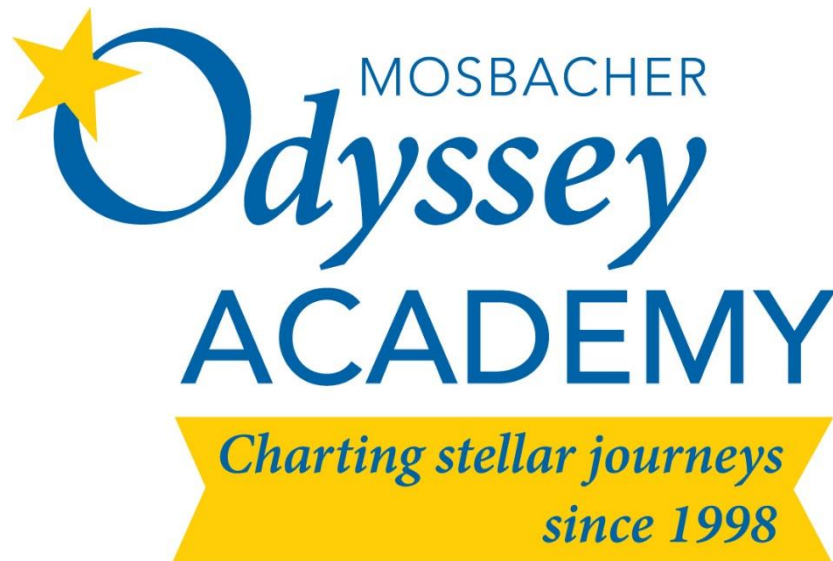


Odyssey Academy Charter School

Teacher Recognition and Support System Manual



THE ROBERT A. MOSBACHER, SR. ODYSSEY ACADEMY

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Odyssey Academy Overview

Vision and Mission

Why do we exist? We exist to inspire and develop the highest potential in every one of our students.

How do we behave? We behave by building relationships with those around us through caring for the whole person and supporting each other, setting high expectations for ourselves and those around us, and showing passion by being fanatical about our craft.

What do we do? We educate students.

How will we succeed? We will differentiate ourselves by providing diverse academic and life experiences for students, being involved in community groups and activities, and providing appropriate resources and systems to ensure staff effectiveness.

The Odyssey Difference

Odyssey Academy exists to inspire and develop the highest potential in every one of our students *and teachers!*

Our teachers and staff work to build relationships with those in the Odyssey Academy Community by caring for and supporting the whole person. We set high expectations for ourselves and those around us, and we show passion by being fanatical about our craft.

Odyssey Academy succeeds at educating students by providing diverse academic and life experiences, being involved in community groups and activities, and providing appropriate resources and systems to ensure our staff is effective.

TRSS Stakeholders

OABA

Aimee Felchak

OAG

Dr. Holly Bailey

Laura Buchanan

Connie Cameron

Rita Depatie

Lori Franks

Ginger Kieckbusch

Dena Walker

OATC

Christi Barnes

Christina Drinkwater

Wyndi Partlow

OASC

Abby Blank

Dr. Jennifer Goodman

Kendra Persohn

Jennifer Reed

Matthew Sherman

Why create a Teacher Recognition and Support System (TRSS)?

It is important to create a TRSS to recognize the amazing work being done by teachers at Odyssey Academy. But in addition to honoring and recognizing teacher excellence, Odyssey Academy would like to establish a growth model for teachers, improve and support teacher efficacy, and identify teacher leaders.

TRSS and TIA... What is the Difference?

It is important to make a distinction between Odyssey Academy’s Teacher Recognition and Support System and the Teacher Incentive Allotment (which will be discussed in detail later). OA has been working to create and implement a recognition and support system for the last several years. OA’s TRSS will exist whether or not the state of Texas’ Teacher Incentive Allotment (TIA) continues to exist. The state’s TIA and OA’s TRSS are two separate systems that are working together to recognize and reward monetarily teachers who are designated.

