

# TIF Handbook

A Guide to Evaluation and Compensation

2014-15  
FWISD  
RISE Initiative

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# The TIF Grant

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The Teacher Incentive Fund (TIF) Grant was awarded to FWISD by the federal government in 2010. It is a five-year grant that runs from 2010 to 2015. The 2010-11 school year was the planning year for the grant; full implementation began in the fall of 2011.

The U.S. Department of Education's goals for the TIF program include:

- Improving student achievement by increasing teacher and principal effectiveness
- Reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement
- Increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects
- Creating sustainable performance-based compensation systems

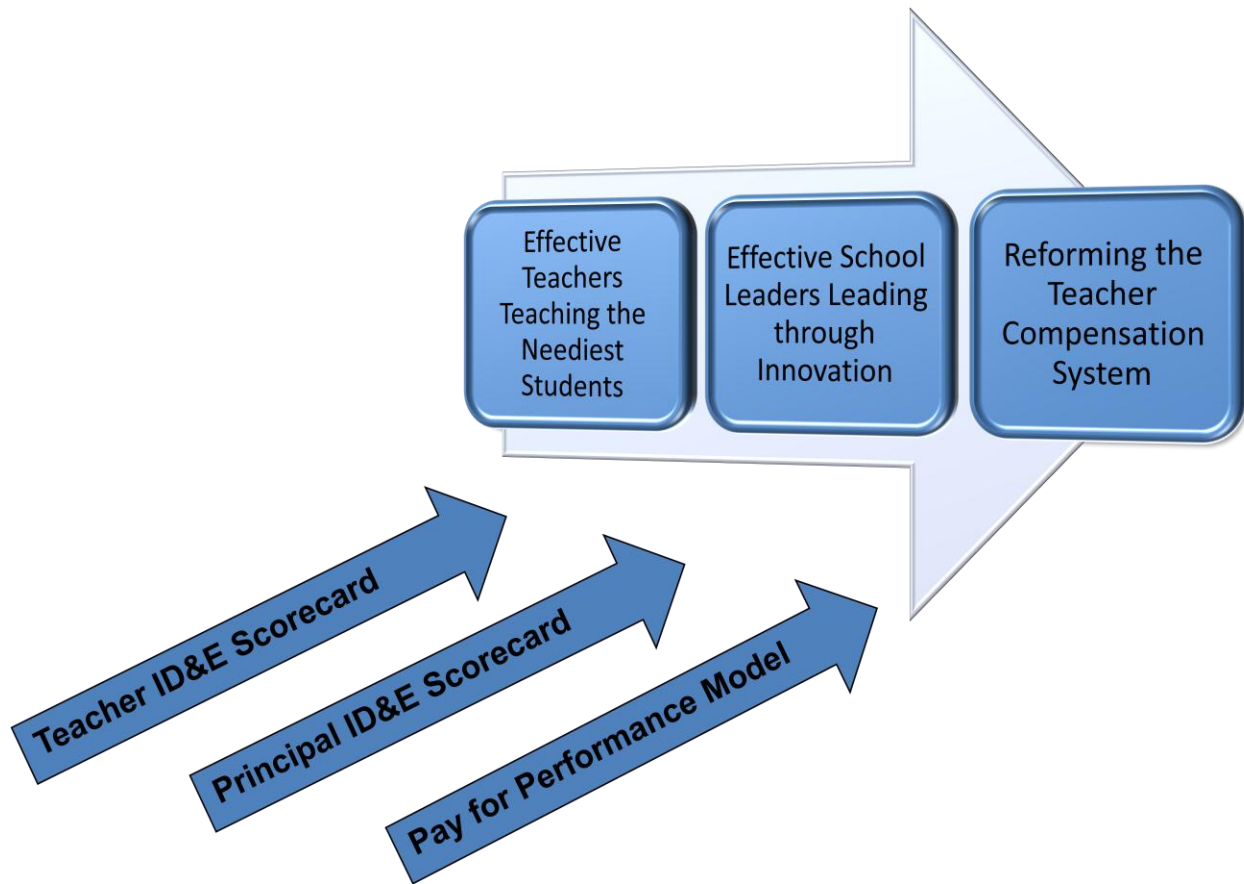
The incorporation of a performance based compensation system continues the work done under the Public Educators Accelerating Kids (PEAK) program in FWISD. As with the PEAK program, the implementation of the TIF grant uses value-added student progress data to reward teams of educators. A major difference from the PEAK program is the implementation of a new teacher evaluation system that is also be tied to rewards.

