



# STANTON ISD TEACHER INCENTIVE ALLOTMENT GUIDEBOOK



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# Stanton ISD

## Mission Statement

The mission of Stanton Independent School District is to provide all students with appropriate opportunities to become informed, productive and contributing members of society.

## Vision Statement

Stanton ISD, in collaboration with parents and community, will provide an exemplary education for all students in a safe environment.

## Teacher Incentive Allotment Development

The superintendent assembled a district system development committee from the call for volunteers. This committee provided strong representation of each campus and various subject areas. This group considered what elements should be included in the system and solicited feedback from all stakeholders to ensure that the system would be fair, valid, and reliable. This guidebook shares the designation system components and expectations.

## District Profile

 DISTRICT OVERVIEW 2018-19

HOW WELL DID THIS DISTRICT PERFORM  
OVERALL?



81 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

FINANCIAL INTEGRITY RATING  
SYSTEM OF TEXAS (FIRST) FOR  
2018-19

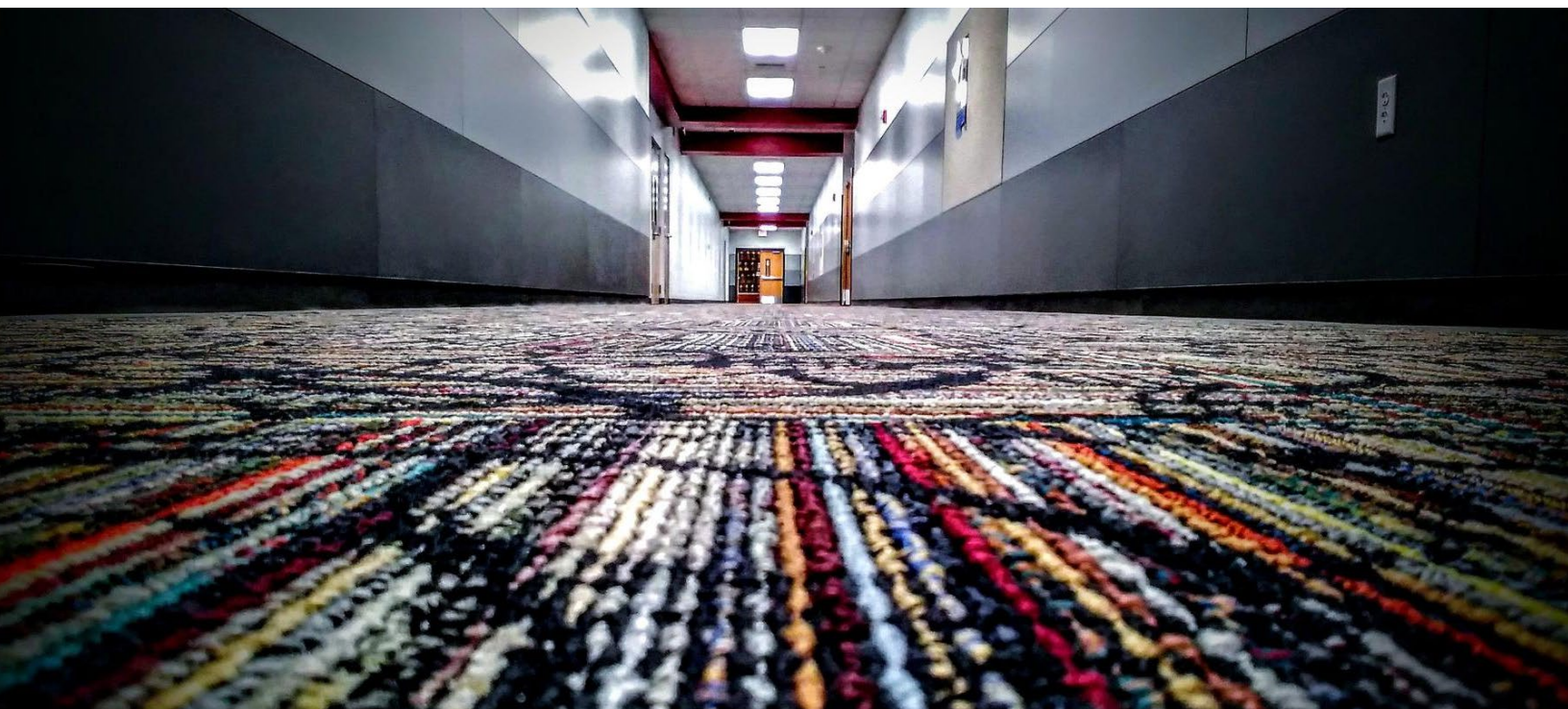


100 out of 100

 FINANCE SUMMARY 2017-18

HOW MUCH DID THIS DISTRICT RECEIVE COMPARED TO OTHERS?

