

LIFT

EAGLES

Lindale Incentives For Teachers



LISD Overview

What is the purpose?

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Lindale Incentives For Teachers



To provide an **opportunity** for quality teachers to generate additional funds for their efforts and contributions to student growth
AND
to be **competitive** so that we can maintain equitable support for current teachers and become a **destination** for both new teachers and those looking to move.

What does this mean for ALL Lindale ISD Teachers?

***ANY** teacher interested in participating in the Teacher Incentive Allotment program in phase 1 can review the Lindale Incentives For Teachers (LIFT) information to determine local eligibility.

*Some teachers **MAY** try to become National Board Certified.

- Teachers who hold a National Board Certification will earn a Recognized designation. LISD and Region 7 will support teachers through the National Board Certification process if they choose this path.

***ALL** LISD teachers will be eligible to participate in Phase 2.



Who can earn a designation?



Grade(s)	Subject(s)
PK - 2	Reading and Math, including special education resource teachers and Early Childhood Special Education (ECSE) teachers
3-8	Reading and Math, including special education resource teachers
5-8	Science
8	Social Studies
9-12	ELA, Math, Science, Social Studies, including special education resource teachers
PK - 12	Self-Contained Special Education Classes (LifeSkills, Functional Academics)

Teachers are eligible to *earn a designation* through if they meet the following criteria:

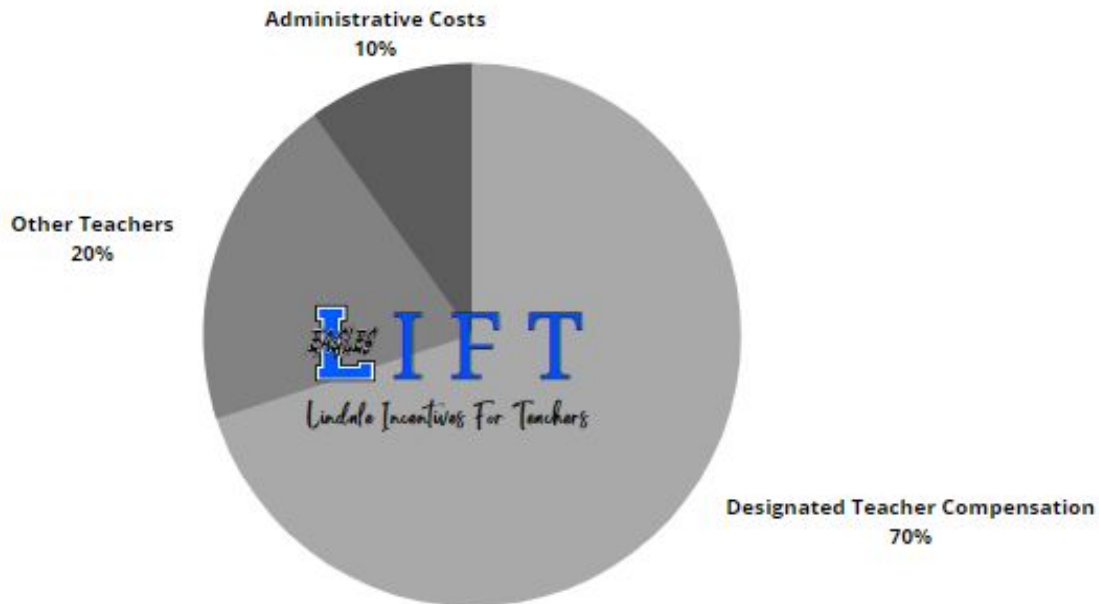
- Hold an active lifetime or standard Texas certification issued by the State Board for Educator Certification (SBEC) in a teacher, reading specialist, or Legacy Master Teacher class of certification.
- Are employed in a teacher role (087 role ID in PEIMS) for at least 90 days at 100% of the day or 180 days at 50–99% of the day.
- Teach an eligible subject area (PEIMS course codes)

What are the allotment amounts?

Allotment Amounts			
Campus name	Recognized	Exemplary	Master
LINDALE H S	3545	7090	13816
LINDALE J H	3653	7306	14176
COLLEGE STREET EL	3545	7689	14815
VELMA PENNY EL	3730	7306	14176
E J MOSS INT	3767	7535	14558
EARLY CHILDHOOD CENTER	4058	8117	15528

