Tuloso-Midway Independent School District

Teacher Incentive Allotment Handbook

Updated: December 2024

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Tuloso-Midway Independent School District

DISTRICT OVERVIEW

Tuloso-Midway ISD is located in the Northwest area of Corpus Christi in Nueces County. TMISD has five campuses serving 3,750 students. Tuloso-Midway Primary School serves 955 students in grades EC-2, Tuloso-Midway Intermediate School serves 830 students in grades 3-5, Tuloso-Midway Middle School serves 858 students in grades 6-8, Tuloso-Midway High School serves 1065 students in grades 9-12, and Tuloso-Midway Academic Career Center serves 41 students in grades 9-12.

Vision Statement

TMISD shall be the preeminent educational organization where all staff are valued, parents are partners, and students are empowered to reach their full potential.

Mission Statement

Through high expectations and equitable opportunity, TMISD will focus on the whole child by providing a safe environment, a high-quality curriculum, and diverse and enriching experiences.

Core Values

In TMISD, our Vision, in parallel with our Core Values, forms the basis of the work we do each day to ensure every student exceeds expectations. Furthermore, these core values reflect the district's priorities and establish the essential foundations for decision-making and collaborative work to ensure that the organization moves forward in ways that reflect everyone's values and beliefs.

The first and primary Core Value of TMISD is equity, as everyone deserves a respectful, safe, and positive school environment where they can learn, grow, and thrive. As equity underpins all that we do, the following Core Values will fall under the Equity Core Value:

- Student-Centered Decisions
- Accountability
- Integrity
- Compassion
- Commitment
- Collaboration
- Respect

DISTRICT OVERVIEW

Strategic Priorities

1. Student Learning
2. Safe and Secure Schools
3. Mental Health and Well-being
4. Effective Educators and Staff
5. Communication and Transparency
6. Fiscal Responsibility

District Goals

By the conclusion of the 2027-2028 school year, TMISD expects to achieve the following district-wide goals:

1. 90 percent of students will have met the standards in the TMISD Student Readiness Profile, which gauges the readiness of students in their academic, social emotional, and technical skill development, in their transition year to the next grade span (2nd Grade, 5th Grade, 8th Grade, and 12th Grade).

2. 100 percent of 4-year-olds within the TMISD boundary (regardless of state eligibility) and every eligible 3-year-old will have access and be enrolled in a full-day district pre-kindergarten program.

3. The district will see a five percent annual reduction in the number of students needing academic intervention (RTI) at the intermediate and secondary levels.

4. The district will see a five percent increase in students who are exiting SPED programming, following the district framework and IEP completion.

5. Community members will believe in the direction of TMISD.

6. 100 Percent of district facilities will have modern, safe, and relevant infrastructure.

TIA OVERVIEW

Background Information

District Qualifications and Characteristics

House Bill 3 (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'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, HB 3 required the setting of "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 Tuloso-Midway ISD created a TIA Steering Committee consisting of teachers, campus leadership, and district leadership, who met in the Spring 2023 semester to design the local designation system.

Teacher surveys and feedback were solicited throughout the school year on a variety of topics, including buy-in, teaching assignments included student growth tools, teacher observation measurements, and spending plans.

The district submitted the first application as part of Cohort F on April 17, 2023, and is currently in Year 2: Data-Capture Year of the Designation Timeline. 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. TMISD will provide competitive compensation and align district and campus goals for a unified support system to retain teachers.

