



Teacher Incentive Allotment System

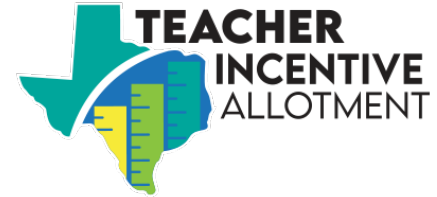
Mission

- The mission of Triumph Public High Schools is to provide quality educational programs in a community-based, non-traditional setting which teachers are free to be creative and innovative, and students are free to explore their full potential.

Vision

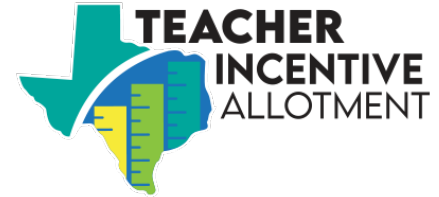
- The Vision of Triumph Public High Schools is to guide all students to be successful life-long learners, be respectful and responsible citizens, who will continue to triumph throughout their lives.

Objectives

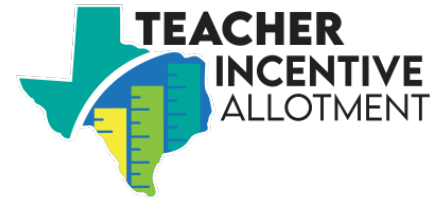


- Understand the TPHS TIA Designation System up to and including eligible teaching assignments, weighting, stakeholder engagement, and spending.
- Understand TPHS's plan for TIA implementation in 2024-2025 and 2025-2026.
- Understand expectations for you as a TPHS team member.

Agenda



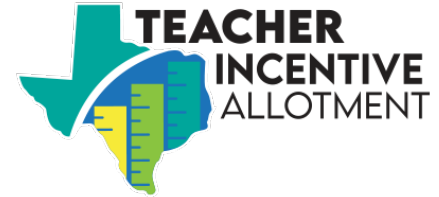
- Teacher Incentive Allotment
 - What is TIA?
 - Designations and Allotments
 - District Created Designation Systems
- TPHS's Designation System
 - Eligible Teaching Assignments
 - Weighting
 - Spending Plan
 - Stakeholder Engagement



What is TIA?

- TIA was established with the goal of **providing outstanding teachers an accessible pathway to a six-figure salary.**
- Unlike previous education programs, the **TIA is not a grant.**
- **Districts use** TIA funds to **retain** their best teachers, **recruit** promising new teachers, and **incentivize** teachers to work in high-needs schools and difficult to staff positions.

Designation and Allotments



- Designations are distinctions awarded to highly effective teachers



\$3K-\$9K

Recognized Designations
represent the top 33% of
Texas teachers



\$6K-\$18K

Exemplary Designations
represent the top 20% of
Texas teachers

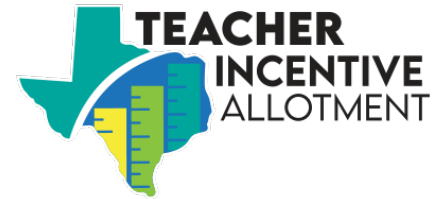


\$12K-\$32K

Master Designations
represent the top 5% of
Texas teachers

- Designations are awarded to teachers through a district-created teacher designation system. A district local designation system can designate teachers at any level.

Teachers with an active National Board certification may be designated as Recognized by the Texas Education Agency (TEA)

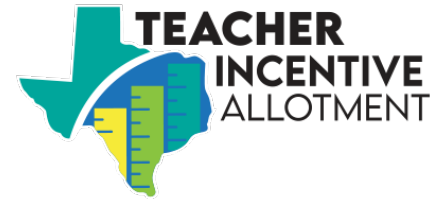


District Created Designation System

- A **local designation system** allows districts to identify their top-performing teachers and target areas of improvement for teachers who did not qualify.
- Alongside statewide performance standards, **districts set their own criteria** for evaluating teachers and determining which teachers qualify for each level of designation.

