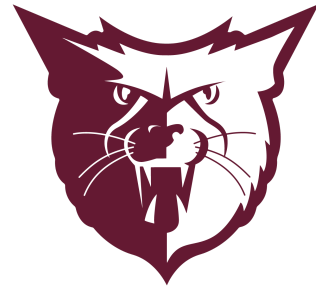


TIA Handbook

2025-2026



SHERMAN
INDEPENDENT SCHOOL DISTRICT



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Sherman ISD Local Designation System Development Committees

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

	Bailey Jordan		
	Jennifer Benedict		
	Alyssa Woody		
	Albanie Knight		
	Rami Slakey		
	Catherine Wade		
	Miranda Henley		
	David Johnson		
	Valery Medford		
	Diane Dunou		
	Amanda Reed		
	Shawna Easton		
	Ashlyn McKelva		
	Carol Kistner		

TIA Development Committee Meetings

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

Campus/District Administration	March 20, 2024	T-TESS Domains Certification of Appraisers Reliability and Validity of T-TESS
Teacher Taskforce	March 20, 2024	Student growth measures for each teacher's role Student growth measure rubric
District Leadership	March 27, 2024	Spending Plan Movement of Teachers Communication Plan
Campus/District Administration	March 27, 2024	Calibration training and protocols Rubric for T-TESS
Teacher Taskforce	March 27, 2024	Test administration procedures and Validity and Reliability
TIA Development	April 3, 2024	Review and discuss committee recommendations
SISD Board of Trustees	April 15, 2024	TIA Local Designation Presentation and Q&A
SISD Campuses	April/May 2024	Feedback Sessions
SISD Board of Trustees	August 2024	Board Approval for TIA Designation Spending Plan
Phase 2 Committee	January 23, 2025	Student growth measures and observation requirements
Phase 1 and 2 Committee	March 4, 2025	Expansion/Modification Application
Phase 2 Committee	January 15, 2026	Expansion/Modification Application

Rewarding Teacher Excellence in Texas

Legislation

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

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

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

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

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

Eligibility Requirements

For teachers to earn a designation or generate allotment funding, they need to meet the following criteria each year:

- Teachers must be employed as a teacher based on an annual February snapshot and work in a teaching role (087 employee code) full-time for at least a semester and at least half-time for the entire year. Beginning 9/1/2024, after the passage of HB 1525, teachers no longer need to have an active SBEC certification to earn a designation or generate an allotment. Teachers with National Board Certification may be eligible to earn an automatic Recognized designation. Designations are added to a teacher's SBEC certificate and are valid for five years.
- Teachers must be supervised and appraised on the T-TESS evaluation system by a designated appraiser in the campus/district where he/she instructs students.
- All students enrolled in the teacher's class must take the appropriate assessments during the data capture year to measure student growth.
- District testing guidelines must be followed with fidelity to ensure the validity of the data used to measure student growth.
- Missing or incomplete student data will remove a student from a teacher's roster and could jeopardize the teacher's eligibility for designation.
- A review in an eligible teacher's testing irregularities could result in disqualification of designation if the irregularity jeopardizes the validity of the data collected.
- Teachers must follow the 90% attendance rule to be eligible.

TEA Funding Requirements for TIA

Teacher Designation

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

Socioeconomic Level

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

Designation Level	Teacher Observation Performance Standards*	Student Growth Performance Standards**
Acknowledged	3.5 Average	50%
Recognized	3.7 Average	55%
Exemplary	4 Average	60%
Master	4.5 Average	70%

*Represents average of all dimensions in T-TESS Domains 2 and 3. Districts using a rubric other than T-TESS may refer to the percentage of possible points in observable dimensions.

**Represents the percentage of a teacher's students who met or exceeded the expected growth.

Rural Status

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

2025 Funding Amounts for Sherman ISD Campuses

Acknowledged funding information to come.