How the TRSS Works

Measures	All Teachers
Teacher Evaluation	70%
T-TESS Evaluation	70%
Student Growth	15%
Individual SLOs Scores	15%
Other Indicators	15%
Teacher Attendance	10%
School Accountability Rating	5%
Total	100%

The TRSS uses multiple methods for evaluating teachers: the T-TESS evaluation tool, Student Learning Objectives, teacher attendance rate, and finally the accountability rating earned by the school through state testing metrics. Prekindergarten through 12th grade teachers are measured very similarly. Teacher content area differences are addressed through the use of individualized SLOs for each teacher.

The designation types are Recognized, Exemplary, and Master. A teacher can also earn a National Board Certification, which would place them at the level of “Recognized” without the necessity of being designated through the formal TRSS rating system. Once designated, a teacher’s designation will remain in place for five years even if a teacher changes campuses or districts. A teacher’s designation can improve, but not decline during the five-year designation period.

How the Rating System Works

Teacher Observation (T-TESS) Minimum Average Ratings

The table below shows the minimum average scores required on T-TESS to achieve each level of designation (Recognized, Exemplary, and Master) in OA’s TRSS. The score achieved on T-TESS will be used as one component in calculating the combined score needed to identify the teacher’s designation level.

Designation Level	Minimum Score Across Domains 2 and 3	Minimum Score for each dimension in Domain 2 and 3
Master	4.5 (90% of Possible Points)	At least 3 (proficient) on all dimensions
Exemplary	3.9 (78% of Possible Points)	At least 3 (proficient) on all dimensions
Recognized	3.7 (74% of Possible Points)	At least 3 (proficient) on all dimensions

These designation levels are aligned with the [Texas Teacher Observation Performance Standards](#).

For OA’s TRSS, a designation level of “Master” earned on the T-TESS evaluation earns 5 points, a designation level of “Exemplary” earns 4 points, a designation level of “Recognized” earns 3 points. A score in the range of 3.00-3.69 will earn 2 points, a score in the range of 2.00-2.99 will earn 1 point, a score in the range of 0.00-1.99 will earn 1 point.

SLO Minimum Average Ratings

The table below shows the required minimum percentile of students who met or exceeded expected growth measures on the Student Learning Objective selected by the teacher at the beginning of the school year and the level of designation (Recognized, Exemplary, and Master) the teacher will earn based on that percentile in OA’s TRSS. The score achieved on the SLO component will be used in calculating the combined score needed to identify the teacher’s designation level.

Teacher Designation Level	Minimum Percentage of Students Meet or Exceed Expected Growth
Master	90%
Exemplary	80%
Recognized	70%

For OA’s TRSS, a designation level of “Master” earned through growth using the SLO metric earns 5 points, a designation level of “Exemplary” earns 4 points, a designation level of “Recognized” earns 3 points. A score in the range of 60%-69% will earn 2 points, a score below 60% will earn 1 point.

Additional Components

- **Teacher Attendance** – Will be assessed as a “Pass” or “Fail” basis. If a teacher does not use more than the ten days allocated to them at the beginning of each year, they earn a Pass and earn full points, if a teacher uses more than their ten-day allocation, they receive a Fail, and earn no points on this component.

- **Overall School Rating** – Will be assessed on a 5-point scale. Teaching on an A-rated campus will earn 5 points, a B-rated campus will earn 4 points, a C-rated campus will earn 3 points, a D-rated campus will earn 2 points, and a F-rated campus will earn 1 point.

TRSS Scoring Requirements

The minimum points required for each designation on OA’s TRSS system are below. To earn a designation of “Recognized,” a teacher will need to earn a combined score of 3.05 points. To earn a designation of “Exemplary,” a teacher will need to earn a combined score of 3.40 points. To earn a designation of Master, a teacher will need to earn a combined score of 4.25 points. Earned points will not be rounded.

Rating	Points Required
Master	4.25 Earned Points Required
Exemplary	3.40 Earned Points Required
Recognized	3.05 Earned Points Required

Below is an example of a teacher’s earned scores and how to calculate the combined score to identify the teacher’s designation level.

TRSS Component	Rating & Score Information
T-TESS	Earned a rating of “Recognized” based on the “T-TESS Minimum Average Rating” table above on T-TESS, which earns 3 points on OA’s TRSS
Student SLO	Earned a rating of “Exemplary” on the “SLO Minimum Average Ratings” table above on SLO growth measures, which earns 4 points on OA’s TRSS
Attendance	Teacher did not use all allocated paid time off days over the course of the school year, which earns 5 points on OA’s TRSS
School Rating	The school the teacher works at is rated a “C” according to state metrics, which earns 2 points on OA’s TRSS

To identify the teacher’s designation level on OA’s TRSS system, the points will be combined using the following method:

Component	Score (out of 5 points)
T-TESS	3 points (70%) = 2.1 Earned Points
Student SLO	4 points (15%) = .6 Earned Points
Attendance	5 points (10%) = .5 Earned Points
School Rating	3 points (5%) = .15 Earned Points
Total Earned Points: 3.35 which corresponds to a TRSS designation of “Recognized”	

The Teacher Incentive Allotment (TIA)

The Teacher Incentive Allotment was established through the Texas Legislature as part of House Bill 3 to provide a realistic pathway for top teachers to earn six-figure salaries and to help attract and retain

highly effective teachers at traditionally hard-to-staff schools. Districts are not required to participate in the TIA, but the benefit found by participating is great when it comes to being able to reward teachers.

Based on teacher designations earned through OA’s TRSS and affirmed through a state review process, schools will earn a specified allotment. For the current school year (2022-2023) earned allotments for each of OA’s campuses would be the following:

Teacher Designation	Campus Allocation*	
	OABA**	OAG**
Master	\$19,653	\$21,374
Exemplary	\$10,592	\$11,625
Recognized	\$5,296	\$5,812

* These amounts represent the allotment paid to the campus based on the teacher designations of teachers who work at the school. The amounts are **not** stipend amounts.

** Allotment amounts for each campus are determined by the percentage of educationally disadvantaged students on each campus.

TIA Spending Plan

Odyssey Academy will reserve 10% of the amount allocated to each campus to support the TRSS/TIA programs. The reserved 10% will be used to provide support to teachers working towards achieving designation, towards assisting teachers working to earn the National Board Teacher Certification, towards teacher recruitment, as well as mentoring and coaching. The additional 90% of the amount allocated to each campus will be paid out through stipends for the designated teachers.

Teacher stipend amounts will be allocated to designated teachers according to the following criteria:

- Stipends for teachers will be based on 90% of the TIA allotment allocated to the campus for their earned designation. Based on this, a teacher designated as “Exemplary” at the OABA campus could expect to receive a stipend in the amount of \$9,533.00.
- These stipends will be eligible to be counted towards the teacher’s TRS retirement.
- Stipends will be paid out in one lump sum on August 15th of each year.
- If a teacher leaves after the Winter Class Roster submission, OA will pay out the teacher’s stipend along with any other earned salary.

It is important to remember that stipends may fluctuate each year based on demographic changes at the teacher’s campus. This could mean an increase or decrease in stipend amounts each year. Stipends are not guaranteed, meaning if the Texas Legislature does not fund the program, funding for stipends will not be available. Finally, stipends are based upon the teacher’s designation level, and designations are retained for a five-year period.

Timelines

Implementation of T-Tess: T-TESS, the Texas Teacher Evaluation and Support System was implemented at OA at the beginning of the 2020-2021 school year. Training prior to implementing the system began at the end of the 2019-2020 school year.

WIGs and SLOs: OA has utilized the Leader in Me concept of WIGs for many years. For the implementation of OA's TRSS system, we began training staff in the concept of Student Learning Objectives (SLOs) in the Fall of 2020. Merging the two concepts will enhance the use of WIGs (Wildly Important Goals) through a continued and more robust focus on student growth.

Stakeholder Engagement: Teachers, instructional staff, administrators, parents, community members, board members, and others were invited to engage in the development of the TRSS beginning in the Fall of 2020. The district team had begun work on the system as far back as the Fall of 2019.

