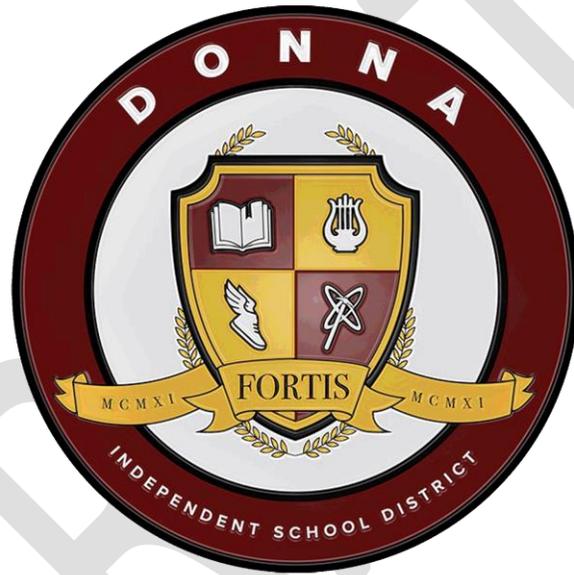


# TEACHER INCENTIVE ALLOTMENT PROGRAM HANDBOOK



“The District”

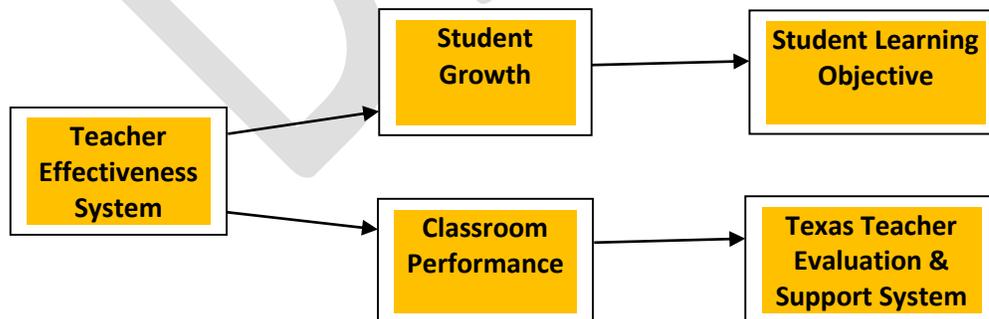
**2021-2022**

# TEACHER INCENTIVE ALLOTMENT BACKGROUND

The Teacher Incentive Allotment (TIA) originated in Texas House Bill 3 (HB 3). HB 3 established TIA and local, optional designation systems. TIA focuses on recruiting, rewarding, and retaining highly effective teachers in all schools. It emphasizes high need and rural schools.

The core component of TIA is a designation system for high performing teachers (Recognized, Exemplary, Master). Additional state funding is assigned to a district for every designated teacher (\$3,000 - \$32,000) per year. Greater funding is assigned for designated teachers who serve in rural or high-need schools. At least 90% of the funds must be used for compensation on the campus where the designated teacher serves. The Texas Education Agency and Texas Tech University must approve the designation system and designations that are proposed by the district each year. The higher the designation level, the higher the funding that is provided to the district by TIA.

All designation systems must include a teacher observation measure and a student growth measure for determining teacher designations. Systems may include other, optional factors if the district chooses to include them (surveys, leadership role projects, action research projects, etc.). Teachers who hold National Board Certification earn an immediate recognized designation due to holding that credential. School districts have some discretion in the design of their designation system and have the liberty to propose system revisions each year. Once a teacher earns a designation, they retain that credential for five years. The designation is placed on the educator's certificate located on the Texas Education Agency website. The following diagram depicts the structure of the Donna ISD Teacher Incentive Allotment Designation System.



Donna ISD's designation system currently only exhibits the two fundamental metrics of a teacher observation measure and student growth measure for designation determination.

