



TEACHER INCENTIVE ALLOTMENT

- AN OVERVIEW -



WHAT IS THE PURPOSE?

to RECRUIT, RETAIN, and REWARD the best
teachers at our campuses

AND

encourage the professional growth and
development of teachers



WHAT DOES THIS MEAN FOR ALL DICKINSON ISD TEACHERS?

- ANY teacher interested in participating in the Teacher Incentive Allotment (TIA) can review the information on the TIA webpage to determine eligibility.
- Some teachers MAY choose to request a reassignment to an eligible position in order to participate.
- Other teachers MAY try to become National Board Certified.



- Teachers of
 - Pre-K
 - K-8 Reading/Math
 - Algebra I
 - English I and II

Teachers who are ESL certified and have no more than SEVEN (7) absences.

OR

Teachers who are National Board Certified

**WHO CAN
EARN A
DESIGNATIO
N?**



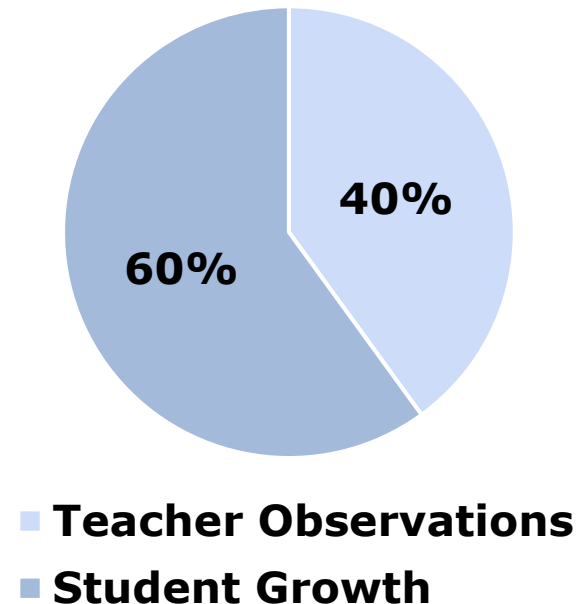
WHAT ARE THE DESIGNATION LEVELS?

Master	\$12K-\$32K*
Exemplary	\$6K-\$18K*
Recognized	\$3K-9K*

HOW ARE THE DESIGNATIONS DETERMINED?

- **Teacher Observation**
 - *T-TESS (Domains II & III)*
- **Student Growth**
 - *Pre-tests & post-tests*
 - *Circle, NWEA MAP, M-Class*
 - *STAAR Progress Measure*

WEIGHTED COMPONENTS



HOW WERE THE PERFORMANCE LEVELS FOR DESIGNATIONS DETERMINED?

T-TESS Levels	Numeric Equivalent
Improvement Needed	1
Developing	2
Proficient	3
Accomplished	4
Distinguished	5

Designation	T-TESS Performance Levels
Recognized	3.7
Exemplary	3.9
Master	4.5

TEACHER OBSERVATION

- [T-TESS observations](#) from across the State were analyzed.
- T-TESS levels were given a [numerical equivalent](#) on a scale of 1 to 5.
- Scores from [Domains II and III](#) were then [averaged](#) to determine performance levels

HOW WERE THE PERFORMANCE LEVELS FOR DESIGNATIONS DETERMINED?

STUDENT GROWTH

- Statewide STAAR performance data across numerous years was analyzed and a Value-Added Model was applied to determine the percent of students meeting or exceeding their growth target.

Designation	% of Students Meeting or Exceeding Growth Targets
Recognized	55%
Exemplary	60%
Master	70%

WHAT COULD THAT LOOK LIKE FOR A TEACHER?

Designation	T-TESS Performance Level	% of Students Meeting or Exceeding Growth Targets	Minimum TOTAL Points Needed for Designation
Recognized	3.7	55%	62.6
Exemplary	3.9	60%	67.2
Master	4.5	70%	78.0

Sample Calculation

Teacher Observation

$$\frac{3.7}{5} = \frac{?}{40}$$



$$29.6 + 37.8 = 67.4$$

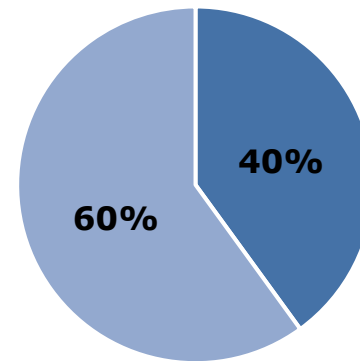
Student Growth

$$\frac{63}{100} = \frac{?}{60}$$



Exemplary

WEIGHTED COMPONENTS



- Teacher Observations
- Student Growth



Preliminary Designations

- 443 Teachers Eligible
 - PreK, K-8 Reading/Math, Algebra I, English I/II
- 378 of 443 Evaluated with TTESS
- 151 of 378 with 7 or fewer Absences
- 43 of 378 are ESL Certified
- 137 of 378 w/Required Domain II/III TTESS Averages
 - 3.7 Recognized 46 teachers
 - 3.9 Exemplary 61 teachers
 - 4.5 Masters 30 teachers
- SEVEN Teachers Meet the TTESS, Attendance, & ESL Certification
 - Student Growth Measure is TBD



WHY IS THIS GOOD FOR ALL TEACHERS?

