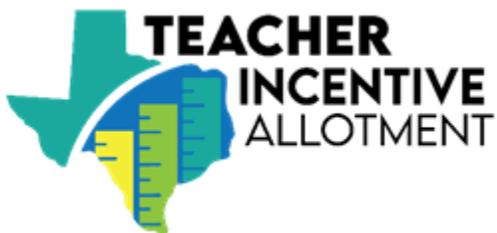




**TOLAR ISD TIA
LOCAL DESIGNATION SYSTEM
HANDBOOK**



TIA Overview

The Texas Education Agency's Teacher Incentive Allotment (TIA) program is dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, with particular emphasis on high-needs campuses. Passed by the 86th Texas Legislature in June 2019 through House Bill 3, this program provides a pathway to financially recognize top teachers. The TIA program creates great opportunities to honor the teaching staff's hard work and proven success at Tolar ISD.

The Teacher Incentive Allotment (TIA) was funded in House Bill 3 (HB 3) by the 86th Texas Legislature in June 2019. HB 3 established an optional Teacher Incentive Allotment with a stated goal of a six-figure salary for teachers who prioritize teaching in high-needs areas and rural district campuses. The state hopes to recruit, retain, and reward exceptional teachers through TIA. For each classroom teacher with a teacher designation under TEC Section 21.3521 employed by a school district, the school district is entitled to an allotment equal to the following applicable base amount increased by the high needs and rural factor as determined below:

- \$12,000, or an increased amount not to exceed \$32,000, for each Master Teacher.
- \$6,000, or an increased amount not to exceed \$18,000, for each Exemplary Teacher; and
- \$3,000, or an increased amount not to exceed \$9,000, for each Recognized Teacher.

The high needs and rural factors are determined by multiplying a point value (0.5, 1.0, 2.0, 3.0, or 4.0) assigned to each student at a district campus, from least to most severe economic disadvantage according to the census block in which the student resides, for a student from whom the district receives a compensatory education allotment under TEC 48.104(b). If the campus at which a student is enrolled is classified as a rural campus, a student is assigned the point value two tiers higher than the student's point value. Each year, the Commissioner of Education will provide the public with a list of campuses with projected allotment amounts per teacher designation at each campus. The state has indicated that the purpose of this initiative is to provide TIA designations and, therefore, increase compensation to approximately the top 33% of teachers across the state of Texas.

*This TIA Handbook, initially released in August 2025, is intended to provide an overview of the implementation of TIA in Tolar ISD. TISD's implementation will begin during 2025 -2026 as the first data collection year.

Teacher Eligibility

By law, in order to participate in the TIA program, a teacher must hold a valid SBEC teaching certification or a local DOI qualification and be coded as a teacher (code 087) within our local student information system (Ascender), as reported to TEA through the Public Education Information Management System (PEIMS). Intern, probationary, waivers, and emergency certifications will not qualify for TIA. Additionally, the teacher must have a minimum of 10 students to obtain growth measure data.

Positions such as librarians and counselors are not coded as "087" teachers and are therefore ineligible to generate funding through TIA.

Designations

Teacher access to additional compensation is based on the local identification of teachers as Master, Exemplary, or Recognized. The district creates its own system to designate teachers but must submit this plan for approval to the Texas Education Agency.

According to state targets...

- A **Master Teacher** is one whose abilities place them in the top 5% of teachers statewide.
- An **Exemplary Teacher** has achieved levels of success commensurate with the top 20% of teachers statewide.
- A **Recognized Teacher** has achieved levels of success commensurate with the top 33% of teachers statewide.

An alternate path to a TIA “Recognized” designation is through **National Board Certification**. National Board Certification is available in 25 certificate areas across 16 disciplines, emphasizing grade levels from PK through 12th grade. Any staff member interested in becoming a National Board Certified Teacher (NBCT) is encouraged to consult the site below for more information.

