



Teacher Incentive Allotment (TIA)
Committee Meeting #5
February 15, 2024

Agenda

- Opening Rituals
- Stakeholder Reflections
- Discover: Optional Components
- Decisions: Weights & Cut Scores
- Discover: Spending Plan
- Next Steps & Closing

Objective: Provide an overview of Teacher Observations and other District Models to the TIA Committee to continue the work of creating our Local Designation System to applying for TIA in April 2024.

Committee Norms

- Focus & Engage
- Growth Mindset
 - *Be curious, not concerned*
- Success Driven
 - *For teachers and (most importantly) students*

The Big Three Critical Decisions

Who can earn a designation?

Eligible campuses and teachers



How will we designate?

Observations, student growth measures, and optional components



How and when will we compensate?

Distribution of funds, timing of compensation



Balancing Stakeholder Input

- Campuses: All (including Challenge Academy)
- Teaching Assignments: Reading (PreK-Eng 2) & Math (PreK-Alg)
 - Future Phases: 5th Sci, 8th Sci/SS; US History; Biology; CTE
- Teacher Observation: T-TESS (observations & walkthroughs); need to have ongoing learning with teachers on the rubric and rate based on evidence

Timeline



April 2024

**System
Application**



August 2024

**Notification
of Application
Acceptance**



2024-2025 SY

**Data Capture
Year**



October 2025

**Data
Submission**



April 2026

**Notification
of System
Approval**



August 2026

**2025-26 Funds
Paid to
Teachers**

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Grade Level/Teaching Assignment	Teacher Observation	Who sets Expected Growth Target? How?	Student Growth (Pre-/Post-Tests)
Phase 1			
Pre-K	T-TESS	District	Circle/CLI
4th-8th Math and Reading, Algebra I, English I and English II (including SPED)	T-TESS	TEA	STAAR
3rd Reading, 3rd Math, 5th Science, 8th Science, 8th SS, US History, Biology (including SPED)	T-TESS	District	BOY Released STAAR/EOY STAAR
K-2 Reading/Math (including SPED)	T-TESS	mCLASS	mCLASS
CTE (course names TBD)	T-TESS	District	iCEV or YouScience/ Precision Exams
SPED: Life Skills (Grades 3-11)	T-TESS	TEA	STAAR-ALT
*All RCISD teachers eligible for designation through the National Board Certification			

Rice CISD Teacher Observation for TIA

- T-TESS will be the rubric used
- All teaching assignments included in TIA will have to submit T-TESS and Student Growth Data (no opt-outs)
- **Data Collection Points:**
 - One 45-minute observation in the Fall
 - 3-week window unannounced
 - One TIA Walkthrough in the Fall AND Spring (2 @ a minimum) by the Campus Administrator
 - One TIA Walkthrough per year by Other District or Campus Administrator
 - Walkthroughs:
 - 15-minute minimum
 - Only Observe Domains 2 and 3

Rice CISD Teacher Observation for TIA

- Professional Development & Calibration
 - Ongoing professional development during summer, BOY, and throughout the year connected to T-TESS Rubric for Admin and Teachers
 - Consistent reminders and communication about T-TESS Rubric (PLCs, Faculty Mtgs, Newsletters, etc.)
 - T-TESS self-reflection activities for teachers and coaching sessions with administrators
 - Administrators will work on High Quality Feedback
 - Administrator calibrations and certification for administrators across the district

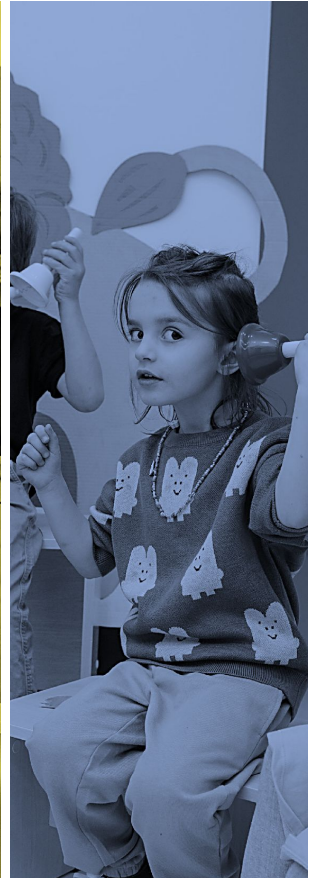
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Districts May Incorporate Optional Components to Their System

Usually done to align with district goals. Examples may include teacher attendance, mentorship, leadership roles, etc.



