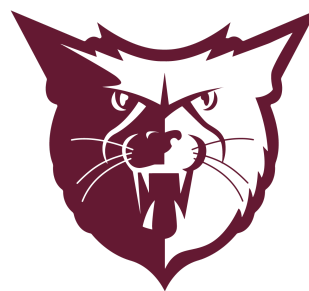


TIA Handbook

2024-2025



SHERMAN

INDEPENDENT SCHOOL DISTRICT



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Sherman ISD Local Designation System Development Committees

SHERMAN ISD BOARD OF TRUSTEES	TEACHER TASKFORCE	CAMPUS/DISTRICT ADMINISTRATION COMMITTEE	DISTRICT LEADERSHIP COMMITTEE
Wendy Vellotti President	Amy Porter Director of Teaching and Learning	Amy Pesina Chief Academic Officer	Dr. Thomas O'Neal Superintendent
Brad Morgan Member	Susan Anderson	Suzanne Richardson	Mandi Lewis
Nathan Cain Member	Ryan Jenkins	Jennifer Pruiett	Blake Hays
Jennifer Johnstone Shelby Secretary	Kevin Spurgin	Santos Flores	Kelly Flowers
Anna Wylie Member	Crystal Tumbleson	Karissa Norris	Meghan Cone
Sean Vanderveer Vice President	Melody Young	Shann Shubert	Jill Schurr
David Tarvin Member	Sherry Young		Mignon Plyler
	Christanne Carrasco		Kerry Bedgood
	Brandi Collins		Brad Rawlins
	Riede Faires		
	Amanda Ortiz		
	Melissa Jenkins		
	Bailey Jordan		
	Jennifer Benedict		
	Alyssa Woody		

	Albanie Knight		
	Rami Slakey		
	Catherine Wade		
	Miranda Henley		
	David Johnson		
	Valery Medford		
	Diane Dunou		
	Amanda Reed		
	Shawna Easton		
	Ashlyn McKelva		
	Carol Kistner		

TIA Development Committee Meetings

<i>Committee</i>	<i>Date</i>	<i>Topic</i>
TIA Development	February 28, 2024	Introduction to TIA-subcommittee assignments
District Leadership	March 6, 2024	Teacher roles Components for designation
Campus/District Administration	March 6, 2024	Skew Analysis T-TESS Domains
Teacher Taskforce	March 6, 2024	Evaluation of current growth measures
District Leadership	March 20, 2024	Weights for each category National Board Certification

		Spending Plan
Campus/District Administration	March 20, 2024	T-TESS Domains Certification of Appraisers Reliability and Validity of T-TESS
Teacher Taskforce	March 20, 2024	Student growth measures for each teacher's role Student growth measure rubric
District Leadership	March 27, 2024	Spending Plan Movement of Teachers Communication Plan
Campus/District Administration	March 27, 2024	Calibration training and protocols Rubric for T-TESS
Teacher Taskforce	March 27, 2024	Test administration procedures and Validity and Reliability
TIA Development	April 3, 2024	Review and discuss committee recommendations
SISD Board of Trustees	April 15, 2024	TIA Local Designation Presentation and Q&A
SISD Campuses	April/May 2024	Feedback Sessions
SISD Board of Trustees	August 2024	Board Approval for TIA Designation Spending Plan
Phase 2 Committee	January 23, 2025	Student growth measures and observation requirements

Rewarding Teacher Excellence in Texas

House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, established an optional Teacher Incentive Allotment (TIA) to provide a realistic pathway for top teachers to earn six-figure salaries and to help attract and retain highly effective teachers in high needs areas and rural district campuses. Districts that choose to participate are charged with developing local teacher designation systems that measure teacher effectiveness based, at a minimum, on both teacher observation and student growth data. The local designation system review is conducted by the Texas Education Agency (TEA). Districts that are approved through the system application process are required to undergo data validation for each teacher put

forth for designation, which is conducted by Texas Tech University (TTU) before final teacher designation approval is issued.

To implement the Teacher Incentive Allotment, House Bill 3 requires districts to develop a system for identifying highly effective teachers under the three designation categories – Master, Exemplary, and Recognized. Integral to this task is the setting of “performance and validity standards” to ensure that the identification process yields reliable and comparable results across the state.

Designations must be submitted to the Texas Education Agency (TEA) for approval and undergo a data-validation process, which will be conducted by TEA in partnership with TTU. As part of the validation process, TTU will:

- Review alignment between teacher observation ratings and student performance ratings.
- Review alignment between student performance ratings and value-added ratings for applicable teachers.
- Review data validity by appraiser/rater, by campus, across campuses in a district, and by teaching assignment.
- Compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance.

Part of the data validation process will include reviewing the accuracy of how district systems align their designations to the statewide performance standards.

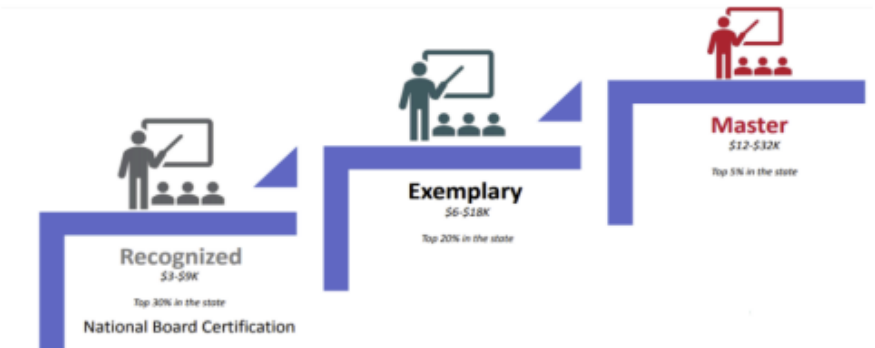
Qualifications

For teachers to earn a designation or generate allotment funding, they need to meet the following criteria each year: First, to be employed as a teacher based on an annual February snapshot and second, to work in a teaching role (087 employee code) full-time for at least a semester and at least half-time for the entire year. FMLA leave will be considered on a case by case basis and can lead to deferring TIA for a year. Beginning 9/1/2024, after the passage of HB 1525, teachers no longer need to have an active SBEC certification to earn a designation or generate an allotment. Teachers with National Board Certification may be eligible to earn an automatic Recognized designation. Designations are added to a teacher’s SBEC certificate and are valid for five years.

TEA Funding Requirements for TIA

Teacher Designation

Teacher designations are determined by the points each eligible teacher receives for the components described in the local designation plan to include at a minimum- teacher evaluation score and student growth score. The incentive amount is determined by the designation level and the rural and socioeconomic status.



Socioeconomic Level

Each student is assigned a point value based on the Census block group in which that student resides. Each student not qualifying for compensatory education is assigned a 0. Each student qualifying for compensatory education is assigned a point value of 0.5, 1, 2, 3, or 4 and is placed in a corresponding tier. The amount allotted for TIA-designated teachers changes each year based on the number of qualifying students at each campus.

Student Does Not Qualify	Student Qualifies for Compensatory Education					
	X 0	X 0.5	X 1.0	X 2.0	X 3.0	X 4.0
Non-Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	

Rural Status

Each student enrolled at a campus classified as rural is assigned a point value two tiers higher than their assigned compensatory education tier. Currently, Sherman ISD is not considered rural as they have more than 5,000 students enrolled. Amounts are adjusted annually by TEA.

2023 Funding Amounts for Sherman ISD Campuses

Campus	Recognized	Exemplary	Master
Crutchfield	\$6,035	\$12,071	\$22,118
Dillingham	\$6,653	\$13,306	\$24,177
Fairview	\$4,721	\$9,442	\$17,736
Fred Douglass	\$5,812	\$11,623	\$21,372
Sory	\$5,360	\$10,720	\$19,866
Neblett	\$5,505	\$11,009	\$20,348
Perrin	\$6,076	\$12,153	\$22,255
Wakefield	\$5,594	\$11,188	\$20,646
Washington	\$6,428	\$12,856	\$23,426
Grayson Post/JDC	\$5,646	\$11,292	\$20,820
Jefferson	\$5,664	\$11,328	\$20,879
Piner Middle	\$5,299	\$10,597	\$19,662
Sherman Middle	\$6,004	\$12,007	\$22,012
Sherman High	\$5,262	\$10,524	\$19,541

Sherman ISD Rationale for TIA

The Teacher Incentive Allotment (TIA) was created by the Texas Legislature as part of HB 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. Sherman ISD has chosen to participate in the TIA process due to the following circumstances that impact teacher recruitment and retention:

- Sherman ISD's Board goal *is to hire, train, and retain high-quality personnel in a supportive working environment*. As of the 22-23 Texas Academic Performance Report, Sherman ISD had a 29.4% teacher turnover rate, 8% higher than the state average.
- Post-COVID-19, there has been a nationwide teacher shortage, which has impacted campuses and districts across the country, including Sherman ISD. Allowing teachers the opportunity to participate in TIA addresses one of the root causes of the shortage: teacher pay.
- Every time a teacher leaves, the district spends approximately $\frac{1}{3}$ of the teacher's salary to replace them.
- Teachers invest a lot of time, effort, and money in helping students reach success milestones. We want to reward them for their efforts.

TIA Coordinator

The TIA coordinator supports the T-TESS calibration process and collaborates with campus and district leaders, teachers, and community members to put in place the plan that was developed by the committees upon application approval from TEA. The TIA coordinator works with Teaching and Learning to determine professional development needs for calibration, teacher and administrator development, and assessment protocols. The TIA coordinator also works with Human Resources to ensure the equitable distribution of effective teachers and identify teachers who are eligible to participate and which designation they are awarded.

System Development Stakeholder Engagement

Several stakeholder committees were created and/or part of the feedback and decision-making process in the development of the Sherman ISD plan. The committees comprised teachers, campus and district administrators, community members, and board members. With each meeting, adjustments were made to the plan that reflected the feedback from the group.

The committees reviewed all teaching assignments, those with PEIMS code 087, and identified which positions should be implemented in the three-year phase-in of TIA. The phase-in process will follow the timeline below and is subject to change due to new information and district capacity:

Phase 1

Timeline	Process	Who	Growth Measures
2024-2025 School Year	Participate in TIA	Reading/ELAR PK-English II, Math PK-Algebra I, 5th/8th Science, Biology, 8th Social Studies, US History, SPED Resource Reading and Math, SPED Inclusion (if in a TIA Designated Area) Dyslexia Therapists, Reading Specialists, National Board Certified	CIRCLE IReady Previous and current year STAAR/EOC
2024-2025 School Year	Develop growth measures for SPED-self contained, Science, Social Studies, English 3 and 4, Upper-Level Math	TIA Committees	Create and use locally developed growth measures STAAR/EOC scores and transition tables

Phase 2

Timeline	Process	Who	Growth Measures
2025-2026 School Year	Participate in TIA	SPED-self contained, ESL, year long courses in Science, Social Studies, English 3 and 4, Upper-Level Math	Locally developed growth measures STAAR/EOC scores and transition tables
2025-2026 School Year	Develop growth measures for LOTE, CTE, Fine Arts, PE, GT, Electives/semester courses	TIA Committees	Create and use locally developed growth measures

Phase 3

Timeline	Process	Who	Growth Measures
2026-2027 School Year	Participate in TIA	LOTE, CTE, Fine Arts, PE, GT, Electives	Locally developed growth measures
2026-2027 School Year	If needed, develop growth measures for any remaining teacher roles	TIA Committees	Create and use locally developed growth measures

National Board Certification (NBC)

Teachers can pursue National Board Certification if they are not part of the initial phase-in process. Candidates must possess a bachelor's degree, a valid state teaching license, and at least three years of classroom or school counselor experience prior to completing the certification process.

Candidates may apply to participate through Region 10 in a cohort group. Those interested in the Region 10 cohort should contact the TIA coordinator to learn about the process. An outreach meeting will take place in the Spring of 2025 for anyone interested in the program. Sherman ISD will start its first cohort in the Summer of 2025. Sherman has chosen a hybrid track where the first year of training will be led by Region 10. Two coordinators from Sherman ISD will act as the Professional Learning Facilitators. They will train with Region 10 to take over training after year one and host training locally in Sherman ISD for future NBCT training.

A Nationally Board Certified teacher will automatically receive a Recognized designation and a state stipend for five years. Once a certification is earned, TEA will reimburse \$1,900 to cover the fees paid while seeking certification.

Sherman ISD Components for Designations

TEA requires that at least two components be included in the locally developed TIA plan: Teacher observation/evaluation and student growth. SISD has chosen to utilize these two components with equal weight- 50% each, for the first year of implementation. The TIA Development Committee will consider other factors such as teacher attendance and leadership in future phases.

Student Growth

The Texas Education Agency (TEA) mandates that teachers must ensure that a certain percentage of their students meet or surpass growth standards in their respective content areas, as outlined in the table below. To achieve a “Recognized” rating, at least 55% of a teacher’s students must meet or exceed these standards. For an “Exemplary” designation, at least 60% of students must meet or exceed growth standards. For a “Master” designation, 70% of students must meet or exceed growth standards.

