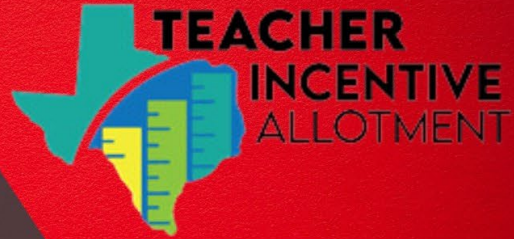




Palacios ISD

1209 12th St Palacios, TX
77465-3799



PALACIOS INDEPENDENT SCHOOL DISTRICT TEACHER INCENTIVE ALLOTMENT PLAN

2023-2024

Recognized | Base Salary \$3k-9K



Exemplary | Base Salary \$6k-18K



Master | Base Salary \$12-32K



Teachers are our most valued resource.

Palacios ISD believes that teachers are the number one factor for improving student achievement. The Teacher Incentive Allotment (TIA) allows us to provide additional compensation to our most highly effective teachers.

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Teacher Incentive Allotment (TIA)

The Teacher Incentive Allotments (TIA) is state funding given to districts for the purpose of teacher performance-based compensation. The intent of TIA is to attract and keep effective educators and provide incentives for teachers .

The amount of state TIA Funding that Palacios ISD will receive is determined each year by 3 funding factors:

- 1) Teacher Designation Levels (Recognized, Exemplary, or Master)
- 2) Student growth using the growth targets set by the state for the Transition Tables for STAAR.
- 3) The campus which the teacher is primarily assigned to.

Due to funding factors changing each year, the amount of TIA that a designated teacher receives will change each year based on the new TIA funding amounts.

Designation System Overview

What component will be part of the teacher's designation?

1. Teacher Performance (40%) - Based on T-TESS
2. Student Growth (60%) – Based on STAAR Progress

Teachers with at least three years of classroom experience can earn a Recognized designation by achieving National Board Certification in the area where the teacher is currently assigned. The National Board automatically designates a teacher at the recognized level.

The National Board examination consists of 4 exams:

1. Content knowledge
 - a. Three written exercises
 - b. 45 selected response items
2. Differentiation in Instruction
3. Teaching Practice and Learning Environment
4. Effective and Reflective Practitioner

Teachers who have obtained National Board Certification can still achieve a higher designation by meeting the standards set for Category A and B teachers as explained in the following section.

Who is eligible for the designation?

Teacher Category	Recognized Distinction Criteria 1	Recognized Distinction Criteria 2
Category A- *Certified teachers who are the teacher of record in a STAAR/EOC tested subject that has a STAAR progress measure	T-TESS Summative (Domains 2&3) 40%	Pre-test post-test Growth 60%
Category B - Any teacher who has National Board Certification for their teaching area and the teacher of record.	National Board Certification	N/A

*Teacher must hold current SBEC certification for their content area by October snapshot date to be considered eligible for the calendar year.

How long does the TIA designation last?

Once earned, a teacher's designation will be submitted to TEA and placed on the teacher's Texas Educator Certificate. The designation credential is valid for five years from the date of the designation.

All PISD teachers fall into one of two categories. The designation process for a teacher will be determined by their teacher category. The table above summarizes the two teacher categories and process used.

Will the District pay my National Board Certification fees?

National Board Certification limits teachers to earning Recognized distinction. Palacios will not reimburse the fees for National Board Certification for PISD teachers who successfully complete the entire process and earn the designation. Teachers with National Board Certification will be listed as Recognized for the purposes of TIA funding at the Recognized level.

Teacher Performance

What system is used to measure teacher performance?

Palacios ISD uses the Texas Teacher Evaluation and Support System (T-TESS) to evaluate teacher effectiveness and support teachers in their professional growth. The T-TESS Rubric comprises 16 dimensions across 4 domains each with specific descriptors of practice. The T-TESS process includes three components: goal setting and professional development plan, the evaluation cycle (pre-conference, observation, and post-conference), and student growth measure.

How are the four domains assessed?

