

# Quitman ISD Teacher Initiative Allotment

*Implementation of HB3 Teacher Incentive Allotment 2022-23*



*Local Designation Plan*

Revised 07/25/22

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## **Introduction & Rationale:**

The Texas Legislature created the Teacher Incentive Allotment (TIA) in June of 2019, with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses. The intent is to provide a realistic pathway for highly effective teachers to earn more while remaining in the classroom, and to help attract and retain highly effective teachers at traditionally hard-to-staff schools. In summary, the program has several major stages:

- Districts opt-in (Cohorts A-D) and develop their local system to designate highly effective teachers as Master, Exemplary, or Recognized.
- Districts design & submit plan for approval by TEA & Texas Tech University.
- Data capture year allows districts to implement their plan to designate teachers and submit designations to TEA.
- After district designation data is validated and approved, districts receive & distribute the funds – at least 90% to campuses where designated teachers work.

Quitman ISD believes that the most important asset in any classroom is the classroom teacher. Highly effective teachers are vital to the success and growth of all students in an educational system. Our main function as a school district is to educate all of the students of Quitman ISD. With teachers exerting such an influence on student success, it is the district's aim to support and compensate highly effective teachers. To do this the district will establish designations of highly effective teachers. Further, identifying highly effective teachers will also allow the district to support those teachers not meeting the designation standards of an effective teacher. This system of support will allow us to reward highly effective teachers while simultaneously supporting teachers in need.

Implementing the Teacher Incentive Allotment (TIA) will support our District Goal to Recruit and retain QUALITY teachers. The ability to recruit and retain effective teachers will have a positive effect on student outcomes in academics.

## **System Development & Stakeholder Engagement**

### **Teacher Incentive Allotment Committee**

QISD utilized a Teacher Incentive Allotment Committee (TIAC) made up of teachers with differing years of experience. Teachers were representative of core content, CTE,

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Interventionist, and Special Education. TIAC members represented all three campuses of QISD. The following district mission and goals drove committee meetings and discussions:

Educating Every Child...Every Chance...Every Day.

1. Utilize monitoring systems and supports that ensure the appropriate academic growth and preparation of all students.
2. Recruit and retain QUALITY teachers
3. Foster a positive work environment that encourages professional growth, teamwork, and high morale.

The TIASC met four times. Meeting dates were:

- Wednesday, January 13, 2021
- Wednesday, February 3, 2021
- Wednesday, February 24, 2021
- Wednesday, March 17, 2021

### **Stakeholder Engagement**

The district gathered input and feedback from stakeholder groups to develop a local teacher designation system including teachers, campus leaders, district leaders, and the school board. QISD has used surveys, campus information meetings and the district website to gather input and feedback. The district committee has shared feedback from campuses to help create the local designation plan.

### **Staff Accessible Resources**

District provided informational resources to stakeholders about the district's local teacher designation system on the district webpage (<https://www.quitmanisd.net/o/quitman-isd/page/teacher-incentive-allotment--2>). QISD will provide training materials to implement the district's local teacher designation system to teachers, school leaders, and district leaders before the beginning of the data capture school year. Updates and changes to the Local Designation Plan (LDP) will be emailed and posted to the TIA district page. The district will use the Texas Tech buy in survey to determine how well the plan was communicated. The survey will be used to provide additional information and support as needed.

### **Communication Plan**

At the beginning of each school year, all teachers will participate in a Teacher Incentive Allotment training. This training will outline the local designation plan to include all components, weights, payouts, and timelines to be included. Information will be shared on an ongoing bases as needed.

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## Eligibility

The Texas Education Agency requires that each teacher submitted for a designation “must have a valid SBEC certificate. Eligible types of certificate include Standard, Professional, and Provisional. Eligible classes of certificates include Classroom Teacher (Chapter 233), Reading Specialist (Chapter 239), and Legacy Master Teacher. For more info:

<http://ritter.tea.state.tx.us/sbecrules/tac/index.html>. The teacher must be coded as 087 (Teacher) per the Public Education Information Management System (PEIMS) description of codes for 90 days at 100% of the day (equivalent to four and one-half months or a full semester) or 180 days required at 50-99% of the day and compensated for that employment.