TIA Optional Components: Harlingen CISD

HCISD Designation System

Harlingen CISD developed a local designation plan that incorporates the statutory required components of teacher observation and student growth with teacher leadership factors that include parent/student experience(surveys), professional leadership, and teacher attendance. Each component has been assigned a percentage for an overall score that will be calculated at the end of the school year and provided to all teachers on the HCISD Realizing Our Dream Teacher Individualized Report.

Teacher Observation	Student Growth	Teacher Leadership
30%	50%	20% Comprised of: Student Experience Instructional Leadership Teacher Attendance

TIA Optional Components: Harlingen CISD

Teacher Attendance

Though student achievement is affected by many factors, research has long established that teacher quality is the most significant among the school-related factors. But when you consider that approximately 5% of the nation's teachers are absent on any given day and that the average student spends up to a full year of their K-12 education with substitute teachers, it makes sense that teacher attendance is included in HCISD's teacher designation system.

For the purpose of TIA designation, the maximum number of non-district related absences is 7. Teacher attendance accounting is aligned to the term of the teacher's employment. The process for determining the exclusion of absences is aligned to the district Teacher Perfect Attendance Program as outlined in policy DEC (Local). Teacher Attendance verification will occur at minimum at the end of each semester. Additional information on [leave](#) can be found on the district website.

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=255&code=DEC#legalTabContent>

TIA Optional Components: Coldspring-Oakhurst CISD



50%

STUDENT GROWTH

30%

TEACHER OBSERVATION (T-TESS)

20%

TEACHER ATTENDANCE

TIA Optional Components: Coldspring-Oakhurst CISD



- Teacher Attendance

Teacher attendance has a significant influence on student success. At this time, there is a shortage of qualified teachers and substitutes in our state. The committee decided on teacher attendance to reduce teachers' discretionary time off during the school year, resulting in loss of instruction time for their class and others when there are no subs to cover. Teachers may earn points toward designations with good attendance. Attendance accounts for 20% of the designation points. Attendance verification will occur at a minimum at the end of each semester. School business absences, such as attending training and student extracurriculars, are not considered. FMLA, Court Appearances, and other protected leave as defined in DEC (Local) are excluded.

TIA Optional Components: Coldspring-Oakhurst CISD



Number of Days Absent	Attendance Percentage Points <i>(maximum 20 points)</i>
Perfect Attendance	20%
1-2 Days	19%
3-4 days	17%
5 days	15%
6 days	13 %
7 days	11%
8 days	10%
More than 8 days	No percentage points

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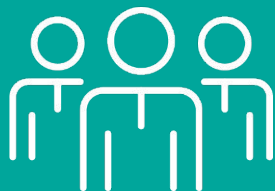
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The Big Three Critical Decisions



Who can earn a designation?

Eligible campuses and teachers



How will we designate?

Observations, student growth measures, and optional components



How and when will we compensate?

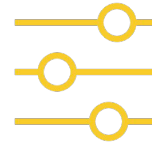
Distribution of funds, timing of compensation



What Determines Designations?



How will we designate?



District Performance Standards

The minimum standards to meet each designation level for student growth and teacher observation.

System Weights

The weighing of teacher observation, student growth, and other optional components used by the district. Example: 40% teacher observation and 60% student growth.

Optional Prerequisites

Components required by the district but not by statute. Example: teacher's attendance must be 90% or above to earn a designation.

These are not set in stone. You will have the ability to adjust these decisions come data submission after your data capture year. Keep in mind however the impact this has on stakeholders.