# ELIGIBILITY REQUIREMENTS

- Only teachers with a PEIMS role ID of 87 are eligible to be set forth for designation. The teacher must serve in a teaching capacity for at least a 0.5 FTE for the full school year.
- The employee must be assigned to teach at a TIA campus by the last Friday in October 2021 to qualify for earning a designation in 2021-2022.
- The employee must be continuously employed as a teacher with a PEIMS role ID of 87 at a TIA campus through the last day of school (See Transfer section).
- The teacher must be supervised and appraised by the principal or other designated appraiser of the campus/district where he/she instructs students. The teacher must be evaluated under the Texas Teacher Evaluation & Support System and reach the required threshold scores to be considered for any 2021-2022 designation. The teacher must also successfully complete the Donna ISD Student Learning Objective process and student performance must reach the required threshold scores to be considered for any 2021-2022 designation.
- Any teacher (regardless of a PEIMS role ID of 87), whose duties do not directly impact student learning, is not eligible for earning a designation under TIA.
- Teacher performance scores for TTESS and SLOs are compiled and submitted by the assigned administrator at the campus or departmental level through a data management system. These values are then evaluated by the Human Resources Department to determine whether the designation thresholds have been met by each teacher.
- Designated teachers must be in good standing at the time of payout. Therefore, a designated teacher under investigation or reassigned pending investigation is not eligible for TIA compensation until he or she is cleared of any allegation. If the investigation is concluded with a confirmation of misconduct, the teacher will not be eligible to receive TIA compensation. A designated teacher is not eligible to receive TIA compensation if his/her contract is terminated or non-renewed at the end of the school year due to misconduct.
- If a designated teacher meets all eligibility requirements for strategic compensation and then transfers within the district prior to the payout of strategic compensation for the year in question, the employee will still be eligible to receive the strategic compensation.
- If a designated teacher meets all eligibility requirements for strategic compensation and then retires from the district prior to the payout of strategic compensation for the year in question, the teacher will be responsible for providing the district with correct forwarding information so that the strategic compensation can be successfully mailed.

- If a designated teacher meets all the eligibility requirements for TIA strategic compensation but resigns from the district prior to the payout of the strategic compensation for the year in question, the teacher will not be eligible for the compensation. Any funds that this teacher generates for Donna ISD will be divided amongst teachers with a PEIMS role ID of 87 at the campus where the designated teacher earned the designation.
- Designated teachers receive 90% of the amount associated with the designation while Donna ISD retains 10% for TIA implementation and employee professional development. Payment to designated teachers will be made in the form of a stipend once yearly. This compensation will be TRS eligible.

## **TRANSFERS**

- A designated teacher who transfers or is reassigned from one Donna ISD TIA-eligible campus position to another remains eligible to earn TIA strategic compensation. The designated teacher must generate an allotment as indicated by the Texas Education Agency.
- A teacher who transfers must be assigned to a TIA campus by the last Friday in October and complete all necessary components (i.e. student learning objectives and observations) for their position in order to be eligible for TIA strategic compensation. The Human Resources Department works with the administrators at each campus to determine which SLO and T-TESS observation values will be utilized to evaluate the teacher for the year in question.
- A teacher who transfers from a TIA eligible position to a non-eligible position during the school year is not eligible for TIA strategic compensation for the year in question.
- A teacher who transfers from a TIA eligible campus to a non-eligible campus during the school year is not eligible for TIA strategic compensation for the year in question.

## **LEAVE**

- A teacher who takes a leave of absence during the eligibility period is not eligible to be newly designated under TIA. Any designation previously earned will remain intact and associated strategic compensation will be paid as long as the teacher serves the appropriate number of days in the 2021-2022 school year as a teacher.
- A teacher who takes leave for any of these reasons remains eligible for TIA strategic compensation as long as he/she completes all required components (i.e. SLO, T-TESS observations):
  1. Funeral leave

