TIA 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 comprehensive 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. The guide is updated on a rolling basis to reflect the most current TIA requirements and best practices.

# How to Use this Resource

Having completed the application phase of local designation system development, 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. See the Getting Started Checklist on the next page.

## 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.*

# Getting Started Checklist

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| A black background with a black square  Description automatically generated with medium confidence | Review district’s TIA system application **Eligible Teachers tab** to compile list of eligible teaching assignments. Ensure that all teaching assignments listed on the Eligible Teacher tab align to the teacher categories listed on the **Weighting tab**. |
| A black background with a black square  Description automatically generated with medium confidenceExit outline | Using **Service IDs/Course IDs** associated with eligible teaching assignments, pull preliminary list of eligible teachers. If support teachers are included in your system, work with campus administrators to identify eligible teachers who are not on campus master schedules.  Establish and/or refer to established local protocol for tracking teachers that leave, late hires, and rehires and establish local policy for eligibility. See Success Factor 4B for more guidance. |
| A black background with a black square  Description automatically generated with medium confidence | Download and review **TIA** **Data Submission Template file** from [TIA Data Submission page](https://tiatexas.org/for-districts/data-submission/) to preview how data will need to be compiled for submission purposes and relevant data pieces to collect. |
| A black background with a black square  Description automatically generated with medium confidence | Plan district calendar for **student growth** using assessments from district’s application Weighting tab, including pre-test dates and/or SLO and Portfolio checkpoints. For renewal districts, ensure that systems are in place so that every teacher in an eligible assignment will have student growth data. |
| A black background with a black square  Description automatically generated with medium confidence | Plan district calendar for **teacher observations**, including appraiser calibration trainings early in school year. For renewal districts, ensure that systems are in place so that every teacher in an eligible assignment will receive a formal observation. *No observation waivers are allowed during Data Capture Year, including renewed systems.* |

# Success Factor 1: Data Collection Timeline

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

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| **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 [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. | *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). 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; semester long course pre-tests are given within the first* *six weeks of the semester* (required). * *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. * District prepared to calculate the percentage of students who met or exceeded expected growth based on district’s expected growth target. See TIA guidance around [Student Growth](https://tiatexas.org/for-districts/components-of-a-system/student-growth/). |  |
| 1. **Other student growth measures considerations** | * Ensure all beginning of year deadlines are met for [Portfolios](https://tiatexas.org/resources/portfolio-resources-for-implementation/). * Ensure all beginning of year deadlines are met for SLOs by end of first nine weeks. Consult [Texas SLOs](https://texasslo.org/) for more information. * Schedule mid-year check-ins with appraisers and teachers for Portfolios and SLOs. * Schedule time at EOY to assess student growth using SLOs and/or Portfolios. |  |
| 1. **Observation calendar considerations** | * *Appraisers are trained, certified, and calibrated prior to conducting observations*. * *Observations are scheduled to occur during the school year for every teacher in an eligible teaching assignment (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. See TIA Guidance for [Teacher Observation](https://tiatexas.org/for-districts/components-of-a-system/teacher-observation/). |  |

# Success Factor 2: Data Systems

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

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| **Key Practices** | **Success Criteria** | **District Notes and Next Steps** |
| 1. **Data file set up using eligible teaching assignments, Service IDs/Course IDs, and Teacher IDs** | * District refers to the TIA Data Submission Template file to understand how data will need to be submitted to TEA. See guidance around [Data Submission](https://tiatexas.org/for-districts/data-submission/data-submission/). * District assembles list of teachers in eligible assignments and includes the following information: Unique ID, TEA ID Employee ID, teaching assignment, appraiser name and ID, service ID/course 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 ETL provided by the TIA Team in May. Can also be populated through an [ECOS file transfer upload](https://tiatexas.org/wp-content/uploads/2022/02/Running-the-ECOS-Certification-Report.docx). * 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/course 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. * If support teachers are included in your system, work with campus administrators to identify eligible teachers who are not on campus master schedules. * Update district list and adjust based on new hires, campus changes, etc. at multiple points during the school year. * 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. * In May, districts can access the Eligible Teacher List (ETL) from TEA through the TIA Data Submission Portal. 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. |  |
| 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 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 can coordinate and communicate effectively and efficiently throughout the Data Capture Year.

