

Crandall ISD



TIA Guidebook

Teacher Incentive Allotment

UPDATED: November 2023

TIA Overview

Background Information

House Bill (HB) 3 was passed by the 86th Texas Legislature and was signed into law by Governor Abbott on June 11, 2019. The bill established the Teacher Incentive Allotment (TIA) program. TIA's stated goal is a highly competitive salary for teachers prioritizing teaching in high-needs areas and rural district campuses. The program is dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, particularly in high-need and rural schools. Districts, if they choose to, can develop a local designation system and designate high-performing teachers (Master, Exemplary, or Recognized). Districts will receive additional funding (\$3,000-\$32,000 per year) for every designated teacher they employ.

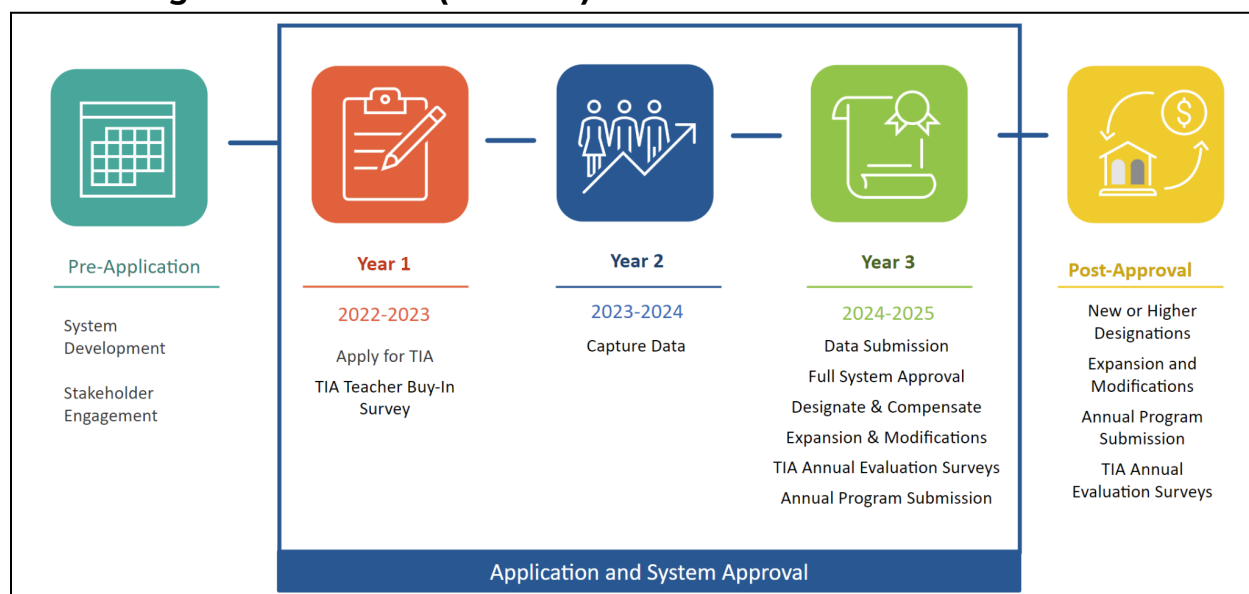
To implement the Teacher Incentive Allotment, House Bill 3 required setting “performance and validity standards” to ensure the identification of highly effective teachers under the three designation categories – Master, Exemplary, and Recognized – yield reliable and comparable results across the state.

All cohort applicants must use performance standards, teacher observation, and student growth data to determine which teachers qualify for designations. Part of the data validation process includes a review of the accuracy of how district systems align their designations to the statewide performance standards.

Cohort F applicant Crandall ISD created a TIA Committee consisting of teachers, campus leadership, and district leadership, who met monthly during the school year 2022-23. Teacher surveys and feedback were solicited throughout the school year on various topics, including buy-in, teaching assignments, student growth tools, teacher observation measurements, and spending plans. The district will submit the first application as part of Cohort F by April 17, 2023. The district will continue to meet with stakeholders and develop the systems for future phases of the local designation system to include phases 2 and 3.

The TIA program intends to recruit, support, and retain highly effective teachers in all schools. The district and campuses will recruit highly effective teachers through strategic staffing, hiring, and marketing. Once hired, teachers will receive quality professional development, career pathways, mentoring, and coaching to support their growth. Crandall ISD will provide competitive compensation and align district and campus goals for a unified support system to retain teachers.

Initial Designation Timeline (Cohort F):



Plan Development

Stakeholders & Feedback

CISD formed a TIA Committee that created the local teacher designation system in alignment with statewide performance standards. The committee included over 50 district leaders, campus-based leaders, and teachers representing different grade levels, campuses, and content areas. Campus and Teacher representation was the majority of the committee. The committee met starting in September 2022 and held six meetings. Between each meeting, committee members shared information with the campuses and departments they represented to seek input and feedback. This input and feedback were transferred using a collaborative digital document and reviewed/discussed at each committee meeting. Other feedback was gathered from surveys. The TIA Committee implemented input from stakeholder groups into the design of the local designation system.

Critical Decisions for Local Designation Systems

1. Who can earn a designation?
 - a. Eligible campuses and teaching assignments
 - b. If not all teachers, will we expand in future years?
2. How will we designate?
 - a. Observations, student growth measures, optional components
 - b. Performance standards and weighting/teacher categories
3. How and when will we compensate?
 - a. Distribution of funds
 - b. Timing and mode of compensation

PLEASE NOTE: This is a working document; details are subject to change.