<https://www.nbpts.org/national-board-certification/>

Once earned, teacher identification is applied to an individual’s teaching certificate and is valid for a five-year period. The designated teacher has the opportunity to move to a higher designation level during the five-year period if their performance qualifies them under a district’s local optional teacher designation system (and the state approves the new designation). If this occurs, the five-year clock restarts for the teacher’s designation. The designation is not tied to a specific grade, subject, or campus. Teachers can change their teaching assignment or move to another district and maintain their designation. If a teacher moves to a position in a district that is ineligible for TIA allotment funding (for example: assistant principal or district instructional coach position), then the teacher will maintain their designation for the five-year period, but the state will generate no TIA funds. If the teacher were to move back to a TIA-eligible position within the five-year period, then the TIA allotment funds would flow from the state to the district and campus where the teacher is currently teaching.

Designated teachers who meet performance standards and district qualifications can be put forth for a new designation in their final year of designation. Once the designation expires, it will be removed from the SBEC certificate and allotment funding will no longer be generated.

Components

As detailed in TEC §21.3521, the local designation system must consider these two components:

- **teacher evaluation**, and
- **student growth** outcomes.

Teacher Evaluation: T-TESS

The Texas Teacher Evaluation & Support System (T-TESS) is the state-adopted teacher appraisal instrument. Aimed at capturing the holistic nature of teaching and developing teacher habits of continuous improvement, T-TESS includes:

- Goal setting and a professional development plan
- An evaluation cycle comprised of a pre-conference, observation, and post-conference

For the purpose of TIA, teacher evaluations will focus only on the “observable” domains of T-TESS, listed below, as reported on a teacher’s final formal appraisal.

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

Each of these eight dimensions is scored on a scale of 1-5:

- 1 = Improvement Needed
- 2 = Developing
- 3 = Proficient
- 4 = Accomplished
- 5 = Distinguished

Access the T-TESS rubric linked below for a complete list of descriptors for each dimension and score.

https://www.teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf

For use in TIA designations, a teacher’s scores on each of these eight dimensions are totaled and converted to an **evaluation percentage** by dividing by 40 (the maximum possible number of points).

Tolar ISD will conduct at least one full observation for each eligible teacher, during which the teacher will have a pre- and post-conference. The district will also utilize data collected through a minimum of two walkthroughs to determine the final T-TESS score.

Here's an example. Suppose a teacher's evaluation had this breakdown.

Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations	●					5
2.2 Content Knowledge		●				4
2.3 Communication			●			3
2.4 Differentiation			●			3
2.5 Monitor and Adjust		●				4
3.1 Routines, Procedures			●			3
3.2 Managing Behavior		●				4
3.3 Classroom Culture	●					5

The scores for these eight dimensions total up to 31, so the *evaluation percentage* would be $31/40 = 77.5\%$.

Of course, greater evaluation percentages increase the likelihood of earning a higher designation. This process is described later in this document in the section titled "TIA Scoring." Note: By state guidelines, to earn a designation, a teacher must score at least "Proficient" in each of these eight dimensions (2.1 - 3.3).

Appraisal Calendar (dates are approximate)

The T-TESS evaluation cycle will be critical to ensure that teachers are provided sufficient support in achieving and maintaining high levels of instructional effectiveness. Therefore, teachers and administrators will be aware of the important events in this appraisal calendar. [2025-2026 Tolar ISD T-TESS Calendar](#)

Timeline (When)	Group (Who)	Event (What)
Jul-Aug 2025	Teachers	Attend T-TESS Orientation / Training.
Sept 5, 2025	Teachers	Complete Teacher Goal-Setting.
September 2, 2025	Campus Admin	Observations can begin (≥ 2 weeks after orientation).
October 2025	Campus Admin	T-TESS Calibration: Gather by school level, complete walkthrough observations on select dimensions (Domains 2-3)
Monthly	Campus Admin	Discuss T-TESS data (skew, correlation) and calibration at regularly scheduled Principal and AP meetings.
Sept 2 - Apr 2	All	Walkthrough observations
		A formal lesson appraisal, which includes Pre-conference, Observations, Post-conference
April 2, 2026	Teachers	Complete Reflection on Goals
April 30, 2026	Campus Admin	Deadline for completing EOY conferences and summative appraisal reports (≥ 15 days before the last day of instruction)

Student Growth Measures

The TIA program allows for various ways to measure student growth outcomes. Tolar ISD utilizes the growth method of **Pre- and Post-tests for the first cycle of our program implementation**. In future expansion years, we will explore other growth measurement methods.

