



SHEPHERD

INDEPENDENT SCHOOL DISTRICT

TIA Guidebook

Teacher Incentive Allotment

UPDATED: July 2024

*PLEASE NOTE: This is a working document; details are subject to change.
Last Updated 07/12/2024*

TIA Overview

Background Information

House Bill (HB) 3 was passed by the 86th Texas Legislature and was signed into law by Governor Abbott on June 11, 2019. The bill established the Teacher Incentive Allotment (TIA) program. TIA has a stated goal of a highly competitive salary for teachers who prioritize teaching in high-needs areas and rural district campuses. The program is dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, particularly in high-need and rural schools. Districts, if they choose to, can develop a local designation system and designate high-performing teachers (Master, Exemplary, or Recognized). Districts will receive additional funding (\$3,000-\$32,000 per year) for every designated teacher they employ.

To implement the Teacher Incentive Allotment, House Bill 3 required setting “performance and validity standards” to ensure the identification of highly effective teachers under the three designation categories—Master, Exemplary and Recognized—yields reliable and comparable results across the state.

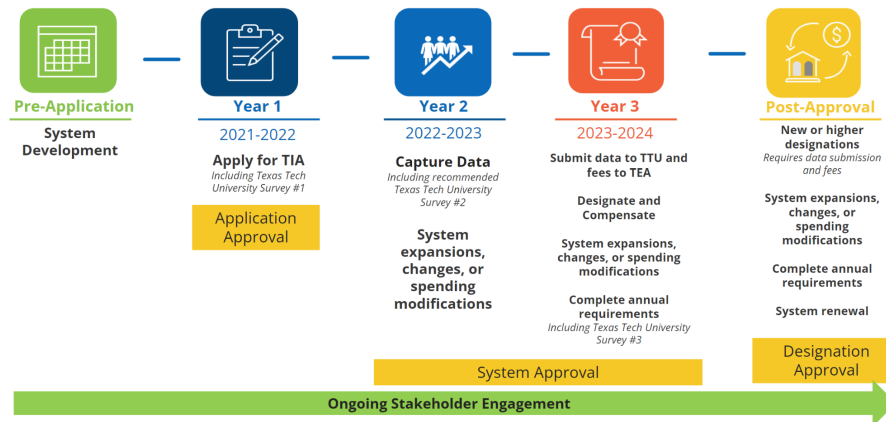
All cohort applicants must use performance standards, district teacher observation, and student growth data to determine which teachers qualify for designations. Part of the data validation process includes reviewing the accuracy of how district systems align their designations to the statewide performance standards.

Shepherd ISD, a Cohort E applicant, created a TIA Committee consisting of teachers, campus leadership, and district leadership, who met monthly starting the 2021-22 school year. The district submitted the first application as part of Cohort E in April 2022. TEA notified Shepherd ISD of our application acceptance for the Teacher Incentive Allotment as part of Cohort E in August 2022. Phase 1 teachers began data collecting during the 2022-23 school year, and district and campus leaders worked on T-TESS calibration. SISD expanded and modified our TIA system in April 2023 and implemented that system in a new data capture in the 2023-24 school year. SISD continues to change and implement our system.

The TIA program intends to recruit, support, and retain highly effective teachers in all schools. The district and campuses will recruit highly effective teachers through strategic staffing, hiring, and marketing. Once hired, teachers will receive quality professional development, career pathways, mentoring, and coaching to support their growth. Shepherd ISD will provide competitive compensation and align district and campus goals for a unified support system to retain teachers.

Cohort E Designation Timeline:

Cohort E System and Approval Timeline



Plan Development

Stakeholders & Feedback

SISD formed a TIA Committee that created the local teacher designation system in alignment with statewide performance standards. The committee included 30 district leaders, campus-based leaders, and teachers representing different grade levels, campuses, and content areas. Campus and Teacher representation was the majority of the committee. The committee held five meetings during the 2021-22 school year. Between each session, committee members shared information with the campuses and departments they represented to seek input and feedback. This input and feedback were transferred using a collaborative digital document and reviewed/discussed at each committee meeting. Additional teacher feedback was collected from surveys administered in the Spring of 2022. The TIA Committee implemented input from stakeholder groups into the design of the local designation system. During the 22-23 school year, stakeholders, including Phase 2 teachers and administrators from both the district and campuses, engaged in preparing for the expansion application that we will submit by April 2023. The same process was repeated in 2023-24 to engage the Phase 3 teachers, and we submitted an expansion and modifications application in April 2024.

Critical Decisions for Local Designation Systems

1. Who can earn a designation?
 - a. Eligible campuses and teaching assignments
 - b. If not all teachers, will we expand in future years?
2. How will we designate?
 - a. Observations, student growth measures, optional components
 - b. Performance standards and weighting/teacher categories

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3. How and when will we compensate?
 - a. Distribution of funds
 - b. Timing and mode of compensation

Pathways to Designation in Shepherd ISD

National Board Certification

- Individual teacher achieves National Board Certification
- Districts may choose to support cohorts of National Board candidates



SISD Teacher Designation System

- Phased-in over 3 years
- District-created system
- District system is approved
- District determines and issues teacher designations



National Board Certification

National Board Certification is a voluntary advanced professional certification for PreK–12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. Teachers are certified based on the National Board for Professional Teaching Standards (NBPTS) standards.

National Board Certified Teachers (NBCTs) are eligible to earn a designation if they meet the following criteria:

- Hold an active lifetime, one-year, or standard Texas certification issued by the State Board for Educator Certification (SBEC) in a teacher, reading specialist, or Legacy Master Teacher class of certification.
- Hold an active National Board certification.
- The NBCT directory listing reflects Texas's residency and employment.
- Reported by the above Texas school system in a role ID coded 087 during that year's Class Roster Winter Submission in February.
- Once earned, the designation will remain active until July following the expiration of the National Board certificate.