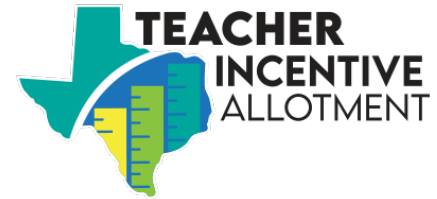


TPHS's Designation System



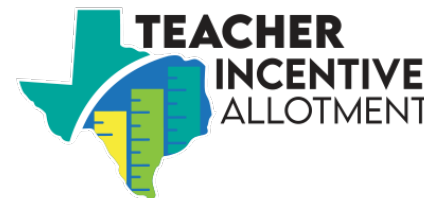
Eligible Teaching Assignments

- **ELA and Mathematics Teachers**
 - English 1
 - English 2
 - Algebra I
- **Social Studies and Science Teachers**
 - US History
 - Biology
- **Other teaching assignments will be considered for further expansion and modification in the 2024-2025 SY.**



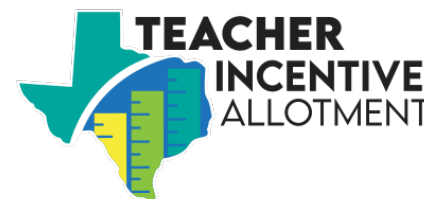
Teacher Observations (40%)

- Teacher Observations will be observed using a District-Created Rubric that is aligned to the T-TESS rubric. All Teacher Observation data will be housed in Eduphoria Strive.
- All appraisers will be required to complete an initial T-TESS certification to be an official appraiser.
 - 3-day – Advancing Educational Leadership (AEL) training
 - First-time T-TESS certification
 - 3-day – T-TESS Training and Certification
 - First time T-TESS certification
- Recertification requirements include the completion of a certification test every school year.



Teacher Observations (40%)

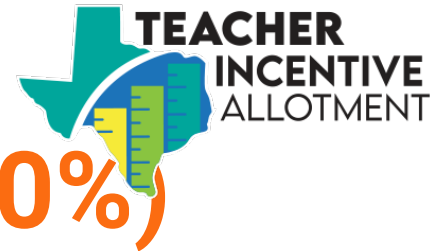
- Appraisers will be required to:
 - Attend a yearly in-depth review of the T-TESS domains, dimensions, indicators, and looks fors, ensuring a comprehensive understand of the evaluation criteria.
 - Attend two collaborative calibration sessions (one per semester).
 - Participate in virtual calibration walkthroughs on at least two different campuses, with each observation focusing on a different content area.



Frequency of Evaluative Observations

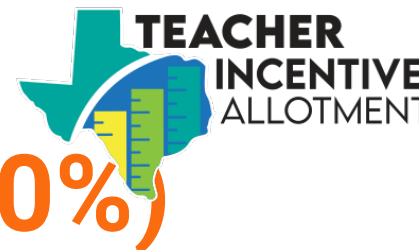
The score for the Teacher Observation Component will be calculated at the end of the year by taking the average of all scored dimensions in Domain 2 and 3 taken over the course of the year including scores on all the scored walkthrough observations as well as scores on the formal observation.

What are the requirements for each of the following?	Number of times per year
Number of scored full observation	2
Number of scored partial observations/walkthroughs	2
Number of unscored observations (of any kind)	0
Total number of scores required per each observable dimensions of the rubric	2



Student Growth Measures (60%)

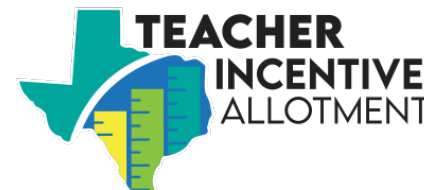
- ALL Subject Areas
- 3rd Party Pre-Test: The district will use previously released STAAR EOC as the pre-test.
- District-Created Growth Targets: The district will utilize the "half the gap" method to establish end-of-year student growth targets.
- 3rd Party Post-Test: The district will use the Fall and Spring STAAR EOC as the post-test.



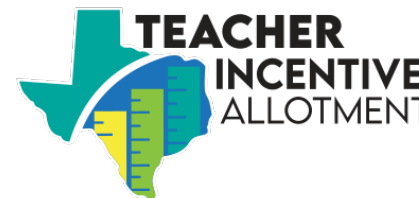
Student Growth Measures (60%)

- “Half the Gap” Method
 - We recognize the importance of tailoring these targets to each student's starting proficiency level to ensure meaningful progress. To achieve this, we differentiate the application of the "half the gap" method based on students' performance levels on the pre-test. For students scoring at the Low DNM, High DNM, and Low Approaches levels, our focus will be on bridging the gap towards the Meets performance level. Meanwhile, for students scoring at the High Approaches and Meets levels, our aim is to propel them towards mastery, as reflected in the Masters performance level. This approach is aligned with the performance level definitions provided by the Texas Education Agency (TEA), ensuring consistency and adherence to state standards. By setting targeted growth objectives tailored to each student's starting point, we are committed to supporting their progress towards academic success and mastery of grade-level standards."