Throughout the year, teachers and appraisers collaborate to discuss best practices and strategies for effective lesson design and activities. Evidence is essential to support Domains 1-4. All domains are assessed based on evidence and artifacts gathered by the teacher and appraiser throughout the year.

Sources of evidence can include teacher input, observations (formal and informal), walkthroughs, instructional documents, and student growth. Domains are scored using 5 performance levels - Distinguished, Accomplished, Proficient, Developing and Improvement needed.

Planning

- 1.1 Standards and Alignment
- 1.2 Data and Assessment
- 1.3 Knowledge of Students
- 1.4 Activities

* Instruction

- 2.1 Achieving Expectations
- 2.2 Content Knowledge and Expertise
- 2.3 Communication
- 2.4 Differentiation
- 2.5 Monitor and Adjust

The four T-TESS Domains and Dimensions

Domains 2 and 3 will be used for TIA purposes and will be scored according to the T-TESS Rubric.

Are some dimensions weighted more than others for TIA?

* Learning

- 3.1 Classroom Environment, Routines and Procedures
- 3.2 Managing Student Behavior
- 3.3 Classroom Culture

Professional

- 4.1 Professional Demeanor and Ethics
- 4.2 Goal Setting
- 4.3 Professional Development
- 4.4 School Community Involvement

While all dimensions are essential components of teaching, the eight dimensions that comprise the Instruction domain and Learning Environment domain are the only dimensions used for Teacher Performance on the TIA. Palacios ISD believes these domains are the primary

domains focusing on instructional effectiveness resulting in the greatest impact on student academic achievement.

How will I receive my summative evaluation?

Teachers will engage in a conference prior to the end of the school year, with their evaluator, in which the Summative performance evaluation will be shared. In addition, the performance evaluation scores will be available in Eduphoria - Strive.

How will teachers' performance be accurately assessed?

Once fully certified, T-TESS requires the appraiser/evaluator to complete an external certification process every 3 years. Additionally, Palacios ISD will participate in internal calibration and interrater reliability exercises scheduled throughout the year. See Appendix A for the PISD Observation/Calibration Plan

What if I disagree with my summative performance evaluation?

Employees are encouraged to discuss their concerns and grievances with their supervisor/appraiser, principal, or other administration as well as the options given below.

Option 1: A teacher may submit a written response or rebuttal within 10 working days of receiving their summative evaluation. Rebuttals submitted by employees are shared with their evaluator and added to the summative performance evaluation with their employee file. Evaluators are not required to respond or act on a rebuttal. A Rebuttal is Not a grievance. See board policy DNA

Option 2: A Teacher may submit a request for a second appraisal. See board policy DNA.

Option 3: When informal discussions fail to resolve the concern or dispute the employee may file a grievance. The grievances process precipitates a response and or action. See board Policy DGBA

Teacher Performance Rubric

Points will be assigned based upon the T-TESS rubric Performance Level for each dimension.

- Distinguished = 5 points
- Accomplished = 4 points
- Proficient = 3 points
- Developing = 2 points
- Needs Improvement = 1 point

To be eligible for a TIA designation, teachers must earn a rating of proficient or higher in each of the dimensions in Domains 2 and 3.

These points are totaled for each dimension then averaged as seen in the following table.

Domain	Dimension Description	Maximum Points
Domain 2 Instruction	Dimension 2.1 Achieving Expectations	5
Domain 2 Instruction	Dimension 2.2 Content Knowledge and Expertise	5
Domain 2 Instruction	Dimension 2.3 Communication	5
Domain 2 Instruction	Dimension 2.4 Differentiation	5
Domain 2 Instruction	Dimension 2.5 Monitor and Adjust	5
Domain 3 Learning Environment	Dimension 3.1 Classroom Environment, Routines and Procedures	5
Domain 3 Learning Environment	Dimension 3.2 Managing Student Behavior	5
Domain 3 Learning Environment	Dimension 3.3 Classroom Culture	5
	Average Score (sum of all points /8)	40/8=5

Student Growth Measure

Palacios ISD will utilize the growth targets set by the state for the Transition Tables. At the end of the school year, the district will examine whether or not individual students met their target post-test scores. For each teacher, the district will then calculate the percentage of students meeting or exceeding expected growth and assign a scale score that is aligned to the statewide performance standards.

