

Part 1

Weighting

Component	Level of Readiness	Notes/Questions	Feedback
Includes a teacher observation component and a percent weight is assigned	Full Readiness		
Includes a Student Growth component and a percent weight is assigned	Full Readiness		
If used, Additional Optional Components are included as "Additional System Components" and not as part of the Student Growth components. (Examples include school STAAR, parent surveys, etc.)	Full Readiness		

Teacher Observation

Component	Level of Readiness	Notes/Questions	Feedback
Teacher Observation Rubric and Appraiser Certification (Part A)	Full Readiness		
Reliability of teacher appraisers within and across campuses (Part B)	Full Readiness		
District review of teacher observation trends (Part C)	Full Readiness		
District procedures to review correlation of teacher observation and student growth data (Part D)	Full Readiness		
Observation/feedback schedule (Part E)	Full Readiness		
Alignment to Statewide Performance Standards (Part F)	Full Readiness		

Student Growth

SLO's (Student Learning Objectives)

Component	Level of Readiness	Notes/Questions	Feedback
Rationale (#1)	NA		
Validity in administration of the SLO (#2)	NA		
Updated SLO training (#3)	NA		
Alignment to TexasSLO.org process (#4)	NA		
Requirements for writing an SLO (#5)	NA		
Requirements for approving an SLO (#6)	NA		
Security of the body of evidence (#7)	NA		
Requirements of the body of evidence (#8)	NA		
Setting Expected Growth Targets (#9)	NA		
Determining students' end of year growth (#10)	NA		
Calculation of teachers' end of year student growth rating in alignment to statewide performance standards (#11)	NA		

Portfolios

Component	Level of Readiness	Notes/Questions	Feedback
Rationale (#1)	NA		
Validity and reliability in portfolio assignment administration (#2)	NA		
Security of portfolios (#3)	NA		
Artifacts to be included in the portfolio (#4)	NA		
Number of artifacts (#5)	NA		
Development of Scoring Rubric (#6)	NA		
Scoring artifacts based on the rubric (#7 and #8)	NA		
Setting student expected growth targets (#9)	NA		
Calculation of a teacher's student growth data in alignment with statewide performance standards (#10)	NA		

VAM (Value-Added Measures)

Component	Level of Readiness	Notes/Questions	Feedback
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Rationale (#1)	NA		
Assessments used to calculate VAM (#2)	NA		
VAM based on multi-year data (#3)	NA		
Setting expected growth targets (#4)	NA		
Calculation of a teacher's student growth rating (#5)	NA		
Calculation of VAM (#6)	NA		
Locally calculated VAM (#7 and #8)	NA		

Pre-Test/Post-Test: Part A: Assessment Selection

Component	Level of Readiness	Notes/Questions	Feedback
Pre-test used for each eligible teaching category	Full Readiness		
Expected growth targets set using each pre-test selected	Limited or No Readiness	Option selected for who sets expected growth does not apply to the content/grade levels identified in Category 3.	Identify how expected growth will be determined for the content/grade level in Category 3. TPRI does not provide expected growth targets. These would need to be set locally using option 2 on the pre/post-test tab.
Post-test used for each eligible teaching category	Full Readiness		

Pre-Test/Post-Test: Part B: Questions by category of pre-test/post-test system being used

Option 1: 3rd party pre-test, 3rd party growth targets, 3rd party post-test

Component	Level of Readiness	Notes/Questions	Feedback
Validity and reliability of 3rd party pre-test/post-test (#1)	Full Readiness		
Administration of pre-test/post-test (#2)	Full Readiness		
Security of pre-tests/post-tests (#3)	Full Readiness		
Calculation of a teacher's student growth data (#4)	Limited or No Readiness	Option selected for who sets expected growth does not apply to the content/grade levels identified in Category 3.	Identify how expected growth will be determined for the content/grade level in Category 3. TPRI does not provide expected growth targets. These would need to be set locally using option 2 on the pre/post-test tab.

Option 2: 3rd party pre-test, district created growth targets, 3rd party post-test

Component	Level of Readiness	Notes/Questions	Feedback
Validity and reliability of 3rd party pre-test/post-test (#1)	Full Readiness		
Administration of pre-test/post-test (#2)	Full Readiness		
Security of pre-tests/post-tests (#3)	Full Readiness		
Setting expected growth targets (#4)	Limited or No Readiness	It is not clear what process the district uses to set expected growth targets at the local level.	Explain the process used to set expected growth targets for students locally at the district level using the pre-test/post-test
Calculating end of year student growth (#5)	Full Readiness		
Calculation of a teacher's student growth data (#6)	Limited or No Readiness	It is not clear what process the district uses to calculate end of the year student growth	Explain the process used to calculate growth for students locally at the district level using the pre-test/post-test

Option 3: District created pre-test, district created expected growth targets, district created post-test

Component	Level of Readiness	Notes/Questions	Feedback
Valid and reliable administration of pre-tests/post-tests (#1)	NA		
Security of pre-tests/post-tests (#2)	NA		
Requirements for writing standards aligned pre-tests/post tests (#3)	NA		
Process to review and approve district-created pre-tests/post-tests (#4)	NA		
Setting expected growth targets (#5)	NA		
Determining end of year student growth (#6)	NA		
Calculation of a teacher's student growth data (#7)	NA		

Option 4: District-created pre-test, district created growth targets, 3rd party test

Component	Level of Readiness	Notes/Questions	Feedback
Valid and reliable administration of pre-tests/post-tests (#1)	NA		
Security of pre-tests/post-tests (#2)	NA		
Requirements for writing standards aligned pre-tests (#3)	NA		
Process to review and approve district-created pre-tests/post-tests (#4)	NA		
Setting expected growth targets (#5)	NA		
Determining end of year student growth (#6)	NA		
Calculation of a teacher's student growth data (#7)	NA		

Spending Plan

Component	Level of Readiness	Notes/Questions	Feedback
Distribution of Allotment Funds (Part A)	Full Readiness		

Part 2

System Development and Stakeholder Engagement

Component	Level of Readiness	Notes/Questions	Feedback
TIA Planning Committee (Part A)	Full Readiness		
Stakeholder Engagement (Part B)	Full Readiness		
Staff Accessible Resources (Part C)	Full Readiness		
Designation System Buy-in (Part D)	Full Readiness		
Regular communication updates (Part E)	Full Readiness		
Texas Tech Teacher Buy-In Survey (Part F)	Full Readiness		

Spending Plan

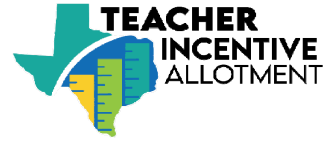
Component	Level of Readiness	Notes/Questions	Feedback
Distribution of Allotment Funds (Part A)	Full Readiness		
Stakeholder Engagement on Spending Plan (Part B)	Full Readiness		
General Spending Plan and Board Approval (Part C)	Full Readiness		
Movement of teachers (Part D)	Full Readiness		
National Board and New Hires (Part E)	Full Readiness		