**\$18,401.0**  
per student



# What is TIA?

## Teacher Incentive Allotment Information

The Teacher Incentive Allotment (TIA) is part of House Bill 3 that allows districts to create a pathway for increased annual salaries for teachers. These systems should help recruit and retain the most effective educators and encourage them to teach at high needs campuses.

Three factors determine the funding allocations for designated teachers and the allocation are recalculated each year. The first factor is the level of designation assigned to the teacher (Recognized, Exemplary, or Master). The second addressed the socio-economic level of the students on the campus. The third factor increases funding for districts that are deemed rural. The funding changes each year so teacher allocations will also adjust each year.

There are several key points to TIA:



Districts have the option to create a local designation system to recognize high performing teachers as Recognized, Exemplary, or Master, based on performance standards in teacher evaluation and student growth.



Stanton ISD is eligible to receive between \$5,769, and \$23,222 for each designated teacher that is employed in the district.



90% of TIA funds must be used for teacher compensation on the campus where the designated teacher works. 10% may be used by the district to implement the system or assist teachers in obtaining designations.



Eligible National Board Certified Teachers (NBCT) will be designated as Recognized.

## Why are we applying for TIA?

Our district provided the following rationale in our application for TIA.

Stanton ISD serves approximately 1,100 students in rural West Texas with 57% economically disadvantaged. Stanton ISD's strategic plan focuses on recruiting and retaining effective staff, improving student academic performance, creating effective systems and shared partnerships, and improving the quality of instruction through mobile technology. Stanton ISD believes the teacher incentive allotment will assist the district with these goals with a focus on recruitment and retention. Currently, the district typically has 5 or fewer applicants for open positions, and job fair participation does not yield an influx of effective applicants. The number of teachers on district of innovation contracts is growing and student achievement has room for improvement as recognized by the district and community. Implementing the teacher incentive allotment will allow us to recognize and reward highly effective teachers and retain them. Not only will this recognize teachers for the tremendous work and effort they give on a daily basis, but it will also highlight the impact they have on students each and every day. As educators, we believe it is important for students to view us as lifelong learners, and TIA is one way for us to show students that teachers are learners as well. TIA will also provide us with the ability to compete with surrounding school districts for high quality teachers. Because TIA provides incentives for the campus as well as the teacher, it provides the opportunity to create greater collaboration to improve student outcomes and to develop shared partnerships within our campuses. TIA offers our district the ability to recruit and retain highly effective teachers and positively impact student outcomes in ways the district has not had available before.

# Designation System

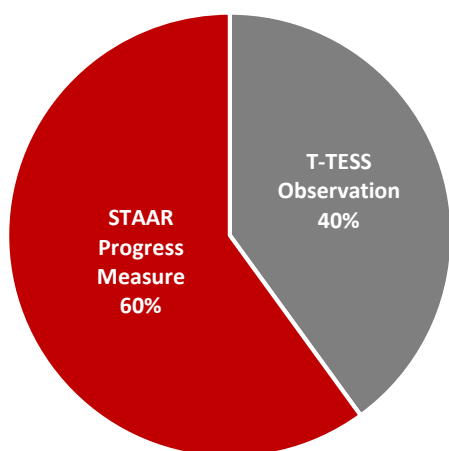
## Local Designation System Components

### **Evaluation - 40%**

T-TESS Observation Scores on Domains 2 and 3

### **Student Growth - 60%**

STAAR Progress Measure



## Eligibility

STAAR Teachers in grades 4-8 Math and Reading with STAAR Progress Measure results

Algebra 1 and English II EOC Teachers with STAAR Progress Measure results

## Designation

A teacher who achieves a designation will have it placed on their Texas Educator Certificate for five years from the date of designation.

## National Board Certification

Teachers with at least 3 years of classroom experience can earn a Recognized designation by achieving National Board Certification. National Board Certification automatically designates a teacher at the recognized level.