While many of the pages in this handbook detail policies related to earning incentive and reward payouts, we must not lose sight of the goals of this initiative:

- **Identifying and measuring effective teaching**
- **Identifying and measuring effective leadership**
- **Differentiating compensation based on demonstrated teaching and leadership effectiveness**

# The Big Picture

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The Department of Education made the Teacher Incentive Fund grant monies available to allow schools and districts address persistent needs. The goals of the grant are to ensure that all students are taught by effective teachers, all schools are led by effective leaders, and districts begin to reform the way teachers are compensated. To those ends, the teacher and principal ID&E scorecards are implemented, and a performance based compensation system is constructed to pay educators for their performance and the performance of their students.

# TIF Schools

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There are 14 Fort Worth ISD schools currently involved in the TIF Grant: 5 high schools, 4 middle schools, and 5 elementary schools. These schools previously participated in the PEAK program. The district thought it was essential to continue the school improvement work already underway at these campuses through the implementation of the TIF Grant.

## **High Schools**

Diamond Hill-Jarvis HS  
Dunbar HS  
Eastern Hills HS  
Polytechnic HS  
South Hills HS

## **Middle Schools**

Dunbar MS  
Handley MS  
Kirkpatrick MS  
Meadowbrook MS

## **Elementary Schools**

Como ES  
Morningside ES  
Oaklawn ES  
Sunrise McMillan ES  
W.J. Turner ES

# TIF Steering Committees

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There are three committees that advise the implementation of the TIF grant in FWISD and help shape the policies contained in this handbook.

**TIF Teacher Advisory Committee:** This group is comprised of teacher representatives from the participating campuses. They meet monthly to review the grant implementation and provide input on logistics and policies. This committee has been responsible for shaping much of the grant's fundamental features by selecting the Charlotte Danielson Framework for Teaching as the teacher ID&E scorecard and creating the performance based compensation system (PBCS).

**TIF Administrator Advisory Committee:** This group is comprised of administrator representatives from the participating campuses. They meet monthly to review the grant implementation and provide input on logistics and policies from an administrative perspective.

**RISE Stakeholders Committee:** This group is comprised of representatives from central office departments and divisions engaged in the TIF grant. These include the Learning Network 3 leadership, the Grants Department, Payroll, HCM, ADQ, and others. This committee also meets monthly to review the recommendations from the two advisory committees and provide guidance on grant policies and implementation.

The RISE stakeholders also keep an open line of communication with UEA with regular updates on policy and logistics related to the grant. UEA also collaborates with representatives from all three steering committees to hear appeals.

# Teacher ID&E Scorecard

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The Teacher Individual Development and Evaluation (ID&E) Scorecard is a key component of the TIF grant. According to the grant guidelines, the teacher evaluation process must include the following:

- Clear definitions of practices, behaviors, and values that contribute to effective teaching.
- A rubric and scoring guide with explicit definitions of the evidence that will measure the proficiency of each standard.
- Multiple reviewers of teaching practices; possibly incorporating video technology.
- Training and support tools that will ensure inter-rater reliability.
- Objective measures of student growth provided by a value-added metric.

After nearly two months of research and discussion, the TIF Teacher Advisory Committee unanimously selected Charlotte Danielson's *Framework for Teaching* (FFT) to form the basis of the FWISD Teacher ID&E Scorecard. It is comprised of 22 components within four domains, all measured on a four-point rubric. Only 13 components of the FFT were selected to comprise the FWISD TIF ID&E scorecard. The 13 selected components are indicated on page 8 of this handbook.

## Observation Structure

- A formal observation of at least 30 minutes forms the basis of the ID&E evaluation.
- This observation is preceded, within 5 school days, by a pre-conference.
- A post-conference is conducted within 10 school days following the observation.
- Teachers may elect to fill out the pre- and post-conference forms prior to their meetings; if they choose not to write their answers, they should at least be prepared to discuss their responses with their observer/evaluator, who will record the responses.
- All observation documentation will be kept on the *Eduphoria* platform within the district website.

**Note:** The Teacher ID&E Scorecard is formative tool/process used to determine specific professional development needs and teacher performance rewards. The PDAS evaluation system continues to be the sole determinant of employment status.

# Teacher Rubric Components

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The Charlotte Danielson Framework for Teaching is comprised of 22 components organized into four domains. FWISD has based its Teacher ID&E Scorecard on a subset of 13 components from the Framework for Teaching.

## **Domain 1: Planning and Preparation**

- Component 1E: Designing Coherent Instruction

## **Domain 2: The Classroom Environment**

- Component 2A: Creating an Environment of Respect and Rapport
- Component 2B: Establishing a Culture for Learning
- Component 2C: Managing Classroom Procedures
- Component 2D: Managing Student Behavior
- Component 2E: Organizing Physical Space

## **Domain 3: Instruction**

- Component 3A: Communicating with Students
- Component 3B: Using Questioning and Discussion Techniques
- Component 3C: Engaging Students in Learning
- Component 3D: Using Assessment in Instruction
- Component 3E: Demonstrating Flexibility and Responsiveness

## **Domain 4: Professional Responsibilities**

- Component 4A: Reflecting on Teaching
- Component 4B: Maintaining Accurate Records

There are four levels of performance for each component, scored as follows:

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>0</b>	<b>2</b>	<b>3</b>	<b>4</b>



# Teacher ID&E Timeline

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Every teacher will be formally observed twice in 2014-15: once in the fall semester and once in the spring semester. The Fall and Spring observation periods are subdivided into two windows – A and B. Teachers observed in the Fall Window A will be observed in Spring Window A. Teachers observed in the Fall Window B will be observed in Spring Window B.