Last Updated 11/06/2023

Pathways to Designation in Crandall ISD

National Board Certification

- Individual teacher achieves National Board Certification
- Districts may choose to support cohorts of National Board candidates



Local Optional Teacher Designation System

- District-created system
- District system is approved
- District determines and issues teacher designations



National Board Certification (NCB)

NCB is a voluntary advanced professional certification for PreK–12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. Teachers are certified based on the National Board for Professional Teaching Standards (NBPTS) standards.

National Board Certified Teachers (NBCTs) are eligible to earn a designation if they meet the following criteria:

- Hold an active lifetime, one-year, 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. Teachers with an interim or probationary certificate are not eligible.
- Hold an active National Board certification.
- NBCT directory listing reflects Texas residency and employment.
- Reported by the above Texas school system in a role ID coded 087 during that year's Class Roster Winter Submission in February.
- Once earned, the designation will remain active until July following the expiration of the National Board certificate.

Crandall ISD is committed to helping teachers who want to complete the National Board Certification. CISD's first TIA focus will be developing our Local Designation System. CISD will investigate if a cohort of teachers is interested in pursuing this option to earn a Recognized Designation by receiving their National Board Certification in future phases.

Who can earn a designation?

Eligibility for TIA Designation and Phased-in Approach

The goal of Crandall ISD is that all teachers will be eligible to earn a designation over a multi-year phased-in period. All Crandall ISD teaching assignments will be eligible in the outlined phased-in model. Note: The timeline of the phases is subject to change depending on multiple factors in Crandall ISD, and teachers will be updated when changes occur.

	Data Collection Year	Data Validation Year	Payout Date	TEA Cohort Application
Phase 1	2023-24	2024-25	August 2025	F
Phase 2*	2025-26	2026-27	August 2027	H
Phase 3*	2027-28	2028-29	August 2029	J

**Proposed dates for Phase 2 and 3.*

Grade Level/Teaching Assignment
PHASE 1
K-8th Math (including SPED, ESL, Interventionist, MTA teaching assignments)
K-8th Reading (including SPED, ESL, Interventionist, MTA teaching assignments)
Algebra I, English I & English II (including SPED & ESL teaching Assignments)
Biology, US History, 5th Science, 8th Science, 8th Social Studies
Pre-K
SPED: Lifeskills
PHASE 2
CTE
AP/Dual Credit
Non-STAAR or MAP: Math, English, History, and Science Teachers
Other Special Education (ECSE-3 & EC Lifeskills)
Foreign Language
PHASE 3
PE/Athletic Teachers
Fine Arts and Specials/ Electives

PLEASE NOTE: This is a working document; details are subject to change.

Last Updated 11/06/2023

Eligible for a TIA Designation:

1. A teacher must be coded as a teacher (code 087) within our local student information system, Skyward, which is reported to TEA through the Public Education Information Management System (PEIMS)
 - a. As long as the person is coded as 087 and in a TIA-eligible teaching assignment, there are no certification requirements.
2. A teacher must receive district salary compensation that mirrors PEIMS teacher coding for a minimum of 90 days at 100% of the day or 180 days at 50-99% of the day.
3. Teachers employed in a TIA-eligible teaching assignment before October 1st of each school year remain employed in the TIA-eligible teaching assignment through the end of the school year and will be able to submit data for the current data capture year.

How will we designate?

Teacher Observation Instrument

For all phases of Crandall ISD's Teacher Incentive Allotment rollout, the Texas Teacher Evaluation and Support System (T-TESS) will be used to determine designations for eligible teachers' observation requirements of TIA. CISD will include the statutory requirement of using Domains 2 and 3 of T-TESS.

Only T-TESS Domains 2 (D2) and 3 (D3) are considered to calculate the TIA score. These two domains focus on instruction and the learning environment. Per TEA, to be eligible to earn a designation, the teacher must have a minimum score of Proficient in each dimension for Domains 2 and 3.

- Instruction (Domain 2)
 - Achieving Expectations (Dimension 2.1)
 - Content Knowledge and Expertise (Dimension 2.2)
 - Communication (Dimension 2.3)
 - Differentiation (Dimension 2.4)
 - Monitor and Adjust (Dimension 2.5)
- Learning Environment (Domain 3)
 - Classroom Environment, Routines, and Procedures (Dimension 3.1)
 - Managing Student Behavior (Dimension 3.2)
 - Classroom Culture (Dimension 3.3)

T-TESS Training

Crandall ISD does a deep dive into our teacher observation rubric at the beginning of each school year for both appraisers and teachers. The goal is that everyone involved in the appraisal process understands precisely what is being asked in each dimension's indicators and clearly understands which classroom

behaviors (student and teacher behaviors) align with which indicators. Appraisers are required to recertify every two years.

T-TESS Observations for TIA Eligible Assignments

- One announced a 45-minute observation following the pre-conference. A post-conference will be scheduled after the observation. This observation should be done in the TIA-eligible course.
- Two scored 15-20 min walkthroughs per semester*
- At least one informal (non-scored) walkthrough for the first nine weeks
- No opt-outs or waivers are allowed for teachers in a TIA-eligible teaching assignment.

*Note: Recommendation is for at least four scored walkthroughs per teacher; however, extenuating circumstances such as maternity leave or FMLA could result in fewer than 2 per semester. Teachers can also receive more than two walkthroughs per semester. Likewise, teachers may have a multitude of walkthroughs that focus on one or more dimensions of the T-TESS Rubric.

How will teacher observations be used to determine designations?

Crandall ISD's designation system will ensure that teacher observation ratings are aligned with the [Texas State Performance Standards](#) for the Teacher Incentive Allotment. The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each designation level (Recognized, Exemplary, and Master). The minimum average scores were derived from an analysis of T-TESS observations across the state with scores on a 1 to 5 scale. The minimum average for a Master teacher shows the 95th percentile score, the minimum average for an Exemplary teacher shows the 80th percentile score, and the minimum average for a Recognized teacher shows the 67th percentile score.