Shepherd ISD is committed to helping teachers who want to complete the National Board Certification. Our first implementation of TIA will be focused on our Local Designation System.

Who can earn a designation?

The goal of Shepherd ISD is that all teachers at all schools will be eligible for designation over a multi-year phased-in period. All Shepherd ISD schools and levels will be eligible by grade/subject area.

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	Data Collection Year	Data Validation Year	Payout Date	TEA Cohort Application
Phase 1	2022-23	2023-24	August 2024	E
Phase 2	2023-24	2024-25	August 2025	F
Phase 3*	2024-25	2025-26	August 2026	G
Phase 4*	2025-26	2026-27	August 2027	H

**Phase 4 is subject to change based on identifying valid and reliable growth measures.*

Grade Level/Teaching Assignment
PHASE 1
K-3rd Math and Reading (including SPED Co-Teach/Inclusion/BASE)
4th-8th Math (including SPED Co-Teach/Inclusion/BASE)
4th-8th Reading (including SPED Co-Teach/Inclusion/BASE)
Algebra I English I & English II (including SPED Co-Teach/Inclusion/BASE)
Pre-K
SPED: Lifeskills
PHASE 2
Biology, US History, 5th & 8th Science, 8th Social Studies
CTE
PHASE 3
PE/Athletic Teachers
Non-STAAR Core Secondary Classes: 6th-7th Sci and SS; World Geography; World History; Govt/Eco; Chemistry; Physics; Eng III & IV; Geometry; Algebra II; Pre-Calculus
Foreign Language, Band/Music, & Art
Other Special Education (ECSE-3 & EC Lifeskills)
PHASE 4* (*subject to change)
Other Electives: Dance, Theatre Arts, Professional Communication/Speech, JROTC, Inspire/Leadworthy, Technology, etc.

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Eligible for a TIA Designation:

1. A teacher must be coded as a teacher (code 087) within our local student information system, which is reported to TEA through the Public Education Information Management System (PEIMS)
 - a. Shepherd ISD requires all teachers submitted for a designation to be certified.
2. A teacher must receive district salary compensation that mirrors PEIMS teacher coding for a minimum of 90 days at 100% of the day or 180 days at 50-99% of the instructional day.
3. Teachers employed in a TIA-eligible teaching assignment before October 1st of each school year and who remain employed in the TIA-eligible teaching assignment through the end of the school year can submit data for the current data capture year.
 - a. This is true for teachers who are moved within the district to another campus after this date. If the district has determined the need to shift the FTE or teacher, the teacher would be eliminated from participating in the current year's data capture.
 - b. Teachers who move due to performance issues and/or student learning concerns can be eliminated from the current year's data collection if they move from a TIA-eligible assignment.
4. They must be tied to an approved TIA service ID for the courses/content they teach. The list of approved service IDs is in *Appendix B*.
 - a. Any teacher meeting the requirements above and assigned to one of these service IDs will be required to participate in the TIA process and submit all teacher observation data deliverables and student growth. There are no opt-outs for teachers with a TIA-eligible service ID.
5. Your data will be submitted in SISD, but a designation will not be recommended if you do not meet certification requirements. This does not apply to fully certified teachers in their current position.

How will we designate?

Teacher Observation Instrument

For all phases of Shepherd ISD's Teacher Incentive Allotment rollout, the Texas Teacher Evaluation and Support System (T-TESS) will be used to determine designations for eligible teachers for the teacher observation requirement of TIA. SISD will include the statutory requirement of using Domains 2 and 3 of T-TESS.

Only T-TESS Domains 2 (D2) and 3 (D3) are considered when calculating the TIA score. These two domains focus on instruction and the learning environment. Per TEA, to be eligible to earn a designation, the teacher must have a minimum score of Proficient in each dimension for Domains 2 and 3.

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- 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)

T-TESS Training

Shepherd ISD provides a deep dive into our teacher observation rubric at the beginning of each school year for both appraisers and teachers. The goal is that everyone involved in the appraisal process understands precisely what is being asked in each dimension's indicators and clearly understands which classroom behaviors (student and teacher behaviors) align with which indicators. Appraisers are required to recertify annually.

T-TESS Observations for TIA Eligible Assignments

- 1 announced, 45-minute observation following the pre-conference. A post-conference will be scheduled after the observation. This observation should be done in the TIA-eligible course, but it is a policy in SISD that all teachers receive a T-TESS observation and walkthroughs each school year.
- 2 scored 15-20 min walkthroughs per semester*
- At least one informal (non-scored) walkthrough during the first three nine weeks
- No opt-outs or waivers are allowed for teachers in a TIA-eligible teaching assignment.
- For all required data points, teachers must have scores for each dimension
 - For the deliverables required, teachers must have at least 40 data points (4 walk-throughs plus one observation and eight dimensions during each)
- Appeals can only occur for the formal observation following the district's T-TESS appeals process.

*Note: Recommendation is for at least three scored walkthroughs per teacher; however, extenuating circumstances such as maternity leave or FMLA could result in fewer than 3. Likewise, teachers may have a multitude of unscored walkthroughs that focus on one or more dimensions of the T-TESS Rubric.

How will teacher observations be used to determine designations?

Shepherd ISD's designation system will ensure that teacher observation ratings are aligned with the [Texas State Performance Standards](#) for the Teacher Incentive

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Allotment. The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each designation level (Recognized, Exemplary, and Master). The minimum average scores were derived from an analysis of T-TESS observations across the state with scores on a 1 to 5 scale. The minimum average for a Master teacher shows the 95th percentile score, the minimum average for an Exemplary teacher shows the 80th percentile score, and the minimum average for a Recognized teacher shows the 67th percentile score. These performance standards have guided the development of our TIA Scorecard and composite scores.

