

LEGACY PREPARATORY



CHARTER ACADEMY

Teacher Incentive Allotment

Administrative Guidelines

Strength of Teacher Evaluation Rubric

LPCA utilizes a research-based teacher evaluation system/rubric that meets the requirements of [TEC 21.3521](#)

Teacher evaluation rubric is a nationally recognized rubric T-TESS, that is aligned to nationally recognized rubrics and includes indicators of instructional effectiveness, supportive learning environments, data-driven instruction, and teacher professionalism. All indicators have detailed and observable descriptors and correlated growth levels.

What are the growth measures?

LPCA's goal is to reward excellent teachers who show evidence that students who are enrolled in their classroom show growth in their academic achievement. To provide evidence of this, LPCA will use a system that accurately measures growth and performance. LPCA will continue to implement the NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) assessments precisely measure growth and performance. MAP Growth assessments measure what students know and what they are ready to learn next. The system creates a personalized assessment experience that accurately measures performance – whether a student performs on, above, or below grade level. Most importantly, MAP Growth reveals how much growth has occurred between testing events, such as Beginning of Year, Middle of Year, and End of Year assessments. Facilitators can track growth throughout the school year and track growth over multiple years of their students. MAP assessment will be utilized in grades Kindergarten through 10th grade in Math, English Language Arts- Reading, and Science. Social Studies will be assessed through rigorous pre/post testing created through the TEKS Resource System. Elective courses will be assessed through a portfolio based system. Growth will be measured by comparing the growth between the Beginning of Year and End of Year testing events.

During the 2020-2021 school year, data will be collected for an overall rating. The three data components used for the overall rating are: T-Tess Observation Ratings- 60%, Student Growth – 40%. Once the data is compiled and submitted, teachers will be ranked in comparison to other teachers in the state. Teachers who fall into at least the top 1/3 in the state will be given a designation and funds will be awarded during the 2022-2023 school year.

What is the amount of the additional compensation?

TEA designates that at least 90% of the funds received will be spent on teacher compensation on the campuses where the designated teacher works. Each campus is designated as Tier 1,2,3,4, or 5 according to the percentage of economically disadvantaged students enrolled. The funds available for designations are:

- Master Level \$12,000 - \$32,000
- Exemplary Level \$9,000 - \$18,000
- Recognized Level \$3,000 - \$9,000.

The teacher must have a valid SBEC certificate. Eligible types of the certificate include: Standard, Professional, Provisional. Eligible classes of certificates include: Classroom teacher (Chapter 233), Reading Specialist (Chapter 239), Legacy Master Teacher. The teacher must be coded 087 (Teacher) per the Public Education Information Management System (PEIMS) description of codes for 90 days at 100% of the day (equivalent to four and one-half months or a full semester) or 180 days required at 50-99% of the day and compensated for that employment.

TIA Designations

Designations are Recognized, Exemplary, and Master. Once earned, designations remain valid for a period of five years. They are determined by utilizing both teacher observation ratings and student performance data. The teacher observation component requires minimum average scores across domains 2 and 3 along with a minimum rating required for each dimension in domain 2 or 3. However, for the 2018-19 and 2019-20 school years, teacher designations will be based solely upon student growth data.

- **Phase 1:** Certified teachers of grades K-8 MAP tested subjects are eligible for consideration for TIA designations. Teachers may qualify to earn Recognized, Exemplary, or Master designations based upon student growth data for either the 2018-19 school years. (Cohort A)
- **Phase 2:** Beginning with the 2020-2021 school year, certified teachers of Kindergarten-Grade 8 will continue to be eligible for designations based on both student growth in Reading Math, and Science from MAP assessment coupled with Teacher Observation (T-TESS) data. Grades 9 and 10 will become eligible for designations based on both student growth in Reading, Math, and Science and the Teacher Observation (T-TESS) data component. Beginning with the 2020-2021 school year, certified Social Studies teachers of Grade 3-12 will be eligible for designations based on both student growth from pre/post tests and assessment coupled with Teacher Observation (T-TESS) data. (Cohort C)
- **Phase 3:** Beginning in January 2021, eligible National Board Certified Teachers (NBCTs) will earn a Recognized TIA designation automatically on their Texas educator certificate for the 2020-2021 school year. The designation will expire in conjunction with the

teacher's National Board Certification. To be eligible for the Recognized Teacher Incentive Allotment designation, NBCTs must have a valid Texas teaching certificate in one of the following categories: standard, professional, provisional or one year. Teachers with a Recognized designation must be employed as a Texas teacher (087 role ID in PEIMS) and complete a creditable year of service in order to generate funding for that year.

- **Phase 4:** 2021-2022: Certified elective teachers will be eligible for the TIA designations based on both student growth through a portfolio based method coupled with Teacher Observation (T-TESS) data.

Plan to Facilitate National Board Certification

National Board Certification is a voluntary advanced professional certification for PreK-12 educators that identifies teaching expertise through performance-based, peer-reviewed assessment. Teachers are certified based on standards set by the National Board for Professional Teaching Standards (NBPTS) National Board Certification provides teachers an opportunity to hone their practice, demonstrate professional knowledge, and reinforce their dedication to their students and their career. The certification process is designed to collect standards-based evidence of accomplished practice, and on average takes 1-3 years to complete. To become a Board-certified teacher, eligible candidates must demonstrate advanced knowledge, skills, and practice in their individual certificate area by completing four components: three portfolio entries and a computer-based assessment. Certification is available in 23 certificate areas spanning 16 disciplines from Pre-K through 12th grade. will sponsor an annual cohort of up to 25 individuals seeking National Board Certification. The district will provide assistance and supports necessary to ensure high rates of completion and success.

State-wide Teacher Observation Performance Standards

The minimum average scores were derived from a statewide analysis of T-TESS observations with scores on a 1-5 scale. 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.

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
Recognized	3.7	At least 3 (proficient) on all dimensions
Exemplary	3.9	At least 3 (proficient) on all dimensions
Master	4.5	At least 3 (proficient) on all dimensions

District Approval Process

The Teacher Incentive Allotment is fully funded by the Texas Education Agency. District approval requires a two-step process. The district makes application to the Texas Education Agency. Upon initial application approval by TEA, the district then submits both teacher observation and student performance measures to Texas Tech University. Texas Tech officials examine the submission and verify that the evidence is valid and reliable. Final approval is granted by TEA and designations (Recognized, Exemplary, Master) are placed on teacher certificates. Districts are notified and receive funding for teacher awards.

Teacher Designation Award Amount Determinations

The funding available from the Teacher Incentive Allotment varies by designation. The exact amount of funding per teacher is determined by a formula that takes into account the level of socioeconomic need at the campus and whether the campus is rural. Funding for a Recognized designation ranges from \$3-9K, Exemplary designation ranges from \$6-18K, and Master designations range from \$12-32K.

Funding for teachers designated s Recognized, Exemplary, and Master under TIA will flow to the districts, which in turn must spend 90% of the funds on teacher compensation on the campuses where the designated teachers work. Statue states that allotment funds are not considered a property right. LPCA designates 75% of the fund to the designated teacher, 15% to supporting teachers, and 10% to LPCA District costs.

TEC Section 48.114 (i)(1)(A): A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed.

All TIA compensation payments to designees are subject to and governed by TEA statute, guidance, and updates.

Schedule of observations

Teachers receive annual extended observations with feedback and shorter observations with feedback consistently throughout the school year from campus and district instructional leaders. Teachers will receive at least one, 45 minute observation that includes a pre and post conference.

Teachers who have taught between 1-3 years may have an additional unannounced observation. Each year, LPCA will publish the requirements for number and type of observations used in rating teachers.

Calibration for evaluators

Teacher evaluators are trained and/or certified annually on the teacher evaluation rubric. LPCA District leadership implements a system for calibration within and among campuses.

Congruence of observation ratings to student growth

District leadership analyzes the alignment between teacher observation ratings and student growth.

District review of observation data

TIA Manager and LPCA leadership regularly analyze teacher observation trends across campuses, teaching assignments, and appraisers to look for and address potential rating incongruities.

TIA Manager and LPCA leadership provide coaching and other supports in response to the observation data review to ensure accuracy and reliability across the district's system.

LPCA leadership actively reviews inter-rater reliability measures for all raters and provides calibration support as needed within and across campuses.

Student growth measures included in annual teacher summative ratings

Training is conducted at the start of each school year to clearly communicate the plan for how student growth measures affect a teacher's annual summative ratings.

Student growth measures are clearly defined and used for all teachers put forth for designation.

Multiple demonstrations of student learning are used to measure student growth.

Quality of student growth measures and their implementation

LPCA utilizes student growth measures such as:

- MAP tests
- Pre and Post Tests
- Portfolios

Assessments used to measure student growth are valid and reliable.

Assessments used to measure student growth are implemented with fidelity, according to vetted testing protocols established by NWEA and Legacy Preparatory Charter Academy Assessment Department.

LPCA rules and processes ensure high levels of validity and reliability of student growth measures

Campus and LPCA leaders disaggregate and analyze student growth trends in multiple ways, including by student groups, teaching assignments, and campuses, as well as historical student growth data to ensure results are accurate and reliable.

LPCA has appropriate internal procedures to evaluate outlier trends in the data in order to detect and prevent irregularities.

****Note LPCA's local designation systems includes both teacher observation data and student growth data.***

Resources, policies and frameworks

LPCA provides resources for its local designation plan, including:

- Written guidelines for all aspects of the teacher appraisal system, TTESS and for student growth measures using MAP assessment.
- All information is posted on the K-12 District Drive clearly accessible for LPCA staff, and on the LPCA website for the public
- Detailed resource manuals for teachers, campus and LPCA leaders, and other stakeholders
- A written plan for how the allotment funds fits in with the overall strategic compensation plan of the district and timelines for teacher payout will be posted at the start of each school year

Clear plan for how TIA will work with district's current strategic compensation system

- The TIA funds will supplement the current district salary schedule. The funds will be used to compensate teachers working at the highest needs campuses who hold levels of designation (Recognized, Exemplary, Master).
- TIA funds will be TRS eligible.
- TIA funds will be distributed to designated teachers (65%), supporting teacher (25%), and district cost (10%). This has been amended for Cohort C, starting in the 2020-2021

school year the distribution of funds will be 75% is allocated to the certified teacher, 15% is allocated to supporting staff, and the remaining 10% is allocated to district costs. The 15% will be allocated to those teachers and staff members who provided support to students who achieved their academic growth goals.

- National Board teachers will receive 90% of their allotment and 10% will be allocated to District costs.
- TIA funds are calculated by TEA, campuses are Tiered by Socio-Economic level of the campus and Rural Status.

If a teacher moves to another campus in the district teacher compensation will be compensated with the new campus multiplier if the move occurs before snapshot. If the move occurs after snapshot, the incentive will be calculated using the original campus' multiplier.

National Board designated teachers new to LPCA:

- New (NB)teachers to the District will be required to provide this information during their onboarding process.
- Current LPCA teachers will be instructed to inform Human Resources upon receiving a National Board Designation. The Human Resources Department will communicate National Board Certification to the District Leadership when documentation is presented so that the Recognized designation can be assigned.

Onboarding Plan

LPCA has a detailed plan to support designated teachers who are new to a campus in order to ensure that they are as highly effective at the new campus as they were at the campus where they earned their designation. Designated teachers will be paired with a mentor who is designated and is highly effective. Whenever possible, teachers will be paired by content to provide maximum support and guidance. This mentoring program is in addition to the New Teacher Mentor Program. In certain situations teachers may be mentored between both programs.

The support plan includes an assigned mentor teacher at the new campus who is a highly effective teacher, and paid time for both the mentor teacher and the designated teacher new to the campus to meet at least monthly.

All designated teachers new to the same campus receive support as a group, in addition to individual support.

Retention of Designated Teachers

- LPCA leaders will use data on highly effective teachers to inform staffing plans, professional development, and improve equity of access to effective teachers.
- The District encourages participation in TIA program, evaluation surveys, and local program evaluation surveys and uses the feedback for continuous improvement.
- LPCA has developed a support system for designated teachers to continue to evolve and grow. The designated teachers are offered the opportunity to attend specialized trainings and share this knowledge with their peers.

- Teachers are offered leadership roles and opportunities to facilitate professional learning communities.
- Expectations are derived from the designated teachers' practices and shared.
- Designated teachers are respected and validated when placed in these roles. When afforded these supports and opportunities the likelihood of retention increase tremendously.

Compensation

Compensation will be paid out in March of the following school year. Teachers who leave the school district the following school year will not be eligible for TIA compensation. The funding will be designated to those eligible under TIA guidelines.

District Review of Teacher Observations Trends

District leadership and campus administrators will meet quarterly to review observations trends. These trends will be categorized and evaluated to determine interrater reliability. Each dimension of the TTESS rubric will be included reflecting every evaluations and the rating given for each teacher. The evaluator will be assigned a number for anonymity purposes. The data will be reviewed to determine any outliers. Those identified as outliers will be the focus of review; using TTESS videos to ensure refinement of the ratings with the outcome reflecting interrater reliability in all dimensions.

What if a designated teacher moves to a non-teaching role, such as an instructional coach, counselor, or administrator?

- Designated teachers who move to a Role ID other than 087 will maintain their designation if their teacher SBEC certificate is valid, however they will not generate annual allotment funding if they are not in a 087 teaching role for that year of service.

Are designations attached to a particular grade level or subject level?

- Unlike certificates, designations are general. The designation will be placed on the teacher's SBEC certificate and will not specify a certification area or subject/grade level. A teacher may change teaching assignments and will still generate allotment funding. The same applies to National Board Certified Teachers (NBCTs).

What if a designated teacher's performance level changes within the five year period? Can their designation level change?

- Teacher designations are valid for five years. Within the five year period, teachers may be put forth for a higher designation if their performance qualifies them, but they cannot be submitted for a lower designation. LPCA's compensation plan does include

variability based on continued student growth performance levels.

What happens after the five-year designation expires?

- Designated teachers who meet the performance standards and district qualifications can be put forth for a new designation in their final year of designation. Once the designation expires, it will be removed from the SBEC certificate and allotment funding will no longer be generated.

Can a district phase in groups of teachers over time?

- Yes. Districts have local flexibility to develop their local designation systems. For example, a district may choose to include only math and reading teachers in year one, and then expand to include science and social studies in year two etc. System expansion will require the district to submit and be approved through a two-step process.

If a designated teacher moves campuses from one school year to the next, will the allotment that teacher generates be recalculated?

- Yes. There will be set points in time at which TEA will calculate the allotment for a teacher based on the teacher's designation and school characteristics (socio-economic tiers).