Campus	Recognized	Exemplary	Master
Crutchfield	\$5,529	\$11,057	\$20,429
Dillingham	\$5,074	\$10,149	\$20,589
Fairview	\$5,330	\$10,821	\$20,036
Fred Douglass	\$5,968	\$11,564	\$21,895
Sory	\$4,149	\$8,298	\$15,830
Neblett	\$5,264	\$10,528	\$19,547
Perrin	\$5,880	\$11,436	\$21,727
Parker	\$5,008	\$11,188	\$20,646
Washington	\$6,320	\$12,640	\$23,039
Piner Middle	\$4,697	\$9,395	\$19,617

Sherman Middle	\$5,596	\$11,193	\$20,655
Sherman High	\$4,963	\$9,927	\$18,545

Sherman ISD Rationale for TIA

The Teacher Incentive Allotment (TIA) was created by the Texas Legislature as part of HB 3 to provide a realistic pathway for top teachers to earn six-figure salaries and to help attract and retain highly effective teachers at traditionally hard-to-staff schools. Sherman ISD has chosen to participate in the TIA process due to the following circumstances that impact teacher recruitment and retention:

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

TIA Coordinator

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

System Development Stakeholder Engagement

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

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

Phase 1

Timeline	Process	Who	Growth Measures
2024-2025 School Year	Participate in TIA	Reading/ELAR PK-English II, Math PK-Algebra I, 5th/8th Science, Biology, 8th Social Studies, US History, SPED Resource Reading and Math, SPED Inclusion (if in a TIA Designated Area) Dyslexia Therapists, Reading Specialists, National Board Certified	CIRCLE iReady Previous and current year STAAR/EOC
2024-2025 School Year	Develop growth measures for SPED-self contained, year long courses in 6-12 Science, Social Studies, English 3 and 4, Upper-Level Math, Fine arts, Specials, CTE, ESL	TIA Committees	Create and use locally developed growth measures TEKSready IEPs SLOs

Phase 2

Timeline	Process	Who	Growth Measures
2025-2026 School Year	Repeat Phase One and Practice data capture	Phase One Teachers, ESL	VAM, iReady

		Practice: SPED-self contained, year long courses in 6-12 Science, Social Studies, English 3 and 4, Upper-Level Math, Fine arts, Specials, CTE,	Practice: Locally developed growth measures, TEKSready and IEPs, SLOs
2025-2026 School Year	Develop growth measures for LOTE, secondary PE, GT, other Electives/semester courses	TIA Committees	Create and use locally developed growth measures

Phase 3

Timeline	Process	Who	Growth Measures
2026-2027 School Year	Participate in TIA	Repeat Phase 2 teacher groups and add CTE and 6-7 science and social studies	Locally developed growth measures, TEKSready, CLI, VAM
2026-2027 School Year	Practice growth measures secondary non-STAAR core high school, LOTE, Fine Arts, Specials, GT, Electives/semester courses, sped self-contained	TIA Committees	Create and use locally developed growth measures

National Board Certification (NBC)

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

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

Sherman ISD Components for Designation

TEA requires that at least two components be included in the locally developed TIA plan: Teacher observation/evaluation and student growth. SISD has chosen to utilize these two components with equal weight. The TIA Development Committee will consider other factors such as teacher attendance and leadership in future phases. Please note, TEA will determine final TIA designations. Sherman ISD submits recommendations for TIA designations in October for Data Validation to be completed by Texas Tech. TEA will notify the district of final results in the Spring following the data submission.

Student Growth

The Texas Education Agency (TEA) mandates that teachers must ensure that a certain percentage of their students meet or surpass growth standards in their respective content areas, as outlined in the table below. To achieve an “Acknowledged” rating, at least 50% of a teacher’s students must meet or exceed expected these standards. To achieve a “Recognized” rating, at least 55% of a teacher’s students must meet or exceed these standards. For an “Exemplary” designation, at least 60% of students must meet or exceed growth standards. For a “Master” designation, 70% of students must meet or exceed growth standards.

