Longview Independent School District
Eligibility for the Longview Incentive for Teachers (LIFT)
Pay for Performance Award Model for Teachers Grades 4-EOC
STAAR Test Subject Areas and Grades K-3 IOWA/Logramos

This eligibility document and the award model document contain important information concerning performance awards. Staff that may be impacted are <u>strongly</u> urged to read both documents carefully.

The Longview ISD Incentive for Teachers (LIFT) award model provides recognition and performance pay for Longview ISD teachers grades 4-EOC STAAR Test subject areas whose value-added results have demonstrated significant growth and grades K-3 IOWA/Logramos growth results. The program is 100% funded through local funds as approved by the LISD Board of Trustees.

<u>Available Funding</u>

The total amount of funds approved for distribution will be determined by the LISD Board of Trustees.
Unlike previous award models implemented in LISD, any funds not awarded are not required to be distributed and will be reallocated to the general fund. See the award model chart on the last page for further detail.

<u>Background</u>

In December of 2012, the Longview ISD Board of Trustees voted to implement a teacher performance pay model for middle school reading and math teachers (grades 6-8) whose value-added results demonstrated significant growth with students who are classified as low socio-economic. This was implemented in an effort to decrease the achievement performance gap between low socio-economic and non-low socio-economic students in Longview ISD. In 2012, two of the three middle schools in Longview ISD missed Adequate Yearly Progress (AYP) and were in escalated stages of interventions. Low socio-economic students were identified as the targeted group who did not perform satisfactorily on the state tests in math and reading. As a result, middle school reading and math teachers (grades 6-8) were the focus of the Longview ISD Incentive for Teachers pay for performance model. Current research has demonstrated that socio-economic status is a significant factor in student achievement; thus, it is the focus of the LISD performance pay model.
The proposed eligibility criteria and award model are listed below.

<u>Criteria for Awards</u>

The Longview Incentive for Teachers (LIFT) performance pay award model was implemented in an effort to decrease the achievement performance gap between low socio-economic and no low socio-economic students in Longview ISD. Under the directive set out by the LISD Board of Trustees the following criteria were outlined.

Awards are based upon value-added growth indicators in all core academic subjects including: English, Reading, Math, Science, and Social Studies. The value-added analyses are calculated by SAS EVAAS using all available years of STAAR/EOC and IOWA/Logramos data. To earn an award, teachers must meet the requisites below:

- Teachers must have a value-added index gain of 1.0 or higher with low socio-economic students.
- Teachers must meet ALL eligibility requirements (see below).
- Teachers must teach in a category on the award model chart.

The most important variable in a successful education system in regard to student growth and progress is a quality teacher. Sixty-five percent of student progress can be directly attributed to the teacher, 30% to the school, and 5 percent to the district (Sanders, 2007).

Longview Incentive for Teachers (LIFT) Pay for Performance Value Added Model-

Student progress is measured by how much growth students make over a given period of time. With this information, districts can better determine the impact of their curriculum, instruction, programs, and practices on their students' growth. Most incentive programs are designed to reward performance gains rather than achievement. Longview ISD developed the Longview Incentive for Teachers (LIFT) Pay for Performance Award model which rewards teachers of core subjects in grades Kindergarten through high school for student performance gains based on a set statistical index.

SAS EVAAS Teacher Effectiveness Value Added Reports provide reflection on the overall effectiveness of a teacher based on student progress. This report for the STAAR test Reading and Mathematics compares the student progress to that of a referenced population such as the state of Texas to establish the appropriate expectation for growth. The expectations for growth are divided into the following effectiveness levels:

- **Level 1**- Least Effective: teachers whose students are making substantially less progress than the state growth/state average (Estimated mean NCE gain is below the growth standard by more than 2 standard errors)
- **Level 2**- Approaching average effectiveness: teachers whose students are making less progress than the state growth/state average (Estimated mean NCE gain is below the growth standard by more than 1 standard errors but greater than 2 standard errors)
- **Level 3**- Average Effectiveness: teachers whose students are making the same amount of progress as the state growth/state average (Estimated mean NCE gain is equal to the growth standard but less than 1 standard errors)
- **Level 4**- Above Average Effectiveness: Teachers whose students are making more progress than the state growth/state average (Estimated mean NCE gain is above the growth standard by more than 1 standard errors but less than 2 standard errors)
- **Level 5**- Most Effective: teachers whose students are making substantially more progress than the state growth/state average (Estimated mean NCE gain is above the growth standard by 2 standard errors or more).