For a student to be eligible for growth calculation, the student must be assigned to the teacher of record by the October snapshot date through the date of STAAR Testing. All eligible teachers will be required to verify rosters of students who are included in the TIA calculation.

EOC Re-Testers – Re-tester growth measured through a STAAR Transition table would not produce a valid or reliable measure of student growth and therefore is not included for accountability or TIA growth calculation purposes.

Student Growth Instruments

- STAAR growth targets are set by the state for the Transition Tables for STAAR Alt 2.

Student Growth Calculation

% of students who met or exceeded expected growth levels	Student growth scaled score
Less than 31%	1.00
31% - 40%	3.00
41% - 50%	3.25
51% - 55%	3.50
56% - 60%	3.75
61% - 65%	4.00
66% - 70%	4.25
71% - 75%	4.50
76% - 80%	4.75
Greater than 80%	5.00

Adding Points from T-TESS Performance Rubric to Student Growth Calculation Chart

The raw score from the T-TESS Performance Rubric to Student Growth Calculation Chart will be multiplied by the appropriate weight (40% for T-TESS, 60% for Student growth) and the

product of each will be added. The resulting sum will be factored into the chart above to determine if the teacher meets the minimum score to earn a TIA Designation.

Example: A teacher has the following data:

- T-TESS score = $3.58 \times 40\%$ (1.432 pts)
- Student growth score = $4.25 \times 60\%$ (2.55 pts)
- $1.432 + 2.55 = 3.98$ pts.

Designation	Minimum Score
Master	4.5
Exemplary	3.9
Recognized	3.75

TIA Annual Scorecard

Each year of the TIA evaluation cycle teachers will be provided with an annual scorecard in Appendix B. The scorecard will provide transparency within PISD's TIA system. TIA score cards will provide teachers with an individualized report of the annual TIA outcomes based on their performance, as well as the performance aggregated at the campus and district level.

TIA Evaluation Frequency

Evaluation of teacher eligibility for a TIA designation is considered annually unless a teacher meets eligibility to waive their T-TESS observation and does so by completing the Formal Observation Waiver Form in Appendix C. This means that every year a teacher receives a T-TESS evaluation and has available student growth measure data the TIA score will be calculated, and the teacher has an opportunity to meet eligibility.

Teachers with an existing TIA designation will not be annually submitted for designation within their five year valid TIA designation period, if they continue to meet the same designation level.

Teachers with an existing TIA designation will be resubmitted for a higher designation within their five year valid TIA designation period, if a subsequent year performance earns a higher TIA designation.

TIA Compensation

How is the allotment determined?

Palacios ISD teachers will receive funding based on the state formula posted below. The determined amount for teachers is based on how many teachers PISD has at each level (Recognized, Exemplary and Masters), the socioeconomic status of the campuses (the higher each teacher makes), and the rural status of the district (PISD is considered rural). The values in the table below are subject to change annually based on US Census data, therefore the dollar value of the incentive is also subject to change and is not considered a property right of the teacher earning the distinction.

Campus name	TIA amount per Master teacher	TIA amount per Exemplary teacher	TIA amount per Recognized teacher	2019-20 NCES campus type description
PALACIOS H S	23,882	13,129	6,564	Town: Remote (rural)
PALACIOS J H	24,162	13,297	6,649	Town: Remote (rural)
CENTRAL EL	24,878	13,727	6,863	Town: Remote (rural)
EAST SIDE INT	24,014	13,208	6,604	Town: Remote (rural)

How much of the TIA will I receive?

Palacios ISD has elected teachers with the designation to get 90% including taxes and TRS deductions. 10% of the TIA amount will go to the district for testing, evaluation, and calibration to ensure the validity of TIA.

Is the TIA compensation Teacher Retirement System eligible?

Yes, teachers will receive 90% of the funds that will include taxes and TRS deductions and will be added to the overall amount the teacher makes on his or her highest five years of service.

Can my TIA compensation ever go down?

The TIA compensation amount a teacher receives will change every year based on the three funding factors and TIA calculation previously described. The TIA funds Palacios ISD receives

will be recalculated by TEA every single year. This means the amount of TIA compensation received by an eligible teacher can change each year based on the new funding amounts.

Spending Plan

State Requirements for TIA Funding

Funding for teachers designated as Recognized, Exemplary, and Master under the Teacher Incentive Allotment will flow from the state to Texas school districts. The statute requires that 90 percent of the funds earned through the district's locally designed designation system be spent on teacher compensation on the campus where the designated teacher works. TEC Section 48.114 (i)(1)(A) states that: "A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed."

The statute states that Teacher Incentive Allotment funds are not considered a property right. The district should spend no more than 10 percent of TIA funds at the district level to support rollout and implementation of TIA. The state will calculate rural and socio-economic tier funding status annually based on student enrollment. Allotment funds will be based on the campus and not the individual students assigned to the designated teacher. If a designated teacher moves campuses from one school year to another, the allotment that designated teacher generates will be recalculated based on the new campus rural and socio-economic tier funding status. Palacios ISD will track performance of designated teachers each year and support them to ensure they continue to perform at or above their designation levels.

Palacios ISD's Plan for TIA Funding

During the district's Teacher Incentive Allotment stakeholder committee meetings, input was gathered on the development of Palacios ISD's TIA spending plan. Under the local optional teacher designation system, Palacios ISD will provide 90% of the TIA funds to the teacher who earned a TIA Designation and reserve 10% of the funds for supporting the TIA initiative at the district level. The district will provide the TIA compensation to teachers through a lump sum payment (as a separate check/EFT from the district) in August of each year that a teacher generates funding for a TIA designation.

- If a designated teacher leaves the district prior to Winter Roster Verification (generally in February of each school year) then the designated teacher will not receive any TIA funds because no TIA funds will be generated to the district from the state.

- If a designated teacher moves campuses within Palacios ISD during the school year, then Palacios ISD will provide the funding to the designated teacher based on the campus where the designated teacher worked during Winter Snapshot (generally in February).
- If a designated teacher moves to the district prior to 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.

There will not be any adjustment to the distribution of funds for designated teachers who leave the district after Winter Roster submission. If the teacher leaves the district prior to the August payout, then the district will provide the payout to the teacher with their last paycheck. If the teacher retires after Winter Roster submission, then the TIA funds would be provided to the designated teacher prior to his/her last date of service. If the designated teacher retires before Winter Roster submission, then no TIA funds will be provided to the teacher.

Note that Palacios ISD cannot recommend a teacher to the state for a TIA Designation if they do not remain in an eligible teaching position the year following the data capture year. For example, if a teacher is Designated as a result of data collected in the 2023-24 school year, but the teacher moves into a Principal position in the 2024-25 school year, the state will not approve the TIA Designation.

The district has a board approved compensation plan that provides approval for the TIA payments. The school board will approve the expenditure of TIA funds as part of the annual budgeting process. The TIA compensation will be TRS eligible for Designated Teachers only and the district will send a copy of the compensation plan to TRS if requested.

The district will require that teachers currently employed with the district notify the Superintendent and Business Manager upon completion of National Board Certification. For new hires, this will be a question asked during the intake process. The teacher will be required to show proof of active status with the NBPTS' National Board Certification.

The district's spending plan is included in the district's TIA Handbook. The spending plan is also reviewed during the TIA faculty presentations where the district's overall TIA plan is communicated to staff.

To look up the TIA allotment provided to each campus under this initiative, please visit <https://tiatexas.org/>.

