Planning Guide for Data Capture Year

# Introduction

The TIA Planning Guide for Data Capture Year is a resource developed by the TIA Team to provide clear guidance to LEAs around how to collect, record, and analyze teacher-level data aligned with local designation systems, to prepare for annual TIA Data Submission each fall. Some of the guidance was developed after the team reviewed data collection best practices and challenges faced by participating TIA districts and Technical Assistance Providers in 2022-23. Other sections combine technical assistance resources and recommendations developed by the TIA Team since the establishment of TIA.

# How to Use this Resource

Having completed the first phase of local designation system development, the application and acceptance process, a TIA-approved district will move into its system implementation phase. The first step in implementing the local designation system involves collecting teacher-level data during the Data Capture Year.

## Pre-work: Revisit the Weighting and Eligible Teachers tabs from the district’s accepted System Application

Prior to the start of Data Capture Year, the district should revisit the **Weighting tab** and **Eligible Teachers tab** from its accepted TIA system application. During this review, the district should ensure it is ready to collect data for all eligible teachers from eligible teaching assignments and categories. Then, the district should review and plan for the steps required to implement the student growth measures successfully. The plan, in part, should include establishing a local year-long calendar, starting with the implementation of pre-tests or beginning-of-year (BOY) assessments in the initial weeks of the Data Capture Year, if applicable.

## Use this Guide to Assess District’s TIA Data Collection Practices across Multiple Success Factors

This resource provides detailed guidance on multiple Success Factors so that a district can begin to plan and implement data collection best practices. It is designed to support districts in planning for their Data Capture Year and TIA local designation system implementation, and to understand next steps in the district’s planning process around data collection. Ultimately, successful system implementation and data collection ends with TIA Data Submission the subsequent fall, where the district will be able to compile their system data into one submission file that has captured all required data for all eligible teachers.

*Note: TEA requirements are indicated in italics throughout the Planning Guide.*

# Success Factor 1: Data Collection Timeline

District timelines are developed and coordinated across the relevant data sources and personnel.

|  |  |  |
| --- | --- | --- |
| **Key Practices** | **Success Criteria** | **District Notes and Next Steps** |
| 1. **Data collection calendar considerations** | * District has prepared a data collection calendar that includes important data milestones and deadlines. See Lantana ISD’s example [TIA Implementation Calendar](https://tiatexas.org/wp-content/uploads/2022/12/Lantana-ISDs-TIA-Implementation-Calendar-for-2022-2023_12.16.22.pdf). * Data collection calendar is coordinated to merge assessment calendar and observation calendar and ensures timelines are cohesive and do not conflict. * Includes relevant TEA-provided TIA Technical Assistance sessions to check data questions and/or updates. | Note: space available in this column for district notes and next steps. |
| 1. **District assessment calendar considerations** | * District assessment calendar aligns with approved student growth measures (SGM) and teacher categories. See the [Student Growth Data Collection Checklist](https://tiatexas.org/wp-content/uploads/2023/03/Student-Growth-Measure-Data-Checklist_3.01.2023.pdf). * *Pre-tests will be given within the first* *nine weeks of the school year; for semester long courses pre-tests are given within the first* *six weeks of the semester* (required by statute). * *Post-tests are given in the last* *12 weeks of the school year for a year-long course or the last six weeks of a semester-long course*. * District considers whether there are overlapping testing schedules, whether to institute a shut-down day to mimic STAAR, and whether students can complete given assessment within a class period or will require more time. |  |
| 1. **Observation calendar considerations** | * *Appraisers are trained, certified, and calibrated prior to conducting teacher observations*. * *Observations are scheduled to occur during the school year for every teacher in an eligible teacher category (no appraisal waivers are allowed during Data Capture Year).* Calibration opportunities for appraisers begin early in the fall semester and continue through the spring semester. * A variety of calibration protocols are scheduled and include details such as time, location, and participants. |  |

# Success Factor 2: Data Systems

A system for assembling data is established early in the Data Capture Year.