In the initial data collection year 2025-2026, TISD will offer fall and spring assessments for the following groups:

- NWEA MAP Growth for K-3 Reading and Math
- BOY – Previous Released STAAR/EOC in Fall and STAAR/EOC in Spring for 5 & 8 Science, 8 SS, US History and Biology
- STAAR transition table for Grades 4-8 Math and Reading & EOC Eng I, II and Alg I
- CIRCLE for Pre-K

In order to be eligible for a TIA designation, teachers must earn a minimum student growth outcome. TEA established these minimum expectations based on statewide performance expectations:

- Recognized designation > 55%
- Exemplary designation > 60%
- Master designation > 70%

Additional information can be found in TEA's [Student Growth Performance Standards](#).

Category 1: NWEA MAP

The District will offer fall and spring assessments using **MAP tests** in the subjects and grades listed below.

Eligible Teacher Group (Category 1)	T-TESS Observation	Student Growth Measure	Total
Teachers of Reading in Kindergarten and grades 1 through 3, teachers of Mathematics in Kindergarten and grades 1 through 3. Includes Intervention, SPED, and Dyslexia Teachers.	40%	60%	100%

Eligible Teacher Group (Category 1)	Pre-Test	Post-Test	Growth
Teachers of Reading in Kindergarten and grades 1 through 3, teachers of Mathematics in Kindergarten and grades 1 through 3. Includes Intervention, SPED, and Dyslexia Teachers.	NWEA MAP (Fall/BOY)	NWEA MAP (Spring/EOY)	Adequate growth is determined by NWEA based on each student's RIT score.

Note: MAP testing also includes a middle-of-year assessment, taken either at the end of December or in the first few weeks of January. While middle-of-year assessments provide good information about student progress, these scores do not directly affect data collected for TIA.

Student Growth

After each administration of MAP testing, students receive a **scaled score** (called a “RIT score”). Based on initial tests, the MAP system generates a **projected score** for the spring (end-of-year) assessment. This projected score serves as each student’s **growth goal**. (See samples below.)

Student	Fall RIT score	Spring RIT score	Projected RIT	Projected Growth	Observed Growth	Met Projected Growth
Sara	192	201	196	4	9	Yes
Joe	189	185	193	4	-4	No
John	***	192				Excluded
Rachel	212	200	216	4	-12	No
Robert	199	213	203	4	14	Yes
Samantha	191	199	195	4	8	Yes
Craig	204	200	208	4	-4	No

Student Growth Percentage

For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

For example, the above chart displays MAP Growth scores for seven students. One student, John, did not have a score for the fall administration, so he is excluded from the growth percentage. Of the remaining six students, three “met projected growth.” So, the student growth percentage would be $3/6 = 50\%$.

Assessment Calendar - See Tolar ISD Testing Calendar for Specific Dates

The table below outlines some important dates in the assessment process regarding NWEA MAP.

Timeline (When)	Event (What)
August	Enrollment: District staff make sure students & teachers are in the NWEA MAP system.
August	Training: Review processes and procedures for online MAP testing and safety and confidentiality training.
September	Training: Reports, analysis, data use for growth, planning,
August/Early September	Testing Window: Beginning-of-Year MAP testing
January	Testing Window: Middle-of-Year MAP testing
April-May	Testing Window: End-of-Year MAP testing
May - June	Verification: Confirm student enrollment data and scores on teacher spreadsheets.

Category 2: STAAR Results with Released STAAR for Pre-Test

Specific grade levels and subject areas will use **STAAR results with released STAAR for Pre-test** to measure student progress.