COHORT F DESIGNATION TIMELINE

Designation Timeline
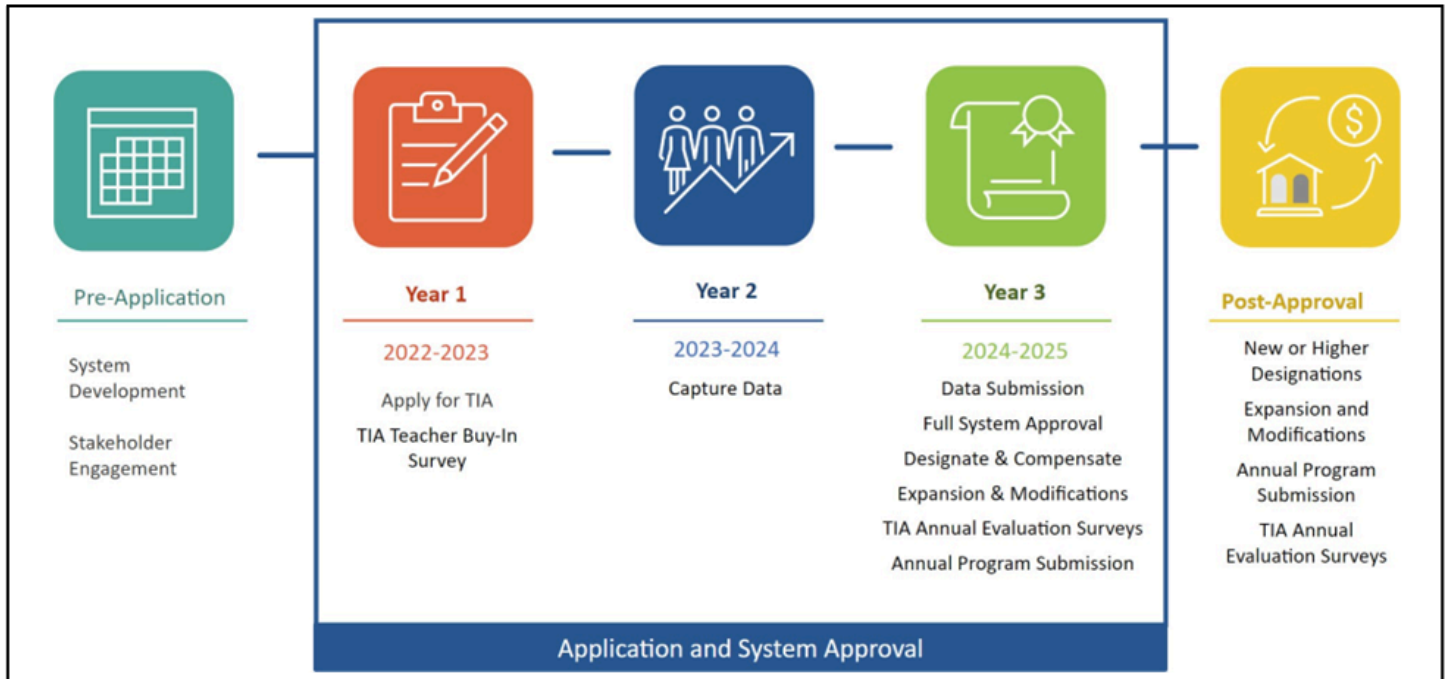
Milestone Dates

January 2024	New Designations (Expansion and Modification Application to include Phase 2)
October 2024	Data Submission to TTU (Student Growth Measures)
August 2025	Phase 1 Teacher Pay Out

COHORT F FUNDING TIMELINE

Payout Timeline

Fully Approved Cohort F Districts

TULOSO-MIDWAY ISD

ESC Region 02

Designation System Status — --

District Type — Traditional

District Enrollment — 3,655

Average Campus Allotment

Recognized		$4,824
Exemplary		$9,648
Master		$18,080

PLAN DEVELOPMENT

Stakeholders and Feedback

TEA TIA Buy-in Survey Results

TMISD formed a TIA Steering Committee that created the local teacher designation system in alignment with statewide performance standards. The committee included 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 in the Spring 2023 semester. Between each meeting, committee members shared information with the campuses and departments they represented to seek input and feedback. This input and feedback were shared using a collaborative digital document and reviewed/discussed at each committee meeting. Other feedback was gathered from surveys. The TIA Steering Committee implemented feedback 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