TIA Performance Standards



The Teacher Incentive Allotment performance standards were established by looking at student growth performance data and teacher observation data on T-TESS. Recognized represents the top 33%, Exemplary represents the top 20%, and Master represents the top 5% of teachers across the state.

Teacher Observation Performance Standards

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

For teacher observation performance standards, T-TESS scores were observed across the state looking at only domains 2 & 3 on T-TESS (The two observable domains). Averages were then established based on the cut points described above.

TIA Performance Standards



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Student Growth Performance Standards

Designation Level	% of students meeting or exceeding growth target
Recognized	55%
Exemplary	60%
Master	70%

For student growth performance standards, student assessment STAAR data was observed across 5 years (2014-2019). A value-added model was developed to determine if a student met or exceeded their expected growth target.

State Performance Standards

Designation Level	Statewide Percentages	Teacher Observation Performance Standards*	Student Growth Performance Standards
Recognized	Top 33%	3.7 or 74% of possible points	55% met or exceeded
Exemplary	Top 20%	3.9 or 78% of possible points	60% met or exceeded
Master	Top 5%	4.5 or 90% of possible points	70% met or exceeded

**Represents average of all dimensions in T-TESS Domains 2 and 3*

Teachers must have a minimum score of Proficient in all observable dimensions to be eligible for a new designation.

Weighting: Purpose



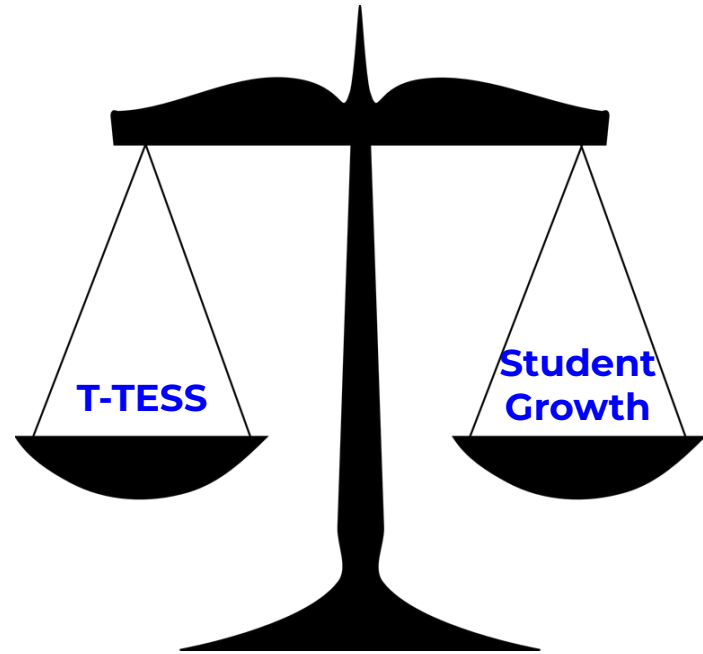
- Outlines how the district plans to designate teachers in such a way that:
 - a) ensures the fairness and validity of the local designation system and
 - b) uses weights for each respective teacher category according how they directly tie to teacher effectiveness for that category
- All teachers in a given category will be evaluated for designation using the same performance data and applying the weights with the same mathematical process
- Categories Definition: A category of teachers is the group of eligible teaching assignments that have:
 - a) The same teacher observation rubric at the same weight AND
 - b) The same student growth measure at the same weight (including the same assessment if using a pre-test/post-test as the growth measure)

Weights and TIA Score Example



2. How will we designate?

- How will we weight our system to get overall score?
- Most districts in state do 50/50 and the next most do 60/40. (must equal 100%).
 - *If we add optional components, it could be 40/40/20, 50/30/20, etc.*



How weights affect designations

Scenario 1:

Observation Weight	Student Growth Weight	Additional Component Weight
70%	30%	0%

Teacher	T-TESS Domains 2 & 3 Average	Percent of students who met or exceeded growth	Designation
1	3.8	53%	Recognized
2	3.0	75%	No Designation