Eligible Teacher Group (Category 2)	T-TESS Observation	Student Growth Measure	Total
Teachers of 5 th grade science, 8th grade science, 8th grade Social Studies, and high school US History and Biology.	40%	60%	100%

Eligible Teacher Group (Category 2)	Pre-Test	Post-Test	Growth
Teachers of 5 th grade science, 8th grade science, 8th grade Social Studies, and high school US History and Biology.	STAAR released exam (given at the beginning of the year)	STAAR assessment results	Adequate growth will be determined by a “closing the gap” model.

A released STAAR exam will be administered through Cambium for the pre-test at the beginning of the year. It will have the same number of questions and item types as the actual STAAR taken at the end of the year.

Student Growth

STAAR exams are scored using a percentage based on the number of items correct. From the beginning-of-the-year test, a growth target is determined using a “half the gap” model unless the score is 85% or better on the BOY, in which case the student must maintain an 85% or better on the EOY. To count as reaching projected growth, students must meet or exceed this target on the end-of-year STAAR results.

Student	BOY % Correct on Released STAAR	½ the gap % growth needed by EOY – Projected Growth	EOY % Correct on STAAR	Observed % of Growth	Difference in ½ the Gap and Observed Growth	Met Projected Growth EOY % Correct on STAAR
Amy	35	33	67	32	-1	No
Sam	10	45	73	63	18	Yes
Charlie	5	48	56	51	3	Yes
David	87	0	-	-	-	Excluded
Elisha	56	22	78	22	0	Yes
Frank	91	0	87	-4	-4	Yes
Grant	88	0	92	4	4	Yes

Student Growth Percentage

For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

For example, the above chart displays STAAR Released scores to STAAR/EOC EOY Scores for seven students. One student, David, did not have a score for the spring administration, so he is excluded from the growth percentage. Of the remaining six students, five “met projected growth.” So, the student growth percentage would be $5/6 = 83\%$.

Category 3: STAAR Results with Previous Year STAAR for Pre-Test

Specific grade levels and subject areas will use **Previous Year STAAR results for Pre-test** to measure student progress.

Eligible Teacher Group (Category 3)	T-TESS Observation	Student Growth Measure	Total
Teachers of Grades 4-8 STAAR Reading, Grades 4-8 STAAR Math, Eng I, Eng II, and Algebra I. Includes SPED, and Dyslexia Teachers	40%	60%	100%

Eligible Teacher Group (Category 3)	Pre-Test	Post-Test	Growth Measure
Teachers of Grades 4-8 STAAR Reading, Grades 4-8 STAAR Math, Eng I, Eng II, and Algebra I. Includes SPED, and Dyslexia Teachers	Previous Year STAAR Results	STAAR assessment results	Adequate growth will be determined by scoring a ½ point or 1 point on the STAAR Transition Table.

TEA Academic Growth Transition Table

Prior Year Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	½	1	1	1	1
Low Approaches Grade Level	0	0	½	1	1	1
High Approaches Grade Level	0	0	0	½	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Student Growth

A performance level accompanies student STAAR results. To count as reaching projected growth, students must earn a ½ point or 1 point on the STAAR Growth Transition Table when comparing the previous year's STAAR performance level to the end-of-year STAAR results performance level.

Student	Previous Year STAAR Performance Level	Spring STAAR Performance Level	Point on the Transition Table	Met Projected Growth
Saddie	Low Did Not Meet	Low Did Not Meet	0	No
Jacob	Meet	Masters	1	Yes
Krissie	Meet	Meet	1	Yes
Addyson	High Did Not Meet	High Approaches	1	Yes
Emery	---	Meets	-	Excluded
Brady	Master	Meets	0	No
Juan	Low Approaches	Low Approaches	1/2	Yes

Student Growth Percentage

For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

For example, the above chart compares the previous year's STAAR/EOC performance level to the current level for seven students. One student, Emery, did not have a score for the fall administration, so she is excluded from the growth percentage. Of the remaining six students, four "met projected growth." So, the student growth percentage would be $4/6 = 66.7\%$.