DESIGNATION PATHWAYS
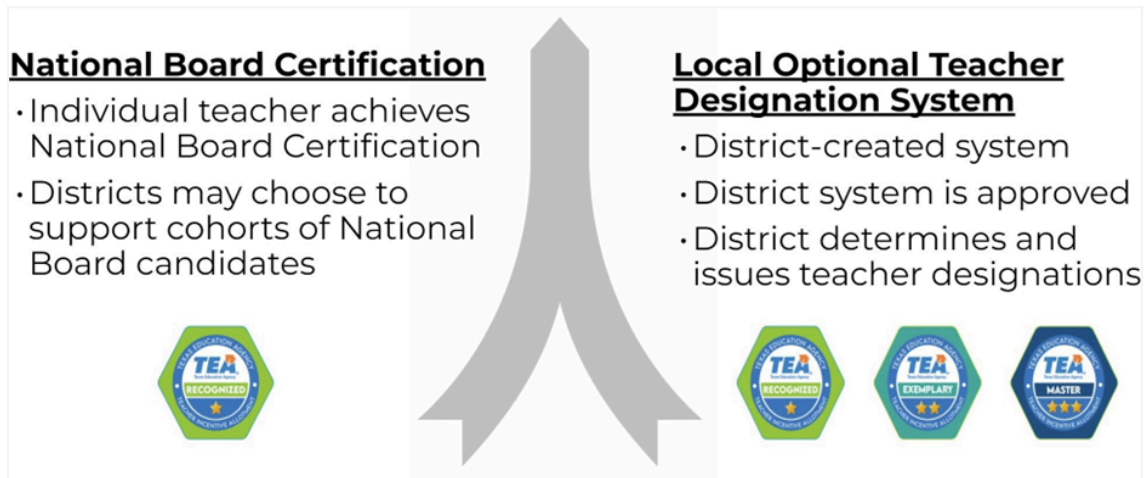
National Board Certification

[National Board Certification](#) 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.

TMISD is committed to helping teachers who want to complete the National Board Certification.

Local Designation System

The focus for TMISD will be on developing a [local designation system](#). TMISD 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

The goal of TMISD is that all certified teachers at all schools will be eligible for designation over a 3-year phased-in period. All TMISD schools and levels will be eligible by their teaching assignments as delineated in the chart below.

	Data Collection Year	Data Validation Year	*Payout Date
Phase 1	2023-2024	2024-2025	August 2025
Phase 2	2024-2025	2025-2026	August 2026
Phase 3	2025-2026	2026-2027	August 2027

*Payout will occur once data are validated by Texas Tech University

Eligibility by Grade Level/Teaching Assignment

Phase 1	Phase 2	Phase 3 (Measures TBD)
PreKindergarten Reading		
Kindergarten Reading	Kindergarten Math	Non STAAR/EOC Core Content
Grades 1-3 Reading & Math	English II EOC	CTE
Grades 4-8 Reading & Math	STAAR/EOC Science	Fine Arts and Electives
Algebra I EOC; English I EOC	STAAR/EOC Social Studies	

*National Board-Certified Teachers will earn a "Recognized" designation regardless of the phase-in plan above

Eligibility Requirements for TIA Designation

1. A teacher must be coded as a teacher (code 087) within our local student information system, which is reported to TEA through the Public Education Information Management System (PEIMS).
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.

HOW WILL WE DESIGNATE?

Teacher Observation Instrument

For all phases of TMISD's TIA rollout, T-TESS will be used to determine designations for eligible teachers' observation requirements of TIA. TMISD will include the statutory requirement of using Domains 2 and 3 of T-TESS.

TMISD will use **DMAC** to generate reports to review trends in teacher observation data and correlations to student growth. Campus appraisers will disaggregate dimension ratings by district, campus, appraiser, subject, and grade in order to facilitate calibration practices required by TEA for TIA.

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 (score of 3)** in each dimension for Domains 2 and 3.

T-TESS Calibration Forms

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

T-TESS Training

T-TESS Appraisal Calendar

TMISD does a deep dive on 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. We also want to ensure appraisers and teachers clearly understand which classroom behaviors (student and teacher behaviors) align with each indicator. Appraisers are required to recertify every three years.

T-TESS Observation for TIA Eligible Assignments

Observations

One 45-minute observation following the pre-conference. A post-conference will be scheduled after the observation. This observation <u>must</u> be done in the TIA-eligible course and *should* occur during the year after which the teacher has been given ample opportunity for marked rating improvement.

<u>Note</u>: The 45-minute observation will be used to determine the TIA rating of an eligible teacher.

Walkthroughs

Four scored walkthroughs (5-15 minutes): two in the Fall and two in the Spring semester.

- Walkthrough scores will be included in the T-TESS evaluation rating (along with the 45-minute observation) *but not the TIA rating of an eligible teacher*.
- Walkthrough scores will be used to calibrate teacher feedback and as guidance for remaining on track toward earning a designation.

How will teacher observations be used to determine designations?

TMISD's designation system will ensure that teacher observation ratings are aligned with the Texas State Performance Standards for TIA. 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 Observations	
Designation	**Average T-TESS Score (Domains 2 & 3)**
Recognized	3.7 (74% of possible points)
Exemplary	3.9 (78% of possible points)
Master	4.5 (90% of possible points)

HOW WILL WE DESIGNATE?

