TEACHER INCENTIVE ALLOTMENT

Teacher Incentive Allotment 2022-2023 Guidebook

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Contents

Introduction

The Texas Commission on Public School Finance was created in the 86th Texas Legislature's First Special Session to address the teacher turnover rate and number of beginning teachers. The Commission heard over 80 hours of testimony from more than 155 individuals, including representatives from 19 school districts, six institutions of higher education, and more than 100 advocates, policy experts, and stakeholders. After months of research, discussion, and deliberation, the Commission produced their 2018 report, **Funding for Impact: Equitable Funding for Students Who Need It the Most**. The report gave recommendations for improvements to the current public school finance system and proposed new methods for financing public schools.

Thanks to the efforts of the Commission and the bipartisan work between the members of the Texas House and Senate, House Bill 3 was passed by the 86th Texas Legislature in 2019 and signed by Governor Greg Abbott. This sweeping and historic school finance bill provided more money for Texas classrooms, increased teacher compensation, and established the Teacher Incentive Allotment (TIA). HB 3 is one of the most transformative Texas education bills in recent history.

This manual was created for districts as a comprehensive guide to the Teacher Incentive Allotment and outlines policies, timelines, and best practices.

What is the Teacher Incentive Allotment?

TIA was established with the goal of providing outstanding teachers an accessible pathway to a six-figure salary. Unlike previous education programs, the Teacher Incentive Allotment is not a grant. TIA is based in two sections of the Texas Education Code (TEC), **§21.3521 (Local Optional Teacher Designation System)** and **§48.112 (Teacher Incentive Allotment)**. Local optional teacher designation systems (local designation systems or systems) allow districts to identify and designate highly effective teachers using single or multi-year appraisal data. The allotment component allows districts employing designated teachers to receive additional funding through the Foundation School Program.

TIA elevates the education profession by recognizing and rewarding effective teaching and incentivizing outstanding teachers to remain in the classroom and improve student outcomes. Districts use TIA funds to retain their best teachers, recruit promising new teachers, and incentivize teachers to work in high-needs schools and difficult to staff positions.

Designations and Allotments

Designations are distinctions awarded to highly effective teachers. There are three levels of designation: Recognized, Exemplary, and Master. Designations are awarded to teachers through a district local optional teacher designation system. A district local designation system can designate teachers at any level. Teachers with an active National Board certification may be designated as Recognized by the Texas Education Agency (TEA).

Districts will receive an annual allotment for each eligible designated teacher they employ. Allotments are based on the teacher's designation level and campus of employment, with greater funding for high-needs and rural campuses. Districts may use TIA funds to incentivize effective teachers to remain in the classroom and prioritize high-needs campuses.

$3K-$9K

Recognized Designations represent the top 33% of Texas teachers

$6K-$18K

Exemplary Designations represent the top 20% of Texas teachers

$12K-$32K

Master Designations represent the top 5% of Texas teachers

Local Optional Teacher Designation Systems Overview

Under **TEC §21.3521**, districts may create a local system to designate high-performing teachers as Recognized, Exemplary, or Master for a five-year period based on the results of single or multi-year appraisal data.

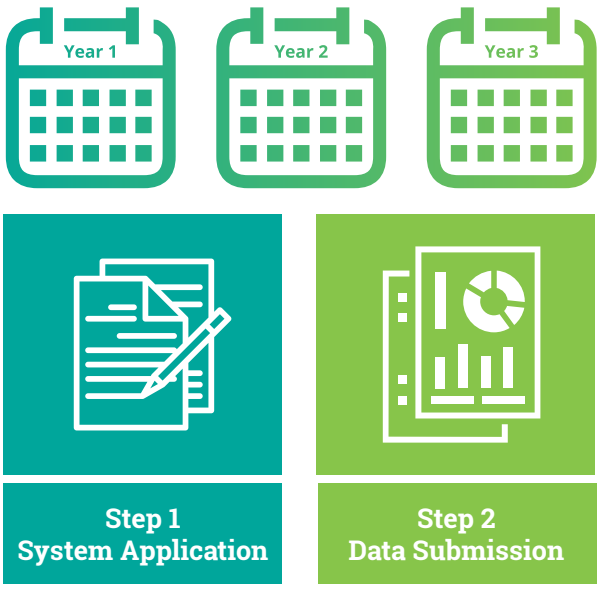
A local designation system allows districts to identify their top-performing teachers and target areas of improvement for teachers who did not qualify. Alongside statewide performance standards, districts set their own criteria for evaluating teachers and determining which teachers qualify for each level of designation.

Teacher designations must align with the performance and validity standards outlined in **TAC §150.1012**. At minimum, teacher performance data must be based on data from:

1. Teacher observation based on T-TESS or a third-party rubric, such as the National Institute for Excellence in Teaching (NIET TAP), Marzano's Teacher Evaluation Model (Marzano), or The Danielson Group rubric (Danielson). Locally developed rubrics must comply with **TEC §21.351**, **TEC §21.352**, and **TAC §149.1001**.

2. Student growth measures determined by district. Districts are **not** required to use **approved standardized assessments** for purposes of designation. Districts may use third-party or district-created pre-test and post-tests, value-added measures, Student Learning Objectives, and/or portfolios.

Prior to issuing designations, districts must go through a two-step application and approval process spanning three full school years. TEA evaluates local designation systems at both stages to ensure statutory compliance, validity, and reliability. In partnership with Texas Tech University (TTU), TEA annually monitors the quality and fairness of local designation systems.



Allotment Funding

TIA is a Tier 1 allotment through the Foundation School Program (FSP), the system through which the state provides funding to districts. This system, grounded in the Texas Education Code, creates a sustainable funding source for districts implementing TIA. The allotment formula is campus-based, with increased allotments for high-needs and rural campuses.

No Funding or Designation Caps

Unlike previous state incentive programs, there is no cap on TIA allotment funds or the number of teachers who may earn a designation.

Districts receive annual allotment funds when they employ eligible designated teachers. These funds must then be used for teacher compensation on the campus where the designated teacher works. All TIA teacher compensation is TRS eligible.

Districts are required to spend at least **90%** of their allotment funds on teacher compensation on the campus where the designated teachers works. Districts may use up to **10%** for costs associated with implementing a local designation system or supporting teachers in earning a designation.

Districts are notified of the annual allotment amount in April and must spend the funds by August 31st of the same year. All Texas school systems are eligible to receive TIA funds for designated teachers whom they employ.

The allotment formula takes three factors into account:

TEACHER
DESIGNATION LEVEL

CAMPUS
SOCIOECONOMIC LEVEL

CAMPUS
RURAL STATUS

Each teacher designation level starts with a base amount and a multiplier rate.

Designation Level	Base Allotment	Multiplier Rate
Recognized	$3,000	$1,500
Exemplary	$6,000	$3,000
Master	$12,000	$5,000

Socioeconomic levels are then determined by assigning a point value to each student based on the Compensatory Education block tier. These levels are tied to student enrollment.

Tier	0	1	2	3	4	5
Point Value	0	.5	1	2	3	4

Students at rural campuses will receive a 2-tier boost to their point value with a max value of Tier 5.

Base Tier	0	1	2	3	4	5
Tier with Rural Boost	2	3	4	5	5	5

Rural Campus Status Definition

a. A campus within a school district with fewer than 5,000 enrolled students in an area that is not designated as an urbanized area or urban cluster by the United States Census Bureau; or

b. A campus within a school district with fewer than 5,000 enrolled students that is categorized as a rural, non-metropolitan: stable, or non-metropolitan: fast growing district type by TEA; or

c. A campus within a school district with fewer than 5,000 enrolled students categorized as rural by the National Center for Education Statistics.

An average student point value for each campus is calculated by adding all student tier numbers and then dividing by the total number of students. The average point value is then multiplied by the designation's multiplier rate. That value is added to the designation's base allotment, resulting in the total incentive allotment. The allotment values are updated annually.

BASE ALLOTMENT	+	MULTIPLIER RATE	×	AVERAGE STUDENT POINT VALUE	=	ALLOTMENT PER DESIGNATED TEACHER

Districts receive annual allotment funds when they employ eligible designated teachers. These funds must then be used for teacher compensation on the campus where the designated teacher works. All TIA teacher compensation is TRS eligible.

Districts receive notification of the annual allotment amount in April and must spend the funds by August 31st of the same year. Districts are *required* to spend at least **90%** of their allotment funds on **teacher compensation** on the campus where the designated teachers works. Districts *may* use up to **10%** for costs associated with implementing a local designation system or supporting teachers in earning a designation. All Texas school systems are eligible to receive TIA funds for designated teachers whom they employ.

Funding Example

Key

- Tier 0 = 0 points
- Tier 1 = .5 points
- Tier 2 = 1 point
- Tier 3 = 2 points
- Tier 4 = 3 points
- Tier 5 = 4 points

Non-Rural Campus		Rural Campus
Tier 0 = 20 Students	→ +2 →	Tier 2 = 20 Students
Tier 1 = 12 Students	→ +2 →	Tier 3 = 12 Students
Tier 2 = 15 Students	→ +2 →	Tier 4 = 15 Students
Tier 3 = 13 Students	→ +2 →	Tier 5 = 13 Students
Tier 4 = 24 Students	→ +2 →	Tier 5 = 24 Students
Tier 5 = 16 Students	→ +2 →	Tier 5 = 16 Students
Average Student Point Value: **1.83**		Average Student Point Value: **3.01**
RECOGNIZED: $5,745		**RECOGNIZED: $7,515**
$3,000 + ($1,500 x 1.83)		$3,000 + ($1,500 x 3.01)
EXEMPLARY: $11,490		**EXEMPLARY: $15,030**
$6,000 + ($3,000 x 1.83)		$6,000 + ($3,000 x 3.01)
MASTER: $21,150		**MASTER: $27,050**
$12,000 + ($5,000 x 1.83)		$12,000 + ($5,000 x 3.01)

Statewide Performance Standards

Designation criteria and cut points for each level of designation are determined by the district; TEA does not select which teachers qualify or reject individual teacher designations. TEA established performance standards to serve as guidelines for districts when evaluating teacher effectiveness and setting designation criteria. Prior to approving local designation systems, TEA will study the overall alignment of district designations to the statewide performance standards. Exact alignment is not required.

The Teacher Incentive Allotment performance standards established teacher observation and student growth ratings for each level of designation using statewide teacher performance data. For teacher observation, the performance standards were determined using statewide T-TESS observation data. Student growth performance standards were determined through a value-added model using STAAR data across five years (2014–2019). Each level of designation represents teacher performance relative to all Texas teachers.

Designation Level	Statewide Percentages	Teacher Observation Performance Standards*	Student Growth Performance Standards
Recognized	Top 33%	3.7 or 74% of possible points	55% met or exceeded
Exemplary	Top 20%	3.9 or 78% of possible points	60% met or exceeded
Master	Top 5%	4.5 or 90% of possible points	70% met or exceeded

**Represents average of all dimensions in T-TESS Domains 2 and 3*

Teachers must have a minimum score of Proficient in all observable dimensions to be eligible for a new designation.

Percentages May Vary

While designations represent the top performing teachers in the state of Texas, districts that submit teachers for designations through their local designation system may find that they have more or less than the numbers represented. Any teacher that meets a local designation system's eligibility requirements and the minimum proficiency observation ratings may be submitted for designation.

As districts design their local designation system, they must consider how they will incorporate the statewide performance standards when determining designation criteria. Note that performance standards represent statewide percentages. A district's top 5% of teachers may align, exceed, or fall below the observation and student growth performance standards. Before establishing designation cut points, districts may study how their teachers perform in comparison to teachers across the state. Designated teachers may perform above or below the performance standards, and designation levels may not align for each teacher's observation and student growth data.

Developing a Local Designation System

Creating a local designation system takes thoughtful planning and stakeholder engagement. TEA allows flexibility in system design to align with each district's goals for retention, recruitment, and staffing.

The guidance in this section will outline timelines, key considerations, and foundational steps prior to submitting an application to TEA.

Initial Steps

Review TIA Requirements and Establish a TIA Lead(s)

For districts just getting started, the first step is to review the requirements outlined in this manual and designate a TIA Lead(s). The TIA Lead(s) will drive the work of creating the local designation system and serve as a point of contact for TEA. TIA Leads coordinate with district departments and key stakeholders to complete the System Application and oversee system implementation.

The TIA Lead must have the expertise, capacity, and high-level support to lead the work. While some districts may create a position specific to leading their TIA local designation system development, most designate existing personnel to lead TIA while performing other essential functions. The TIA Lead should have regular access to district leadership when key decisions are made.

Best Practice

District TIA Leads often work in human resources, teacher appraisal, or curriculum and instruction. A best practice for larger districts is to select two or more TIA Leads working in different departments.

System Development & Implementation Timeline

Year 0-1 Create a Local Designation System	The district works with stakeholders to design a local designation system.
Year 1 Step 1 System Application	The district outlines details of the proposed designation system and submits a formal application to TEA. TEA reviews applications and either accepts or denies them based on statutory compliance. Teachers participate in the TIA Teacher Buy-In Survey, administered by Texas Tech University.
Year 2 System Implementation & Data Capture [Full School Year]	The district implements the system as outlined in their accepted application and collects teacher performance data.
Year 3 Fall Data Submission & Validation	The district identifies which teachers qualify for each level of designation using prior year performance data. The district submits teacher designations and performance data for all teachers in eligible assignments to Texas Tech University for data validation.
Year 3 Spring Designations and Allotments Awarded for Approved Systems	Once data validation is complete, TEA conducts a holistic system review. Districts are notified if the system and designations are approved or denied. TEA processes new and higher designations for approved districts and notifies districts of the annual allotment. Districts administer TIA Annual Evaluation Surveys. Districts complete the Annual Program Submission.
Year 4 & Beyond Issue New/Higher Designations & Monitor System Implementation	Approved districts may submit new designations and teacher performance data annually. Districts administer TIA Annual Evaluation Surveys. Districts complete the Annual Program Submission.

Districts may begin submitting Expansions/Modifications Applications once their System Applications have been accepted. **See Expanding or Modifying a Local Designation System for more information.**

Recruit a TIA Planning Committee

A TIA Planning Committee is recommended. The committee should understand the mechanics of TIA as well as key dates and timelines. Guided by the TIA Lead(s), the planning committee oversees creating the local designation system in alignment with district goals and core values.

Best Practice

50% or more of committee members are teachers or campus-based staff. Personnel who oversee student growth measures and teacher appraisal are included.

The committee should include key personnel such as human resources, finance, curriculum and instruction, appraisal leads, administrators, and teachers. The size of the committee is often determined by the size of the district. Districts may consider who will be most impacted at each stage of implementing the local designation system and include those personnel at various points in the planning process.

Select a Cohort and Submit an Online Letter of Intent

To ensure access to relevant TEA resources and training, districts are advised to set a target school year to submit their System Application. This school year will tie the district into a "cohort" of districts on track to apply within the same school year. TEA provides regular, cohort-specific trainings throughout system development and implementation.

TEA strongly recommends that districts **submit an online Letter of Intent (LOI)** to indicate their anticipated cohort and establish points of contact. The Letter of Intent is nonbinding and not required. Districts may update their LOI at any time if they wish to move to a later cohort or update points of contact. Completing the LOI will grant access to training and webinars and ensure the district receives cohort-specific updates.

Develop a Documentation Plan

Another key initial step is determining where and how district plans will be documented, stored, and shared. The creation of a local designation system is a multi-year process and must be sustainable despite turnover or role changes. If a district changes the TIA Lead(s) or members of their committee, proper documentation and shared access will allow the new lead to successfully transition and take over. A best practice is to maintain both digital and hard copy records of meeting minutes, decisions, timelines, and involved personnel.

If the TIA Lead retires, resigns, or moves into a new role, districts may **update their contact information online**. TEA encourages districts to have at least one back-up point of contact who is aware of the districts TIA plans and can access documentation.

Cohort Timelines

Action Item	Cohort A	Cohort B	Cohort C	Cohort D	Cohort E	Cohort F
System Application Posted	N/A	N/A	N/A	N/A	Nov 1, 2021	Nov 1, 2022
System Application Due to TEA	N/A	N/A	N/A	N/A	Apr 15, 2022	Apr 17, 2023
System Application Results	N/A	N/A	N/A	N/A	Aug 15, 2022	Aug 15, 2023
Data Capture Year	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
Data Submission Due to TTU	N/A	N/A	N/A	Oct 20, 2022	Oct 19, 2023	Oct 17, 2024
Final Approval Notification	N/A	N/A	N/A	Feb 2023	Feb 2024	Feb 2025
Final Designation & Allotment	N/A	N/A	N/A	Apr 2023	Apr 2024	Apr 2025
Approved Districts Receive Initial Payout via FSP	N/A	N/A	N/A	Sep 2023	Sep 2024	Sep 2025
Annual Program Submission Every August 31	Begins 2021	Begins 2022	Begins 2023	Begins 2024	Begins 2025	Begins 2026

Designing a Local Designation System

As with most new initiatives, districts need time to engage stakeholders, make key decisions, and plan for documenting and communicating changes to existing systems. Prior to engaging stakeholders, the TIA Planning Committee should develop a clear understanding of key decisions regarding the local designation system. There are three main components to a local designation system: eligible teaching assignments and campuses, teacher performance data and designation criteria, and a teacher compensation plan.

Eligible Teaching Assignments and Campuses

Who will be eligible to earn a designation? Will TIA be limited to certain campuses and/or teaching assignments? Will the system expand to include additional assignments in future years?

Teacher Performance Data and Designation Criteria

How will the district measure teacher effectiveness and determine which teachers qualify for each level of designation?

Teacher Compensation Plan

How will the district spend the allotment to align with goals for recruitment and retention and prioritize high-needs campuses?

Decisions for each component require time, investment of personnel and stakeholders, and thoughtful consideration of current systems and practices.

Eligible Teaching Assignments and Campuses

Each eligible teaching assignment must be appraised using an approved teacher appraisal rubric and have a valid and reliable student growth measure.

Districts may include all teachers in the local designation system or limit designation eligibility to specific teaching assignments and/or campuses. Some districts begin with a subset of teaching assignments or campuses, and then create plans to expand their system after initial approval. Other districts submit an application only after establishing student growth measures for all teaching assignments.

TEA does not limit designations to teachers of record. Districts may also include support teachers such as interventionists, SPED inclusion, and dyslexia teachers if they are employed as a teacher (087 Role ID in PEIMS) and have a valid and reliable student growth measure.

Districts may begin by looking at the student growth measures already in place for each assignment and exploring which assignments may require a new or modified option. The timeline for implementing new student growth measures is often a top consideration when determining eligible teaching assignments and readiness to apply for a local designation system. Districts can opt to start with teaching assignments which already have valid and reliable growth measures while exploring student growth measures for additional teaching assignments in subsequent years.

Best Practice

A recommended best practice is to consider eligible teaching assignments **in tandem with** the possible performance data. This requires careful analysis of student growth measure options available for each teaching assignment and historical appraisal data to determine if the existing performance data is valid and reliable.

Sample District Expansion Plan

Timeline	Teaching Assignments	Student Growth Measures
Initial System Application	3rd–8th Math and Reading K–2nd	MAP mClass
Year 2 Expansions/ Modifications Application	Algebra I, English I and II HS math courses	STAAR Transition Tables District-created pre-test and post-test
Year 3 Expansions/ Modifications Application	6th-12th science and social studies Fine arts, world languages, CTE	District-created pre-test and post-test SLOs

In the System Application, districts will confirm their eligible teaching assignments with **Texas Student Data Systems (TSDS) Service IDs**. A service ID is an 8-digit number tied to a course. Teachers are linked to the Service IDs for the courses they teach and may have more than one Service ID. In these cases, the district may select the course(s) and Service ID(s) that will be used for data collection and determining designations. During data submission and validation, TEA will use Service IDs and PEIMS data to ensure the district captured data for all eligible teachers. Note that some atypical teaching assignments, such as dyslexia instructors or interventionists, may not have a Service ID. These teachers may still be eligible under the local designation system if their content aligns with an eligible Service ID.

Teacher Performance Data and Designation Criteria

For the purposes of TIA, teacher performance data includes the teacher observation data, student growth measures data, and data from optional components the district chooses to include in their system. Designation criteria refers to the teacher performance data and mathematical process a district uses to determine which teachers qualify for each level of designation.

Districts must outline how they will use teacher performance data in conjunction with statewide performance standards to determine business rules and cut points for each level of designation. Districts must also determine designation criteria for each eligible teaching assignment or group of assignments.

Teacher Observation Component

> *Required: one or more observations of a teacher instructing students for a minimum of 45 minutes or multiple observations that aggregate to at least 45 minutes.*

Districts must use an approved appraisal rubric and implement observation protocols to ensure valid and reliable data. The T-TESS appraisal system incorporates all the requirements needed for appraiser certification, recertification, and calibration. Districts using Danielson, Marzano, or NIET TAP may use the corresponding T-TESS crosswalk. Districts using a locally developed rubric must ensure that it aligns to **TEC §21.351** or **§21.352** prior to developing a local designation system or submitting a System Application. Additional resources for crosswalks and local rubrics are included in the appendix.

For Data Validation

Districts will report dimension-level appraisal data from all observable domains (Domains 2 and 3 for T-TESS, or the equivalent for a 3rd party or district-created rubric).

District designation systems must provide fair and consistent evaluations to ensure highly effective teachers have equitable access to a designation. Districts may refer to the Teacher Observation Protocols for TIA in the appendix. The System Application will require districts to narrate how they will adhere to and implement each protocol.

Student Growth Component

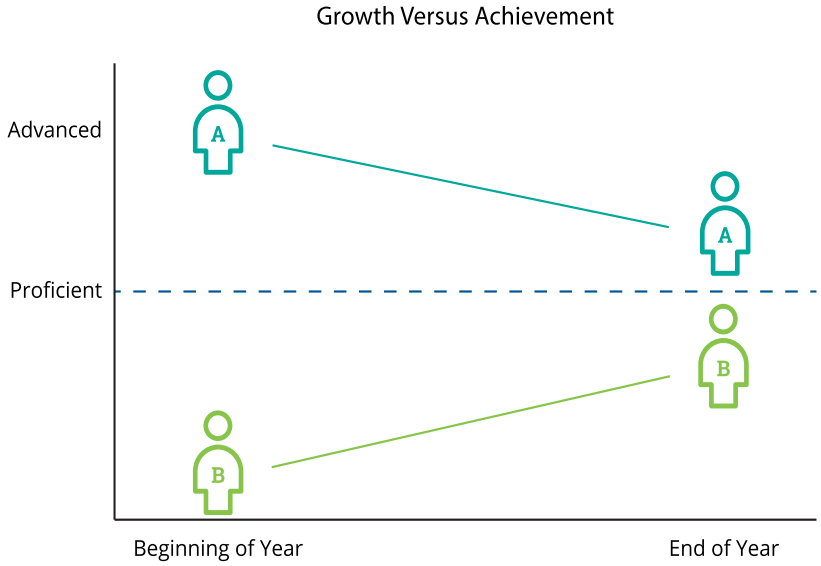
For eligible teaching assignments, districts must use a valid and reliable student growth measure and implement protocols for secure administration and scoring. Unlike previous incentive programs based on achievement data, TIA requires districts to identify effective teachers using student growth data. Districts are not required to use STAAR data or other standardized assessments for the local designation system.

TIA performance standards for each designation level align with teacher effectiveness based on the **teacher's percentage of students who meet or exceed an expected growth target over the course of a single school year**. Rather than using the magnitude of growth, effectiveness is measured by the impact teachers have on all students by setting individualized growth targets. This method allows more equitable access to designation for effective teachers, regardless of their student population. More information on setting expected student growth targets is provided in the appendix.

Key Consideration

When selecting growth measures for TIA, consider how accurately the resulting data will delineate teacher effectiveness for a particular teaching assignment.

Districts can use a variety of student growth measures for their eligible teaching assignments and select different student growth measures, or combinations of growth measures, for each. For example, a district may choose to use AP exams as the student growth measure for AP teachers, but use both Student Learning Objectives and portfolios as the student growth measures for Fine Arts teachers.



