

Waller
Independent School District

TEACHER INCENTIVE ALLOTMENT

Elementary

Campus	Recognized	Exemplary	Master
FSE	\$3,585	\$7,171	\$13,951
JES	\$5,970	\$11,940	\$21,901
HES	\$5,035	\$10,070	\$18,783
RRE	\$4,223	\$8,447	\$16,078
TES	\$4,084	\$8,169	\$15,614

Secondary

Campus	Recognized	Exemplary	Master
SJH	\$4,059	\$8,117	\$15,528
WJH	\$4,835	\$9,669	\$18,115
WHS	\$4,296	\$8,591	\$16,319

These dollar amounts represent ranges and not exact dollar awards

2023-2024 Average Funding

Designations issued through a local designation system are valid for five years. Once the designation expires, the a teacher may be issued a new designation if they continue to work in a district with an approved designation system and meet the district's performance criteria.

Designations for NBCTs expire in the summer following expiration of the National Board certificate. If an NBCT renews or maintains their certificate, TEA will adjust the designation expiry date accordingly.

Teachers may only have one active designation at a time. Designated teachers working in a district with a local designation system may be put forth for a higher designation within the five-year window if they meet the district's performance criteria. In these cases, the higher designation will replace the lower designation, and the five-year clock will re-start. Teachers may not be put forth by a district for a lower or equal designation.

NBCTs may also earn a designation through their district's local designation system. If they earn a higher designation, the higher designation will take precedence, and the Recognized designation will become inactive. If they are put forth for a Recognized designation, the designation will default to the later expiry date.

Timeline

Data Capture Year (Phase I, II and III Teachers - PK - 8th grade Reading and Math, 5th - 8th grade Science and SS, Alg I, Eng I, Eng II, BIO, USH, and all non-STAAR core content teachers except for Eng IV) - 2023-2024

- Data Review due to TEA/Texas Tech University: October 2024
- Final Approval Notification: Late February 2025
- Final Designation and Allotment Notification: Late April/May 2025
- Payout to Phase I, II, and III designated teachers: No later than August 28, 2025

Data Capture Year (Phase I, II, III, IV - Teachers - PK - 8th grade Reading and Math, 5th - 8th grade Science and SS, Alg I, Eng I, Eng II, BIO, USH, and all non-STAAR core content teachers as well as Core Content ICS Teachers and Core Content Resource Teachers) - 2024-2025

- Data Review due to TEA/Texas Tech University: October 2025
- Final Approval Notification: Late February 2026
- Final Designation and Allotment Notification: Late April/May 2026
- Payout to Phase I, II, III, and IV designated teachers: No later than August 28, 2026

Will there be limits on how many teachers can receive TIA?

No. The state does not set a limit on the number of teachers that can receive compensation through TIA. HOWEVER, TEA provides guidance on the percentage of teachers who should be assigned each designation. The goal of the guidance is to ensure that there is a consistent standard used to identify the most effective teachers across the state. These standards are paired with expected T-TESS and student growth performance standards/scores. Every eligible teacher has an equal opportunity to access TIA funds should he/she earn a Recognized, Exemplary, or Master designation through the district TIA plan or earn the Recognized designation via the National Board certification.

What is the amount of additional compensation?

The Waller ISD TIA plan states that 90% of the TIA funds received by the district will be given directly to the teacher earning the TIA designation with the district retaining 10% to assist with the cost of implementing and administering the TIA program. According to the percentage of economically disadvantaged students enrolled at your campus, TEA currently (as of May 2024) calculates that Waller ISD teachers **are eligible to earn the following amounts each year in addition to their salary:**

- Master Level Range: \$13,951 to \$21,901
- Exemplary Level Range: \$7,171 to \$11,940
- Recognized Level Range: \$3,585 to \$5,970

For example, if a teacher is designated at the Recognized level and the socioeconomic tier of his/her campus allows for \$5919 to be paid to teachers earning the recognized designation, the district would calculate 90% of \$5919 = \$5327.10 to be paid to the teacher each year for 5 years. The teacher would be paid his/her teacher salary plus the \$5327.10 each year for 5 years. An exception to this example would apply if the teacher earns a higher designation during those 5 years (Exemplary or Master) which would result in a higher compensation level. Another exception would occur if the teacher moves to another district within those 5 years. In that example, the teacher's compensation would be based upon the TIA compensation plan of that district.

TRS Consideration

- All TIA compensation is TRS eligible.
- The TRS has limits (10% or 10,000 increase per year) on eligible salary increases in the last 3 or 5 years prior to retirement. This could limit the extent to which the TIA compensation paid in those years is TRS eligible. A member can “work out of the limit” - the member will need to contact a TRS Benefit Counselor when they are ready to retire to determine if this limit will impact their retirement annuity calculation.
- District should be prepared to assist teachers with a TRS creditable compensation determination.
- Districts may pay employee and employer contributions from the 90% portion of the allotment or the 10%, as those benefit payments are considered to be included in overall compensation.

Taxes and District Payments

- Districts can tax payouts by either aggregating the compensation as regular pay which means the amount will be taxed by the applicable tax bracket or as supplemental pay, which will be taxed at a flat rate like other stipend payments.
- District costs that are a result of increasing TRS-eligible compensation may come out of the 90% portion of the allotment or the 10%, as they are considered a form of compensation.
- District payments can include TRS Contributions, Medicare taxes, state and federal unemployment, worker's compensation, and social security (if applicable).
- TIA is subject to statutory minimum contribution for reporting employers.