Designation Level	% of Students Meeting or Exceeding Growth Targets
Acknowledged	50%
Recognized	55%
Exemplary	60%
Master	70%

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

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

The growth scores will be determined by the difference between pre-test and post test scores. To determine the percent of a teacher’s students who met or exceeded growth, the raw number

of the teacher's students who met or exceeded their predicted growth score will be divided by the total number of students that took BOTH the pretest and post-test. For year-long classes, any student who is enrolled in the district on the Pre-Test date may be used in the calculation of a teacher's student growth score if the student participated in the required assessment measures for that same teacher. For students who are shared with more than one teacher, both teachers will include the student in their calculations (e.g., a 3rd-grade ELAR teacher and a dyslexia therapist).

Testing Guidelines and Protocols

Maintaining the security, confidentiality, and integrity of all local, state, and national assessments is critical for ensuring fair and equal testing opportunities for all Sherman Independent School District students. To further strengthen the integrity of the pre and post-testing environment, Sherman ISD educators and leaders will follow TIA testing guidelines below.

- All TIA eligible teachers and/or second party testing administrators must sign an Oath of Integrity and follow all testing protocols (Appendix A).
- Testing windows are non-negotiable. All assessments will be administered during the testing window or the assessment is not valid.
- Students must be actively monitored during any TIA related test administration.
- Students may not receive assistance to complete any TIA related test administration beyond what is prescribed by a governing student committee such as ARD, LPAC, 504, etc.).
- K-1 teachers may provide testing in a small group setting within the teacher's classroom.
- Suspected educator misconduct must be reported in a timely manner.
- Students may not be re-tested if they didn't give their best effort.
- TIA assessments for STAAR and iReady should be given in a whole group setting unless students require small group accommodations.
- Each campus must establish a testing schedule within the testing window and save the schedule in the TIA Campus Folder.
- BOY and EOY iReady and CLI assessments should be given the same validity as STAAR assessments.
- If a student is absent, the campus must create a schedule so students can make up their assessments within the testing window for BOY and EOY.

The following educator conduct represents serious TIA test administration violations:

- Directly or indirectly assisting students with responses to test questions
- Tampering or falsifying student responses
- Discouraging students from doing their best on the beginning of year TIA assessment

- Duplicating, recording, or electronically capturing test content or student responses
- Exempting or preventing a student from participating in TIA test administrations
- Failing to implement procedures to prevent cheating
- Failing to report an individual that has engaged in or is suspected of engaging in any misconduct described above
- Preview or review of secure test content or answers with students

Testing Environment

Arrange for Testing Areas

- Ensure that students are sufficiently separated from each other, that they work without distraction, and cannot see one another’s assessments.
- All personal electronic devices, cell phones, smart watches, or other WIFI enabled devices must be collected and stored prior to the assessment and may not be returned until all testing is complete.
- Students may not take any TIA assessments on personal devices.
- Ensure that one pair of headphones is available for each student for assessments that include audio components.
- A “Testing–Do Not Disturb” sign should be posted outside the testing room.
- No element of a testing environment should hinder student performance.
- Remove or cover up any instructional or reference materials in testing areas that could aid or direct answers for subject specific assessments.

Teacher Rosters

A change for 2025-2026 is that all teacher rosters will be based on the student Snapshot roster. If a student leaves the district, they will be removed from a teacher roster; otherwise, rosters will not change after Snapshot. This is to provide equity between STAAR and non-STAAR assessments used for TIA.

Growth Measure Categories for 2025-2026	
1. Circle	PK Teachers
2. iReady	K-3rd Grade: Reading and Math Teachers, Reading Specialists, Bilingual, Special Education Inclusion and Resource teachers
3. VAM (Value Added Measure)	4th-8th Grade: Math and/or Reading, 5th Science, 8th Science, 8th Social Studies, Biology, US History, Algebra I, English I,

	English II teachers
4. STAAR Progress	4th-10th Grade: Dyslexia Teachers, Math and/or Reading Inclusion, Bilingual, ESL, Math and/or Reading Intervention, and Math and/or Reading Resource teachers
5. Transition Table	Biology, and/or US History Sped Inclusion or Resource teachers

Elementary Language Program

K - 2 bilingual teachers will track student growth using the Spanish Diagnostica in iReady. In order to have the correct baseline language, teachers must give the diagnostic in English first, followed by the Spanish diagnostic (within the designated testing window) to ensure the Spanish version is the baseline assessment data collected for TIA purposes. Bilingual teachers in grades 3-5 will track student growth in iReady based on the STAAR language of testing for each student. If this has not been determined for BOY testing, 3-5 bilingual teachers should follow K-2 bilingual assessment protocol.