Designations and Teacher Observation	
Designation	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

T-TESS Composite Score

The T-TESS score averages all the Instruction (D2) and Learning Environment (D3) scores. Each of the five performance levels of distinguished, accomplished, proficient, developing, and improvement needed is scored on a 1-5 scale, with five being the highest. Teachers must receive a 3 (Proficient) for each dimension in Domains 2 and 3 to have their data captured for a designation on their final observation scores averaged.

Values for each Dimension

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5	4	3	2	1

Shepherd ISD requires: a) 1 formal (45-minute) scored observation; b) a minimum of 4 walkthrough (15 min) observations (2 per semester); c) Principals are asked to visit every classroom each of the first three nine weeks for a total of 3 informal walkthroughs; d) Each teacher will have a minimum of five scores for each dimension of Domain 2 and 3 from at least four walkthroughs and one formal observation. Some teachers might not have the outlined number of observations and data points for unforeseeable situations. These situations could be due to FMLA, other protected leave, or other circumstances.

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The following table is an *example* of a T-TESS Composite score calculation.

T-TESS Dimension	Walk #1	Walk #2	Formal Obs.	Walk #3	Walk #4	Avg
2.1 Achieving Expectations	3	2	4	3	3	3
2.2 Content Knowledge	4	3	4	3	3	3.4
2.3 Communication	4	3	4	3	3	3.4
2.4 Differentiation	3	2	3	4	3	3
2.5 Monitor & Adjust	3	3	4	4	3	3.4
3.1 Classroom Environment	4	3	4	4	3	3.6
3.2 Managing Behaviors	4	3	4	3	3	3.4
3.3 Classroom Culture	5	3	4	4	3	3.8
Total ratings divided by 8 dimensions	135/8 =			3.375		

Student Growth Measures

Student Growth Instrument

The instrument measuring student growth depends on the grade level and subject area. These assessments are for the 2024-25 school year moving forward. Data Collection for the 2023-24 school year will use the assessments approved on the TIA plan during that school year.

Grade Level/Teaching Assignment	Student Growth (Pre-/Post-Tests)	Who sets Expected Growth Target?
PHASE 1 & PHASE 2		
K-2nd ELAR & Math (including SPED Co-Teach/Inclusion/PASS)	MAP	NWEA/MAP
4th-8th ELAR & Math, Algebra I, English I, English II (including SPED Co-Teach/Inclusion/PASS)	STAAR	STAAR Transition Tables
Pre-K	Circle	District

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SPED: Life Skills	STAAR-Alt	STAAR Transition Tables
3rd ELAR & Math, Biology, US History, 5th & 8th Science, 8th Social Studies	Pre-Test: District Created Post-Test: STAAR	District
Career Technical Education (CTE): Advanced Animal Sci, Principles of Construction, Med Term, Principles of Edu & Training, Ag Mech & Metal Tech, Floral Design, BIM, Virtual Business, Audio/Video Production, Culinary Arts, Child Development	Precision Exams/YouScience	District
PHASE 3		
PE/Physical Education	Fitnessgram	District
Non-STAAR Core Secondary Classes: 6th-7th Sci and SS; World Geography; World History; Govt/Eco; Chemistry; Physics; Eng III & IV; Geometry; Algebra II; Pre-Calculus	TEKS Ready (ESC 10)	District
Other Special Education (ECSE-3 & EC Lifeskills)	District-created	District
Spanish I	District-created	District
Band (MS and HS)	Music First	District
Music (Primary and IS)	Music First	District
Art (MS and HS)	District-created	District
PE/Physical Education	Fitnessgram	District
PHASE 4		
Other Electives: Dance, Theatre Arts, Professional Communication/Speech, JROTC, Inspire/Leadworthy, Technology, etc.	TBD	TBD

**Middle school students participating in high school courses should be assessed using the student growth instrument corresponding to the high school course. For example, student growth for middle school Algebra I students will be calculated using the STAAR Algebra I test Transition Tables Progress Measure.

Student Rosters

- *Process:*
 - Campuses will use the Student Roster Spreadsheet to insert the PEIMS-based roster for each TIA-eligible teacher. The sheet has a template for campuses to copy and make a tab for each teacher. This roster should include each student’s first and last name, ID, and each teacher's class/period/subject. The document should be done digitally, and the MOY and EOY verification should be conducted digitally on the shared sheet. Once student growth data is

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collected to compare the rosters to the data lists, this allows for an efficient data process. Teachers who do not have a PEIMS roster (Intervention, Dyslexia, SPED, GT, etc.) will copy and paste their list of students on their assigned tab. They can include students from multiple grade levels and subjects on the same sheet but would have to identify each student's grade and subject supported to ensure the correct growth data is matched.