|  |  |  |
| --- | --- | --- |
| **Key Practices** | **Success Criteria** | **District Notes and Next Steps** |
| 1. **Data file set up using approved teacher categories and service IDs** | * Data collection starts at the beginning of the school year: * TIA-eligible teachers are identified using the approved teacher categories from the district’s TIA application’s Weighting tab and eligible service IDs from the Eligible Teachers tab. * District can verify this master teacher list at the campus level by asking school leaders and administrators to review. * Update district list and adjust based on new hires, campus changes, etc. at multiple points during the school year. * Districts receive an Eligible Teacher List (ETL) from TEA in April. The ETL can be used to 1) confirm teachers the district has been collecting data on throughout the year and identify any gaps and 2) use the provided [Unique ID (or Texas Unique ID)](https://www.texasstudentdatasystem.org/sites/texasstudentdatasystem.org/files/TSDS_UID_v11.0.1_User_Guide.pdf) and TEA IDs as the district builds its submission file. * Spreadsheet is built and includes teacher information: Unique ID, TEA ID (populated through an [ECOS file transfer upload](https://tiatexas.org/wp-content/uploads/2022/02/Running-the-ECOS-Certification-Report.docx)), Employee ID, teaching assignment, appraiser name and ID, service ID from fall PEIMS Snapshot, TIA teacher category (from Weighting tab) and employee email address. * Unique ID: 10-digit number assigned to educators through the TSDS Unique-ID application, called “Texas Unique ID” or “Staff\_Uniq\_ID.” * TEA ID: A number assigned to educators by TEA, also known as the TEA Test ID. TEA ID will be included on the Eligible Teacher List provided by the TIA Team in April. * Student growth measures have a formula built in to calculate the percentage of students who met or exceeded expected growth based on district’s expected growth target. See TIA guidance around [Setting Expected Growth Targets](https://tiatexas.org/setting-expected-growth-targets-cohorts-a-f/). * Unique ID and/or date of birth and TEA ID are used to verify a teacher's identity and ensure the correct teachers are included. | Note: space available in this column for district notes and next steps. |
| 1. **System established for data assembly** | * Various levels of implementation in assembling data are considered: * **Level One Data System:** Manually typing in data for each teacher. This method may work for small districts but can become challenging the larger the dataset. Possible pitfalls include districts encountering a data entry error. * **Level Two Data System:** Copy-paste the data into the file. This method involves copying and pasting the data from various sources to assemble the data. This can work for large and small districts. Possible pitfalls include districts encountering alignment issues when assembling many rows of data. * **Level Three Data System:** Indexing and/or V-Lookup Data. This method involves using Excel or other data software to accurately index and/or V-Lookup or merge data. To learn more about how to use the VLOOKUP in Excel: [VLOOKUP function - Microsoft Support](https://support.microsoft.com/en-us/office/vlookup-function-0bbc8083-26fe-4963-8ab8-93a18ad188a1). Possible pitfalls include districts encountering errors in creating the formulas to index the data. * **Level Four Data System:** Direct connection to the data source. This method is the most advanced method of assembling data. It requires knowledge of databases and data management to directly link the data from the source. Possible pitfalls include in-depth knowledge of database and data management systems. You can learn more about using an [Access Database](https://www.microsoft.com/en-us/microsoft-365/blog/2012/08/14/plug-into-your-data-connecting-excel-to-an-access-database/). * Third-party data warehouse: If a third-party is being used by the district, the third-party is ready to collect data aligned with approved student growth measures and teacher categories. |  |

# Success Factor 3: Data Coordination & Cross-Department Communication

All necessary district departments are able to coordinate and communicate throughout the Data Capture Year.

|  |  |  |
| --- | --- | --- |
| **Key Practices** | **Success Criteria** | **District Notes and Next Steps** |
| 1. **District TIA Data Coordinator and/or contact person considerations** | * TIA coordinator is assigned and has necessary data permissions, and/or contacts within district to access human resources data. * Completes necessary training and professional development in advance (TIA webinars, Excel training). * Data analyst vs. TIA decision person roles, if different, are clearly defined to avoid decision-making stall. * Data procedures are recorded and available for reference in case of employee turnover. | Note: space available in this column for district notes and next steps. |
| 1. **PEIMS and/or Human Resources considerations** | * District PEIMS coordinator and TIA coordinator are communicating and ready to share data. * Changes of teaching assignments, resignations, and retirements are communicated to TIA data coordinator regularly, not just at the end of the school year. |  |
| 1. **Student assessment and teacher observation access** | * Student assessment data is made available to TIA coordinator. * Observation data is made available to TIA coordinator. * If a teacher has more than one appraiser, TIA coordinator understands how to proceed. May take average of observations completed, may algin as a district on which appraisal is being used, and will need to assign only one appraiser name per teacher in data file. |  |

# Success Factor 4: Data Analysis & Problem Solving

District plans to analyze data to look for correlation and skew within teacher observation and student growth data and is aware of and ready to address common TIA data issues.