Designations and Teacher Observation	
Designation	Average T-TESS Score Domains 2 & 3 *Minimum of 3 on all dimensions
Recognized	3.7 or 74% of possible points
Exemplary	3.9 or 78% of possible points
Master	4.5 or 90% of possible points

T-TESS Composite Score

The T-TESS score averages the summative scores for the Instruction (D2) and Learning Environment (D3). Each of the five performance levels of distinguished, accomplished, proficient, developing, and improvement needed is scored on a 1-5

scale, with five being the highest. Teachers must receive at least a 3 (Proficient) on the average of all scores for each dimension in Domains 2 and 3 to have their data captured for a designation.

Crandall ISD requires: a) 1 formal (45 minutes) scored observation; b) 4 scored walkthrough (15-minute minimum) observations (2 per semester); c) Administrators will visit every classroom at least once informally during the first nine weeks; d) Each teacher will have at a minimum five scores for each dimension of Domain 2 and 3 and the total scores for each dimension will be the average of those five scores from the one formal observation and four scored walkthroughs (if more walkthroughs are conducted, they will be averaged as well).

Values for each Dimension

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5	4	3	2	1

The following table is an example of a T-TESS Composite score calculation.

T-TESS Dimension	Summative Rating
2.1 Achieving Expectations	3
2.2 Content Knowledge	4
2.3 Communication	4
2.4 Differentiation	3
2.5 Monitor & Adjust	3
3.1 Classroom Environment	4
3.2 Managing Behaviors	4
3.3 Classroom Culture	5
Total ratings divided by 8 dimensions	30/8
T-TESS Composite Score	3.75

Student Growth Measures

Student Growth Instrument

The instrument used to measure student growth depends on the grade level and subject area:

Grade Level/Teaching Assignment	Teacher Observation	Who sets Expected Growth Target? How?	Student Growth (Pre-/Post-Tests)
Phase 1			
K-6th Math and Reading, 7th-8th Reading (including SPED, ESL, Interventionist, MTA teaching assignments)	T-TESS	NWEA	MAP
7th-8th Math, Algebra I, English I & English II (including SPED & ESL teaching Assignments)	T-TESS	TEA (Transition Tables)	STAAR
Biology, US History, 5th Science, 8th Science, 8th Social Studies	T-TESS	District (Graduated Percent Increase Model: Percent Points)	Pre-Test: STAAR Released Post-Test: STAAR
Pre-K	T-TESS	District (Graduated Percent Increase Model: Percent Points)	Circle/CLI
SPED: Lifeskills	T-TESS	TEA (Transition Tables)	STAAR-ALT
Phase 2			
CTE	T-TESS	District	Pre and Post Test
AP/Dual Credit	T-TESS	District	Pre and Post Test
Non-STAAR or MAP: Math, English, History, and Science Teachers	T-TESS	District	Pre and Post Test
Other Special Education (ECSE-3 & EC Lifeskills)	T-TESS	District	Pre and Post Test
Foreign Language	T-TESS	District	Pre and Post Test
Phase 3			
PE/Athletic Teachers	T-TESS	District	Pre and Post Test
Fine Arts and Specials/ Electives	T-TESS	District	Portfolios

PLEASE NOTE: This is a working document; details are subject to change.
Last Updated 11/06/2023

*Phase 2 will select their pre and post-test during the 23-24 school year, and Phase 3 will begin work during the 24-25 school year

**Middle school students participating in high school courses should be assessed with the student growth instrument corresponding to the high school course. For example, student growth for middle school Algebra I students will be calculated using the STAAR Algebra I test Transition Tables Progress Measure.

Student Rosters

- Students who meet all three criteria will be included in a teacher's student growth calculation:
 - teacher of record at the beginning of year student growth assessment (mid-September)
 - teacher of record at PEIMS winter roster (mid-February)
 - teacher of record at the end of year student growth assessment (mid-April)
- Special Education Co-teach and Inclusion teachers will use rosters from the courses with a pre and post-test aligned with the CISD phased-in timeline. Their roster will include the Special Education students they support with in-class support. If the Special Education teacher has resource sections aligned to the CISD phased-in timeline and their students take the approved pre and post-tests, those students will be included in their student growth calculation.
 - Example: Teacher A supports four sections of math inclusion in 6th and 7th grade. The students in each section identified as students receiving special education will be used for the SPED teacher's roster. Those same students will be included on the General Education teacher's roster.
- Teachers will be asked to verify their rosters of students to be included in the TIA Growth Calculation at the middle and end of the year.
- Teachers may appeal to have a student(s) added or removed from their calculation based on extenuating circumstances. District Leadership would assign a TIA Appeal Committee and a designee.
- Semester-based courses would use a beginning and end-of-the-semester growth measure. The calculation would count any student on the teacher's roster for both.
- If the district has to move a teacher to a new teaching assignment (must be TIA-eligible teaching assignment) after the BOY assessment, resulting in a new set of students, the teacher and district will work together to determine the TIA student roster for growth calculation. This is void if the teacher is moved out of a TIA-eligible position due to performance concerns.

Teachers with Multiple Subjects

- Student growth will be calculated based on all tests for each eligible course.

- If a teacher has a student in two separate courses in the same content area that use the same growth measure, then the student will only count once. (Ex. A teacher has the same student in English II and Practical Writing).
- For example:
 - If a teacher teaches English I and II, the growth measure would include all students in both courses based on our phased-in timeline.
 - If a teacher is self-contained in Kindergarten, then the growth measure would consist of all student scores for Math and Reading.