- Teachers will be asked to verify the rosters of students to be included in the TIA Growth Calculation at the middle and end of the year. Campus Administrators will review, verify, and submit the rosters at the MOY and EOY.
- Teachers may appeal to have a student(s) added or removed from their calculation based on extenuating circumstances. District Leadership would assign a TIA Student Roster Appeal Committee and a designee.
- *Criteria:*
 - Students who meet all three criteria will be included in a teacher's student growth calculation:
 - teacher of record at the beginning of year student growth assessment (August-September)
 - teacher of record at PEIMS winter roster (January-February)
 - teacher of record at the end of year student growth assessment (April-May)
- *Specific Teacher Examples and Scenarios:*
 - Special Education Co-teach and Inclusion teachers will use rosters from their caseload. If the Special Education teacher has resource sections aligned to the SISD phased-in timeline and their students take the approved pre and post-tests, those students will be included in their student growth calculation.
 - For other teaching positions without a PEIMS roster, they list students they serve in TIA-eligible courses from the BOY to the EOY. Some examples of teachers in this situation could include Intervention, Dyslexia, and GT teachers.
 - Semester-based courses would use a beginning and end-of-the-semester growth measure. The calculation would count any student on the teacher's roster for both.
 - If the district has to move a teacher to a new teaching assignment (it must be TIA-eligible) after the BOY assessment, resulting in a new set of students, the teacher and district will work together to determine the TIA student roster for growth calculation. This is void if the teacher is moved out of a TIA-eligible position due to performance concerns or other situations at the discretion of campus/district leaders.

Teachers with Multiple Subjects

- Student growth will be calculated based on all tests for each eligible course.
- If a teacher has a student in two separate courses in the same content area that use the same growth measure, then the student will only count once. (For example, the teacher has the same student in English II and Practical Writing.)
- For example:

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- If a teacher teaches English I and II, the growth measure would include all students in both courses based on our phased-in timeline.
- If a teacher is self-contained in Kindergarten, then the growth measure would consist of all student scores for Math and Reading.

Minimum Number of Scores

- To calculate a teacher's student growth score, there must be at least **ten** growth measure scores.
 - If multiple tests are taken in that setting to reach a minimum of ten test scores, this could come from as few as five students.
 - In most cases, there will be ample student growth scores to calculate; however, in some specialized settings, there may be a small number of students (e.g., Special Education, Dyslexia, etc.).
 - The rosters for these teachers will come from all the students they support throughout the instructional day.

Student Growth Performance Standards

Shepherd ISD's designation system will ensure student growth measures align with the Texas State Performance Standards for Teacher Incentive Allotment. For a teacher to earn a designation at the Recognized, Exemplary, or Master Teacher level, their students should meet or exceed the growth expectations listed in the table below. These performance standards have guided the development of our TIA Scorecard and composite scores. The student growth score is calculated for all teachers with student growth results for students meeting enrollment criteria. The percentage is calculated based on the sum of students meeting growth expectations across content areas and the sum of tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).

Student Growth Performance Standards	
Designation	% of Students Meeting or Exceeding Growth Measure
Recognized	55%
Exemplary	60%
Master	70%

These values are baselines determined by the [State Performance Standards](#). The percentage of students meeting or exceeding growth expectations for eligible teachers will be used to calculate a weighted score. Considering teacher observation

ratings, these scores will be compared to an overall cut score for each designation. Therefore, having slightly lower or higher student growth scores will be possible when earning a corresponding designation.

Setting Expected Growth

Shepherd ISD uses the Statewide Student Growth Performance Standards to calculate a teacher's end-of-year student growth percentage: the number of students who met or exceeded growth expectations divided by the total number of students with an expected growth score. The procedures used are reviewed during BOY PD and published for the teacher in the SISD TIA Guidebook to access before the initial assessment administration. Each student's growth performance will be calculated once the post-test is administered for these specific courses. Students who exceed their predicted scores will be acknowledged as achieving expected growth based on the district-created growth targets.

Shepherd ISD will use the graduated percent increase model to determine if students met desired growth targets and to calculate the teacher's end-of-year student growth total. After the pre-tests (released STAAR, iCEV, Precision Exams) are administered, each teacher's students will be placed into quintiles by organizing all scores from least to greatest. A different percent of expected growth is set for each respective quintile. For lower quintiles, a higher percent growth is set as expected growth; for higher quintiles, a lower percentage is set as expected growth. Maintaining high performance is the desired growth target for students in the highest-performing quintile. These results will be shared with teachers within two weeks of the assessment data being received by the 3rd party provider and calculated by the district. The teacher's growth percentage will be used as part of the qualifying factors for TIA designation eligibility, along with their teacher observation scores. In addition, teachers can verify rosters for students present for the pre and post-test to count for their overall scores following SISD's roster verification process.

For the CLI/Circle assessment used in Pre-Kindergarten, SISD will calculate the average score for each overall band in both Reading and Math for the Circle Wave 1 test and then calculate the average score on the Circle Wave 3 test. With this information, SISD will have an average growth from Wave 1 to Wave 3 for SISD students. Compared to the district average, students who showed average or above-average growth would have met their expected growth target. Students who showed below-average growth from Wave 1 to Wave 3, compared to the district average, would be considered to have yet to meet their expected growth target. For Reading, SISD will use scores from Rapid Letter Naming, Rapid Vocabulary, and the Composite Score for Phonological Awareness. For Math, SISD will use the Total Composite Score.

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SISD Graduated Percent Increase Model		
Category	Pre-Test Score	Corresponding Assigned % Points Growth for EOY
Category 1	0-20%	25%
Category 2	20+%-40%	20%
Category 3	40+%-60%	15%
Category 4	60+%-80%	10%
Category 5	80+% or higher	Maintain or higher

Calculating TIA Score

Weighting

For all phases of Shepherd ISD's Teacher Incentive Allotment rollout, all eligible teachers will receive a performance score based on the weighted components listed below.