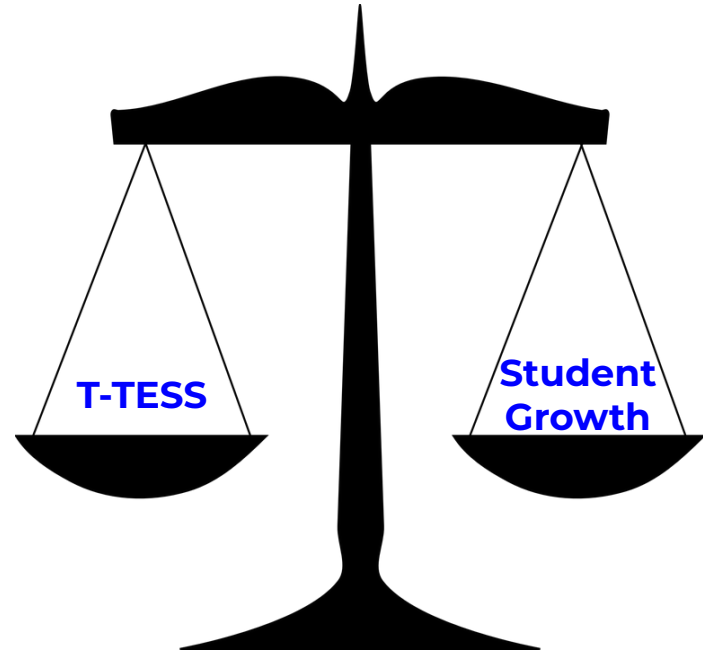
Scenario 2:

Observation Weight	Student Growth Weight	Additional Component Weight
30%	70%	0%

Teacher	T-TESS Domains 2 & 3 Average	Percent of students who met or exceeded growth	Designation
1	3.8	53%	No Designation
2	3.0	75%	Exemplary

Weights and TIA Score Example

- 50% *T-TESS*
- 50% *Student Growth*



Weights and TIA Score Example

Student Growth Cut Points

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

Student Growth + Teacher Observation

Recognized	$27.5 + 37$	64.5
Exemplary	$30 + 39$	69
Masters	$35 + 45$	80

Teacher Observation Cut Points

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

Composite Score Cut Points

Recognized	64.6 - 68.9
Exemplary	69 - 79.9
Masters	80 - 100

Weights and TIA Score Example

Student Growth Points

% of students who met/exceed projected growth		Category Weight	Student Growth Points
<i>Formula:</i> _____	x	50	= _____
(percent as decimal)			
<i>Example:</i> .62 (62%)	x	50	= 31

Student Growth + Teacher Observation

Growth Points	+	Obs Points	= _____
<i>Example:</i> 31	+	35	= 66

Teacher Observation Points

Average Observation Score		8 Dimensions (T-TESS)		Raw Points * Multiplier (1.25) (Convert to 50 point scale)	Teacher Observation Points
<i>Formula:</i> _____	x	_____	x	1.25	= _____
<i>Example:</i> 3.5	x	8	x	1.25	= 35

Composite Score Range

Recognized	64.6 - 68.9
Exemplary	69 - 79.9
Masters	80 - 100

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Distribution of funds, timing of compensation



Spending Plan Timeline

School Year	Month	Item
2023-24	December 2023 – March 2024	Districts engage and finalize TIA Spending Plan, in compliance with statute
	April 15, 2024	Districts submit final TIA application, including TIA Spending Plan
	June 2024	If applicable, Districts re-submit TIA application, including TIA Spending Plan, based on feedback
2024-25	Full Year	Districts capture data based on approved Local Designation System
2025-26	October 2025	District submits local designation system teacher data to TTU and designated teacher fee to TEA (\$500 per designated teacher). Note, all fees will be reimbursed in the following year's FSP September Settle Up.
	February 2026	Districts receive notification of Step 1 Data Submission Review. This includes whether they are able to designate submitted teachers.
	April 2026	Districts receive notification of allotment generated by teacher and campus, based on PEIMS data.
	August 31, 2026	Districts must spend all TIA funds generated for the previous school year and submit Annual Program Submission to TEA.
Ongoing Post-Approval	September 2026	Districts receive funds through FSP. In the first year, this is through the settle-up process. Moving forward, it will be a part of monthly FSP payments and based on the prior year's estimates.
		Annually, districts will need to submit data each October to designate new teachers and will receive a notification each April on the total generated allotment. Each year, districts will have to spend all generated funds by August 31 st .

