

SOUTH SAN ANTONIO ISD

# TEACHER INCENTIVE ALLOTMENT

2023



# About TIA

In 2019, the 86th Texas Legislature overhauled the school finance system as part of House Bill 3 (HB 3). 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.

Districts can now create compensation plans based on teacher effectiveness and student equity. This new model creates a path for outstanding teachers to earn a higher salary—thus, reducing the desire for highly effective teachers to leave the classroom. TIA builds upon the success of past national incentive programs while removing previous barriers to success. The approval process is multi-step and includes the submission of a system application to the Texas Education Agency (TEA) and then a data validation process through Texas Tech University.



## Our Goals

**Reward:** Ensure top teachers have a path to a competitive annual salary

**Retain:** Keep effective educators in our classrooms

**Recruit:** Secure teachers for priority schools, subjects, and grade bands

# The TIA Design Team

## Teachers

- Amanda Bazaldua
- Erica Calderon
- Melinda Candelario
- Ben Davis
- Paulina Gutierrez
- Elvia Gonzalez
- Katie Helling
- Daneila Munoz
- Juanita Veloz



## Campus Leaders

- Eric Boysen
- Flo Cardenas
- Michael Garza
- Dan Mauldin

## District Leaders

- Mari Alvarez
- Millicent Marcha
- Marisol Mendoza
- Rosanna Carmona-Mercado
- Ileana Moreno
- Amy Obregon
- Eve Prado
- Kevin Rasco
- Julie Silva
- Dr. Rose Mary Walker

## South San Core Beliefs

- All of us must be bold, student-focused advocates, making collaborative decisions to ensure a united vision that enhances educational opportunities.
- Trust is an active process and essential to ensure the academic wellness, safety, and success of our students, staff, and community.
- All of us deserve to be cherished, challenged, and stretched to reach our highest level of contribution.
- All of us must take responsibility for our learning journey to achieve the goals we set for ourselves.
- All of us understand that authentic transformation requires being comfortable with being uncomfortable.



# Rationale for Participation

South San Antonio ISD, a district with over a 90% economically disadvantaged student population, is choosing to participate in Cohort E of the Texas Teacher Incentive allotment in order to recruit, retain, and reward high-quality teachers. South San recognizes that teachers make the biggest impact on student outcomes and that we have a specific need to remain competitive in a city with sixteen public school districts as well as many public charter and private educational options. By ensuring that we maintain parity with these district in teacher pay, we can ensure that we are able to attract and maintain a staff of highly effective teachers.

Through this designation we can also attract high-quality teachers to our internal areas of highest need, namely campuses that are not rated under the new accountability system. It our goal to ensure that we can attract and retain the best teachers in our metro area so that they may serve our students. Our district vision is, "Together, igniting action, inspiring growth" and our district mission is to, "Think big, think positive, think forward."

The Teacher Incentive Allotment allows us to hold true to our core values of being bold, student-focused advocates for our students. This also allows each teacher to have a vested interest in taking responsibility to achieve the goals we are setting together and ensures that we are each challenging ourselves to reach our highest level of contribution to student success.



# System Development

In preparation for the design process, district administration created a Teacher Incentive Allotment Committee in August of 2021. This core team enlisted and recruited an official TIA design team which began their work in December of 2021. The design team consists of volunteer teachers from elementary, middle and high schools, a principal from each of the levels, district administrators from the Division of Academics, Human Resources, Business & Payroll, and Communications. Both seasoned teachers and new teachers are represented on the design team.

The TIA Design Team worked together in specialized workgroups which focused on TIA eligibility, student growth measurement, teacher observations, and the compensation plan. Each group comprised of district specialist in the respective areas of the plan and included teacher representation.

The Design Team met every other week in the months of January, February, March, and early April in order to develop a comprehensive plan which was thoroughly discussed and compared against the plan that was submitted last year as well as other district plans from across the state. The TIA rubric was also utilized to ensure adherence to the best-practices and requirements outlined by the state. The efforts from each workgroup were compiled into the plan submitted to the Texas Education Agency in mid-April 2022.

This team came together in June of 2022 to make revisions to the plan to meet statutory requirements of the Texas Education Agency following the first round of feedback from the TEA and Texas Tech University.

Feedback for expansions and modifications was solicited from all staff in the months of March and April 2023. Efforts were made to streamline the designation and ensure equity for all teachers in the district.



# Spending Plan

The South San spending plan requires that 90% of the TIA designation will go directly to teacher salaries and the remaining 10% will be utilized for program administration costs and awarded to campus paraprofessionals.

- 90% of TIA funds will be paid directly to campus teachers
  - 60% of these funds will be paid to the teachers who have earned the TIA designation and
  - 40% of these funds will be paid to all certified teachers who teach on the campus in which a designation is earned. These teachers must also be at a minimum proficient in all four T-TESS domains to qualify.
- 10% of TIA funds will be utilized to pay for program administration and to reward paraprofessionals on the campuses in which a TIA designation is earned
  - 5% of these funds will be utilized for program administration costs and
  - 5% of these funds will be paid to all full time staff assigned to the campus employed by the district, excluding administration. Examples include, but are not limited to, instructional coaches, librarians, counselors, cafeteria staff, custodians, paraprofessionals, office staff, and nurses.