Assessment Calendar- See Tolar ISD Testing Calendar for Specific Dates

The table below outlines some important dates in the assessment process regarding STAAR tests.

Timeline (When)	Event (What)
Early September	Training: Review processes and procedures for testing.
January	Interim Testing (MOCK)
April - May	Testing Window: End-of-Year testing (STAAR)
Summer	Results: Scores arrive from end-of-year testing.
August	Verification: Confirm student data.

Category 4: CIRCLE

Pre-K will use **CIRCLE** to measure student progress.

Eligible Teacher Group (Category 4)	T-TESS Observation	Student Growth Measure	Total
Pre-K Teachers (ELAR Only)	40%	60%	100%

Eligible Teacher Group (Category 4)	Pre-Test	Post-Test	Growth
Pre-K Teachers (ELAR Only)	CIRCLE - Wave 1	CIRCLE - Wave 3	Adequate growth will be determined by a district's determination.

For the pre-test at the beginning of the year, a BOY CIRCLE assessment will be administered, with the same subset of activities as the EOY CIRCLE assessment at the end of the year. The three subsets that will be included in determining student growth for TIA are the following: Rapid Letter Naming, Rapid Vocabulary Naming, and Phonological Awareness.

Student Growth

The teacher will administer the Wave 1 and Wave 3 Assessments. For a subset to count towards meeting the growth measure, a student must increase one level or maintain the highest level. To count as reaching projected growth, students must meet or exceed meeting growth on the subtests on the Wave 3 CIRCLE assessment.

Student Growth Percentage

For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

Assessment Calendar- See Tolar ISD Testing Calendar for Specific Dates

The table below outlines some important dates in the assessment process regarding CIRCLE tests.

Timeline (When)	Event (What)
August	Enrollment: District staff make sure students & teachers are in the CLI Engage system.
August	Training: Review processes and procedures for online CIRCLE testing and safety and confidentiality training.
September	Testing Window: Beginning-of-Year CIRCLE testing - Wave 1
January	Testing Window: Middle-of-Year CIRCLE testing - Wave 2
April	Testing Window: End-of-Year CIRCLE testing - Wave 3
May - June	Verification —Confirm enrollment data and scores on teacher spreadsheets.

Student Growth Measures (continued)

For all categories of pre-and post-tests, we will use the following processes:

Student Eligibility

For a student's growth data to be associated with a specific teacher, the student's enrollment should meet the following criteria:

- Participated in beginning-of-year (fall) testing in the teacher's content area or had previous year's STAAR/EOC score.
- Participated in end-of-year (spring) testing in the teacher's content area
- Was enrolled in the teacher's class at the beginning of the year in PEIMS (late-September)
- District-level TIA personnel will consult with the district PEIMS coordinator and campus administrators to complete a documentation process to ensure that class enrollment lists are accurate. Students who do not meet eligibility criteria will be removed from (and will not count toward) a teacher's student growth percentage.

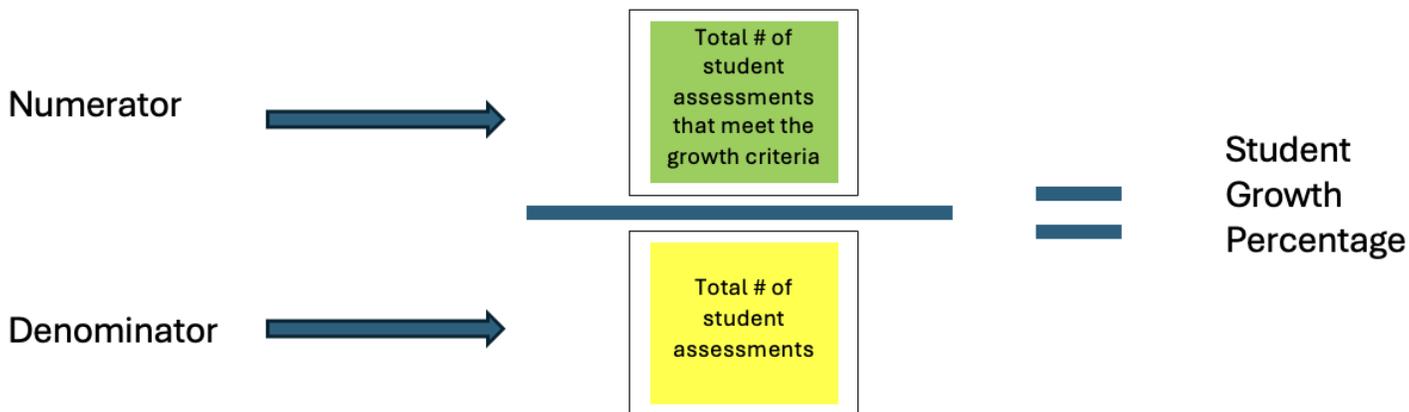
Tolar ISD Minimum Size for Student Growth for teacher to be eligible for TIA:

Student growth data on at least 10 students must be available for the district to calculate a teacher's classroom student score. In most cases, there will be ample student growth scores to calculate a teacher's classroom student growth percentage; however, in some specialized settings, there may be a smaller number of students, and approval for TIA will need to be considered.

Student Growth Percentage

For each eligible teacher, a **student growth percentage** is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

The total number of student assessments will be used to calculate a teacher's TIA student growth measure score. For teachers who teach more than one subject with a TIA assessment, the total number of student assessments that meet the growth criteria will be used. For instance, a second-grade teacher who teaches both math and reading with 21 students in his/her class will have a total of 42 assessments. If a teacher has more than one eligible course, all student assessments are included in the calculation.



Of course, greater student growth percentages increase the likelihood of a teacher earning a higher designation. This process is described later in this document in the section titled "TIA Scoring."

Secure Testing Environment

BOY, MOY, and EOY assessments are part of the TISD-aligned curriculum and assessment strategy. As such, the campus testing coordinator and the building administrators are responsible for ensuring all assessments are conducted in a secure testing environment. Test administrators must attend annual training and sign an oath of test security and confidentiality.

State Performance Standards

The District's local TIA designation system must be based on performance standards set by the state of Texas. Based on statewide analysis of teacher observations and student growth measures, the Texas Education Agency recommends the following guidelines for designations.

Designation	Percent of Teachers (statewide)	T-TESS Evaluations (Domains 2 and 3)	Student Growth Percentage
Master	Top 5%	Average ≥ 4.5 (90%)	At least 70% of students
Exemplary	Top 20%	Average ≥ 3.9 (78%)	At least 60% of students
Recognized	Top 33%	Average ≥ 3.7 (74%)	At least 50% of students

More information can be found on the TEA website: [Teacher Observations](#) and [Student Growth](#)

These measures were used to determine the criteria for the district's local designation system, described below.

TIA Scoring (TISD)

In Tolar ISD, TIA designations are based on the **TIA score**, which is a 100-point scale-weighted combination of the *evaluation percentage* (EP) and *student growth percentage* (SGP).

$$\text{TIA Score} = 40(\text{EP}) + 60(\text{SGP})$$

In other words, the evaluation percentage (from T-TESS) accounts for 40% of the TIA score, and the student growth percentage accounts for 60% of the score.

For Category 1-4 teachers to qualify for a designation, a teacher's TIA score must be at or above the levels listed in this chart.

Designation	TIA Score	Calculation Method EP-40% SGP- 60%	Connection to State Performance Standards
Master	78	40(90%) + 60(70%)	T-TESS 4.5/5 = 90%, with 70% growth
Exemplary	67.2	40(78%) + 60(60%)	T-TESS 3.9/5 = 78%, with 60% growth
Recognized	62.6	40(74%) + 60(55%)	T-TESS 3.7/5 = 74%, with 55% growth

Note: By state guidelines, to earn a designation, a teacher must score at least "Proficient" in each of the eight dimensions in Domains 2-3 on T-TESS.