- Opportunities for teacher to earn incentive pay of any type is HUGE STEP for the teaching profession.
- While this program may not benefit all teachers in the beginning, ADDITIONAL PHASES are planned.

HOW HAS THIS PROCESS BEEN COMMUNICATED?

Presentations have been made to the Dickinson ISD Board of Trustees on

- May 3, 2021
- November 1, 2021
- April 4, 2022

Stakeholder and Steering Committees have met regularly from October 2021 to present to discuss plan elements and review feedback received through the TIA website and from presentations.

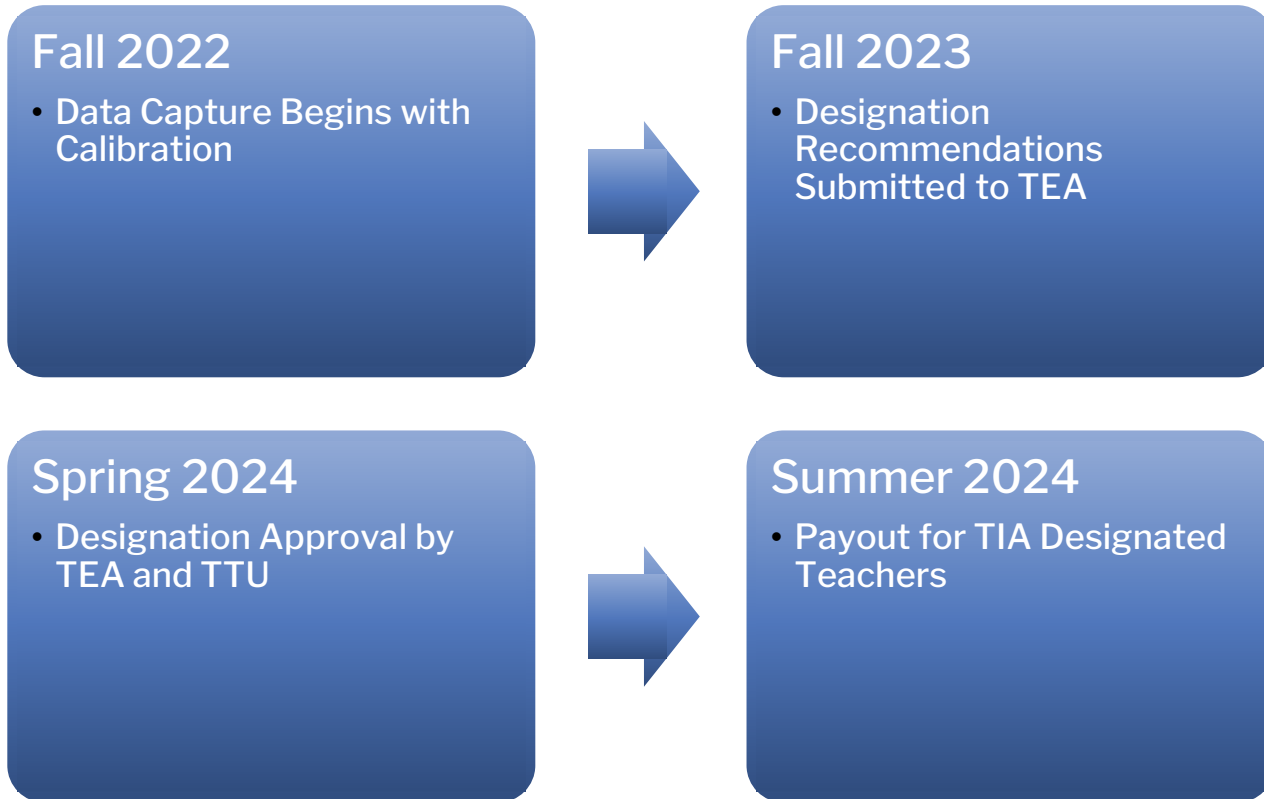
As well as District-Level Planning & Decision-Making Committees on

- September 6, 2021
- October 19, 2021
- November 4, 2021
- January 25, 2022

District Communication:

- DISD Teacher Incentive Allotment webpage.
- Campus presentations planned for Fall 2023.

WHAT IS THE TIMELINE FOR ELIGIBLE TEACHERS?





District T-TESS Calibration n

Calibration Training

- Principals, Assistant Principals, and members from DISD Educational Services Department receive ongoing calibration training on Domains II and II.
- DISD provides additional training opportunities and reviews annually.

Principals and appraisers will work together to create a year-long observation schedule for their own campus that includes:

- includes one 45-minute observation AND at least three walkthrough observations (minimum of 15 minutes in length) and
- requires each appraiser to conduct walkthrough co-observations with other appraisers, both on their campus and on other campuses, to ensure calibration.

WHATS NEXT?

- Review data submission.
- Determine designations and submit to TEA.
- Focus on calibration at campus and district levels.
- Review student growth measures and determine TIA expansions or modifications.



DICKINSON
INDEPENDENT SCHOOL DISTRICT