In the graph to the left, student A starts the year Advanced in their growth measure and ends Proficient. While they still scored high enough for achievement goals, they would not meet or exceed their student growth measure. Student B starts out the year less than Proficient and still ends the year less than Proficient. However, the student has moved closer to Proficient and therefore would meet or exceed their student growth measure.

Districts may choose from any of the four TIA recognized student growth measures, or a combination thereof, for each eligible teaching assignment.

1. Student Learning Objectives (SLOs)
2. Pre-Tests and Post-Tests, with either 3rd party or district-created expected growth targets
3. Portfolios
4. Value-Added Measures (VAM)

Student Learning Objectives (SLOs)

Student Learning Objectives focus on a foundational skill that is developed throughout the course curriculum and tailored to the context of individual students. SLOs measure student growth through a Body of Evidence (BOE) with a minimum of five pieces of student work. Teachers set individual student growth targets and evaluate each student using the Body of Evidence.

> *TIA requires district SLOs align with all guidelines from* **TexasSLO.org**.

Stay Updated

TexasSLO.org was established in 2018. Districts using a previous version of SLOs may either update their processes to align with TexasSLO.org or select the pre-test and post-test option for their student growth measure.

SLOs contain three phases.

Phase 1 Create the SLO	Phase 2 Monitor Progress	Phase 3 Evaluate Success
• Create a skill statement • Create an Initial Skill Profile (ISP) • Match current students to ISP • Create a Targeted Skill Profile (TSP) • Set expected growth targets for each student	• Monitor student work • Define what counts as a quality task, assessment, or project • Set a minimum of five or more data points • Body of Evidence check-ins at mid-year with teacher and appraiser	• Evaluate student progress at EOY • Ground student mastery levels to their Body of Evidence • Require SLO evidence review as part of EOY teacher appraisal conference

Using the Student Growth Tracker, teachers regularly review each student's Body of Evidence against the Targeted Skill Profile. At the end of the year, teachers work with their appraiser to determine which students met or exceeded their expected growth target, based on their respective Body of Evidence. Students who met or exceeded the expected growth target are then divided by the total number of students with a complete Body of Evidence. This provides each eligible teacher with a growth rating of percentage of students who met or exceeded expected growth.

Portfolios

Using a collection of standards-aligned artifacts, portfolios assess student growth over the course of a year by measuring a student's movement along a skill progression rubric. Portfolios are best suited for courses that have skill standards in creation and production as opposed to demonstration of knowledge and problem solving.

TIA requirements for district portfolio process:

- *Demonstrates student work aligned to the standards of the course*
- *Demonstrates mastery of standards*
- *Utilizes a skills proficiency rubric*
- *Includes criteria for scoring various artifacts*

With portfolios, students' beginning of year skill level is determined using a skill progression rubric and an expected growth target is set for the students' end of year skill level that demonstrates movement along the skill progression rubric. An assessment of student work products is grounded in the specific skill details of the rubric. Best practice is to collect a minimum of five artifacts valid and specific to the evaluated content. The type of artifact will vary by content area, such as audio and video of a student musical, choir, or theatrical performance; student artwork either scanned digitally, submitted as a hard copy, or both; or student-created products such as welding or woodwork.

When Are Portoflios Used for TIA?

Portfolios are most often used for eligible teaching assignments such as

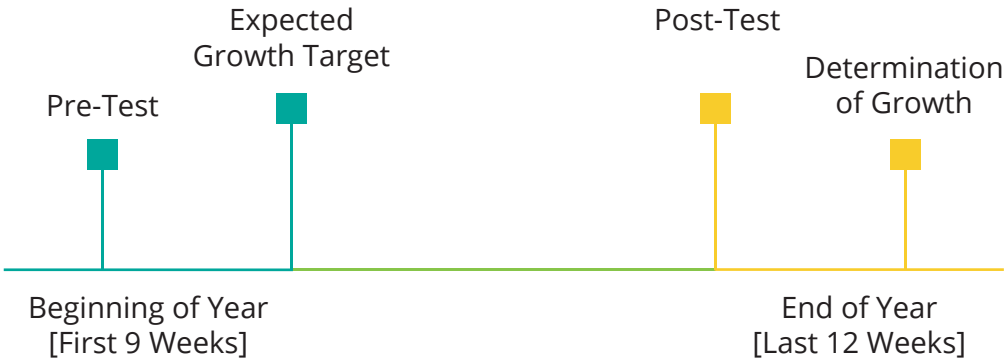
- Career and Technical Education
- Fine Arts/Performance Arts
- Early Childhood
- Special Education

Districts interested in using portfolios as a student growth measure may refer to the **Portfolio Suite of Resources**.

Pre-Tests and Post-Tests

Pre-tests and post-tests involve the administration of a beginning of year (BOY) pre-test and an end of year (EOY) post-test. Districts must select or create pre-tests and post-tests aligned directly to the standards of the course in which the teacher is providing instruction.

Pre-Test Post-Test Timeline



Standards can be based on TEKS, the College Board AP standards (for AP courses), or other approved state or national standards such as National Council on the Teaching of Mathematics (NCTM) standards, American Council on the Teaching of Foreign Languages (ACTFL) standards, or CTE industry standards. The instrument must assess student proficiency in the standards of the course with questions that represent an appropriate level or range of levels of rigor for the course.

> *TIA requires districts to establish individual student growth targets.*

Districts can choose to use the expected growth targets that come with a 3rd party test (when available) or set expected growth targets locally at the district level. If using the expected growth targets from a 3rd party test, districts must ensure the 3rd party uses a valid and reliable method for calculating expected growth.

How Districts Use Pre-Tests and Post-Tests

- → Most districts use nationally normed or criterion-referenced tests
- → Some use district-created or teacher-created tests
- → Some use a combination: district-created test for the pre-test (BOY) and 3rd party tests for post-test (EOY)

The 4 Pre-Test Post-Test Options

Option	Pre-Test Creator	Who Sets Growth Targets	Post-Test Creator	Examples
1	3rd Party	3rd Party	3rd Party	STAAR Transition Tables, NWEA RIT Goals
2	3rd Party	District	3rd Party	Released STAAR pre-test, district growth targets, spring STAAR post-test
3	District	District	District	District pre-test, district growth targets, district post-test
4	District	District	3rd Party	District pre-test from item bank, district growth targets, spring iStation post-test

For all options, districts are required to ensure that each assessment:

- → *Aligns with the standards of the course tied to the eligible teacher*
- → *Allows for setting an individual student growth target between the pre-test and the post-test*
- → *Follows state and district guidelines for administration and scoring security*
- → *Contains questions representing an appropriate level of rigor and range of question levels*
- → *Accurately measures what is taught over the course of the year*

Pre-tests and post-tests must have a set administration window and standardized guidelines to ensure validity and reliability. All tests must be kept secure prior to administration, while testing is taking place, and during the scoring process. Annual training should be provided to all test administrators and proctors.

Value-Added Measures

Value-Added Measures (VAM) sets predicted scores based on multiple years of historical testing data across multiple contents using statistical modeling. VAM is widely recognized as a valid and reliable method to determine student growth. It is based on an accurate underlying statistical model that predicts future performance based on past ability. In a VAM model, when a student performs at, above, or below their expected score, it correlates with the teacher's effectiveness.

A value-added model looks at how much progress students make from year to year. It compares the combination of a student's current and prior assessments with a student's achievement on a quality, normed assessment such as STAAR. By looking at a student's prior data together with data from other students who have similar testing histories, a predicted or expected score can be calculated for that group of students with similar testing histories. Growth is calculated by looking at expected progress to actual progress of a student to see if more than, less than, or an expected amount of growth occurred. Details of the VAM process involve complicated statistical analyses that are often conducted by independent researchers.

Common Assessments Used with VAM

- STAAR
- Iowa Tests
- ACT
- mCLASS
- NWEA MAP
- SAT/PSAT
- iStation

VAM can be used with any nationally normed or criterion-referenced test. The assessment must meet three main criteria to be used in growth models:

1. **Sufficient scale stretch.** The test can distinguish student performance for both high and low achieving students and differentiate growth across all achievement levels. The test must have questions at various difficulty levels to accurately discern a student's ability, including those on the edges.

2. **Demonstrated relevance and validity.** The test must align to state or national standards of what students are expected to know and do.

3. **Sufficient reliability.** The assessment provides consistent results within and across administrations to make comparisons and establish a predictive relationship. The scales must be reliable from year to year.

Student Growth Measures Benefits & Challenges

Growth Measure	Benefits	Possible Challenges
Student Learning Objectives (SLOs)	Can be used for all teaching assignments High teacher engagement Based on a body of student work	Training for all participating staff is required Appraiser is heavily involved Time required to evaluate the BOE
District created pre-tests and post-tests	Can be used for all teaching assignments Local control TEA issued guidance on building quality assessments	Content and assessment design expertise required to build and approve assessments Requires multiple levels of review
3rd party created pre-tests and post-tests	Demonstrated validity and reliability Districts may already use 3rd party vendor tests	May not work for all content areas May require purchasing
Portfolio	Recommended for performance-based classes such as Fine Arts	Heavy planning at BOY Appraiser may be heavily involved
Value-Added Measures (VAM)	Demonstrated validity and reliability Statewide protocols for administration and scoring (if using STAAR)	Often requires contracting with a 3rd party

Selecting Student Growth Measures

When selecting a growth measure for TIA, districts must consider the capacity of district and campus personnel to consistently implement each growth measure with fidelity across campuses and teaching assignments.

Key questions when discussing and selecting student growth measures for different teaching assignments:

- What growth measures are best for each subject area/grade level?
- Is the district currently using any growth measures that are approved for TIA?
- How will the district set individual growth targets for each measure and track student progress?
- What role will teachers have in setting student growth goals?
- What is the current capacity for implementing different growth measures with fidelity?

Calculating Student Growth

To calculate the percentage of a teacher's students who met or exceeded expected growth, districts will divide the number of students who met or exceeded their expected growth target by the total number of students with an expected growth score who completed the final assessment.

$$\text{percent of students who met or exceeded growth targets} = \frac{\text{total number of students who met or exceeded growth target}}{\text{total number of students with an expected growth score}}$$

To be included in a teacher's total number of students, the student must have an expected growth target set at the beginning of the year and must complete the assessment, portfolio, or Body of Evidence at the end of the year.

Districts may implement business rules for determining which students will count towards a teacher's total number of students. Some districts institute a minimum number of days a student must have attended class to factor into a teacher's student growth rating. For teachers with multiple course sections or assignments, the district may combine growth data for all students in the same course or select a section or course most reflective of the teacher's student population.

Optional Performance Components

Districts have the option to incorporate data from other sources into their evaluations to align with district goals and values. Examples may include results from student and parent surveys, leadership within the school community, mentorship, club sponsorship, or teacher attendance.

Districts may also choose to establish local eligibility prerequisites, such as mentoring, years of experience, attendance, or campus leadership roles. These prerequisites may exclude teachers from designation consideration, even if their performance otherwise qualifies. Note that districts must still collect and submit data for all teachers in eligible assignments, even if they do not meet local prerequisites for designation.

Statewide Performance Standards

The statewide performance standards serve as a guide and reference when developing a designation system and when making designation decisions. Districts may compare local observation and student growth data with statewide teacher performance to establish local cut points for each level of designation.

> *TEA requires a minimum score of proficient for all observable dimensions. Outside the observation proficiency requirement, TEA does not require exact alignment with the performance standards.*

During the data validation process, TTU will review how closely a district's system aligns their designations to the statewide performance standards for both student growth measures and teacher observations. Teachers in each designation category will generally exceed minimum averages, however, the overall holistic review may allow for ratings that are lower than the stated minimums in some cases.

Eligible Teacher Categories and Component Weighting

A successful designation system ensures only highly effective teachers will qualify for designation. This requires careful consideration of the validity and reliability of the collected data points for each eligible teaching assignment.

Once the district has determined eligible assignments and designation criteria for each assignment, the System Application will require the district to group teaching assignments with the same student growth measure(s) and designation criteria into eligible teacher groups or categories. Districts must create local policies for teachers in multiple assignments within a single category or spanning multiple categories.

Using the statewide performance standards and historical performance data as a guide, districts will assign a "weight" or percentage to each of their system components and establish preliminary cut points for Recognized, Exemplary, and Master designations within each eligible teacher category. Component weights are outlined in the district's System Application, however, districts may adjust the weighting prior to data submission if needed. TEA provides annual training and guidance related to component weighting and designation determination processes.

How do districts capture data for teachers in multiple assignments?

This is a local decision. Best practice is to communicate with teachers and campus administrators early in the year. For teachers who work across assignments in the same eligible teacher category, the district can choose to combine data from multiple assignments or use a single assignment.

Example A: A self-contained 3rd grade teacher's students take MAP reading and math. If 3rd grade math and reading fall under the same eligible teacher category, the district may choose to either collect both reading and math data for TIA or only use one set of data. Note that teachers may not belong to more than one eligible teaching category.

Example B: An 8th grade math teacher also teaches sections of U.S. history, for which the district uses two different growth measures. In this case, the district and campus administrator would determine one assignment to be used for capturing TIA performance data.

Teacher Compensation Plan

Strong local designation systems have goal-oriented compensation plans based on engagement with district and campus-level stakeholders. There are variety of options for using TIA funds to support district goals for teacher retention, teacher recruitment, and prioritization of high-needs campuses.

The System Application will require the district to outline how and when they will spend the allotment, plan for contingencies when designated teachers move, and set a timeline for school board approval.

TIA Statutory Spending Requirements

Districts must spend 90% or more of the allotment on teacher compensation on the campus where the designated teacher works. Up to 10% of the allotment may be used by the district to support the local designation system or to support teachers in earning designations.

Districts are notified of their annual allotment in late April and must spend all funds by August 31st of the same calendar year. Please note spending requirements and timelines do not apply to fees reimbursed through TIA.

Districts are required to spend at least **90%** of their allotment funds on teacher compensation on the campus where the designated teachers works. Districts may use up to **10%** for costs associated with implementing a local designation system or supporting teachers in earning a designation.

For the Purposes of Compensation

Teacher is defined as student-facing instructional staff. This may include instructional aides and paraprofessionals, classroom inclusion support teachers, and other staff members who primarily work directly with students in an instructional setting.

Spending Requirements

90% Allowable Spending

- Designated teacher stipends or salary increases
- Other teachers at the campuses stipends or salaries
- Other staff—whose primary responsibility is instructing students—compensation at the campus

10% Allowable Spending

- Any professional development for teachers
- TIA assessment costs
- Rubric costs, appraiser rater training, or certification
- Other student growth costs
- Central supports (funding for TIA coordinator or HR needs)
- Compensation for staff associated with TIA needs or with professional development (e.g. school leaders or instructional coaches)

- Benefits and retirement contributions for teachers may be taken from the 90% or 10%

90% Prohibited Spending

- School leader compensation
- Other non-instructional staff compensation (including Instructional coaches that do not teach)
- Central staff or staff at a different campus

10% Prohibited Spending

- General administrative expenses
- Compensation for staff not associated with TIA needs nor with professional development
- Recruitment, job fairs, or other costs

Funding Distribution

Within the parameters of the spending requirements on page 31, districts may choose to split the allotment funding in several ways. Some districts choose to give the full 100% of funding to the designated teachers. Other districts choose to split the funding to reward other eligible educators who contribute to student success, such as interventionists and instructional paraprofessionals. Districts may use funds from the 10% to provide additional professional development opportunities to designated teachers and teachers who may be eligible for designation in the future.

Best Practice

Prior to designing the spending plan, a best practice is to explore possible options alongside the spending requirements and district goals.

District Goal	TIA Funding Possibilities
Recruit Effective Teachers	Signing bonuses, higher starting salaries, opportunities for pay increases within the first few years
Support Educator Development	Stipends to acquire specific knowledge and pedagogical skills, increased compensation for serving in leadership roles or mentoring new teachers
Improve Retention	Annual retention bonuses, career pathways that increase compensation and provide growth opportunities within the classroom

Example Funding Distribution

60%	30%	10%
DESIGNATED TEACHER	SUPPORT TEACHERS	PROFESSIONAL DEVELOPMENT

Methods of Compensation

Compensation plans can take many forms. The two main types of plans are those based on stipends or raises to base salaries.

Stipends are a simple method for targeting additional pay aligned with district priorities such as recruitment and retention of high-quality teachers or providing incentives for teaching in high-need schools. Since stipends are extra payments outside of a teacher's base salary, the stipend payment is lost if a teacher is no longer eligible.

Salary-based plans provide a raise to a teacher's base salary. Districts adopting a base salary raise plan will need to decide:

- Adding performance-based lanes to the existing salary schedule
- Creating a new salary schedule based on performance
- Providing performance-based raises—either fixed amounts or percentages—for designated teachers or other eligible educators

The district can combine salary raises with stipends to align compensation with additional district goals. For example, the district could develop a salary schedule and offer stipends for signing bonuses or retention bonuses.

Timing may direct the choices a district will make. Some districts pay out stipends in the first year and then change to salary schedules in subsequent years.

If a district chooses to adopt a stipend plan, they must decide if the stipend will be paid in a single lump-sum payment or in multiple payments over several weeks or months. For districts adopting a base salary raise plan they will need to decide how the raise is added.

Planning for Teacher Movement

Allotment values are determined by each designated teacher's campus as of the last Friday in February. Funds do not follow designated teachers in real time, and allotments are not prorated between campuses or school districts. If a designated teacher moves districts mid-year, the timing is paramount to determining which district, if any, will receive funds. Districts must outline how the spending plan will adjust when teachers move into or out of the district before and after the February snapshot date. Note, districts can create spending plans that reward designated teachers across the school year. For example, some districts implement a quarterly payment system. As a best practice, districts should have a plan to adjust or account for actual allotments received, which are finalized in April each year.

Funding Examples

Stipends

Payment Schedule	Recognized	Exemplary	Master
Payment 1	$1,500	$9,000	$18,000
Payment 2	$3,000	$6,000	$12,000

In this example, the stipends are paid out in two payments, with a larger final stipend paid in August as a retention bonus for those educators returning to the school.

Salary Raise

Steps	BA	MA	PH.D.	Recognized	Exemplary	Master
1	$32,000	$38,000	$45,000	$4,500	$9,000	$18,000
2	$32,800	$38,950	$46,125	$4,500	$9,000	$18,000
3	$33,620	$39,924	$47,278	$4,500	$9,000	$18,000
30	$65,485	$77,763	$92,088	$4,500	$9,000	$18,000

In this example the TIA performance raise for designated teachers is created by adding lanes to the district's standard teacher salary schedule. The amounts in the Recognized, Exemplary, and Master lanes are added to the designated teacher's salary based on where they fall within the standard steps and lanes.

Combination Plan

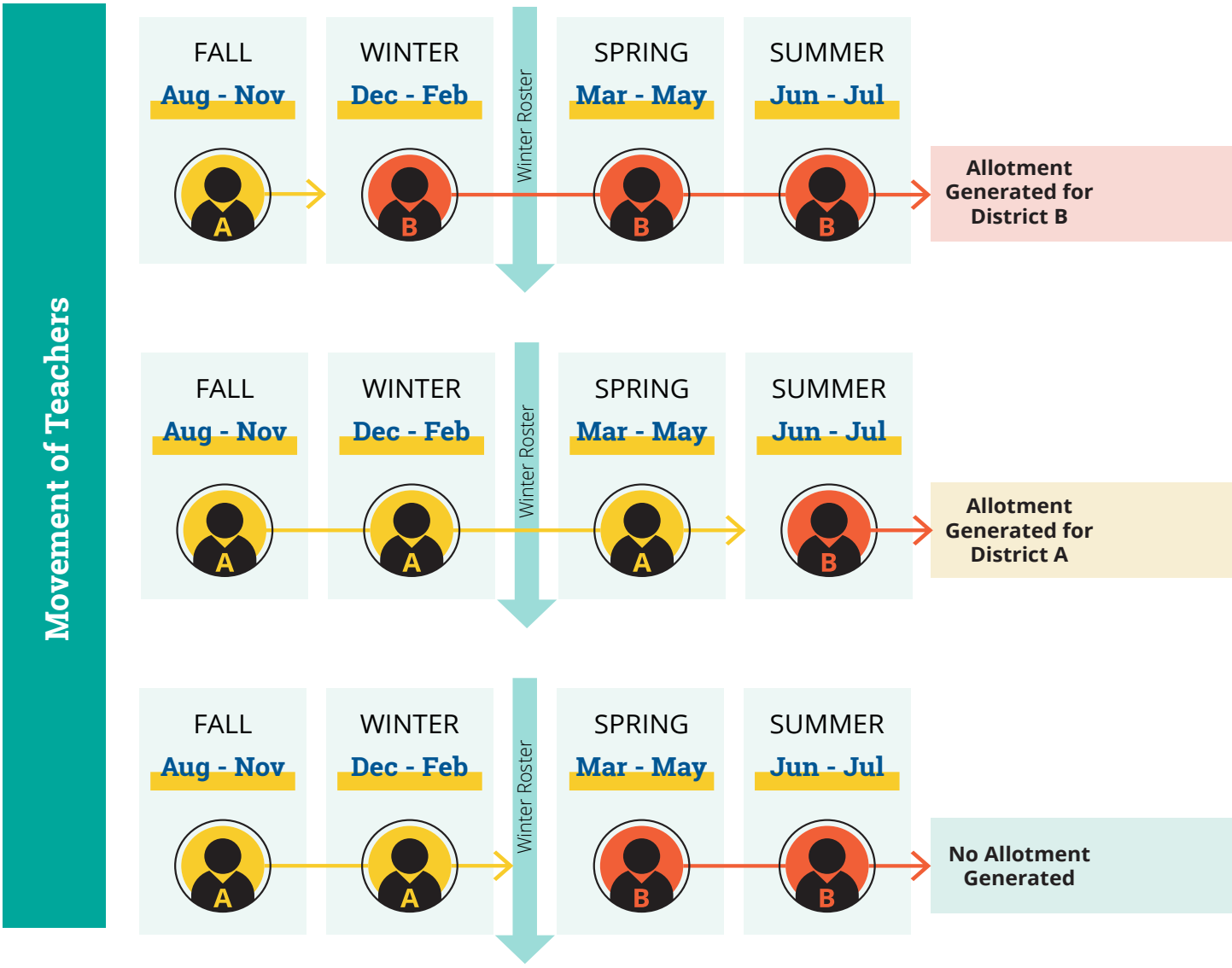
Salary Step	Base Salary
Master	$105,000
Exemplary	$90,000
Recognized	$70,000
Proficient	$60,000
Progressing	$55,000
Novice	$45,000

Stipend	Amount
Hard to Staff School	$3,000
Hard to Staff Subject	$3,000

This example uses a salary schedule ranging from Novice for new teachers to Master for the highest performing teachers. It includes stipends of $3,000 as an incentive for teachers to work in hard-to-staff schools and hard-to-staff subject areas. Districts will need a plan for teachers who resign prior to the scheduled payout date. Some districts may choose to give the full or remaining payment to the designated teacher that earned the funding in one lump stipend payment. Other districts may choose to keep the money for supporting other teachers that remain on campus to help their retention goals.

Districts will need a plan for teachers who resign or retire prior to the scheduled payout date. Some districts may choose to give the full or remaining payment to the designated teacher who earned the funding in one lump stipend payment. Other districts may choose to keep the money for supporting teachers who remain on campus to help their retention goals. If the district chooses not to forward allotment funds, the district must still spend at least 90% on teacher compensation on the campus where the designated teacher worked by August 31st of the same calendar year.

Districts spending plans should take into account National Board Certified Teachers (NBCTs) and designated teachers who move into a district. Some districts differentiate spending plans if the designation was earned outside the local designation system. Most districts apply the same compensation plan to all designated teachers.



Formalizing the Compensation Plan

Once a district has narrowed down spending plan options, the TIA Lead(s) may work with the district business office to examine the feasibility of each option and consult with impacted departments. Teacher compensation plans often require additional support from the district CFO, payroll department, or human resources. Prior to completing the System Application, the district must finalize decisions on the timing, amount, and mode of compensation, and ensure district departments have the capacity to implement the spending plan. Once the district's System Application is accepted, the district may amend their compensation plan and/or budget through their normal local procedures.

Districts should obtain school board approval of the proposed compensation plan. Most districts choose to either do this annually or the summer before they anticipate designating and compensating TIA teachers, which is often the year after the Data Capture Year. Once the district's System Application is accepted, best practice is to communicate the compensation plan to teachers and stakeholders and make it accessible.

System Application and Approval Process

Year 1: Submit a System Application and Administer the Teacher Buy-In Survey

Once the local designation system is fully designed and prepared to implement the following school year, districts may submit an application to TEA. The System Application allows TEA to assess the district's readiness for implementing a successful local designation system. TEA updates the System Application annually and posts the application in early November. **System Application (Cohort F) was uploaded in November, 2022.**

When Do Districts Begin Filling Out the Application?

The application for local designation systems may be updated annually. Some districts work on the application as they build out their system while others wait until the system is fully designed.

Districts must submit a System Application by mid-April for the system to take effect the following school year. **The application deadline for Cohort F is April 17, 2023.** TEA reviews and scores applications to ensure systems are aligned with statute and designed to maximize the validity and reliability of the teacher performance data and local designation system. Districts must receive a score of "Full Readiness" in all *statutory* sections of the application to proceed with implementing their system the following year.

> *Statutory sections of the application include the Teacher Observation tab, Student Growth tab, and the Spending tab Part A.*

Cohort F Application and Approval Timeline

Application Format and Submission

Districts must download and complete the application using Microsoft Excel 2017 or later. The application contains built-in features and automation that will not function in other programs, including Google Sheets. Districts with multiple collaborators are encouraged to maintain one official copy of the application and designate a lead to compile responses before submission.

The application is organized by tabs for each component of the local designation system and is a combination of drop-down responses, yes/no questions, and short answers. Directions and a submission link are embedded in the first tab of the application. Districts must also submit assurances with a superintendent signature with their application.

Note the System Application format and questions may be updated annually.

System Application (Cohort F) Tabs

Application Tab	Tab Description
District Information tab	• Districts must complete this tab first, as it will populate district-specific data and required tabs based on the responses • District name and ESC Region • Contact information • Rationale for creating a local designation system • Texas Tech University data sharing agreement (DSA)
Weighting tab	• Clear summary of the system • Organizes eligible teaching assignments into categories • Outlines designation criteria and effectiveness data used for each eligible teacher category • Component weighting for observation data, student growth, and optional factors
Eligible Teachers and Campuses tabs	• Identify which campuses will be included in the local designation system • Identify which courses/service IDs will be eligible to earn a designation under the local system
Teacher Observation tab	• District explanation of the appraisal system, certification requirements, and training • Calibration practices • Data analysis • Observation protocols, including walkthroughs and annual appraisal requirements
Student Growth Measure tabs *Portfolios, Pre-Test Post-Test (4 options), Student Learning Objectives, Value-Added Measures*	• Ensure each growth measure aligns to the content of the course • Ensure validity of administration, training, security, and scoring • Verify how each growth measure will be used to set expected growth targets and calculate a student growth rating for each eligible teacher

Application Tab	Tab Description
System Development tab	• Explain process of developing the local designation system • Provide examples of stakeholder engagement practices • Provide examples of collection and implementation of feedback • District communication plan
Spending tab	• Outline the spending plan for allotment funds • Ensure compliance with 90/10 rule • Ensure planning for teacher movement
District Support tab	• Describe systems and process for system support • Ensure the district is prepared for successful data capture and submission • Explain plans for retention and recruitment, supporting designated teachers, and strategic staffing of designated teachers

Administer the TIA Teacher Buy-in Survey

The TIA Teacher Buy-In Survey, developed by TTU, is designed to gauge teachers' understanding and degree of support for their district's local designation system prior to system implementation. Districts may use results as part of a continuous improvement cycle to ensure the local designation system is as fair, accurate, and reliable as possible.

Districts submitting a System Application must submit email addresses for all teachers to TTU by the application deadline. TTU will administer the survey to all teachers and send weekly reminders to teachers who have not completed the survey. The survey window will close in mid-May, and districts will receive aggregated responses and statewide averages by mid-June.

Application Scoring and Resubmissions

Following submission, TEA will score applications and notify districts if their application was accepted. Districts must meet Full Readiness in all statutory categories before the application is accepted. TEA provides office hours and a one-time resubmission opportunity for districts not meeting Full Readiness after initial scoring. By August, districts will receive a formal notification if their application was accepted or denied. If a district's System Application is denied, the district may reapply the following spring with the next cohort.

Year 2: Implement the System and Capture Teacher Performance Data

Once the System Application is accepted, the district prepares to implement the system. The first year of system implementation is called the "Data Capture Year." In alignment with the accepted System Application, the district conducts calibration exercises, analyzes data, administers student growth measures, and coordinates among departments to monitor data throughout the year. Districts must implement the system in accordance with their System Application.

Best Practice

It is best practice to closely monitor and track data collection for all teachers in eligible assignments throughout the year.

By the end of the Data Capture Year, the district has appraised and collected student growth data for all teachers in TIA-eligible assignments, and optional data components if applicable. This data will be used to determine which teachers qualify for designation the following school year. Districts will submit teacher observation and student growth data, along with proposed teacher designations, to TTU in the fall for data validation. Once TTU completes data validation, TEA will conduct a holistic system review prior to approving designation systems and teacher designations.

*To validate the system, districts must collect data **for all teachers in eligible teaching assignments**.*

Data Capture Year

- All teachers in eligible teaching assignments must be appraised.
- Districts must have complete observation and student growth data for all teachers in eligible assignments.

After Full System Approval

- Once a teacher has earned a designation, opting out of their annual appraisal is a local decision. Appraisals must comply with **TEC §21.351** and **§21.352**.
- **For TEA/TTU to verify data submission, best practice is to include teacher observation and student growth data for as many teachers as possible in eligible teaching assignments.**
- Appraisals are required for all teachers put forth for a new or higher designation.

Best Practice

TEA encourages districts to continue capturing data for all teachers in eligible assignments following the initial Data Capture Year and cautions approved districts to issue appraisal waivers sparingly. TEA and TTU may exercise administrative discretion to suspend annual data validation and designation approval if sufficient data is not reported.

Eligible Teaching Assignments

Eligible assignments are based on the district's System Application, for example, K–8th math and reading, CTE, or Fine Arts. During the Data Capture Year, all teachers in an eligible teaching assignment must have:

- A formal appraisal with complete observation data
  - Appraisal waivers are not permitted during the Data Capture Year
  - Districts will report one numeric score for each observable dimension
- A final student growth rating
  - Districts will report the percentage of the teacher's students who met or exceeded their individual expected growth target

Data capture must also include teachers in eligible assignments who do not meet local eligibility criteria for designation (ex: attendance, professional development requirements, district-required application). **Teachers in eligible assignments may not opt-out of Data Capture Year requirements, even if they do not wish to be considered for designation.**

Note that eligible teaching assignments are tied to a course and not individual teachers. If a teacher moves out of an eligible assignment prior to the Data Capture Year, the district must collect observation and student growth data for the teacher who fills the eligible position. If a teacher moves from an eligible assignment to a non-eligible assignment before or during the Data Capture Year, they are no longer eligible for data capture or designation. TEA tracks eligible teaching assignments using **Service IDs** linked to annual PEIMS submissions.

Data Capture Policies

Failure to capture a teacher's performance data for any reason may impact the district's data validation results. In rare cases, circumstances outside of the district's control may prevent the district from capturing data for one or more teachers. Please refer to the table on page 44 for allowable exceptions and prohibitions. Outside of these exceptions, if a district fails to collect complete data in alignment with the accepted System Application, TEA may exercise administrative discretion and suspend data validation and system review until the following school year.

Allowable and Prohibited Appraisal Exceptions

Circumstance	Allowable Exception	Prohibited Exception*
Teacher(s) on annual appraisal waiver in a district with full system approval	✓	
Teacher moved out of the eligible teaching assignment prior to administration of EOY growth data	✓	
Teacher was hired or moved to an eligible assignment after BOY growth data was collected	✓	
Teacher was on FMLA, bereavement leave, or special circumstances which resulted in significant absences	✓	
Extended campus closure	✓	
Teachers in eligible assignments were granted appraisal waivers during the Data Capture Year prior to full system approval		✗
Teacher or teacher group failed to administer or score student growth measures with fidelity		✗
Administrator(s) failed to conduct or complete formal appraisals		✗
Removing teacher data unfavorable to data validation checks		✗
District or campus failed to monitor data collection for a particular teaching assignment or exempted eligible teacher groups from data capture		✗
District allowed teachers to opt-out of administering student growth measures or opt-out of appraisal		✗

**Failing to submit data due to prohibited exceptions may result in suspension of data validation.*

To minimize the risk of incomplete data, a best practice is to institute clear policies for circumstances that may impact valid and reliable data capture. Scenarios to plan for may include:

- What is the hiring deadline for a teacher to be eligible for data capture if they are hired after the first day of school? At what point after the BOY can the district confidently attribute student growth to the teacher's instruction?
- If a teacher moves to a non-eligible assignment very late in the school year, at what point will the district continue to collect student growth data for TIA purposes?
- Will teachers who take leave remain eligible for TIA? Should there be a minimum number of instructional days worked to be included in data capture?
- What rules are in place for student mobility and attendance in data capture? Should students who miss significant instructional days be included when calculating a teacher's student growth rating?
- By what date must a student be enrolled to factor into a teacher's growth rating?
- How will the district determine teacher categories and capture data for teachers in multiple assignments? Which students and sections will be included for the student growth rating?
- What is the minimum number of students required to determine a teacher's growth rating?
- If the system includes non-teachers of record, such as interventionists and inclusion teachers, how will the district track student-teacher linkages and use data to determine an overall growth rating?

Preparing for Data Submission

By the end of the Data Capture Year, the district has appraised and collected student growth data for all teachers in TIA-eligible assignments. Before determining designations and preparing data for submission, districts must ensure all data has been collected and checked for accuracy and completion.

A best practice is to ensure multiple common teacher identifiers, such as a Local ID or Unique ID and date of birth, are used across the district's data management systems for tracking each teacher's identifying information, appraisal data, student linkages, and student growth data. The district will eventually collate data into a single template for submission to TTU. Multiple common identifiers help to ensure data is accurately tied to the correct teacher. Many districts consult with a data analyst or technology systems manager for assistance with data compilation and analysis.

Once teacher performance data is compiled and reviewed at the district level, best practice is to establish a window for campus administrators and teachers to verify the data. Many districts distribute teacher score cards with the individual teacher's appraisal rating, student growth or assessment scores, student roster verification, and a final growth rating. This allows the opportunity for appeal and correction of inaccuracies before designations are determined and data is sent to TTU for validation.

Analyzing Teacher Performance Data

Districts can use the TIA Designation Determination Analysis tool to run analysis on their teacher level data prior to submitting the information to Texas Tech University. This tool may help districts uncover areas of strength and areas of concern in their local designation system. The overall purpose is to assist districts in understanding if their system is fair in evaluating teacher effectiveness. This tool does not mimic the data validation process or provide scoring. It is designed to show areas of skew, areas of correlation, and provide district, campus, appraiser, and subject/grade level profiles. This tool can be used to help continuously improve a districts system before data submission as well as after their Data Capture Year.

View the 2022 TIA Designation Determination Analysis Tool Training.

Year 3 and Beyond: Determine Designations and Submit Data for Validation

Following the Data Capture Year, districts determine designations using the process outlined in their accepted System Application. Districts will submit teacher performance data and designations for validation before the system and designations are approved by TEA.

Determine Designations

There are several components of teacher performance data that go into a district's decision around determining designations, including:

- Teacher Observation (required by statute)
- Student Growth (required by statute)
- Optional components, such as survey results, teacher leadership, etc. (not required by statute)

Districts must establish performance cuts points for each designation level. For some districts, this may involve complex calculations and support from a data analyst.

Finalize Cut Points

Performance cut points are used to determine which teachers qualify for each level of designation. Some districts establish minimum requirements for earning a designation for each teacher performance component used. This is typically done by using the statewide performance standards as a guide. Districts may publish the component weighting and designation cut points before the end of the Data Capture Year or defer until they have analyzed their complete data. Most districts without full system approval choose to determine designations in the early fall following the Data Capture Year.

Can uncertified teachers earn designations?

Yes. With the passage of HB1525 in 2021, uncertified teachers who meet their district's performance criteria may earn designations.

Verify Teacher Eligibility

In addition to district designation cut points and optional local designation criteria, districts must confirm teacher eligibility before assigning designations. The following criteria apply:

Criteria	Data Capture Year	Designation Year
Employed by the district	✓	✓
Employed as a teacher	✓	✓
Employed in an eligible teaching assignment	✓	
Creditable year of service in a teaching role		✓
Minimum score of "proficient" or equivalent for all observable dimensions	✓	

Can teachers earn a designation if they leave after data capture?

Districts may not designate teachers who have resigned, retired, or permanently moved to a full-time non-teaching role before data submission. Additionally, teachers may not earn a designation if they leave after a district submits them for designation but prior to TEA final approval.

Communicate Designation Decisions

When and how the district communicates designations to teachers is a local decision. Some districts publish cut-off points and notify teachers at the end of the Data Capture Year if their performance qualified for designation.

It is important for districts to communicate with teachers and ensure they understand the eligibility requirements and timelines for earning a designation. Designations are also contingent upon data validation results. Many districts in the first year of implementation wait on communicating designations until they are formally approved in April of the year following data capture.

Data Submission and Validation

Prior to data validation, districts will submit a single data file to TTU through a secure online portal.

TTU shares data validation results with TEA in January. TEA then conducts a holistic review and approves or denies the district's system and designations. Once the district's system is approved, TEA will process all submitted designations.

In the years following initial system approval, districts submitting new designations will submit data annually for validation before their designations are approved. TEA reserves the right to annually reject new teacher designations if data shows that the district system is no longer valid or reliable.

Data Submission File Template

The data submission file template may be updated annually and customized for each teacher appraisal rubric. Districts using a locally developed appraisal rubric must request a custom file template from TTU. To preview data submission documents from previous years, **please visit Local Designation System**.

The data submission file represents a performance data snapshot for each teacher employed in an eligible assignment the prior school year. This includes teachers who have since resigned, retired, moved assignments, and those who did not qualify for a designation. Only teachers with complete observation and student growth data should be included.

Districts are limited to one line of data per teacher. Districts will use instructions provided in the file template to report the following:

- Identifying teacher information
- Prior year teaching assignment and appraiser information
- Prior year teacher performance data
  - Dimension-level teacher observation data
  - Student growth rating
- An indicator if the teacher qualifies for a new or higher designation under the local system criteria, and if so, the level of designation.
  Note: Districts may not designate teachers who are no longer employed by the district in a teaching role or did not meet the minimum score of proficient in all observable dimensions.

Once data is submitted and finalized, districts may not adjust their teacher performance data, add teachers, or remove teachers for designation.

Data Submission File Template: District Information Tab

The District Information tab requires districts to provide identifying information and points of contact for data submission. It includes a series of questions regarding the implementation of the local designation system, such as a description of student growth calculation model, changes made to weighting, and local eligibility requirements, if applicable. TEA will view these responses along with the data validation report during the holistic system review.

Districts must also account for teachers in eligible assignments who were not reported in the data submission. TEA will compare teachers reported in the data submission file with teachers in eligible assignments as of the prior school year's Fall PEIMS report. If significant discrepancies are found, TEA will review the district's explanation in the District Information tab alongside TEA guidance for allowable exceptions. If the district fails to collect complete data in alignment with the accepted System Application, TEA may exercise administrative discretion and suspend data validation until the following year.

Data Submission File Template: Weighting Tab

The Data Submission File Template's *Weighting tab* is similar to the System Application's *Weighting tab*. It outlines the district's eligible teacher categories, observation rubric, student growth measures for each category, and weighting of system components. The observation rubric and student growth measures must align with the district's accepted System Application, however TEA will permit certain modifications to the weighting of each component.

Changes to Designation Determination Process Before Data Submission

Allowable Changes	Not Allowable
Changes to component weighting	Removing observation or student growth as weighted components
Removing *optional* local system components, such as attendance or student surveys	Adding or removing a student growth measure
Consolidating eligible teaching assignments with the same student growth measures and weighting into a single category	Removing eligible teaching assignments or categories

Why are some modifications allowed to the Weighting tab but not others?

TEA recognizes that when a district begins creating their local designation system, they must outline a process to determine designation cut points without actual teacher performance data. These allowances provide flexibility in the designation determination process while maintaining fidelity of the captured data.

Data Submission File Template: Data Entry Tab

Using the template and directions, districts will compile data for ALL teachers in an eligible assignment during the Data Capture Year. The data will represent a snapshot of the prior school year's teacher performance data.

Teachers who have since resigned, retired, or moved to a non-eligible role or assignment must still be reported. Districts will only report one line of data per teacher with the following information:

- Identifying information (name, DOB, CDCN, TEA ID, Unique ID)
- Proposed designation level, if applicable
- Eligible teacher category
- Service ID, subject, grade level
- Indicator if still employed by the district in 22–23
- Appraiser information
- Observation and student growth data

How to Report Teacher Observation Data

- One cell per observable dimension (see template)
  - For T-TESS, all dimensions in Domains 2 and 3
- Reported as a numeric rubric score; this may require converting descriptors to scores
- If using multiple scored observations
  - Determine a final score for each dimension (decimals are acceptable)
  - Describe how the final score was determined in the District Information tab

How to Report Student Growth

- Reported as the percentage of students who met or exceeded their expected growth target
- One cell per teacher, reported to nearest whole number percentage
- Districts will describe how growth was calculated in the District Information tab
- May require business rules for each teacher category if multiple measures are used

Teacher Designation Fees

Once data is submitted, districts must send a $500 per designation fee and fee form to TEA. For example, a district submitting 12 teachers for a new or higher designation would submit a fee of $6,000.

Districts submit fees based on the number of new or higher designations in the final data submission file. TEA recommends waiting until early November to finalize the fee amount. Designation fees only apply to teachers submitted for a new or higher designation. No fees are required to maintain existing teacher designations. Teacher designation fees will be reimbursed in September following data validation.

ACH deposit and wire transfer options are also available. Please reach out to **TIA@tea.texas.gov** for those instructions.

Data Validation

Data validation provides TEA with insight to approve or reject local designation systems and/or annual designations by examining:

- The validity and reliability of the district's teacher performance data
  - Observation data for all teachers in eligible assignments
  - Student growth data for all teachers in eligible assignments
- The fairness and accuracy of the district's proposed designation decisions, including:
  - Alignment with TIA performance standards
  - Alignment with Value-Added Data
  - Alignment with campus performance data
  - Consistency across campuses and eligible teaching categories

Following the initial Data Capture Year, districts with an accepted application may submit data to TTU for validation. TEA then studies the data validation results and conducts a holistic system review before issuing full system approval. If approved, TEA then processes the district's designations. If a district system is not approved, the district may use feedback from the data validation process to make improvements to their system before reattempting data validation in subsequent years.

Fully approved districts may submit new or higher designations annually for five years before system renewal is required. However, they must continue to provide evidence that the designation system continues to be valid and reliable. For districts with an already approved system, TEA will review data validation results and approve the district to issue new or higher designations annually. If the data validation indicates the system is no longer valid and reliable, new designations will not be processed, and the district may submit data again the following year. Note: TEA approves district designation systems. TEA will not approve or reject individual teacher designations.

Data Validation Checks and Scoring

TTU provides TEA with data validation results based on the scoring of nine different checks across five domains. TTU will also conduct two, unscored supplemental checks. TTU provides each district with a report of the scored results by late February.

Domain A. Correlation Between Teacher Observation Ratings and Student Performance Ratings

Check 1: The correlation coefficient between observation and growth among all eligible teachers is within the range of expected magnitude reported in the research literature

Domain B. Confirm Relation Between District Designations and Student Growth Calculations

Check 2: District designations of Recognized, Exemplary, and Master (REM) teachers are found in similar proportion to designations as determined by the state-wide VAM

Check 3: District designation decisions for REM teachers, in tested subjects, are in proximity to designations as determined by the state-wide VAM

Domain C. Degree of Reliability for Observation and Growth Judgements

Check 4: Across campuses, observation scores are similar for teachers in REM groups

Check 5: Across campuses, percentages of student growth are similar for teachers in REM groups

Check 6: Across assignments, observation scores are similar for teachers in REM groups

Check 7: Across assignments, percentages of student growth are similar for teachers in REM groups

Domain D: Comparison of District Designation Percentage to Statewide Performance Standards

Check 8: Percentage of students who meet or exceed expected growth in the district is approximately equal to the statewide performance standards for student growth in each of the teacher designation levels (REM)

Check 9: Observation ratings in the district are approximately equal to the statewide performance standards for teaching proficiency in each of the teacher-designation levels (REM)

Domain E: Supplemental System Checks (Not Scored)

Check 10: The proportion of teachers on district campuses who are designated as Recognized, Exemplary, or Master is roughly equivalent to other campuses with the same Domain 2A rating

Check 11: The variability in observation ratings among all eligible teachers is within the range of historical magnitude

Scores are established by dividing the points earned by the total possible points to create a percentage score. In some cases, checks cannot be conducted, and the total possible point value is reduced. A detailed statistical analysis and scoring rubric can be found in the appendix.

System Approval and Awarding Designations

Districts will receive formal notification of approval or denial in late January. TEA will share data validation reports and provide technical assistance for system improvement based on data validation results.

If a district's system is not approved, the System Application remains in accepted status. The district may resubmit data the following year or make adjustments to their system implementation before submitting data.

TEA processes new and higher designations annually in April and verifies teacher eligibility using data from the TSDS Class Roster Winter Submission. TEA provides annual training to districts employing designated teachers to ensure they are properly reported in the Class Roster Winter Submission.

Teachers must meet the following criteria to earn a new or higher designation through their local designation system:

- Submitted for designation by the district based on prior year teaching performance data and does not already have an active designation at the same level or lower
- Employed as a teacher by the designating district (087 PEIMS Role ID)
- Met or will meet the creditable year of service requirement by the end of the school year
- Does not have a Texas teaching certificate in revoked, suspended, voluntary surrender, or permanent surrender status
- Is not listed on the Texas Do Not Hire registry
- Reported by the designating district in the Class Roster Winter Submission as meeting eligibility criteria:
  - Employed by the designating district in a 087 teaching role as of the last Friday in February
  - 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.

If a teacher leaves the designating district prior to the last Friday in February, they forfeit designation eligibility. TEA provides annual training to districts employing designated teachers to ensure they are properly reported in the Class Roster Winter Submission.

Teachers who meet the eligibility requirements will be awarded the designation retroactively to the beginning of the school year. District-issued designations are valid for five school years.

Designation Policies

For certified teachers, TEA will display the designation in the top right-hand corner of the State Board of Education Certification (SBEC) teaching certificate. Designated teachers will be assigned a Designated Teacher ID and listed in the **Designated Teacher Public Search Registry**.

Teachers may only have one active designation at a time. Recognized and Exemplary teachers who meet an approved district's performance criteria may be submitted for a higher level of designation. In these cases, the five-year clock will restart, and the lower designation will become inactive.

National Board Certified Teachers (NBCTs) who qualify for designation through their district's local designation system may be put forth for any level of designation. TEA will default to the higher designation, and the NBCT designation will become inactive. In the case of NBCTs with two Recognized designations, the later expiry date will apply.

Teachers may not be submitted for an equal or lower designation. Once a teacher's designation expires, an approved district may submit them for a new or higher designation if they meet the local performance criteria.

Approval of individual teacher designations are voidable by TEA for one or more of the following reasons:

- A teacher has not fulfilled all designation requirements
- The teacher is listed in the Texas Do Not Hire registry
- The designated teacher's certificate issued by the SBEC is in a sanction status
  Note: Certificate sanctions result in automatic designation revocation. If the sanction is lifted, the designation may be reinstated to the original expiry date.
- The designating district or charter school's designation system was voided
- The National Board for Professional Teaching Standards revokes a National Board Certification that provided the basis for a teacher's designation
- At the discretion of the Commissioner of Education

Post System Approval

TIA Annual Evaluation Survey

The TIA Annual Evaluation Survey, developed by Texas Tech University, is administered each spring to teachers, principals, and human resources. The survey is designed to gauge perceptions and support for the local designation system after implementation. The administration of these surveys is required for continued system approval. Results will be used as part of a continuous improvement cycle to monitor the perception and impact of the local designation system. Districts receive survey results in early July and must analyze and respond to the results in their Annual Program Submission the following fall.

Annual Program Submission

Districts that have issued designations must participate in an Annual Program Submission to maintain system approval and ensure compliance with statutory requirements. The Annual Program Submission requires districts to engage in analyzing the impact of the local designation system and focuses on continuous improvement. The submission consists of two parts and is due by August 31st.

1. Annual Program Submission form. This requires districts to:
    - Demonstrate how TIA funds were spent in alignment with statute;
    - Update contact information if needed; and
    - Reflect using multiple sources of data, such as the TIA Annual Evaluation Survey and data validation reports, to determine how they might adjust the system in future years.
2. Attestations signed by the district superintendent ensuring compliance with statutory components.

Expanding or Modifying a Local Designation System

Districts with an accepted System Application may update their system by submitting a system Expansions/Modifications Application. System changes that require an Expansions/Modifications Application include:

- Adding or modifying eligible teaching assignments or eligible teacher categories
- Adding or removing eligible campuses
- Changing or adding student growth measures
- Changing a teacher observation rubric
- Changing the spending plan

Why do districts choose to expand their systems in later years?

Many districts choose to begin with a subset of eligible campuses or teaching assignments and expand their system in subsequent years with the goal of eventually including all teachers. This gives them an opportunity to build a foundation for a strong local designation system, and then add to their system.

Some system changes do **not** require an Expansions/Modifications Application.

- Changes to component weighting
- Removing or adding optional system components
- Changes to the process for setting expected student growth targets
- Changes to district local performance standards and designation cut points
- Adding newly built campuses to the eligible campus list, if the system already includes all campuses

Application Process for System Expansions/Modifications

The annual window for system expansions and modifications mirrors the standard system application process. Changes to statutory components are subject to TEA review and must be accepted prior to implementation. The Expansions/Modifications Application is shorter than the original System Application, and TEA will not require the district to administer a new Teacher Buy-In Survey. Districts answer an initial series of questions to determine which sections to complete and will only complete areas pertaining to their specific system changes.

If accepted, the Expansions/Modifications Application will update the current local designation system and take effect the following school year—the system cannot be changed retroactively. Like the initial System Application, TEA will score Expansions/Modifications Applications and allow an opportunity for revision and resubmission if needed. If a district's Expansions/Modifications Application is denied, the district may continue implementing the existing accepted System Application. Once the Expansions/Modifications Application is accepted, districts must capture observation and student growth data in accordance with the updated System Application.

Note: because spending plans can be directly tied to district priorities, TEA may use administrative discretion to allow spending plan adjustments outside the expansions and modifications window. Districts who want to use this option should reach out via email to tia@tea.texas.gov.

Do districts have to repeat a Data Capture Year if they expand or modify?

For fully approved districts, a new Data Capture Year is not required. The original five-year approval window still applies and will not reset with a system Expansions/Modifications Application.

National Board Certification and TIA

National Board Certified Teachers (NBCTs) employed as Texas public school teachers may be designated as Recognized notwithstanding statewide performance standards. All districts employing eligible, designated NBCTs may receive TIA allotment funds. A local designation system is not required.

National Board Certification is a voluntary, advanced professional certification for Pre-K–12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. Teachers are certified based on standards set by the **National Board for Professional Teaching Standards (NBPTS)**. NBPTS requires teachers to have at least two years of experience as a certified teacher before registering as a candidate for National Board certification. Some exceptions may apply.

Teachers may pursue National Board certification independently or with the support of a district or regional cohort. On average, candidates who successfully certify take 2–3 school years to complete and pass all components.

NBCT Recognized Designations

TEA oversees the designation process for Texas NBCTs; no application is required from the NBCT or their employing district.

NBCTs must meet the following criteria to earn a Recognized designation in a given school year:

- Holds an active certificate issued by the National Board for Professional Teaching Standards (NBPTS).
- Employed as a public school teacher and reported with a 087 Role ID in the Class Roster Winter Submission. Alignment with the National Board certificate area is not required.
- Listed as a Texas teacher in the **NBCT Directory** as of January 31st. NBCTs moving to Texas from out of state must update their information to reflect Texas employment.
- Does not have a Texas teaching certificate in revoked, suspended, or voluntary surrender status.
- Is not listed on the Texas Do Not Hire registry.

Designations for newly certified NBCTs who meet the eligibility criteria will be awarded the same school year in which they certify. Designations will be valid through July 31st following the expiry of the National Board certificate. TEA will update the designation expiry date for NBCTs who recertify.

NBCT Designation and Allotment Timeline

November–March	• January 31st deadline for NBCTs to update their directory listing • New NBCT certifications issued by NBPTS • Winter Class Roster snapshot of NBCT campus placement • Districts submit reimbursement requests for NBPTS fees (optional)
April	• New NCBTs receive Recognized designations and become designated teachers • Designation placed on SBEC certificates retroactive to beginning of school year • Allotment funds calculated based on designated teacher CDCNs reported in Winter Class Roster • Districts notified of designated teacher allotment funding for that school year • Designation expiry dates updated for NBCTs who successfully renewed or maintained certification

Allotments for Districts Employing NBCTs

Districts employing a designated NBCT may receive allotment funds if the NBCT works a creditable year of service in a teaching role. A local designation system is not required to receive funds for designated NBCTs. TEA will cross-reference NBCT data provided by the NBPTS with teacher placement in Fall PEIMS and contact their employing districts with resources and next steps.

Districts receiving funds for designated NBCTs must comply with statutory spending requirements. If the NBCT works in a district with a local designation system, they must follow the spending plan for NBCTs outlined in their System Application.

National Board Certification Fee Reimbursement

TEA may reimburse districts for fees paid to the National Board for Professional Teaching Standards. Districts may request fee reimbursement on behalf of Texas NBCTs who certified or recertified in 2019 or later. TEA will reimburse up to:

- → $1,900 for initial certification
- → $1,250 for renewal
- → $495 for Maintenance of Certification (MOC)

Annual registration fees and retake fees are not eligible for reimbursement.

There is no statute of limitations for National Board fee reimbursement. TEA will not verify the NBCT's current role or employment status with the district. To request reimbursement, districts must submit a reimbursement request form and signed assurances. Districts must also provide documentation of fees paid directly to the National Board and/or reimbursed to the NBCT prior to the request. Fees paid by a third-party other than the district, such as a grant or technical assistance provider, are not eligible for reimbursement. TEA may exercise administrative discretion if the NBCT has paid certification fees to NBPTS through a third-party.

For more information, **please visit National Board Fees and Reimbursement**.

Allotment Funding for Districts Employing Designated Teachers

Allotment Eligibility

Once a designation is earned and awarded, TEA will verify allotment eligibility annually in April using data from the Class Roster Winter Submission.

Districts will receive allotment funds when they employ designated teachers who meet the following criteria:

- → Employed by the district as a teacher (087 Role ID)
- → 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.

For districts issuing designations, the district will receive an allotment for all teachers in their first year of a new or higher designation.

Class Roster Winter Submission Reporting

Districts employing designated teachers in a teaching role must ensure they are reported accurately in the Class Roster Winter Submission. This requires coordination between district TIA Leads, human resources personnel, and the district PEIMS designee. TEA hosts annual training for districts employing designated teachers.

Class Roster Winter Submission: Data Elements Used for TIA

1. TEACHER-INCENTIVE-ALLOTMENT-DESIGNATION-CODE (E1722/DC165)
2. CREDITABLE-YEAR-OF-SERVICE-INDICATOR-CODE (E1721)
3. TeacherSectionAssociationExtension or TeacherSchoolAssociation

TEACHER-INCENTIVE-ALLOTMENT-DESIGNATION-CODE (E1722/DC165)

Code Table Id	Name	XML Name	Date Issued	Date Updated
DC165	TEACHER-INCENTIVE-ALLOTMENT-DESIGNATION-CODE	TX-TeacherIncentiveAllotmentDesignation	03/01/2021	

Code	Translation
01	Active National Board Certified Teacher
02	Active Teacher Incentive Allotment Designation
03	LEA Submitted Designation Pending
	NOTE: Active Teacher Incentive Allotment Designation – indicates a teacher holds an active Recognized, Exemplary, or Master Designation LEA Submitted Designation Pending – indicates a teacher has been submitted for a new or change of current designation

→ Multiple codes are allowed.

→ 03-LEA Submitted Designation Pending applies to districts with an approved local designation system (TIA Cohort A–D). District TIA Leads must ensure that the district PEIMS designee codes teachers who were submitted for designation in Fall 2022.

CREDITABLE-YEAR-OF-SERVICE-INDICATOR-CODE (E1721)

Element ID	Data Element	Date Issued	Date Updated
E1721	CREDITABLE-YEAR-OF-SERVICE-INDICATOR-CODE	3/1/2021	

XML Name
TX-CreditableYearOfServiceIndicator

Definition
CREDITABLE-YEAR-OF-SERVICE-INDICATOR-CODE indicates a teacher (ROLE-ID 087) who currently qualifies for the TIA allotment or has been submitted by the LEA for a new or change of designation, and has been employed by the LEA and compensated or will be compensated by the LEA for a creditable year of service. (§153.1021)

Special Instructions

Code Table ID	Length	Data Type	Pattern	Domain of Values
C088	1	Coded	*	

Used in Complex Types
StaffExtension

- **Employed and compensated** by a Texas school system **in a teacher role (087 role ID)** for at least 90 days at 100% of the day or 180 days at 50–99% of the day, or the equivalent of one semester.
- District will indicate Y/N.
- District can select Y if the teacher is expected to meet the year of service requirement by the send of the school year. Districts will confirm the year of service again in April or May.
- Paid leave days and professional development days count towards the year of service.
- May not align with number of days on campus or days providing direct instruction.
- In some cases, a designated teacher may be listed as a teacher of record but not employed as a teacher. *Example: Jan earned an Exemplary designation in 2020. She is now employed as a counselor and works with a group of students every day during an advisory period. Jan will be reported in the Class Roster Winter Submission with a TeacherSectionAssociation. She may be assigned a TIA indicator code. However, the district should indicate N for Creditable Year of Service, as Jan is not employed as a teacher for the 2021–2022 SY.*

TeacherSchoolAssociation

Element ID	Data Element	XML Name	TSDS	FALL	MDYR	SUMR	EXYR	Length	Data Type	Code Table ID
TeacherSchoolAssociation										
**	StaffReferenceType	TeacherReference	M							
**	StaffIdentityType	StaffIdentity	M							
E1524	TX-UNIQUE-STAFF-ID	StaffUniqueStateId	M					10	Numeric	
**	EducationalOrgReferenceType	SchoolReference	M							
**	EducationalOrgIdentityType	EducationalOrgIdentity	M							
E0266	CAMPUS-ID	StateOrganizationId	M					9	Coded	

Additional Class Roster Winter Submission Reporting Guidance

- For teachers reported with a TIA Designation Code, but without a TeacherSectionAssociation, districts may use the TeacherSchoolAssociation. This may apply to campus-based teachers who are not teachers of record or work in an atypical teaching role. Examples may include interventionists, inclusion teachers, GT teachers, and dyslexia teachers.

- If a designated teacher (or teacher pending designation) is **not employed in a teaching role (087 Role ID)**, and does not have a TeacherSectionAssociation, do **not** report them in the Class Roster Winter Submission.

- Itinerant or Centrally Assigned teachers without a primary campus of employment may be coded with CDN+999. Centrally assigned allotments default to the district average.

Movement of Designated Teachers

Designated teachers have no vested property right to their designation or allotment funds. However, their designation will remain active regardless of their district, role, or employment status. TEA will check designated teacher placement and allotment eligibility annually using data from the Class Roster Winter Submission.

If a teacher moves districts prior to the snapshot date in late February and works a creditable year of service with the new district, the new district will be awarded the funds. If the designated teacher leaves after the snapshot date and worked a creditable year of service prior to leaving, then the previous district will receive the funds. All funding updates are handled through the Foundation School Program (FSP). No funds are transferred between districts.

Timing Matters

Allotment values are determined by each designated teacher's campus as of the last Friday in February. Funds do not follow designated teachers in real time, and allotments are not prorated. For eligible teachers, allotment funding is awarded to the district where the designated teacher worked as of the last Friday in February. For designated teachers moving districts, the time a teacher moves is paramount to determining which district will receive funds.

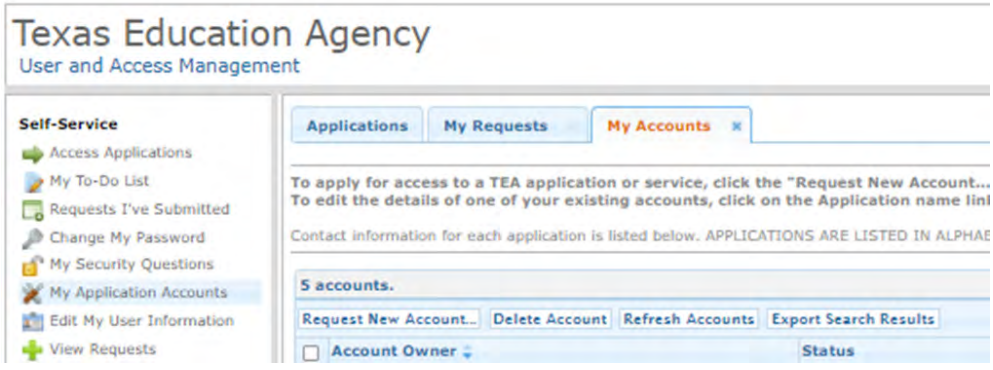
Districts may choose whether to forward funds to designated teachers who leave the district prior to the August 31st spending deadline. This will depend on the district's local spending plan. Designated teachers are encouraged to reach out to their district prior to moving to determine if they will still receive TIA compensation. If the district chooses not to forward allotment funds, the district must still spend at least 90% on teacher compensation on the campus where the designated teacher worked.

Verifying Annual Allotments

Districts employing eligible designated teachers will verify and confirm their annual allotment in the Strategic Compensation Operations Management System (SCOMS). SCOMS is a TEAL-based web application used for TIA. SCOMS allows district users to view, sort, filter, and export annual allotment data and teacher designation records.

Requesting SCOMS Access

SCOMS will store and display annual allotment data by teacher, campus, and LEA. Each district may have up to five user accounts.



TEA recommends user accounts for: the TIA Lead (if applicable), human resources and PEIMS designees, and the district business office.

1. Sign into your TEAL account. To create a new account, please visit **https://tea.texas.gov/about-tea/other-services/secure-applications/teal-account-and-password-help**.
2. Click "My Application Accounts".
3. Request New Account.
4. Select SCOMS from the Application IDs.
5. Click "Add Access".
6. Type in your LEA for "Employing Organization".
7. Select "LEA Representative" Role.
8. Notify district TEAL approver if needed. If you are unsure who the district approver is, please email **tia@tea.texas.gov**. In most districts, the superintendent is the approver.

Once the account is requested and approved by the district approver, TEA should approve within 2 business days.

SCOMS *District User Guide*

The SCOMS district user guide outlines directions for verifying, confirming, and disputing annual allotments. The 2023 user guide will be available in April 2023.

Allotment Timeline and Spending Requirements

Receiving the Allotment

For districts receiving TIA funds for the first time, the allotment will arrive as a lump-sum reimbursement in September settle-up. The district Summary of Finance (SOF) Report, line 30 or 32, will display the total allotment (sum of designated teacher allotments + reimbursed fees). Note the line number may be either 30 or 32 depending on other state funding allotments. After the September settle-up process, the final SOF report will match the Payout by School Year values in SCOMS.

TIA Funding & District Spending Timeline

SY 2022

April

TEA sends notification of final 2021-2022 designations and annual allotment funds based on 2021-2022 Winter Class Roster.

May

District confirms creditable year of service.

May

TEA notifies teachers of their 2021-2022 allotment amount.

April-August

Districts expend scheduled TIA allotment funding.

SY 2023

September

TEA issues FSP payout of 2021-2022 allotments including fee reimbursements.

September

TEA issues 2022-2023 monthly FSP payout based on 2021-2022 actual amounts.

April

TEA sends notification of final 2022-2023 designations and annual allotment funds based on 2022-2023 Winter Class Roster.

April-August

Districts expend scheduled TIA allotment funding.

SY 2024

September

TEA issues settle-up for 2022-2023.

September

TEA issues 2023-2024 monthly FSP payout based on 2022-2023 actual amounts.

Local

State

Sample First-Year Settle-Up FSP Report

32.	Teacher Incentive Allotment 48.112 Detail Report	$0	$79,581

Funding Elements		LPE # OF TEACHERS	LPE Allotment	DPE # OF TEACHERS	DPE Allotment
1.	Master Teacher Designation	0	$0	0	$0
2.	Exemplary Teacher Designation	0	$0	3	$41,226
3.	Recognized Teacher Designation	0	$0	5	$34,355
4.	Fee Reimbursement	N/A	$0	N/A	$4,000
5.	Teacher Incentive Allotment	N/A	$0	N/A	$79,581

Sample Continuing FSP Report

30.	Teacher Incentive Allotment 48.112 Detail Report	$79,581	$79,581

Funding Elements		LPE # OF TEACHERS	LPE Allotment	DPE # OF TEACHERS	DPE Allotment
1.	Master Teacher Designation	0	$0	0	$0
2.	Exemplary Teacher Designation	3	$41,226	3	$41,226
3.	Recognized Teacher Designation	5	$34,355	5	$34,355
4.	Fee Reimbursement	N/A	$4,000	N/A	$4,000
5.	Teacher Incentive Allotment	N/A	$79,581	N/A	$79,581

Spending the Allotment

Statute requires 90% or more of the funds are spent on teacher compensation on the campus where the designated teacher works. Up to 10% may be used by the district for costs associated with implementing a local designation system or supporting teachers in earning designations.

Districts must expend all allotment funds for the given school year by August 31st. For districts receiving funds for the first time, please note that funds must be spent prior to the September reimbursement.

Districts without a local designation system must work with their business office to develop a spending plan in compliance with statute. Districts in the process of developing a local designation system may institute a tentative spending plan if they employ designated teachers before the system takes effect.

The spending plan should outline:

- The percentage of funds to be awarded to the designated teacher.
- The percentage of funds to be awarded to other teachers on the campus, if applicable.
- The anticipated payout date.
- The policy for teachers who retire or resign prior to the schedule payout date. Some districts choose to give the full or remaining payment to the designated teacher that earned the funding in one lump stipend payment. Other districts choose to keep the money for supporting other teachers that remain on campus to help their retention goals.

Best Practice

Best practice is to consider spending plan options alongside district goals for retention and recruitment. Once the district has a clear spending plan, the district may update their compensation plan to include expenditure of TIA funds. All TIA funds are TRS eligible.

Appendix A: System Application Scoring Rubric (Cohort F)

This rubric lists the requirements for Full Readiness on each of the tabs of the TIA Cohort F Application. There is a separate table for each tab that lists the required elements needed for that tab. Full Readiness is required in all statutory components; however, Full Readiness on all tabs is best practice. The tabs that require Full Readiness in order to achieve system application approval are noted at the top of each table where applicable. Student growth measure tabs include the Portfolios tab, Pre-Test Post-Test tab, Student Learning Objectives tab, and VAM tab.

Weighting Tab

Full Readiness required

Component	Full Readiness
Includes a teacher observation component and a percent weight is assigned	• Includes a teacher observation component as part of the local teacher designation system and assigns a clear percent weight for it • For teachers who teach more than one content area/grade level, it is clear which content area/grade level will be used for purpose of TIA for all of the teachers in each respective eligible teacher category
Includes a student growth component and a percent weight is assigned	• Uses approved student growth measures as part of the local teacher designation system for all eligible teaching assignments, and clearly identifies which student growth measures apply to which eligible teaching assignments • A clear percent weight of the student growth component is assigned
If used, optional components have a percent weight assigned	If using additional optional components that are not directly tied to a teacher's specific individual performance: • They are listed as "Additional System Components" and are not listed as part of the student growth component • A clear percent weight is assigned for each additional system component included

Teacher Observation Tab

Full Readiness required

Component	Full Readiness
Part A Teacher Observation Rubric and Appraiser Certification	• District uses an approved teacher observation rubric that accurately measures teacher effectiveness and aligns to TAC 149.1001 • Training/certification is required for all appraisers • Calibration component required during certification • Recertification of appraisers required at minimum every 3 years • Appraisers required to recalibrate to the rubric • For district-created rubrics, the rubric must contain levels of teacher effectiveness and a proficiency marker
Part B Reliability of Teacher Appraisers Within and Across Campuses	• Calibration among appraisers both within and among campuses, including district leadership, is required at least once a year *(Note: for districts with fewer than 3 appraisers district wide, calibration component includes partnering with additional trained appraisers, such as teacher leaders, ESC partners, etc.)* • Appraisers calibrate on scoring using the district's teacher observation rubric at least annually by conducting a multi-appraiser observation either in-person or on video • District has reviewed the TIA Statewide Performance Standards with teachers
Part C District Review of Teacher Observation Trends	If using additional optional components that are not directly tied to a teacher's specific individual performance: • They are listed as "Additional System Components" and are not listed as part of the student growth component • A clear percent weight is assigned for each additional system component included

Component	Full Readiness
Part D Correlation of Teacher Observation Data to Student Growth Data	• Campus leaders review the correlation of teacher observation data to student growth data at the campus level at least once a year • For districts with more than one campus, district leaders review the district-wide correlation of teacher observation and student growth data at least annually • District explains how they a) identify and b) address lack of correlation between teacher observation data and student growth data
Part E Observation/Feedback Schedule	• All teachers in eligible teaching assignments receive at least one 45 min. observation or multiple observations that aggregate to 45 min. during their Data Capture Year, including scores on all observable domains • Full teacher observation is required for all teachers in eligible teaching assignments during the Data Capture Year • If using multi-year appraisal system, both teacher observation data and student growth data are from the same school year. If using multiple scored observations, it is clear which scores will be used for data submission and to determine designations **Encouraged best practice: Teachers receive multiple scored observations annually. Teachers receive multiple partial observations/spot observations with written feedback and a verbal conference for all scored observations**

Portfolios Tab

Full Readiness required

Component	Full Readiness
1. Rationale	District has a clear rationale for using portfolios as a student growth measure in their local teacher designation system
2. Validity and Reliability of Portfolio System	District has protocols in place to ensure a valid and reliable portfolio system including training for teachers on the portfolio process overall and locally required steps in the process
3. Security of Portfolios	District has procedures in place to ensure the security of all portfolio documents and provides training to teachers regarding portfolio security
4. Requirements for Artifacts to Be Included in the Portfolio	District has clear guidelines for what is required for a student task/ assignment/project to be included as part of the student portfolio
5. Number of Artifacts Required	Student portfolios consist of more than one artifact (Best practice is at least 5 artifacts)
6. Development of the Portfolio Scoring Rubric	• District identifies which roles will be responsible for creating/approving portfolio scoring rubrics • Portfolio rubric required to align to content standards of the course and required to specify what students need to know and be able to do across at least four different skill levels
7. Scoring Student Artifacts Based on the Scoring Rubric	• District has clear plan for who will use the scoring rubric to assess student portfolios, including a selection and training process for all scorers • District requires training annually on the scoring of rubrics
8. Setting Expected Growth Targets Using Portfolios	There are clear procedures and guidelines for how to set student expected growth targets at the beginning of the year using a portfolio system
9. Calculation of a Teacher's End of Year Student Growth	Clear and published procedures exist for how student growth data based on the portfolio is calculated for each individual student and how this data is used to determine the teachers' end of year student growth rating for all teachers in all applicable teaching assignments

Pre-Test Post-Test Tab

Full Readiness required

Option One: 3rd Party Pre-Test, 3rd Party Growth Targets, 3rd Party Post Test

Component	Full Readiness
1. Content Validity and Reliability of Each Assessment Used	• District explains how each assessment used aligns to the standards/content covered in each respective course. • Answers for ALL assessments used in this category are provided
2. Validity of Test Administration	District identifies the protocols and training they give annually on the valid and reliable administration and security of each specific pre-test/post-test used
3. Calculating End of Year Student Growth	Clear and published procedures exist for how student growth data based on the pre-test/post-test is calculated for each individual student