District System Supports

Component	Level of Readiness	Notes/Questions	Feedback
Central office system support (Part A)	Limited or No Readiness	District lists specific personnel that fill the role for the office but it is unclear how each office will support their components for TIA	Provide at least one clear example of each specific office will provide support for TIA to their components respectively - this could be an example of how the administration will support HR in TIA
Support for designated teachers new to a campus (Part B)	Limited or No Readiness	The district did not identify ongoing support for designated teachers throughout the school year, beyond the beginning of the year initial onboarding	Ensure that there is ongoing support for designated teachers throughout the school year, beyond the beginning of the year initial onboarding
Plan to recruit and retain designated teachers (Part C)	Full Readiness		Best practice is to clarify specific career pathways for designated teachers.
Equitable distribution of designated teachers (Part D)	Full Readiness		Best practice is to consider distribution by assignment/grade-level and by campus.
Program evaluation (Part E)	Full Readiness		<p>Best practice is to include review of impact goals such as retention, recruitment, perception of the system as part of the district's annual program evaluation.</p> <p>Please note the following required program elements: TTU Teacher Buy In Survey: this is an initial survey to gauge teachers' understanding and degree of support for their district's local designation system prior to system implementation. This is given in the spring of the district's initial TIA system application TIA Annual Evaluation Survey: The TIA Annual Evaluation Survey, designed by Texas Tech University, is designed to gauge teachers'/administrators'/HR perceptions and support for the local designation system after implementation. The administration of these surveys is required annually for continued approval. This is a requirement that will come from TTU in partnership with TEA each spring after districts have been approved to issue designations. District Annual Program Evaluation: Districts are required to conduct a program evaluation of their local designation system each year to determine its effectiveness. This includes things like looking at teacher retention and recruitment data, reviewing the effects of designated teachers on teacher observation and student growth, teacher perception of the system, etc.</p>
Data Analysis and Submission (Part F)	Full Readiness		



TEACHER INCENTIVE ALLOTMENT COHORT E APPLICATION



- DIRECTIONS**
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- ELIGIBLE CAMPUSES
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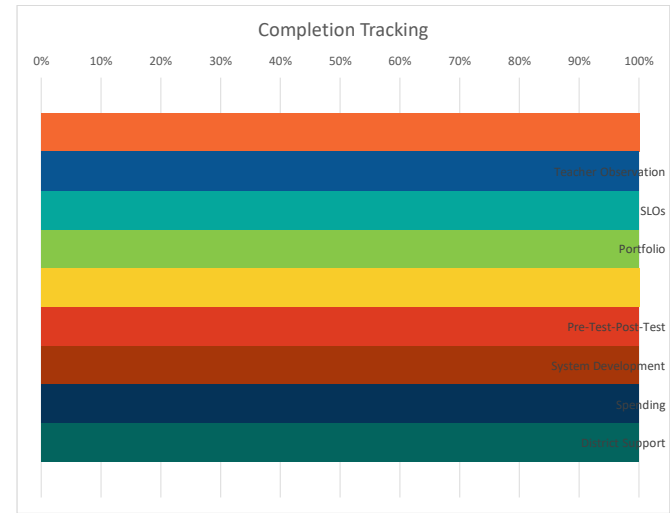
DIRECTIONS FOR COMPLETING THIS APPLICATION

Only open and complete this application in EXCEL, version 2007 or later. Do NOT add, hide, or delete any columns in this application. Such changes may corrupt or invalidate your application.

- Step 1** Save this file to your computer or local network drive. Click "File" then "Save As" to choose the drive and folder in which to save it. If a message appears that this file opened in Protected View, click "Enable Editing."
- Step 2** Complete the **District Info & Weighting** sections **first** before moving on to the other sections
- Step 3** Once the application is complete, save the file as "District Name_District Number" File type should be an Excel workbook (xlsx). Ex: Flower_ISD_123456
- Step 4** Submit your district's completed application along with your attestations document through the Qualtrics link below. **Attestations document requires signature from the district superintendent.**

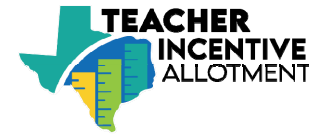
Submission Link: https://tea.co1.qualtrics.com/jfe/form/SV_ahs7IEbfr1fCo5

[BEGIN SYSTEM APPLICATION](#)





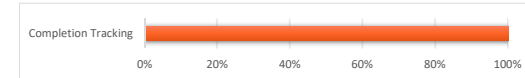
TEACHER INCENTIVE ALLOTMENT COHORT E APPLICATION



DIRECTIONS	DISTRICT INFO	WEIGHTING	ELIGIBLE TEACHERS	ELIGIBLE CAMPUSES	TEACHER OBSERVATION	SLOS	PORTFOLIOS	VAM	PTPT	SYSTEM DEVELOPMENT	SPENDING	DISTRICT SUPPORT
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DISTRICT CONTACT INFORMATION

ESC REGION-SERVED (select from drop down):	REGION 15: SAN ANGELO
DISTRICT NAME AND NUMBER (select from drop down):	SAN FELIPE-DEL RIO CISD (233901)
Are you an 1882 partner or applying on behalf of an 1882 partner (Select Yes/No)	No
Name of 1882 Partnership, if applicable	N/A
Do you currently use a technical assistance provider?	Yes
Name of technical assistance provider:	Garrett Landry
Phone:	214.960.0950
Email:	garrett.landry@commitpartnership.org
Describe the process by which the district and the technical assistance provider worked together to develop the district's local designation system. Please specify the role of the district and the role of the technical assistance provider.	Mr. Landry has been an asset to SFDR CISD. He has been able to guide us with the regulations and statute of the TIA; however, he encourages the District to lead the meetings with the steering committee.



NAME OF PERSON COMPLETING THE TIA APPLICATION:	Aidee G. Garcia
POSITION:	Chief Human Resources Officer
PHONE:	830.778.4045
EXTENSION:	4045
E-MAIL:	aidee.garcia@sfdrcisd.org

BACKUP CONTACT PERSON:	Aida Gomez
POSITION:	Chief Instructional Officer
PHONE:	830.778.4010
EXTENSION:	4010
E-MAIL:	aida.gomez@sfdrcisd.org

DISTRICT RATIONALE

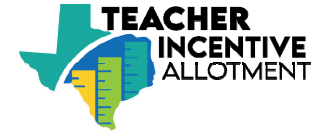
Please provide a short narrative description of your district's rationale for opting to participate in the Teacher Incentive Allotment (500 word limit). In your response, please address the following questions:

- How will TIA impact the district's retention and recruitment of effective teachers?
- How will TIA help ensure that effective teachers are at the highest need campuses?
- Why did your district decide to participate?
- What goals does the district hope to achieve?
- Which areas of the district's annual strategic plan does TIA help to address?