Funding for Teachers



The **Teacher Incentive Allotment** provides extra funding, from **\$3,000 - \$32,000** per teacher per year, with more money for **high needs** and **rural** schools.



RECOGNIZED | \$3 - \$9K



EXEMPLARY | \$6 - \$18K



MASTER | \$12 - \$32K

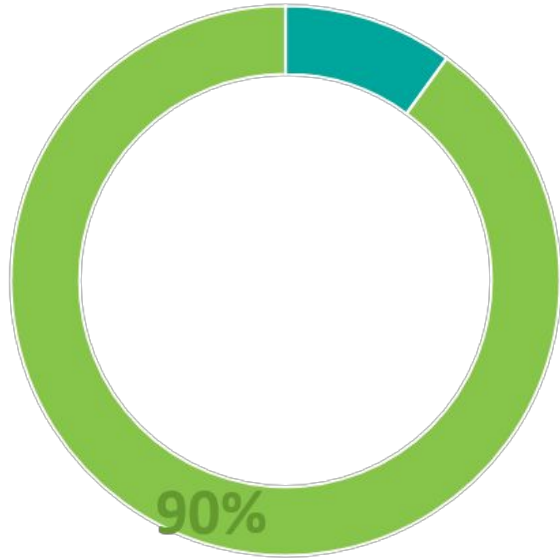




Statutory Requirements

The must-haves in any TIA Spending plan

Allotment Funding Distribution



At least 90% *must* go to teacher pay on the campus the designated teacher works.

Up to 10% *may* be used to implement a local designation system or to support teachers in earning a designation.

Spending must occur **by August 31** each year.

At least 90%
Allowable
Spending

Designated teacher

Stipends or salary increases

Other teachers

At the campus, stipends or salaries

Other instructional staff

Primary responsibility is instructing students, at the campus

Note: Benefits and retirement contributions for teachers may be taken from the 90% or the 10%

Up to 10% Allowable Spending

Note: Benefits and retirement contributions for teachers may be taken from the 90% or the 10%

Professional Development

Any professional development for teachers, to help earn a designation

Appraisals

- Rubric costs
- Appraiser training and/or certification
- System for tracking appraisals

Assessments, Data Analysis

- TIA assessment costs
- Data collection and/or data analysis associated with TIA

TIA Support

- Central support (TIA coordinator or HR needs)
- Compensation for staff associated with TIA needs or with PD (e.g. school leaders, instructional coaches, campus ambassadors)

What is *not* allowable in the 90% and 10%?



90% Prohibited Spending

- School leader compensation
- Other non-instructional staff compensation (including Instructional coaches that do not teach)
- Central staff or staff at a different campus

10% Prohibited Spending

- General administrative expenses (i.e., office supplies, district operations, etc.)
- Compensation for central or non-instructional staff not associated with TIA needs nor with professional development

Goals and Spending Options



Retention

- Retention bonus
- Multi-monthly stipends
- Salary Add-Ons
- Hard-to-staff positions/High-needs schools targeted stipends

Development

- Incentivizing and rewarding quality instruction
- Additional pay, recognition, and professional development to develop skills
- National Board for Professional Teaching Standards
- Bonuses based on performance for other teachers and/or instructional staff

Recruitment

- New hire signing bonuses
- Options for quickly earning pay increases early in career
- Higher salaries
- Including hard-to-staff teaching assignments in TIA plan

Common Fixes for Spending Plans



Not explaining which specific staff will receive additional funds
“Support Staff”



Include the roles that will receive additional funds and ensure they are student-facing instructional staff

Not explaining how they will use the 10%
“Administrative Costs”



Include specifics about how the 10% of funds will be spent

Not clear when teachers would be paid
“Will pay when funds are received; Will pay in the fall months...”