Component	Weighting
Student Growth Measure	50%
T-TESS Domains 2 and 3	50%

Scoring

TIA designations are determined based on the TIA composite score, a weighted combination of the teacher observation dimensions (the eight dimensions of Domains 2 and 3), and the student growth score. To determine annual teacher eligibility for a TIA designation, the following steps are completed at the district-level end-of-year analysis:

- 1) MOY & EOY Roster Verification
- 2) Collection of student growth measure data by the teacher using a verified student roster
- 3) Collection of T-TESS data for Domains 2 & 3 (average of all TIA required data points)
- 4) Calculation of TIA composite score (designation recommendation based on the total score)

If a teacher's composite score reaches the levels of the designations in any of the three composite score ranges, the TIA designation is submitted to the State for data review; pending TEA data validation, the TIA designation is attached to the teacher's

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teaching certificate for five years. If the data does not meet the threshold for any ranges in the composite score, the TIA designation is not submitted to the state, and the teacher has the next year to increase student growth and teacher observation scores. Since designation determination depends on system data approval by the state, no designation levels will be discussed, shared, or reviewed before state approval. There are no appeals to the TIA composite score since teachers can appeal their T-TESS observation following the district's T-TESS observation appeal process and student rosters.

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

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

Student Growth + Teacher Observation		
Recognized	27.5 + 37	64.5
Exemplary	30 + 39	69
Masters	35 + 45	80

Composite Score Cut Points	
Recognized	64.6 - 68.9

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Last Updated 07/12/2024

Exemplary	69 - 79.9
Masters	80 - 100

Example Scorecard

Student Growth Points			
% of students who met/exceeded projected growth		Category Weight	Student Growth Points
<i>Formula:</i> _____ (percent as decimal)	x	50	= _____
<i>Example:</i> .68 (68%)	x	50	= 34

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

Student Growth + Teacher Observation		
Example	34+35=	69
Designation:	Exemplary	

Spending Plan

TIA Allotments per Campus

The TIA program is available to all Texas school districts and open-enrollment charter schools. The amount of TIA funds generated is determined by a formula that considers campus characteristics, including student socioeconomic status and location:

- Schools with greater student needs based on socioeconomic factors generate more TIA funds per TIA-designated teacher.

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- Rural schools generate more TIA funds per TIA-designated teacher based on a higher multiplier applied to students based on socioeconomic factors.
- The amount of funds/allotments changes yearly based on enrollment and rural status.

See TEA's Teacher Incentive Allotment page for more information about the [TIA allotment calculations](#). Allotment amounts are recalculated by TEA every April.

Distribution of TIA Compensation

The statute requires that 90% of TIA funds be distributed directly to teachers, and up to 10% can be spent at the district level on supporting elements of TIA.

Allotment Going Toward Designated Teacher	Allotment Going Toward District
90%	10%

The 10% allotment going toward the district will be collected at the district level and used for costs associated with professional development for teachers to earn a designation and leaders in teacher evaluation, system expansion for additional teaching assignments, and new or enhanced designations for teachers. In addition, the district will use the allocation to support the costs associated with the student growth assessment software for pre-and post-tests. The district will also use the allocations for managing and organizing data, certifications, designations, and consultant costs for implementing and continuously improving the SISD TIA Local Designation System.

Eligibility for TIA Compensation

- Active designation, employed as a teacher, coded as an 087 in Winter Roster Verification (generally in February of each school year)
- Certified to teach in the subject you're assigned to if a TIA-eligible teaching position.
- Met or will meet the creditable year of service requirement by the end of the school year
 - Creditable Year of Service: the teacher was employed and compensated (or will be by the end of the school year) in a teaching role (087 role ID) for 50% or more of the day for a minimum of 180 days or 100% of the day for a minimum of 90 days, or, the equivalent of one semester.
- Designated Teachers:
 - If a Designated Teacher leaves the district before Winter Roster Verification (generally in February of each school year), then the Designated Teacher will not receive any TIA funds because no TIA funds will be generated for the district from the state.

- If a Designated Teacher moves campuses within Shepherd ISD during the school year, then SISD will provide the funding to the Designated teacher based on the campus where the Designated Teacher worked during the Winter Roster (generally in February).
- If a Designated Teacher moves to the district before Winter Roster Verification, then the Designated Teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during Winter Roster Verification. The spending plan will be the same for newly hired Designated teachers.
- If a Designated Teacher leaves Shepherd ISD after the Class Roster Winter Submission (usually in February), the following will happen based on their leave:
 - Resignation/Retirement: Suppose a Designated Teacher moves campuses within SISD during the school year. In that case, SISD will provide the funding to the Designated teacher based on the campus where the Designated Teacher worked during the Winter Roster Verification (generally in February). Every SISD campus will be eligible to participate in our Local Designation System. Resignation/Retirement: If a designated teacher retires after the Class Roster Winter Submission and after the end of the school year, they will receive their allotment per the spending plan. If a designated teacher retires after the Winter Roster Submission but before the end of the school year, the designated teacher will not receive their stipend. Instead, their share of the allotment will be equally disseminated to the remaining teachers at the campus that remain at the campus of the retiring teacher. If a designated teacher resigns before the August payout, they will not receive part of the funds remaining. Their remaining funds will be equally disseminated to the teachers at the campus where the teacher was employed. If a designated teacher resigns/retires after Class Roster Winter Submission and after the last day to resign in the summer, the designated teacher will not receive the remainder of their stipend. Their share of the allotment will be equally disseminated to the remaining teachers of the resigning/retiring teacher at the campus.
 - Termination: A designated teacher leaving the district after Class Roster Winter Submission due to termination will not receive their stipend. If the designated teacher has already been paid any part of their stipend, the district will not try to recoup stipend amounts already paid. If the designated teacher is terminated before the stipend payout, their share of the allotment will be equally disseminated to the remaining teachers at the terminated teacher's campus. All TIA compensation/funds will be distributed on/or before August 31st each year following our outlined plans. For the allotments disseminated to teachers remaining at the campus, the teachers must be certified and employed in SISD the year the teacher left the district.