Minimum Number of Scores

- To calculate a teacher's student growth score, there must be at least five growth measure scores.
- This could come from as few as three students if multiple tests are taken in that setting.
- In most cases, there will be ample student growth scores to calculate; however, in some specialized settings, there may be a small number of students (e.g., Special Education).

Student Growth Performance Standards

Crandalls ISD's designation system will ensure student growth measures align with the Texas State Performance Standards for the Teacher Incentive Allotment. For a teacher to earn a designation at the Recognized, Exemplary, or Master Teacher level, their students should meet or exceed the growth expectations listed in the table below.

The student growth score is calculated for all teachers with student growth results for students meeting enrollment criteria. The percentage is calculated based on the sum of students meeting growth expectations across content areas and the sum of tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).

Student Growth Performance Standards	
Designation	% of Students Meeting or Exceeding Growth Measure
Recognized	55%
Exemplary	60%
Master	70%

These values are baselines determined by the [State Performance Standards](#). The percentage of students meeting or exceeding growth expectations for eligible teachers will be used to calculate a weighted score. Considering teacher observation ratings, these scores will be compared to an overall cut score for each designation. Therefore, having slightly lower or higher student growth scores will be possible when earning a corresponding designation.

Setting Expected Growth Targets (District sets expected Growth)

Crandall ISD uses the Statewide Student Growth Performance Standards to calculate a teacher's end-of-year student growth percentage: the number of students who met or exceeded growth expectations divided by the total number of students with an expected growth score. The procedures used are reviewed during BOY PD and published for the teacher in the CISD TIA Guidebook to access before the initial assessment administration. Each student's growth performance will be calculated once the post-test is administered for these specific courses. Students who exceed their predicted scores will be acknowledged as achieving expected growth based on the district-created growth targets. Crandall ISD will use the 'graduated percent increase model' to determine if students met desired growth targets and to calculate the teacher's end-of-year student growth total. After the pre-tests (released STAAR and Circle) are administered, each teacher's students will be placed into quintiles by organizing all scores from least to greatest. A different percent of expected growth is set for each respective quintile. For lower quintiles, a higher percent growth is set as expected growth; for higher quintiles, a lower percentage is set as expected growth. Maintaining high performance is the desired growth target for students in the highest-performing quintile. These results will be shared with teachers within two weeks of the assessment data being received by the 3rd party provider and calculated by the district. The teacher's end-of-year student growth percentage will then be calculated and used as part of the qualifying factors for TIA designation eligibility, along with their teacher observation scores. In addition, teachers can verify rosters for students present for the pre and post-test to count for their overall scores following CISD's roster verification process.

For the CLI/Circle assessment used in Pre-Kindergarten, CISD will calculate the average score for each overall band in both Reading and Math for the Circle Wave 1 test and then calculate the average score on the Circle Wave 3 test. For Reading, CISD will use scores from Rapid Letter Naming, Rapid Vocabulary, and the Composite Score for Phonological Awareness. For Math, CISD will use the Total Composite Score. For students to be considered for meeting or exceeding growth, they will have to meet or exceed both the Reading and Math expected growth targets.

Calculating TIA Score

Weighting

For all phases of Crandall ISD's Teacher Incentive Allotment rollout, all eligible teachers will receive a performance score based on the weighted components listed below.

Component	Weighting
Student Growth Measure	50%
T-TESS Domains 2 and 3	50%

Scoring

TIA designations are determined based on the TIA composite score, a weighted combination of the teacher observation dimensions (the eight dimensions of Domains 2 and 3), and the student growth score. Determining the annual teacher eligibility for a TIA designation, the following steps are completed at the district-level end-of-year analysis:

- 1) EOY Roster Verification
- 2) Collection of student growth measure data by the teacher using verified student roster
- 3) Collection of T-TESS summative data for Domains 2 & 3
- 4) Calculation of TIA composite score (designation recommendation based on the total score)

The TIA composite score for designation is calculated using 50% of the student growth score and 50% of the T-TESS score. Once the TIA Score is calculated, the below ranges determine the designation. If performance criteria are met, the TIA designation is submitted to the State for data review; pending TEA data validation, the TIA designation is attached to the teacher's teaching certificate for five years. If performance criteria are not met, the TIA designation is not submitted to the state, and the teacher has the next year to increase student growth and teacher observation scores.

Student Growth Cut Points		
TIA Designation	TIA Performance Standards (% of students who met/exceeded projected growth)	Student Growth Points+ % of Scores Met or Exceeded * 50 points
Recognized	55%	$55\% * 50 \text{ points} = 27.5$
Exemplary	60%	$60\% * 50 \text{ points} = 30$
Masters	70%	$70\% * 50 \text{ points} = 35$

Teacher Observation Cut Points			
TIA Designation	TIA Performance Standards	Points = TIA Performance Standards * 8 Dimensions	Raw Points * Multiplier (1.25) (Convert to 50 point scale)
Recognized	3.7	$3.7 * 8 = 29.6$	$29.6 * 1.25 = 37$
Exemplary	3.9	$3.9 * 8 = 31.2$	$31.2 * 1.25 = 39$
Masters	4.5	$4.5 * 8 = 36$	$36 * 1.25 = 45$

Student Growth + Teacher Observation		
Recognized	$27.5 + 37$	64.5
Exemplary	$30 + 39$	69
Masters	$35 + 45$	80

Composite Score Cut Points	
Recognized	64.6 - 68.9
Exemplary	69 - 79.9
Masters	80 - 100

PLEASE NOTE: This is a working document; details are subject to change.
Last Updated 11/06/2023

Spending Plan

TIA Allotments per Campus

The TIA program is available to all Texas school districts and open-enrollment charter schools. The amount of TIA funds generated is determined by a formula that considers campus characteristics, including student socioeconomic status and location:

- Schools with more significant student needs (based on socioeconomic factors) generate more TIA funds per TIA-designated teacher.
- Rural schools generate more TIA funds per TIA-designated teacher based on a higher multiplier applied to students based on socioeconomic factors.
- The amount of funds/allotments changes yearly based on enrollment and rural status.