<b>Fall ID&amp;E Observations</b> 9/22/14 – 11/19/14	
<b>Window A</b> 9/22/14 – 10/15/14	<b>Window B</b> 10/16/14 – 11/19/14
Scores completed by 12/12/14	
Process Appeal forms due by 12/19/14 Appeals Committee decisions by 1/09/15	
<b>Spring ID&amp;E Observations</b> 1/26/15 – 3/27/15	
<b>Window A</b> 1/26/15 – 2/19/15	<b>Window B</b> 2/20/15 – 3/27/15
Scores completed by 4/14/15	
Process Appeal forms due by 4/17/15 Appeals Committee decisions by 4/29/15	
Teacher ID&E Reward Payouts made 6/26/15	

# Teacher ID&E Observation Policies

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The following policies were formulated by committees of both TIF teachers and TIF administrators.

- The TIF grant stipulates that a minimum of two sets of scores must be on record in order to calculate rewards for teacher performance. So, every teacher will be formally observed two times during the 2014-15 school year – once in the fall semester and once in the spring semester.
- Both formal observations will be scheduled.
- The two observations per teacher will be conducted by different school administrators, or, possibly, a trained outside observer. The TIF grant guidelines call for multiple observations by multiple observers.
- Walk-through observations made prior to each formal ID&E observation may inform and impact the scores produced immediately after those observations, particularly in the case where the formal observation does not yield sufficient evidence to rate a specific component at one distinct level of performance.
- The two formal ID&E observations must be conducted separately from the PDAS observation for those teachers, to whom both rubrics apply this year.
- Teachers not scheduled to be evaluated by PDAS this year may be “re-entered” into the PDAS process based on observations conducted during the first three months of school. Principals must notify teachers of this decision by 12/01/14.
- Requests for a second evaluator on the ID&E formal observations are not allowed; every teacher will be evaluated by a minimum of two administrators each year. Per district guidelines, second evaluators may be requested for PDAS observations.
- Immediately after the Fall and Spring ID&E observation periods, teachers may complete an appeal if they think that the observation procedures were not correctly followed.

# Teacher ID&E Scores

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During the 2014-15 school year, teachers will be formally evaluated twice on the 13 selected components of the Teacher ID&E Scorecard.

The 26 total scores earned on the ID&E Scorecard's four-point rubric will be averaged. This overall average will determine what percentage of reward payout each teacher will be eligible to receive.

<b>Year 1 Participants</b>	
<b>ID&amp;E Scorecard Average</b>	<b>Percent of Reward Pool</b>
<b>&gt; 3.50</b>	<b>110%</b>
<b>3.00 – 3.50</b>	<b>100%</b>
<b>2.75 – 2.99</b>	<b>85%</b>
<b>2.50 – 2.74</b>	<b>50%</b>
<b>&lt; 2.50</b>	<b>0</b>

<b>Years 2-4 Participants</b>	
<b>ID&amp;E Scorecard Average</b>	<b>Percent of Reward Pool</b>
<b>&gt; 3.50</b>	<b>110%</b>
<b>3.15 – 3.50</b>	<b>100%</b>
<b>2.90 – 3.14</b>	<b>85%</b>
<b>2.60 – 2.89</b>	<b>50%</b>
<b>&lt; 2.60</b>	<b>0</b>

# Principal ID&E Scorecard

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The Principal ID&E scorecard is based on the locally developed Leadership Performance Standards, a research-based principal evaluation rubric, designed by the FWISD leadership directors with support from representatives of the Institute for Learning (IFL). Of the seven standards in the model, three have been piloted since 2009:

- Standard 2 **Teaching and Learning**
- Standard 3 **The Effective and Efficient Management of Learning**
- Standard 6 **Leadership for Learning**

Each of these three standards contains five components, or dimensions.

In an effort to streamline the principal evaluation tool, the original TIF principals met to discuss this and agreed to be evaluated on six dimensions – two from Standards 2, 3, and 6, respectively – to determine their rewards.

Assistant principals and secondary Deans of Instruction will be evaluated using the Principal ID&E Scorecard; principals will conduct their evaluations.

**Note:** The Principal ID&E Scorecard, based on a subset of dimensions within the Leadership Performance Standards, will be used to determine principal performance rewards. The entire Leadership Performance Standards rubric will continue to determine each principal's official evaluation of record.