- If a designated teacher resigns/retires/breaks their contract after the Class Roster Winter Submission and after the last day to notify the district, the designated teacher will not receive the stipend. Their share of the allotment will be equally disseminated to the remaining teachers at the campus where the departed teacher worked. All TIA compensation/funds will be distributed on/or before August 31st each year following our outlined plans. For the allotments disseminated to teachers remaining at the campus, the teachers must be certified and employed in SISD the year the teacher left the district.

Frequency of TIA Compensation

TIA compensation is an annual allotment the State provides and is subject to state funding allocations' availability.

- The first year's allotment amount would be paid as a stipend (separate check and minus TRS/Tax deductions) by August 31st from designations created from our expanded and modified TIA System. Each subsequent payment for the remaining four years would be paid in two equal stipends on their March and August paychecks before August 31st annually as a separate check (minus TRS/Tax deductions).
- This cycle repeats itself every year when we have newly designated teachers.

Related TIA Compensation Calculations

TIA compensation stipends will be eligible when calculating retirement benefits for TRS-eligible staff. The employee's net payment will be less than all associated employee/employer-related benefits and taxes. Actual TIA compensation amounts will include deductions for federal income tax, Medicare tax, and TRS contributions as part of an employee's annual wages reported to the state and federal governments and the Teacher Retirement System (TRS).

National Board Certified Teachers Compensation

Compensation for Recognized National Board Certified Teachers (NBCTs) will follow the same spending plan for Recognized teachers who earn a designation through the district's local designation system. The district will request that teachers currently employed with the district notify Human Resources upon completing the National Board Certification process. This will be a question asked during the intake process for new hires. The teacher will be required to show proof of active status of the National Board Certification.

Data Submission and Validation

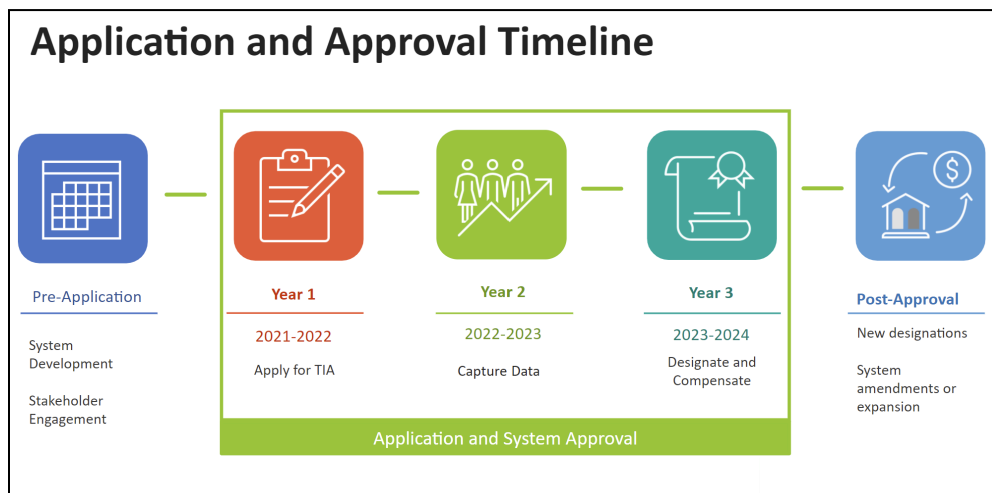
TIA data and designation recommendations will be submitted to Texas Tech to validate eligible TIA teachers by October following the Data Collection Year (refer to timeline. By April (after October data submission), TEA will notify SISD of

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Last Updated 07/12/2024

approval/denial of the district's recommended teacher designations. If the district's recommended TIA designations are approved, TEA will notify the district of the specific allotment amounts by designation level at each campus in Shepherd ISD. In April or May (depending on when TEA communicates system approval), the district will notify teachers if their recommended designations have been approved/denied by the state. If the district's recommendations are approved, Shepherd ISD will provide the TIA payments to teachers according to the SISD spending plan. The state will then reimburse the district for the TIA expenditures beginning in September at the beginning of the next fiscal year.

To have TIA data and designation submitted to Texas Tech and TEA, the teacher must continue to be employed in a Teaching (087) position in Shepherd ISD and provide the district with their demographic information, including their TEA ID and Date of Birth, using a district-created form shared with teachers annually.



SISD will submit a main data file for data submission along with other supplemental information used in the validation process. The file contains unique teacher identifiers, teacher performance data, designation decisions, appraisal information, and subject/grade level information. The Texas Tech Data Validation Process includes four domains, ten scored checks and one supplemental check. The overall approval of a district's system will be based on the scoring of the ten different checks.

- Domain A, Check #1, includes the correlation check between teacher observation and student growth scores.
- Domain B, Checks #2-4, compares district designations with VAM designations.
- Domain C, Checks #5-8, looks at the effect campus, teacher category, or assignment have on designations.
- Domain D, Checks #9-10, compares designated teacher's observation and growth scores to the statewide performance standards.

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Last Updated 07/12/2024*

TIA Designation Evaluation and Frequency

Evaluation of a teacher's eligibility for a TIA designation is considered annually. This means that every year, a teacher receives a T-TESS evaluation and has approved student growth measure data, the teacher's TIA score will be calculated, and the teacher has an opportunity to meet TIA eligibility:

- Teachers with an existing TIA designation will not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level.
 - Example: a teacher that earned an Exemplary TIA designation during 2023-2024 would not be submitted to maintain their TIA Exemplary designation in 2024-2025 if they continue to earn an Exemplary qualifying designation TIA score based on their teacher appraisal and student growth component scores.
- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation if their performance in a subsequent year earns a higher TIA designation.
 - Example: a teacher that earned an Exemplary TIA designation during 2023-2024 would not be submitted to maintain their TIA Exemplary designation in 2024-2025 if they continue to earn an Exemplary qualifying designation TIA score based on their teacher appraisal and student growth component scores.
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA.