Finalize the TRSS: Stakeholders finalized a draft of the system early in the spring of 2021. Submission of the application for the TIA will happen prior to the deadline of April 22, 2021.

Implementation Year 1: Implementation of the TRSS will begin during the 2021-2022 school year. Implementation begins the capture of data (T-TESS, SLO, attendance, survey, and state assessment ratings) that will be used in designating teachers.

Implementation Year 2: Based on data captured during the 2021-2022 school year, OA will submit for designation teachers who achieved designation status based on the criteria stated above by the Fall of 2022. Notice of TEA's certification of OA teacher designation status will be given by February of 2023. Stipends will be distributed to certified designated teachers on August 15, 2023.

Implementation Year 3: Data capture and designations will continue as described above.

Frequently Asked Questions

Are there differences between SLOs and WIGs?

Yes. There are differences between SLOs and WIGs, and in some cases major differences. The main connection between SLOs and WIGs is that they are both developed based on the needs of students in the classroom to measure and encourage student growth throughout the school year.

Will support be provided for teachers to achieve a designation?

Yes! Support is one of the reasons OA has worked to develop the TRSS. Yes. Support will be provided in a variety of ways, including by reserving 10% of the TIA Allotment to provide training, support, and to pay for other costs associated with implementing TIA. Supporting and encouraging teachers to work towards National Board Certification will also be an important aspect of teacher support.

Can a teacher improve their designation? Can they move up from “recognized” or moved down?

Once a teacher earns a designation, that designation will stay with them for five years. Therefore, a teacher will not move down in the designation system for that period, but a teacher does have the opportunity to move up within the designation levels over the five-year period.

Is this for all staff, or just teachers?

The Teacher Recognition and Support System is just for teachers, as is the Teacher Incentive Allotment. Other programs will be developed and implemented for staff who are not teachers.

What does it mean that “stipends are not guaranteed”?

Stipends within TRSS are directly related to TIA and the allotment OA receives based upon designated teachers and demographics of each campus. As student demographics change, the TIA amount will also change. Therefore, each year, the stipend amount will vary. Also, if the legislature is ever unable to fund TIA, then the stipends will cease. Therefore, a teacher should never expect nor base their personal budget upon a specific amount until it has been verified for the specific school year.

Will TRSS take away traditional raises (steps based on years of service)?

No. This system will not change how teachers are paid at Odyssey Academy. TIA is a state allotment that exists to make it possible for a teacher to earn a six-figure income. A competitive and robust local pay scale will still be important in ensuring salaries are competitive and the best teachers continue to apply to Odyssey Academy.

Where to Find Additional Information

- [Odyssey Academy's TIA Website](#)
- [Raising Teacher Salaries \(TIATexas.org\)](#)
- [Student Learning Objectives \(TexasSLO.org\)](#)
- [T-TESS Information](#)
- [National Board Teacher Certification](#)

Literature Reviewed Related to the Development of OA's TRSS

- [Achievement First: Developing a Teacher Performance Management System That Recognizes Excellence](#)
- [A Comparison of Growth Percentile and Value-Added Models of Teacher Performance](#)
- [Student Learning Objectives Handbook](#)
- [Alternative Student Growth Measures for Teacher Evaluation: Profiles of Early-Adopting Districts](#)
- [Choosing the Right Growth Measure](#)
- [E-Portfolios Rescue Biology Students from a Poorer Final Exam Result: Promoting Student Metacognition](#)
- [Measuring Student Learning for Educator Effectiveness](#)
- [The Potential Consequence of Using Value-Added Models to Evaluate Teachers](#)
- [The Rise of Student Growth Portfolio Models in Tennessee](#)
- [Student Achievement as a Measure of Instructor Effectiveness](#)
- [Suggested Model \(Related to the Student Portfolio\) Used in Evaluation of the Students in University Courses](#)
- [Using Alternative Student Growth Measures for Evaluating Teacher Performance: What the Literature Says](#)
- [Value Added?](#)