

Richardson ISD
**Teacher
Incentive
Allotment**

2023–2024 Guidebook



**Program details and structure subject to change*

Table of Contents

Introduction: What is TIA?	1
TIA System Overview and Teacher Categories	1
TEACHER PERFORMANCE	3
STUDENT GROWTH	7
PROFESSIONAL LEARNING	10
CAMPUS CULTURE	12
Overall Rating	15
Summary of Evaluation Process (Data Collection Year)	16
Teacher Incentive Allotment FAQ	18

**Program details and structure are subject to change at any time without notice*

Introduction: What is TIA?

This document serves as a guide to the RISD Teacher Incentive Allotment (TIA) program. TIA provides more funding and increased salaries to highly effective teachers. In 2019, the 86th Texas Legislature created the Teacher Incentive Allotment (TIA) as part of House Bill 3 (HB 3). The focus of the TIA is to prioritize teaching in high needs areas and rural school districts and reward high performing teachers.

Highly effective teachers can receive a designation of either “Recognized”, “Exemplary”, or “Master”. This designation is added to the teacher’s SBEC certificate and remains valid for five years.

For each designated teacher receiving an allotment, 90% of the funds received for a designation will be awarded in the form of a one-time stipend. The stipend will be paid annually in June of the school year the allotment was earned. TEA reimburses the District in fall of the following school year.

TIA System Overview and Teacher Categories

What components will be part of the overall rating system?

The TIA rating evaluation consists of four components for teachers:

- **Teacher performance** (using the T-TESS dimensions and rubric)
- **Student Growth** (student growth measures from assessments, SLO processes)
- **Professional Development** (using the T-TESS dimensions and rubric)
- **Campus Culture** (survey results)

How do the evaluation components vary for different teachers?

All participating teachers will be evaluated using all four components of the TIA system (teacher performance, student growth, professional development and campus culture). In order to ensure a fair, accurate, and rigorous system, teachers

**Program details and structure are subject to change at any time without notice*

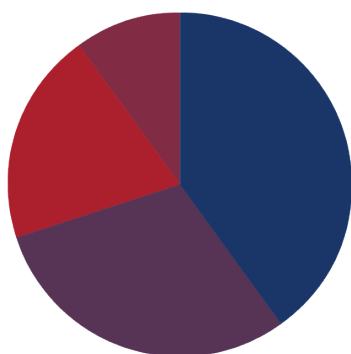
are grouped based on their various assignments. NOTE: All components of the T-TESS system must be completed in order to be eligible for consideration under TIA.

Additionally, National Board-Certified Teachers (NBCTs) will earn a Recognized designation on their Texas educator certificate, if they have a one-year or standard Texas teaching certificate. The designation will expire in conjunction with the teacher’s National Board Certification.

The eight categories of TIA teachers include:

CATEGORY A	Pre-K Teachers
CATEGORY B	General and Self-Contained Grades KG-3
CATEGORY C	General and Self-Contained Grades 4-6
CATEGORY D	Reading Only Grades 1-3; Science Only Grades 3-6
CATEGORY E	Reading Only Grades 4-6; Math Only Grades 4-6
CATEGORY F	Combined Math and Science Grade 3
CATEGORY G	Combined Math and Science Grades 4-6
CATEGORY H	Special Areas (Art, Music, PE)

The four TIA categories and their overall weights are listed below. These components may include different measures depending on the teacher category and teaching assignment.



40% TEACHER PERFORMANCE

30% STUDENT GROWTH

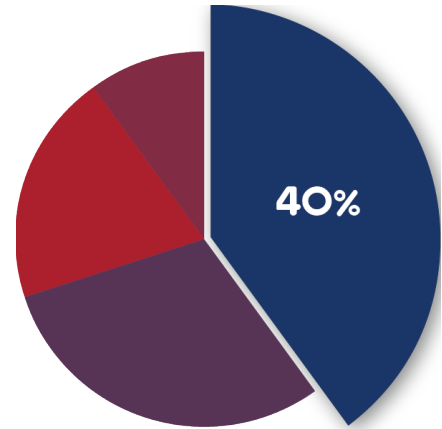
20% PROFESSIONAL LEARNING

10% CAMPUS CULTURE

**Program details and structure are subject to change at any time without notice*

****Program details and structure are subject to change at any time without notice***

TEACHER PERFORMANCE



What evaluation system will be used to measure the Teacher Performance component?