Recruiting and retention is important to us because we know that our students will benefit from a teaching staff that knows them, knows our community and is familiar with our district initiatives to improve instruction. When we do have an opening, we are often left with very few applicants. We rely heavily on alternative certification teachers to staff our schools. The TIA will help us to recruit teachers to our district and also encourage alternative certification teachers to seek a career in teaching with a financial incentive to stay in the profession. SFDR CISD decided to participate because we value the contribution that each teacher makes to the future of our community and the future of our state. The economic future of our city is in our classrooms today, and our teachers are working very hard to give students the best education to be had in the state. Our district is working hard to improve our accountability rating and to meet HB3 goals over the next years. The TIA allows us to combine our efforts from the HB3 goals and the Effective Schools Framework with the TIA system to focus efforts on increasing instructional capacity and rigor in all classrooms and increasing student performance. Our district vision is to provide a success school experience for each child. Our mission is to ensure student success through high expectations for all students by all stakeholders, establishing a culture of pride and excellence. The TIA addresses our district's strategic plan to build a strong foundation in reading and math, improve our low performing schools, to help us recruit, support and retain high quality teachers, and to connect our high school students to their future college or career. We believe that the TIA will help our district to continue to improve teaching and learning while we work to retain and recruit high quality teachers for our community.



TEACHER INCENTIVE ALLOTMENT COHORT E APPLICATION



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TEXAS TECH UNIVERSITY DATA SHARING AGREEMENT

Please double-click and view the data sharing agreement below. [You do not need to complete or sign this document.](#)

DATA SHARING AGREEMENT

- A. SCOPE AND PURPOSE:**
Pursuant to the Texas Education Code, Subchapter H, Chapter 21, as amended by HB 3 (86th Texas Legislature), Texas Tech University (TTU), through its College of Education (CoEd), was designated by the Texas Education Agency (TEA) to provide services in support of the Teacher Incentive Allotment (TIA) program (Interagency Contract between TTU and the TEA contract number 4027, the "Agreement"). A portion of this support will require access by TTU personnel to statewide assessment data, including selected student and teacher data.
- The purpose of this Data Sharing Agreement (DSA) is to establish a framework under which data from Participating ISD will be transferred to CoEd under standards acceptable to TTU. This DSA also establishes the responsibilities associated with such transfer of data.
- B. FERPA COMPLIANCE:**
- i. If given access to education records, the parties agree to abide by the limitations on re-disclosure of personally identifiable information from education records as set forth in The Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g, 34 CFR § 99.33).
 - ii. Parties represent, warrant, and agree that it will:
 - 1) hold the FERPA records in strict confidence and will not use or disclose the FERPA records except as
 - a) permitted or required by this DSA,
 - b) required by law, or
 - c) otherwise authorized by Parties in writing;
 - 2) safeguard the FERPA records according to commercially reasonable administrative, physical, and technical standards that are no less rigorous than the standards by which Parties protect its own confidential information, and
 - 3) continually monitor its operations and take any action necessary to assure that the FERPA records are safeguarded in accordance with the terms of this DSA.
- C. DATA TO BE TRANSFERRED:**
Participating ISD will transfer the data listed in Exhibit A, incorporated by reference herein, to CoEd.
- D. DATA TRANSFER:**
Participating ISD will transfer the data listed in Exhibit A via Secure File Transfer Protocol (SFTP) provided by CoEd.

Rev. 10.28.2020



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Directions:
 On this tab you will select all of the Service Descriptions that apply to each of the teaching categories you listed on the weighting tab and assign the corresponding category number to each applicable Service Description.

In the table below is a list of all service IDs available statewide. Select all of the Service Descriptions that apply to each of the teaching categories you listed on the weighting tab and assign the corresponding eligible teacher category number (column H) to each applicable Service Description. **Any Service Description not assigned an eligible teacher category will be considered "not eligible" to earn a designation.**

How to Use the table filters:
 You can filter or "slice" this list in a variety of ways to shorten it. For example, you can filter the list to include only the specific content areas/grade levels that apply to a particular category. The "district currently uses Service ID" information was pulled looking at **October snapshot PEIMS data 2021**. Use this filter to slice the data by service IDs that a district currently uses. Keep in mind that if you have added new service IDs since **October 2021** the information will not be reflected here. Example: Flower ISD has listed Category 1 on their weighting tab as all Kindergarten teachers. They would filter the list to select the grade level "Kindergarten" so that only Service ID descriptors that apply to Kindergarten are shown. Then they would select "Category 1" for the Kindergarten Service ID Descriptors that apply. This process would be repeated for each category of teachers listed on the weighting tab. Tip: after adding the eligible teaching category number for one category, be sure to clear the filter before sorting the list again to have it apply to the next category.

[For more information about Service IDs, click here.](#)

Category	Description
1	Pre-K(ELAR)
2	Kinder(ELAR)
3	1st-2nd(ELAR)
4	3rd(ELAR)and English I
5	4th-8th ELAR, English II, 6th-8th Math, Algebra I
6	
7	
8	
9	
10	

Clear selection

District Currently Uses Service ID: ...

- Yes
- (blank)

Select multiple items

Subject Description

- ENGLISH LANGUAGE ARTS
- MATHEMATICS
- SELF-CONTAINED
- SPANISH LANGUAGE ARTS
- COMPUTER SCIENCE
- FINE ARTS

Grade Level

- GRADE 6
- GRADE 7
- GRADE 8
- GRADES 9-12
- KINDERGARTEN
- PRE-KINDERGARTEN

Eligible Teacher Category

- 1
- 2
- 3
- 4
- 5
- (blank)

Service ID	Service Description (Content/Grade-Level)	Subject Description	Grade Level	District Currently Uses Service ID: based on 2021 October PEIMS submission	Eligible Teacher Category
03100500	Algebra I	MATHEMATICS	GRADES 9-12	Yes	5
03210530	English As A Second Language, Grade 6	ENGLISH LANGUAGE ARTS	GRADE 6	Yes	5
03200400	English As A Second Language, Grade 7	ENGLISH LANGUAGE ARTS	GRADE 7	Yes	5
03200500	English As A Second Language, Grade 8	ENGLISH LANGUAGE ARTS	GRADE 8	Yes	5
03220100	English I	ENGLISH LANGUAGE ARTS	GRADES 9-12	Yes	4
03200600	English I For Speakers Of Other Languages	ENGLISH LANGUAGE ARTS	GRADES 9-12	Yes	4
03220200	English II	ENGLISH LANGUAGE ARTS	GRADES 9-12	Yes	5
03200700	English II For Speakers Of Other Languages	ENGLISH LANGUAGE ARTS	GRADES 9-12	Yes	5
02625010	English Language Arts and Reading, Grade 1	ENGLISH LANGUAGE ARTS	GRADE 1	Yes	3
02625020	English Language Arts and Reading, Grade 2	ENGLISH LANGUAGE ARTS	GRADE 2	Yes	3
02625030	English Language Arts and Reading, Grade 3	ENGLISH LANGUAGE ARTS	GRADE 3	Yes	4
02625040	English Language Arts and Reading, Grade 4	ENGLISH LANGUAGE ARTS	GRADE 4	Yes	5
02625050	English Language Arts and Reading, Grade 5	ENGLISH LANGUAGE ARTS	GRADE 5	Yes	5
03200510	English Language Arts And Reading, Grade 6	ENGLISH LANGUAGE ARTS	GRADE 6	Yes	5
03200520	English Language Arts And Reading, Grade 7	ENGLISH LANGUAGE ARTS	GRADE 7	Yes	5
03200530	English Language Arts And Reading, Grade 8	ENGLISH LANGUAGE ARTS	GRADE 8	Yes	5
02625001	English Language Arts and Reading, Kindergarten	SPANISH LANGUAGE ARTS	KINDERGARTEN	Yes	2
02820000	Mathematics, Departmentalized Grade 6	MATHEMATICS	GRADE 6	Yes	5
03103000	Mathematics, Grade 7	MATHEMATICS	GRADE 7	Yes	5
03103100	Mathematics, Grade 8	MATHEMATICS	GRADE 8	Yes	5
01010000	Pre-Kindergarten	SELF-CONTAINED	PRE-KINDERGARTEN	Yes	1



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District	SAN FELIPE-DEL RIO CISD (233901)
Instructions:	Below is a list of campuses in your district. For each campus, please verify if the campus is considered eligible under your local designation system. Please consider all campuses including JJAEP, Juvenile Detention Centers, 1882 partnerships, etc. when making your determination. Please make a yes/no selection for each campus listed below.

CDCN	CAMPUS NAME	ELIGIBLE CAMPUS (YES/NO)
233901001	DEL RIO H S	Yes
233901004	BLENDED ACADEMY	Yes
233901005	DEL RIO EARLY COLLEGE H S	Yes
233901043	DEL RIO MIDDLE 8TH GRADE CAMPUS	Yes
233901044	DEL RIO MIDDLE 7TH GRADE CAMPUS	Yes
233901102	GARFIELD EL	Yes
233901103	NORTH HEIGHTS EL	Yes
233901104	SAN FELIPE MEMORIAL MIDDLE	Yes
233901106	LAMAR EL	Yes
233901108	IRENE C CARDWELL EL	Yes
233901110	BUENA VISTA EL	Yes
233901111	RUBEN CHAVIRA EL	Yes
233901112	DR FERMIN CALDERON EL	Yes
233901113	DR LONNIE GREEN JR EL	Yes
233901114	ROBERTO BOBBY BARRERA EL STEM MAGNET	Yes

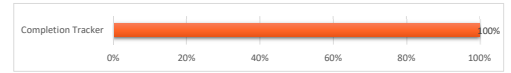


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TEACHER OBSERVATION



PART A: TEACHER OBSERVATION RUBRIC AND APPRAISER CERTIFICATION

Which teacher appraisal rubric does the district use to measure teacher effectiveness? (Select from drop-down)	T-TESS
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Answer the questions below related to your LEA's teacher appraisal rubric.

T-TESS	
1. How often are appraisers required to recertify? (Select from drop-down)	once a year
2. How often are appraisers required to recalibrate to the scoring rubric to ensure the rubric is being used with fidelity?	TTESS requires the test every 3 years. Our district participates in monthly calibration activities to ensure alignment and that the rubric is being used with fidelity.

DANIELSON, MARZANO, NIET TAP	
1. What initial certification process is required for teacher appraisers?	
2. Does appraiser certification require a calibration component? (Select from drop-down)	
3. How often are teacher appraisers required to recertify? (Select from drop-down)	
4. How often are teacher appraisers required to recalibrate to the scoring rubric to ensure the rubric is being used with fidelity?	

District created rubric/other	
1. What initial certification process is required for teacher appraisers?	
2. Does appraiser certification require a calibration component? (Select from drop-down)	
3. How often are teacher appraisers required to recertify? (Select from drop-down)	
4. How often are teacher appraisers required to recalibrate to the scoring rubric to ensure the rubric is being used with fidelity?	
5. Does the district created rubric align with §149.1001 (Teacher Standards) and the district appraisal process comply with §21.351 or §21.352? (Select Yes/No)	
6. What evidence supports that the district observation rubric accurately measures multiple levels of teacher effectiveness?	
7. Please provide a link to your district's teacher appraisal rubric here. If no link is available, please upload to Qualtrics upon submission of your TIA application.	
8. Please download the Teacher Appraisal Crosswalk Document. Complete the crosswalk showing how your locally created rubric aligns to all dimensions of T-TESS, and then upload to Qualtrics upon submission of your TIA application.	District-Created Rubric Crosswalk

PART B: RELIABILITY OF TEACHER OBSERVATIONS WITHIN AND AMONG CAMPUSES

How many total appraisers appraise teachers on all eligible campuses? (Select from drop-down)	3 or more appraisers
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District with 3 or more appraisers	
1. What procedures does the district have in place to ensure appraisers are using the rubric with fidelity?	Scheduled walk-throughs with other Appraiser to discuss scoring. Appraisers watch videos and score on a monthly basis. Discussions for calibration and rubric take place. Videos come from NIET partnership and/or the TIA website. Appraisers will remain calibrated utilizing the rubric through the help of the ESC Region 15 Education Service Center at least quarterly.
2. What procedures does the district have in place to ensure appraisers remain calibrated across appraisers, content areas, grade levels, and campuses throughout the year?	Scheduled walk-throughs with other Appraiser to discuss scoring. Appraisers watch videos and score on a monthly basis. Discussions for calibration and rubric take place. Videos come from NIET partnership and/or the TIA website. Appraisers will remain calibrated utilizing the rubric through the help of the ESC Region 15 Education Service Center at least quarterly.
3. Which district-level personnel are required to complete appraiser certification and participate in multi-appraiser observations for purposes of calibration? (Note: multi-appraiser observations can be in-person or on video)	The bilingual director, special ed director, federal programs director and chief instructional officer are listed by policy as multi-appraiser and they complete all trainings and participate in scheduled walk-throughs for calibration. The District is preparing to roll out teachers videos for feedback and coaching which will be used for calibration for principals and multi-appraisers.
4. Are appraisers required to norm on scoring using the district's teacher observation rubric annually, either by conducting an in-person observation or video scoring?	Yes

District with 1 or 2 appraisers	
1. What procedures does the district have in place to ensure appraisers are using the rubric with fidelity?	

2. What procedures are in place to prevent skew in observation data by grade level and/or content area?	
3. How will the district utilize other trained observers to increase accuracy of ratings? (i.e. other district or campus personnel, Education Service Centers, neighboring districts, etc.)	
4. Are appraisers required to norm on scoring using the district's teacher observation rubric annually, either by conducting an in-person observation or video scoring?	

PART C: DISTRICT REVIEW OF TEACHER OBSERVATION TRENDS

1. How often do district and campus leaders review teacher observation trends?	Monthly, during monthly principal meetings.
2. How is skew in teacher observation trends identified at the campus level?	During quarterly review, TTESS data is analyzed by domain and dimension at grade level, subject and appraiser. Campus administrators and assigned district staff participate in these quarterly review to analyze the data and align to the TTESS rubric.
3. How is skew in district-wide teacher observation trends identified? (if more than one campus in the district)	SFDRCISD uses DMAC for T-TESS data to analyze by domain and dimension at the campus level and the appraiser level to monitor district data trends between quarterly reviews. This review at the district level across campuses.
4. Which observation trends does the district review? (Check all that apply)	<input checked="" type="checkbox"/> By subject <input checked="" type="checkbox"/> By grade <input checked="" type="checkbox"/> By appraiser <input checked="" type="checkbox"/> By campus <input checked="" type="checkbox"/> By department <input checked="" type="checkbox"/> By level category of classes taught, e.g. pre-AP/AP classes <input checked="" type="checkbox"/> By dimensions of teacher <input type="checkbox"/> By teacher demographics (years of experience, age) <input type="checkbox"/> Other (please describe)
5. How do campus and district-level instructional teams/leaders determine the root cause of any skew in teacher observation data? Include at least three possible root causes to be considered and describe what procedures/protocols the district uses to determine the root cause.	The district has the multi-appraiser calibration rounds data and T-TESS data in DMAC to immediately identify areas of skew and identify the root cause by domain or dimension by utilizing the root cause analysis process. The focus of analyze and review center around the three possible causes of skews: (1) Teacher instructional practices (2) Lack of appraisal Calibration and (2) Possible appraisal biased by age/gender/ CYS. The district will work with Region 15 and NIET to address additional support and training with the rubric for appraisers to use the rubric with
6. How do the campus and district level instructional teams/leaders address the root cause of any skew in teacher observation data? Include specific actions steps that the district will take to address at least 3 common possible root causes.	Once the skew is determined in (1) Teacher instructional Practices (2) Lack of appraisal Calibration and (2) Possible appraisal biased by age/gender/ CYS). The District team will implement the following practices: (1) Skew in Teacher instructional Practices, campus administrator meeting to provide coaching, visting another teacher to observe the implementation of the strategy, and District personnel can provide model lessons.(2) Skew in Lack of Appraisal Calibration, meeting with District to discuss the skew as compared with TTESS rubric, schedule a walk-through

PART D: DISTRICT PROCEDURES TO REVIEW CORRELATION OF TEACHER OBSERVATION AND STUDENT GROWTH DATA

1. What procedures and protocols does the district use to review trends in the correlation of teacher observation data and student growth data at the campus level? Include one or more examples.	The district will review correlation data at the campus and district level bi-monthly and develop a plan to determine the root cause of any lack of correlation. The district will use T-TESS data by domain and dimension with student growth measure data to determine skew and develop an actionable plan to correct skew.
2. If more than one campus in the district, what procedures and protocols does the district use to review trends in the correlation of teacher observation data and student growth data at the district level? Include one or more examples.	During quarterly data review, the district will analyze the congruence of teacher observation data with student growth data. For example, the district will use T-TESS data by domain and dimension, grade level, content, appraiser (including data reports compiled by the Data Fellow utilizing Power Bi) and student growth data from beginning to middle to end of year analysis. The data review will be conducted by with campus and district data, to include data by appraiser.
3. How often does the district compare teacher observation data with student growth data to determine if there is a positive correlation?	The district will review correlation quarterly and an in-depth review in the summer after final student data is available to determine if there is a positive correlation.
4. How does the district determine the root cause when data shows there is a lack of correlation between teacher observation data and student growth data?	The district will look at grade-level and then at the campus level to analyze a lack of correlation and determine the root cause by content, grade level, and appraiser. At the campus-level the team will make a determination of instructional capacity, appraiser calibration or validity of student data. The district will then compare classroom and campus correlation to the district level
5. What steps does the district take to address the root causes of lack of correlation? Please include the district's plan to address the following possible root causes:	
Lack of appraiser calibration	Once the district can determine the area of root cause through the quarterly review practices, then we have procedures in place to address calibration with appraisers, to include, additional training with consultants such as Region 15 or NIET. In addition, learning walks will be conducted to recalibrate and discuss the skew rating. The District will house a bank of videos in the Planning Protocol Dashboard for appraisers to use as reference and training.
Teacher instructional practices	Monitor instructional practices at a campus or grade level to address deficits in this area. Tracking observation/walkthrough data, the District can identify the PD needed for specific areas of need. The District will use the coaching model/videos to provide teachers with needed examples. Principals will conference with the teacher and provide specific coaching feedback and revisit the classroom at a scheduled time.
Invalid or unreliable student growth measures	We will work to address any areas of skew by addressing routines and procedures around student data on a quarterly basis. In order to address any issues that arise, the district will work directly with the assessment vendor to further discuss the discrepancy.
Other possible local causes	N/A

PART E: OBSERVATION/FEEDBACK SCHEDULE

1. Does the district appraisal system comply with §21.351 or 21.352? Note: during the data capture year, all teachers in eligible teaching assignments, even if not eligible to earn a designation, must have a minimum of one 45-minute observation which includes scores for all observable domains. Under certain conditions the minimum required 45-minute observation can be conducted in shorter segments that aggregate to 45 minutes. (Select Yes/No)	Yes									
2. Does the district use a multi-year appraisal system for eligible teachers? Note: if using a multi-year appraisal system, both teacher observation data and student growth data must be from the same school year. (Select Yes/No)	Yes									
3. What are the district's requirements for the following:	<table border="1"> <thead> <tr> <th></th> <th>Number of times per year (Probationary Teachers)</th> <th>Number of times per year (Non-Probationary Teachers)</th> </tr> </thead> <tbody> <tr> <td>Number of scored full observations</td> <td>1</td> <td>1</td> </tr> <tr> <td>Number of scored partial observations/walkthroughs</td> <td>10 or more</td> <td>10 or more</td> </tr> </tbody> </table>		Number of times per year (Probationary Teachers)	Number of times per year (Non-Probationary Teachers)	Number of scored full observations	1	1	Number of scored partial observations/walkthroughs	10 or more	10 or more
	Number of times per year (Probationary Teachers)	Number of times per year (Non-Probationary Teachers)								
Number of scored full observations	1	1								
Number of scored partial observations/walkthroughs	10 or more	10 or more								

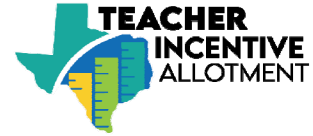
Number of unscored observations	0	0
Number of scores required per each dimension of the rubric	1	1
4. If the district is using multiple scored observations, how will the district determine the observation scores that will be used for data submission and for determining designations?	N/A	
5. The district understands that no teachers in eligible teaching assignments can be on an appraisal waiver or opt out of TIA data capture during the 2022-2023 school year and agrees to comply with this requirement. (Select Yes/No)	Yes	

PART F: ALIGNMENT TO STATEWIDE PERFORMANCE STANDARDS

1. How will the teacher observation component of the district's local designation system align to the TIA statewide performance standards for teacher observation?	SFDRCSID will use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. The data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures. The statewide performance standards are aligned with T-TESS.
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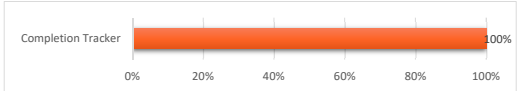


TEACHER INCENTIVE ALLOTMENT COHORT E APPLICATION



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SLOs

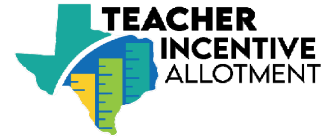


SLOs

1-What is the district's rationale for using SLOs as a student growth measure for the teacher designation system?	
2-What protocols and training does the district provide to ensure valid administration of all assignments, projects, tasks, and assessments being used as part of the SLO?	
3-Please provide the date (month and year) of the last formal SLO training the district attended or the proposed date for future training.	
4-Does the district SLO process align to the process on Texas.slo.org? (Select Yes/No)	
5-What are the district wide requirements for writing a standards-aligned SLO based on a foundational skill of the course?	
6-What are the district wide requirements for approving each teacher's SLO?	
7-How does the district ensure the security of the body of evidence?	
8-How many pieces of student work are required for the body of evidence?	
9-What are the district requirements for setting expected growth targets at the beginning of year after placing students on the Initial Skill Profile?	
10-What are the district requirements for determining end-of-year student growth using the final TSP placement?	
11-How will the district calculate each teacher's annual student growth rating, in alignment with TIA statewide performance standards, using SLOs?	



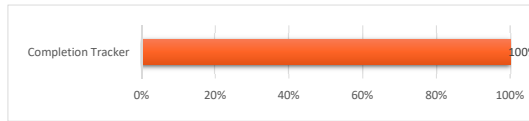
TEACHER INCENTIVE ALLOTMENT COHORT E APPLICATION



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PORTFOLIOS

If using portfolios for more than one content area/grade level, and the portfolio system varies based on content/grade level, please provide answers for all applicable content areas/grade levels.

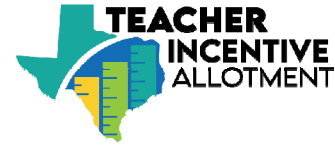


PORTFOLIOS

1. What is the district's rationale for using portfolios as a student growth measure for the teacher designation system?	
2. What protocols/training does the district use to ensure valid administrations of all assignments/projects/student work to be used in the portfolio?	
3. What protocols/training does the district use to ensure the security of portfolios?	
4. What are the district requirements for determining which artifacts will be included in the portfolio?	
5. How many artifacts will be required?	
6. Who creates the district's portfolio scoring rubric(s)? (Select from drop-down)	
7. Who scores the portfolios based on the scoring rubric? (Select from drop-down)	
8. What selection and training process is used to identify and train portfolio scorers?	
9. How does the district determine individual student growth targets at the beginning of the year using portfolios?	
10. How will the district use portfolios to calculate each teacher's annual student growth rating, in alignment with TIA statewide performance standards?	

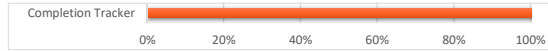


TEACHER INCENTIVE ALLOTMENT COHORT E APPLICATION



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VAM



VAM

1-What is the district's rationale for using Value-Added-Measures as a student growth measure for the teacher-designation system?	
2-Which assessment(s) does the district use for value-added calculations?	
3-Is the district's value-added calculation based on multiple years of student data? (Select Yes/No)	
4-How does the district set individual student growth targets using VAM?	
5-How will the district calculate a teacher's annual student growth rating based on VAM?	
6-Who calculates the value-added data? (Select from drop-down)	
7-What process does the district use to calculate VAM?	
8-How does the district ensure that the locally calculated value-added measures results align to standards of statewide calculated value-added measures?	



TEACHER INCENTIVE ALLOTMENT COHORT E APPLICATION



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PRE-TEST/POST-TEST



PART A: ASSESSMENT SELECTION

Directions: For each eligible teaching category using a pre-test/post-test, select a response identifying: the pre-test, the entity who will set growth targets, and the post-test. If using more than one pre-test/post-test for the same eligible teaching category, please complete the column(s) titled "Optional Additional Pre-test."

Assessment Selection

1	Eligible Teacher Category Description	Pre-Test	Optional Additional Pre-Test	Optional Additional Pre-Test	If using multiple assessments, how will you calculate each teacher's student growth rating for this category? (Select from drop-down)
1	Pre-K(ELAR)	Circle			
		Who sets expected growth targets?	Who sets expected growth targets?	Who sets expected growth targets?	
		District			
		Post-Test	Optional Additional Post-Test	Optional Additional Post-Test	
2	Kinder(ELAR)	TX KEA			If using multiple assessments, how will you calculate each teacher's student growth rating for this category? (Select from drop-down)
		Who sets expected growth targets?	Who sets expected growth targets?	Who sets expected growth targets?	
		District			
		Post-Test	Optional Additional Post-Test	Optional Additional Post-Test	
3	1st-2nd(ELAR)	TPRI			If using multiple assessments, how will you calculate each teacher's student growth rating for this category? (Select from drop-down)
		Who sets expected growth targets?	Who sets expected growth targets?	Who sets expected growth targets?	
		District			
		Post-Test	Optional Additional Post-Test	Optional Additional Post-Test	
4	3rd(ELAR)and English I	STAAR Released			If using multiple assessments, how will you calculate each teacher's student growth rating for this category? (Select from drop-down)
		Who sets expected growth targets?	Who sets expected growth targets?	Who sets expected growth targets?	
		District			
		Post-Test	Optional Additional Post-Test	Optional Additional Post-Test	
5	4th-8th ELAR, English II, 6th-8th Math, Algebra I	Previous year STAAR result			If using multiple assessments, how will you calculate each teacher's student growth rating for this category? (Select from drop-down)
		Who sets expected growth targets?	Who sets expected growth targets?	Who sets expected growth targets?	
		TEA (STAAR Progress Measure)			
		Post-Test	Optional Additional Post-Test	Optional Additional Post-Test	
6	3rd(ELAR)and English I	STAAR Released			If using multiple assessments, how will you calculate each teacher's student growth rating for this category? (Select from drop-down)
		Who sets expected growth targets?	Who sets expected growth targets?	Who sets expected growth targets?	
		District			
		Post-Test	Optional Additional Post-Test	Optional Additional Post-Test	
7	4th-8th ELAR, English II, 6th-8th Math, Algebra I	Previous year STAAR result			If using multiple assessments, how will you calculate each teacher's student growth rating for this category? (Select from drop-down)
		Who sets expected growth targets?	Who sets expected growth targets?	Who sets expected growth targets?	
		TEA (STAAR Progress Measure)			
		Post-Test	Optional Additional Post-Test	Optional Additional Post-Test	
8	3rd(ELAR)and English I	Previous year STAAR result			If using multiple assessments, how will you calculate each teacher's student growth rating for this category? (Select from drop-down)
		Who sets expected growth targets?	Who sets expected growth targets?	Who sets expected growth targets?	
		TEA (STAAR Progress Measure)			
		Post-Test	Optional Additional Post-Test	Optional Additional Post-Test	
9	4th-8th ELAR, English II, 6th-8th Math, Algebra I	Previous year STAAR result			If using multiple assessments, how will you calculate each teacher's student growth rating for this category? (Select from drop-down)
		Who sets expected growth targets?	Who sets expected growth targets?	Who sets expected growth targets?	
		TEA (STAAR Progress Measure)			
		Post-Test	Optional Additional Post-Test	Optional Additional Post-Test	
10	Eligible Category Description	Pre-Test			If using multiple assessments, how will you calculate each teacher's student growth rating for this category? (Select from drop-down)
		Who sets expected growth targets?	Who sets expected growth targets?	Who sets expected growth targets?	
		District			
		Post-Test	Optional Additional Post-Test	Optional Additional Post-Test	

PART B: QUESTIONS FOR PRE-TEST/POST-TEST

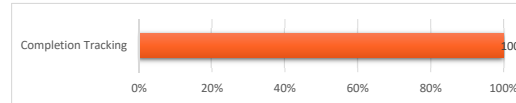
Directions: Answer the questions that correspond to each of the four options for pre-test/post-test, as applicable. There may be multiple pre-tests/post-tests that all fall into one option. For example, all pre-tests/post-tests that are created by a 3rd party and have expected growth targets set by a 3rd party would all fall into Option 1.

Option 1		Option 2		Option 3		Option 4	
3rd party pre-test, 3rd party growth targets, 3rd party post-test		3rd party test, district-created growth targets, 3rd party post-test		District-created pre-test, district-created growth targets, district-created post-test		District-created pre-test, district-created growth targets, 3rd party post-test	
Answer questions for all assessments listed to the right:	#NAME?	Answer questions for all assessments listed to the right:	#NAME?	Answer questions for all assessments listed to the right:	#NAME?	Answer questions for all assessments listed to the right:	#NAME?
1. How did the district determine that each of the 3rd party assessments included in the local designation system was a valid and reliable measure to assess the majority of content covered in in the course for each eligible teaching assignment? Note: Be sure to include answers for EACH 3rd party assessment being used for each respective category of teachers listed above.	A committee was formed to discuss and approve the pre and posttests to be used. This included reviewing the validity of each assessment. The committee discussed the most appropriate for each grade level. The committee consisted of grade level teachers, counselors, principals, and central administration. All assessments that the District utilizes has been vetted through the Texas Education Agency to include STARR/EOC, TPRI and released assessments.	1. How did the district determine that each of the 3rd party assessments included in the local designation system was a valid and reliable measure to assess the majority of content covered in in the course for each eligible teaching assignment? Note: Be sure to include answers for EACH 3rd party assessment being used for each respective category of teachers listed above.	A committee was formed to discuss and approve the pre and post tests to be used. This included reviewing the validity of each assessment. The committee discussed the most appropriate for each grade level. The committee consisted of grade level teachers, counselors, principals, and central administration. All assessments that the District utilizes has been vetted through the Texas Education Agency to include STARR/EOC, Circle, TX KEA, TPRI and released assessments.	1. What protocols/training does the district provide to teachers to ensure valid administration of the district-created assessment(s)?		1. What protocols/training does the district provide to teachers to ensure valid administration of the district-created pre-test(s)?	
2. What protocols/training does the district provide to teachers to ensure valid administration of the 3rd party assessment(s) listed above?	The District facilitates training according to assessment guidelines and blueprints from TEA, Region 15 and vendor consultant.	2. What protocols/training does the district provide to teachers to ensure valid administration of the 3rd party assessment(s)?	The District facilitates training according to assessment guidelines and blueprints from TEA, Region 15 and vendor consultant.	2. What protocols/training does the district provide to teachers to ensure the security of the district-created assessment(s)?		2. What protocols/training does the district provide to teachers to ensure the security of the district-created assessment(s)?	
3. What protocols/training does the district use to ensure security of the 3rd party assessment(s) listed above?	Every campus has a certified testing coordinator who is trained by the District coordinator following TEA protocols. When necessary, the ESC is used as a resource. A training is conducted a minimum of once a year. Campus plan for assessments are submitted to the District.	3. What protocols/training does the district use to ensure security of the 3rd party assessment(s)?	Every campus has a certified testing coordinator who is trained by the District coordinator following TEA protocols. When necessary, the ESC is used as a resource. A training is conducted a minimum of once a year. Campus plan for assessments are submitted to the District.	3. What are the qualifications required for writing standards-aligned district-created tests and which positions are authorized to do so?		3. What are the qualifications required for writing district-created pre-tests and which positions are authorized to do so?	
4. How does the district calculate each teacher's end of year student growth, in alignment with the statewide performance standards using the 3rd party assessment(s)?	The District uses its own data created platform (AimHi) which tracks individual student growth with projected goals and color coding. Reports are provided routinely to both teachers and campus administrators. All targeted goals are aligned to state standards. The teacher's goal for the student is to exceed one-year growth. Clear and published procedures are in place for student growth calculations and to determine teachers' end of year growth rating. The District will follow the state assessment growth calculation model which identifies and sets performance standards at approaches, meets, and masters.	4. How does the district determine individualized student growth targets using the 3rd party assessment?	The District has published procedures in place to determine the expected growth targets for the 3rd party assessments. For CI circle, the District will use our own average District scores for BOY reading and compare them to the Districts' average scores at EOY to calculate the average growth rate in the District. The phonological awareness scores will determine individual growth targets in Pre-K. For TAKE4, the District BOF will assess vocabulary, letter name, and spelling. The District will average student scores to come up with a beginning of the year literacy composite score. The District will test the same subtests at the end of the year and calculate an average composite score. For TPRI, the District will average student scores to come up with a beginning of the year literacy composite score. The District will test the same subtests at the end of the year and calculate an average composite score. Campus and District personnel have develop a rubric with cut scores for each assessment to determine expected growth. This growth must exceed a year's growth. For STAAR-released to STAAR-post, the district will use the Graduated Percent Increase Model. This model will determine a student's growth using baseline	4. What is the process for reviewing and approving district-created tests prior to the tests being implemented?		4. What is the process for reviewing and approving district-created pre-tests prior to the tests being implemented?	
		5. How does the district determine end of year student growth using the 3rd party assessment as the post-test?	The District projects adequate student growth utilizing the 3rd party measures. Campus leadership, teachers, and District administration reviews assessment data, utilizing DMAC, Aim High, and plans with the Data Fellow to extract the needed report to determine the growth. For Circle, TxKee, and TPRI, the District will average student scores to determine a beginning of the year literacy composite score. The District will test the same subtests at the end of the year and calculate an average composite score. For STAAR-released to STAAR-post, the district will use the Graduated Percent Increase Model. This model will determine a student's growth using baseline quintile percent scores setting the lower quintiles at a higher percent growth and maintain or increase performance in the highest performing quintile. A final comparison between the STAAR-released and the STAAR-post will determine movement from quintile-to-quintile, showing individual student's growth.	5. How does the district determine individualized student growth targets at the beginning of the year using the district-created pre-test?		5. How does the district determine individualized student growth targets at the beginning of the year using the district-created pre-test?	