Designation Level	% of Students Meeting or Exceeding Growth Targets
Recognized	55%
Exemplary	60%
Master	70%

*These are state-recommended targets; they can change based on current years’ data

The teacher committee developed the rubric and assessments to measure student growth over time. The assessment instruments for each grade/course will be used for the plan.

The growth scores will be determined by the difference between pre-test and post test scores. To determine the percent of a teacher's students who met or exceeded growth, the raw number of the teacher's students who met or exceeded their predicted growth score will be divided by the total number of students that took BOTH the pretest and post-test. For year-long classes,

any student who is enrolled in the district on the Pre-Test date may be used in the calculation of a teacher's student growth score if the student participated in the required assessment measures for that same teacher. For students who are shared with more than one teacher, both teachers will include the student in their calculations (e.g., a 3rd-grade ELAR teacher and a dyslexia therapist).

Maintaining the security, confidentiality, and integrity of all local, state, and national assessments is critical for ensuring fair and equal testing opportunities for all Sherman Independent School District students. To further strengthen the integrity of the pre and post-testing environment, Sherman ISD educators and leaders have set expectations for all test administrators to ensure that the highest level of integrity is given on all assessments and that we have consistency across all testing environments.

Teacher Performance

Teachers recommended for designations receive annual observations and walkthroughs with feedback consistently throughout the year. This includes a minimum of a 45-minute observation. The TIA performance standards were established by looking at student growth performance data and teacher observation data on T-TESS. Recognized represents the top 33% of teachers in Texas, Exemplary represents the top 20%, and Master represents the top 5% of teachers across the state.

The Sherman ISD TIA plan includes T-TESS as the evaluation method for teachers, specifically Domain 2- Instruction and Domain 3 Learning Environment. T-TESS has been utilized in Sherman ISD for several years. The change in the district will be the removal of waivers. In order for teachers to meet the standards for designations, they will need to receive at least 74% of all points on the T-TESS rubric for each Dimension in Domain 2 and Domain 3 and not get below proficient on any Dimension in Domain 2 or Domain 3. If multiple appraisals are completed, then the higher of the 2 will be submitted for each Dimension and Domain.

T-TESS Domains

1. Planning
2. *Instruction
3. *Learning Environment
4. Professional Practices and Responsibilities

** NOTE: All T-TESS domains are assessed; however, only scores from domains 2 and 3 are submitted for TIA designations.*

T-TESS Performance Levels and Points

Performance Level	Points Awarded
*Improvement Needed	1 point
*Developing	2 points
Proficient	3 points
Accomplished	4 points
Distinguished	5 points

**Teachers cannot have a dimension score below proficient in Domains 2 and 3. The maximum number of points possible is 5*

Designation Rubric

Measurement	Possible Points	Scoring Guidelines	Points Earned
Teacher Observation	40		
		Average Score	Total T-TESS Points
		<3.7	0
		3.75	30
		3.875	31
		4	32
		4.125	33
		4.25	34
		4.375	35
		4.5	36
		4.625	37
		4.75	38

Measurement	Possible Points	Scoring Guidelines		Points Earned																				
		4.875		39																				
		5		40																				
Student Growth	50	<table border="1"> <thead> <tr> <th>Student Growth</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td><55%</td> <td>0</td> </tr> <tr> <td>55-59%</td> <td>38</td> </tr> <tr> <td>60-64%</td> <td>40</td> </tr> <tr> <td>65-69%</td> <td>42</td> </tr> <tr> <td>70-74%</td> <td>44</td> </tr> <tr> <td>75-79%</td> <td>46</td> </tr> <tr> <td>80-84%</td> <td>48</td> </tr> <tr> <td>85-89%</td> <td>49</td> </tr> <tr> <td>90-100%</td> <td>50</td> </tr> </tbody> </table>		Student Growth	Points Earned	<55%	0	55-59%	38	60-64%	40	65-69%	42	70-74%	44	75-79%	46	80-84%	48	85-89%	49	90-100%	50	
Student Growth	Points Earned																							
<55%	0																							
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60-64%	40																							
65-69%	42																							
70-74%	44																							
75-79%	46																							
80-84%	48																							
85-89%	49																							
90-100%	50																							
		<p><i>Student growth calculation comes from the percentage of the teacher's students that meet or exceed expected growth. The maximum number of points possible is 50.</i></p>																						
Measurement	Possible Points	Scoring Guidelines																						
Designation Criteria	Total of Points Earned	<table border="1"> <thead> <tr> <th>Designation</th> <th>Minimum Score</th> <th>Maximum Score</th> </tr> </thead> <tbody> <tr> <td>Recognized</td> <td>68</td> <td>74</td> </tr> <tr> <td>Exemplary</td> <td>75</td> <td>80</td> </tr> <tr> <td>Masters</td> <td>81</td> <td>90</td> </tr> </tbody> </table>			Designation	Minimum Score	Maximum Score	Recognized	68	74	Exemplary	75	80	Masters	81	90								
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Recognized	68	74																						
Exemplary	75	80																						
Masters	81	90																						