See TEA's Teacher Incentive Allotment page for more information about the [TIA allotment calculations](#). Allotment amounts are recalculated by TEA every April.

Distribution of TIA Compensation

The statute requires that 90% of TIA funds be distributed directly to teachers, and up to 10% can be spent at the district level on supporting elements of TIA. Crandall ISD's TIA Committee created a 3-year phased-in plan to build a local designation system where all teachers have a pathway towards designation by the end of the third year. Stakeholder input was gathered on developing Crandall ISD's TIA Spending Plan by survey in February 2023, with 137 teachers participating.

Since some teaching assignments will not be able to earn a designation in Years 1 and 2, the TIA Committee created a phased-in funding model as outlined below. The teachers in Years 1 and 2 who cannot earn a designation must receive at least the Recognized Level T-TESS scores based on the Texas State Performance Standards for Domains 2 and 3. Crandall ISD will distribute the TIA funds as follows:

Year of Phased-in Approach	Allotment Going Toward Designated Teacher	Allotment Going Toward Non-Eligible Teachers on Campus	Allotment Going Toward District
Year 1 (August 2025)	70%	20%	10%
Year 2 (August 2026)	80%	10%	10%
Year 3 (August 2027) & all future years	90%	0%	10%

**By Year 3, all teachers will be eligible to participate.*

The 10% allotment going toward the district will be used for costs associated with professional development for teachers to earn a designation and leaders in teacher evaluation, system expansion for additional teaching assignments, and new or enhanced designations for teachers. In addition, the district will use the allocation to support the costs associated with the student growth assessment software for pre- and post-tests. The district will also use the allocations for managing and organizing data, certifications, designations, and consultant costs for implementing and continuously improving the CISD TIA Local Designation System.

Based on the allotment amount per designated teacher at the campus where they're currently located, CISD will calculate 70% of that amount to go to the designated teacher and 10% of that allotment to go to the district portion. The remaining amount would be distributed among other teachers not eligible for a designation in years 1 and 2 of the phased-in model. For example, if the designated teacher's allotment is \$10,000, the designated teacher would receive \$7,000, the district would hold back \$1,000, and the remaining \$2,000 would be added to the other 20% of allotments on that campus to be evenly divided to the other teachers who qualify based on their T-TESS scores. If a campus has two designated teachers that follow this same funding, there would be \$4,000 to be distributed evenly to the other teachers who cannot earn a designation in Years 1 and 2 who meet the minimum T-TESS requirements at the Recognized level.

Eligibility for TIA Compensation

- Active designation, coded as an 087 in Winter Roster Verification (generally in February of each school year), and:
- Designated Teachers:
 - If a Designated Teacher leaves the district before Winter Roster Verification (generally in February of each school year), then the Designated Teacher will not receive any TIA funds because no TIA funds would be generated to the district from the state.
 - If a Designated Teacher moves campuses within Crandall ISD during the school year, then CISD will provide the funding to the Designated teacher based on the campus where the Designated Teacher worked during the Winter Roster (generally in February).
 - If a Designated Teacher moves to the district before Winter Roster Verification, then the Designated Teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during Winter Roster Verification. The spending plan will be the same for newly hired Designated teachers.
 - If a Designated Teacher leaves Crandall ISD after the Class Roster Winter Submission, the following will happen based on their leave:

- Resignation/Retirement: If a designated teacher resigns/retires after the Class Roster Winter Submission and after the end of the school year, they will receive their allotment per the spending plan. If a designated teacher resigns/retires after the Winter Roster Submission but before the end of the school year, the designated teacher will not receive their stipend. Their share of the allotment will be equally disseminated to the remaining designated teachers and non-eligible teaching assignments who qualify based on their T-TESS average score that remains at the campus of the resigning/retiring teacher. If a designated teacher resigns/retires after the Class Roster Winter Submission and after the last day to resign in the summer, the designated teacher will not receive the stipend. Their share of the allotment will be equally disseminated to the remaining designated teachers and non-eligible teaching assignments who qualify based on their T-TESS average score that remains at the campus of the resigning/retiring teacher.
- Termination: A designated teacher leaving the district after Class Roster Winter Submission due to termination will not receive their stipend. If the designated teacher has already been paid any part of their stipend, the district will not try to recoup stipend amounts already paid. If the designated teacher is terminated before the stipend payout, their share of the allotment will be equally disseminated to the remaining designated teachers and non-eligible teaching assignments who qualify based on their T-TESS average score remaining at the terminated teacher's campus.
 - Following our phased-in spending plan, the allotment fund that would have gone to the departing staff member would be re-distributed to the designated and non-eligible teaching assignments that qualify based on their T-TESS average score.
- Other Eligible Teachers:
 - If an Other Eligible Teacher leaves the district before Winter Roster Verification (generally in February of each school year), then the Designated Teacher will only receive part of their stipend if they are still employed in January when the first part of the stipend is issued.
 - If an Other Eligible Teacher moves campuses within Crandall ISD during the school year, then CISD will provide the funding to the Other Eligible Teacher based on the campus where the Teacher worked during the Winter Roster (generally in February).
 - An Other Eligible Teacher is only qualified for this incentive if they have been in CISD and received a T-TESS evaluation in CISD; therefore, staff