During the data capture year of 2021-2022, all teachers will participate in the local designation plan. QISD, guided by the stakeholder committee decided that a teacher must hold an eligible type of certificate and have one year of classroom teaching experience to be eligible in the local designation plan. Teachers with National Board Certification will be eligible to earn an automatic Recognized designation.

## Designation System Weighted Components

Category	Teacher Group	Teacher Observation	Student Growth	Other Measures
1	All Certified teachers	50 % T-TESS	50 % Pre-Post Test with guidance from campus admin prior to beginning of school year.	N/A

## QISD Teacher Observation Measure

Administrators will use the T-TESS observation system. All Administrators will be trained on T-TESS before the beginning of the school year. All district appraisers will be certified through the appraisal certification process led by a TEA-certified T-TESS trainer. This includes a 24-hour training session for new appraisers. All district appraisers must take and pass TEA's T-TESS calibration test upon completion of the appraiser training. District and campus appraisers will utilize a calibration calendar to ensure all appraisers participate in district wide calibration of the T-TESS observation system. The Calibration Calendar is posted on the district website before the beginning of the data

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capture school year. Teachers that are eligible for a designation will follow the below observation cycle.

*Two informal walkthrough per school year*

*One Formal Observation per school year*

*A formal observation and an informal observation are conducted by two different administrators.*

*At teacher request a 2<sup>nd</sup> Formal Observation may be requested within 10 days of the Formal Observation*

Teacher Observation Minimum Average Ratings

Table using point system Domain 2 & 3 all Dimensions (Averaging each Domain)

Improvement needed =1

Developing = 2

Proficient =3

Accomplished= 4

Distinguished =5

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
Recognized	3.5 (70% of possible points)	At least 3 (proficient) on all dimensions
Exemplary	4 (80% of possible points)	At least 3 (proficient) on all dimensions
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

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Example:

Dimension score: Dimension 2.2 Content Knowledge and Expertise

16 total dimension score

----- = 3.2 Dimension Score

5 Max points for dimension

Total Dimension Score to Calculate Component Score

30 total dimensions score (Domain 2 & 3)

----- = 3.75 Avg. dimension score

8 total dimensions

Example:

Below is an example of a T-TESS that qualifies:

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Domain 2: Instruction					
2.1 Achieving Expectations:	5				
2.2 Content Knowledge and Expertise:		4			

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2.3 Communication:		4			
2.4 Differentiation:			3		
2.5 Monitor and Adjust:			3		
Domain 3: Learning Environment					
3.1 Classroom Environment, Routines, and Procedures:		4			
3.2 Managing Student Behavior:			3		
3.3 Classroom Culture:		4			

Raw score = 30 points

Overall average = 3.75

Overall percentage = 73%

### Calibration & Observation Trends

Regular appraisal calibrations will take place on campuses and district wide. During calibration activities, appraisers observe instruction, collect evidence, come to an agreement on observation ratings, and determine how evidence is to be collected during evaluations. Campus principals will calibrate with the campus assistant principals. Central administration will ensure that district wide calibration takes place across the district. Observation data will be examined quarterly to monitor calibration and existence of skew. In the event that skew in observations are found a corrective action plan for the appraiser or teacher will be created to address that skew. District will continue to Implement and follow procedures of T-TESS to increase teacher and appraiser effectiveness. DMAC is used to store and manage observation data. District will continue to Implement and follow procedures of T-TESS to increase teacher and appraiser effectiveness. DMAC is used to store and manage observation data.

QISD will review teacher observation and student growth as a part of its annual needs assessment. The district will review and analyze data two times a year to determine if there is