The Texas Teacher Evaluation and Support System (T-TESS) will be used to measure the level of effective teaching. T-TESS strives to capture the holistic nature of teaching: the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher’s instructional practices.

For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional learning decisions based on that feedback through ongoing dialogue and collaboration.

What specific areas of my T-TESS observation will be included in the TIA system?

While a teacher’s total evaluation will be based on their performance as measured across all four domains of the T-TESS rubric, the teacher incentive allotment focus will be on Domains 2 and 3 and their associated dimensions.

Domain 2 has five dimensions (Achieving Expectations, Content Knowledge and Expertise, Communication, Differentiation, Monitor and Adjust) that specifically address “how” learning is structured and executed during the lesson to ensure that student mastery of the learning objective is occurring.

Domain 3 has three dimensions (Classroom Environment, Routines, and Procedures, Managing Student Behavior, Classroom Culture) that specifically addresses how the

****Program details and structure are subject to change at any time without notice***

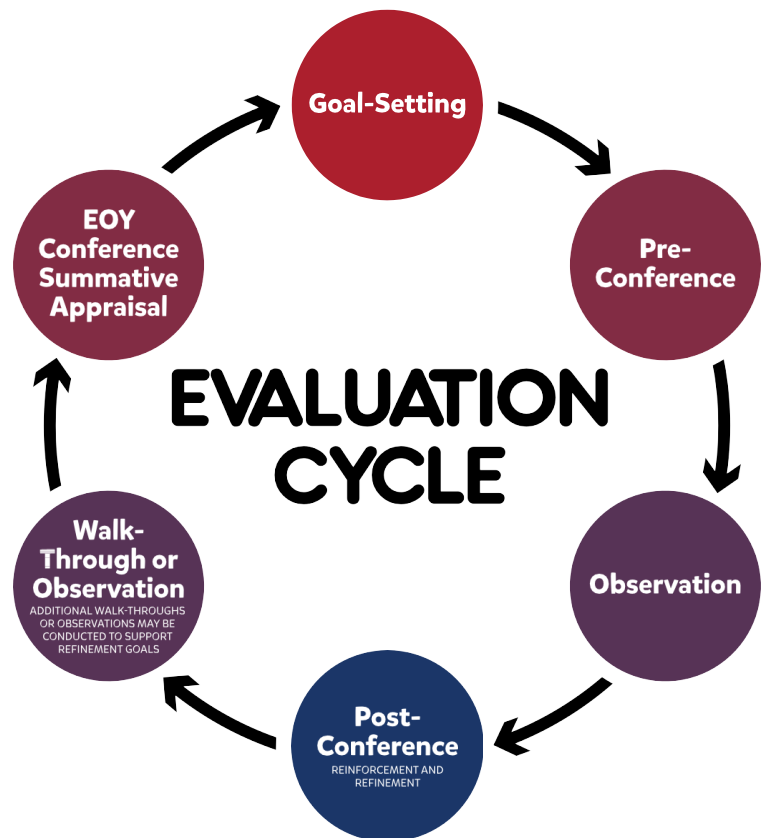
learning environment is structured both physically and culturally so that it is conducive to teaching and learning. Establishing a safe, respectful, inclusive, and efficient learning environment is critical to students' social-emotional readiness to learn and ensuring that academic learning goals and outcomes are met. Students who feel connected, valued, and inspired in the classroom are more likely to exhibit positive attitudes to learning.

What types of observations will be used for this component?