Example: A teacher has the following data:

TTESS average is 3.9 (31/40=78%), and Student Growth is 62%

TTESS Score = 78% x 40% of evaluation weight = 31.2

Student Growth Score = 62% of student meeting expected growth x 60% of total weight for student growth = 37.2

31.2 + 37.2 = 68.4

Final score = 68.4

Proposed Teacher Designation Submission for Validation = Exemplary

Note that this data is collected **at the District level**. In order to determine annual teacher eligibility for a TIA designation, the following steps are completed by district-level administrators during end-of-year data analysis (May - July):

- Pull T-TESS data from DMAC, which lists dimension ratings (Distinguished, Accomplished, Proficient) on a 1-5 scale.
- Compute a total for the eight dimensions in Domain 2 and Domain 3.
- Convert this total to a percentage out of 40 (EP = evaluation percentage).
- Pull MAP Growth data from the NWEA Map website, STAAR data from the Cambium Assessment website, and CIRCLE data from CLI Engage.
- Validate student lists.
- For each eligible teacher, calculate the SGP (student growth percentage).
- Align teacher's percentages in each category.
- Compute a TIA score for each teacher.
- The committee will assign preliminary designations based on the criteria above.

TIA Annual Scorecard

The purpose of the TIA Annual Scorecard is to transparently communicate the overall TIA calculation based on the scoring guidelines for each component (T-TESS and Student Growth).

Scorecard Distribution Target Date: Late September through Snapshot Day in October.

What if a teacher disagrees with their scorecard?

Step 1: Within three weeks of receiving a scorecard, a teacher may request for review.

Step 2: The district-level TIA personnel will meet with the teacher to review the scorecard and listen to the concerns within 15 days of receiving the review request.

Step 3: The district-level TIA personnel will notify the teacher in writing of the response.

ENSURING VALIDITY AND RELIABILITY OF TIA

Teacher Observation (T-TESS) Measure

Tolar ISD is committed to implementing T-TESS with fidelity to ensure the validity and reliability of teacher observation scores. Tolar ISD ensures that all teacher appraisers have been thoroughly trained and certified. In addition, teacher appraisers are recalibrated annually through the recertification process. Teacher appraisers are required to norm on scoring, using T-TESS either by conducting in-person observations or video scoring multiple times during the school year. District and campus administrators observe teachers and score them individually. They then come together to discuss the evidence they collected during the observation and the final scores given. If the observation scores of individual raters are vastly different, then the district continues to practice this process until there is agreement, or interrater reliability, among evaluators.

The district analyzes observation data within a campus and across the district multiple times during the school year and looks for trends by grade level, content area, and by campus. If there are irregularities in the data that are related to teacher deficiencies, then the district provides additional professional development and support to the teacher(s) in order to help them grow their practice. Following observations, teachers are supported for specific rubric components by working with a mentor teacher or being placed in a coaching cycle with an instructional coach. If there are irregularities in the teacher observation data related to an appraiser issue, then the district provides additional training and support to the evaluator to ensure that the observation process is being implemented with fidelity.

The campus principal completes a teacher observation schedule at the beginning of the school year. After each observation, the appraiser holds a post-conference with the teacher to review evaluation results and provide feedback. Walkthroughs are generally 15 minutes in length, and the teacher will receive a minimum of two.

At the end of the school year, the campus principal assigns the final summative rating to the teacher in a data management system using evidence from the observation and walkthroughs.

Student Growth Measure

The assessment team (district and campus testing coordinators), along with campus administrators at our district, is responsible for ensuring that all assessments across the district are executed with fidelity.

Each campus will participate in safety and security training to cover testing procedures and protocols prior to administering any TIA assessment. The teacher will also receive guidance and training on the correct administration of the assessment. The district has protocols in place to ensure the security of all student assessments, and a Test Security and Confidentiality Oath will be signed annually.

At the end of the year, the district will calculate the percentage of students meeting or exceeding expected growth for each teacher to get a student growth percentage. Also, the district and campus leaders will review data from both T-TESS and student growth measures and compare the outcomes for correlation.