Teacher Performance

The TIA performance standards were established by looking at student growth performance data and teacher observation data on T-TESS. Acknowledged represents the top 50% of Texas teachers, Recognized represents the top 33% of teachers in Texas, Exemplary represents the top 20%, and Master represents the top 5% of teachers across the state. Evaluation of teacher eligibility for TIA is considered annually. Every year a teacher will receive a T-TESS evaluation and track student growth data. The score will be calculated annually for designation. Teachers who have already been designated can increase their allotment up to Masters.

Teacher Observation

Teachers recommended for designations receive annual observations and walkthroughs with feedback consistently throughout the year. This includes a minimum of a 45-minute observation.

The Sherman ISD TIA plan includes T-TESS as the evaluation method for teachers, specifically Domain 2: Instruction and Domain 3: Learning Environment. T-TESS has been utilized in Sherman ISD for several years. Waivers will be removed starting 2024-2025 school year. In

order for teachers to meet the standards for designations, they will need to receive at least 30 points on the T-TESS rubric for Domain 2 and Domain 3 and not get below proficient on any Dimension in Domain 2 or Domain 3.

A change for the 2025-2026 school year is that teachers will no longer receive two observations, one in the Fall, and one in the Spring. The committee voted to change the observation requirement to one 45 minutes observation, and a minimum of 3 Domain 2 and 3 walkthroughs. The final score submitted for a TIA designation will be based on domains 2 and 3 in the summative evaluation.

T-TESS Domains

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

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

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

****Teachers cannot have a dimension score below proficient in Domains 2 and 3. The maximum number of points possible is 40.***

Designation Rubric

This scale is subject to revision as additional data is collected and analyzed.

Measurement	Max Points	Scoring Guidelines		Points Earned
Teacher Observation	40	Average Score	Total T-TESS Points	
		3.5	28	
		3.625	29	
		3.75	30	
		3.875	31	
		4	32	
		4.125	33	
		4.25	34	
		4.375	35	
		4.5	36	
		4.625	37	
		4.75	38	
		4.875	39	
		5	40	
Student Growth	40	Student Growth	Points Earned	
		50%	22	
		51%	24	
		52%	26	

Measurement	Max Points	Scoring Guidelines		Points Earned
		53%		28
		54%		30
		55-56%		31
		57%		32
		58%		33
		59%		34
		60-69%		36
		70-79%		37
		80-89%		38
		90-94%		39
		95-100%		40
<p><i>Student growth calculation comes from the percentage of the teacher's students that meet or exceed expected growth. The maximum number of points possible is 40.</i></p>				
Measurement	Possible Points	Scoring Guidelines		
Designation Criteria	Total of Points Earned	Designation	Minimum Score	Maximum Score
		Acknowledged	50	60
		Recognized	61	67
		Exemplary	68	74
		Masters	75	80
National Board				Recognized Designation

Measurement	Max Points	Scoring Guidelines	Points Earned
Certification			

Examples:

A 4th grade reading teacher scored a 3.75 on her domain 2 and 3. The percent of students who met their annual growth goal was 58%. Based on the tables above, the teacher would receive 30 points for her T-TESS observation and 33 points for her student growth. Her total points would be 63. 63 falls in the Recognized range for designation.

A kindergarten teacher scored a 3 on her domain 2 and 3. The percent of students who met their annual growth goal was 50%. Based on the tables above, the teacher would receive 0 points for her T-TESS observation and 20 points for her student growth and would not qualify for a designation.