- moving to CISD during the year would not be considered eligible unless they went through the full T-TESS requirements by a CISD appraiser.
- If an Other Eligible Teacher leaves Crandall ISD after the Class Roster Winter Submission, the following will happen based on their leave:
 - Resignation/Retirement: If an Other Eligible teacher resigns/retires after Class Roster Winter Submission and after the end of the school year, they will receive their allotment per the spending plan. If a teacher resigns/retires after the Winter Roster Submission, but before the end of the school year, the teacher will not receive the remainder of their stipend. Their share of the allotment will be equally disseminated to the remaining designated teachers and non-eligible teaching assignments who qualify based on their T-TESS average score that remains at the campus of the resigning/retiring teacher. If a designated teacher resigns/retires after the Class Roster Winter Submission and after the last day to resign in the summer, the designated teacher will not receive the stipend. Their share of the allotment will be equally disseminated to the remaining designated teachers and non-eligible teaching assignments who qualify based on their T-TESS average score that remains at the campus of the resigning/retiring teacher.
 - Termination: If an Other Eligible Teacher leaves the district after Class Roster Winter Submission due to termination, they will not receive the remainder of their stipend. If an Other Eligible Teacher has already been paid any part of their stipend, the district will not try to recoup stipend amounts already paid. If the teacher is terminated before the stipend payout, their share of the allotment will be equally disseminated to the remaining designated teachers and non-eligible teaching assignments who qualify based on their T-TESS average score remaining at the terminated teacher's campus.
 - Following our phased-in spending plan, the allotment fund that would have gone to the departing staff member would be re-distributed to the designated and non-eligible teaching assignments that qualify based on their T-TESS average score.

Frequency of TIA Compensation

TIA compensation is an annual allotment provided by the State and subject to the availability of state funding allocations:

- For Year 1, Crandall ISD will provide the TIA compensation to teachers through a lump sum payment (as a separate check) on or before August 31st of the year initial designations are awarded. Therefore, a teacher earning a

PLEASE NOTE: This is a working document; details are subject to change.

Last Updated 11/06/2023

designation in Phase 1 of Crandall's TIA rollout will receive payment by August 31, 2025.

- For all subsequent years, Crandall ISD will provide TIA monthly compensation for each year a teacher generates funding for a TIA designation.

Related TIA Compensation Calculations

TIA compensation stipends will be eligible when calculating retirement benefits for TRS-eligible staff. The employee's net payment will be less than all associated employee/employer-related benefits and taxes. Actual TIA compensation amounts will include deductions for federal income tax, Medicare tax, and TRS contributions as part of an employee's annual wages reported to the state and federal governments and the Teacher Retirement System (TRS).

National Board Certified Teachers Compensation

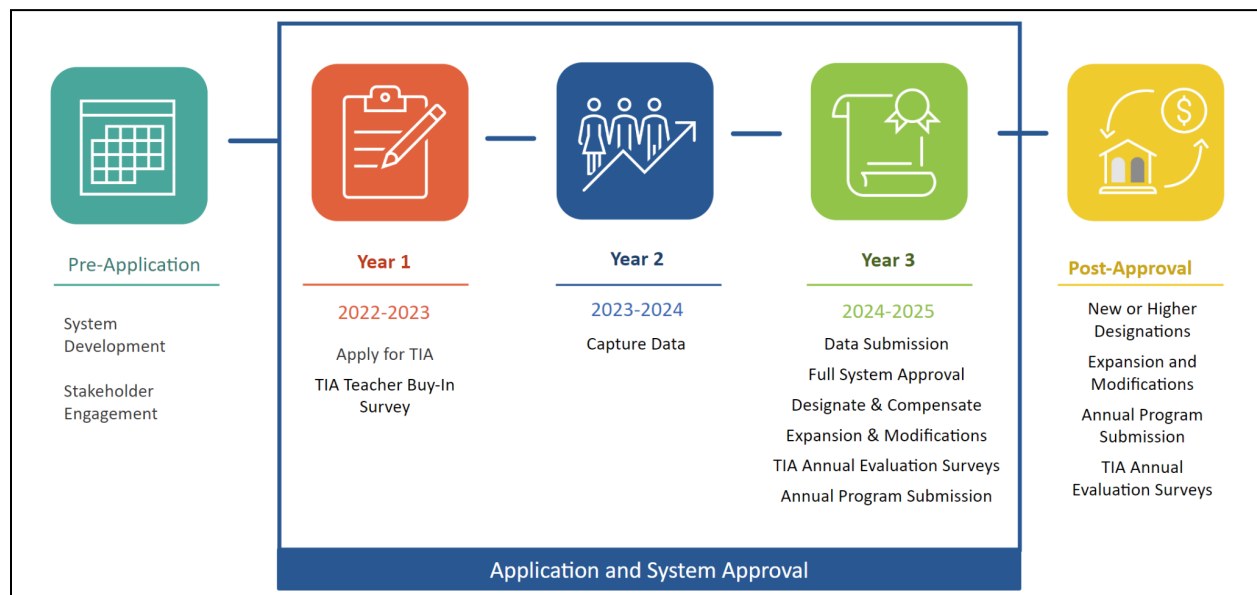
Compensation for Recognized National Board Certified Teachers (NBCTs) will follow the same spending plan as Recognized teachers who earn a designation through the district's local designation system. The district intends to explore National Board Certified Teacher candidate cohorts if teachers are interested.

Data Submission and Validation

TIA data and designation recommendations will be submitted to Texas Tech to validate eligible TIA teachers by November following the Data Collection Year (refer to timeline). By February (after November data submission), TEA will notify CISD of approval/denial of the district's recommended teacher designations. If the district's recommended TIA designations are approved, TEA will notify the district by the following April of the specific allotment amounts by designation level at each campus in Crandall. In April or May (depending on when TEA communicates system approval), the district will notify teachers if their recommended designations have been approved/denied by the state. If the district's recommendations are approved, Crandall ISD will provide the TIA payments to teachers according to the CISD spending plan. The state will then reimburse the district for the TIA expenditures beginning in September at the beginning of the next fiscal year.