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positive correlation between observations and student growth. When data shows a lack of correlation in teacher observation and student growth data, district leadership in collaboration with campus leadership and teachers will conduct a thorough review of both teacher observation and student growth data to determine root cause. The district data protocol process will examine factors such as: appraisal instrument, DMAC skew reports, campus information, teacher assignments, specific student growth measures, appraisal data, assessments, and teacher instructional practices, will be reviewed. Root causes could be caused by lack of appraiser calibrations, or it could be issues with the validity of a specific growth measure on a campus, by a specific teacher, or with a certain sub-population. The district will use this information to determine root cause when skew in correlation is observed. If the root cause is lack of appraiser calibration, district appraiser supervisors will provide additional professional development in calibration, as well as coaching and support to the appraiser, through district developed training and Regional ESC training. If the root cause is determined to be teacher instructional practices, district and campus administrators will provide targeted support and coaching on specific high-return instructional practices using district-provided and Regional ESC professional development. Instructional coaches and mentors will provide weekly one-on-one coaching and self-reflection measures to ensure ongoing training. If it is determined that invalid or unreliable student growth measures are the root cause, district and campus personnel will reevaluate the assessments being used, and when needed, either provide district-developed or use third-party assessments. We will provide ongoing training on assessment creation.

The District will follow the T-TESS model for observation of teachers not pursuing a designation through the local designation system. The district will publish the requirements of walkthrough, observations and conferences for teachers eligible for designations in the district local designation system.

### **Student Growth Measure**

The district is using the state's growth measure for all grades and subjects across the district (e.g. 55%, 60% and 70%). The state percentages are based off of historical data across the state. District has widely communicated the statewide performance standards to teachers. QISD has chosen to use Pre- and Post-Test and the other category as the growth measure. Teacher Pre- and Post-Test allow for greater comparability across campuses. The availability of third party national normed and campus based state aligned assessments allow all eligible teaching assignments to have a valid student growth measure. Like STAAR, the performance standards are set after the testing event. Pre/Posttest growth measure was selected for 6-8 mathematics, reading, and science, 5th-8th social studies, 9-12 Non-STAAR tested Mathematics, Science, English Language Arts, History, 6-12 will utilize Edgenuity platform and district created assessments to ensure test are created in a valid and reliable manner. It was determined that CTE, K-12 PE, 6-12 Band, 6-12 LOTE, Other Electives will use district created pre/post test, fitness gram, and Edgenuity to ensure test are valid and reliable. NWEA was selected for K-5 Mathematics, Reading, and Science after stakeholder engagement meetings where it was determined the growth RIT score best-identified student growth for these grades and subjects. It was determined during stakeholder engagement that Pre-Kindergarten would use the CLI test to determine student growth. The district committee

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determined that the STAAR Progress Measure will be used for Algebra I and English II for student growth measure.

The district will use the recommended TIA statewide performance standards. Recognized, 55% of students meet or exceed expected growth. Exemplary, 60% of students met or exceed expected growth. Master, 70% of students meet or exceed expected growth.

The percentages below are the statewide performance standards for student growth in each of the three-teacher designation levels, regardless of the student growth measure used.

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	60% of students meet or exceed expected growth	70% of students meet or exceed expected growth

Calculating:

*Number of students who met or exceeded growth expectation*

*Percentage of students =* \_\_\_\_\_

*Total number of students with an expected growth score*

*(Students who completed final assessment)*

Quitman ISD will use PRE and POST Test for a Student Growth Measure. The state approved platforms will calculate an individual student predicted growth score. When an approved platform is not used, individual predicted growth measures will be calculated using a cut measure of 10% growth to determine meets or exceeds. Students scoring 90% or better on the pre-test must score 90% or higher on the post-test to show growth. The district will provide all eligible teachers training in how student growth will be calculated.

### **STAAR Growth Measure Option**

For the 2021-2022 school year, the STAAR-tested teachers who will not have STAAR growth data because of the cancelled tests in 2019-2020, will have the option of choosing another growth measure. In future years, STAAR-tested teachers will continue to have the option of using other measures. Teacher groups with approval of campus principals will select which of these measures to use based on most appropriate for the specific course and grade level. For more information about using STAAR progress to measure growth, QISD will follow protocols found at <https://tea.texas.gov/student-assessment/testing/staar/progress-measures>

### **Assessments**

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The district will use a rigorous assessment approval process. The process includes, use of a review rubric that includes a peer review of teacher and campus created assessments, campus review and approval, and district review and approval. These assessments will be peer reviewed and approved by campus leaders and a district administrator. All district created assessments will be reviewed to determine if 65% or more of the TEKS are assessed, at what the level of rigor the questions are assessed, if at minimum 75% of the test has multiple choice question items and if assessment questions are aligned to the specific TEKS and/or national standards. All district created assessments must meet the following criteria:

- District created assessments will be peer reviewed
- Test Items cover a minimum of 65% of TEKS
- Level of rigor of assessment items is reviewed
- 75% of test items are multiple choice

### **Testing Windows**

QISD will follow a set Pre and Post –Test window for beginning of the year and end of the year test administrations. All BOY assessments will be given in the first 4 weeks of the school year. And EOY assessments will be administered the last 4 weeks of the school year. Middle of the year assessments may be used to assess growth and help support instruction. MOY assessments will be scheduled by campus administrators and department heads.

### **Testing Proctors and Monitors**

The TIAC determined that principals, counselors, librarians, department heads and lead teachers will act as test monitors. All testing monitors will receive training in proper testing protocol before proctoring a test. Training will emphasize test security and administration of assessments. Test will be monitored and use state testing protocols. Teachers will not be allowed to proctor their assessment. Assessments will be scored automatically by the third party or by scanning documents into DMAC.

### **National Board Certification**

National Board Certified Teacher payouts will follow the same spending plan as recognized teachers under the local designation plan. It is the teacher's responsibility to notify the district upon receipt of NTBC certification; however, our HR department will verify and process the needed changes as soon as the certification is reported by the teacher. (The National Board Certification organization does not currently have a system for automatically notifying districts upon teacher receipt of certification.)

### **Local Designation Worksheet**

Teacher Observation Component 50%		
	Rating	Dimension Score
Domain 2: Instruction		
2.1 Achieving Expectations:	Proficient	3
2.2 Content Knowledge and Expertise:	Accomplished	4
2.3 Communication:	Proficient	3
2.4 Differentiation:	Proficient	3
2.5 Monitor and Adjust:	Proficient	3
Domain 3: Learning Environment		
3.1 Classroom Environment, Routines, and Procedures:	Accomplished	4
3.2 Managing Student Behavior:	Distinguished	5
3.3 Classroom Culture:	Accomplished	4
	Total Domain Score	29
	Domain Average	3.625
	Domain Percentage	72.5%
	Teacher Observation Score	36.3

Student Growth Component 50%		
	Number of Students who met growth goal	Number of Total Students with a growth score
Pre and Post Test Growth Measure		
STAAR Growth Measure	7	10
	Total Growth %	70%
	Student Growth Score	35

Designation Score:	
Teacher Observation Score	36.3
Student Growth Score	35.0
<b>Designation Score</b>	<b>71.3</b>
Teacher Name:	
Local Designation	Recognized

	<i>Cut Points</i>
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<i>Recognized Score Range</i>	<i>62.5-70</i>
<i>Exemplary Score Range</i>	<i>70-79</i>
<i>Master Score Range</i>	<i>80-100</i>

## **Compensation/ Spending Plans**

### Category 1

All Certified Teachers who receive designation

For any funds received by Quitman ISD for a designated teacher under the Teacher Incentive Allotment (TIA), 90 percent will be paid to the designated teacher. The remaining 10 percent will be used for training and support of the system, expansion of the system, administrative expenses, and professional development. Should the district receive funding for a designated teacher who has resigned or retired, the district will forward payment to the resigned or retired teacher as soon as practicable.

Allotment funds will be paid as a stipend in addition to the designated teacher's current salary schedule. Funds are TRS eligible. Funds distribution methods will be communicated to staff during in-service training prior to the beginning of school.

Allotment funding amounts are determined by the TEA with regard to a campus's rural status and high need status with a formula. Given that a school's student enrollment changes yearly, the campus' socioeconomic tier will be recalculated annually. Allotment funds for each designated teacher will be based on the campus, and not the individual students assigned to the designated teacher. The allotment funding for Quitman ISD in the table below can be found at <https://tiatexas.org/about-teacher-incentive-allotment/fundingallocations-map> . For more information: <https://tiatexas.org>

### **Movement of Teachers**

A teacher must begin the school year with QISD and be eligible to be considered for designation. Eligible teachers that leave the school district will NOT be recommended for designation. The teacher's assigned campus will determine the TIA allotment for that designated teachers. Non-designated teachers that move from one campus to another or leave the district after the winter class roster snapshot will not be eligible for a designation. A new teacher that has earned a designation will receive the full 90% from the awarded year of allotment. Designated teachers that move from one campus to another during the school year will receive the allotment that they

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generate. Should the district receive funding for a designated teacher who has resigned or retired, the district will forward payment to the resigned or retired teacher as soon as practicable.