State clearly when funds will be expended, expend funds before August 31st

Provide a Clear Plan for Payout That Meets Statute



Original Submission

Sunflower ISD will pay designated teachers and additional staff compensation through TIA monthly stipends in the summer and fall. 10% will be reserved at the district-level for supporting the TIA system, professional development, and administrative costs.

Revised Submission

Sunflower ISD will pay designated teachers and other student-facing instructional staff (at the campus where the designated teachers work) compensation through TIA monthly stipends by August 31st. 10% will be reserved at the district-level for supporting the TIA system and professional development.

Poll: Pop quiz



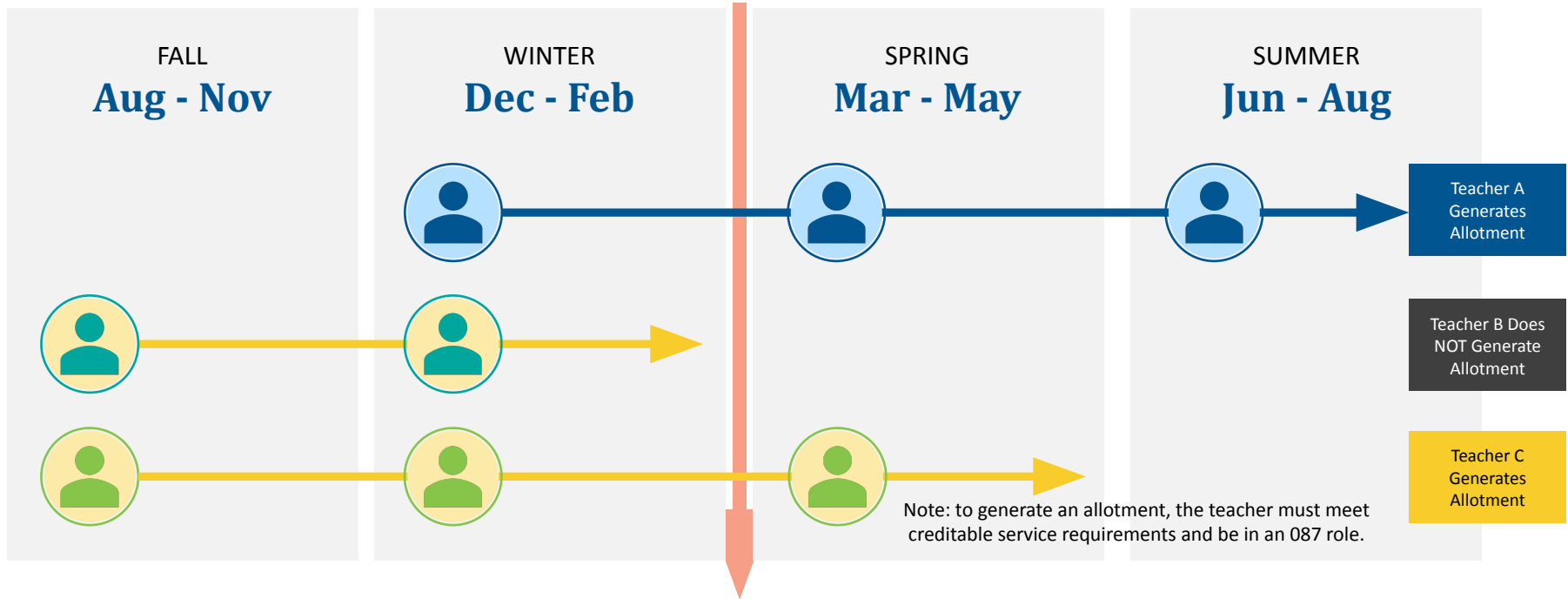
- T/F: Paraprofessionals and instructional aides can be compensated with a portion of the 90%.
- T/F: Instructional coaches that **do not teach** more than 50% of the time can be compensated with a portion of the 90%.
- T/F: School leaders who support TIA can be compensated with funds retained by the district (up to 10%).
- T/F: In the first year, a district can wait until after FSP September Settle-Up to issue teacher payouts.