T-TESS Composite Score

The T-TESS score is an average of 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. To have a T-TESS summative considered, you must have no measures below proficient in each domain, Domain 2 and Domain 3.

Teachers must receive at least a 3 (Proficient) in each dimension in Domains 2 and 3 to have their data captured for a designation.

The 45-minute observation will be used to determine the TIA rating of an eligible teacher.

T-TESS Dimension Values

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 and Expertise	4
2.3 Communication	4
2.4 Differentiation	3
2.5 Monitor and 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**

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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 (40%)	Growth Target (60%)	Student Growth Measure
Phase 1			
Pre-K RLA	T-TESS	District	Circle (CLI)
Kinder RLA	T-TESS	District	TX-KEA
Grades 1-3 RLA Grades 1-3 Math	T-TESS	3rd Party Vendor	NWEA
Grades 4-8 RLA and Math Algebra I EOC; English I EOC	T-TESS	STAAR Transition Table	STAAR
Phase 2 (**Expansions Modifications Summary**)			
Kinder Math	T-TESS	3rd Party Vendor	NWEA
English II EOC	T-TESS	Pre/Post Test	District (Closing the Gap)
STAAR/EOC Science	T-TESS	Pre/Post Test	District (Closing the Gap)
STAAR/EOC Social Studies	T-TESS	Pre/Post Test	District (Closing the Gap)
Phase 3			
Non-STAAR/EOC Core	T-TESS	District	TBD
CTE	T-TESS	District	TBD
Fine Arts and Electives	T-TESS	District	TBD

See Student Growth Measure Assessments for more information on each district assessment.

Note: Dual Language Instruction (DLI) Assessment - Student Growth Measures

STUDENT GROWTH MEASURES

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)

RtI/Intervention teachers who serve students consistently throughout the school year will use their roster and the approved growth assessment aligned to what academic support they have provided (ex. Math RtI teacher would use math growth assessments).

Special Education Co-teach and Inclusion teachers will use rosters from the courses with a pre and post-test aligned with the TMISD 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 TMISD 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 (e.g., accelerated) 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 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.

STUDENT GROWTH MEASURES

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.
- If a teacher teaches Grade 7 and Grade 8 RLA, the growth measure would include all students in both courses based on the 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.

- It is possible that 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 MEASURES

Student Growth Performance Standards

The local designation system will ensure student growth measures align with the Texas State Performance Standards. 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. These scores will be compared to an overall cut score for each designation considering teacher observation ratings. Therefore, having slightly lower or higher student growth scores will be possible when earning a corresponding designation.

STUDENT GROWTH MEASURES

Setting Expected Growth Targets

TMISD 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. Once the post-test is administered for these specific courses, each student's growth performance will be calculated (e.g., STAAR/EOC). Students who exceed their predicted scores will be acknowledged as achieving expected growth based on the district-created growth targets.

These results will be shared with teachers within two weeks of the assessment data being received by the 3rd party provider (e.g., NWEA MAP) and calculated by the district (e.g., Circle, TX-KEA). 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 TMISD's roster verification process.

Student Growth Measure Assessments

STAAR Assessment

STAAR EOC Reading and Math

TMISD will use the STAAR Transition Table (student progress measure) - to determine if students met/exceeded the growth measure or not.

STAAR EOC Science and Social Studies

TMISD will use a pre/post-test (with cut-off scores decided by TMISD) to determine if students met/exceeded the growth measure or not.

Circle Assessment
TMISD will use Method A to calculate the average score for each overall band in reading for the Circle Wave 1 test and then calculate the average score on the Circle Wave 3 test. Reading scores will be calculated from Rapid Letter Naming, Rapid Vocabulary, and the Composite Score for Phonological Awareness measures.

TX-KEA Assessment
TMISD will use Method A to calculate the average score for reading and math (Phase 2) Reading and math (Phase 2) scores will be calculated by determining the number of students who meet expected growth: by moving up a band or staying on track.

NWEA Assessment
TMISD will use the pre/post-test option to determine if students met/exceeded the growth projection or not,

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with easy-to-understand 'yes/no' indicators, as well as conditional growth indices and percentiles.

CALCULATING TIA SCORE

Weighting

For all phases, all eligible teachers will receive a performance score based on the weighted components listed below.