Earning a Designation: It's a 2-year process

By state rules, earning a designation through TIA is a **two-year process**. The first year is for **data collection**, and the second year is for submitting and confirming **designations**. In the designation year (year 2 of the process), the district must submit data to the Texas Education Agency for review by an October deadline. All designations are preliminary until final validation occurs in the following February.

In efforts to achieve transparency and to check data, information collected through this process will be shared with teachers on a teacher scorecard. Then, in the fall of the designation year (August-September), teachers will hear from the campus principal on whether a designation is being recommended. Once these are approved by the state, teachers will receive notification in February.

In accordance with state policies, for TISD to issue a designation, that person must have been **employed as a teacher by the district** during **BOTH years** in this process. In other words, we can only propose designations for teachers who work for us based on data collected (the year before) while working with our students.

TIA Cycle

YEAR ONE	The data collection year	A teacher must work in TISD in one of the eligible categories where student growth data is collected using an approved student growth measure.
YEAR TWO	The designation year	A teacher must still be employed in TISD and coded as a teacher (087) in PEIMS. The teacher does not need to be working on the same campus or in the same category (grade level or content) as the data collection year.

Timeline

Following the initial approval of our local designation system, each year, the district must complete specific steps in a continuous, overlapping cycle:

YEAR ONE: Data Collection

- Collect data (T-TESS for teacher evaluations, pre-and post-tests for student growth)

YEAR TWO: Designation

- October: Submit data to TEA, along with a list of proposed teacher designations.
- February: TEA approves (hopefully) the district's data and designations.
- April: TEA posts final TIA annual allotment.
- May: Expend first half of funds.
- August: Expend second half of funds.

Timeline of work to be done for each Cycle to be approved.

MONTH	Task that is completed for each Cycle/Cohort/Expansion Application
September	Initial meeting for interested teachers regarding the next year's cycle/cohort/expansion application

October	Teacher groups meet to discuss methods for measuring student growth (pre/post-test, portfolios, etc.)
November	Teacher groups meet to discuss methods for setting student growth goals
January-February	Finalization of a district plan to expand or modify
April	Submission to TEA of the District's expansion/modification application
June	Approval (hopefully) from TEA

Campus Factors

Once approved, a teacher's designation level relates directly to the amount of the allotment received by the district. Student need, as identified by compensatory education allotment (see TEC §48.104), is the other factor in determining this amount. In other words, teachers generate greater allotment when they work at schools with more significant economic needs.

The [TIA Funding Map Link](#) can be used to find the latest allotment amounts per school. *Note that allotments are recalculated annually in April.

Spending Plan

Distribution of Compensation

The statute requires that 90% of TIA funds be distributed directly to teachers:

- TIA-designated teacher = 90% of the teacher TIA dollars will be distributed directly to the individual TIA-designated teacher (equal to 90% of the TIA-generated amount by TIA-designated teacher)

The district shall retain 10% of the TIA dollars to use as follows:

- The remaining 10% will be collected at the district level to support district oversight of the implementation of TIA and the ongoing development of TIA resources. Tolar ISD will utilize the ten percent funding to provide professional development for teacher and student growth, curriculum/testing resources, central support, recruitment, and continued calibration efforts.

Frequency of Compensation

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

- TIA designated teachers will receive TIA compensation in partial payments, half in May and the other half in August as a retention bonus each year that they generate funding for a TIA designation.
- If teacher leaves district prior to receiving final payment in August, remaining funds stay with the district and will be dispersed at the campus among other high-performing teacher and/or paraprofessionals
- If teacher retires at the conclusion of the school year they will receive 100% of generated funds (minus payroll deductions as necessary)

- TIA compensation stipends will be included in the annual wages reported to the Teacher Retirement System and will be used when calculating retirement benefits.
- The district will deduct the TRS contribution and because the stipend will be included in payroll, and it is subject to taxes.

** This payment will not replace the district's current pay structure. For those who earn a distinction and generate allotment funding, the payment will be an additional state stipend completely separate from a teacher's salary. Because the stipend will be included in payroll, it is subject to taxes. However, this stipend is credited to the Teacher Retirement System and will be used in retirement benefit calculations.