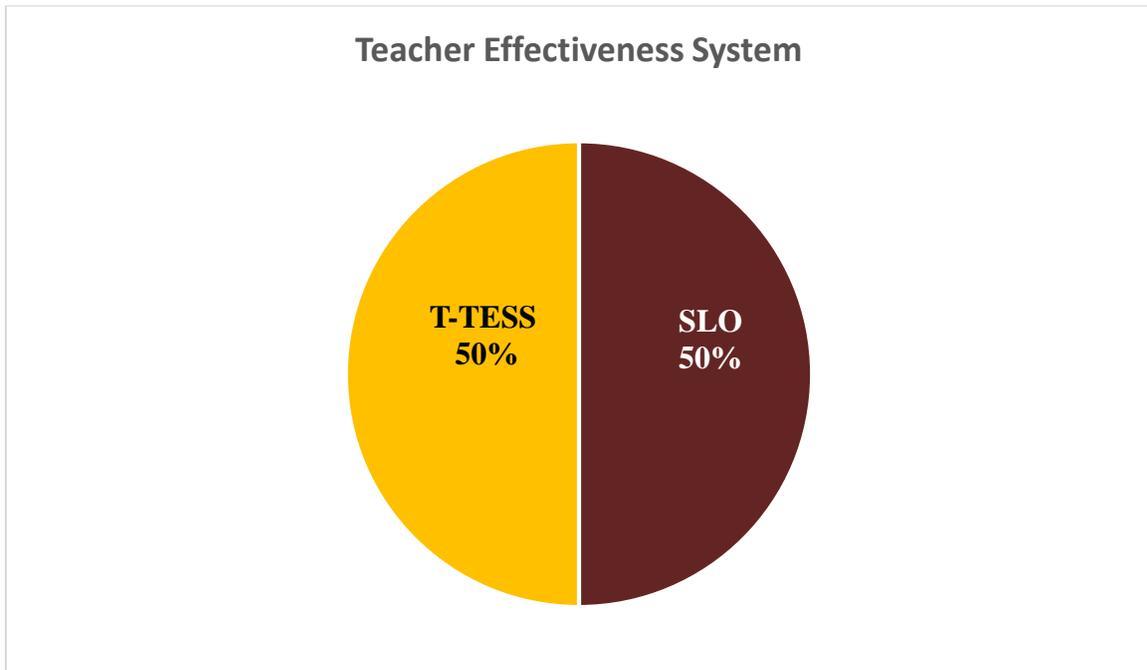
2. Military leave
3. Family medical leave
4. Assault leave
5. Jury duty
6. Holidays
7. Religious holidays
8. Vacation pay
9. Compensatory time
10. Authorized off-campus duty

## **EVALUATION SYSTEM DETAILS**

The strategic compensation amount for each teacher is determined by a combination of classroom observations and student classroom performance.

1. All teachers are evaluated using the T-TESS appraisal instrument.
2. All teachers identify instructional goals by writing Student Learning Objectives and track student performance to determine student growth.
3. All teachers are encouraged to participate in professional learning to support effective instruction and student success.

Donna ISD teachers are eligible to earn either a Recognized, Exemplary, or Master designation along with the strategic compensation associated with the designation. The following two-part model is used to determine differentiated, strategic-based incentives for all teachers:



Any educator at a TIA campus identified as a teacher (role ID 87) who works directly with students at least half-time is expected to create at least one SLO and be evaluated under TTESS during the school year. The campus principal is responsible for making sure that this happens.

### **Classroom Performance: TTESS**

Fifty percent of the strategic compensation model is determined by classroom performance. Donna ISD campuses utilize the Texas Teacher Evaluation and Support System (T-TESS) to conduct teacher classroom observations. The goal of T-TESS is to encourage professional growth, provide more frequent timely and formative feedback, and to incorporate multiple indicators of success in order to improve instructional practices and support increased academic achievement. Donna ISD observers (i.e. principals, assistant principals, instructional coaches) are trained through supervised coaching and video-based calibration.

While T-TESS includes four domains and sixteen dimensions, only the dimensions found under Domains 2 and Domain 3 are utilized in determining a teacher's score with regard to Classroom Performance. Observation ratings are based on teacher performance on a five-point scale per dimension. Domain ratings are averaged. Donna ISD requires an average score of 3.8 for a Recognized designation, 4.0 for an Exemplary designation, and 4.5 for a Master designation. These thresholds closely mirror the TEA recommended thresholds. Please note that a teacher has to meet the threshold for both Classroom Performance and Student Growth for a specific designation to be earned.

## T-TESS Rubric Domains and Dimensions

Domain 1: Planning	Domain 2: Instruction
<ul style="list-style-type: none"> <li>• Standards and Alignment</li> <li>• Data and Assessment</li> <li>• Knowledge of Students</li> <li>• Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Achieving Expectations</li> <li>• Content Knowledge and Expertise</li> <li>• Communication</li> <li>• Differentiation</li> <li>• Monitor and Adjust</li> </ul>
Domain 3: Learning Environment	Domain 4: Professional Practices and Responsibilities
<ul style="list-style-type: none"> <li>• Classroom Environment, Routines, and Procedures</li> <li>• Managing Student Behavior</li> <li>• Classroom Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Demeanor and Ethics</li> <li>• Goal Setting</li> <li>• Professional Development</li> <li>• School Community Involvement</li> </ul>