A high school U.S. History scored a 4 on domain 2 and 3. The percent of students who met their annual growth goal was 70%. Based on the tables above, the teacher would receive 32 points for his T-TESS observation and 37 points for his student growth. His total points would be 69. 69 falls in the Exemplary range for designation.

Spending Plan

As part of the TIA plan, districts are required to spend 90% of the designation funds for teachers (which includes employer costs associated with TRS and other benefits). 10% of the funds the district receives from designations will supplement the district contribution to TRS and any remaining will help to pay the TIA coordinator salary.

Salary Schedule

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

The TIA funds SISD receives will be recalculated by TEA every year based on the three funding factors previously described (rural status, socioeconomic percentage, and teacher

designation). This means a teacher could receive more or less TIA compensation each year based on the new funding amounts. The designation will be good for five years. If a teacher does not earn a new designation and their designation expires, the teacher will no longer receive TIA compensation.

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

Movement of Teachers

TIA allotments are based on where the teacher worked at the time of the winter roster in February. The funding will follow designated teachers to whichever campus in the district they move to with an adjusted allotment for that campus. Designated teachers may consider transfers when available to high-needs campuses.

Program Evaluation

Internal Program Evaluation

District leaders use multiple sources of data on highly effective teachers to inform staffing plans, and professional development, as well as improve equity of access to effective teachers. SISD encourages participation in TIA program evaluation surveys and local program evaluation surveys. SISD uses the feedback for continuous improvement. Results are communicated to the district site-based decision-making committee for review and/or action. Their findings and recommendations are presented to the board of trustees annually.

Family and Community Engagement

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

Staff Development

Designation Staff Development

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

Sherman ISD TIA Oath of Integrity

Oath of Integrity for Teacher Incentive Allotment

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the administration of Teacher Incentive Allotment (TIA) assessments. I will administer with fidelity to all students. Failure to comply will prohibit me from becoming eligible for a TIA designation this school year and could lead to disciplinary action from the school district.

Initial each statement below. Section 1 must be completed prior to any beginning of year testing for TIA. Section 2 of this document must be completed after end of year testing is completed.

Initials	Statements
	I understand the responsibilities and requirements concerning the administration of TIA assessments.
	I understand I must prepare and maintain a proper testing environment.
	I understand I must administer all TIA assessments in accordance with a student's Individual Education Plan (IEP), 504, or linguistic accommodations.
	I understand I must NOT provide accommodations or designated support to students without legal documentation.
	I understand I am required to actively monitor during the TIA

	assessments.
	I understand that student information is confidential and that I am obligated to maintain and preserve the confidentiality of that information.
	I understand I must not fraudulently exempt or prevent a student from participating on a TIA assessment and all students must be assessed during the district assessment window.
	I will not duplicate, record, electronically capture (photograph or screenshot), post, or distribute any part of a secure test instrument.
	I understand I must NOT influence or tamper with student responses and I will not directly or indirectly assist students with responses.
	I understand that students cannot be retested on TIA assessments without district approval.
	I understand my obligation to report any suspected violations of TIA testing protocols.
	I am aware that penalties may result from the violation of test security and confidentiality and I am aware that failure to cooperate with campus and district administration in an investigation or to properly report that an individual has engaged in conduct that violated the security and confidentiality of a TIA assessment is itself a violation and could result in sanctions.

Section 1: Beginning of the Year Oath of Confidentiality and Integrity	
Printed Name of Test Administrator	
Signature of Test Administrator	
Date Signed:	
School Name:	
Grade(s) and TIA Subject(s) Taught	

Section 2: End of the Year Attestation of Integrity	
I do hereby certify, warrant, and affirm that I have fully complied with all requirements governing the administration of TIA assessments. I have not divulged, duplicated,	

photographed, or recorded secure test content. I have not aided or assisted students with test responses, nor have I instructed students to change responses. I have administered the TIA Assessments in accordance with direction and instructions. I have verified that all of my student's test results are accounted for within the testing platform. I have reported suspected violations of test security or confidentiality to my campus administrator.

Signature of Test Administrator

Date Signed: