

Enhanced TIA Tab Scoring Rubric

HOW TO USE THIS RUBRIC

This rubric lists the requirements for districts to earn *Full Readiness* on the Enhanced TIA Tab in the TIA Portal.

There are seven Parts to complete for the Enhanced TIA Tab, and each of them has a separate table in this document that lists its Components. *Full Readiness* is required for all statutory and regulatory components; however, *Full Readiness* on all components is best practice to support strong system implementation of the compensation system.

Components that require *Full Readiness* to earn Enhanced TIA Designation are noted as “REQUIRED.” Best practices should be addressed using the information below but will not be utilized to determine Full Readiness.

PART A: District Strategic Compensation Information

Component	Full Readiness
1. Performance-based salary schedule and criteria for salary increases (REQUIRED)	<ul style="list-style-type: none"> Differentiates pay based on teacher, principal and assistant principal (or equivalent role) performance. Shows a performance-based salary schedule and criteria for salary increases for all teachers, principals and assistant principals (or equivalent roles).
2. Placement of newly hired teachers (Best Practice)	<ul style="list-style-type: none"> Contains placement guidance for newly hired teachers with performance as a consideration based on teacher incentive allotment eligibility or a preparation pathway.
3. TIA Spending Plan (Best Practice)	<ul style="list-style-type: none"> Includes language to utilize TIA funds to support the strategic compensation system for teachers.

PART B: Teacher Strategic Compensation Information

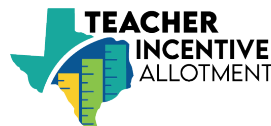
Component	Full Readiness
1. Substantially all teaching assignments (REQUIRED)	<ul style="list-style-type: none"> Clearly explains how teacher eligibility percentage for local designation system includes or will include substantially all teaching assignments for implementation year.
2. Methods for determining teacher effectiveness (REQUIRED)	<ul style="list-style-type: none"> Observation component included as part of the teacher compensation system as aligned to Texas Education Code, §149.1001. Student Growth used to determine teacher effectiveness.
3. Teacher distribution (Best Practice)	<ul style="list-style-type: none"> Performance levels are differentiated within the Teacher compensation system. Funds are identified for each teacher performance level, including the criteria or tiers used to differentiate effectiveness.
4. Local evaluation components (Best Practice)	<ul style="list-style-type: none"> Identifies any additional local evaluation components or subcategories that are part of the teacher compensation system.

PART C: Administrator Strategic Compensation Information

Component	Full Readiness
1. Methods for determining principal and assistant principal effectiveness (REQUIRED)	<ul style="list-style-type: none"> Observation component included as part of the principal and assistant principal compensation systems as aligned to Texas Education Code, 149.2001
2. Student growth component (REQUIRED)	<ul style="list-style-type: none"> Student Growth used to determine principal and assistant principal effectiveness.

PART D: Administrator Appraisal

Component	Full Readiness
1. Approved administrator appraisal system (REQUIRED)	<ul style="list-style-type: none"> T-PESS <u>or</u> an alternative principal appraisal system that complies with Texas Education Code, §21.3541 used to evaluate principals. T-PESS <u>or</u> an alternative principal appraisal system that complies with Texas Education Code, §21.3541 used to evaluate assistant principals.
2. Reliability of administrator observations (Best Practice)	<ul style="list-style-type: none"> Calibration component required for both principals and assistant principal appraisals. Addresses skew in ratings and aligns evidence for ratings for principal and assistant principal appraisals.



3. Correlation of campus data and administrator observation data (Best Practice)	<ul style="list-style-type: none"> Appraisers of principals and assistant principals remain calibrated both within and among campuses.
4. Administrator conference requirements (Best Practice)	<ul style="list-style-type: none"> Annual appraisals conducted for each principal and assistant principal in alignment with Commissioner Rules, Chapter 150.

PART E: Strategic Staffing

Component	Full Readiness
1. Strategic staffing based on high-needs areas (REQUIRED)	<ul style="list-style-type: none"> Staffing plan includes strategic scheduling for early grades, high-needs campuses and high-needs students. Staffing plan clearly describes local plan for placing highly effective teachers where they are most needed.

PART F: Stakeholder Engagement

Component	Full Readiness
1. Stakeholder engagement (Best Practice)	<ul style="list-style-type: none"> Gathers input and feedback on strategic compensation systems from stakeholder groups using a variety of methods, such as focus groups, surveys, or other methods chosen by the district. Reviews, considers, and shares changes informed by stakeholders throughout the development and implementation of the strategic compensation systems.
2. Resources accessible to staff (Best Practice)	<ul style="list-style-type: none"> Develops and provides informational resources to stakeholders about strategic compensation systems. Ensures campus administrators and teachers understand the key components and criteria of the local strategic compensation system by developing a local score card for strategic compensation systems. Provides training materials to teachers, school leaders, and district leaders related to implementation of strategic compensation systems.

PART G: Attestation

Component	Full Readiness
1. Attestation document (REQUIRED)	<ul style="list-style-type: none"> All pieces of the attestation are completed and signed by the Superintendent and Board President.