Level 1	Level 2	Level 3	Level 4	Level 5
Least Effective	Approaching Average Effectiveness	Average Effectiveness	Above Average Effectiveness	Most Effective

Data files were gathered and submitted to SAS who provided results and analysis of the data based on student progress or growth. Using the LIFT Pay for Performance Model of $200.00 per ECD pupil for teachers rated level 5 and $140.00 per ECD student for teachers rated level 4; this calculation could disperse $TBD assuming that each qualifying teacher met the additional award model criteria.

Timeline

- Potentially eligible staff completes the "linkage process", which connects teachers and students, accounts for pupil mobility, and allows teachers to allocate percentage of instructional time.
- May- Linkage data and state assessment scores are uploaded to SAS EVAAS for analysis.
- August- Administrative staff completes eligibility and categorization data.
- Payout calculated by Longview ISD and preliminary notices posted.
- Payout to awardees occurs no later than December, of the next school year.

August 2023

<u>**Other Important Information for Awardees**</u>

The LIFT Pay for Performance Model is TRS eligible and benefits will be deducted from the posted awards. The term "benefits" includes the matching portion that the district is required to pay on the employee's behalf to the employee's TRS and FIMM (Medicare) accounts as well as personal deductions for taxes and TRS that are normally paid by the employee.

- The Longview Incentive for Teachers (LIFT) pay for performance award may be added to the regular paycheck or provided in a separate check. The district will utilize direct deposit for those employees who utilize the feature.
- After all of the teachers eligible to receive an award have been identified and the amounts of the rewards have been tabulated, the remaining un-awarded funds will not be re-distributed to those who received an award. Un-awarded funds will be returned to the LISD general fund. Employees are urged to read the award model chart carefully.
- If feasible, the district will use an average value added gain index for teachers who have more than one year of teacher value added reports.
- Only teachers who teach in the core subject areas are eligible for the award.

<u>**Eligibility Criteria**</u>

In addition to other criteria published below and in the award model chart, personnel must meet the following eligibility rules:

- For staff eligible for LIFT payments, earned LIFT money will be determined on the number of contractual days you are present at work **WHILE** meeting the 92% attendance rule for the amount of instructional days you are employed in a year. Exceptions to the attendance rule will include documented catastrophic leave, family emergency, bereavement leave, disability, and family medical leave as defined by DEC (LOCAL) and school-related absences or closures.

Examples

**Educator A was hired July 1, and will work a full instructional calendar. Educator A works 123 out of 187 contractual days and is eligible for a LIFT payment up to $4,500.

The calculation is as follows: 123/187 x 100 = 66% of attended instructional days with no documented catastrophic illness or family event. Educator A does not meet the 92% attendance rule and is **NOT ELIGIBLE** for a LIFT payment.

**Educator B works is a veteran educator and has been with the district for 17 years. Educator B works 159 out of 187 instructional days and is eligible for a LIFT payment up to $22,100. Educator B was diagnosed with a severe illness missing two weeks of contractual days. Educator B filed for FMLA and submitted the necessary paperwork. FMLA was granted.

The calculation is a follows: 159/187 x 100 = 85% of attended contractual days with FMLA leave filed and approved = **ELIGIBLE.** The educator will receive 85% of $22,100 = **$18,785**

**Educator C was hired on November 3, and will work a partial contractual calendar of 121 total contractual days. Educator C did not miss a single day of work and is eligible for a LIFT payment of $3,000.

The calculation is as follows: 121/121 x 100 = 100% of attended eligible days. Educator C meets the 92% attendance rule and is **ELIGIBLE** for a prorated LIFT payments calculated as follows: 121/187 x 100 = 65% of attended contractual days. Educator C will receive 65% of $3,000 = **$1,950**

Must have 92% or higher attendance rate from date employment begins.

Employee Eligibility	# Days Absence Allowed to meet Attendance Criteria	Percentage Attendance Rate
187 Day	15.0 Days	92%
197 Day	16.0 Days	92%
226 Day	18.0 Days	92%
260 Day	21.0 Days	92%

1. Must be continuously employed throughout the school year beginning with your start date.

2. Must continuously teach in a core subject area and grade level on the award model chart. Classroom teachers must teach in core subject area and grade level continuously during the eligibility period. Teachers who do not continuously meet these requirements during the eligibility period will not be eligible for LIFT pay for performance award.