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- Designated Teachers who formally retire with TRS and complete the school year will receive the full allotment payment on their final check on or before August 28th.
- Designated teachers who resign prior to the first day of the teacher contract for the following school year will not receive their TIA allotment payout. The district will redistribute the allotment they generated to other designated teachers (in 087 Roles) on the campus where the departing designated teacher worked on or before August 28th.
- Any designated teacher who breaks their contract before the end of the school year (but after winter roster) will not receive their allotment payout. The district will redistribute the allotment they generated to other designated teachers (in 087 Roles) on the campus where the departing designated teacher worked on or before August 28th.



Student Growth Performance Standards

Cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures.

The document describes the student growth performance standards. Teachers in each designation category will generally exceed these minimum averages, however, the overall holistic review may allow for student growth ratings that are nominally lower than these stated minimums in some cases.

Statewide Student Growth Performance Standards

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:

$$\text{Percentage of students} = \frac{\text{Number of students who met or exceeded growth expectation}}{\text{Total number of students with an expected growth score (who completed the final assessment)}}$$



How will it be measured?

Elementary PK-2nd

Grade Level	Reading	Math	Science
PK	CLI - Rapid Letter Naming	CLI - Math Total	NA
Kinder	CLI - Reading Literacy Composite Avg (Letter Naming, Vocabulary, Spelling)	CLI - Math Total	NA
1st Grade	ISIP (Percentile Change)	TEMI	NA
2nd Grade	ISIP (Percentile Change)	ESTAR	NA

Elementary 3rd-5th

Grade Level	Reading	Math	Science
3rd Grade	Pre-Test/STAAR	Pre-Test/STAAR	NA
4th Grade	STAAR Growth	STAAR Growth	NA
5th Grade	STAAR Growth	STAAR Growth	Pre-Test/STAAR

Junior High Campuses

Grade Level	Reading/ELA	Math	Science	Social Studies
6th Grade	STAAR Growth	STAAR Growth	Pre-Test/Post-Test	Pre-Test/Post-Test
7th Grade	STAAR Growth	STAAR Growth	Pre-Test/Post-Test	Pre-Test/Post-Test
8th Grade	STAAR Growth	STAAR Growth	Pre-Test/STAAR	Pre-Test/STAAR

High School Campus

Grade Level	Reading/ELA	Math	Science	Social Studies
WHS	Eng I - STAAR Growth	Algebra I - STAAR Growth	Biology Pre-Test/STAAR	US History Pre-Test/STAAR
	Eng II - STAAR Growth	All other core content Math courses Pre-Test/Post-Test	All other core content Science courses Pre-Test/Post-Test	All other core content Social Studie courses Pre-Test/Post-Test
	Eng II EOC/ENG III Post Test Growth			
	Eng III Post Test/Eng IV Post Test Growth			

Annual Growth

Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1



**Teacher Observation Performance
Standard**

Overall Minimum Average Scores

The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, and Master). The minimum average scores were derived from an analysis of T-TESS observations from across the state with scores on a 1 to 5 scale. The minimum average for a Master teacher shows the 95th percentile score, the minimum average for an Exemplary teacher shows the 80th percentile score, and the minimum average for a Recognized teacher shows the 67th percentile score. These overall minimum average scores will be reflected in commissioner rules.

Scores derived from equivalent domains on approved observation rubrics should reflect the percent of possible points earned. Teachers in each of the three designated categories tend to have scores above these minimum averages, however, the overall holistic review may allow for scores that are nominally lower than these stated minimums in some cases.

Teacher Observation Minimum Average Ratings

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
<i>Recognized</i>	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
<i>Exemplary</i>	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
<i>Master</i>	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

Scenario 1:

Dimension	Distinguished (5 points)	Accomplished (4 points)	Proficient (3 points)	Developing (2 points)	Improvement Needed (1 point)
2.1 Achieving Expectations		x			
2.2 Content Knowledge and Expertise		x			
2.3 Communication			x		
2.4 Differentiation		x			
2.5 Monitor and <u>Adjust</u>			x		
3.1 Classroom Environment, Routines, and Procedures	x				
3.2 Managing Student Behavior		x			
3.3 Classroom Culture		x			
Total Points by Performance Level	5	20	6		

Total Points by Performance Level ÷ Number of Dimensions

$$\underline{31} \div 8 = 3.875$$

STRIVE Rating = Exemplary

Scenario 2:

Dimension	Distinguished (5 points)	Accomplished (4 points)	Proficient (3 points)	Developing (2 points)	Improvement Needed (1 point)
2.1 Achieving Expectations			X		
2.2 Content Knowledge and Expertise			X		
2.3 Communication		X			
2.4 Differentiation			X		
2.5 Monitor and <u>Adjust</u>				X	
3.1 Classroom Environment, Routines, and Procedures			X		
3.2 Managing Student Behavior				X	
3.3 Classroom Culture			X		
Total Points by Performance Level		4	15	4	

Total Points by Performance Level ÷ Number of Dimensions

$$\underline{23} \div 8 = 2.875$$

STRIVE Rating = Below Recognized

Scenario 3:

Dimension	Distinguished (5 points)	Accomplished (4 points)	Proficient (3 points)	Developing (2 points)	Improvement Needed (1 point)
2.1 Achieving Expectations		x			
2.2 Content Knowledge and Expertise		x			
2.3 Communication			x		
2.4 Differentiation			x		
2.5 Monitor and <u>Adjust</u>		x			
3.1 Classroom Environment, Routines, and Procedures	x				
3.2 Managing Student Behavior			x		
3.3 Classroom Culture		x			
Total Points by Performance Level	5	16	9		

Total Points by Performance Level ÷ Number of Dimensions

$$\underline{30} \div 8 = 3.75$$

STRIVE Rating = Recognized

QUESTIONS????