To have TIA data and designation submitted to Texas Tech and TEA, the teacher must continue to be employed in a Teaching (087) position in Crandall ISD and provide the district with their demographic information, including their TEA ID and Date of Birth using a district created form shared with teachers annually.

Application and Approval Timeline



CISD will submit a main data file for data submission along with other supplemental information used in the validation process. The file contains unique teacher identifiers, teacher performance, data, designation decisions, appraisal information, and subject/grade level information. The Texas Tech Data Validation Process includes four domains, ten scored checks, and one supplemental check. The overall approval of a district's system will be based on the scoring of the ten different checks.

- Domain A, Check #1, includes the correlation check between teacher observation and student growth scores.
- Domain B, Checks #2-4, compares district designations with VAM designations.
- Domain C, Checks #5-8, looks at the effect campus, teacher category, or assignment have on designations.
- Domain D, Checks #9-10, compares designated teachers' observation and growth scores to the statewide performance standards.

TIA Designation Evaluation and Frequency

Evaluation of teacher eligibility for a TIA designation is considered annually. This means that every year, a teacher receives a T-TESS evaluation and has approved student growth measure data, the teacher's TIA score will be calculated, and the teacher has an opportunity to meet TIA eligibility:

- Teachers with an existing TIA designation will not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level.
 - Example: a teacher that earned an Exemplary TIA designation during 2023-2024 would not be submitted to maintain their TIA Exemplary

PLEASE NOTE: This is a working document; details are subject to change.

Last Updated 11/06/2023

designation in 2024-2025 if they continue to earn an Exemplary qualifying designation TIA score based on their teacher appraisal and student growth component scores.

- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation if a subsequent year's performance earns a higher TIA designation.
 - Example: a teacher that earned a Recognized TIA designation during 2022-2023 could be submitted in 2023-2024 for a Master TIA designation if they earn a qualifying Master TIA score and meet the teacher appraisal and student growth component minimums.
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation.

Ensuring a Successful System

T-TESS Calibration and Training

Crandall ISD will re-train all staff, including teachers and leaders, in August 2023 to ensure a common language and understanding of the rubric. CISD will also conduct calibration coaching and professional learning throughout the 2023-24 school year. The T-TESS rubric will align with the campus instructional expectations and the connections to TIA.

T-TESS training and certification process is required to be a teacher appraiser in Crandall ISD. Appraisers in CISD are required to recertify every two years. Quarterly, teacher appraisers must calibrate to the scoring rubric to ensure the rubric is being used with fidelity. After each set of formal observations, the principal, other campus appraisers, and the Executive Director of School Leadership use Eduphoria Strive to analyze the congruence between teacher observation data and available student growth data. For example, they will compare NWEA MAP BOY, MOY, and EOY individual student growth measures in the fall and winter to the teacher observation data. They will follow the same procedure in the spring, using the MOY and EOY for student growth measures and analyzing the congruence between teacher observation data. At the district level, district instructional and data team leaders review the correlation data for all campuses in our district at least twice a year to look for trends across campuses and district-wide trends.

In bi-annual district TIA monitoring meetings with the executive leadership team members and campus leaders, teacher appraisals and walkthroughs will be analyzed with student growth data. The following is the process CISD will use to identify and address the need for more correlation when comparing teacher observation data to student growth data.

- First, identify the lack of correlation between teacher observation and student growth data:
 - In January, after the first set of formal observation and student middle-of-year assessment data is available, an analysis will examine the correlation between teacher observation data and student growth data. (This process will be repeated at the end of the year when student post-test data is available). The data will be compiled into campus scatter plot graphs and a district scatter plot graph, showing the correlation between teacher observation data and student growth data.
- Address lack of correlation in teacher observation and student growth data:
 - Determine if the lack of correlation results from appraiser practice, teacher practice, issues with student growth measure (such as lack of alignment to what is being taught, administration or security issues, etc.), or some other cause. For example, suppose the lack of correlation lies with the student growth data. In that case, the district will review the alignment of the student growth measure to the curriculum being taught, the rigor and relevance of any district-created assessments, and the protocols for the security and administration of the student growth measures being used. If the lack of correlation lies with teacher instructional practice, teachers will receive additional coaching and mentoring. If the lack of correlation lies with appraisers needing to be calibrated, appraisers will be given extra coaching and support with calibration and be partnered with a highly calibrated appraiser.

The district Human Capital department will keep data review logs to determine the support depending on identified desired outcomes. Support will be coordinated with all departments in CISD. Should an overall trend across the district be identified in bi-annual TIA data monitoring meetings, district-wide professional learning will train school administrators and teachers on identifying congruence. Incongruencies will be addressed by utilizing strategies teachers and school administrators can implement to strengthen congruence.