3. Must have a minimum of five effective students. Classroom teachers and curriculum support teachers must have a minimum of 5 effective students (low socio-economic students) in order to be eligible to earn an award.

4. Must complete web-based activities to confirm student rosters (linkage) and confirm their eligibility (verification). The 2022-2023 roster verification and instructional linkage processes must be completed by each teacher using the EVAAS Roster Verification Portal.

5. Must be highly qualified per district guidelines.

Additional Important Eligibility Criteria

1. Teachers who have assignment transfers during the eligibility period will remain eligible provided they continue to meet award category core subject area and grade requirements. Award categories for teachers who transfer will be determined based on which eligible award category held the greatest percentage of the school year (based on the 187-day duty schedule less any leave of absence).

2. Teachers who retired in good standing from LISD during the school year and who have not taken any position with any other public, private, parochial, or charter school for the following school year as a retire/rehire or part-time employee, and who met the other eligibility criteria continue to be eligible for the LIFT pay for performance for grades 4-EOC STAAR Test Subject Areas and K-3 IOWA/Logramos growth results award.

3. Substitute teachers including long term substitutes are not eligible for the LIFT pay for performance award.

4. Teachers who are not full-time employees are not eligible.

5. Teachers may "opt out" of the LIFT pay for performance award during the award verification process. Eligible teachers who do not opt out will be considered for LIFT.

6. Teachers must have a PEIMS Role ID of 087 and provide instruction to students as their primary job function.

7. Positions of leadership are ineligible for the LIFT Pay for Performance, for example, Principals, Assistant Principals, IB Academic Deans, Directors, Coordinators, and other administrative positions.

8. In order for a staff member to *remain eligible* for the LIFT payment they must be continuously employed by the district on the date of payment in December 2023.

Eligible Student Criteria

Eligible students included in the calculation of the LIFT award model must meet the following eligibility criteria:

1. Student must be enrolled on or before the PEIMS fall snapshot date, through the first administration of the appropriate STAAR and IOWA/Logramos tests.

2. Student must be enrolled in a K-3 class for IOWA/Logramos growth results and/or core subject area grades 4-EOC such as Reading, Math, Math Lab, Reading Lab, Read 180, ESL, ESOL Reading, ESOL Math, Science, or Social Studies, etc. Core subject area classes which may be excluded are writing.

3. Only low socio-economic students whose value-added results have demonstrated significant growth will be eligible.

   a) Low socio-economic status will be determined by free or reduced lunch eligibility.
   b) Low socio-economic status will originate from Skyward via "Primero Edge" school nutrition software and is determined by meeting eligibility requirements outlined by federal law and the U.S. Department of Agriculture.

4. Results will be based on the calculations provided by SAS EVAAS.

Eligibility Review Period

The award verification process began with the identification of current reading, math, science, social studies, and content area teachers (including support classes, i.e. labs, Read 180 teachers, etc.) and class rosters. The preliminary spreadsheet containing the identified staff was sent to the school principals and the LISD HR Department who reviewed the list and annotated additional staff to be included. *Students identified on the current rosters who did not meet the eligibility requirement (not enrolled by the PEIMS snapshot) were removed.* The class rosters were reviewed and instructional time percentages were calculated based upon the current students' schedules in Skyward. This data was then submitted to SAS EVAAS for upload into the system.

Instructional Time Percentage Calculation

Instructional time is the amount of time a student receives instruction in a core content area. Instructional time will not be greater than 100% in any one core content area. Instructional time for each core content will be split between the general ed. Content teacher and a supplemental (i.e. math lab, Read 180 lab, etc.) content teacher.

Instructional time percentages for each core class were based on the current students' schedules. For example, if a student had two core classes in the same content area and was in each class the same amount of instructional time then the instructional time percentages were split in half with each student receiving 50% of the core instruction for that content area from each teacher. If, however, the student's instructional time was not equal, then a percentage was calculated based upon the amount of time the student was served in each instructional setting. For example, if a student was served for the

entire year in one class (class A) and only a semester in the second class (class B), then class A would have a percentage of 67% vs. 33% for class B. The total instructional time for each student in one core content area could not exceed 100%. If a student was served by the same teacher for both a general core content class as well as an additional lab class, the student's instructional time with that teacher could not exceed 100%.

The instructional time calculation was done using the current rosters and the start/end times listed for each students' core class schedule listed in Skyward as of March and was done prior to submitting the data to SAS EVAAS. Teachers and principals had the opportunity to verify, edit, and correct the instructional times listed through the teacher linkage process. The instructional time will be used to calculate value added.