Ensuring a Successful System

T-TESS Calibration and Training

Shepherd ISD will re-train all staff, including teachers and leaders, in August of each school year to ensure a common language and understanding of the rubric. Continued learning and focused T-TESS learning opportunities will be included in campus newsletters, during faculty meetings, other professional development, and PLCs. SISD will also conduct calibration coaching and professional learning throughout each school year. The T-TESS rubric will align with the campus instructional expectations and the connections to TIA.

T-TESS training and certification process is required to be a teacher appraiser in Shepherd ISD. Appraisers in SISD are required to be recertified annually. At least twice per year, teacher appraisers must calibrate to the scoring rubric to ensure the rubric is being used with fidelity. In quarterly district TIA monitoring meetings with executive leadership team members, teacher appraisals and walkthroughs will be analyzed with student data. Using multiple protocols, the triangulation of converging

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Last Updated 07/12/2024

data points will be reviewed to note places where congruence is evident. BOY, MOY, and EOY, the district will analyze the student progress monitoring/growth data alongside both formal and informal observation data. Congruence data will be shared with school administrators to reflect and identify the next steps for supporting and coaching teachers. Regular campus data review by the teacher, grade level, and appraiser includes ongoing student work discussion, walkthroughs, student work analysis, and reflection during PLCs. SISD will monitor the system for congruence by monitoring student scores related to teacher walkthrough observation data and formal appraisal scores as they occur annually. Additionally, the district will shadow the appraisal process, ensuring that student outcomes are a part of the rating and post-conference reflection. The congruency analysis will take place by reviewing teacher, campus, and district data.

The district Director of Teaching and Learning will keep data review logs and determine the support based on the desired outcome. Support will be coordinated with all departments in SISD. Should an overall trend across the district be identified in quarterly TIA data monitoring meetings, district-wide professional learning will take place to train school administrators and teachers on identifying congruence. Incongruencies will be addressed by utilizing strategies teachers and school administrators can implement to strengthen congruence.

Student Growth Measure Integrity

It is essential to the integrity of Shepherd ISD's TIA System that student growth measures are administered fairly and consistently throughout the organization. To ensure that all students have the opportunity to demonstrate their full potential on student growth measures, the following conditions must be met:

- *Student Growth Measure Security and Confidentiality*
Maintaining security and confidentiality of student growth measures helps to ensure that student performance is accurately measured as a part of Shepherd's TIA system. To maintain student growth, measure security and confidentiality:
 - Student growth measure test content should not be shared/discussed
 - Student growth measure test administration procedures should be followed strictly as provided by the test provider
 - Student growth measure test materials or products shall be maintained securely before, during, and after test administration.
 - Students must be actively monitored during student growth measure test administrations.
 - Students may not receive assistance to complete student growth measures beyond what is allowable by the test provider or prescribed by a governing

student committee as applicable to standardized assessment programs (e.g., STAAR, ARD, LPAC, 504, etc.)

- Suspected educator misconduct must be reported promptly.
- ***Serious Student Growth Measure Testing Violations***
The following educator conduct represents serious student growth measure testing violations to security and confidentiality:
 - Directly or indirectly assisting students with responses to test questions
Tampering with or falsifying student responses
 - Discussing or disclosing test content or student responses, except as needed for data analysis and/or instructional decision-making
 - Duplicating, recording, or electronically capturing test content or student responses, unless authorized to do so by the test provider
 - Exempting or preventing a student from participating in student growth measures
 - Failing to implement sufficient procedures to prevent student cheating
 - Encouraging or assisting an individual to engage in any conduct described above
 - Failing to report an individual who has engaged in or is suspected of engaging in any conduct described above.

Support for Teachers and Local Designation Plan

SISD has ensured a support system for the TIA plan is in place. This includes the SISD Human Capital Plan for teacher recruitment and retention, budget and finance support tied to managing the funds the district receives each year, and supporting how they will distribute the funds. SISD ensures that teaching and learning support is tied to valid and reliable student growth measures. The district will also provide professional development support for earning TIA designations, reviewing and using student growth data, testing procedures, and T-TESS rubric alignment. The district's technology department will support the software for tracking student growth measures and teacher observation data and looking for more efficient and effective ways to interact with the data.

SISD commits to ensuring teachers receive exceptional and ongoing support to improve their teaching practices and ensure all students learn. SISD will continue to implement teacher growth by implementing:

- Targeted and Relevant Professional Development
- Professional Learning Communities led by ITLs, CTS, and other teacher leaders
- Coaching and mentoring are provided by and support from CTS, ITLs, Campus Admin, Consultants, etc.

Shepherd ISD will work with Campus Leaders (including teacher leaders) on creating a plan to support teachers who don't receive a designation in the first year of data capture. For teachers who receive a designation, SISD will ensure they continue the

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Last Updated 07/12/2024

practices that earned them the designation and grow to increase the designation level.

Communication is critical to the success of designing and implementing the system. The district will continue to engage stakeholders, primarily teachers, through ongoing TIA Committee engagement, surveys, and feedback loops. Staff will receive updates, training at the beginning of the year, and ongoing communications and support. Communications and updates will be shared via email from the campus principal to staff and on the TIA subpage on the district's website, which can be found [here](#).

Based on the continued engagement and stakeholder feedback, SISD is committed to continuously improving the TIA plan. Systems must be updated and enhanced to ensure they're fair and effective at reaching their intended outcomes. SISD will encourage participation in the TIA feedback opportunities and use the feedback to update the TIA plan and processes if necessary. Annually, the district will review data from surveys, T-TESS, and student growth to determine if changes, updates, and/or enhancements are needed to the plan. Any updates will be made in collaboration with the TIA Committee and will be communicated with all stakeholders.