Note: If a TIA designated teacher is not employed by Palacios ISD at the TEA winter snapshot date (typically in February of each year), then Palacios ISD will not be responsible for paying the TIA funds to the designated teacher. In order for a designated teacher to receive funds under the TIA in this instance, the designated teacher will need to work with the new Texas school district or charter school to be compensated under TIA. In this case, the amount of funds earned under TIA would follow the new district's TIA spending plan and allotments provided by the state

for the particular campus based on “rural/non-rural” and “economically disadvantaged” Tier status.

TIA Expansion and Monitoring

Palacios ISD has a TIA Planning Committee which meets regularly in regard to the PISD TIA Plan. The committee members are listed in Appendix D. The TIA Planning Committee is responsible for the following items:

- Reviewing the PISD TIA Plan prior to any submissions/revisions
- Developing methods to include more teachers in the PISD TIA plan once the initial plan is approved.
- Formulating the processes used to measure student growth in both current and future revisions to the PISD TIA Plan.
- Reviewing data to be submitted to TEA or TTU.
- Discussing and developing solutions to any deficits found by TEA, TTU, or locally regarding the PISD TIA Plan.

Appendix A

PISD Observation/Calibration Plan

Month	Observation/Calibration Plan	Participants
July	Observation Data Analysis (Data Dive #4) <ul style="list-style-type: none"> Analyze the previous year's teacher observation data. Look for areas of skew by: <ul style="list-style-type: none"> Appraiser Campus Grade Level Teaching Assignment Conduct Root Cause Analysis as needed <ul style="list-style-type: none"> Root Cause Analysis tool Teacher vs. Appraiser perspective Correlation Analysis <ul style="list-style-type: none"> Determine whether teachers observation scores align to student growth data 	<ul style="list-style-type: none"> District leaders Principals
	Strategic Planning & Decision-Making <ul style="list-style-type: none"> Create a strategic plan to address problem areas in the observation data. The plan will include: <ul style="list-style-type: none"> Specific dates and deadlines Measurable goals Determine the observation requirements (quantity and frequency) based on the strategic plan. Definition of Calibrated - Appraisers are calibrated when 50% of their ratings are an exact match AND 75% of their ratings are within one level of teacher effectiveness. 	<ul style="list-style-type: none"> District leaders Principals Assistant Principals
	Certification <ul style="list-style-type: none"> New appraisers attend three-day T-TESS certification training Appraisers where were T-TESS certified three or more years ago must recertify 	<ul style="list-style-type: none"> New appraisers Appraisers who need to recertify
	Administrator Calibration <ul style="list-style-type: none"> Returning appraisers with current T-TESS certification attend a PD calibration session facilitated by district leaders. During this session they review T-TESS and practice rating instructions using videos. They must pass a calibration assessment at the end of the training. Those who do not pass engage in one-on-one coaching with their supervisor. 	<ul style="list-style-type: none"> Returning appraisers who certified less than three years ago District leaders
August	Teacher Professional Development <ul style="list-style-type: none"> New Teachers attend a 3 hour training to develop a conceptual understanding of how T-TESS defines excellent instruction and the correlation between T-TESS and TIA. 	<ul style="list-style-type: none"> Teachers District leaders Principals