Answers



- Paraprofessionals and instructional aides can be compensated with a portion of the 90%. **True**
- Instructional coaches that **do not teach** more than 50% of the time can be compensated with a portion of the 90%. **False. Teachers who teach at 50% of the day and serve as Instructional Coaches for rest can be compensated.**
- School leaders who support TIA can be compensated with funds retained by the district (up to 10%). **True**
- In the first year, a district can wait until after FSP September Settle-Up to issue teacher payouts. **False. Districts must pre-pay teachers ahead of the September FSP Settle Up.**

Consider: Designated Teacher Movement



February – Winter Class Roster Submission (TSDS)

Spending Tab – Part C



PART C: MOVEMENT OF TEACHERS

1. The district understands that if a designated teacher leaves the district prior to Class Roster Winter Submission that he/she will not generate an allotment.
(Select Yes/No)

Does the district understand how designated teacher movement around Winter Class Roster affects the allotment.

2. The district understands that the designated teacher's campus location at the time of Class Roster Winter Submission (February each year) determines the allotment amount generated and that allotment values vary based on campus rurality and socioeconomic need.
(Select Yes/No)

3. What is the district's plan for adjusting the distribution of funds if a designated teacher leaves the eligible campus/district after Class Roster Winter Submission? Check one option from the drop-down menu.) If the district is forwarding funds to some subgroups of teachers (such as, retiring teachers) but not to other subgroups of teachers, (such as teachers whose contracts have been terminated), select "Other" and please describe the district's plan.

Forwarding funds or not forwarding funds? To all or some cases of designated teachers who leave?

4. How will the district spend the funds that would have gone to the TIA designated teacher who left the district after Class Roster Winter Submission i.e. teachers who generated an allotment, but whose funds the district is retaining? Note: 90% must be spent on teacher compensation on the campus where the designated teacher worked by August 31st, annually.

Only applicable if not forwarding, then how will district spend retained funds?

Considering Teacher Movement



Forwarding Funds

- Allows teachers to earn consistent TIA compensation even when transferring
- Retiring teachers or teachers leaving the profession are still recognized for their prior achievement.
- Can encourage teachers to consider moving to higher needs areas
- Provides consistent payroll and compensation plan

Not to Forward

- Allows Districts to encourage retention for its best teachers
- May require less follow-up for departing teachers
- Districts can choose to spend the funds on remaining instructional staff

Note, we strongly recommend clear communication and engagement before adopting this option

Best Practices:

- Retention/Intent to Return Stipends may be a subset of the district's TIA spend plan. Districts can choose to require teachers to declare an intent to not return in Spring to be eligible for the stipend.
- Allowing retiring teachers to be eligible for payout regardless of retention.

Part C: Designated Teacher Movement



Original Submission

If the district receives an allotment for a designated teacher, the District will pay out the funds to the teacher if the teacher retires or completes their contract.

If a teacher leaves mid-contract, any funds received for that teacher will be ~~reallocated to general campus expenses.~~

Revised Submission

If the district receives an allotment for a designated teacher, the District will pay out the funds to the teacher if the teacher retires or completes their contract.

If a teacher leaves mid-contract, any funds received for that teacher will be reallocated to signing bonuses for new hires to fill the vacancy.