National Board for Professional Teaching Standards (NBPTS) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates. National Board believes higher standards for teachers means better learning for students. National Board Certification validly and reliably identifies when teachers meet the standards for accomplished teaching, that were developed by teachers with the NBPTS.

The National Board Certification process consists of four components:

Component 1: Content Knowledge – A computer based assessment asks you to demonstrate your understanding of content knowledge and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area.

Component 2: Differentiation in Instruction – This portfolio entry requires that candidates gather and analyze information about individual students' strengths and needs and use that information to design and implement instruction to advance student learning and achievement. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.

Component 3: Teaching Practice and Learning Environment – This portfolio entry requires video recordings of interactions between you and your

# Designation System

students. You will also submit a written commentary in which you describe, analyze, and reflect on your teaching and interactions with students.

**Component 4: Effective and Reflective Practitioner** – This portfolio entry requires you to demonstrate evidence of your abilities as an effective and reflective practitioner in developing and applying knowledge of your students; your use of assessments to effectively plan for and positively impact your students' learning; and your collaboration to advance students' learning and growth.

## *Standards and Certificate Areas*

[25 Certificate areas](#) representing 16 different disciplines and four developmental levels

Certification is based on the 5 Core Propositions:

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience
5. Teachers are members of learning communities

## *Timeline*

The four components can be submitted in any order. Candidates can complete from one to four components a year. Candidates must submit all four components within the first three years of their candidacy. While it is possible to complete the process in as little as one year, there is a five-year window to achieve certification. Please note that all purchased components must be completed during the assessment cycle in which they are purchased.

## *Scoring*

Scoring of components occurs each summer and component scores are released by the end of that year. Board-certified teachers or teaching professionals are responsible for the scoring in each certificate area; they are trained extensively.

The scoring system is an indication of the degree to which assessors are able to locate clear, consistent, and convincing evidence that a candidate has met the National Board Standards in the specific certificate field.

## *Becoming a Candidate*

Cost: \$75 for each assessment cycle and \$475 for each component (\$1900 for components). Retake attempts require an additional fee.

Review the [Guide to National Board Certification](#) for more information.

**Register:** Create an account in the National Board Candidate Management System. This is where you purchase the components you would like to complete for the assessment cycle. The 21-22 window is open from June 2, 2021 – February 28, 2022. Component selection must be made by February 28, 2022.

**Reimbursement:** TIA will reimburse districts up to \$1,900 for initial certification, up to \$1,250 for renewal, and up to \$495 for maintenance of certification. Districts must reimburse teachers who paid out of pocket prior to submitting request through TIA. Fees paid toward certification and renewal are eligible if the certification or renewal was achieved following the passage of House Bill 3 in summer 2019. Texas Education Agency will reimburse districts that pay NBCT fees for their teachers.



# Designation System

## T-TESS (Local Designation System)

Stanton ISD uses the Texas Teacher Evaluation and Support System (T-TESS) to annually evaluate teacher effectiveness and support professional growth. The rubric covers 16 dimension across 4 domains of practice. For the designation system, only domains 2 (Instruction) and 3 (Learning Environment) will be used for the calculation. Domains are scored using five performance levels of distinguished, accomplished, proficient developing, and improvement needed.

The overall system is comprised of three components 1) Observations, 2) Professional Development, and 3) Self-Assessment/Goal Setting. The intent of T-TESS is to provide a process that seeks to develop habits of continuous improvement using evidence-based feedback and professional development decisions based on that feedback.

### Required Components

- T-TESS Orientation
- Teacher Self-Assessment and Goal Setting
- Regular Walkthroughs (minimum of 2)
- Ongoing review of teacher and student data, goals and professional development
- T-TESS formal evaluation with post- conference
- Teacher Self-Assessment and End of the Year Goal Setting
- End of Year Conference

### Observation Details

- All T-TESS appraisers must be certified in the T-TESS process
- All teachers who will be appraised will receive training on the T-TESS instrument and the appraisal process.