Teacher Linkage

Eligible teachers had the opportunity to verify, correct, and link themselves to individual students whom they served and the amount of instructional time they served students through the teacher linkage process. Teachers <u>must have completed web-based activities to confirm student rosters (linkage) and confirm their eligibility (verification)</u> using the EVAAS Roster Verification Portal. ***Any teacher who failed to complete the web-based activities to confirm student rosters (linkage) and confirm their eligibility (verification) failed to meet one of the eligibility criteria and forfeited their award.*** More information is outlined in the <u>SAS EVAAS Quick Start Guide for Teachers</u> document provided at the Teacher Roster Verification training at the respective campuses.

Principal Verification of Teacher Linkage

After the teacher linkage deadline expired, EVAAS moved rosters that teachers have not already submitted up to the school, transferring edit capability from the teacher to the school administrator. Principals verified that all teachers accessed the portal and accurately completed the linkage process. Any students whose instructional time exceeded 100% must have been reviewed and corrected. Underreported students were identified, reviewed and corrected. Principals had the ability to correct inaccurate coding such as demographics, and socio economic status. Principals ensured that all eligible teachers were accurately linked with each student. More information is outlined in the <u>SAS EVAAS Quick Start Guide for School Administrators</u> document provided at the Teacher Roster Verification training at the respective campuses.

Earning an Award

Awards are based upon the value-added growth indicators. The value-added analysis is conducted by SAS EVAAS using all available years of STAAR/EOC data. Also, IOWA/Logramos growth results are calculated for grades K-3. To earn an award, teachers must meet the requisites below:

- Teachers must have value-added index gain of 1.0 or higher with low socio-economic students.
- Teachers must meet all of the eligibility requirements.
- Teachers must teach in an eligible content area grades 4-STAAR-EOC subject areas or K-3 IOWA/Logramos tested areas.

Accessing the Portal

Eligible teachers had the opportunity to verify, correct, and link themselves to individual students whom they served and the amount of instructional time they served students through the teacher linkage process. Teachers <u>must have completed web-based activities to confirm student rosters (linkage) and confirm their eligibility (verification)</u> using the EVAAS Roster Verification Portal. More information is outlined in the <u>SAS EVAAS Quick Start Guide for Teachers</u> document provided at the Teacher Roster Verification training at the respective campuses.

Teacher Award Amount Determinations

Teacher award amounts are calculated once the STAAR/EOC/IOWA/Logramos results have been received and reviewed by SAS EVAAS. Teacher award amounts are **not based on achievement** but rather **based on value-added.** Value-added is determined statistically and is a progress metric that estimates the teacher's impact on students' academic performance. In simplest terms, value-added is the difference between a student's baseline performance (prior years' tests) and his/her observed performance (this year's tests). To be clear, value-added analysis is not simply or necessarily the difference between one test and the next. Sophisticated statistical modeling is applied to produce growth metrics that are valid and reliable.

Why SAS EVAAS?

SAS is one of the largest software companies in the world. Its software solutions are used at more than 49,000 sites in over 100 countries. EVAAS is the education division of SAS. The SAS EVAAS team has more than a decade's experience in building longitudinal student achievement databases and providing reporting that uses mix-model, multivariate longitudinal methodologies. The statistical approach increases the utility of test scores because it dampens the measurement error associated with a single score on a single day for each individual child. The SAS EVAAS team has developed the most comprehensive reporting package of value-added metrics available in the educational market. Not only do they provide valuable diagnostic information about best practice, but they also report students' predicted success probabilities at numerous academic milestones. These predictions for academic success enable a more equitable distribution of educational resources, one that ensures that all students have the opportunity to make academic growth each year. For more information go to www.sas.com

Notification of Award Amount

Eligible staff will receive an award amount notification through a letter from the Human Resources Department during December.

Questions and Appeals

Questions

Questions regarding award amount determinations or eligibility may be directed to Ms. Shalona McCray via email at smccray@lisd.org.

Appeals

Appeals will be determined on a case by case basis and must be submitted in **writing using the LIFT Appeal document no later than 4:00 p.m. Friday, January 12, 2024** to smccray@lisd.org. *Appeals submitted after this deadline will not be reviewed.* Please complete and submit the LIFT Appeal documentation found at https://w3.lisd.org/careers/LIFT/appeals-process.

Notification for the Results of Appeal

Notifications regarding the results of the appeal will be within 14 days of email or writing notice.