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| **Key Practices** | **Success Criteria** | **District Notes and Next Steps** |
| 1. **District TIA Data Coordinator and/or contact person considerations** | * TIA coordinator has necessary data permissions, and/or contacts within district to access student growth data, appraisal data, and human resources data. * Completes necessary training 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 for reference in case of employee turnover. |  |
| 1. **PEIMS, Campus Administrators and/or Human Resources considerations** | * PEIMS coordinator assists in compiling the preliminary list of teachers in eligible teaching assignments that are associated with the service IDs/course IDs listed on the Eligible Teachers tab of the system’s TIA Application. * Changes of teaching assignments, resignations, and retirements are communicated to TIA data coordinator regularly. * Campus administrators monitor eligible teachers and communicate changes or relevant information with the TIA coordinator. |  |
| 1. **Student assessment and teacher observation data 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: refer to district system application for rules on determining the final dimension scores. 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. |  |
| 1. **New to TIA role** | * District onboarding of new TIA coordinator includes reviewing TEA’s guidance for [New TIA Leads](https://tiatexas.org/for-districts/new-tia-leads/) on the TIA website. * If new TIA Lead begins during Data Capture Year, will need to orient to these TIA resources: * [Data Capture Year](https://tiatexas.org/for-districts/data-capture-year/) * [Data Submission and Validation](https://tiatexas.org/for-districts/data-submission/) |  |

# 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 ready to address common TIA data issues.

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| **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/resources/teacher-observation-correlation-2/) * [How to Use the TIA Excel Analysis Tool](https://tiatexas.org/resources/how-to-use-the-tia-excel-analysis-tool/) * [TIA Excel Analysis Tool](https://tiatexas.org/resources/how-to-use-the-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). |  |
| 1. **Awareness of and plan for common implementation issues** | * **Multiple Service IDs/Course IDs:** Many teachers have multiple service IDs/course IDs and teach multiple courses, however, for TIA data submission purposes, districts can report up to four service IDs/course IDs. Please limit service IDs/course 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/course 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 eligible 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 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. |  |
| 1. **District identifies the need to modify or expand its system** | * District continually assesses TIA system implementation and identifies areas for growth and possible adjustment. * Adjustments to the district’s TIA system that require an [Expansion and Modification Application:](https://tiatexas.org/for-districts/expansion-and-modification/) * Adding new eligible teacher categories * Removing current eligible teacher categories * Changing or replacing the teacher observation rubric * Changing the assessment used for a pre-test or post-test measure * Removing or replacing a student growth measure * Adding additional campuses * Changes to the spending plan for the following school year and following year’s payouts * Adjustments that do not require an expansion/modification application: * Adding, removing, or changing the optional system components * Changes to weighting * Changes to the ways in which expected growth targets are set * Changes to districts performance standards for issuing designations * Changes to the number of observations and/or walkthroughs * Expanding to new campuses if the district already includes “all campuses” * Changes to stakeholder engagement around spending plan, or changes to the district’s spending plan that apply to the current school year. District must reach out to the TIA Team to request immediate changes to spending plan. |  |

# Success Factor 5: Building a TIA Data Culture

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

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| **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. * Include process for 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. Also, include process for teachers to verify student roster used for calculating student growth. * Consider establishing local appeal process for score discrepancies prior to TIA Data Submission. |  |
| 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. * Changes of teaching assignments, resignations, and retirements are communicated to TIA data coordinator regularly, not just at the end of the school year. |  |
| 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*](https://tiatexas.org/for-districts/data-submission/data-validation-system-approval/) *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.* |  |

# Looking Ahead: Collecting System-Level Data

Districts in Data Capture Year can also begin collecting system-wide data in preparation for Full System Approval reporting requirements pertaining to the **Annual Program Submission**. Once a district has approval to issue designations and compensate teachers, it must complete the [**TIA Annual Program Submission**](https://tiatexas.org/for-districts/post-approval-annual-program-submission/) each year to ensure compliance with statutory requirements while also engaging in an annual evaluation of its system implementation.

While the Annual Program Submission requires a district to report on its payouts to teachers in line with statute, it is also an opportunity for the district to assess its system impact and identify areas of growth toward continuous improvement.

*Note: Districts are encouraged to retain data records year over year, first as a data management best practice and second, to be prepared in the case where a system is audited and historical data is requested by TEA (*[*150.1012(e)(1)(c)*](https://tea.texas.gov/about-tea/laws-and-rules/commissioner-rules-tac/coe-adopted/23-03-150aa.pdf)*).*

**To prepare for Annual Program Submission, districts should develop practices to collect the following data:**

## System Implementation Data

* *Efficacy of appraiser calibration:* Are our appraisers calibrated? How do we know?
* *Validity of student growth measures:* Is our current system for measuring student growth valid and reliable? How do we know?
* *Stakeholder communication:* Are our current methods for communication working to inform and include stakeholders, such as teachers, in relevant processes?
* *System expansion:* Are there categories of teachers that we can expand our system to include? Are we working to include more categories of teachers?

## Human Capital Data

* *Teacher vacancies:* What is the district’s teacher vacancy rate at the beginning of the school year? For teachers in TIA eligible assignments *and* teachers not in eligible teaching assignments.
* *Teacher retention:* What is the district’s retention rate of teachers from year to year? For teachers in TIA eligible assignments *and* teachers not in eligible teaching assignments.
* *Turnover reasons:* What are the reasons for teacher turnover? I.e., promoted to a non-teaching role in the same district, promoted to a non-teaching role in another district, moved to a teaching role in another district, left teaching profession, retirement.
* *Recruitment impact:* How is the district’s local designation system having a measurable impact on teacher recruitment and retention?