# Principal Rubric Components

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The Principal ID&E Scorecard is based on three of the seven Leadership Performance Standards, each comprised of five dimensions, or components. Five of the six dimensions comprising the ID&E scorecard are common to all and noted below in **bold**. Each administrator will work with his/her supervisor to select the sixth dimension from Standard 6 to complete their scorecard.

## Standard 2: Teaching and Learning

- **Dimension 2B: Promoting and sustaining a school-wide focus on teaching and learning**
- **Dimension 2D: Using qualitative and quantitative data to make decisions about teaching and learning, including student and teacher assessment**

## Standard 3: Effective and Efficient Management of Learning

- **Dimension 3D: Developing procedures to ensure successful learning for all students**
- **Dimension 3E: Creating a safe and welcoming environment to ensure successful teaching and learning**

## Standard 6: Leadership for Learning

- Dimension 6A: Analyzing faculty strengths and weakness and determining area for improvement
- **Dimension 6B: Providing formal and informal feedback to staff and faculty with the exclusive purpose of improving individual and organizational performance**
- Dimension 6C: Systematically evaluating faculty and staff
- Dimension 6D: Establishing productive relationships with faculty and others
- Dimension 6E: Using a systems approach to improve teaching and learning

There are four levels of performance for each component, scored as follows:

<b>Not Meeting Standard</b>	<b>Progressing</b>	<b>Effective</b>	<b>Exemplary</b>
<b>0</b>	<b>2</b>	<b>3</b>	<b>4</b>

# Principal ID&E Timeline

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Individual Goal Planning Sheets due 8/22/14
<b>Fall ID&amp;E Observations</b> 8/26/14 – 12/20/14
Post-conference period: 1/6/15 – 1/24/15
Scores completed by 1/24/15
<b>Spring ID&amp;E Observations</b> 1/27/15 – 6/6/15
Post-conference period: 6/9/15 – 6/27/15
Scores completed by 6/27/15
Principal ID&E Reward Payouts made 7/28/15

Principals turn in their Individual Goal Planning Sheets to Leadership Directors; Assistant Principals and Deans turn theirs into their principals, who then send copies to the Directors.

# Principal ID&E Scores

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Leadership directors will provide two sets of scores on the six dimensions – one set per semester. All 12 earned scores will be averaged. In addition to campus visits, learning walks, and interviews with principals, leadership directors will have the opportunity to examine student work, meeting agendas and minutes, and other relevant artifacts that will help them in their assessment of principals.

The 12 scores achieved on the Principal ID&E scorecard’s four-point rubric will be averaged. This average score will determine what percentage of reward payout each administrator will be eligible to receive.

<b>Year 1, 2, 3 Participants</b>	
<b>ID&amp;E Scorecard Average</b>	<b>Percent of Payout</b>
<b>3.00 – 4.00</b>	<b>100%</b>
<b>2.60 – 2.99</b>	<b>85%</b>
<b>2.40 – 2.59</b>	<b>50%</b>
<b>&lt; 2.40</b>	<b>0</b>

# Value-Added

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Value-added is a measure of student progress using their performance on standardized tests. Once student's test histories contains enough standardized test data points (typically by 3<sup>rd</sup> grade), a projection of student performance can be made for a cohort of students. When that cohort exceeds their expected mean performance projection, we can begin to conclude that the teachers of those students may have been responsible for the observed gain.

## **Expected Progress**

A standardized test score can be translated into normal curve equivalent (NCE). An NCE is a number between 1-99 on a normal distribution curve. By using NCEs, scores from different standardized tests can be compared. If a cohort scored at the 59<sup>th</sup> NCE in 4<sup>th</sup> grade math, then the minimum expectation for them in 5<sup>th</sup> grade math would be to score at the 59<sup>th</sup> NCE again in order to demonstrate one year's growth, or expected progress. This growth from the 59<sup>th</sup> NCE in 4<sup>th</sup> grade to the 59<sup>th</sup> NCE in 5<sup>th</sup> grade is expressed by a zero; i.e. there is no difference between the two NCEs. An NCE growth of 0 actually means that expected progress has been made. If the cohort scores at the 53<sup>rd</sup> NCE in 5<sup>th</sup> grade, then the NCE growth is -6. In this case, we'd say the cohort made less than expected progress.

## **Greater Than Expected Progress**

When growth is much greater than expected and cannot be explained as simple statistical variance; one of the explanations is that the school and teachers contributed to this growth, or *added value* to the students' performance. In the example above, if the 5<sup>th</sup> grade cohort of students is expected to achieve a mean score at the 59<sup>th</sup> NCE, but instead scores at the 66<sup>th</sup> NCE, this would be expressed as an NCE gain of +7 and we would say the cohort made greater than expected progress.