Option Two: 3rd Party Pre-Test, District Created Growth Targets, 3rd Party Post Test

Component	Full Readiness
1. Validity and Reliability of Content of 3rd Party Pre-Tests/Post-Tests	• All of the 3rd party pre-tests/post-tests used by the district are valid and reliable 3rd party assessments, aligned to the standards of the course for each eligible teaching category • Answers for ALL assessments used in this category are provided
2. Valid Administration of 3rd Party Pre-Tests/Post-Tests	District identifies the protocols/training used annually for the valid and reliable administration and security each specific pre-test/post-test used
3. Setting Expected Growth Targets	District identifies the protocol/procedure in place for how to set valid expected growth targets at the local level using a 3rd party pre-test

Component	Full Readiness
4. Calculating End of Year Student Growth	District has clear procedures for how to determine end of year growth for students based on the 3rd party post-test

Option Three: District-Created Pre-Test, District-Created Growth Targets, District-Created Post Test

Component	Full Readiness
1. Valid Administration of District-Created Pre-Tests/Post-Tests	District identifies the protocols/training used annually for the valid and reliable administration and security each specific pre-test/post-test used
2. Qualifications for Writing District-Created Pre-Tests/Post-Tests	• District has rigorous protocols in place for writing district-created assessments that align to the standards of the course and that follow best practices in assessment design • District requires qualifications to be able to design district-created tests that include, at minimum, in depth content knowledge of the subject matter/grade level being assessed, district includes the positions authorized to write district-created tests
3. Process to Approve District-Created Pre-Tests/Post-Tests	All district-created pre-tests/post-tests require a rigorous approval process including: • Multiple levels of review • Checks for alignment to standards of the course • The ability of the tests to measure student growth across a wide variety of student ability levels (stretch of the test)
4. Setting Expected Growth Targets	District identifies the protocol/procedure in place for how to set valid expected growth targets at the local level using a district-created pre-test
5. Calculating End of Year Student Growth	District has clear procedures for how to determine end of year growth for students based on the district-created post-test

Option Four: District-Created Pre-Test, District-Created Growth Targets, 3rd Party Post Test

Component	Full Readiness
1. Valid Administration of District-Created Pre-Tests/ Post-Tests	District identifies the protocols/training used annually for the valid and reliable administration and security each specific pre-test/post-test used
2. Qualifications for Writing District-Created Pre-Tests/ Post-Tests	• District has rigorous protocols in place for writing district-created pre-tests that align to the standards of the course and that follow best practices in assessment design • District requires qualifications to be able to design district-created pre-tests that include, at minimum, in depth content knowledge of the subject matter/grade level being assessed • District includes the positions authorized to write district-created pre-tests
3. Process to Approve District-Created Pre-Tests/Post-Tests	All district-created pre-tests/post-tests require a rigorous approval process including: • Multiple levels of review • Checks for alignment to standards of the course • The ability of the tests to measure student growth across a wide variety of student ability levels (stretch of the test)
4. Setting Expected Growth Targets	District identifies the protocol/procedure in place for how to set valid expected growth targets at the local level using a district-created pre-test
5. Calculating End of Year Student Growth	District has clear procedures for how to determine end of year growth for students based on the 3rd party post-test

SLOs Tab

Full Readiness required

Component	Full Readiness
1. Rationale	District has a clear rationale for using SLOs as a student growth measure in their local teacher designation system
2. Alignment to Texas SLO Process	District's SLO system aligns to TexasSLO.org
3. Validity in Administration of SLO assignments/projects/tasks	• District requires training annually on the administration of SLOs • District provides guidance, protocols, and training for the administration of assignments/projects/tasks to be used as part of the SLO Body of Evidence
4. Updated SLO Training	District received SLO training or plans to have SLO training prior to the beginning of the Data Capture Year
5. Requirements for Designing an SLO	District ensures that all SLOs used are aligned to the standards for the course and focus on a foundational skill that is addressed throughout the school year
6. Requirements for Approving an SLO	All SLOs are approved by teacher appraisers who follow guidance for approving SLOs as listed on the Texas SLO website
7. Security of the Body of Evidence	District has protocols in place to ensure the security of student assessment/assignment documents used in the SLO
8. Required Student Work for the Body of Evidence	Five or more pieces of student work comprise the body of evidence
9. Setting Expected Growth Targets	District uses the Initial Skill profile and the Targeted Skill Profile, based on multiple data points to set individual expected growth targets for each student at the beginning of the year
10. Determining End of Year Student Growth	District uses the body of evidence of student work as it aligns to student's expected growth targets on the TSP to determine whether students met their targeted growth at the end of the year

VAM Tab

Full Readiness required

Component	Full Readiness
1. Rationale	District has a clear rationale for using VAM as a student growth measure in their local teacher designation system
2. Assessment Used to Calculate VAM	District uses state approved or nationally normed, standards-aligned assessments to calculate VAM for all teacher groups using this measure
3. Multiple Years of Student Data	VAM calculation based on multi-year data and aligned to the statewide VAM model is encouraged but not required
4. Calculation of Teacher's Student Growth Rating Based on VAM	Clear and published procedures exist for how student growth data based on VAM is calculated for each individual student and for how this data is used to determine the teachers' end of year student growth results for teachers in all teachers in applicable eligible teaching assignments
5. Who Calculates VAM	District uses 3rd party statisticians to run VAM calculations, or the local statistical modeling used aligns to VAM models run by 3rd party statisticians
6. Process to Calculate VAM (only if VAM is calculated at the district level)	District has clear and specific policies and procedures for how they calculate VAM locally

Spending Tab

Full Readiness required for Part A

Component	Full Readiness
Part A Distribution of Funds	• District spends at least 90% of TIA funds on teacher compensation on the campuses where the designated teachers work • District spends no more than 10% of TIA funds at the district level to support rollout and implementation of TIA and/or to support teachers in earning a TIA designation • District has clear plans for how to spend any funds reserved at the district level to support the local designation system. Compliance with §48.112 is required for Full Readiness • District has plans to expend all allotment funds by August 31st, annually
Part B Rationale for Spending Plan,Timing, and School Board Approval	• There is a clear rationale, aligned to district goals for the distribution of allotment funds. • District has a clear, written plan for how TIA funds will be distributed to teachers. • There is a clear plan including month and year for when the school board will approve a budget that includes expenditure of TIA funds
Part C Movement of Teachers to/ from a Campus or to/from the District Prior to Class Winter Roster Submission	• District has a detailed plan for how to address the financial impact of designated teachers or other eligible staff moving to/from a campus, and/or moving into/ out of the district before and after Class Winter Roster Submission • District has a detailed plan for how to address the financial impact of designated teachers leaving a campus/leaving the district prior to the payout date
Part D Spending Plan for National Board Certified Teachers and Teachers Designated in Another District	• District has a clear spending plan for allotment funds generated by NBCTs who earn a Recognized designation automatically • If the district compensation plan for NBCTs is different than the compensation plan for teachers who earned a Recognized designation via the local teacher designation system, published resources provide a comparison of the two and a rationale for why they are different • District has a plan for how to allocate TIA funds to teachers who earned designations in different districts • If the district compensation plan for teachers who earned designations outside the district is different than the compensation plan for teachers who earned their designation within the district, published resources provide a comparison of the two and a rationale for why they are different

Stakeholder Engagement Tab

Component	Full Readiness
Part A TIA Planning Committee (1 and 2)	• A clear and transparent process was used to form the TIA Planning Committee charged with creating the local teacher designation system in alignment with statewide performance standards. The group includes district and campus-based leaders, as well as teachers
Part B Stakeholder Engagement (1-3)	• Robust stakeholder engagement strategies were implemented including information sharing, input gathering and a plan to use input received from representative teacher, principal, and district level groups. • It is clear how teachers were involved in the development of the spending plan and informed about the final version of the spending plan
Part C Staff Accessible Resources (1-2)	• It is clear how the district will ensure that teachers understand the requirements to be eligible to earn a designation • Both teachers and principals have access to training materials
Part D Support to Earn a Designation (1-2)	• There is data to support that district leaders, school board members, and teachers are able to articulate a clear understanding of the local teacher designation system and support the district's plans to move forward with the application process • There is a clear plan for how the district will support teachers in eligible teaching assignments to earn designations
Part E Regular Communication Updates (1-3)	• Regular updates to stakeholder groups are planned, including plans to share the final version of the local teacher designation system once the System Review process is complete • There is a clear plan to communicate to teachers when they are being put forth for designation, and when they are approved for a designation
Part F Texas Tech Teacher Buy-In Survey (1-3)	• There is a clear plan to facilitate teachers completing the Teacher Buy-In Survey • The district has clear plans to use feedback gathered from the teacher survey as part of a continuous improvement cycle • District plans to share survey results with teachers and other stakeholders

District Support Tab

Component	Full Readiness

Part A
Central Office/District System Support
	• District system support for TIA includes a majority of the following supports:
	  • Human resources support for recruitment, retention and equitable distribution of designated teachers
	  • Finance/budget/payroll support tied to managing the allotment funds the district receives each year, including planning for potential changes to the allotment funds the district might receive from year to year and a clear system of payment to teachers
	  • Technology support tied to managing student growth and teacher observation data
	  • Curriculum and instruction support tied to valid and reliable student growth measures and teacher observation practices
	  • Assessment support tied to developing/implementing valid and reliable student growth measures
	  • Professional development support for existing and aspiring designated teachers
	  • Legal support tied to meeting all requirements in statute
	• At least one district level leadership position (specific role) is responsible for coordinating the collaboration of all the district departments supporting the execution of the local teacher designation system and spending plan.

Part B Program Evaluation and Use of Data to Improve Systems	• District has a plan for how to adjust/improve professional development and/or staffing plans based on a review of teacher observation data and student growth data • District tracks and collects data on teacher retention, recruitment, and compensation
Part C Data Analysis and Submission	• The district has specific personnel who are responsible for compiling student growth and teacher observation data, as well as running correlation data between the two • The district has clear procedures in place to ensure successful data capture during the Data Capture Year, including the use of a data management system • The district tracks designated teacher and NBCT placement/movement and there is a clear understanding of how designated teacher movement/placement affects the generation of allotment funds

Appendix B: 2022–2023 Approved Technical Assistance Providers

Provider	General TIA Support	Teacher Observation	Student Growth Measures	Data Analysis	Spending & Strategic Comp
Activated Partners	✓	✓	✓	✓	✓
Education Analytics	✓		✓	✓	
Eduphoria	✓	✓	✓	✓	✓
Engage! Learning	✓	✓	✓	✓	✓
Kreuz Consulting Group	✓	✓	✓	✓	✓
National Institute for Excellence in Teaching (NIET)	✓	✓		✓	✓
Region 1—Edinburg	✓	✓	✓	✓	✓
Region 3—Victoria	✓	✓		✓	
Region 4—Houston	✓		✓	✓	
Region 6—Huntsville	✓	✓		✓	
Region 9—Wichita Falls	✓	✓	✓		
Region 10—Richardson	✓			✓	✓
Region 11—Fort Worth	✓	✓	✓		

Provider	General TIA Support	Teacher Observation	Student Growth Measures	Data Analysis	Spending & Strategic Comp
Region 12—Waco	✓	✓	✓	✓	✓
Region 13—Austin	✓	✓	✓	✓	
Region 15—San Angelo	✓	✓	✓	✓	✓
Region 18—Midland and TxCEE	✓	✓	✓	✓	✓
Region 20—San Antonio	✓	✓		✓	
RTI International & Safal Partners	✓	✓		✓	
Steady State Impact Strategies	✓	✓		✓	✓
Texas Association of School Boards (TASB)	✓	✓			✓
The Commit Partnership	✓	✓		✓	✓
TNTP	✓	✓	✓	✓	✓

For TIA Technical Assistance Provider pricing and questions to consider, visit **tiatexas.org/technical-assistance-providers**.

Appendix C: Guide to Teacher Observation Protocols

Required Protocols for Certification and Calibration

At minimum, appraisers must be certified every three years and calibrated annually.

Calibration is both a tool to evaluate appraisers and to develop them. Districts should implement calibration practices to build appraisers' expertise with the rubric, collect strong evidence for a rating, and link teacher moves to student learning. A strong calibration plan includes periodic "checkpoints" for appraisers to demonstrate alignment with expert ratings. A best practice is to schedule a calibration checkpoint each quarter or each semester. Resources and sample calibration calendars can be found at **tiatexas.org**.

There are many different activities districts can use to achieve both ends. Ideally, co-observations (whether in person or using video) happen between appraisers at one campus, from different campuses, from different contents, and involve district leaders.

Possible calibration activities: campus walkthroughs, co-observations, one-on-one coaching of appraisers and formal professional development. Districts with a single appraiser may conduct calibration walkthroughs with teacher leaders or ESC partners to align with evidence and practice scoring. *Note: calibration scores may not count as official scores.*

Calibration includes a refresher on using the rubric and collecting high-quality evidence as well as a calibration task. Video works well if training is held outside of the instructional calendar. Districts may choose to include supplemental training for all or some of their appraisers. Calibration training provides opportunities to share data analysis with principals and appraisers and plan for improving teacher observation reliability and validity. **While statute only requires appraisers to be certified every 3 years, many districts choose to certify annually and calibrate quarterly.**

An appraiser certification and calibration plan defines what every component of the rubric looks like at each level of proficiency and across multiple contexts. For example, what does a proficient indicator look like in a kindergarten classroom versus 12th grade AP statistics class? Calibration establishes a shared understanding of what high quality evidence looks like and trains appraisers to identify potential bias in scoring. A proper certification and calibration plan must also include practice and comparison among appraisers.

Videos are one of the best ways to give appraisers practice rating teachers. TIA has partnered with NIET to give Texas districts access to their Educator Effectiveness and Support System Portal, or EEPASS Portal. Districts may email **TIA@ttu.edu** for more information.

Required Protocols for Conducting Observations

Statute requires 45 minutes of observations per teacher during the year. This can be one, full 45-minute observation or a series of shorter observations aggregating 45 minutes or more. When feasible, a best practice is to conduct frequent observations of multiple, full classes. This allows the appraiser opportunities to rate the teacher's skills over time, yielding more valid and reliable data. Single observations are less likely to accurately represent the teacher's practice over the course of a year.

Other best practices include:

- Conducting both scored and unscored observations
- Use both announced and unannounced scored observations
- Use multiple appraisers to observe each teacher to prevent and catch bias in ratings
- If a district is currently observing teachers only once per year, they may want to consider a scaffolded roll-out to increase the frequency of observations

Consider Using Videoed Observations

When videoed lessons are scored, ratings are often more defensible and may yield more valid results. Videos decrease the "observer effect" and give the appraiser a more authentic window into the classroom. Videos can also increase validity because they decrease appraiser distraction. Most appraisers are also responsible for many things across the school and may be easily distracted during an observation, which then impacts the validity of ratings. Videoed observations help mitigate that obstacle because appraisers can pause or rewatch. Finally, videoed observations for the purpose of scoring can empower teachers if they are permitted to choose what to record and share, which can create more buy-in around their observation ratings.

Videos can also be used for the purpose of calibration. Getting staff from across the district to one place can be a logistical barrier. Videos can be a convenient way to make sure everyone sees and scores the same lesson.

Required Protocols for Observation Data Analysis

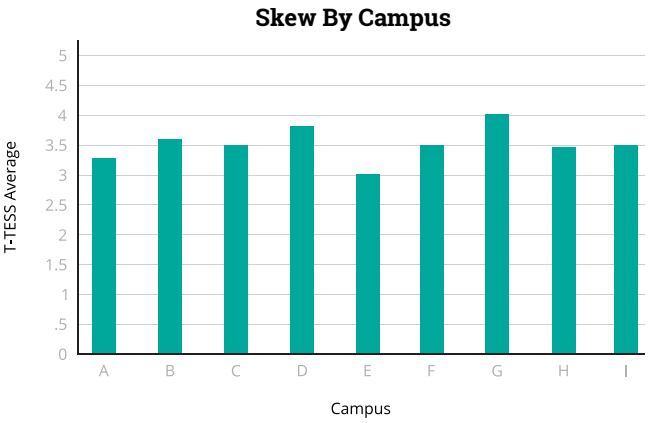
The System Application requires districts to outline how they will study and respond to trends in observation data throughout the school year.

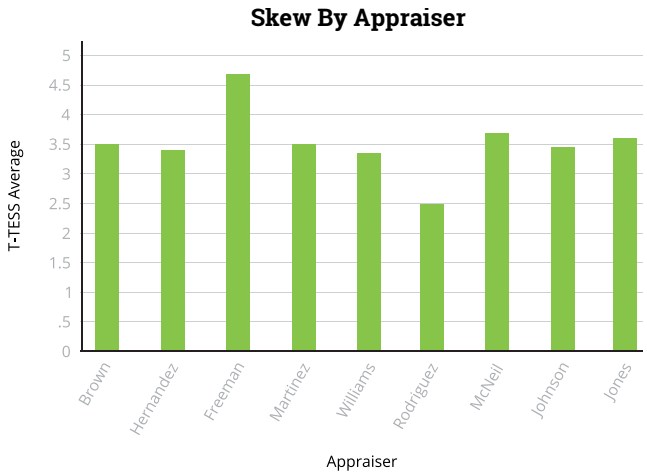
Step One: Study Observation Data

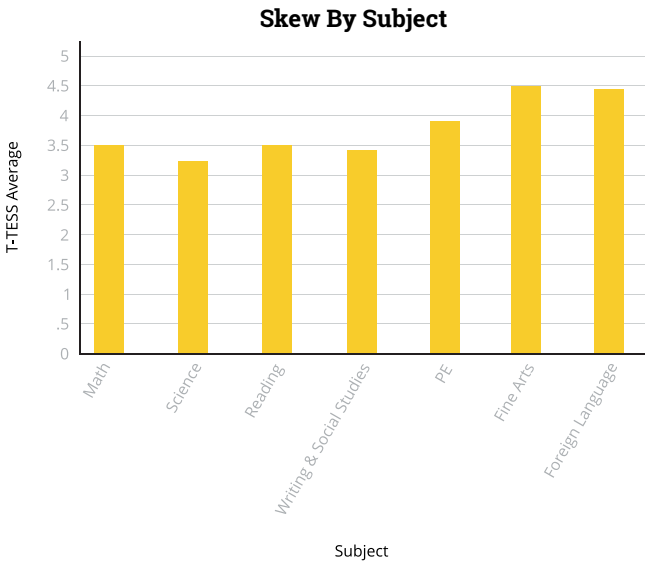
Before designing the local designation system, districts can study historical observation data and look for evidence of validity and reliability. **Statute requires districts to specifically evaluate skew and correlation with student growth data.**

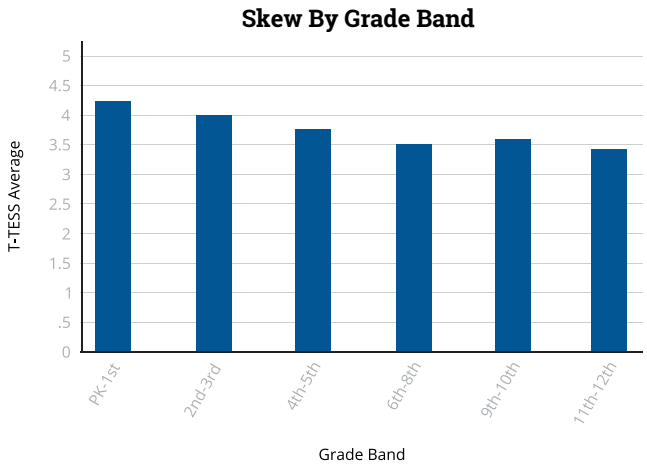
Throughout the year, district leaders analyze observation data in the same way they did at the beginning of the year. They conduct data reviews for skew and correlation that will help the direction and training of appraisers and teachers during the year. Strong, regular data reviews will allow them to implement regular calibration and appraiser training in response to the data.

Skew is the extent to which data leans in one direction or another based on a factor such as the campus, grade level, subject, etc. There are four main categories that districts may look for skew, though they are not the only areas skew can be found.

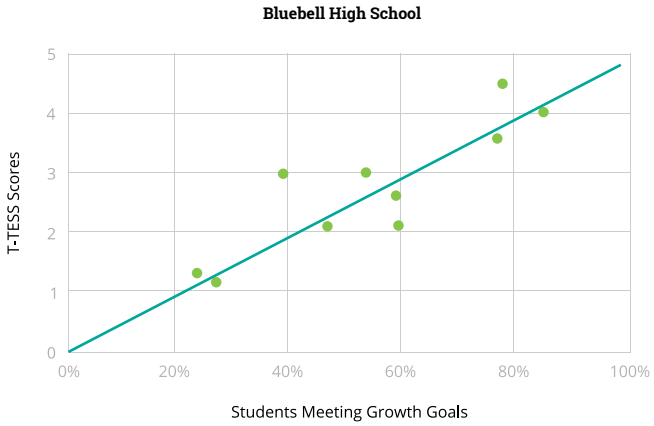


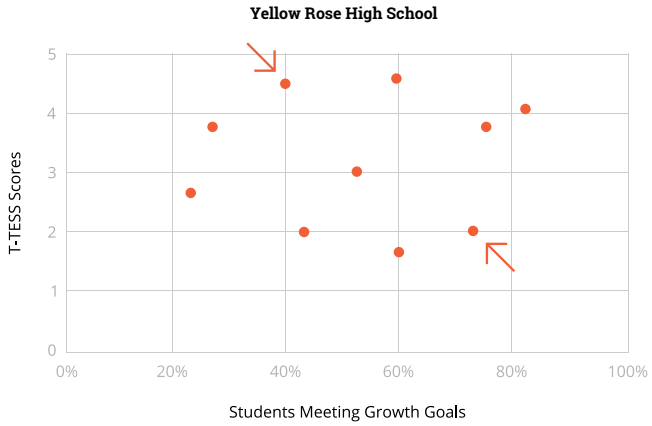






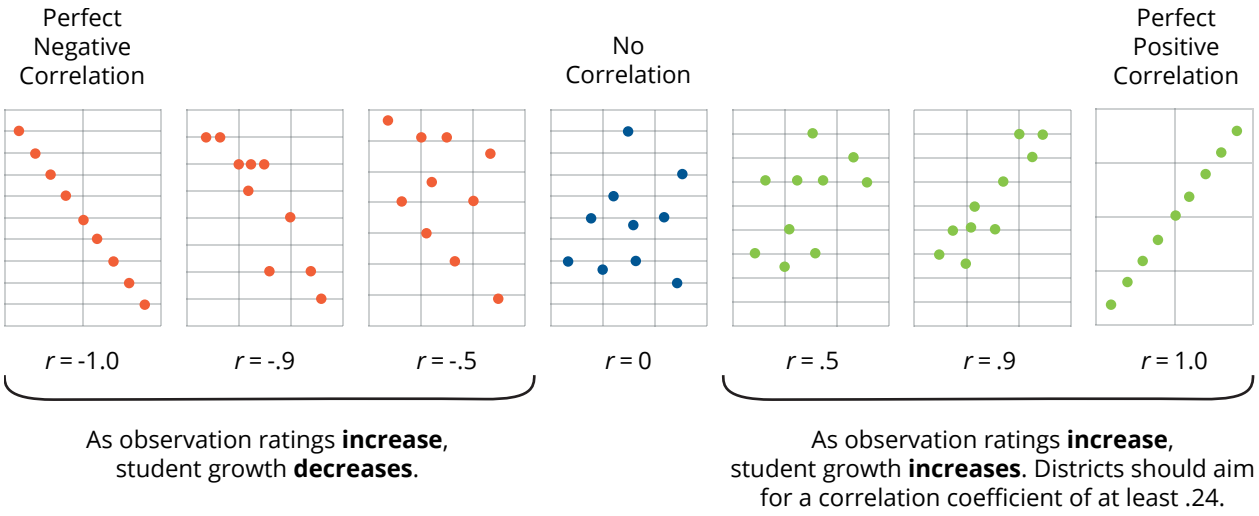
Correlation shows the relationship between two factors. A positive correlation will show that as one factor goes up, the other factor goes up. With student growth and observation data, districts want to see a positive correlation. In other words, as teacher observation scores increase, the percentage of students meeting their growth target in that teacher's class increases as well.