- All teachers will complete teacher self-assessment and goal setting using the forms provided at the beginning of the year. Goals must be developed using the SMART criteria with particular attention paid to the likelihood of accomplishing the goals set. Principals should strongly encourage the use of the T-TESS rubrics when defining professional development goals. Principals may consider having teachers score themselves using components of the T-TESS rubrics.
- Campus administrators will do walkthroughs throughout the year as additional formative feedback on classroom instruction.
- All teachers will have at least one formal T-TESS observation. District or campus administrators may require additional observations. Principals or appraisers will have a post-conference with the appraisee according to the T-TESS guidelines.
- End of the Year Conference: The end of the year conference must take place 15 days prior to the last day of school. At the conference, the appraiser will discuss final scores for Domains 1 – 3 and review evidence for Domain 4. ALL documentation and evidence of teacher growth should be used to make final scoring decisions. The conference will also include a discussion about next year's goals and Professional Development Plan.
- Initial Annual Appraisal Effectiveness Rating is completed during the End of Year conference. This includes the T-TESS Observation Summative Score and the PD/Goal Attainment Score.
- Teacher in Need of Improvement: At this time the T-TESS system does not include a formal improvement documentation process. The T-TESS process is viewed as a teacher growth process. However, circumstances may arise where formal documentation and development of individual growth plans become necessary for teachers that are

# Designation System

at risk of not being rated as Effective. Keep in mind that failure to meet individual growth plan goals in a timely manner can impact contract renewals.

- Principals will assign appraisers.
- Additional 20 minute observations and administrative walkthroughs by external observers may be scheduled if warranted.

- The T-TESS rubric and additional information can be found [here](#).

*The Four Domains and the dimensions are shown below. Only domains 2 and 3 are used for TIA designations.*

## Planning Domain

- 1.1 Standards and Alignment
- 1.2 Data and Assessment
- 1.3 Knowledge of Students
- 1.4 Activities

## Instruction Domain

- 2.1 Achieving Expectations
- 2.2 Content Knowledge and Expertise
- 2.3 Communication
- 2.4 Differentiation
- 2.5 Monitor and Adjust

## Learning Environment Domain

- 3.1 Classroom Environment, Routines, and Procedures
- 3.2 Managing Student Behavior
- 3.3 Classroom Culture

## Professional Practices Domain

- 4.1 Professional Demeanor and Ethics
- 4.2 Goal Setting
- 4.3 Professional Development
- 4.4 School Community Involvement



# Designation System

## STAAR Progress Measure (Local Designation System)

The STAAR progress measure provides information about the amount of improvement or growth a student has made from year to year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. Individual student progress is then categorized as Did Not Meet, Met, or Exceeded.

The state calculates the measure following these 3 steps.

*Step 1: Determine if the student should receive a progress measure.*

To receive a progress measure in 2019, a student must meet ALL of the following criteria within the same content area (mathematics, reading, or English):

- The student has a valid score from the prior year and the current year.
- The student has tested in successive grade levels or end-of-course (EOC) tests in the previous year and the current year. Students who took the same grade-level or EOC test in the previous year and the current year will not receive a progress measure. Students who take STAAR assessments and have skipped a grade level between the previous year and the current year will receive a progress measure.
- The student has taken a STAAR test in the previous year and a STAAR test in the current year.
- For STAAR reading assessments, the student has taken tests in the same language in the previous year and the current year (i.e., English or Spanish).
- For STAAR Algebra I and English II, the student has taken the test for the first time.

If a student does not meet one or more of these criteria,

the student will not receive a progress measure. Some students may meet the criteria and receive a progress measure for one content area but not another.

*Step 2: Compile the needed information to compute a progress measure.*

To calculate the progress measure, the following student information is needed:

- Test information from the current year, including
  - o grade level
  - o content area (i.e., subject)
  - o test language (English or Spanish)
  - o scale score
  - o raw score
  - o performance level indicator for Masters
- Test information from the previous year, including
  - o grade level
  - o content area (i.e., subject)
  - o test language (English or Spanish)
  - o scale score
  - o performance level indicator for Masters
- Gain score = current-year scale score – previous-year scale score

*Step 3: Compute the progress measure.*

Use the "Guide to Computing the STAAR Progress Measure" and the table published in the testing year to calculate a student's progress measure. Information can be found at [TEA's Student Progress Measure Page](#).