Student Growth Measure Integrity

It is important to the integrity of Crandall ISD's TIA System that student growth measures are administered fairly and consistently throughout the organization. To ensure that all students have the opportunity to demonstrate their full potential on student growth measures, the following conditions must be met:

- *Student Growth Measure Security and Confidentiality*
Maintaining security and confidentiality of student growth measures helps to ensure that student performance is accurately measured as a part of

Crandall's TIA system. To maintain student growth, measure security and confidentiality:

- Student growth measure test content should not be shared/discussed
 - Student growth measure test administration procedures should be followed strictly as provided by the test provider
 - Student growth measure test materials or student products shall be maintained in a secure location before, during, and after test administration
 - Students must be actively monitored during student growth measure test administrations
 - Students may not receive assistance to complete student growth measures beyond what is allowable by the test provider or prescribed by a governing student committee as applicable to standardized assessment programs (e.g., STAAR, ARD, LPAC, 504, etc.)
 - Suspected educator misconduct must be reported promptly
- *Serious Student Growth Measure Testing Violations*
The following educator conduct represents serious student growth measure testing violations to security and confidentiality:
 - Directly or indirectly assisting students with responses to test questions
 - Tampering with or falsifying student responses
 - Discussing or disclosing test content or student responses, except as needed for data analysis and/or instructional decision-making
 - Duplicating, recording, or electronically capturing test content or student responses, unless authorized to do so by the test provider
 - Exempting or preventing a student from participating in student growth measures
 - Failing to implement sufficient procedures to prevent student cheating
 - Encouraging or assisting an individual in engaging in any conduct described above
 - Failing to report an individual who has engaged in or is suspected of engaging in any conduct described above.

Support for Teachers and Local Designation Plan

CISD has ensured a support system for the TIA plan. The support system includes the CISD Human Capital Plan for teacher recruitment and retention, budget and finance support tied to managing the district's funds each year, and supporting how they will distribute them. CISD ensures that teaching and learning support is tied to valid and reliable student growth measures. The district will also provide professional development support for earning TIA designations, reviewing and using student growth data, testing procedures, and T-TESS rubric alignment. The district's technology department will support the software for tracking student

growth measures and teacher observation data and looking for more efficient and effective ways to interact with the data. CISD commits to ensuring teachers receive exceptional and ongoing support to improve their teaching practices to ensure all students learn. CISD will continue to implement teacher growth by implementing:

- Targeted and Relevant Professional Development
- Professional Learning Communities led by Campus Administrators and Teacher Leaders
- Coaching and mentoring are provided by and supported through the Mentor Allotment Program and support from iCoaches, Campus Admin, Consultants, etc.

Crandall ISD will work with Campus Leaders (teacher leaders included) on creating a plan to support teachers who don't receive a designation in the first year of data capture. Also, working with teachers who receive a designation ensures they continue the practices that have gotten them the designation and grow to increase the designation level.

Communication is critical to the success of designing and implementing the system. The district will continue to work at engaging stakeholders, primarily teachers, through ongoing TIA Committee engagement, surveys, and feedback loops. Staff will receive updates, alignment training, and constant communication at the beginning of the year. There will also be communications and updates shared via email from the campus Principal to staff and on the [TIA subpage](#) on the district's website.

Based on the continued engagement and stakeholder feedback, CISD is committed to continuously improving the TIA plan. Systems must be updated and enhanced to ensure they're fair and effective at reaching their intended outcomes. CISD will encourage participation in the TIA feedback opportunities and use the feedback to update the TIA plan and processes if necessary. Annually, the district will review data from surveys, T-TESS, and student growth to determine if changes, updates, and enhancements are needed to the plan. Any updates will be made in collaboration with the TIA Committee and will be communicated with all stakeholders.

Timeline for Designation Evaluation & Submission

Process Step	Timeline	Description
Teaching & Orientation	August	<ul style="list-style-type: none"> • Training on TIA, new system, and T-TESS observation instrument • Principal communicates school & district goals to inform teacher goal setting
Student Fall Assessment BOY	August-September	<ul style="list-style-type: none"> • Locally developed pre-post tests (according to phased-in timeline) • Student Expected Growth Targets set after BOY administration
Goal Setting Conference	September	<ul style="list-style-type: none"> • The evaluator and teacher review and agree on goals and a professional learning plan
T-TESS Walkthrough Observations	September-May	<ul style="list-style-type: none"> • T-TESS Walkthrough(s) focused on one or more dimensions • Focus on T-TESS Domains 2 & 3
Extended Observations w/ Conference	October-April	<ul style="list-style-type: none"> • One 45-minute observation within a two-week window • Focus on T-TESS Domains 2 & 3 • Written feedback and conference required • MOY Roster Verification
MOY Roster Verification	May	<ul style="list-style-type: none"> • Teachers will receive a roster that includes all students who will be part of the student growth calculation • Teachers will verify the roster and turn it in to campus admin • Teachers can appeal if they want a student included/removed from the roster
Summative Evaluation	April-May	<ul style="list-style-type: none"> • Includes review of all four T-TESS domains • Focus on T-TESS Domains 2 & 3 • Written feedback and conference required
EOY Roster Verification	April-May	<ul style="list-style-type: none"> • Teachers will receive a roster that includes all students who will be part of the student growth calculation • Teachers will verify the roster and turn it in during teacher checkout • Teachers can appeal if they want a student included/removed from the roster
Student Spring Assessment EOY	April-May	<ul style="list-style-type: none"> • Locally developed pre-post tests (according to phased-in timeline) • Determine if each student met their expected growth targets
End-of-Year Data Review	May-June	<ul style="list-style-type: none"> • Teachers review and reflect on student growth goals and student growth outcomes • Campuses and departments compile data for the final TIA evaluation process
Evaluation Rating & TIA	June-July	<ul style="list-style-type: none"> • District analyzes T-TESS and student growth data • The district finalizes TIA scores and determines TIA designation eligibility • Teachers receive final TIA scores
Data Submission	November	<ul style="list-style-type: none"> • Data submitted to Texas Tech for validation
Final Notification of Data Validity & Reliability	February-April	<ul style="list-style-type: none"> • Texas Tech/TEA notifies the district of data review results • Teachers to receive notification of designation
TIA Designation Payout	By August 31st	<ul style="list-style-type: none"> • Payments as outlined by the Crandall ISD TIA Spending Plan

PLEASE NOTE: This is a working document; details are subject to change.

Last Updated 11/06/2023