## **Reward Zone**

Continuing the policy from the PEAK program, the district rewards teachers when their students achieve significantly greater than expected progress. To ensure a level of significance and to be able to say with confidence that the gain can be attributed to the teachers, we must consider the standard error when setting the mark to earn a reward. Currently, the reward zone is set at 1.5 times the standard error for the calculation of a cohort's gain. In the above example, if the standard error was 2.0 for the calculation of the 5<sup>th</sup> grade cohort's gain, then 1.5 times that would be 3.0. Since the gain of +7 NCEs exceeds 3.0, then we are better able to conclude, with increasing confidence, that the gain was not accidental and likely a result of the teacher effect. In this case, the team of teachers responsible for those 5<sup>th</sup> graders' greater than expected growth would earn a value-added reward payout.



# Value-Added Rewards - Elementary

There are four ways to earn a team value-added reward.

<i>Elementary</i>	Reading/ELA	Math	Science	Social Studies	<b>Grade Level Reward</b>
5 <sup>th</sup> grade			✓	<i>n/a</i>	
4 <sup>th</sup> grade	✓	✓	✓	<i>n/a</i>	✓
3 <sup>rd</sup> grade		✓	<i>n/a</i>	<i>n/a</i>	
<b>Content Area Reward</b>			✓		

STAAR	Stanford 10	<b>Campus Level Reward</b>	✓
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## Campus Level Value-Added Reward

- If 4 or more of the 8 total colored cells (50%) show significant growth, all eligible groups of campus personnel receive this reward.
- In the above table, the campus level value added reward was attained by this school because 5 out of the 8 colored cells showed significant growth.
- This reward is Payout Category D of the TIF Performance Based Compensation System.

## Grade Level Team Reward

- If all eligible cells for a particular grade level show significant growth, all eligible teachers receive this reward.
- In the above table, the grade level team reward was attained by the 4<sup>th</sup> grade team because all four content areas showed significant growth in 4<sup>th</sup> grade.
- This reward is Payout Category E of the TIF Performance Based Compensation System.

## Content Area Team Reward

- If all cells for a particular content area show significant growth, all eligible teachers receive this reward.
- In the above table, the content area team reward was attained by the science team because both 4<sup>th</sup> and 5<sup>th</sup> grade showed significant growth in science.
- This reward is Payout Category F of the TIF Performance Based Compensation System.

## Grade Level Content Area Team Reward

- If a particular tested content area at a particular grade level shows significant growth, all eligible teachers receive this reward.
- In the above table, this reward was attained by five separate teams of teachers including 3<sup>rd</sup> grade math, 4<sup>th</sup> grade science, and 5<sup>th</sup> grade reading/ELA.
- This reward is Payout Category G of the TIF Performance Based Compensation System.

# Value-Added Rewards – Middle School

There are four ways to earn a team value-added reward.

<i>Middle School</i>	Reading/ELA	Math	Science	Social Studies	Grade Level Reward					
8 <sup>th</sup> grade	✓	✓	✓	✓	✓					
7 <sup>th</sup> grade		✓		✓						
6 <sup>th</sup> grade	✓	✓								
<b>Content Area Reward</b>		✓								
<table border="1" style="width: 100%;"> <tr> <td style="background-color: #fce4d6;">STAAR</td> <td style="background-color: #e1eef6;">Stanford 10</td> <td colspan="2" style="text-align: center;"><b>Campus Level Reward</b></td> <td style="background-color: #fce4d6;">✓</td> </tr> </table>					STAAR	Stanford 10	<b>Campus Level Reward</b>		✓	
STAAR	Stanford 10	<b>Campus Level Reward</b>		✓						

## Campus Level Value-Added Reward

- If 6 or more of the 12 total colored cells (50%) show significant growth, all eligible groups of campus personnel receive this reward.
- In the above table, the campus level value added reward was attained by this school because 8 out of the 12 colored cells showed significant growth.
- This reward is Payout Category D of the TIF Performance Based Compensation System.

## Grade Level Team Reward

- If all cells for a particular grade level show significant growth, all eligible teachers receive this reward.
- In the above table, the grade level team reward was attained by the 8<sup>th</sup> grade team because all four content areas showed significant growth in 8<sup>th</sup> grade.
- This reward is Payout Category E of the TIF Performance Based Compensation System.

## Content Area Team Reward

- If all cells for a particular content area show significant growth, all eligible teachers receive this reward.
- In the above table, the content area team reward was attained by the math team because all three grade levels showed significant growth in math.
- This reward is Payout Category F of the TIF Performance Based Compensation System.

## Grade Level Content Area Team Reward


- If a particular tested content area at a particular grade level shows significant growth, all eligible teachers receive this reward.
- In the above table, this reward was attained by eight separate teams of teachers including 6<sup>th</sup> grade reading/ELA, 7<sup>th</sup> grade math, and 8<sup>th</sup> grade social studies.
- This reward is Payout Category G of the TIF Performance Based Compensation System.

# Value-Added Rewards – High School

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There are two ways to earn a team value-added reward.

<i>High School</i>	Reading/ELA	Math	Science	Social Studies
EOC Tests	<b>English I</b>	<b>Algebra</b>	<b>Biology</b>	<b>U.S. History</b>
	<b>English II</b>			

 End of Course (EOC) Tests

## Campus Level Value-Added Reward

- With the transition to only 5 EOC tests at the high school level in 2013-14, the 50% threshold of tested cells is no longer attainable; awards are now earned partially:
- If 2 of the 5 total colored cells (40%) show significant growth, all eligible groups of campus personnel receive 50% of this reward amount.
- If 3 of the 5 total colored cells (60%) show significant growth, all eligible groups of campus personnel receive 100% of this reward amount.
- This reward is Payout Category D of the TIF Performance Based Compensation System.

## EOC Content Area Team Reward

- If a particular EOC tested content area shows significant growth, all eligible teachers receive this reward.
- This reward is Payout Category G of the TIF Performance Based Compensation System.

# Performance Based Compensation System

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One of the U.S. Department of Education's key goals for each district awarded TIF grants has been to create a sustainable performance based compensation system (PBCS). As the name suggests, a PBCS incorporates payouts above and beyond one's regular salary that are awarded based on measureable teacher, administrator, and student performance.

The FWISD TIF Working Committee distinguished two sub-categories of payouts: incentives and rewards. An incentive is a fixed payout amount that is awarded to individuals agreeing to engage in work above and beyond their normal duties. A reward is a payout amount that is awarded to individuals based on measureable work performance. Payout amounts may be partially awarded.

The following pages in this handbook reflect the process that the TIF Advisory Committee took in constructing the FWISD TIF PBCS. The committee determined:

- Personnel groups.
- Types of incentives and rewards that would comprise the payout structure.
- Groups of personnel eligible for each of the payout categories.
- Specific incentive and reward amounts for each group and each payout.

Incentive amounts are gradually reduced in successive years of grant participation in favor of reward amounts.

An estimated annual budget of \$9 million per year for the four years of grant implementation (2011-15) is designated for incentives and rewards.

# Personnel Groups

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The TIF Advisory Committee identified the following twelve groups of school personnel. These groups are listed in the PBCS as qualifying for a unique set of incentives and/or rewards with specific possible total amounts.

**Group 1:** Principals

**Group 2:** Assistant Principals, Deans of Instruction

**Group 3:** All core content and Inclusion teachers of tested subjects yielding value-added data

**Group 4:** HS core content teachers of non-tested subjects, which were EOC courses in 12-13

~~**Group 5:** *No longer applicable as a separate category*~~

**Group 6:** Core content teachers of non-tested subjects, BIC, LINC and TAP teachers at all levels

**Group 7:** AVID Teachers, Foreign Language Teachers, Art Teachers, Music Teachers, Dance, Theater Teachers, Health, PE Teachers, ROTC, CTE, OCI

**Group 8:** Librarians, Counselors, Data Analysts, Interventionists, SIP Coordinators

**Group 9:** Teaching Assistants

**\*Group 10:** Full-time Tutors

**\*Group 11:** Speech Therapists, School Psychologists, Diagnosticians, Nurses, CCR Coaches

**\*Group 12:** Full-time Auxiliary Staff

\*These groups do not meet grant requirements for participation in the PBCS.

# Payout Categories

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The TIF Advisory Committee identified the following seven payout categories. Payout categories A and B are incentives, while payout categories C through G are rewards. The category C reward is based on teacher and administrator performance as measured by their respective ID&E scorecards; categories D through G are based on student performance as measured by value-added data.

**Payout A:** Rededication Incentive

**Payout B:** Core Content Incentive

**Payout C:** Teacher/Principal ID&E Scorecard Reward

**Payout D:** Value-Added – Campus Level Reward (e.g. Dunbar MS)

**Payout E:** Value-Added – Grade Level Team Reward (e.g. 7<sup>th</sup> Grade Team)

**Payout F:** Value-Added – Content Area Team Reward (e.g. Math Department)

**Payout G:** Value-Added – Grade Level Content Area Team Reward (e.g. 7<sup>th</sup> Grade Math Team)

# Payout Eligibility

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This chart shows the eligibility of each personnel group within each payout category:

	Payout A	Payout B	Payout C	Payout D	Payout E	Payout F	Payout G
Group 1	✓		✓	✓			
Group 2	✓		✓	✓		✓	
Group 3	✓	✓	✓	✓	✓	✓	✓
Group 4	✓	✓	✓	✓		✓	
Group 5	No longer applicable						
Group 6	✓	✓	✓	✓			
Group 7	✓		✓	✓			
Group 8	✓			✓			
Group 9	✓			✓			
Group 10							
Group 11							
Group 12							

# Payout Policies

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## **Prorated Payouts for Incentives (A & B)**

Any employee who arrives at a TIF campus after the beginning of the school year will be paid a prorated amount of the next scheduled incentive payment for payout categories A and B.

## **Attendance Qualifier for Reward Eligibility (C thru G)**

In order to be eligible for reward payout Categories C, D, E, F, and G, which are the ID&E and value-added rewards, TIF campus employees must:

- Maintain attendance such that absences in the following three categories do not exceed a total of **ten (10)** days between 8/26/13 and 6/6/14:
  - Illness
  - Personal Business
  - Family Emergency/Illness
- Absence categories that **do not count** toward this total of 10 days include:
  - FMLA
  - Bereavement
  - Maternity Leave
  - Jury Duty
  - Staff Development
  - Professional Trip
  - Military Leave
  - Workman Comp.

## **Rationale for the Attendance Qualifier for Reward Eligibility**

The three steering committees of the TIF grant have agreed that there is a decline in the quality of instruction when a teacher is absent. So, it is always preferable for the teacher of record to be present and guiding instruction. Further, the ID&E rewards are made, not for two teaching performances during scheduled observations, but for the quality of instruction delivered to students throughout the school year, which is merely gauged during the observations. Similarly, value-added rewards are made based on the sustained impact provided by teachers on the performance and progress of their students. Excessive absences compromise these effects.

## **Absence Re-categorization Appeals**

At the conclusion of the school year, appeals may be submitted if an absence was categorized incorrectly. For example, if a teacher took a personal day for a jury duty day, this may be appealed.



# Incentives vs. Rewards after Year 1

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The TIF Advisory Committee took great care in their work to emphasize the actual performance of teachers and administrators. To that end, they gradually reduced incentive amounts in successive years of grant participation in favor of increasing reward amounts.

In the following example, the incentive amounts in payout Category A are decreased as the reward amounts in payout Category C are increased. The annual aggregate total of potential earnings over the two categories remains unchanged at \$6,000.

<i>Groups 2-6</i>	<b>Payout A</b>	<b>Payout C</b>		<i>Group 7</i>	<b>Payout A</b>	<b>Payout C</b>
<b>Year 1</b>	\$4K	\$2K		<b>Year 1</b>	\$3K	\$2K
<b>Year 2</b>	\$2K	\$4K		<b>Year 2</b>	\$1.5K	\$4K
<b>Year 3+</b>	\$1K	\$5K		<b>Year 3+</b>	\$1K	\$5K

This same transference of amounts from payout Category A to payout Category C holds for all groups of personnel that are eligible for both categories: Groups 1 – 7 are all eligible for both reward categories. See the PBCS charts in the following pages for the change in Group 1 (principals) amounts in Categories A and C.

Since Group 8 and Group 9 employees are not eligible for payout Category C, their payout Category A amounts will **remain unchanged** in years 2-4 of program participation.

# ID&E Scores and Value-Added Rewards

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The table below shows that an average score below 2.00 on the ID&E scorecard for a given teacher will result in that teacher being eligible for only 50% of his value-added rewards from Categories D through G.

<b>Teacher ID&amp;E Average Score &lt; 2.00</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3+</b>
<b>Value-Added Percentage Eligibility</b>	50%	25%	0

Continued low performance on the ID&E scorecard in Year 2 will result in a teacher being eligible for only 25% of his value-added rewards. In Year 3, this teacher would become ineligible for value-added rewards if his performance on the ID&E scorecard still averages less than 2.00.

# Elementary PBCS

<i>Year 1</i>	<b>Payout A</b>	<b>Payout B</b>	<b>Payout C</b>	<b>Payout D</b>	<b>Payout E</b>	<b>Payout F</b>	<b>Payout G</b>	<b>Total</b>
<b>Group 1</b>	\$6K		\$2K	\$7K				\$15K
<b>Group 2</b>	\$4K		\$2K	\$3K				\$9K
<b>Group 3</b>	\$4K	\$1K	\$2K	\$1K	\$1K	\$1K	\$1K	\$11K
<b>Group 6</b>	\$4K	\$1K	\$2K	\$1K				\$8K
<b>Group 7</b>	\$3K		\$2K	\$1K				\$6K
<b>Group 8</b>	\$2K			\$1K				\$3K
<b>Group 9</b>	\$1K			\$1K				\$2K

In year 2, the maximum amounts in payout category A and payout category C change for those eligible groups. While the aggregate totals remain the same, more of an emphasis is placed on the performance reward in payout category C. All other payout amounts remain the same.

<i>Year 2</i>	<b>Payout A</b>	<b>Payout C</b>		<i>Years 3-4</i>	<b>Payout A</b>	<b>Payout C</b>
<b>Group 1</b>	\$4K	\$4K		<b>Group 1</b>	\$1K	\$7K
<b>Group 2</b>	\$2K	\$4K		<b>Group 2</b>	\$1K	\$5K
<b>Group 3</b>	\$2K	\$4K		<b>Group 3</b>	\$1K	\$5K
<b>Group 6</b>	\$2K	\$4K		<b>Group 6</b>	\$1K	\$5K
<b>Group 7</b>	\$1.5K	\$4K		<b>Group 7</b>	\$1K	\$5K

# Middle School PBCS

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<i>Year 1</i>	<b>Payout A</b>	<b>Payout B</b>	<b>Payout C</b>	<b>Payout D</b>	<b>Payout E</b>	<b>Payout F</b>	<b>Payout G</b>	<b>Total</b>
<b>Group 1</b>	\$7K		\$2K	\$8K				\$17K
<b>Group 2</b>	\$4K		\$2K	\$3K		\$1K		\$10K
<b>Group 3</b>	\$4K	\$1K	\$2K	\$1K	\$1K	\$1K	\$2K	\$12K
<b>Group 6</b>	\$4K	\$1K	\$2K	\$1K				\$8K
<b>Group 7</b>	\$3K		\$2K	\$1K				\$6K
<b>Group 8</b>	\$2K			\$1K				\$3K
<b>Group 9</b>	\$1K			\$1K				\$2K

In year 2, the maximum amounts in payout category A and payout category C change for those eligible groups. While the aggregate totals remain the same, more of an emphasis is placed on the performance reward in payout category C. All other payout amounts remain the same.

<i>Year 2</i>	<b>Payout A</b>	<b>Payout C</b>		<i>Years 3-4</i>	<b>Payout A</b>	<b>Payout C</b>
<b>Group 1</b>	\$5K	\$4K		<b>Group 1</b>	\$1K	\$8K
<b>Group 2</b>	\$2K	\$4K		<b>Group 2</b>	\$1K	\$5K
<b>Group 3</b>	\$2K	\$4K		<b>Group 3</b>	\$1K	\$5K
<b>Group 6</b>	\$2K	\$4K		<b>Group 6</b>	\$1K	\$5K
<b>Group 7</b>	\$1.5K	\$4K		<b>Group 7</b>	\$1K	\$5K

# High School PBCS

<i>Year 1</i>	<b>Payout A</b>	<b>Payout B</b>	<b>Payout C</b>	<b>Payout D</b>	<b>Payout E</b>	<b>Payout F</b>	<b>Payout G</b>	<b>Total</b>
<b>Group 1</b>	\$8K		\$2K	\$9K				\$19K
<b>Group 2</b>	\$4K		\$2K	\$4K				\$10K
<b>Group 3</b>	\$4K	\$1K	\$2K	\$3K			\$3K	\$13K
<b>Group 4</b>	\$4K	\$1K	\$2K	\$3K				\$10K
<b>Group 6</b>	\$4K	\$1K	\$2K	\$1K				\$8K
<b>Group 7</b>	\$3K		\$2K	\$1K				\$6K
<b>Group 8</b>	\$2K			\$1K				\$3K
<b>Group 9</b>	\$1K			\$1K				\$2K

In year 2, the maximum amounts in payout category A and payout category C change for those eligible groups. While the aggregate totals remain the same, more of an emphasis is placed on the performance reward in payout category C. All other payout amounts remain the same.

<i>Year 2</i>	<b>Payout A</b>	<b>Payout C</b>		<i>Years 3-4</i>	<b>Payout A</b>	<b>Payout C</b>
<b>Group 1</b>	\$6K	\$4K		<b>Group 1</b>	\$1K	\$9K
<b>Group 2</b>	\$2K	\$4K		<b>Group 2</b>	\$1K	\$5K
<b>Group 3</b>	\$2K	\$4K		<b>Group 3</b>	\$1K	\$5K
<b>Group 4</b>	\$2K	\$4K		<b>Group 4</b>	\$1K	\$5K
<b>Group 6</b>	\$2K	\$4K		<b>Group 6</b>	\$1K	\$5K
<b>Group 7</b>	\$1.5K	\$4K		<b>Group 7</b>	\$1K	\$5K

# Payout Dates

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The following table shows the payout dates for the TIF incentives and rewards earned during the 2014-15 school year.

<i>Payout</i>	<i>Pay Date</i>
<b>½ RCA and Core Incentives</b>	December, 2014
<b>½ RCA and Core Incentives</b>	May, 2015
<b>Teacher ID&amp;E Rewards</b>	June, 2015
<b>Admin. ID&amp;E Rewards</b>	July, 2015
<b>Value-Added Rewards</b>	October, 2015

**Note:** The value-added reward payouts based on the STAAR, and EOC tests given in 2013-14 will be paid out in October, 2013 after the district receives its value-added data from SAS®.