The graphs above indicate that Bluebell High School has a positive correlation of T-TESS scores with student growth data. In comparison, at Yellow Rose High school, there is no correlation between T-TESS scores and student growth data.

The data validation process for local designation systems will analyze the **correlation coefficient**, or ***r***, between these two data points across all eligible teachers.



The correlation coefficient describes how strong the relationship is between two factors; in this case it is the relationship between teacher observation ratings and student growth ratings. A perfect positive correlation has a correlation coefficient (*r*) of 1. A perfect negative correlation has a correlation coefficient (*r*) of -1. Because many other factors impact student growth (for example, student mobility and attendance), districts should aim for a correlation coefficient of at least 0.24, which represents a moderate positive correlation.

Districts can calculate the correlation coefficient using a spreadsheet application such as Microsoft Excel and the CORREL formula.

	A	B	C
1	Teacher	T-TESS Score	Percentage of students meeting growth targets
2	A	3.2	45%
3	B	2.8	63%
4	C	4.1	52%
5	D	3.3	28%
6	E	3.6	56%
7	F	4	85%
8	G	2.9	22%
9	H	3.8	62%
10	I	2.7	30%
11	J	3.5	71%
12	K	4.5	79%
13	L	3.4	61%
14	M	3.6	53%
15	N	4.3	49%
16	O	2.8	33%
17	P	3	81%
18			
19			=CORREL(B2:B17,C2:C17)

	A	B	C
1	Teacher	T-TESS Score	Percentage of students meeting growth targets
2	A	3.2	45%
3	B	2.8	63%
4	C	4.1	52%
5	D	3.3	28%
6	E	3.6	56%
7	F	4	85%
8	G	2.9	22%
9	H	3.8	62%
10	I	2.7	30%
11	J	3.5	71%
12	K	4.5	79%
13	L	3.4	61%
14	M	3.6	53%
15	N	4.3	49%
16	O	2.8	33%
17	P	3	81%
18			
19			0.481860176

This set of data has a correlation coefficient of approximately 0.48. This represents a moderate positive correlation.

Step Two: Responding to Observation Data Analysis

The System Application requires districts to outline plans for responding to trends in observation data. Once the district identifies areas to improve teacher observation practices, they can develop actions to meet improvement goals.

Most observation management systems offer teacher observation reports and welcome requests for reports that don't yet exist. Districts can ask their data management provider if they can create an observation report to view observation ratings averages by appraiser, campus, teaching assignment, and grade level. If a district's data management system does not offer correlation reports, they can create graphs and find the correlation coefficient using Microsoft Excel. TEA offers a free T-TESS management system at **teachfortexas.org** where districts can run several reports to compare T-TESS averages by campus, appraiser, subject, and grade level.

A best practice is creating an annual calendar to ensure all TIA teacher observation requirements are met and implemented with fidelity.

For some districts, it makes sense to think about a strong teacher observation system in terms of a timeline—what's happening during each part of the year. For other districts, it is more helpful to think about it in terms of roles and responsibilities—who is doing what.

By the beginning of the instructional year, appraisers must be well-trained and ready to observe teachers. Just as teachers use data to plan their instruction, district leaders use observation and student growth data to determine strategic areas of focus for the year in terms of calibrated observations. The middle of the year is a cycle of appraisers observing teachers, leaders analyzing observation and student growth data for skew and correlation, and then leaders retraining and developing appraisers as a result.

At the end of the year, districts take time to analyze observation data from the entire year to determine where skew exists, where lack of correlation to student growth data exists, and how to improve teacher observation practices for the next year.

Appendix D: Third-Party Vendor Assessments

Below is a compiled list of common assessments used to measure student growth. This list does not signify a Texas Education Agency endorsement. The use of any of the listed assessments does not guarantee approval of a district's System Application.

All assessments on this list must meet the requirements of *Tex. Admin. Code § 150.1012* and protocols for test administration, security, and scoring.

This information changes frequently. It is recommended that this information be reviewed with the vendor to ensure the assessment will work. TIA student growth measures selected for early childhood teachers may or may not meet **Early Childhood Reporting Requirements**.

Assessments	Vendor	Sets Predicted Growth Target	Subject/Grade Level
Advanced Placement	College Board	N	**Click for a complete list of available exams across multiple content areas**
ALIRA	ACTFL	N	1st–12th Latin
AAPPL	ACTFL	N	1st–12th Arabic, Mandarin, English, French, German, Italian, Japanese, Korean, Spanish
CIRCLE (CPM)	CLI Engage	N	Pre–K Multiple Domains (Social and Emotional Development, Language and Communication, Emergent Literacy—Reading and Writing, Mathematics)
DRA	Pearson	N	Kinder–8th Reading
Fitness Gram	Cooper Institute	N	Kinder–12th or ages 5–17 Physical Education
iCEV	iCEV	N	Secondary CTE Industry Certifications: Agriculture Science, Architecture, Construction, Manufacturing, Transportation, Business, Marketing, Finance, Media, Family and Consumer Science, Health Science, Law, Public Safety, and STEM
iReady	Curriculum Associates	Y	Kinder–8th Reading, Kinder–8th Math
IRLA	American Reading Company	N	Kinder–12th Literacy*
iStation	iStation	Y	Kinder–8th Reading, Kinder–5th Spanish Reading, Kinder–8th Math

MAP	NWEA	Y	Pre–k Fluency Screener**, Kinder–12th Reading, 2nd–12th Language, Kinder–8th Math, Algebra I, Algebra II, Geometry, 2nd grade–8th Science, Biology** (RIT goals not available, so can be used as an Option 2 Pre-test/Post-test only. District sets expected growth targets)
mClass	Amplify	Y	Kinder–6th Literacy*
Precision Exams	YouScience	N	Secondary CTE: Agriculture Architecture and Construction, AV Communication, Business, Education, Finance, Public Administration, Health Science, Hospitality, Human Services, Information Technology, Manufacturing, Marketing, Law and Public Safety, STEM, Transportation Distribution & Logistics
Renaissance STAR	Renaissance	Y	Kinder–3rd Literacy, Kinder–12th Reading, Kinder–8th Math, Algebra I***, Algebra II***, Geometry***
STAAR with STAAR Progress Measure	–	Y	4th–8th Reading**, English II, 4th–8th Math, Algebra I, **STAAR Alternate 2**
STAAR without a STAAR Progress Measure	–	N	3rd Math, Algebra II, 3rd Reading**, English I, English III, 4th and 7th Writing**, 5th and 8th Science, Biology, 8th Social Studies, High School US History, **STAAR Alternate 2**
TELPAS	TEA	N	2nd–12th English Language Learners—Reading, Speaking, Listening, Writing
Tejas (LEE)	CLI Engage	N	Kinder–3rd Spanish Literacy*
TPRI	CLI Engage	N	Kinder–3rd grade Literacy*
TX-KEA	CLI Engage	N	Kinder Language, Literacy*, STEM, Social Emotional, Executive Function, Academic Motor Skills

Appendix E: Other Assessments and Resources

Below is a list of resources for Pre-Kindergarten through 12th grade that could be utilized as part of a student growth measure in a district's local designation system outside of Commonly Used Assessments. These resources are a mix of assessments, curriculum, and item banks that may or may not correspond directly to TIA student growth measures (Portfolio, Pre-Test/Post-Test, VAM, or SLO). Districts need to decide locally how and if to implement the listed resources into their local designation system.

Definitions

Assessment: Evaluative tool used to determine if students met learning outcomes.

Curriculum: A set of performance objectives paired with a set of materials to cover a course of study.

Item Banks: A cataloged collection of test items that can be used to create local assessments.

Performance Assessment: Demonstrating knowledge and skills through a performance task (dance recital, school play).

BOY: beginning-of-year

EOY: end-of-year

Please note:

- *The use of these resources does not guarantee district approval of their local designation system.*
- *This list does not signify a TEA endorsement.*
- *All resources on this list must meet the requirements in the Readiness Checklist for test administration, security, and scoring.*

This information changes frequently. Last updated: June 6th, 2022.

Item Banks

Resource	Vendor	Description	Subject/Grade Level	Product Type	Formative Assessment	Summative Included	Possible Student Growth Measure
Eduphoria	Eduphoria	Item bank for standardized assessments	K–12th	Item Bank	N, can be used to create formative assessments	N, can be used to create summative assessments	Pre-Test Post-Test, option 3
D-MAC	D-MAC Solutions	Item Bank resource	STAAR tested grades/ subjects only	Item Bank	N, can be used to create formative assessments	N, can be used to create summative assessments	Pre-Test Post-Test, option 3
T-FAR	Texas Formative Assessment Resource	Item Bank Resource	STAAR tested grades/ subjects only	Item Bank	N, can be used to create summative assessments	N, can be used to create summative assessments	Pre-Test Post-Test, option 3
TEKS Resource System	Texas Curriculum Management Project	Item Bank Resource	Math: K–8th, Algebra I, Algebra II, Geometry, Precalculus, Science: K–8, Anatomy, Biology, Chemistry, Forensic Science, Environmental Systems, Integrated Physics and Chemistry, Physics, Social Studies: 2–8, World Geography, World History, U.S. History, Economics, ELAR: K–8, English I–IV	Item Bank	Y	N, can be used to create a summative	Pre-Test Post-Test, option 3

Formative Assessments

Resource	Vendor	Description	Subject/Grade Level	Product Type	Formative Assessment	Summative Included	Possible Student Growth Measure
Study Island with Exact Path	Edmentum	Online learning program with test builder (TEKS aligned)	Math K–Algebra II, Reading K–12th, Writing 2nd–12th, Science: 2nd–Chemistry, Social Studies: 3rd–World History	Test Builder	N, can be used to create formative assessments	N, can be used to create summative assessments	Pre-Test/Post-Test, option 3
Test Ready	Curriculum Associates	Test prep books with multiple-choice questions.	Reading: K–12th, Science: 1st–8th, Social Studies: 1st–8th, Math: 1st–8th, ELAR: 1st–8th	Unit Assessments/ Item Bank	Y	N, can be used to create a summative	Pre-Test/Post-Test, option 3

HQIM Formative Assessments

Resource	Vendor	Description	Subject/Grade Level	Product Type	Formative Assessment	Summative Included	Possible Student Growth Measure
Eureka! Math	Great Minds	Curriculum (HQIM) with embedded assessments for each unit.	Math: Pk–5th	Unit Assessments	Y	N	Part of a body of evidence for an SLO
PHD Science	Great Minds	Curriculum (HQIM) with embedded assessments for each unit.	Science: K–5th	Unit Assessments	Y	N	Part of a body of evidence for an SLO
Amplify Texas ELAR	Amplify	Curriculum (HQIM) with embedded assessments for each unit.	ELAR: 6th–8th	Curriculum and Assessment Program	Y	N	Part of a body of evidence for an SLO
Every Child Ready	Apple Tree	Curriculum (HQIM) with embedded assessments for each unit.	PK	Curriculum and Assessment Program	Y	N	Part of a body of evidence for an SLO
Texas Elementary Literacy Program	Amplify	BOY and EOY Assessments with embedded curriculum. Available in both Spanish and English. OER Material	Reading: K–5th	Curriculum and Assessment Program	Y	Y, 3rd–5th only	Part of a body of evidence for an SLO
Odell Texas High School Literacy Program	Odell	Curriculum (HQIM) with embedded assessments for each unit.	Reading: 9th–12th	Curriculum and Assessment Program	Y	N	Part of a body of evidence for an SLO
Texas Math Solution	Carnegie	Curriculum (HQIM) with embedded assessments for each unit.	Math: 6th–8th, Algebra I, Geometry, and Algebra II	Curriculum and Assessment Program	Y	N	Part of a body of evidence for an SLO
Texas Elementary Social Studies Program (English)	Amplify	Curriculum (HQIM) with embedded assessments for each unit.	Social Studies: K–5th	Curriculum and Assessment Program	Y	N	Part of a body of evidence for an SLO

Summative Assessments

Resource	Vendor	Description	Subject/Grade Level	Product Type	Formative Assessment	Summative Included	Possible Student Growth Measure
Study Island with Exact Path	Data Recognition Corporation	Standardized Achievement Test aligned to National Standards for College and Career Readiness.	General Knowledge Assessment: K–12th (not necessarily TEKS aligned)	CCMR Assessment	N	Y	Pre-Test/Post-Test options 2 and 4

Additional Formative Assessments

Resource	Vendor	Description	Subject/Grade Level	Product Type	Formative Assessment	Summative Included	Possible Student Growth Measure
N2Y	Unique Learning Systems	Lessons, assessments, and goal trackers designed for Special Education Life Skills students.	K–12th Special Education	Formative Assessment Monitoring System for Life-Skills students	Y	N	Part of a body of evidence for an SLO

Potential Artifacts for a Portfolio System

Resource	Vendor	Description	Subject/Grade Level	Product Type	Formative Assessment	Summative Included	Possible Student Growth Measure
GOLD©	Teaching Strategies	Portfolio system designed to measure student growth.	PK–3rd	Portfolio	N	N	Potential Artifacts for a Portfolio System
CEDFA	Center for Educator Development in Fine Arts	Performance Assessments, lessons, and rubrics for Fine Arts (TEKS Aligned)	Fine Arts: K–12th	Performance Assessment Rubrics	N	N	Potential Artifacts for a Portfolio System

Performance Assessment Resources

Resource	Vendor	Description	Subject/Grade Level	Product Type	Formative Assessment	Summative Included	Possible Student Growth Measure
DEAL	Texas Dance Educators Association	Performance Assessments for Dance students.	Dance I	Performance Assessment	N	Y	Pre-Test/Post-Test, option 4

Appendix F: 2023 STAAR Progress Measures Guidance

The STAAR Progress Measure provides information about the amount of improvement or academic growth a student has made from year to year by evaluating a student's gain score—the difference between the score a student achieved in the prior year and the score a student achieved in the current year. Individual student progress is then categorized as Limited, Expected,and Accelerated progress.

The following assessments are eligible for a STAAR Progress Measure in a typical year:

- Grades 4th–8th reading (English)
- Grades 4th-5th reading (Spanish)
- Grades 4th–8th mathematics (English)
- Grades 4th–5th mathematics (Spanish)
- Algebra I
- English II

Due to the redesign of the reading language arts (RLA) STAAR, the inclusion of new item types in mathematics, the shift to a fully online assessment system, and required standard setting and validation processes, STAAR Progress Measures will NOT be calculated for 2022–23.

Gain score STAAR Progress Measures for RLA and mathematics tests are anticipated to return in 2024 and will be reported in STAAR data files and on STAAR Report Cards. STAAR Progress Measures will no longer be used in academic accountability. Academic accountability growth measures will use a transition table model beginning in 2023, as detailed in the **Preliminary 2023 Academic Accountability System Framework**.

To learn about how STAAR Progress Measures will be calculated for 2022, please visit the **STAAR Progress Measures webpage**. Please reach out to **performance.reporting@tea.texas.gov** for additional information.

For Districts Participating in Cohorts A–E of the Teacher Incentive Allotment (TIA)

The lack of a STAAR Progress Measures in 2023 will affect districts that had planned to use the STAAR Progress Measure as part of their local designation system. The TIA team **issued guidance on options for districts** in this situation in early July.

For TIA questions, please reach out to **tia@tea.texas.gov**.

Appendix G: TIA Planning Guide

Planning to create a local designation system that is valid and reliable and has the support of stakeholders, especially teachers, requires careful planning. This TIA Planning Guide is a general overview of the full process and is designed to provide a) an "At a Glance" summary of the process overall and b) some essential key first steps districts need to take in order to build a strong foundation and plan for more detailed decision making as the local designation system development evolves over time.

The Three Main Stages of Building a Local Designation System

1	Foundational Steps and Preliminary System Design	Summer to October	Best practices and pre-work to ensure sustainability and engagement before designing the local designation system
2	Designing the Local Designation System	October to February	Define what the local designation system entails, including the Big Three decisions. 1. Who can earn a designation? 2. How will we designate? 3. How will we compensate?
3	Application for TIA	February to Mid-April	Outline and refine all the elements of the designation system and submit the district's application to TEA

Stage One: Foundation Steps and Preliminary System Design

Key Component	Summary of First Steps
TIA District Lead	• Determine TIA Lead for the district who will own the process, champion the work, and attend available TEA-provided technical assistance sessions
TIA Planning Committee	• Ensure Superintendent support • Establish TIA Planning Committee, and identify key district and campus level members, especially teachers • Train TIA Planning Committee using resources on the TIA website • Develop the rationale and goals for creating a local designation system
Student Growth Measure Planning and Data Review	• Review current year student growth data for trends • Determine how current student growth data and percent of students meeting expected growth compares with the statewide performance standards for student growth • Determine which teaching assignments have valid and reliable student growth measures in place already and which may not • Decide which teaching assignments could develop valid and reliable growth measures and the time frame needed to do so
Teacher Observation Planning and Data Review	• Review current teacher observation data for trends and review protocols for determining the root cause of any skew in the data trends • Evaluate the district's current appraisal practices including current appraiser calibration practices/activities • Determine if observation data is valid and reliable • Determine how current teacher observation data compares with the statewide performance standards for student growth
Stakeholder Engagement Planning	• Identify key stakeholder groups and create a plan for how to engage them (town hall meetings, surveys, virtual calls, etc.) • Decide who will be final decision makers and how input from stakeholders will be used/implemented • Ensure that stakeholder engagement plan has opportunities both for sharing information and gathering input • Work through foundational steps before making decisions

Phase Two: Designing the Local Designation System

Key Component	Summary of First Steps
Determine Eligible Teaching Assignments	• Based on the validity and reliability of the student growth measures being used currently, decide which teaching assignments have the most reliable growth measures and might be included in the initial Data Capture Year • Determine which eligible teaching assignments to include in the first year and which ones the district might consider adding later via the Expansions/Modifications process
Select Student Growth Measures	• Determine which student growth measure will be used for each eligible teaching assignment for the first year • Determine which growth measures come with expected growth targets as part of the assessment and which ones will need the district to set expected growth targets locally • Determine how the district will set expected growth targets for students for each eligible teaching assignment • Ensure that each student growth measure that will be used aligns to the content of the course • Determine what data management system will be used to house student growth data • Review what is required for Full Readiness on the TIA application using the Scoring Rubric and assess if current district practices would meet Full Readiness for student growth or not
Formalize Teacher Observation Protocols	• Establish clear calibration protocols for appraisers • Create a teacher observation calendar for observations/walkthroughs and specify the number of required observations • Review what is required for Full Readiness on the TIA application using the Scoring Rubric and assess if current district practices would meet Full Readiness for teacher observation or not • Determine which teacher observation rubric will be used • Determine which data management system will be used to house teacher observation data
Determine Designation Criteria	• Determine the weight for the teacher observation component and the student growth component • Determine if the district wants to include additional optional components or not • Determine how the district will consider/align with statewide performance standards in determining which teachers they will put forth for designations

Key Component	Summary of First Steps
Develop a Compensation Plan	• Ensure that the plan to spend funds aligns with statute (at least 90% on student-facing compensation on the campus where the designated teacher works, and up to 10% on supporting the TIA system or supporting teachers in earning a designation) • Determine what percent of funds will go to other student-facing instructional staff on the campus where designated teachers work, if any • Consider how TIA funds can complement existing compensation plans • Decide how district will spend funds if the designated teachers leave/retire prior to payout date, or if teachers move into or out of a particular campus or into or out of the district
Stakeholder Engagement	• Design and schedule general TIA Information Session for a public launch • Gather input from stakeholders, especially teachers, to gauge general level of interest in TIA, feedback on the proposed spending plan and input on what systems currently are in place that align to TIA and what might have to be created • Ensure school board support of the spending plan

Stage Three: Application for TIA

Key Component	Summary of First Steps
Preview System Application	• Review full application and assess district's ability to answer all questions fully • Determine any areas where the district still needs further planning and/or stakeholder input
Preview Scoring Rubric and Exemplars	• Review the Scoring Rubric and Exemplar answers to determine what is required for Full Readiness • Review district's current planning against the scoring rubric to determine any areas where further planning/clarification is necessary
Draft System Application	• Determine who will be responsible for the entire application, overall including submitting it • Determine which key people will be responsible for writing which sections/tabs of the application • Compose draft answers to all questions on all tabs of the application • Determine who will review draft answers for alignment to rubric, especially external partners if possible

Key Component	Summary of First Steps
Finalize and Submit Application and Send Teacher Email Addresses to TTU	• Send list of all teacher emails to Texas Tech on or prior to the application deadline • Finalize all application answers and ensure there are no blank or incomplete answers • Submit application via the Qualtrics link on or prior to Cohort F application deadline, April 17, 2023
Stakeholder Engagement for Finalized Application	• Communicate any planned changes to observation practices to teachers prior to start of Data Capture Year • Communicate plan for determining designations and seek feedback/implement feedback
Administer Teacher Buy-In Survey	• Develop plan to share the purpose of the Teacher Buy-In Survey with teachers and encourage teacher participation • Consider the best timing to administer the survey within the allowable window • Administer the Teacher Buy-In Survey from TTU, prior to the end of the school year

Appendix H: Data Validation Documentation

Summary of the Step 2 Data Validation Process

Cohort A, B, C & D

Year 4 – 2022 Data Submission

tia@ttu.edu
(final 6-9-22)

Table of Contents

Greetings, LEA Colleagues,

Thank you for participating in the Teacher Incentive Allotment. We recognize the significance of this decision and admire your willingness to benefit students, teachers, and the LEA through this program.

Purpose of this document

This document provides a *summary* of the Step 2 Data Validation process in three sections.

- The first is a reader-friendly description of the statistics used in each check and the type of evidence each check provides toward validating a district's system for designation.
- The second section contains the Validation Scoring Rubric. This rubric is used to summarize evidence and assign points for each check. Ultimately, scores on the rubric allow the Texas Education Agency (TEA) to determine if sufficient evidence exists to support the conclusion that a district's designation system will result in valid teacher selections. A district need not score perfectly on every dimension, but component scores, taken together, help TEA decide about a district's system.
- For those interested in a deeper understanding of the data validation checks, the third section contains additional explanations about each of the statistical procedures, test statistics and decision rules for assigning points on the rubric.

This resource is intended to provide a big picture perspective of the checks performed by Texas Tech on the data submitted by LEAs. We recommend that you read this document first before reviewing the data template, and keeping it handy while your data file is being prepared. If you have questions about this summary, please contact TIA@ttu.edu.

A procedural change

If your district previously participated in TIA or joined trainings related to Step 2 Data Validation, you may notice some changes to the checks. These changes are outlined in an appendix to this letter on the following page. In general, one new check was created (#3), a new supplemental check was added (#11), and the weighting of the checks was revised.

Finally, one other change was made to help eliminate reporting errors.

- *Converting observation scores.* This change pertains **only** to districts with an observation rubric having a minimum indicator score of 0 (zero). **Note, for districts using T-TESS, this change will not affect your data submission process.** In the past, we requested that such districts increase all indicator scores by 1 (one) to facilitate calculation of check scores. This year, however, we ask that all scores be submitted as gathered by the district, and Texas Tech will convert them as necessary to a scale beginning at 1.

If you have questions about this summary or these changes, please contact TIA@ttu.edu.

Sincerely,

Texas Tech Team for TIA

Summary of Changes

Changes to Data Validation Checks (2022)

Overview of Changes:

Current Check Number	Domain	New Check Number	Weight	Change
1	A	1	6	No change
2	B	2	6	Changed weight
3	B	Removed	NA	Removed
4	B	Removed	NA	Removed
NA	B	3	4	New Check 3 using proximity to designation if determined by statewide VAM-based on point matrix, additional details below
5	C	4	2	Changed numbering
6	C	5	2	Changed numbering
7	C	6	2	Changed numbering
8	C	7	2	Changed numbering
9	D	8	1	Changed numbering
10	D	9	1	Changed numbering
11 (supp)	E	10 (supp)	0	Changed numbering
NA	E	11 (supp)	0	New Supplemental Observation check

New Check 3:
For each designated teacher, we will calculate the proximity of district designation to the same teacher's designation as determined by the state-wide Value Added Model (VAM). Scores for individual teachers will be assigned as described in the table below. Then all scores will be averaged to assign rubric points. For example, if a district designates a teacher as *Exemplary,* while the state-wide VAM determines the teacher is *Recognized*, the district would receive a score of .75 for that teacher. All calculated teachers scores would be averaged together for the final score for Check 3, which would then be converted based on the cut points below.