Measurement	Possible Points	Scoring Guidelines	Points Earned
National Board Certification			Recognized Designation

Examples

A 4th grade reading teacher scored a 3.75 on her domain 2 and 3. The percent of students who met their annual growth goal was 58%. Based on the tables above, the teacher would receive 30 points for her T-TESS observation and 38 points for her student growth. Her total points would be 68. 68 falls in the Recognized range for designation.

A kindergarten teacher scored a 3 on her domain 2 and 3. The percent of students who met their annual growth goal was 50%. Based on the tables above, the teacher would receive 0 points for her T-TESS observation and 0 points for her student growth and would not qualify for a designation.

A high school U.S. History scored a 4 on domain 2 and 3. The percent of students who met their annual growth goal was 70%. Based on the tables above, the teacher would receive 32 points for his T-TESS observation and 44 points for his student growth. His total points would be 76. 76 falls in the Exemplary range for designation.

Spending Plan

As part of the TIA plan, districts are required to spend 90% of the designation funds for teachers (minus taxes and TRS Benefits). 10% of the funds the district receives from designations will supplement the district contribution to TRS and any remaining will help to pay the TIA coordinator salary.

Salary Schedule

Teacher Incentive Allotment funds will be paid as a supplement to the designated teacher's step on the current salary schedule. TIA distribution will come in a "lump sum" disbursement at the end of the school year each June. The data capture year for Cohort G districts is 2024-2025. Cohort G districts will be notified in the Winter of 2026 of approved designations based on teacher location from the PEIMS February winter class roster. Designated teachers will receive allotment funds for year 1 in June of 2026.

The TIA funds SISD receives will be recalculated by TEA every year based on the three funding factors previously described (rural status, socioeconomic percentage, and teacher designation). This means a teacher could receive more or less TIA compensation each year based on the new funding amounts. The designation will be good for five years. If a teacher does not earn a new designation and their designation expires, the teacher will no longer receive TIA compensation.

The Texas Education Agency has assured us that the TIA system is sustainable. However, **if at any time, the TIA state funding ends, the TIA compensation plan will no longer continue.** The Texas Education Agency (TEA) has left the choice of making the TIA compensation Teacher Retirement System (TRS) eligible for the teacher up to each district. In the best interest of teachers, SISD has chosen to include the TIA compensation a teacher receives in their TRS contribution.

Movement of Teachers

TIA allotments are based on where the teacher worked at the time of the winter roster in February. The funding will follow designated teachers to whichever campus in the district they move to with an adjusted allotment for that campus. Designated teachers may consider transfers when available to SISD's high-needs campuses. Teachers who move to another district prior to the winter roster will be paid by Sherman ISD their first year and then their new district after that.

Program Evaluation

Internal Program Evaluation

District leaders use multiple sources of data on highly effective teachers to inform staffing plans, and professional development, and improve equity of access to effective teachers. SISD encourages participation in TIA program evaluation surveys, and local program evaluation

surveys and uses the feedback for continuous improvement. Results are communicated to the district site-based decision-making committee for review and/or action, and their findings and recommendations are presented to the board of trustees annually.

Family and Community Engagement

Parents and community members were included in developing Sherman ISD's Teacher Incentive Allotment Designation Plan. They are also invited to participate in the district site-based decision committees, where they have the opportunity to provide input regarding the district's Teacher Incentive Allotment Program on the district's improvement plan annually. Those plans shall include an annual evaluation of the effectiveness of the current SISD TIA Designation System and recommendations for addressing future staffing plans and professional development.

Staff Development

Designation Staff Development

Current teachers and teachers new to the district receive initial training and regular updates regarding how to earn designations through SISD's Teacher Incentive Allotment Program. District and campus administrators provide individualized support as teachers work toward their career pathways.