Component	Weighting
Student Growth Measure	60%
Observation (T-TESS Domains II/III)	40%

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:

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

TIA SCORE (CUT POINTS)

Student Growth

TIA Designation	TIA Performance Standards	Student Growth Points
Recognized	55%	55% * 60 points = 33
Exemplary	60%	60% * 60 points = 36
Master	70%	70% * 60 points = 42

Teacher Observation

TIA Designation	TIA Performance Standards	Points	Raw Points (max 40 points)
Recognized	3.7	3.7 * 8 (dimensions) = 29.6	29.6
Exemplary	3.9	3.9 * 8 (dimensions) = 31.2	31.2
Master	4.5	4.5 * 8 (dimensions) = 36.0	36

The TIA composite score for designation is calculated using 60% of the student growth score and 40% of the T-TESS score. Once the TIA Score is calculated, the below chart ranges determine the designation. If performance criteria are met (Student Growth and Teacher Observation Performance Standards), 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. The teacher has the next year to increase student growth, teacher observation, and teacher attendance scores.

Composite Score

Student Growth + Teacher Observation = Composite Score		
Recognized	33 + 29.6	62.6 - 67.1
Exemplary	36 + 31.2	67.2 - 77.4
Master	42 + 36	78 - 100

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.
- Amount of funds/allotments changes yearly based on enrollment and rural status.

For more information about the TIA allotment calculations, see TEA's TIA allotment page. Allotment amounts are recalculated by TEA every April and are represented on the TIA funding map.

Distribution of TIA Compensation

The statute requires that 90% of TIA funds be distributed directly to teachers and no more than 10% of the funds be spent on supporting elements of TIA. TMISD 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.

All non-teacher instructional-facing staff providing support to students will share 15% of the campus allocation generated by the designated teachers on that campus.

Designated Teacher	Non-Eligible Teacher on Campus	District
75%	15%	10%

The 10% allotment going toward the district will be used for costs associated with managing and organizing data, certifications, designations, and consultant costs for implementing and continuously improving the TMISD TIA Local Designation System.

Based on the allotment amount per designated teacher at the campus where they are currently located, TMISD will calculate 75% 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 087 coded teachers not eligible for a designation.

For example, if the designated teacher's allotment is $10,000, the designated teacher would receive $7,500, the district would hold back $1,000, and the remaining $1,500 would be added to the other 15% of allotments on that campus to be evenly divided to the other teachers who qualify.

Movement of TIA Eligible Teachers

- If a teacher leaves before the Class Roster Winter Submission, they will generate an allotment based on the campus where they are employed at the time of winter roster submission.
- Excluding teacher retirements, if an eligible teacher leaves, the money will remain with the district and be divided among the remaining eligible teachers at that campus according to the 75% (designated) and 15% (non-designated) distribution of allotment funds.
- If a designated teacher leaves after Class Roster Winter Submission due to termination, the money will remain with the district and be divided among the remaining eligible teachers at that campus according to the 75% (designated) and 15% (non-designated) distribution of allotment funds.

National Board Certified Teachers

Teachers who obtain a designation through National Board Certification will receive the full 90% of the funds.

Designated Teacher New Hires

Teachers who are hired by the district and were designated by another district will follow the same spending plan as teachers who earned a designation through TMISD's local designation system.

Frequency of TIA Compensation

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

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

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).

DATA SUBMISSION AND VALIDATION

Data-Capture Year

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 TMISD 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 TMISD.

In May - and depending on when system approval is communicated by TEA - TMISD will notify teachers if their recommended designations have been approved/denied by the state. If the district's recommendations are approved, TMISD will provide the TIA payments to teachers according to the TMISD 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 TMISD.