	<ul style="list-style-type: none"> Returning teachers attend a 1 hour campus level training on T-TESS framework and the correlation between T-TESS and TIA.. All teachers receive an update on district priorities around teacher observation as well as any changes to appraisal process for the current year. Communicate the observation requirements for the school year: one 45-minute observation (unless eligible for a waiver) and five 10-minute walkthroughs per teacher each school year. 	
	Create Observation Schedule <ul style="list-style-type: none"> Appraisers work together to create a year-long observation schedule that meets the following criteria: <ol style="list-style-type: none"> Includes a minimum of one 45-minute observation (unless eligible for a waiver) and five 10-minute walkthroughs per teacher each school year. Is differentiated by teacher effectiveness. 	<ul style="list-style-type: none"> Principals
September	District-wide Administrator Calibration Walkthroughs <ul style="list-style-type: none"> Co-observe 2 classrooms at the elementary campus and calibrate. Co-observe 2 classrooms at the secondary campus and calibrate. 	<ul style="list-style-type: none"> Principals Assistant Principals District leaders
	Initial Observations <ul style="list-style-type: none"> Complete one short observation of all teachers who are new to the district or had a T-TESS score less than three in the preceding year. Make adjustments to observation schedule (walkthroughs) frequency based on teacher needs. 	<ul style="list-style-type: none"> Appraisers
October	Execute Observation Schedule <ul style="list-style-type: none"> Appraisers conduct teacher observations according to the year-long schedule created in September. 	<ul style="list-style-type: none"> Appraisers
	District-wide Administrator Calibration Walkthroughs <ul style="list-style-type: none"> Principals co-observe 2 classrooms at the elementary campus and calibrate. Principals co-observe 2 classrooms at the secondary campus and calibrate. Focus on Reading Classrooms 	<ul style="list-style-type: none"> Principals Assistant Principals District leaders
	Observation Data Dive #1 <ul style="list-style-type: none"> After Quarter 1 assessments, compare student growth data with teacher observation data and check for positive correlation. Check for skew by appraiser, campus, subject, and grade level. Determine strategic areas of focus and next steps around teacher observations for Quarter 2 based on the data. 	<ul style="list-style-type: none"> District leaders Principals Appraisers
November	Execute Observation Schedule	<ul style="list-style-type: none"> Appraisers

	<ul style="list-style-type: none"> Appraisers conduct teacher observations according to the year-long schedule created in September. 	
	District-wide Administrator Calibration Walkthroughs <ul style="list-style-type: none"> Co-observe 2 classrooms at the elementary campus and calibrate. Co-observe 2 classrooms at the secondary campus and calibrate. Focus on Math Classrooms 	<ul style="list-style-type: none"> Principals Assistant Principals District leaders
December	Execute Observation Schedule <ul style="list-style-type: none"> Appraisers conduct teacher observations according to the year-long schedule created in September. Ensure that appraisers have some collected evidence of teacher effectiveness for every teacher being evaluated with T-TESS. 	<ul style="list-style-type: none"> Appraisers
January	Informal Mid-Year Performance Conferences <ul style="list-style-type: none"> Appraisers meet with individual teachers and discuss observation ratings, general strengths and areas of growth, student growth goals and other professional goals. 	<ul style="list-style-type: none"> Appraisers Teachers
	Execute Observation Schedule <ul style="list-style-type: none"> Appraisers conduct teacher observations according to the year-long schedule created in September. 	<ul style="list-style-type: none"> Appraisers
	District-wide Administrator Calibration Walkthroughs <ul style="list-style-type: none"> Co-observe 2 classrooms at the elementary campus and calibrate. Co-observe 2 classrooms at the secondary campus and calibrate. Focus on Science/SS Classrooms 	<ul style="list-style-type: none"> Principals Assistant Principals Appraisers
February	Execute Observation Schedule <ul style="list-style-type: none"> Appraisers conduct teacher observations according to the year-long schedule created in September. 	<ul style="list-style-type: none"> Appraisers
	Observation Data Dive #2 <ul style="list-style-type: none"> After Quarter 3 assessments compare student growth data and teacher observation data to check for positive correlation. Check for skew by appraiser, campus, subject, and grade level. Determine strategic areas of focus and next steps around teacher observations for Quarter 3 based on the data. 	<ul style="list-style-type: none"> District leaders Principals Appraisers
March	Execute Observation Schedule <ul style="list-style-type: none"> Appraisers conduct teacher observations according to the year-long schedule created in September. 	<ul style="list-style-type: none"> Appraisers
	District-wide Administrator Calibration Walkthroughs <ul style="list-style-type: none"> Co-observe 2 classrooms at the elementary campus and calibrate. 	<ul style="list-style-type: none"> Principals Assistant Principals District leaders