# Calculating the Designation

## Calculation for Designations Cut-Points in the Local Designation System

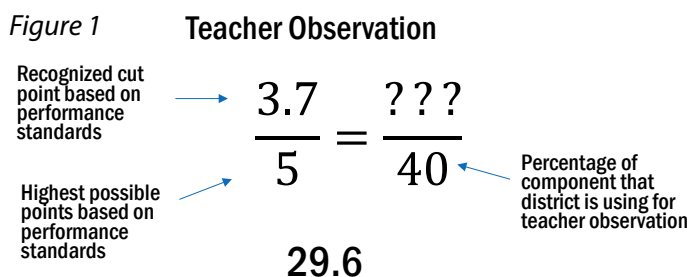
The district used the performance standards along side the component weights to determine the cut-points for designations. The calculations are outlined below.

The overall scoring will be based on a 100 point scale with teacher observation having a max of 40 points and student growth having a max of 60 points.

### Teacher Observation

Teacher Observation is weighted at 40% and has a max of 40 points for calculating the designation.

For teacher observation, the performance standard for recognized is 3.7 out of 5.  $3.7/5$  gives us the ratio of .74.  $40 * .74$  gives us the cut-point for recognized as 29.6. See figure 1 for an illustration.



Exemplary would have a cut-point of 31.2 using the performance standard of 3.9. Master would have a cut-point of 36 using the 4.5 performance standard.

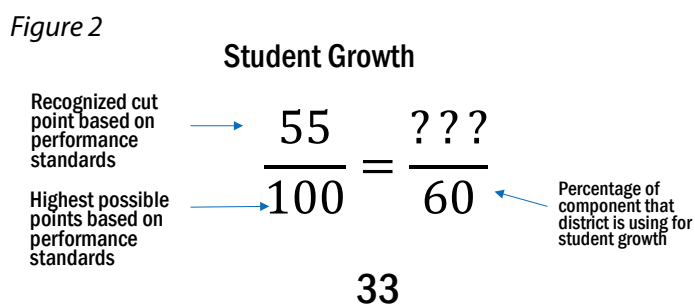
### Teacher Observation Cut-Points

Designation	Cut-Point
Recognized	29.6
Exemplary	31.2
Master	36

### Student Growth

Student Growth is weighted at 60% and has a max of 60 points for calculating the designation

The performance standard for recognized is 55% out of 100%.  $55/100$  gives us the ratio of .55.  $60 * .55$  gives us the cut-point for recognized as 33. See figure 2 for an illustration.



Exemplary would have a cut-point of 36 using the performance standard of 60%. Master would have a cut-point of 42 using the 70% performance standard.

### Student Growth Cut-Points

Designation	Cut-Point
Recognized	33
Exemplary	36
Master	42

## Calculation for Designations

Using the cut-points identified above, the two are combined for an overall point total identified in the table below. In order to be put forward for a designation, teachers must reach the cut-point total identified.

Designation	Teacher Observation	Student Growth	Total
Recognized	29.6	33	62.6
Exemplary	31.2	36	67.2
Master	36	42	78

# Spending Plan

## Spending Plans

Our district has determined for the local designation system the following spending plan:

- 80% of the allotment will go to teachers.
- 10% will go to the team (teachers, instructional coaches, teacher assistants, interventionists, or other staff in a student-facing role) that works with the designated teacher. Campus leadership will determine the teacher's team each year based on work with the teacher and with the teacher's students. By the end of the second six weeks instructional period, the campus principal will define the team members for each teacher eligible for a designation.
- 10% will go to the district to help provide professional development for teachers seeking designation or for systems that will support the implementation of the local designation system.

For National Board certified teachers, the spending plan will follow:

- 90% will go to the designated teacher.
- 10% will go to the district to support systems for implementation or provide professional development for teachers seeking designations.

For both spending plans, fringe benefits will be taken out of the 80%, 90%, or 10% of teacher compensation including TRS contributions as this funding will be TRS eligible.

Designated teachers and their teams will receive a one-time payment in July of each year.

## How is the allotment determined?

The TIA state funding that Stanton ISD receives will be determined based on 3 funding factors: 1) how many teachers are employed by the district with the Recognized, Exemplary, and Master designations; 2) the socio-economic levels of the students from the previous school year, and 3) the rural status of the campus where the teacher works.

Although the TIA amounts teachers will receive in a school year will be based on the socio-economic status of students in the prior school year, that information will not be available until November of that year. To provide an example of TIA amounts Stanton ISD would receive if the calculation were based on the socio-economic status of students in the 2020-2021 school year, please see the sample calculation table. This table is meant to provide an example and does not represent any actual funding, and the district will not receive any funding under the TIA until we employ a teacher with a designation.

