								
	Dietz	Martin	Noble-Reed	Walker	Wilson	CMS	Freshman Center	CHS
How many data points (observations/walkthroughs) would generate enough evidence of teacher effectiveness?								
What activities need to take place for calibration and to help teachers reach the state performance standards?								

# The Big Three: Critical Decisions for Local Designation Systems



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08:00

# Agenda



- Welcome, Introductions, Norms
- Why & What is TIA?
- Stakeholder Reflections
- Setting Expected Growth Targets
- Teacher Observation
- **Example District Models**
- Next Steps and Closing



# TIA District Models (Examples)



- Range of districts: location, size and cohorts
- Designation Systems created for and by teachers and in leaders in each district
- Provides the TIA Committee an opportunity to learn how other districts are navigating TIA

# TIA District Models (Examples)



## Tab 5

District	Location	Link
Alief ISD	Houston	<a href="https://www.aliefisd.net/tia">https://www.aliefisd.net/tia</a>
Bryan ISD	College Station	<a href="https://www.bryanisd.org/apps/pages/index.jsp?uREC_ID=2099734&amp;type=d&amp;pREC_ID=2142917">https://www.bryanisd.org/apps/pages/index.jsp?uREC_ID=2099734&amp;type=d&amp;pREC_ID=2142917</a>
Edgewood ISD	San Antonio	<a href="https://www.eisd.net/TIA">https://www.eisd.net/TIA</a>
Fabens ISD	El Paso	<a href="https://www.fabensisd.net/Page/1941">https://www.fabensisd.net/Page/1941</a>
Fort Worth ISD	DFW	<a href="https://www.fwisd.org/Page/27695">https://www.fwisd.org/Page/27695</a>
Lockhart ISD	Austin	<a href="https://www.lockhartisd.org/staff/teacher-incentive-allotment">https://www.lockhartisd.org/staff/teacher-incentive-allotment</a>
Longview ISD	East Texas	<a href="https://w3.lisd.org/careers/TIA">https://w3.lisd.org/careers/TIA</a>
Waco ISD	Waco	<a href="https://www.wacoisd.org/domain/7455">https://www.wacoisd.org/domain/7455</a>

# Agenda



- Welcome, Introductions, Norms
- Why & What is TIA?
- Stakeholder Reflections
- Setting Expected Growth Targets
- Teacher Observation
- Example District Models
- **Next Steps and Closing**

# Campus Team Action Items:



- **STUDY** Examples from other TIA Districts
- **SHARE** Teacher Observations and Models for Setting Expected Growth
- **SEEK** Input on how many teacher observation data points and ways we can have a reliable observation system

## Tab 6

[illegible]

# TIA Committee Meetings



Date	Time	Activity*	Location
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



**Monday, January 9th at 4:15-5:30**

## **Focus:**

- Decisions Point: Assignments, SGM, Teacher Observation

## **Prepare:**

- Bring Input from Setting Expected Growth Targets, Teacher Observation, & Example District Models
  - Document on Tab 6



***HAPPY HOLIDAYS!!!***





**Crandall ISD**  
**Teacher Incentive Allotment (TIA)**

*Meeting # 3: December 6, 2022*