	Designations if determined by the state-wide VAM			
District Designations	*Not Designated*	*Recognized*	*Exemplary*	*Master*
Recognized	0.00	**1.00**	0.75	0.50
Exemplary	-0.25	0.75	**1.00**	0.75
Master	-1.00	0.25	.75	**1.00**

Points will be assigned to results from the average based on these cut points:

≥ .70	≥ .30	> 0	≤ 0
Score of 3	**Score of 2**	**Score of 1**	**Score of 0**

New Supplemental (unscored) check 11:
This will be the percent of max observation score Standard Deviation with the following cut points. This check is intended to help system administrators gauge the extent to which observation and appraisal practices distinguish instruction that is more or less effective. For this year, this check is unscored and may be considered as a scored check in the future.

$\sigma \geq 0.12$	$\sigma \geq 0.10$	$\sigma \geq 0.08$	$\sigma < 0.08$
Score of 3	**Score of 2**	**Score of 1**	**Score of 0**

Reader-Friendly Description of Validation Checks

The analyses described below are intended to validate the district designation system by comparing designations with external data and performing internal consistency checks. The purpose is to confirm that the district system functions in a manner that meets certain reliability (consistency) and validity (accuracy) standards, not to confirm or reject designation of individual teachers. Meeting these standards allows stakeholders to have confidence that the designation system is fair and accurate.

Domain A. Correlation between teacher observation ratings and student performance ratings

Check 1
The correlation coefficient between observation and growth among all eligible teachers is within the range of expected magnitude reported in the research literature.

For this check, analysts calculate the correlation coefficient (Pearson product-moment correlation) between teacher observation scores and student growth scores submitted by the district. This analysis involves looking for a trend or pattern in the relation between teaching proficiency (i.e., observation scores) and the learning gain exhibited by students (i.e., student growth). Based upon findings reported in peer-reviewed research literature, the expectation is that the trend or relation will be at least minimally positive. For example, the analysts will expect to see that teachers who are assigned higher observation ratings by appraisers will also have students that exhibit greater growth. Conversely, teachers who are assigned lower observation ratings by an appraiser would be expected to have students who exhibited less growth. Results from this analysis provide one piece of evidence about the validity of the designation system.

Domain B. Confirm relation between district designations and student growth calculations

Check 2
District designations of Recognized, Exemplary, and Master (REM) teachers are found in similar proportion to designations as determined by the state-wide VAM.

For this check, analysts calculate a rank correlation coefficient (Kendall's Tau) between the designation category assigned to a teacher by the district and the equivalent category derived from state-level value-added scores calculated for teachers in the district. This analysis uses district data from SY2021-2022 restricted to the group of teachers whom the district has designated and for whom a state-level STAAR-based value-added score can be calculated. This analysis looks at the rank of the designation (REM) and compares it to the rank derived from a value-added score. The expectation is that teachers assigned a Master designation would have a higher-ranking designation as determined by the state-wide VAM than those with an Exemplary and that teachers with this designation would have a higher-ranking designation as determined by the state-wide VAM than those with a Recognized designation. Results from this analysis provide another piece of evidence about the validity of the designation system.

Check 3
District designation decisions for REM teachers, in tested subjects, are in proximity to designations as determined by the state-wide VAM.

For this check, analysts examine the accuracy with which local designation systems designate each eligible teacher in a tested subject based on calculations of the designations if they were determined by the state-wide VAM. The table below shows how scores are calculated based on the proximity of district designation to the designation if it was determined by the state-wide VAM. Scores reflect a positive value for accurate designation, and a negative value for decisions that are not aligned with designations if they had been determined by the state-wide VAM. For example, if a local system designates a teacher as Exemplary, and this designation is concurrent with the designation determined by the state-wide VAM, then an accuracy score of 1.00 is assigned. On the other hand, if a local system designates a teacher as Master, but the designation as determined by the state-wide VAM indicates no designation should be made, then an accuracy score of -1.00 is assigned. The expectation is that local systems will accurately identify teachers, and their levels, for designation. This analysis provides evidence about the concurrent validity of the local designation system.

	Designations if determined by the state-wide VAM			
District Designations	*Not Designated*	*Recognized*	*Exemplary*	*Master*
Recognized	0.00	**1.00**	0.75	0.50
Exemplary	-0.25	0.75	**1.00**	0.75
Master	-1.00	0.25	.75	**1.00**

Domain C. Degree of reliability for observation and growth judgements

Check 4

Across campuses, observation scores are similar for teachers in REM groups.

For this check, analysts use an analysis of variance (ANOVA) to calculate the extent to which there are similarities in observation scores for REM teachers across campuses. The expectation is that there will be small, statistically non-significant differences between the same designation levels across campuses within the district. That is, observation scores for teachers designated at the Master level are expected to be comparable regardless of campus. Similar analyses are performed for the observation scores associated with teachers in the other designation groups. If the expected level of consistency is found in the observation data, it provides evidence about the reliability of the district's designation system.

Check 5

Across campuses, percentages of student growth are similar for teachers in REM groups.

This check is like Check 4 in that ANOVA is used to calculate similarities for REM teachers across campuses. In this case, however, analysts are interested in comparing student growth scores, or the percentage of students who meet or exceed learning expectations. As above, the expectation is that there will be small, statistically non-significant differences between the same designation levels across campuses within the district. That is, growth scores associated with teachers designated at the Master level are expected to be comparable regardless of campus; and similar analyses are performed for the growth scores associated with teachers in the other designation groups. If the expected level of consistency is found in student-growth data, it provides evidence about the reliability of the district's designation system.

Check 6

Across assignments, observation scores are similar for teachers in REM groups.

This check is also like Check 4, but instead of making comparisons across campuses, it looks for similarities in observation ratings within REM groups across teaching assignment. As before, ANOVA is used to calculate similarities among designation groups based on teaching assignment. Teaching assignment and the subsequent comparisons will be defined in one of two ways, based upon the data provided by the district.

- First, assignment may mean looking at similarities in observation scores across eligible teacher groups as identified in the district TIA application; or if districts identify only one group of eligibility, then
- Second, assignment may mean looking at similarities in observation scores across teachers in STAAR-tested vs. non STAAR-tested assignments (e.g., Grade 3 math vs. Grade 5 science).

If the expected level of consistency is found in observation data across assignments, it provides evidence about the reliability of the district's designation system.

Check 7

Across assignments, percentages of student growth are similar for teachers in REM groups.

This check is like Check 5, but instead of making comparisons in observation, the comparison is of student growth (percentage of students who meet or exceed learning expectations) within the REM groups across teaching assignment. As before, teaching assignment will be defined as eligible teacher groups or STAAR-tested vs. non-STAAR-tested, depending on the district system and the eligible teacher groups put forward for designation. This check is the last of four checks that are intended to provide evidence about the reliability of the district's designation system.

Domain D. Comparison of district designation percentage to statewide performance standards

Check 8
Percentage of students who meet or exceed expected growth in the district is approximately equal to the statewide performance standards for student growth in each of the teacher-designation levels (REM).

Check 9
Observation ratings in the district are approximately equal to the statewide performance standards for teaching proficiency in each of the teacher-designation levels (REM).

Both checks involve simple comparisons between statewide performance standards for each designation level and district-level results. Performance standards were calculated for both student growth and teacher observation ratings for the top 33% (Recognized level), top 20% (Exemplary level) and top 5% (Master level).

Performance standards for student growth are set for each designation level (i.e., Recognized = 55%; Exemplary = 60%; Master = 70%). The district's results for the percentage of students who meet or exceed growth are compared to the performance standards. District results that meet the designation performance standards from the state are considered to be a match, but those that fall below the state standard are considered to be a mismatch.

Performance standards for teacher observation are also set for each designation level based on the average number of points assigned by appraisers for Domain 2 and 3 of T-TESS (i.e., Recognized = 3.7 points; Exemplary = 3.9 points; and Master = 4.5 points). The district's results for appraiser ratings are compared to the performance standards. District point values that meet the performance standards are considered to be a match, but those that fall below are considered to be a mismatch. In cases where districts use an observation other than T-TESS, a crosswalk between the rubrics is performed and equivalent levels are set (i.e., Recognized = 74% of possible points; Exemplary = 78% of possible points; Master = 90% of possible points).

The scoring criteria for these analyses will be based on the number of designation groups with which district data matches the performance standard for growth and observation scores. Greater number of points will be awarded when there is a greater number of groups with which district designations match the levels described above. Results from these analyses provide evidence about the validity of the designation system.

Domain E. Supplemental System Checks (not scored)

Check 10
The proportion of teachers on district campuses who are designated as Recognized, Exemplary, or Master is roughly equivalent to other campuses with the same Domain 2A rating.

The purpose of this check is to examine patterns in designation groups and compare them to district campuses with the same Domain 2A ratings. The expectation is that a district's proportion of designated teachers across all campus with a specific rating will be like other campuses across the state with the same rating. Results from analyses provide evidence about how well districts have calibrated their system to state standards as well as outcomes found among similarly rated peer districts across the state. Results from this analysis also provides evidence about the validity of the designation system. For the 2022 Step 2 Data Validation process, TEA will use 2021-22 Domain 2a ratings. Any district submitting a campus receiving a "Not Rated" label will be exclude from this analysis for comparison purposes.

The scoring criteria reflect the size of the difference between the proportion of teachers designated by the district, and the proportion of designated teachers found in statewide averages of districts with the same Domain 2A ratings. Smaller differences in proportion (i.e., less than or equal to .10 difference) earn more points. Districts with proportions that differ from the statewide average by more than .50 receive "0" points on this check.

Check 11
The variability in observation ratings among all eligible teachers is within the range of historical magnitude.

The purpose of this check is to display for leaders of the district's TIA initiative the spread of teacher observation scores gathered during the data capture year. For this check, analysts calculate standard deviation of (max-scaled) observation scores among all eligible teachers.

The expectation is that observation scores for the district will be distributed in a manner that gives some evidence about the ability of the local system to differentiate between ineffective and effective instruction.

Validation Rubric for TIA Step 2 Data Validation

Domain A. Correlation between teacher observation ratings and student performance ratings

This check is intended to confirm that teachers' appraisal scores are related to student growth scores.

	Most evidence supports the accuracy of judgements	Some evidence points toward the accuracy of judgements	Limited evidence supports the accuracy of judgements		None or almost no evidence supports judgements	
	Score of 3	**Score of 2**	**Score of 1**		**Score of 0**	
1. The correlation coefficient between observation and growth among all *eligible* teachers is within the range of expected magnitude reported in research literature. *Earned points x 6 = weighted score for this check*	$r \geq .24$ **Score of 3**	$r \geq .16$ **Score of 2**	$r \geq .08$ **Score of 1**	$r < .08$ **Score of 0**		

Domain B. Confirm relation between district designations and VAM

These checks are intended to confirm that district designations are aligned with state-level student-growth calculations. For the current year, this analysis compares district designations to SY2021-2022 VAM data.

	Most evidence supports the accuracy of judgements	Some evidence points toward the accuracy of judgements	Limited evidence supports the accuracy of judgements		None or almost no evidence supports judgements	
	Score of 3	**Score of 2**	**Score of 1**		**Score of 0**	
2. District designations of REM teachers are found in similar proportion to designations as determined by the state-wide VAM. *Earned points x 6 = weighted score for this check*	$\tau \geq 0.50$ **Score of 3**	$\tau \geq 0.30$ **Score of 2**	$\tau \geq 0.10$ **Score of 1**	$\tau < 0.10$ **Score of 0**		
3. District designations of REM teachers, in tested subjects, are in proximity to designations as determined by the state-wide VAM. *Earned points x 4 = weighted score for this check*	$\geq .70$ **Score of 3**	$\geq .30$ **Score of 2**	> 0 **Score of 1**	≤ 0 **Score of 0**		

Domain C. Degree of reliability for observation and growth judgements

These checks are intended to confirm that observation ratings and student performance are determined in a consistent manner across campus and teaching assignment. [1]

Most evidence supports the accuracy of judgements	Some evidence points toward the accuracy of judgements	Limited evidence supports the accuracy of judgements		None or almost no evidence supports judgements	
Score of 3	**Score of 2**	**Score of 1**		**Score of 0**	
4. Across campuses, observation scores are similar for teachers in REM groups. *Earned points x 2 = weighted score for this check*		sp. $\omega^2 \leq 0.01$ **Score of 3**	sp. $\omega^2 \leq 0.06$ **Score of 2**	sp. $\omega^2 \leq 0.14$ **Score of 1**	sp. $\omega^2 > 0.14$ **Score of 0**
5. Across campuses, percentages of student growth are similar for teachers in REM groups. *Earned points x 2 = weighted score for this check*		sp. $\omega^2 \leq 0.01$ **Score of 3**	sp. $\omega^2 \leq 0.06$ **Score of 2**	sp. $\omega^2 \leq 0.14$ **Score of 1**	sp. $\omega^2 > 0.14$ **Score of 0**
6. Across assignments, observation scores are similar for teachers in REM groups. *Earned points x 2 = weighted score for this check*		sp. $\omega^2 \leq 0.01$ **Score of 3**	sp. $\omega^2 \leq 0.06$ **Score of 2**	sp. $\omega^2 \leq 0.14$ **Score of 1**	sp. $\omega^2 > 0.14$ **Score of 0**
7. Across assignments, percentages of student growth are similar for teachers in REM groups. *Earned points x 2 = weighted score for this check*		sp. $\omega^2 \leq 0.01$ **Score of 3**	sp. $\omega^2 \leq 0.06$ **Score of 2**	sp. $\omega^2 \leq 0.14$ **Score of 1**	sp. $\omega^2 > 0.14$ **Score of 0**

[1] Observation and growth should be equal when compared across campuses and assignments. A smaller effect-size indicates small differences, thus a greater level of agreement. A larger effect-size indicates larger differences, thus a smaller level of agreement.

Domain D. Comparison of district designation percentage to statewide performance standards

These checks are intended to confirm that designation rates in each district are aligned with statewide projections of the proportion of designated teachers in each district.

Most evidence supports the accuracy of judgements	Some evidence points toward the accuracy of judgements	Limited evidence supports the accuracy of judgements		None or almost no evidence supports judgements	
Score of 3	**Score of 2**	**Score of 1**		**Score of 0**	
8. *Percentage of students who meet or exceed expected growth* in the district is approximately equal to the statewide performance standards for student growth in each of the teacher-designation levels (REM). *Earned points x 2 = weighted score for this check*		≥ 70% **Score of 3**	≥ 65% **Score of 2**	≥ 60% **Score of 1**	< 60% **Score of 0**
9. *Observation ratings* in the district are approximately equal to the statewide performance standards for teaching proficiency in each of the REM levels. *Earned points x 1 = weighted score for this check*		≥ 80% **Score of 3**	≥ 70% **Score of 2**	≥ 60% **Score of 1**	< 60% **Score of 0**

Domain E. Supplemental Checks

These checks are intended to provide additional, non-scored evidence to districts about the validity of their local designation system. Check #10 reflects the degree to which designation decisions are comparable among districts with the same Domain 2A ratings. Check #11 shows the variance in district's teacher observation scores as an indicator of the extent to which observers differentiate between more effective and less effective instruction. For the current year, these checks are supplemental and are not factored into data validation scores or system validation decisions

Most evidence supports the accuracy of judgements	Some evidence points toward the accuracy of judgements	Limited evidence supports the accuracy of judgements		None or almost no evidence supports judgements	
Score of 3	**Score of 2**	**Score of 1**		**Score of 0**	
10. The proportion of teachers on district campuses who are designated as *Recognized*, *Exemplary*, or *Master* is roughly equivalent to other campuses with the same Domain 2A rating. *No points assigned for supplemental check.*		$w \leq 0.10$ **Score of 3**	$w \leq 0.30$ **Score of 2**	$w \leq 0.50$ **Score of 1**	$w > 0.50$ **Score of 0**
11. The variability in observation ratings among all eligible teachers is within the range of expected magnitude. *No points assigned for supplemental check.*		$\sigma \geq 0.12$ **Score of 3**	$\sigma \geq 0.10$ **Score of 2**	$\sigma \geq 0.08$ **Score of 1**	$\sigma < 0.08$ **Score of 0**

Description of Statistical Analysis Protocols

Check 1. The correlation coefficient between observation and growth among all eligible teachers is within the range of expected magnitude reported in research literature.

Pearson product-moment correlation coefficient (*r*) is calculated between the teacher observation and growth scores of all eligible teachers. Pearson's coefficient is a measure of the strength and direction of linear association between two variables, which can be written as:

$$r_{xy} = \frac{\sum_{i=1}^{n}(x_i-\bar{x})(y_i-\bar{y})}{\sqrt{\sum_{i=1}^{n}(x_i-\bar{x})^2 \sum_{i=1}^{n}(y_i-\bar{y})^2}},$$

where *n* is the sample size; x_i and y_i are the person *i*'s values on *x* and *y* (e.g., *x* = observation score, *y* = growth score); and $\bar{x}$ and $\bar{y}$ are the sample means of *x* and *y*.

Correlation coefficient has a value between –1 (a perfect negative correlation) and +1 (a perfect positive correlation). A positive correlation indicates a positive relationship while a negative correlation signifies a negative relationship. For example, when teachers with higher observation scores show higher growth scores, the correlation will be positive; in contrast, when teachers with higher observation scores show lower growth scores, the correlation will be negative. Two correlations with the same numerical value have the same strength whether the correlation is positive or negative. A zero correlation indicates no relationship between the variables. The following guidelines are useful when determining the strength of a correlation: ±0.1 (small), ±0.3 (moderate), and ±0.5 (large) (Cohen, 1988, 1992).

Check 2. District designations of REM teachers are found in similar proportion to designations as determined by the state-wide VAM.

Kendall rank correlation coefficient (τ) is calculated between the designation level that the district has made for their teachers (Master, Exemplary, or Recognized) and the same teachers' designation level that is determined by their value-added (VAM) score (Master, Exemplary, Recognized, or Not Designated). Kendall's coefficient is a measure of the strength and direction of ordinal association between two variables, which can be written as:

$$\tau_{xy} = \frac{n_c-n_d}{\sqrt{(n_0-n_1)(n_0-n_2)}},$$

where *n* is the sample size; $n_0 = \frac{n(n-1)}{2}$; $n_1 = \sum_i \frac{t_i(t_i-1)}{2}$; $n_2 = \sum_j \frac{u_j(u_j-1)}{2}$; n_c is the number of concordant pairs; n_d is the number of discordant pairs; t_i is the number of tied values in the i^{th} group of ties for the first quantity; and u_j is the number of tied values in the j^{th} group of ties for the second quantity. Any pair of observations (x_i, y_i) and (x_j, y_j), where $i < j$, are said to be concordant if the sort of (x_i, y_i) and (x_j, y_j) agrees—that is, if either both $x_i > x_j$ and $y_i > y_j$ holds or both $x_i < x_j$ and $y_i < y_j$. Otherwise, they are said to be discordant.

For example, the correlation will be +1 (a perfect positive correlation) when the agreement between the district's designation and designations if determined by the state-wide VAM is perfect (i.e., the two rankings are the same). The correlation will be positive when the two designations are similar. The correlation will be −1 (a perfect negative correlation) when the disagreement between the two designations is perfect (i.e., one ranking is the reverse of the other). When the two designations are independent, then the correlation will be approximately zero.

***Check 3*. District designation decisions for REM teachers, in tested subjects, are in proximity to designations as determined by the state-wide VAM.**

For teachers of tested subjects who earned a designation (Master, Exemplary, or Recognized) in the district, it is determined whether the district designation is the same, higher, or lower than the designation if it were determined by the state-wide VAM. An "accuracy" score ranging from -1.00 to +1.00 is assigned based on the proximity between the district designation and the designation if it were determined by the state-wide VAM. The table below shows how values are assigned based on proximity:

	Designations if determined by the statewide VAM			
District Designations	*Not Designated*	*Recognized*	*Exemplary*	*Master*
Recognized	0.00	**1.00**	0.75	0.50
Exemplary	-0.25	0.75	**1.00**	0.75
Master	-1.00	0.25	.75	**1.00**

More points are given when the district designation is closer to the designations if determined by the state-wide VAM. After a score has been assigned to each teacher, these scores are averaged to produce an overall score for the district.

***Check 4*. Across campuses, observation scores are similar for teachers in REM groups.**
***Check 5*. Across campuses, percentages of student growth are similar for teachers in REM groups.**
ANOVA is performed to compare teachers' observation score (Check 4) or growth score (Check 5) across different campuses. The analysis model includes the main effects of campus and teacher designation (Master, Exemplary, Recognized) as well as their interaction effect. Then, semi partial omega-squared (ω^2) for the campus effect is calculated. Semi partial omega-squared is a measure of standardized group difference (effect size)—the proportion of the variance in a dependent variable (e.g., observation or growth score) that is accounted for by the independent variable (e.g., campus), with other effects (terms) in the model partialed out of the independent variable. It can be written as:

$$\text{semipartial } \omega^2 = \frac{df_{\text{effect}}(MS_{\text{effect}} - MS_{\text{error}})}{df_{\text{effect}}MS_{\text{effect}} + (N - df_{\text{effect}})MS_{\text{error}}},$$

where *N* is the sample size; *df* is the degrees of freedom; MS_{effect} is the mean sum of squares for the independent variable; and MS_{error} is the mean sum of squares for the error. (Semi partial) omega-squared is widely viewed as a lesser biased alternative to (semi partial) eta-squared, especially when sample sizes are small.

Semi partial omega-squared can have a value between –1 and +1. The following guidelines are useful when determining the strength of a semi partial omega-squared: 0.01 (small), 0.06 (moderate), and 0.14 (large) (Cohen, 1988, 1992). A zero or negative value indicates no effect of the independent variable when controlling for the other effects included in the model.

***Check 6*. Across assignments, observation scores are similar for teachers in REM groups.**
***Check 7*. Across assignments, percentages of student growth are similar for teachers in REM groups.**
ANOVA is performed to compare teachers' observation score (Check 6) or growth score (Check 7) across different teaching assignments. Teaching assignment is defined as two or more eligible teacher groups; or defined as tested subjects, non-tested subjects, or both subjects when there is only one eligible teacher group. The analysis model includes the main effects of teaching assignment and teacher designation (Master, Exemplary, or Recognized) as well as their interaction effect. Then, partial omega-squared (ω^2) for the teaching assignment effect is calculated.

Check 8. Percentage of students who meet or exceed expected growth in the district is approximately equal to the statewide performance standards for student growth in each of the teacher-designation levels (REM).
Check 9. Observation ratings in the district are approximately equal to the statewide performance standards for teaching proficiency in each of the REM levels.