Must Meet Statutory
Requirements

Poll: Pop quiz



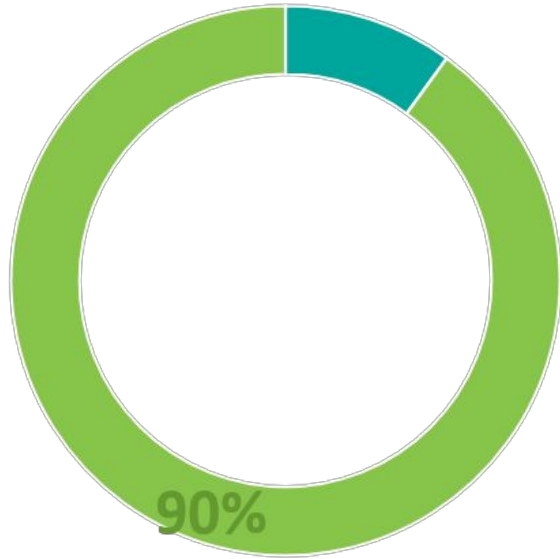
- T/F: A designated teacher who leaves the district prior to Winter Class Roster must be forwarded funds.
- T/F: A designated teacher who leaves the district after Winter Class Roster must be forwarded funds.
- T/F: A district that retains funds from designated teachers who leave may apply those funds to a teacher retention bonus/new hire signing bonus at that campus.
- T/F: A district can choose to forward the funds to some teachers only (i.e., retired teachers, teachers who notified by certain date, etc.)

Answers



- T/F: A designated teacher who leaves the district prior to Winter Class Roster must be forwarded funds. **False. A designated teacher who leaves prior to Winter Class Roster will not generate allotment.**
- T/F: A designated teacher who leaves the district after Winter Class Roster must be forwarded funds. **False. A district may retain funds from teachers who leave, must spend according to statute.**
- T/F: A district that retains funds from designated teachers who leave may apply those funds to a teacher retention bonus/new hire signing bonus at that campus. **True**
- T/F: A district can choose to forward the funds to some teachers only (i.e., retired teachers, teachers who notified by certain date, etc.) **True**

For Full Readiness on Spending tab



At least 90% *must* go to teacher pay on the campus the designated teacher works.

Up to 10% *may* be used to implement a local designation system or to support teachers in earning a designation.

Spending must occur **by August 31** each year.

Spending Tab Application Requirements/Structure



Part A: Distribution of Allotment Funds

- Statutory requirements for fund distribution
- At least 90%, up to 10%
- Spending deadline August 31

Statutory

Part B: General Spending Plan & Board Approval

- Rationale for Spending plan
- Timing and distribution to teachers
- School board approval

Part C: Movement of Teachers

- Designated teacher movement considerations
- Forwarding or retaining funds from teachers who leave
- If not forwarding, must meet statutory requirements

Statutory

Part D: National Board and Designated Teacher New Hires

- Plan for NBCT
- Plan for funds generated by teachers designated by different districts

2023-24 System Applications: Cohort G and Expansion/Modification

Key Ideas and Next Steps



Key Ideas

- District's TIA Spending Plan must meet these statutory requirements:
 - 1) At least 90% of the TIA Allotment go to compensation for student-facing instructional staff on the campus where the designated teacher works.
 - 2) Up to 10% may be used to implement a local designation system or to support teachers in earning a designation.
 - 3) A clear plan for payouts prior to August 31st each year.
- Best Practices matter for meeting district goals.

Next Steps

- Consider district goals, stakeholder engagement, and cost considerations.
- Engage around key decisions like allotment distribution, retention considerations.
- Review Spending Tab, ensure statutory compliance.
- Ensure buy-in from payroll, finance, and other district teams.

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- Stakeholder Reflections
- Discover: Optional Components
- Decisions: Weights & Cut Scores
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- **Next Steps & Closing**

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Stakeholder Engagement

- **Share** decisions on cut scores and weights.
- **Gather input** on Optional Components and Spending Plans (survey).

TIA Committee Meetings

Date	Time	Activity
March 4th (in-person)	4:00-5:30	Meeting #6: Decision Points: Optional Components & Spending Plan; Review Draft Guidebook

Prepare for Next Meeting

- Monday, March 4th
 - *RHS Staff Development Room*
 - *Time: 4:00-5:30 pm*
- Focus:
 - *Decision Points: Optional Components & Spending Plan; Review Draft Guidebook*
- Bring Input On:
 - *Decisions on cut scores and weights*
 - *Optional Components and Spending Plans (survey)*



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