# Designation System

The design team has determined that we will utilize the following percentages for our designation criteria:

- **50%** student performance growth measure
- **30%** teacher performance on T-TESS
- **10%** family survey
- **10%** service leadership

We will also utilize three levels of designation:

- Master Teacher
- Exemplary Teacher
- Recognized Teacher



The following subjects and teachers are eligible to earn a designation:

- Pre-Kindergarten teachers
  - through CIRCLE assessment scores growth measure
- Kindergarten through 12th grade math, ELAR, and SLAR teachers
  - through NWEA MAP exam student growth norms
- Math & ELAR/SLAR Special Education Resource, Life Skills, and Behavior Teachers of Record (K - 12th grades)
  - through NWEA MAP exam student growth norms
  - or Unique Learning GPS assessment

Teachers with multiple eligible assignments will have equal weighting assigned to each.

# Designation System (continued)

The following worksheet can be used to calculate the final teacher designation:

Criteria	Available Points	Points Earned
Student Performance 50%	Master = 15 points Exemplary = 10 points Recognized = 5 points	
Teacher Performance 30%	Master = 9 points Exemplary = 5 points Recognized = 3 points	
Family Surveys 10%	Master = 3 points Exemplary = 2 points Recognized = 1 point	
Service Leadership 10%	Master = 3 points Exemplary = 2 points Recognized = 1 point	
	Total Points Earned =	

The following ranges determine eligible TIA final designations:

- Master = 20 total points or more
- Exemplary = 15 total points to 19 total points
- Recognized = 10 total points to 14 total points
- Not Eligible = less than 10 total points



# Student Growth

Student growth will count for 50% of the TIA designation.

The percentage of students that meet or exceed growth goals will be calculated by dividing the number of students that achieved or exceeded growth by total number of students enrolled in the eligible subject with the teacher.

Teachers earn points towards TIA designation with the following criteria:

- Master = 80% of students meet or exceed growth targets
- Exemplary = 65% of students meet or exceed growth targets
- Recognized = 50% of students meet or exceed growth targets

This table shows data sources and student growth targets used to determine TIA designation for student growth.

Teacher Group	Data Source	Growth Target
Pre-Kindergarten	CIRCLE	Individualized Student Growth Target
Kindergarten through 12th Grade Math	NWEA MAP	Fall to Spring Math Student Growth Norms
Kindergarten through 12th Grade ELAR/SLAR	NWEA MAP	Fall to Spring Reading Student Growth Norms
Math or ELAR/SLAR Special Education Resource, Life Skills, and Behavior Teachers of Record (K - 12th)	NWEA MAP or Unique Learning GPS	Individualized Student Growth Target

# Student Growth (continued)

## **CIRCLE Assessments**

CIRCLE student growth targets for Pre-Kindergarten students are measured by the EOY proficiency score of 80% (ON TRACK) in the following components:

- RLA: Phonemic Awareness, Rapid Letter Naming, and Rapid Vocabulary
- Math: Rote Counting, Shape Discrimination, Number Discrimination, Operations, and Counting Sets

The Spanish equivalent of these assessments will be used for emergent bilingual students.

## **NWEA MAP Assessments**

MAP student growth is calculated for students that meet or exceed the mean of their MAP projected growth norm for their grade level from the fall/BOY administration to the spring/EOY administration for reading and math.

## **Unique Learning GPS Assessments**

Student growth targets for Life Skills students are measured by using the students BOY score as a baseline to establish students growth target for EOY that meet the needs of their IEP goals.



# Teacher Performance

Teacher performance will count for 30% of the TIA designation.

Teachers will be rated according to the Texas Teacher Evaluation and Support System (T-TESS). Teachers may qualify for TIA designation when they earn adequate scores from the four domains in their summative review:

1. Planning
2. Instruction
3. Learning Environment
4. Professional Practices and Responsibilities

Teachers earn points towards TIA designation with the following criteria:

- Master = earn at least a 3.25 averaged score across all four domains
- Exemplary = earn at least a 3.0 averaged score across all four domains
- Recognized = earn at least a 2.75 averaged score across all four domains

In each of the four domain, teachers earn the following towards this averaged score: Distinguished = 5, Accomplished = 4, Proficient = 3, Developing = 2, and Improvement Needed = 1



Although teachers may be eligible for an annual waiver according to board policy DNA (Local), any teacher seeking a TIA designation must be evaluated using the T-TESS rubric during the year of designation.

# Teacher Performance (continued)

## **Certification**

District and campus T-TESS raters must complete certification from Teach for Texas for the current school year before T-TESS observations or ratings are given.