|  |  |  |
| --- | --- | --- |
| **Key Practices** | **Success Criteria** | **District Notes and Next Steps** |
| 1. **Looking for and responding to skew in data** | * District understands how to analyze data and look for skew in observation and student growth data. See TEA’s guidance around [Teacher Observation and Student Growth Correlation](https://tiatexas.org/teacher-observation-and-student-growth-correlation/), [Teacher Observation Correlation](https://tiatexas.org/teacher-observation-graphic-descriptions/), and [Understanding Skew in Teacher Observation Data](https://tiatexas.org/skew-in-teacher-observation-data/). * District plans to attend TEA-provided data analysis webinars and information sessions throughout the year and has accessed the following resources: * [Looking for Skew in Historical Data](https://tiatexas.org/wp-content/uploads/2023/03/Looking-for-Skew-in-Historical-Data_F_2.09.2023.pptx) * [TIA Planning Dashboard](https://tiatexas.org/wp-content/uploads/2023/03/TIA-Planning-Dashboard_3.02.23-1.xlsx) * [Responding to Mid-Year Skew TA Session](https://tiatexas.org/wp-content/uploads/2023/03/Responding-to-Mid-Year-Skew_A-E_3.01.2023.pptx) * [MOY Excel Tool](https://tiatexas.org/wp-content/uploads/2023/03/TIA-Planning-Dashboard_3.02.23-1.xlsx) * [Responding to EOY Skew and Lack of Correlation](https://tiatexas.org/wp-content/uploads/2023/08/Responding-to-EOY-Skew-and-Lack-of-Correlation_A-E_8.9.2023.pptx) * TIA Excel Analysis Tool * District plans to address root causes of skew within data. See [TIA Data District Plan Template](https://tiatexas.org/wp-content/uploads/2023/08/TIA-District-Data-Action-Plan-Template_8.9.2023.docx) | Note: space available in this column for district notes and next steps. |
| 1. **Awareness of and plan for common data issues** | * **Multiple Service IDs:** Many teachers have multiple service IDs and teach multiple courses, however, for TIA data submission purposes, districts can report up to four service IDs. Please limit service IDs to the course in which the teacher was observed and the student growth score was derived. *Teachers must be reported with a service ID that qualifies as an eligible teaching assignment.* * **Teachers with more than one appraiser:** *Each teacher in the TIA Data Submission file should have one observation score for each observable dimension.* Determining the final score, and primary appraiser listed in the file, is a local decision. Districts may report observation scores with decimals if averaging or weighting multiple observations from multiple appraisers. * **Eligible teachers in support positions:** Districts that include support teachers in the local designation system (i.e., specifically name instructional support teachers on the Weighting Tab in an eligible teacher category), such as special education inclusion and interventionists, must have a method to track student-teacher linkages and verify which course(s) they support. They must also ensure these teachers are included in the district’s master teacher list. May require review by campus-level administrators for verification. * **Accuracy of master schedule:** Districts pulling teacher data automatically using a master schedule should ensure campus-level verification of teacher assignments and eligibility. In some cases, other campus staff, administrators, or substitute teachers may be assigned to an eligible course during a vacancy or teacher FMLA and appear on the master schedule. They should not be included in data capture, even if they appear on the Eligible Teacher List. * **Late hires, rehires, and teachers on FMLA:** Student growth scores should reflect the quality of instruction provided by the teacher over the course of the school year. For teachers who are not providing instruction the full school year, best practice is to set a hiring deadline for teachers to be included in the data capture. Teachers who are hired after the deadline, or teachers who separate from the district before final assessments are administered, should not be included in the data file. Districts may also create policies for a number of instructional days to account for teachers on leave. Districts must track these teachers and their student roster linkages at various points of the year. |  |

# Success Factor 5: Building a TIA Data Culture

District has a plan for including teachers in the data collection process.

|  |  |  |
| --- | --- | --- |
| **Key Practices** | **Success Criteria** | **District Notes and Next Steps** |
| 1. **District builds teacher buy-in to collect TIA data** | * District has engaged with teachers about TIA and the process for collecting data. * TIA assessment calendar is posted and made available to teachers. * Teachers understand which data will be collected and how to earn a designation (i.e., internal TIA Handbook, TEA’s TIA Guidebook, etc.). * If using third-party data warehouse with teacher log-in feature, teachers have been trained on how to access their information and can track and calculate their own student growth. * Consider allowing teachers to verify and sign off on their data and indicate that it is accurate; including final observation score rating, final student growth rating, level of designation, and process for calculating and determining designations. * Consider establishing an internal appeals process in cases of score discrepancies prior to TIA Data Submission. | Note: space available in this column for district notes and next steps. |
| 1. **Student roster verification by teachers is documented** | * District PEIMS coordinator and TIA coordinator are communicating and ready to share data. * Changes of teaching assignments, resignations, and retirements are communicated to TIA data coordinator regularly, not just at the end of the school year. |  |
| 1. **Principal and/or Human Resources verify teacher roster** | * Campus administrators should verify final observation and student growth scores for the teachers on their campus. Administrators should ensure that all dimensions have a summative rating and sign off on each teacher. * Principals can verify that all teachers are included in the data list for their campus. |  |
| 1. **Teachers and other stakeholders aware of TIA data validation requirement and teacher eligibility requirements** | * Teachers and other stakeholders are made aware that receiving a designation is a two-year process. *Following Data Capture Year, the district still needs to receive Texas Tech University (TTU) Data Validation approval to issue designations.* * Teachers are aware ahead of time that designations are not issued if the district’s data is not validated, and district will be required to collect data and resubmit the following school year. * District communicates to teachers that they must meet eligibility requirements to earn a designation: *Teachers must remain in 087 role during the data validation year (school year following Data Capture Year) and meet the creditable year of service requirement (i.e., the teacher was employed and compensated, or will be by the end of the school year, in an 087 teaching role for 50% or more of the day for a minimum of* *180 days or 100% of the day for a minimum of 90 or the equivalent of one semester) to earn a designation.* |  |