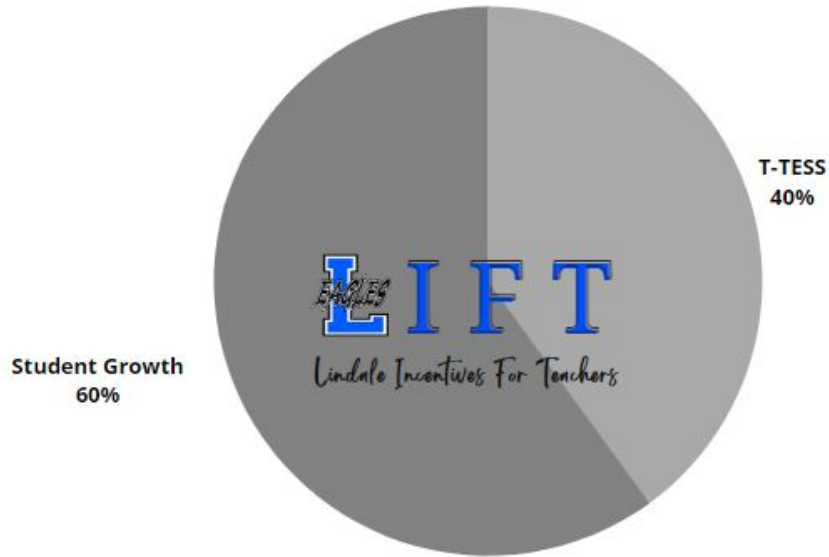
Funding Source: <https://tiatexas.org/funding/>

Total Allotment Breakdown with Fund Share Year 1



[LISD Spending Plan](#)

What criteria is considered for a designation?



- Teacher Observation
 - T-TESS (Domains II & III)
- Student Growth
 - Pre-tests & Post-tests
 - Life Skills Portfolio Checklist

Determining Designation Scores



How were the performance levels for designations determined statewide?



Teacher Observation

- The following shows the average scores across T-TESS domains 2 and 3. The average scores were derived from an analysis of T-TESS observations from across the state with scores on a 1 to 5 scale. The statewide averages were used to create “cut-scores” for LISD minimum score for each designation category.

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

Statewide/LISD Average of Teacher Observation Ratings Domain 2 & 3			
Rating	Statewide Average	State Percentile	LISD Average 21-22
Recognized	3.7 (74% of possible points)	67th	3.77
Exemplary	3.9 (78% of possible points)	80th	
Master	4.5 (90% of possible points)	95th	

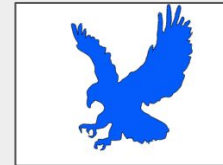
T TESS Domains 2 & 3

1 formal observation, 1 scored walk through (no count), 1 unscored walkthrough

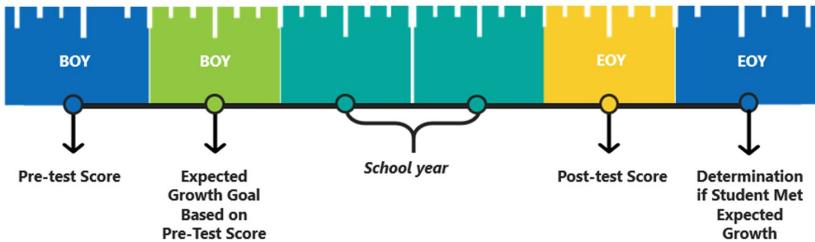
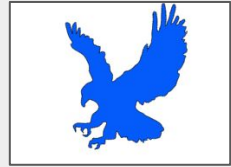
Instruction	Evidence	Rating	4.2
1. Achieving Expectations	✓	Accomplished	4
2. Content Knowledge and Expertise	✓	Distinguished	5
3. Communication		Accomplished	4
4. Differentiation	✓	Accomplished	4
5. Monitor and Adjust	✓	Accomplished	4

Learning Environment	Evidence	Rating	4.33
1. Classroom Environment, Routines and Procedures		Accomplished	4
2. Managing Student Behavior		Accomplished	4
3. Classroom Culture	✓	Distinguished	5

4.265



Assessments for Student Growth Measures



Student growth measure targets will be set after pretests after statistical analysis.

Category/Teaching assignment	Assessment Used	Timeline
Lifeskills	Portfolio Checklist	8/30
3rd-8th Reading and Math	District Created	8/17-8/30
9th-12th Core Content	District Created	8/17-8/30
1st-2nd Reading and Math	NWEA MAP	9/5-9/10
Kinder	TK KEA	8/22-9/9
Pre K	Circle	8/26-9/16

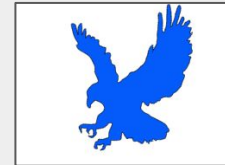
How were the performance levels for designations determined state wide?

Student Growth

- The percentages list are the statewide performance standards for student growth in each of the three teacher designation levels.
- **Statewide 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.
- The statewide averages were used to create “cut-scores” for LISD minimum score for each designation category

Statewide % of students exceeding or meeting growth targets

Rating	Statewide Average
Recognized	55%
Exemplary	60%
Master	70%



Recognized Designation

T-TESS Observation

Recognized cut point based on performance standards



3.7

=

X



Recognized cut point based on performance standards

Highest possible points



5

=

40



LISD percentage weight

29.6

Student Growth Measure

Recognized cut point based on performance standards



55

=

X



Recognized cut point based on performance standards

Highest possible points



100

=

60



LISD percentage weight

33

TTESS Observation Weight

40%

Student Growth Measure Weight

60%

Recognized Designation Cut Score

29.6 + 33 = 62.6

62.6

Exemplary Designation

T-TESS Observation

Recognized cut point based on performance standards \rightarrow $\frac{3.9}{5} = \frac{X}{40}$ \leftarrow Recognized cut point based on performance standards

Highest possible points \rightarrow $\frac{3.9}{5} = \frac{X}{40}$ \leftarrow LISD percentage weight

31.2

Student Growth Measure

Recognized cut point based on performance standards \rightarrow $\frac{60}{100} = \frac{X}{60}$ \leftarrow Recognized cut point based on performance standards

Highest possible points \rightarrow $\frac{60}{100} = \frac{X}{60}$ \leftarrow LISD percentage weight

36

T TESS Observation Weight	Student Growth Measure Weight
40%	60%

Exemplary Designation Cut Score
31.2 + 36 = 67.2

67.2

Master Designation

T-TESS Observation

Recognized cut point based on performance standards \rightarrow $\frac{4.5}{5} = \frac{X}{40}$ \leftarrow Recognized cut point based on performance standards

Highest possible points \rightarrow $\frac{4.5}{5} = \frac{X}{40}$ \leftarrow LISD percentage weight

31.2

Student Growth Measure

Recognized cut point based on performance standards \rightarrow $\frac{70}{100} = \frac{X}{60}$ \leftarrow Recognized cut point based on performance standards

Highest possible points \rightarrow $\frac{70}{100} = \frac{X}{60}$ \leftarrow LISD percentage weight

36

TTESS Observation Weight	Student Growth Measure Weight
40%	60%

Master Designation Cut Score
 $36 + 42 = 78$

78

Lindale ISD Teachers Potential Designations

The statewide averages were used to create “cut-scores” for LISD minimum score for each designation category.

Designation	
Rating	Score
Recognized	62.6-67.1
Exemplary	67.2-77.9
Master	78+



Examples	TTESS Rating	Score	Growth	score	Designation Score	Rating		
						RECOGNIZED	EXEMPLARY	MASTER
TEACHER 1	3.5	28	60	36	64	RECOGNIZED	FALSE	FALSE
TEACHER 2	3.3	26.4	65	39	65.4	RECOGNIZED	FALSE	FALSE
TEACHER 3	3.7	29.6	70	42	71.6	FALSE	EXEMPLARY	FALSE
TEACHER 4	3.5	28	80	48	76	FALSE	EXEMPLARY	FALSE
TEACHER 5	3.5	28	85	51	79	FALSE	FALSE	MASTER
TEACHER 6	4	32	80	48	80	FALSE	FALSE	MASTER
TEACHER 7	4.5	36	70	42	78	FALSE	FALSE	MASTER

Timeline

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Year 1 (22-23)

- June 2022 - Application Approved
- Data Capture Year- for Year 1 eligible teachers

Year 2 (23-24)

- Data validation- submit Data to Texas Tech University (TTU) (due to TTU on 10/19/23)
- Final Approval Notification (2/24)
- Final Designation and Allotment Notification (4/24)
- Teachers Receive Annual TIA Compensation (6/24)
- District Receives Initial Payout (9/24)

Next Steps



Aug-Sept.

Pretest

- Test protocol and security training
- Administer pretests

Sept. - October

Student Growth Targets

- Communicate student growth targets for each assessment

Sept.-April

TTESS

- Provide TTESS training sessions

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For more information visit: <https://tiatexas.org/>

ECC: Circle and TXKEA

Circle: The Circle Progress Monitoring System is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time. The diagnostic scope of Circle provides a range of student performance levels; "On Track", Monitor" and "Needs Support", and "Out of Range". These performance categories will be used to set growth targets in coordination with review of historically data and school norm data by campus administrators, campus curriculum specialists, Directors of Curriculum and Director of Assessment to determine student growth targets. Targets will be finalized after the beginning of test administration and analysis of historical data.

TXKEA: The diagnostic scope of TXKEA provides a range of student performance levels; "On Track", Monitor" and "Support". These performance categories will be used to set growth targets in coordination with review historically data and school norm data by campus administrators, campus curriculum specialists, Directors of Curriculum and Director of Assessment to determine student growth targets. Targets will be finalized after the beginning of test administration and analysis of historical data.

Student growth measure is calculated by the number of students who meet “on track” in the focus areas for each assessment.