Spending Plan

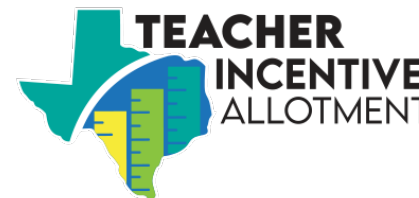


Percent of Allotment Going to Designated Teachers (select percent)	Percent of Allotment Going to other teachers on the campus (select percent)	Percent of Allotment being retained by the LEA (select percent) Max 10%
70%	20%	10%
1. To confirm that your district's spending plan complies with statute, provide additional details outlining how the district will spend funds on other eligible staff and how the district will spend any portion of the allotment remaining at the district-level.	Please provide details around how the district plans to spend allotment funds going to non-designated teachers on the campus. Include eligible roles, how eligibility will be determined, and any other details.	Please provide details around how specifically the district plans to spend the percentage of funds reserved at the district-level to support the local designation system. Include whether you plan to spend any on professional development.
	70% of funds will go to the designated teacher. 20% will be evenly distributed to other student-facing instructional staff except for other teachers that are eligible for designation. This includes Classroom Facilitators, Educational Aides, and SPED Teachers.	10% of the funds will be used to support teacher evaluators in their calibration and getting T-TESS certified. Additionally, we will use some of the 10% to support non-designated teachers in attending professional development aimed at helping them earn their designation in the following school years.



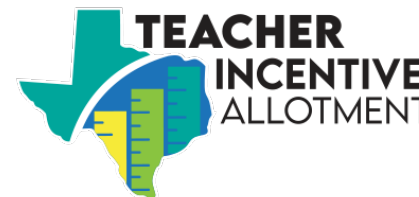
Rationale for Spending Plan

- The rationale behind the distribution of funds is **reflective of the stakeholder engagement** and the district **goal of retaining and rewarding** highly effective teachers.
- The district strives to increase teacher retention and compensation and the spending plan reflects that.
- Additionally, the district wants to reward support staff at each campus by allotting 20% of the funds to them.
- Stakeholders are in alignment with the district in sharing a part of the funds with support staff at the designated teachers campus.



Rationale for Spending Plan

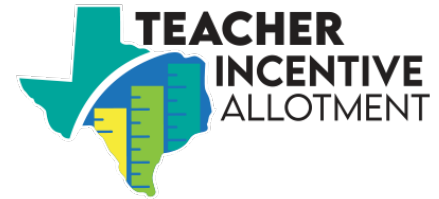
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FAQ: Movement of Teachers

What if a teacher leaves the eligible campus/district after **Class Roster Winter Submission**?

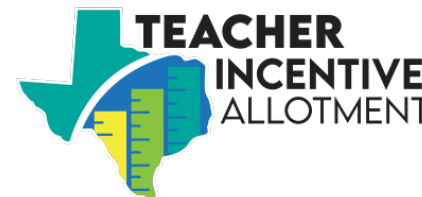
- If a teacher leaves the eligible campus/district after the Class Roster Winter Submission and works until the last Instructional Day (excluding Summer School), then the teacher will receive their full allotment.
- If a teacher retires after the Class Roster Winter Submission and works until the last Instructional Day (excluding Summer School), then the teacher will receive their full allotment.
- If a teacher is terminated for no cause after the Class Roster Winter Submission, then the teacher will receive their full allotment.



FAQ: Movement of Teachers

What if a teacher leaves the eligible campus/district after **Class Roster Winter Submission**?

- If a teacher is terminated for cause after the Class Roster Winter Submission, then the teacher will not receive their full allotment.
- If a teacher leaves the eligible campus/district, or retires, after the Class Roster Winter Submission and does not work until the last Instructional Day, then the teacher will not receive their full allotment. The funds received by the district, will be evenly distributed among the student-facing instructional staff at the designated teacher's campus.



**Any other Questions/Concerns
regarding the TPHS TIA Designation
System can be directed to:**

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