Informal and formal observations will be used throughout the standard teacher evaluation cycle to measure this component.

An informal observation/walk-through generally consists of a 10- to 15-minute class visit by a certified evaluator (typically, a principal or assistant principal). These observations focus on the eight (8) Indicators from Domains 2 and 3. Administrators will use information gained from an informal observation to provide targeted and specific feedback to teachers to support the improvement of instructional delivery.

A formal observation may be announced or unannounced. The observation is at least 45 minutes, or one complete lesson if less than 45 minutes. The observation must be a single continuous observation and cannot be divided into two or more observations that total 45 minutes. All Indicators in Domains 2 and 3 will be rated during the extended observation.



****Program details and structure are subject to change at any time without notice***

How will evaluators be held accountable for accurately assessing teacher performance?

Appraisers will participate in extensive training, practice, and calibration efforts to ensure that administrators performing informal and formal observations are providing targeted feedback that teachers can use to improve their performance and student outcomes. Campus administrators will calibrate to build inter-rater reliability around Domains 2 and 3 through campus level walkthroughs. Area Superintendents will help ensure campus level calibration practices and expectations are being implemented at high levels of quality.

What if I disagree with my summative evaluation?

RISD encourages teachers to discuss their concerns directly with their supervisor/appraiser, prior to filing a formal complaint. However, if a teacher feels that their evaluation is inaccurate and not reflective of their classroom performance they can request a second evaluation in accordance with the established [RISD T-TESS Guidelines](#)

How will teacher performance be calculated?

In order for a teacher to qualify for a component score, the teacher must meet minimum criteria for Recognized for each dimension and domain. This includes having a minimum average score of 3.7 across domain 2 and 3 and scoring at least 3 (proficient) on all dimensions.

Designation Level	Minimum Average Score (Domain 2 and 3)	Minimum Rating Required (Each Dimension in Domains 2 and 3)	Scaled Score
RECOGNIZED	3.7	At least 3 (proficient) on all dimensions	74
EXEMPLARY	3.9	At least 3 (proficient) on all dimensions	78
MASTER	4.5	At least 3 (proficient) on all dimensions	90

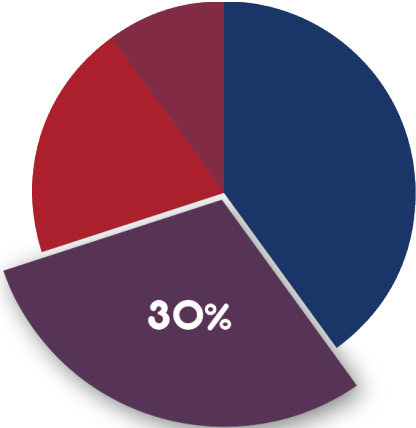
**Program details and structure are subject to change at any time without notice*

$$\text{Scaled Score} = \frac{\text{Average of Domain 2 and 3 Scores}}{5 \text{ Total Points}} \times 100$$

The component score will be calculated by multiplying the scaled score by the assigned weight (40%).

STUDENT GROWTH

The main measure of student performance in this system is demonstrated student growth. Note: This section will continue to be revised as the measures collected may change.



What measures of student growth will be included in the TIA system?

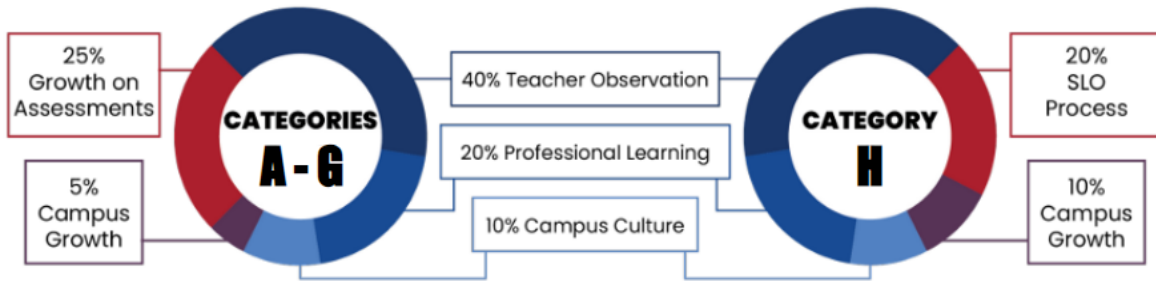
Student growth will be measured using multiple sources and calculated based on teacher category and student participation. Formative assessments may include MAP and CIRCLE with data collected at different stages of the year (BOY, MOY, EOY). Summative assessments may include STAAR and TELPAS. Student Learning Objectives (SLOs) may be used for subjects without formative or summative assessments to show growth toward specific TEKS using portfolios, pre- and post-testing, etc. An overall measure of student growth for the campus will also be used (Domain II: Part A rating) for all teachers to promote collaboration across the campus.

How do the growth measures differ between teacher groups?

The student growth will be different for each teacher category according to the appropriate measures for that category. For Category A and G teachers, 15% will be derived from the growth percentages from an applicable summative assessment (STAAR, TELPAS) while 10% will be derived from an applicable formative assessment (MAP, CIRCLE, etc.). For Category H teachers, 20% will be based on the level of accomplishment of the SLOs as determined by the collected artifacts and scoring

***Program details and structure are subject to change at any time without notice**

rubric. For teachers whose students' growth is measured only by SLOs, the student growth and teacher performance weights are adjusted to comply with weighting thresholds recommended by Texas Tech University for use within TIA systems. For these teachers, campus growth will count for 10%.



What are Student Learning Objectives?

Student Learning Objectives (SLOs) are a measure of student growth during the year based on assessments other than standardized assessments. For Category A through G teachers, this component is not part of the overall evaluation. For Category H teachers, this measure is 20% of the overall score. The purpose of this measure is to support teachers in reaching the learning goals for their students. The SLO is established at the beginning of the year by the teacher and evaluator following the guidelines provided by TEA and RISD. Goal achievement is determined at the end of the year using a rubric. Growth is calculated by determining the percentage of students who demonstrated growth on the predetermined assessment measures within the SLO.

How will student growth be calculated?

Student growth calculations will follow Student Growth Performance Standards designated by TEA. For a particular assessment instrument, performance at the end of the year will be compared to performance at a prior data point. The difference between the scores will be calculated to determine growth. The percentage of students meeting or exceeding growth will be calculated using the formula:

****Program details and structure are subject to change at any time without notice***

Growth Percentage	=	$\frac{\text{Number of tests meeting or exceeding growth}}{\text{Total Number of Tests}} \times 100$
----------------------	---	--

Students without two data points will not be included in the calculation numerator or denominator.

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	55% of students meet or exceed expected growth
Exemplary	60% of students meet or exceed expected growth
Master	70% of students meet or exceed expected growth (Non-MAP)

Teachers must meet the Recognized level of growth in order to qualify for a student growth score. The total points earned for each portion of the student growth component will be calculated by multiplying the percentage of students showing growth by the assigned weight for the teacher category.

How will campus growth be calculated?

A campus growth measure was included in this component in order to support and encourage collaboration across grade levels and content areas. Campus growth will be determined using the School Progress (Domain II: Part A) rating from the accountability system. The raw score for this portion of the student growth component will be calculated by multiplying the School Progress Domain score by the assigned weight for the teacher category.

If a campus growth score is not available, then the student growth measure will comprise the entire percentage of this component.

**Program details and structure are subject to change at any time without notice*

What factors will be used to determine students eligible for calculations?

Students will be assigned to teachers based on class schedules and campus assignments at snapshot dates during the year (Fall and Spring). A minimum of 10 students assigned to the teacher must have growth measures for a particular assessment to be included in the calculation. Additionally, the student must be assigned to the teacher and in attendance for 85% of the school days to be included in the calculation.

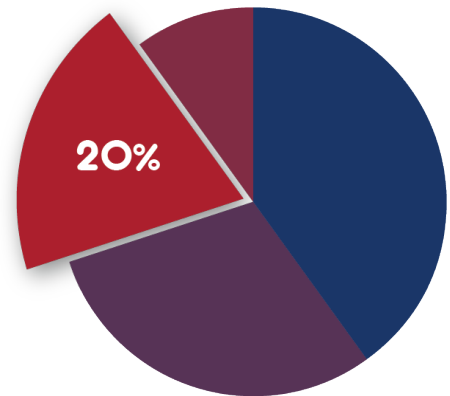
What if I teach more than one tested subject?

When a teacher is assigned to teach more than one subject, the student growth calculation will include all applicable formative and/or summative assessments for the students assigned to that teacher.

PROFESSIONAL LEARNING

What are the Professional Learning Expectations for this component?

Richardson Independent School District believes that intentional and relevant professional learning aligned to the professional goals of educators is essential toward the advancement of ensuring quality student learning. RISD recognizes educators who fully engage in professional learning, apply their learning and share their learning with colleagues to collectively grow each other for our students. When educators enjoy taking professional learning risks to better meet the needs of our diverse learners, our students positively benefit from their educator's commitment to continuous learning.



****Program details and structure are subject to change at any time without notice***

How will teachers demonstrate an effective student culture through activities that are considered above and beyond their expected duties?

In order to establish a classroom of successful students, a teacher must have a strong foundation and focus around the whole child. Above and beyond” is defined as duties and responsibilities that are not identified as the daily, school- based, or district expectations. “Above and Beyond” Educators attend professional learning and are implementing what was learned and uploading evidence of their implementation for all of Domain 4 in the T-TESS Rubric.

In order for a teacher to qualify for a component score, the teacher must meet minimum criteria for *Recognized* in this component for their assigned teacher category.

Recognized	70% of the total “points available” determined by Professional Learning
Exemplary	80% of the total “points available” determined by Professional Learning
Master	90% of the total “points available” determined by Professional Learning

Scaled Score	=	$\frac{\text{Average of Domain 4 Scores}}{5 \text{ Total Points}} \times 100$
--------------	---	---

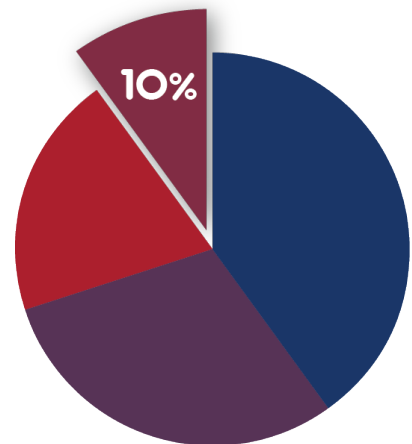
The total points earned for the professional development component will be calculated by multiplying the scaled score by the assigned weight for the teacher category.

***Program details and structure are subject to change at any time without notice**

****Program details and structure are subject to change at any time without notice***

CAMPUS CULTURE

Campus culture is associated with and/or promotes healthy relationships, school connectedness, engaged learning and teaching, school improvement efforts, safety and dropout prevention. A sustainable and positive campus culture fosters youth development and learning, and supports students, families and educators in working together to develop, live, and contribute to a shared school vision. Results from student surveys and parent surveys will be used to measure teacher impact on classroom and overall school culture.



Which students will receive a student survey?

The Student Survey aims to investigate student experience on campus and teacher impact on each student. The survey results can not only gauge the association between observed teacher performance and student perception, but also provide helpful feedback that teachers can use to improve their instructional practice.

Eligible students will take the Student Survey for their teachers who are identified as a teacher of record. The Survey will be available in both English and Spanish. In alignment with the research, RISD will procure a research-based student survey that provides feedback to teachers and input for the teacher's evaluation. The survey will have two versions for elementary based on age-appropriateness and will be written in language that is suitable for the student's vocabulary and understanding.

How will the student survey be administered?

Students will complete a survey for that classroom teacher. Students have to meet criteria based on attendance, developmental appropriateness, and language proficiency. They must have attended class with the teacher for a sufficient period of time and have been able to understand and take the survey in English or Spanish.

****Program details and structure are subject to change at any time without notice***

Students in a classroom will be sampled to take a survey. The sampling process randomly assigns surveys to students to maximize the number of surveys each teacher received until all eligible students on each campus are assigned two surveys. Surveys will be first maximized for teachers with low enrollments, and then for remaining teachers. If a student had only one eligible teacher, the student received one survey. On average, elementary students will be assigned to take 2 surveys. No survey results will be reported if a teacher receives less than 10 student responses.

Student surveys will be administered online. Each student will complete up to two surveys. In elementary schools, it may be necessary to have all students complete surveys for their core teachers and one specialty teacher, due to smaller-sized classrooms.

How will my student survey score be calculated?

TIA Teachers in Categories A through G will have 5 percent of their evaluation based on student survey results. The percentage for teachers in Category H might vary if a teacher has less than 10 students in her/his classroom. A target distribution approach will be used based on school level. This approach will differentiate teacher impact on students and allow for greater equity across school levels.

The raw student survey score will be the average percentage of items across all subscales (such as “Strongly Agree”, “Agree”, “Neutral”, “Disagree” and “Strongly Disagree”).

Which parents will receive a parent survey?

Parent perception of the school and their involvement in school activities are an important component of a campus culture. Recent research demonstrates that effective schools have high levels of parental and community involvement. Schools that successfully engage families find that their students earn higher grades, score higher on tests, develop better social skills, and are more likely to graduate. The Parent Survey can provide schools with a clear picture of family attitudes toward campus culture.

****Program details and structure are subject to change at any time without notice***

All parents will be invited to take the Parent Survey. The Survey will be available in English and other main languages spoken in students' homes. Campuses are expected to encourage and facilitate parent participation.

In alignment with the research, RISD will procure a research-based parent survey. The survey will address parent's perceptions that pertain to campus culture including education quality, school climate, staff-student relationship, school leadership, etc. Sample items will be available on the ACI website so that teachers can explore the questions to become familiar with the type of questions that are included.

How will the parent survey be administered?

The Parent Survey will be anonymous and will be administered online. Parents will find the URL link to the survey either on www.risd.org or on a campus website. Parents will complete a survey for each school a child attends if the family has students enrolled in more than one RISD school. No survey results will be reported if a school receives less than 10 parent responses.

How will the parent survey score be calculated?

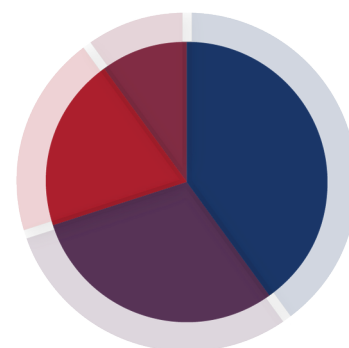
The Parent Survey score will count 5 percent of teacher evaluation. However, considering the anonymity of the survey, the campus-level rather than the classroom-level score will be calculated and applied to all TIA teachers in that school. A target distribution approach will be used based on school level. This approach will differentiate parent engagement efforts among schools and allow for greater equity across school levels.

The raw student survey score will be the average percentage of items across all subscales (such as "Strongly Agree", "Agree", "Neutral", "Disagree" and "Strongly Disagree").

****Program details and structure are subject to change at any time without notice***

Overall Rating

There are several steps in determining an overall rating from the four major components. This is the same process used for all teacher categories.



STEP 1: Identify the ratings for each component

For a teacher to qualify for an overall system rating, the teacher must meet the minimum score for each component of the system. If the teacher does not, then they will not qualify for an overall rating and will not be eligible for a designation for that year.

STEP 2: Calculate a score for each component

As described in an earlier section, each component (teacher observation, student growth, professional learning, and campus climate) is calculated using a different percentage or weight. To calculate the component score, the scaled score for that component is multiplied by the assigned percentage.

STEP 3: Add the component scores to create an overall score

Once each component score is calculated, all four component scores are added together to create an overall score. In this system, the minimum score is 0 while the maximum score is 100.

STEP 4: Determine the system rating based on the overall score

System ratings are determined by matching the overall score to the associated range for that rating:

The 2023–24 Thresholds will be added to this document in November.

The thresholds may change from the 2022–23 numbers because TEA has required additional teacher categories for the 2023–24 school year. TIA campuses will be informed when these new thresholds are added to the Guidebook.

**Program details and structure are subject to change at any time without notice*

Summary of Evaluation Process (Data Collection Year)

The following provides a summary of the T-TESS evaluation process within TIA:

Process Step	Component	Timeline	Description
Training and Orientation	All components	August	<ul style="list-style-type: none"> ● Training on systems ● School goals are communicated to inform teacher goal-setting
Goal Setting Conference: PD Plan and SLOs	Teacher Observation Student Growth Professional Learning	September	<ul style="list-style-type: none"> ● Evaluator and teacher agree on SLOs and PD plan to support growth
Observation	Teacher Observation	September - May	<ul style="list-style-type: none"> ● Smaller observations throughout year ● Focused on Domain 2 & Domain 3 (8 indicators)
Extended Observation with Conference	Teacher Observation	October - May	<ul style="list-style-type: none"> ● One 45-min observation ● Focused on Domain 2 & Domain 3 (8 indicators)
Summative Performance Evaluation with Conference	Teacher Observation	Spring	<ul style="list-style-type: none"> ● T-TESS process is completed by evaluator
Student and Parent Surveys	Campus Culture	April	<ul style="list-style-type: none"> ● Student and parent surveys are administered and scored

***Program details and structure are subject to change at any time without notice**

SLO Goal Accomplishment	Student Growth	Spring	<ul style="list-style-type: none"> ● Evaluator scores SLO using designed rubric
Assessments	Student Growth	BOY, MOY, EOY	<ul style="list-style-type: none"> ● Assessments are administered and scored
Data Reviews	All components	May – October	<ul style="list-style-type: none"> ● All collected data is reviewed and validated
System Validation	All components	November–December	<ul style="list-style-type: none"> ● System is validated based on data collected during the prior school year. Scorecards are generated & disseminated

****Program details and structure are subject to change at any time without notice***

Teacher Incentive Allotment FAQ

1. Which campuses participate in the Teacher Incentive Allotment (TIA)?
 - Forest Lane Academy
 - Bukhair Elementary
 - RISD Academy
 - Thurgood Marshall Elementary
 - Aikin Elementary (new for 2023-24)
 - Audelia Creek Elementary (new for 2023-24)
 - O.Henry Elementary (new for 2023-24)
2. I've received my TIA designation. What happens next?
 - RISD will receive information from TEA in late spring
 - The verification process will be completed
 - Once verified, teachers receiving an allotment will be notified by the District
 - Financial allotment is provided in June of the corresponding school year
3. I have a Recognized designation on my certificate. Will I be able to earn a higher designation through RISD?
 - It depends. If a teacher is hired to teach at one of our four TIA campuses, data for the year will be submitted to TEA for consideration.
 - TEA verifies submission and communicates any designations/allotments earned
 - Data is not submitted for any other campuses
4. What does the student growth goal expectation look like for Special Education, Special Area, or ESL teachers and students?

Student Growth Monitoring for these teachers and students will follow these steps:

****Program details and structure are subject to change at any time without notice***

- Sped-STAAR ALT2, STAAR, TELPAS, TELPAS ALT, MAP (Will also obtain case load of students serviced)
 - K-6 ART Teachers - SLO Comprehensive Student Tracker BOY, MOY & EOY (Consult Myron Stennett)
 - K-6 Music Teachers - SLO Comprehensive Student Tracker BOY, MOY & EOY (Consult Stephanie Miller)
 - K-6 PE Teachers - SLO Comprehensive Student Tracker BOY, MOY & EOY (Consult Kellie Sellers)
 - PreK - CIRCLE Data (Rapid Letter Naming and Overall Math)
5. If a teacher teaches multiple subjects do they get the best scores from the higher performing subject?
- No
 - All applicable subjects and corresponding assessments taught by the teacher are included in the overall calculation of student performance for the teacher.
6. Are other staff members at the TIA campuses eligible for a TIA designation or allotment?
- No. The TIA is only available to classroom teachers of record with a PEIMS job code of 087 per TEA.
 - However, RISD provides a High Needs Campus stipend to the following staff members at the following four campuses - Forest Lane Academy, Thurgood Marshall, RISD Academy, Audelia Creek and Bukhair Elementary.
 - Assistant Principal
 - Campus Math Specialists
 - Campus Reading Specialist
 - Culture Coach
 - Dyslexia Teacher

****Program details and structure are subject to change at any time without notice***

- Instructional Coach
- Math Interventionist
- Principal
- Reading Interventionist
- Speech Language Pathologist

7. If I receive a TIA designation and I am working towards my National Board Certification, which designation do I use for an allotment?

- National Board Certification earns an automatic “Recognized” designation
- Teachers will receive the higher of the two possible designations.

8. Which assessments will be used to measure student growth for each teacher category?

Category	Teacher Subject/Grade	Assessment
A	Pre-K Teachers	Circle
B	General and Self-Contained Grades KG-3	MAP (Reading and Math)
C	General and Self-Contained Grades 4-6	MAP and STAAR (Reading and Math)
D	Reading Only Grades 1-3; Science Only Grades 3-6	MAP Reading, MAP Science
E	Reading Only Grades 4-6; Math Only Grades 4-6	MAP and STAAR (Reading or Math)
F	Combined Math and Science Grade 3	MAP Math and MAP Science

****Program details and structure are subject to change at any time without notice***

Category	Teacher Subject/Grade	Assessment
A	Pre-K Teachers	Circle
G	Combined Math and Science Grades 4-6	MAP Math and Science and STAAR Math
H	Special Areas (Art, Music, PE)	Texas SLO process

*TELPAS will be used for all applicable grade levels when available

9. Does every TIA teacher create a Student Learning Objective or SLO?

- Teachers in Categories A-G will write a student growth goal that is based on a foundational skill taught throughout the curriculum. This goal is not the same as a SLO.
- Teachers in Category H will use the SLO process to track student growth. They will choose an SLO Skill Statement from their department and complete an Initial Skill Profile and Target Skill Profile on the TEA SLO Form. SLO data collection and student progress will be monitored throughout the year and based on approved standardized assessments.

10. Is student growth for TIA measured from year to year or from the beginning of the year to end of the year?

- For teachers in Categories A-G, both STAAR and TELPAS (when applicable) measure growth from year to year. Circle and MAP data are used to measure growth from a point at the beginning of the year to a point at the end of the year (with monitoring at points throughout the year).
- For teachers in Category H, their Student Learning Objective or SLO measures growth from the beginning of the year to the end of the year (with monitoring at points throughout the year).

***Program details and structure are subject to change at any time without notice**

11. How is the student growth measure determined for bilingual students when they take an assessment in Spanish and English?
- We first look at the Spanish assessment. If the student meets their growth measure for the Spanish assessment, we will use that growth measure in the numerator of our calculation.
 - If the student did not meet their growth measure on the Spanish assessment, we look at their English assessment. If they meet their growth measure for the English assessment, we use that growth measure in the numerator of our calculation.
 - A student's growth will not be counted twice in Spanish and English.
 - If a student did not meet their growth measure in Spanish or English, we do not use their measure in the numerator.