Timeline for Designation Evaluation & Submission

Process Step	Timeline	Description
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Last Updated 07/12/2024*

PD & Orientation	August	<ul style="list-style-type: none"> • Training on TIA, new system, and T-TESS observation instrument
Student Fall Assessment BOY	August-September	<ul style="list-style-type: none"> • Administer pre-tests (according to phased-in timeline) • Student Expected Growth Targets set after BOY administration
Goal Setting Conference	September	<ul style="list-style-type: none"> • The evaluator and teacher review and agree on goals and a professional learning plan
T-TESS Walkthrough/ Observations	September-May	<ul style="list-style-type: none"> • T-TESS Walkthrough(s) focused on T-TESS Domains 2 & 3
Formal Observations w/ Conference	October-April	<ul style="list-style-type: none"> • One 45-minute observation within a three-week window • Written feedback and conference required
MOY Roster Verification	January-February	<ul style="list-style-type: none"> • Teachers will verify a roster that includes all students who will be part of the student growth calculation and submit it to the campus admin • Teachers can appeal if they want a student included/removed from the roster
Summative Evaluation	April-May	<ul style="list-style-type: none"> • Includes review of all four T-TESS domains • Written feedback and conference required
EOY Roster Verification	April-May	<ul style="list-style-type: none"> • Teachers will verify a roster that includes all students who will be part of the student growth calculation and submit it to the campus admin • Teachers can appeal if they want a student included/removed from the roster
Student Spring Assessment EOY	April-May	<ul style="list-style-type: none"> • Administer post-tests (according to phased-in timeline) • Determine if each student met their expected growth targets
End-of-Year Data Review	May-June	<ul style="list-style-type: none"> • Campuses and departments compile data for the final TIA evaluation process
Evaluation Rating & TIA	June-October	<ul style="list-style-type: none"> • District analyzes T-TESS and student growth data • The district finalizes TIA scores and determines TIA designation eligibility
Data Submission	October	<ul style="list-style-type: none"> • Data submitted to TEA/Texas Tech for validation
Notification of Data/System Approval	February-April	<ul style="list-style-type: none"> • TEA notifies the district of data review results • Teachers to receive notification of designation
TIA Designation Payout	By August 31st	<ul style="list-style-type: none"> • Payments as outlined by the SISD TIA Spending Plan

Appendix B: TIA Service IDs

Service ID	Course
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Last Updated 07/12/2024

01010000	Pre-Kindergarten
02625010	English Language Arts and Reading, Grade 1
02625020	English Language Arts and Reading, Grade 2
02010000	Grade 1
02020000	Grade 2
01020000	Kindergarten
03100500	Algebra I
03220100	English I
03220200	English II
02625040	English Language Arts and Reading, Grade 4
02625050	English Language Arts and Reading, Grade 5
03200510	English Language Arts And Reading, Grade 6
03100507	Algebra I: Use the code only for students receiving alternate content and meeting state testing requirements with alternate assessments.
02000000	Elementary, Grades 1-6
03220107	English I: Use the code only for students receiving alternate content and meeting state testing requirements with alternate assessments.
03220207	English II: Use the code only for students receiving alternate content and meeting state testing requirements with alternate assessments.
02070000	Grade 7, Self-Contained
02080000	Grade 8, Self-Contained
03010200	Biology
02625030	English Language Arts and Reading, Grade 3
02030000	Grade 3
02640030	Mathematics, Grade 3
02650500	Science, Grade 5

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Last Updated 07/12/2024*

03060800	Science, Grade 8
03343100	Social Studies, Grade 8
03340100	United States History Studies Since 1877
03010200	Biology
13000700	Advanced Animal Science
13002200	Agricultural Mechanics and Metal Technologies
13008500	Audio/Video Production I
13011400	Business Information Management I
13024700	Child Development
13022600	Culinary Arts
13001800	Floral Design
13020300	Medical Terminology
13004220	Principles of Construction
13014200	Principles of Education and Training
13012000	Virtual Business
PES00051	Lifetime Fitness and Wellness Pursuits
02850000	Physical Education, Departmentalized Grade 6
02530004	Physical Education, Grade 1
02530005	Physical Education, Grade 2
02530006	Physical Education, Grade 3
02530007	Physical Education, Grade 4
02530008	Physical Education, Grade 5
02530003	Physical Education, Grades 1-6
03823000	Physical Education, Grades 7-8
02530002	Physical Education, K

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Last Updated 07/12/2024*

03100600	Algebra II
03040000	Chemistry
03310300	Economics with Emphasis on the Free Enterprise System and Its Benefits
03220300	English III
03220400	English IV
03100700	Geometry
03050000	Physics
03101100	Precalculus
03060600	Science, Grade 6
03060700	Science, Grade 7
02660060	Social Studies, Grade 6
03343000	Social Studies, Grade 7
03330100	United States Government
03320100	World Geography Studies
03340400	World History Studies
03500100	Art I
03154110	Art, Middle School 1
03440100	Languages Other Than English Level I - Spanish
SE000001	Special Education, Generic
03150100	Music I, Band I
03150200	Music II, Band II
03150300	Music III, Band III
02520005	Music, Grade 1
02520006	Music, Grade 2
02520007	Music, Grade 3

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Last Updated 07/12/2024*

02520008	Music, Grade 4
02520009	Music, Grade 5
02520004	Music, Kindergarten
03154130	Music, Middle School 1, Band
03154230	Music, Middle School 2, Band

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