

Team of Eight – 2025

Thursday, February 13



ETIP Analysis Results

Provided by N2 Learning
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Study Rationale

- ETIP costs \$3 million this year and increasing
- Increasing concern about rigor and effectiveness of teacher eligibility
- TIA continues to be a TEA funding priority - we're leaving money on the table
- ETIP enrollment is currently paused - "already earned" compensation is not

Questions & Limitations

KNOWN

- ETIP does correlate to higher retention rates

UNKNOWN

- Is the ETIP model incentivizing our most effective teachers?
- Could the Teacher Incentive Allotment supplement or subsidize ETIP?

LIMITATIONS: Teacher Sample

- STAAR/EOC with growth component
- ETIP and Non-ETIP

Executive Summary

- ETIP and non-ETIP teachers show success in demonstrating growth using the STAAR/EOC Progress Measure
 - Grades 4 - 9
 - RLA/English 1
 - Mathematics/Algebra 1
- ETIP teachers demonstrated greater success

Executive Summary

ETIP and non-ETIP teachers at Mesquite ISD may meet or exceed the growth component threshold and be eligible to receive funding from the Teacher Incentive Allotment (TIA)

- RLA/English 1:
ETIP 79% (at least 61 of 77) and **non-ETIP 61%** (at least 140 of 228)
- Math/Algebra 1:
ETIP 69% (at least 51 out of 74) **non-ETIP 52%** (85 out of 165)

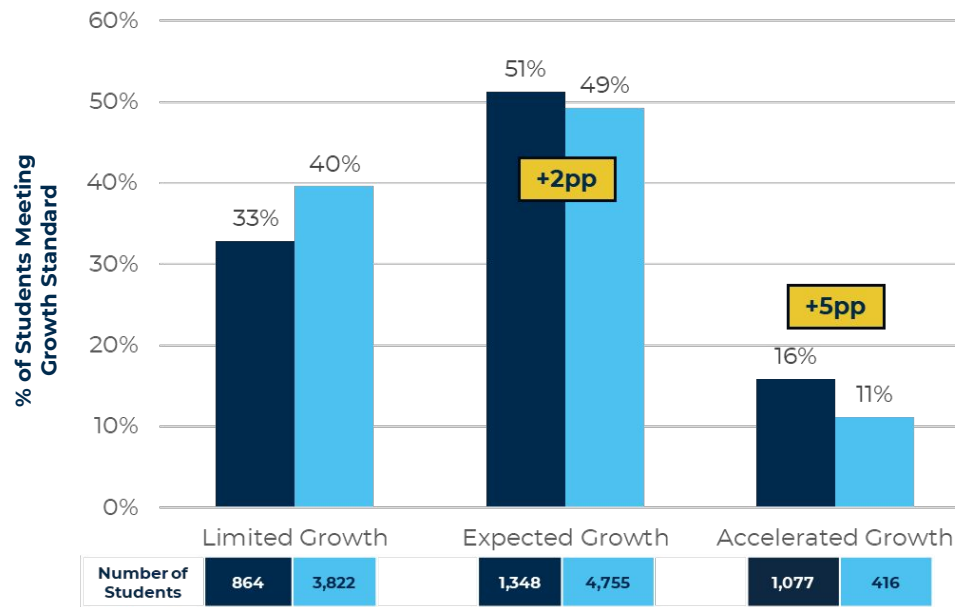
Based on student growth metrics in 4th-9th grade Math and RLA alone, Mesquite ISD could secure an estimated \$3.82M in funding. Additional funding could be accessed through expansion to additional grades and subjects.

ETIP Teachers outperform non-ETIP teachers

2024 Spring STAAR/EOC Progress; Grades 4-9

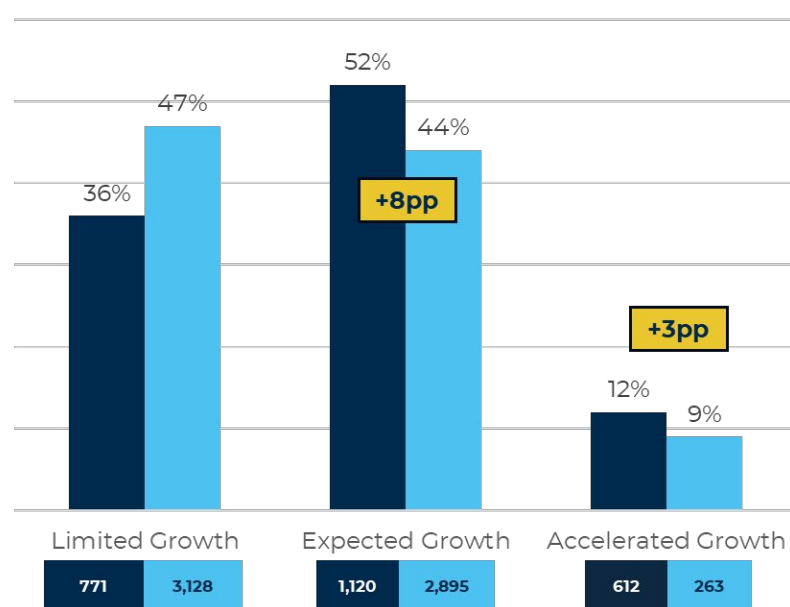
4th -9th ELA/English 1 EOC

■ ETIP ■ Non-ETIP



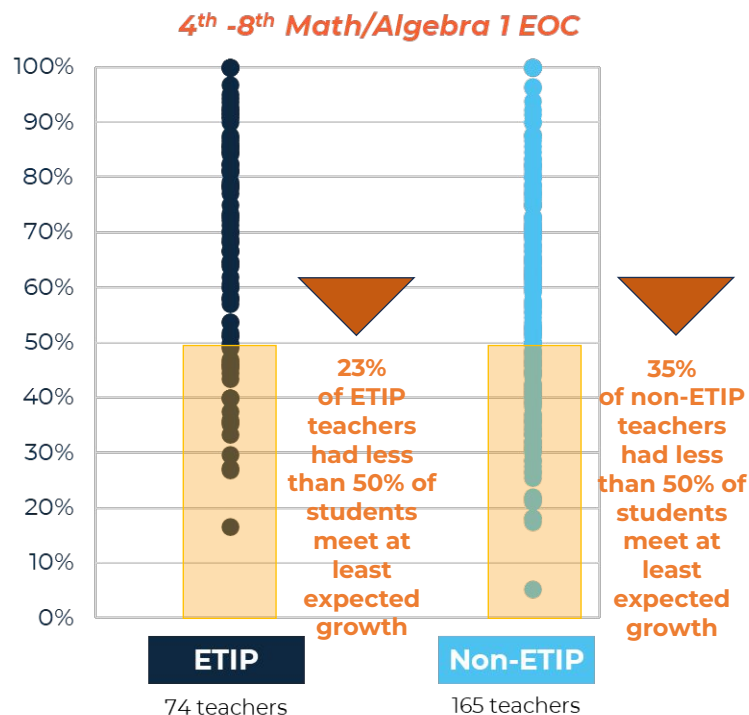
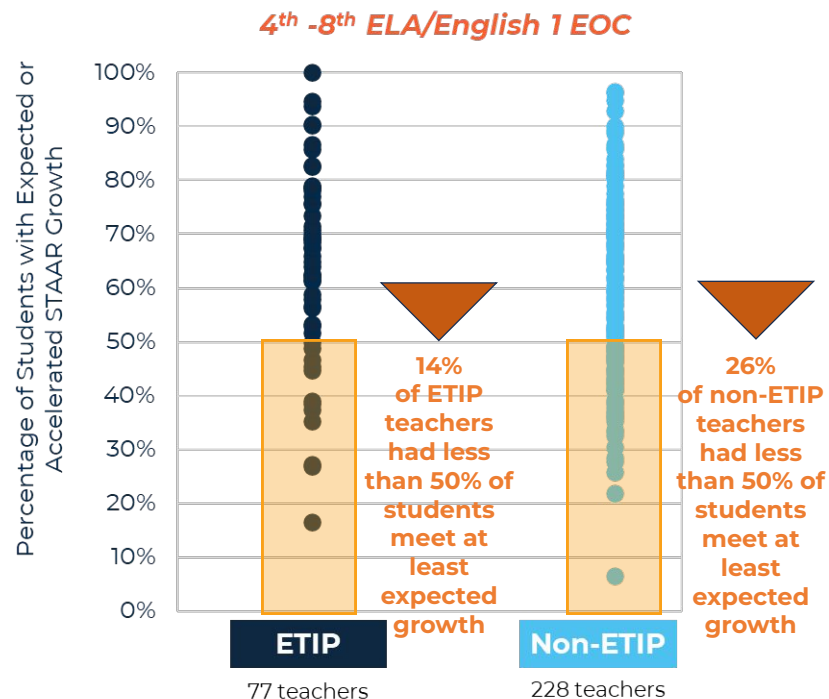
4th -9th Math/Algebra 1 EOC

■ ETIP ■ Non-ETIP

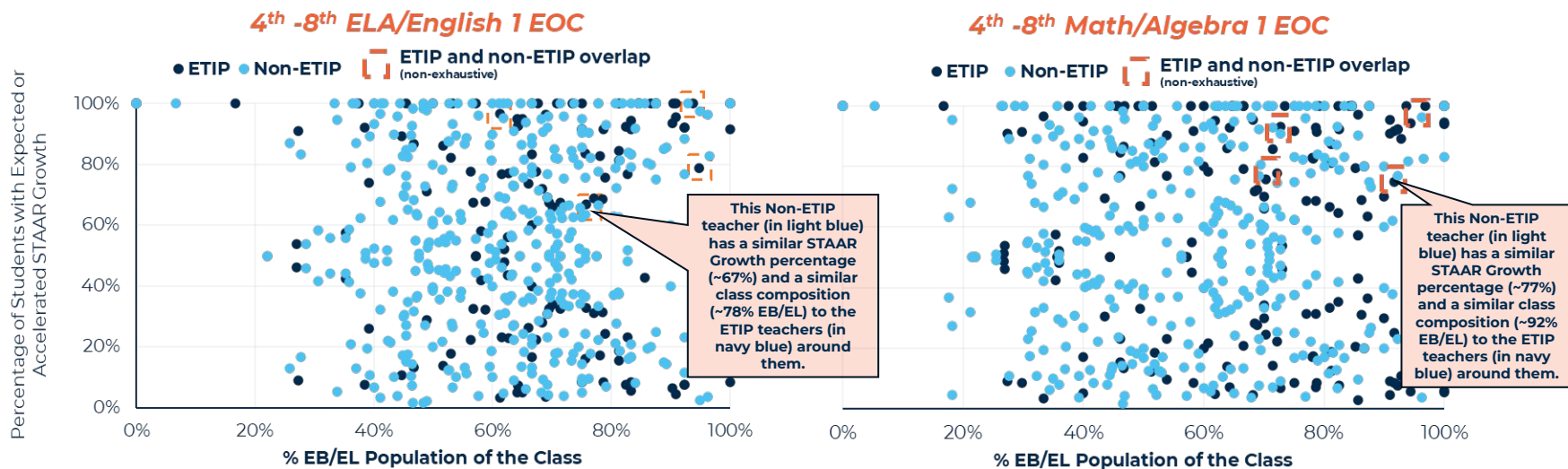


Some ETIP designated teachers saw less than 50% of students meet expected growth

2024 Spring STAAR/EOC Progress; Grades 4-9



Some Non-ETIP teachers achieve the same growth in classes with similar EB/EL



Source: 2023-24 STAAR, 2023-24 course files, and 2024-25 ETIP status files from Mesquite ISD. Note: Students are classified as EB/EL if they are *currently* (as of the 2023-24 school year) identified to be EB/EL.

Conclusion

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While ETIP is effective in identifying some of Mesquite ISD's teachers who are achieving high student growth, *it does not adequately recognize or reward all Mesquite ISD teachers who are achieving high student growth.*

What are other ways MISD can recognize and reward all it's highly effective teachers?

Estimated TIA Allotments and Local Designation System Requirements

Average Estimated Allotment by Designation Level in Mesquite ISD



\$5,539.32



\$11,078.56



\$20,464.18

Local Designation System Requirements

1

Teacher observation based on T-TESS or third-party rubric; domains 2 and 3 must be included with all observable dimensions at Proficient or higher

2

Student growth measures determined by the district. 55% or more students must meet or exceed growth standards

Districts may include additional components of their local designation system, if desired (ex: student experience surveys)

Performance Standards for TIA

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Assuming the STAAR Progress Measure serves as a reliable proxy for the Statewide Student Growth Performance Standards used to evaluate student growth for TIA teacher designations¹, *teachers could meet or exceed the **TIA growth component** threshold by:*

Statewide Student Growth Performance Standards to Meet the Student Growth Threshold for TIA Eligibility		
Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	60% of students meet or exceed expected growth	70% of students meet or exceed expected growth

Note: ¹The methodologies for measuring student growth differ between the STAAR Progress Measure and the Statewide Student Growth Performance Standard. The Statewide Student Growth Performance Standard (used for TIA) relies on predicted scores derived from statewide student performance data. In contrast, the STAAR Progress Measure is based on individual student performance changes from one year to the next.

Teacher Eligibility and Potential Drawdown

Cohort Grade 4-9 Teachers Math/Algebra 1 RLA/English1			Potential TIA Recognized Designation		Potential TIA Exemplary Designation		Potential TIA Master Designation		Total Potential TIA Drawdown
Teacher Status	N	Potentially TIA Eligible	N	Potential TIA Funding	N	Potential TIA Funding	N	Potential TIA Funding	
ETIP	126	73 (58%)	6	\$33k	20	\$221k	47	\$961k	\$1.2M
Non-ETIP	348	170 (49%)	19	\$105k	63	\$697k	88	\$1.8M	\$2.6M
Total	474	243 (51%)	25	\$138k	83	\$919k	135	\$2.7M	\$3.8M

Based on STAAR student growth performance data, generally, Mesquite ISD is averaging higher student growth than expected TIA distribution guidance from TEA. **If MISD's distribution of Recognized, Exemplary, and Master teachers followed TEA's guidance of 33%, 20%, and 5%, respectively, the district would draw down an estimated \$2.4M annually just for this cohort of teachers.**

Three potential options for Mesquite ISD

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1

Continue with ETIP as the sole teacher effectiveness system within the district

- Within this framework, MISD would continue to use ETIP and no additional state funding would be accessed and some highly effective teachers may not be recognized within the system

2

Keep ETIP for existing ETIP-designated teachers and create a separate TIA system

- Within this framework, additional TIA funding could be used to supplement existing ETIP stipends for teachers who qualify for both (would receive the greater of the two stipends) or it could be provided in addition to ETIP stipends

3

Embed ETIP as one of several multi-measure components within a TIA system

- Within this system, MISD could keep the ETIP program and create a new TIA system that would give “bonus points” to teachers who have ETIP designations. Would require data validation with student growth.

Next Steps

- Convene Design Team
- Inform campus and district administration (Feb. ILT)
- Inform all district personnel (Feb. 3 Things)
- Convene Focus Groups/Steering Committee (March 3)
 - Campus administrators and teachers
- Finalize system components
 - Student growth measure
 - T-TESS scores in domains 2 & 3
 - ESL Certification?
 - ETIP ineligible?
- Draft application and submit to TEA - due April

**Proposed board presentation in April 2025*