## District Support

Designated teachers that are new will participate in the campus/district training on the Teacher Incentive allotment and the Local Designation System. Designated teachers new to a campus will receive support individually from campus principals and department heads. When TIA funds are received, they will be highlighted and used to promote QISD as a desired work place. QISD will utilize Regional Education Centers, job fairs, and virtual conferences to recruit effective teachers to the district. Campuses will provide flex days and lunch and learns targeted to support teachers in obtaining a designation. Campus leaders will support designated teachers through mentorships, meeting, and targeted professional development. The campus needs assessments will include a review of designated teachers, the Local Designation System. Data collected will be used to determine need by campus and teaching field, and if teachers receiving designation are distributed across the district in an equitable manner. QISD will use the needs assessment process to evaluate teacher experiences and perceptions about the local designation system. Gathered information will help determine PD planning.

**Allotment Table 2021-22**

<b>Campus Name</b>	<b>District name</b>	<b>Region</b>	<b>Rural Flag</b>	<b>Recognized</b>	<b>Exemplary</b>	<b>Master</b>
<b>Quitman EL</b>	Quitman ISD	7	N	\$4,760	\$9,521	\$17,868
<b>Quitman JH</b>	Quitman ISD	7	N	\$4,506	\$9,012	\$17,021
<b>Quitman HS</b>	Quitman ISD	7	N	\$4,436	\$8,871	\$16,786

## Appendix A



### QISD Teacher Incentive Allotment Calibration & Implementation Calendar

<b>Month</b>	<b>District Actions</b>	<b>Campus Actions</b>
<b>July 2021</b>	Appraiser Calibration & Review of Observation Data	Appraiser T-TESS Training and recertification as needed
<b>August 2021</b>	Publish Calibration Calendar for all District and Campus Appraisers - Teacher's Receive Designation Funds	Provide Teacher Incentive Allotment Training for all Teachers
<b>September 2021</b>	District Calibration Activities	Implementation of Local Designation System Pre Test Window Open
<b>October 2021</b>	District Calibration Activities	Implementation of Local Designation System
<b>November 2021</b>	District Review of Teacher Observation and Student Growth Trends	Implementation of Local Designation System
<b>December 2021</b>	District Calibration Activities	Implementation of Local Designation System
<b>January 2022</b>	District Review of Teacher Observation and Student Growth Trends	Implementation of Local Designation System
<b>February 2022</b>	District Calibration Activities	Implementation of Local Designation System
<b>March 2022</b>	District and Campus determinations of Designations	District and Campus determinations of Designations
<b>April 2022</b>	TIA Local Designation Plan Review and Needs Assessments	TIA Local Designation Plan Review and Campus Needs Assessments

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<b>May 2022</b>	District and Campus Meetings to review Local Designation Plan	District and Campus Meetings to review Local Designation Plan
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## Appendix B



### Pre/Post Test Approval Rubric

The peer teacher group, the campus leadership team, and the district leadership team should use the below criteria when approving a campus created Pre/Post test for use in calculating student growth. The assessment **MUST** be nationally normed or aligned to state standards (TEKS). When able the teacher or campus team should rely on 3rd party platforms or DMACs Texas Assessment Generator (TAG) to create the assessment.

All district created assessments must meet the following criteria:

- District created assessments will be peer reviewed
- Test Items cover a minimum of 65% of TEKS
- Level of rigor of assessment items
- 75% of test items are multiple choice

Criteria	Not compliant	Compliant
Peer Reviewed		
TEKs Aligned (65%)		
Rigor		
75% Multiple Choice Items		
Campus Approval		
District Approval		



<b>Notes &amp; Evidence</b>	
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### Revision History

10/27/21

04/05/22

06/30/22

07/27/22

Revised 07/25/22