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5	4	3	2	1

- To be eligible for designation, a teacher must have been observed three times. Documentation of these observations must be maintained within the Donna ISD TIA Data System.
- At least two of the observations must be completed by campus administrators (i.e., principal, assistant principal, dean of instruction). One observation per teacher may be completed by an instructional coach. If the teacher's campus does not have an instructional coach, this observation may be completed by a campus/district administrator.
- The third and final observation must be completed by the campus administrator assigned to complete the teacher's summative evaluation and oversee the teacher's SLO portfolio.
- The recommended length of classroom observations is 20 minutes. The summative observation needs to be at least 45 minutes.
- It is recommended that most observations be announced. One of the observations completed by a campus/district administrator per teacher should be unannounced.
- It is recommended to complete at least one observation in the fall semester to give teachers the opportunity to improve their performance based on the feedback provided by the observer. This will provide the teacher the best opportunity to excel during the second and third observations.
- It is imperative that observer and teacher meet for a post-conference to ensure teachers are getting timely and formative feedback. Observers will lead coaching conversations and provide opportunities for professional learning activities that address identified areas of growth during the observation. If the observation is announced, it is recommended that the observer and teacher meet for a pre-conference.

## Student Growth: SLO

Fifty percent of the strategic compensation model is determined by student classroom performance. Student growth is used to determine growth targets related to student classroom performance for teachers. All teachers must complete the student learning objective (SLO) process to determine student growth. An SLO is a measurable, focused, academic-centered goal that describes what students should know or be able to do at the end of an interval of instruction. SLOs focus on supporting teachers in making evidence-based instructional adjustments based on intended instructional outcomes and student performance. SLOs monitor student progress over time to determine effective instructional practices and evidence-based instructional adjustments throughout the year. SLOs are measurable, focused on an area of need for students determined by extensive analysis of various data sources, targeting foundation skills, and aligned to state standards. The overall intended outcome for SLOs is student growth and increased teacher effectiveness.

A five-step SLO process is used to determine and capture evidence for an overall rating. The recommended timelines for SLOs with year-long, first semester, or second semester intervals of instruction are listed below. For different intervals of instruction, the timeline should be adjusted at the campus level to allow for a meaningful interval of instruction.

<b>Donna ISD TIA SLO Timeline</b>					
<b>INTERVAL OF INSTRUCTION</b>	<b>STEP 1: IDENTIFY THE AREA OF TEACHER &amp; STUDENT NEED</b>	<b>STEP 2: CREATE THE SLO , ADMINISTER PRE-ASSESSMENT, &amp; ENTER SCORES</b>	<b>STEP 3: REVIEW &amp; APPROVE THE SLO</b>	<b>STEP 4: ONGOING TEACHING &amp; PROGRESS MONITORING</b>	<b>STEP 5: REVIEW PROGRESS, ADMINISTER POST-ASSESSMENT, &amp; ENTER SCORES</b>
<b>YEAR-LONG</b>	AUGUST	SEPTEMBER	SEPTEMBER	OCTOBER-MAY	1 <sup>ST</sup> WEEK OF MAY
<b>FIRST SEMESTER</b>	AUGUST	SEPTEMBER	SEPTEMBER	OCTOBER-DECEMBER	2 <sup>ND</sup> WEEK OF DECEMBER
<b>SECOND SEMESTER</b>	JANUARY	JANUARY	JANUARY	FEBRUARY-MAY	1 <sup>ST</sup> WEEK OF MAY

The Student Growth metric evaluates the percentage of students meeting or exceeding growth targets from pre-instruction to post-instruction scores based on average of overall growth. Donna ISD requires that at least 55% of a teacher's students meet or exceed the expected growth to earn a Recognized designation. 60% is required for the Exemplary designation, and 70% is required for the Master designation. These thresholds closely mirror the TEA recommended thresholds. Please note that a teacher has to meet the threshold for both Student Growth and Classroom Performance for a specific designation to be earned.

All teachers must complete at least one student learning objective (SLO) in order to be eligible for a TIA designation. High school teachers and all other teachers whose course/section/grade level changes during the academic year (i.e. semester courses, block schedule, accelerated block, alternating block, trailer courses, and traditional block) will need to create two SLOs. If a teacher completes more than one SLO, the scores will be averaged for a final score. Please see the SLO Guidelines on the Donna ISD Teacher Incentive Allotment webpage for further detail.

## **QUESTIONS**

For further information, please visit the Donna ISD Teacher Incentive Allotment webpage at <https://www.donnaisd.net/Page/1385>. You may also contact the Donna ISD Human Resources Office for further guidance.