## **Calibration**

T-TESS raters must calibrate a minimum twice each school year. One calibration must be completed before the start of the school year and a second calibration must be completed mid-year. If appraisers meet calibration requirements, no additional calibration training is required. Raters who miss calibration criteria must complete additional training until they can successfully calibrate. Calibration will focus and be required on Domain 2 (Instruction) as well as Domain 3 (Learning Environment).

## **Skew**

Skew occurs when one group of teachers receives higher or lower ratings than another group of teachers for any reason outside their objective teaching performance. The district will analyze observation trends quarterly to ensure skew is not present between:

- Teachers of different subjects and/or grade levels
- Teachers between South San campuses
- Teachers who have different T-TESS raters
- Teachers of different class categories such as intervention, mainstream, and advanced courses
- Teachers of different demographics

## **Correlation**

Teacher T-TESS ratings will be compared to their performance on third party testing. These tests include CIRCLE, MAP, and Unique Learning exams. Raters who cannot show a strong correlation will need to attend additional professional development and calibration activities.



# Teacher Performance (continued)

## Rater Support

The Chief Academic Officer and Executive Directors will be paired with all campus principals and their assistant principals to conduct bi-annual walkthroughs and scoring calibrations to ensure inter-rater reliability across appraisers, content areas, grade levels and campuses. If a negative trend or a high positive trend in teacher ratings appears districtwide, T-TESS calibration training will be added as a standing agenda item at monthly principal meetings until evidence of inter-rater reliability.

Observation data will be analyzed quarterly at the district and campus levels and will be presented at quarterly data sessions in principal cohort meetings. The Chief Academic Officer will report out on district trends and campus principals will report out on campus trends with a focus on teacher and student performance alignment using walkthrough data (STRIVE/Eduphoria) and 9 weeks common assessment data. A Teacher Incentive Allotment and T-TESS Quarterly Report will be presented to the Superintendent's Executive Leadership Team.

When a lack of correlation trend appears, the principal supervisor and campus administration will conduct a comprehensive root cause analysis to determine an independent factor for the misalignment: administration calibration, teacher instructional practice, or unreliable progress measure. If the contributing factor is appraiser calibration, campus administration will be retrained on T-TESS specific dimension look-fors. If the factor is instructional practices, the principal will assign the instructional coach to provide target support on a specific T-TESS dimension.



# Family Survey

A family survey will count for 10% of the TIA designation.

Families are important stakeholders in teacher success. They provide critical feedback and insight on student learning, classroom climate, and other educational experiences. This feedback is critical for teachers to improve in a meaningful way.

The following family survey will be distributed in April:

1. The classroom climate is welcoming.
2. My child feels valued in the classroom.
3. My child is engaged in learning.
4. My child has made adequate progress and growth this school year.
5. My child is sufficiently challenged in the classroom.
6. The teacher offers additional support as needed.
7. There is adequate communication with me about my child's progress.
8. The teacher is responsive when I have a question or need some assistance.

Points will be awarded based on how families rate each question as:

- Yes = 3 points for each question
- Mix = 2 point for each question
- No = 0 points for each question

Teachers earn points towards TIA designation with the following criteria:

- Master = a total of 21 points on the survey or more
- Exemplary = a total of 19 points to 20 points on the survey
- Recognized = a total of 17 points to 18 points on the survey



# Service Leadership

Service leadership will count for 10% of the TIA designation.

South San Antonio ISD's final teacher category in the Teacher Incentive Allotment Plan includes a focus on empowering our students to lead and serve, coaching our fellow teachers to grow and succeed in the profession and supporting our parents & improving the greater community.

In order to receive a designation, teacher candidates must fulfill at least one service leadership project approved by the campus principal to count towards TIA designation and detail the positive impact they have made in the students and/or community in a 500 word essay.

- Results in High Impact, Innovative Instructional Practices (Lead a book club, mentor & coach a peer/s)
- Foster and encourages leadership in students (clubs, competitions)
- Promotes Meaningful Community & Parent Engagement (deliver parent trainings, initiate a food drive, etc.)

Teachers earn points towards TIA designation with the following criteria:

- Master = cumulatively affects at least 40 students, teachers, or families
- Exemplary = cumulatively affects 20 students, teachers, or families
- Recognized = cumulatively affects at least 10 students, teachers, or families



Principals will submit their list of eligible teachers in April.

# Teacher Support

The Division of Academics will conduct a fall TIA Eligibility Series (after school sessions) to provide support to interested candidates in the following designated areas: teacher performance, student performance, family experience and service leadership. Campus principals will facilitate monthly professional learning communities (PLCs) to foster the growth and development of SSAISD teachers.

The COVID-19 pandemic has heightened our attention to our teachers' sacrifices and selfless commitment to our students and our South San Antonio ISD community. At South San Antonio ISD, we are ready to compensate our teachers and commit to their growth and development.

Our goal is to recruit, retain, and reward the best teachers in the San Antonio metro area.



# THANK YOU!

## SOUTH SAN ANTONIO ISD

1450 GILLETTE BLVD  
SAN ANTONIO, TX 78224  
210-977-7000