DATA SUBMISSION AND VALIDATION

Application and Approval Timeline
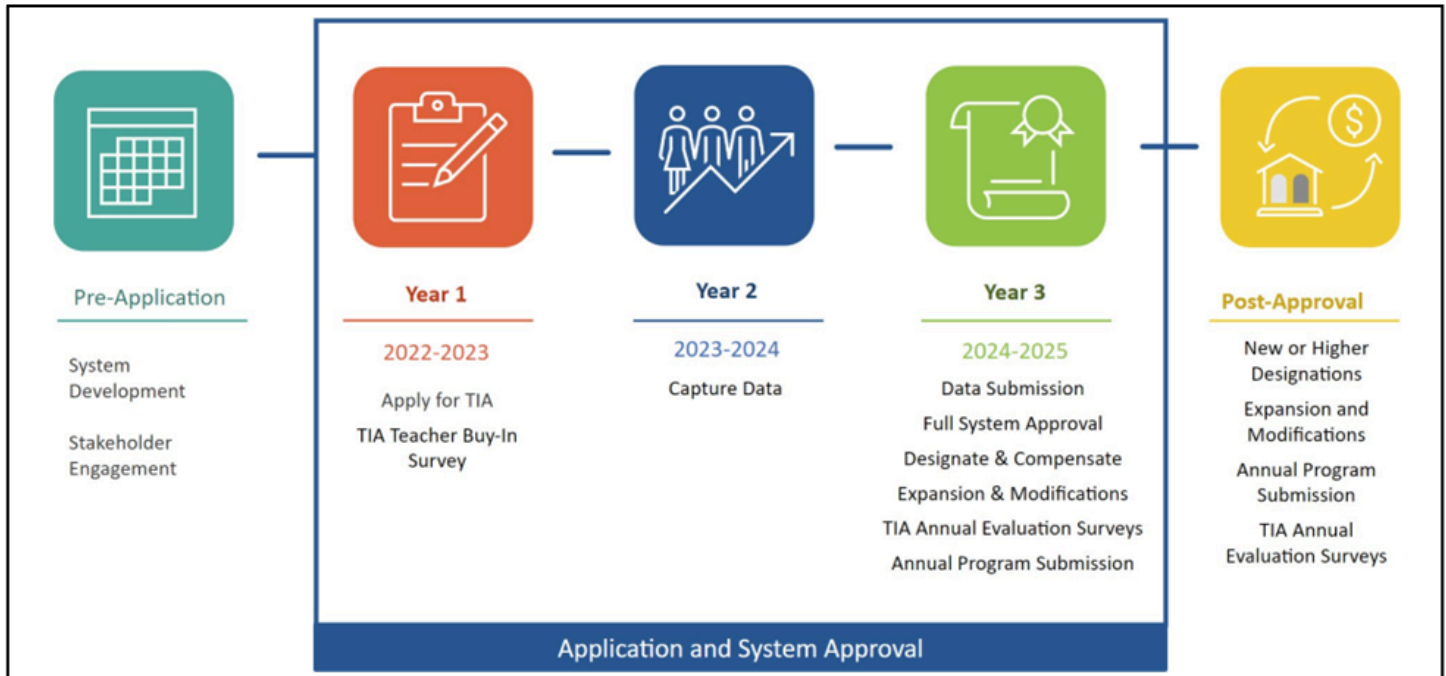
TMISD will submit a main data file for data submission along with other supplemental information used in the validation process. The file contains unique teacher identifiers, teacher performance data, designation decisions, appraisal information, and subject/grade level information. The Texas Tech Data 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.

DATA SUBMISSION AND VALIDATION

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 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.

<div style="text-align: center; background-color: #660000; color: #D4AF37; font-weight: bold;">ENSURING A SUCCESSFUL SYSTEM</div>

T-TESS Calibration and Training

[TMISD T-TESS Calibration & Observation Trend Data Review Pacing Calendar](#)

TMISD will re-train all staff, including teachers and leaders, in August 2023 to ensure a common language and understanding of the rubric. TMISD will also conduct calibration coaching and professional learning throughout the 2023-2024 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 TMISD. Appraisers in TMISD are required to recertify annually. 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 Department of Curriculum and Instruction will use DMAC 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 TMISD 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.

[T-TESS Calibration Forms](#)

T-TESS Strategies and Best Practices
- Domain II: [Instruction](#)
- Domain III: [Learning Environment](#)

ENSURING A SUCCESSFUL SYSTEM

T-TESS Calibration and Training (Continued)

The following is the process TMISD will use to identify and address the need for more correlation when comparing teacher observation data to student growth data.

1. **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.

2. **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 Department of Curriculum and Instruction will keep data review logs to determine the support depending on identified desired outcomes. Support will be coordinated with all departments in TMISD. 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.

ENSURING A SUCCESSFUL SYSTEM

Student Growth Measure Integrity

It is important to the integrity of TMISD's TIA local designation 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 exactly 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 in a timely manner

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
- Duplicating, recording, or electronically capturing test content or student responses, unless authorized to do so by 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 that has engaged in or is suspected of engaging in any conduct described above.