	<ul style="list-style-type: none"> • Co-observe 2 classrooms at the secondary campus and calibrate. • Focus on CTE/Fine Arts Classrooms • If Appraisers are not calibrated (see calibration definition in July), the appraiser team decides next steps to increase inter-rater reliability. 	
April	Execute Observation Schedule <ul style="list-style-type: none"> • Appraisers conduct teacher observations according to the year-long schedule created in September. 	<ul style="list-style-type: none"> • Appraisers
	Observation Data Dive #3 <ul style="list-style-type: none"> • Compare student growth data from Quarter 4 assessments with student growth and teacher observation data to check for positive correlation. • Check for skew by appraiser, campus, subject, and grade level. • Determine if there are teachers to prioritize in terms of collecting sufficient, valid observation data. 	<ul style="list-style-type: none"> • District Leaders • Principals • Appraisers
May	Final Observations <ul style="list-style-type: none"> • Appraisers conduct any final teacher observations according to the year-long schedule. • Appraisers and leaders determine if they need additional observation data for any teachers and collect that data. 	<ul style="list-style-type: none"> • Appraisers
	End-of-Year Performance Conferences <ul style="list-style-type: none"> • Appraisers meet with individual teachers and discuss observation ratings, general strengths and areas of growth, student growth goals, and other professional goals. 	<ul style="list-style-type: none"> • Appraisers • Teachers

Appendix B

TIA Scorecard

Teacher: _____

Campus: _____

Teacher Current Designation Level: _____

Teacher Designation Eligibility Check

☐ Certifications for Fields teaching

☐ Had formal observation for current school year

TIA Designation Components

Teacher Performance Level Points Earned (40% weighted) _____

Student Outcomes (growth) Points Earned (60% weighted) _____

Total Score _____

Designation Recommendation:

Designation	Minimum Score
Master	4.5
Exemplary	3.9
Recognized	3.75

Principal Signature _____

Assistant Superintendent Signature _____

Superintendent Signature _____

Appendix C

Teacher Annual Evaluation Waiver

Palacios Independent School District TEACHER ANNUAL EVALUATION WAIVER REQUEST FORM

Teacher Name: _____

Campus: _____

Grade Level/Assignment: _____

Last Complete T-TESS Appraisal School Year: _____

I am requesting to waive my annual appraisal for the _____ School Year based upon the fact that I meet all of the following criteria.

(Please check all related criteria that are applicable to you.)

- _____ 1. Appraised under the T-TESS Appraisal System during the last school year
- _____ 2. Currently employed under a Term Contract
- _____ 3. Fully certified by SBEC
- _____ 4. Have served at the current campus for at least one year
- _____ 5. Received a rating of at least proficient on all sixteen dimensions and did not identify any area of deficiency during the previous appraisal.
- _____ 6. Not being supervised by a New Campus Principal

I understand that I am required to participate in the Goal-Setting and Professional Development Plan process, the performance of students, and the following year's Goal-Setting and Professional Development plan.

I understand that the principal/supervisor will continue to conduct walkthroughs and informal observations.

I understand that during any school year when a complete appraisal under the Texas Teacher Evaluation Support System (T-TESS) is not scheduled, either the teacher or the principal MAY require that an appraisal be conducted by providing written notice to the other party.

Employee's Signature

Date

Principal's Signature
Reason for
Denial

Approved Denied

Date

Revised 4/24/2023

Appendix D

PISD TIA Planning Committee

Name	Position	Signature
Ashley Gore	Elementary - CE rep	
Lupita Gomez	Elementary - ELAR	
Tara Tanner	Elementary - Math	
Kymberli Zamarripa	Elementary - CE rep/History	
Buddy Kelly	Elementary Admin.	
Erika Koenig	Secondary - ELAR	
Jordan Joines	Secondary - Math	
McKaylie Macintosh	Secondary - Science	
Alicia Aguilar	Secondary - Social Studies	
Billy Peacock	CTE	
Savannah Moeller	Fine Arts	
Stephanie Garcia	Secondary Admin	
Amy Marroquin	Accountability & Improvement	
Debbie Jones	Director of Finance	
Dr. Bill Chapman	Superintendent	
Dr. Jared Duncum	Assistant Superintendent	