For teachers who earned a designation in the district (Master, Exemplary, or Recognized), it is determined how close their growth score (Check 8) or observation score (Check 9) is to the published cut-point that corresponds to their designation category. A closeness score based on the proximity of the growth score or observation score to the corresponding performance standard at each designation level is established on a 0-100% scale. The score value is calculated using an exponential equation that assigns a score based on the proximity of each teacher's score to the corresponding performance standard. More points are given when the score is closer to the performance standard. After a score has been assigned to each teacher, these scores are averaged within each of the REM levels. Finally, an overall mean value is calculated based on the averages within the designation groups. The state published cut-points used are shown below:

Growth standard group	*% of students meeting or exceeding growth targets*
Recognized	55%
Exemplary	60%
Master	70%

Observation standard group	*Based on T-TESS*	*Based on another rubric*
Recognized	3.7	74% of points
Exemplary	3.9	78% of points
Master	4.5	90% of points

The exponential equations used are shown below:

In Check 8
For Master teachers,

$$s_i = f(x_i) + g(x_i)\left(\frac{x_i-0.5}{0.7-0.5}\right)^2$$

$$f(x_i) = \begin{cases} 1 & 0.7 \le x_i \\ 0 & \text{otherwise} \end{cases}, g(x_i) = \begin{cases} 1 & 0.5 \le x_i < 0.7 \\ 0 & \text{otherwise} \end{cases};$$

For Exemplary teachers,

$$s_i = f(x_i)\left(\frac{x_i-0.5}{0.6-0.5}\right)^2 + g(x_i) + h(x_i)\left(1-\frac{x_i-0.7}{1-0.7}\right)^2,$$

$$f(x_i) = \begin{cases} 1 & 0.5 \le x_i < 0.6 \\ 0 & \text{otherwise} \end{cases}, g(x_i) = \begin{cases} 1 & 0.6 \le x_i < 0.7 \\ 0 & \text{otherwise} \end{cases}, h(x_i) = \begin{cases} 1 & 0.7 \le x_i \\ 0 & \text{otherwise} \end{cases};$$

For Recognized teachers,

$$s_i = f(x_i)\left(\frac{x_i-0.5}{0.55-0.5}\right)^2 + g(x_i) + h(x_i)\left(1-\frac{x_i-0.6}{1-0.6}\right)^2,$$

$$f(x_i) = \begin{cases} 1 & 0.5 \le x_i < 0.55 \\ 0 & \text{otherwise} \end{cases}, g(x_i) = \begin{cases} 1 & 0.55 \le x_i < 0.6 \\ 0 & \text{otherwise} \end{cases}, h(x_i) = \begin{cases} 1 & 0.6 \le x_i \\ 0 & \text{otherwise} \end{cases};$$

where s_i and x_i are the person *i*'s values on closeness score and growth score, respectively.

In Check 9
For Master teachers,

$$s_i = f(x_i) + g(x_i)\left(\frac{x_i-0.7}{0.9-0.7}\right)^2,$$

$$f(x_i) = \begin{cases} 1 & 0.9 \le x_i \\ 0 & \text{otherwise} \end{cases}, g(x_i) = \begin{cases} 1 & 0.7 \le x_i < 0.9 \\ 0 & \text{otherwise} \end{cases};$$

For Exemplary teachers,

$$s_i = f(x_i)\left(\frac{x_i-0.7}{0.78-0.7}\right)^2 + g(x_i) + h(x_i)\left(1-\frac{x_i-0.9}{1-0.9}\right)^2,$$

$$f(x_i) = \begin{cases} 1 & 0.7 \le x_i < 0.78 \\ 0 & \text{otherwise} \end{cases}, g(x_i) = \begin{cases} 1 & 0.78 \le x_i < 0.9 \\ 0 & \text{otherwise} \end{cases}, h(x_i) = \begin{cases} 1 & 0.9 \le x_i \\ 0 & \text{otherwise} \end{cases};$$

For Recognized teachers,

$$s_i = f(x_i)\left(\frac{x_i-0.7}{0.74-0.7}\right)^2 + g(x_i) + h(x_i)\left(1-\frac{x_i-0.78}{1-0.78}\right)^2,$$

$$f(x_i) = \begin{cases} 1 & 0.7 \le x_i < 0.74 \\ 0 & \text{otherwise} \end{cases}, g(x_i) = \begin{cases} 1 & 0.74 \le x_i < 0.78 \\ 0 & \text{otherwise} \end{cases}, h(x_i) = \begin{cases} 1 & 0.78 \le x_i \\ 0 & \text{otherwise} \end{cases};$$

where s_i and x_i are the person *i*'s values on closeness score and observation score, respectively.

<u>Check 10</u>. The proportion of teachers on district campuses who are designated as Recognized, Exemplary, or Master is roughly equivalent to other campuses in the same Domain 2A rating.
The campus cumulative percentage of (1) Master designation, (2) Exemplary or higher designations, or (3) Recognized or higher designations are each compared to a state average of campuses within each of the Domain 2A categories. In other words, the district and state percentages are obtained for teachers within Domain 2A A-rated campuses, Domain 2A B-rated campus, etc. Then, Cohen's *w* is calculated from each possible comparison in the Domain 2A categories, and a mean value is calculated over the (1), (2), and (3) designation levels.

Cohen's *w* is a measure of association between two nominal variables. With a binary outcome (e.g., designated vs. not designated), it can be written as follows with directionality considered:

$$w = \text{sign}(p_1 - p_0)\sqrt{\frac{(p_1-p_0)^2}{p_0} + \frac{(p_1-p_0)^2}{(1-p_0)}},$$

where p_1 is the district percentage and p_0 is the statewide expected percentage. The value will be 0 when the district percentage is equal to the statewide percentage for a Domain 2A category. In contrast, the value will be positive when the district percentage is larger than the statewide percentage; or it will be set to zero when the district percentage is smaller than the statewide percentage.

<u>Check 11.</u> The variability in observation ratings among all eligible teachers is within the range of expected magnitude.
Standard deviation (σ) is calculated for the (max-scaled) observation score of all eligible teachers. Standard deviation is a measure of variation or dispersion of a variable, which can be written as:

$$\sigma = \sqrt{\frac{\sum_{i=1}^{n}(x_i - \bar{x})^2}{n}}$$

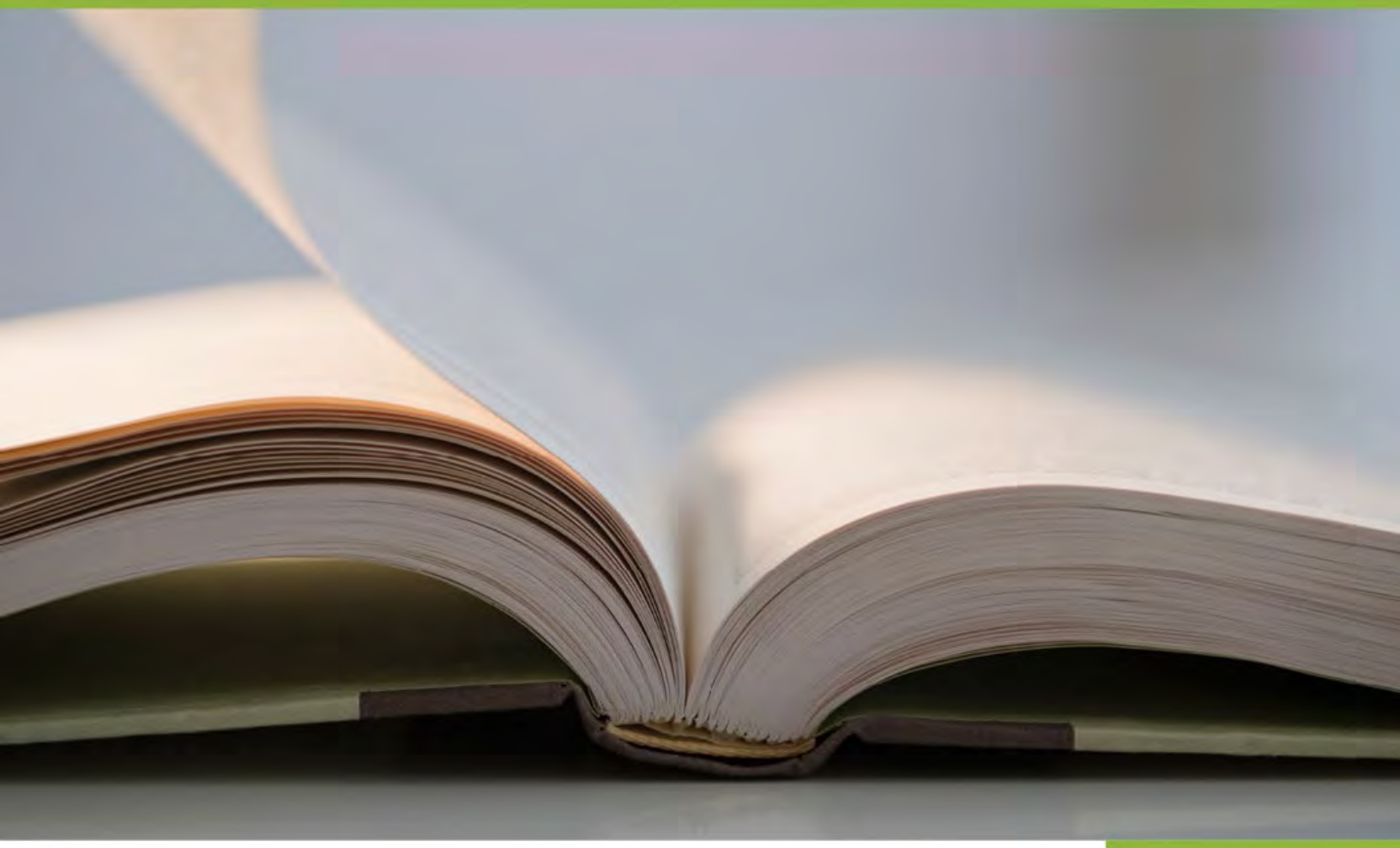
where *n* is the sample size; x_i is the person *i*'s values on *x* (e.g., observation score); and $\bar{x}$ is the sample mean of *x*. A low standard deviation indicates that teachers' observation scores are close each other and to the mean, while a high standard deviation indicates that scores are spread out over a wider range.

Appendix I: VAM Model Documentation

SAS® EVAAS

Statistical Models and Business Rules

Prepared for Texas Tech University and Texas Education Agency



THE POWER TO KNOW.

Contents

1 Introduction

1.1 Background and Purpose

In June 2019, the Texas Legislature passed House Bill 3, which established the Teacher Incentive Allotment (TIA). This new initiative aims, in part, to recruit and retain excellent teachers, and participating Local Education Agencies (LEAs) develop their own designation system in support of these goals. The legislation requires that LEAs submit their systems to the Texas Education Agency (TEA) for review and approval of the required components.

This document focuses on one required component of the local designation system: student growth measures. As part of the system review by Texas Tech University (TTU) and TEA, local student growth models can be compared to statewide models to verify their validity and relative accuracy. This document outlines the statewide statistical growth model that will be used as part of the comparison: a predictive value-added model. The document includes a technical description of the model, an explanation of expected growth within the model, and how model outputs can be used to classify teachers in accordance with TIA. These sections are followed by details outlining the data used and business rules.

The goal of this document is to provide clarity into the statewide student growth models that are compared to data submitted from local designation systems.

2 Predictive Model

2.1 Overview

The predictive model is a regression-based value-added model where growth is a function of the difference between students' expected scores with their actual scores. Expected growth is met when students with a district, school, or teacher made the same amount of growth as students in the average district, school, or teacher.

In more technical terms, the predictive model used here is sometimes known as the univariate response model (URM), a linear mixed model and, more specifically, an analysis of covariance (ANCOVA) model.

Conceptually, growth in the predictive model is simply the difference between students' entering and exiting achievement. If students score where they were expected to score, then the growth measure will be zero (or close to zero). Zero represents "expected growth." Positive growth measures are evidence that students made more than the expected growth, and negative growth measures are evidence that students made less than the expected growth.

The model defines expected growth based on the empirical student testing data; in other words, the model does not assume a particular amount of growth or assign expected growth in advance of the assessment being taken by students. The predictive model defines expected growth within each year.

More specifically, expected growth means that a teacher's students made the same amount of growth as students with the average teacher in the state for that same year, subject, and grade. Growth measures tend to be centered on expected growth every year with approximately half of the teacher estimates above zero and approximately half of teacher estimates below zero.

2.2 Technical Description

In the predictive model, each student receives an expected score based on their own prior testing history. In practical terms, the expected score represents the student's entering achievement because it is based on all prior testing information to date.

The expected scores can be aggregated to a specific teacher and then compared to the students' actual scores. In other words, the growth measure is a function of the difference between the average exiting score (or actual scores) and the average entering score (or expected score) for a group of students. The expected scores are reported in the scaling units of the test.

The approach is described briefly below with more details following.

- The predicted score serves as the response variable (y, the dependent variable).
- The covariates (x terms, predictor variables, explanatory variables, independent variables) are scores on tests the student has already taken.
- The categorical variable (α terms, class variable, factor) are the teachers from whom the student received instruction in the subject, grade, and year of the response variable (y).

Algebraically, the model can be represented as follows for the i^{th} student when there is no team teaching.

$$y_i = \mu_y + \alpha_j + \beta_1(x_{i1} - \mu_1) + \beta_2(x_{i2} - \mu_2) + \cdots + \epsilon_i \quad (1)$$

In the case of team teaching, the single α_j is replaced by multiple α terms, each multiplied by an appropriate weight. The μ terms are means for the response and the predictor variables. α_j is the teacher effect for the j^{th} teacher—the teacher who claimed responsibility for the i^{th} student. The β terms are regression coefficients. Predictions to the response variable are made by using this equation with estimates for the unknown parameters (μ terms, β terms, and sometimes α_j). The parameter estimates (denoted with "hats," e.g., $\hat{\mu}$, $\hat{\beta}$) are obtained using all students that have an actual value for the specific response and have three predictor scores. The resulting prediction equation for the i^{th} student is as follows:

$$\hat{y}_i = \hat{\mu}_y + \hat{\beta}_1(x_{i1} - \hat{\mu}_1) + \hat{\beta}_2(x_{i2} - \hat{\mu}_2) + \cdots \quad (2)$$

Two difficulties must be addressed in order to implement the predictive model. First, not all students will have the same set of predictor variables due to missing test scores. Second, the estimated parameters are pooled-within teacher. The strategy for dealing with missing predictors is to estimate the joint covariance matrix (call it C) of the response and the predictors. Let C be partitioned into response (y) and predictor (x) partitions, that is,

$$C = \begin{bmatrix} c_{yy} & c_{yx} \\ c_{xy} & C_{xx} \end{bmatrix} \quad (3)$$

This matrix is estimated using the Expectation Maximization algorithm for estimating covariance matrices in the presence of missing data provided by the Multiple Imputation procedure in SAS/STAT® (although no imputation is actually used). Only students who had a test score for the response variable in the most recent year and who had the required number of variables are included in the estimation. Given such a matrix, the vector of estimated regression coefficients for the projection equation (2) can be obtained as:

$$\hat{\beta} = C_{xx}^{-1} c_{xy} \quad (4)$$

This allows the use of whichever predictors a student has to get that student's expected y-value ($\hat{y}_i$). Specifically, the C_{xx} matrix used to obtain the regression coefficients *for a particular student* is that subset of the overall C matrix that corresponds to the set of predictors for which this student has scores.

The prediction equation also requires estimated mean scores for the response and for each predictor (the $\hat{\mu}$ terms in the prediction equation). These are not simply the grand mean scores. It can be shown that in an ANCOVA if we impose the restriction that the estimated teacher effects should sum to zero (that is, the teacher effect for the "average teacher" is zero), then the appropriate means are the means of the teacher means. The teacher means are obtained from the EM algorithm mentioned above, which accounts for missing data. The overall means ($\hat{\mu}$ terms) are then obtained as the simple average of the teacher means.

Once the parameter estimates for the prediction equation have been obtained, predictions can be made for any student with any set of predictor values, so long as that student has a minimum of three prior test scores.

$$\hat{y}_i = \hat{\mu}_y + \hat{\beta}_1(x_{i1} - \hat{\mu}_1) + \hat{\beta}_2(x_{i2} - \hat{\mu}_2) + \cdots \quad (5)$$

The $\hat{y}_i$ term is nothing more than a composite of all the student's past scores. It is a one-number summary of the student's level of achievement prior to the current year, and this term is called the expected score or entering score in the web reporting. The different prior test scores making up this composite are given different weights (by the regression coefficients, the $\hat{\beta}$ terms) in order to maximize its correlation with the response variable. Thus, a different composite would be used when the response variable is Math than when it is Reading, for example. Note that the $\hat{\alpha}_j$ term is not included in the equation. Again, this is because $\hat{y}_i$ represents prior achievement before the effect of the current district, school, or teacher.

The second step in the predictive model is to estimate the teacher effects (α_j) using the following ANCOVA model.

$$y_i = \gamma_0 + \gamma_1 \hat{y}_i + \alpha_j + \epsilon_i \quad (6)$$

In the predictive model, the effects (α_j) are considered random effects. Consequently, the $\hat{\alpha}_j$ terms are obtained by shrinkage estimation (empirical Bayes).[1] The regression coefficients for the ANCOVA model are given by the γ terms.

Note that prior test scores do not need to be on the same scale as the assessment being predicted. Just as height (reported in inches) and weight (reported in pounds) can predict a child's age (reported in years), the predictive model can use test scores from different scales to find the predictive relationship.

2.3 Model Outputs

2.3.1 Grades and Subjects

Based on the data received and described in Section 4.1, the predictive model provides student growth measures for teachers in the following assessed areas:

- Mathematics, grades 4–8[2]
- Reading, grades 4–8[3]
- Science, grades 5 and 8
- Social Studies, grade 8
- Writing, grades 4 and 7
- Algebra I
- Biology
- English I

[1] For more information about shrinkage estimation, see, for example, Ramon C. Littell, George A. Milliken, Walter W. Stroup, Russell D. Wolfinger, and Oliver Schabenberger, *SAS for Mixed Models, Second Edition* (Cary, NC: SAS Institute Inc., 2006). Another example is Charles E. McCulloch, Shayle R. Searle, and John M. Neuhaus, *Generalized, Linear, and Mixed Models, Second Edition* (Hoboken, NJ: John Wiley & Sons, 2008).

[2] Mathematics results were not provided for grade 4 for the 2020-21 school year due to the lack of prior data from the 2019-20 school year.

[3] Reading results were not provided for grade 4 for the 2020-21 school year due to the lack of prior data from the 2019-20 school year.

- English II
- US History

These measures can, in turn, be used and interpreted in different ways to assess the significance of growth made by students taught by a specific teacher. The TIA system review includes three different ways that are outlined below and then described in more detail:

- Percentage of students meeting or exceeding expectations
- Effect size
- Test statistic

In addition to providing these metrics in each individual subject/grade or course, an overall measure is sometimes created that spans across all subjects, grades, and course taught by a teacher each year.

2.3.2 Percentage of Students Meeting or Exceeding Expectations

As described in Section 2.2, the predictive model produces an expected scale score ($\hat{y}$) for each student included in the model. For the purposes of TIA, all available expected student scale scores a given school year are compared to students' actual scale scores to determine which students met or exceeded the expected scale score. These are then aggregated to the teacher level across all available grades and subjects for the teacher to generate a single value using the following equation:

$$\frac{\text{Number of student scale scores greater than or equal to expected scale scores}}{\text{Number of student scale scores}} \quad (7)$$

For example, if a teacher had 60 student scale scores included in the model across grades and subjects and 48 met or exceeded the expected scale score, then the calculation of this metric would be:

$$\frac{48}{60} = .80 = 80\% \text{ of students met or exceeded expectations} \quad (8)$$

To create an overall measure, all students are used in each subject and grade or course connected to a teacher and an overall percentage of students that have scored greater than or equal to their expected score is calculated.

The overall measure including all available subjects and grades or courses is used to support the data validation checks performed by TTU on data submitted by districts. For use in the applicable data validation checks, the overall measures for teachers are assigned an overall category using performance standards determined by TEA. Teachers with percentages below 55 are categorized as "Not Designated," teachers with percentages of 55 or greater and less than 60 are categorized as "Recognized," teachers with percentages of 60 or greater and less than 70 are categorized as "Exemplary," and teachers with percentages of 70 or greater are categorized as "Master" for the purposes of the data validation checks.

3 Data Received and Data Processing Business Rules

3.1 Data Received

TEA provides STAAR EOG Reading and Math data for grades 3–8, STAAR EOG Science data (grades 5 and 8), STAAR EOG Social Studies data (grade 8), STAAR Writing data (grades 4 and 7), and EOC assessment data (English I/II/III, Algebra I/II, Biology, US History) from the 2014-15 school year to present. The only exception is that English III and Algebra II data were not available for 2014-15. TEA also provides teacher-student linkages for the purpose of connecting students to teachers in the modeling.

3.2 Entity Resolution

SAS connected students across the five years of data received from TEA using student identification variables. These variables were last name, first name, birth date, Unique ID, and local Student ID.

3.3 Data Processing Business Rules

3.3.1 Course to Assessment Mapping of Linkages

Teacher-student linkages were connected to specific assessments based on a course to subject mapping approved by TEA.

3.3.2 Dropping Unused Linkages

Teacher-student linkages that are not successfully mapped to an assessed subject are not retained.

3.3.3 Exclusion of STAAR Version T Records

STAAR version T assessment records are excluded.

3.3.4 Exclusion of Non-Scorable Assessment Records

Non-scorable assessment results are excluded.

3.3.5 Exclusion of Retest Assessment Records

EOC retest assessments records are excluded. More specifically, records marked as retests are removed, and then any remaining records that were not the first record for that student for that EOC subject are also removed. For any student with multiple test records on a STAAR grade level assessment within a school year, only the record with the earliest test date was used.

3.3.6 Exclusion of June and July Records

The small number of records from assessments administered in June and July are not included in the data provided to SAS. As a result, these records are excluded from the analysis.

3.3.7 Exclusion of Raw Scores of 0

Records with raw scores of 0 are excluded.

3.3.8 Adjustment of Grade 3–5 Spanish STAAR Reading and Mathematics Records

Spanish assessment scores are adjusted using Deming regression such that the gains of students transitioning from Spanish-to-English are equivalent to students transitioning from English-to-English. This adjustment is applied for each combination of subject, grade, year, test language, and scale score.

3.3.9 Minimum Number of Prior Assessment Scores

For most grades or subjects, three prior assessment scores are required for a student to be included in the predictive model. The only exceptions are assessments in grade 4, which require only two prior assessment scores. Note that the required scores do not necessarily need to include a score from the prior year in the same subject area, as the model can use the available prior scores and accommodate missing data.

3.3.10 Outlier Detection

Student assessment scores are checked to determine whether they are outliers in context with all other scores in a reference group of scores from the individual student. These reference scores are weighted differently depending on proximity in time to the score in question. Scores are checked for outliers using related subjects as the reference group. For example, when searching for outliers for Math test scores, all Math subjects are examined simultaneously. Any scores that appear inconsistent, given the other scores for the student, are flagged. Scores are flagged in a conservative way to avoid excluding any student scores that should not be excluded. Scores can be flagged as either high or low outliers. Once an outlier is discovered, that outlier will not be used in the analysis.

This process is part of a data quality procedure to ensure that no scores are used if they were in fact errors in the data, and the approach for flagging a student score as an outlier is fairly conservative.

Considerations included in outlier detection are:

- Is the score in the tails of the distribution of scores? Is the score very high or low achieving?
- Is the score "significantly different" from the other scores, as indicated by a statistical analysis that compares each score to the other scores?
- Is the score also "practically different" from the other scores? Statistical significance can sometimes be associated with numerical differences that are too small to be meaningful.
- Are there enough scores to make a meaningful decision?

To decide whether student scores are considered outliers, all student scores are first converted into a standardized normal z-score. Then each individual score is compared to the weighted combination of all the reference scores described above. The difference of these two scores provides a t-value of each comparison. Using this t-value, SAS can flag individual scores as outliers.

There are different business rules for the low outliers and the high outliers, and this approach is more

For low-end outliers, the rules are:

- The percentile of the score must be below 50.
- The t-value must be below -3.5 when looking at the difference between the score in question and the reference group of scores within the same subject and/or below -4.0 when comparing to the reference group of scores across all subjects.

- The percentile of the comparison score must be above a certain value. This value depends on the position of the individual score in question but will range from 10 to 90 with the ranges of the individual percentile score.

For high-end outliers, the rules are:

- The percentile of the score must be above 50.
- The t-value must be above 4.0 when comparing to the reference group of scores within the same subject and/or above 5.0 when comparing to the reference group of scores across all subjects.
- The percentile of the comparison score must be below a certain value.
- There must be at least three scores in the comparison score average.

3.3.11 Minimum Number of Students for Teacher Growth Data

In order to generate a teacher growth measure for the predictive model in a given grade/subject/year, the teacher must have at least five full-time equivalent (FTE) students included in the model. The teacher's number of FTE students is based on the number of students linked to that teacher and the percentage of instructional time the teacher has for each student. For example, if a teacher taught 10 students for 50% of their instructional time, then the teacher's FTE number of students would be five, and they would meet the minimum for receiving a teacher growth measure.