### *Sample TIA Allotments 2020-2021 School Year*

	Elementary	Middle School	High School
Recognized	\$6,191	\$5,877	\$5,720
Exemplary	\$12,383	\$11,755	\$11,440
Masters	\$22,638	\$21,591	\$21,066



# Spending Plan

## Frequently Asked Questions

### ***How much of the TIA will I receive?***

The district does incur costs related to implementing the TIA system and submitting teachers to TEA for designation. Designated teachers will receive 80% of the allotment amount and staff who are identified as a team member for that designated teacher will receive 10% of the allotment. Please keep in mind that all taxes and retirement will also be part of the allotment. The remaining 10% will be used by the district for implementation costs including professional development.

### ***When will I receive my TIA allotment?***

Designated teachers and their teams will receive a one-time payment in July of each year.

### ***Is the TIA compensation Teacher Retirement System (TRS) eligible?***

The district has decided to make the allotment TRS eligible and will include the TIA compensation a teacher receives into their TRS contribution.

### ***Can my TIA compensation ever go down?***

The TIA compensation amount a teacher receives will change every year based on the three funding factors and TIA calculation previously described. The TIA funds received will be recalculated by TEA every single year. This means a teacher could receive more or less TIA compensation each year based on the new funding amounts.

### ***Will my TIA compensation ever go away?***

A teacher's designation will be placed on their Texas Educator Certificate for five years. If a teacher does not earn a new designation and their designation expires, the teacher will no longer receive TIA compensation.

TEA has assured us that the TIA system is sustainable. However, if at any time, the TIA state funding ends, the TIA compensation plan will no longer continue.



# TIA Procedures

- Eligibility: STAAR Teachers in grades 4-8 Math and Reading with STAAR Progress Measure results and Algebra 1 and English II EOC with STAAR Progress Measure results
- All eligible teachers will receive an evaluation rating each year. All teachers will receive scored observations for domains 2 and 3.
- All eligible teachers will have data for student growth.
- All eligible teachers will be trained on the administration protocols for STAAR each year.
- Teachers are put forward for designations based on the prior years performance. Once designated, teachers may earn higher designations if they are recognized or exemplary.
- TIA compensation is based on the allotment amount prescribed by the state.
- TIA payments will be made in one payment each July for the year.
- For the local designation system, 80% of the allotment will go to the designated teacher, 10% will go to the team of the designated teacher, and 10% will be used for district implementation.
- For National Board Certified Teachers, 90% of the allotment will be allocated to the designated teacher and 10% will be used for district implementation.
- The district will make every effort to compensate the designated teacher even if they leave the district or retire.
- The district will utilize the highly effective teachers on the district development committee as TIA ambassadors, and each new teacher will be assigned one of these teachers as a mentor to ensure they have the support needed to continue their successful practices. Mentors will meet monthly with new teachers to ensure continuous support. TIA ambassadors will meet with new teachers/new to district once each six weeks to provide support and answer questions.
- As part of the new teacher/new to district orientation, the TIA plan will be presented and each new teacher/new to district teacher will receive a copy of the TIA guidebook. The district will also leverage designated teachers to provide professional development, and the development committee teachers will serve as ambassadors. Each new teacher will be assigned one of these teachers as a mentor to ensure they have the support needed to continue their successful practices. Mentors will meet monthly with new teachers to ensure continuous support. TIA ambassadors will meet with new teachers/new to district once each six weeks to provide support and answer questions.
- Designations will be determined using the information outlined in the calculating designations section. The Assistant Superintendent and Superintendent are responsible for recommending designations.





# TIA Procedures

- If teachers disagree with the outcome of their designation level, then they are encouraged to discuss their concerns with their supervisor/appraiser, principal, or other appropriate administrator.

*Option 1:* A teacher may submit a written response or rebuttal within 10 working days of receiving their designation level results. Rebuttals submitted by employees are shared with their campus principal and added to their employee file. Campus principals are not required to respond or act on a rebuttal. A rebuttal is NOT a grievance.

*Option 2:* When informal discussions fail to resolve the concern or dispute, the employee may file a grievance with the Employee Relations Department. The grievance process precipitates a response and/or action. See the local board policy [DGBA](#). A grievance form must be filed no later than fifteen (15) business days from the date the employee first knew or, with reasonable diligence, should have known of the decision or action giving rise to the grievance or complaint.