Option 1		Option 2		Option 3		Option 4	
3rd party pre-test, 3rd party growth targets, 3rd party post-test		3rd party test, district-created growth targets, 3rd party post-test		District-created pre-test, district-created growth targets, district-created post-test		District-created pre-test, district-created growth targets, 3rd party post-test	
Answer questions for all assessments listed to the right:	#NAME?	Answer questions for all assessments listed to the right:	#NAME?	Answer questions for all assessments listed to the right:	#NAME?	Answer questions for all assessments listed to the right:	#NAME?
		<p>6. How does the district calculate each teacher's end of year student growth, in alignment with the statewide performance standards using the 3rd party assessment(s)?</p>	<p>For Circle, TxKEA, and TPRI, the District's calculation is determined by the students' beginning of the year assessment as a baseline. In an effort to ensure reliability and validity, the established procedures include different personnel administering the 3rd party assessment. Utilizing the 3rd party assessments SFDRCSID will calculate the average composite score at the BOY to establish growth targets. Students will be considered to have reached their expected growth in reading if they meet or exceed the expected growth target. Teachers' growth will be the number of students meeting/exceeding expected growth divided by the expected growth target. To support teachers, the District utilizes a locally developed platform, AimHi, to track the individual student reading fluency growth. For STAAP, SFDRCSID will use the statewide Student Growth Performance Standards to calculate a teacher's end of year student growth as follows: number of students meeting/exceeding expected growth divided by the expected growth target.</p>				
				<p>6. How does the district determine end of year student growth using the district-created post-test?</p>			<p>6. How does the district determine end of year student growth using the 3rd party assessment?</p>
				<p>7. How does the district calculate each teacher's student growth, in alignment with the statewide performance standards, using the district created pre-test/post-test?</p>			<p>7. How does the district calculate each teacher's student growth, in alignment with the statewide performance standards, using the district created pre-test and a 3rd party post-test?</p>

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**SYSTEM DEVELOPMENT AND
STAKEHOLDER ENGAGEMENT**



PART A: TIA PLANNING COMMITTEE

1. How were the members of the TIA Planning Committee selected to ensure that perspectives from a representative group of stakeholders were considered?	Stakeholders from key areas of the District were selected based on their knowledge and skill sets related to instruction, assessment, recruitment and hiring, teacher evaluation, compensation, budget, and campus and district processes. These stakeholders included district leadership from Human Resources, Communications, Curriculum and Instruction, Finance, and Accountability and Compliance. Sub-committees were led by these district leaders to develop different components of the TIA process. The sub-committees included campus leadership and teachers who were selected via recommendations from district and campus leadership based on their knowledge of campus processes and their ability to communicate and provide effective feedback on behalf of teachers and staff.
2. Which groups did the TIA Planning Committee include? (Check all that apply)	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Campus Leaders <input checked="" type="checkbox"/> District Leaders <input type="checkbox"/> Other (please describe)
3. How did the TIA Planning Committee align the design of the local teacher designation system to district core values and beliefs and to the TIA statewide performance standards?	Teacher recruitment and retention is at the forefront of our TIA implementation plan and wants to recognize teachers who demonstrate success with student growth.

PART B : STAKEHOLDER ENGAGEMENT

1. From which stakeholder groups did the district gather input and feedback while designing the local teacher designation system? (Check all that apply)	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Campus Leaders <input checked="" type="checkbox"/> District Leaders <input checked="" type="checkbox"/> Community Members <input checked="" type="checkbox"/> Families of students <input checked="" type="checkbox"/> Students <input type="checkbox"/> Other (please describe)
2. How often did stakeholder meetings take place? (Select from drop-down)	Quarterly
3. Provide an example of how feedback from stakeholder groups was implemented in order to strengthen, adjust, or refine the local teacher designation system.	Feedback from stakeholders led the work of the committee in developing the TIA system. Survey results were analyzed by subcommittees and adjustments were made based on feedback. For example, campus growth had not been considered as an optional component. However, based on survey results and stakeholder feedback, campus growth was evaluated and implemented as part of the system. Additionally, feedback was clear about how the money was distributed, guiding the work of the compensation sub-committee. The survey also help the design committee to determine components weights.
4. Provide an example of changes that were made based on feedback.	Campus growth had not been considered as an optional component. However, based on survey results and stakeholder feedback, campus growth was evaluated and implemented as part of the system. Additionally, feedback was clear about how the money was distributed, guiding the work of the compensation sub-committee. The survey also help the design committee to determine components weights.

PART C : STAFF ACCESSIBLE RESOURCES

1. What informational resources about the district's proposed local teacher designation system were provided to staff?	The district has utilized its website, meeting structures, email system, released informational videos, and administered surveys as methods to share information about the proposed TIA plan.
2. How will the district ensure that teachers understand the requirements to earn a designation?	In addition to the informational videos, email updates, and website, teachers will be provided professional learning prior to the start of the school year to inform them of the requirements to earn a designation as well as the expectations and supports within the system. Each campus will have a TIA point person (Principal) to serve as an informational resources. Our New Teacher orientation has been adjusted to provide a TIA orientation as well. The district will host monthly TIA network meetings for teachers.
3. What training materials will be provided for both teachers and school leaders to assist in a smooth rollout of the district's local teacher designation system?	In addition to general information about the TIA system, in depth training on each TIA component will be provided throughout the year through multiple avenues (online modules, leadership meetings, PLC meetings (Planning Protocol), etc.) Training on T-TESS, student assessment, data analysis, and best instructional practices and how these relate to TIA will also be provided. By ensuring all teachers and school leaders have these foundational components, we believe the system implementation will begin smoothly. We will gather data based on this learning to monitor and adjust as we go through our data collection year.

PART D : DESIGNATION SYSTEM BUY-IN

1. Provide evidence/examples demonstrating that teachers, district leaders, and school board members have a clear understanding of the district's proposed local teacher designation system.	Presentations and surveys have been provided to staff and board members. Responses to these presentations and surveys have been positive. Planning meetings included a wide variety of stakeholders from the campus and district levels, who shared information and were able to gain clarification of questions posed. District leaders and committee members are able to support questions that arise from campus staff.
2. Provide evidence/examples demonstrating that teachers, district leaders, and school board members support the district's proposed local teacher designation system.	Feedback from teachers, district leaders, and school board members show support for the proposed designation system. Survey responses show support as well as feedback provided by Board members at the board meeting where the application and system was presented.
3. What supports will be given to all teachers in eligible teaching assignments to help them qualify to earn a designation?	The district will communicate available supports to campus leadership for sharing with staff as well as through email and the district designation website.
4. How will the available supports be communicated to teachers?	Support will be provided through information sessions and professional learning. Information will also be provided during the recruiting process for teacher transfers and teachers new to the district.

PART E : REGULAR COMMUNICATION UPDATES

1. Which stakeholders will the district include in regular updates? (Check all that apply)	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Families of students <input checked="" type="checkbox"/> Campus Leaders <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> District Leaders <input type="checkbox"/> Other (please describe) <input checked="" type="checkbox"/> Community Members
2. What is the plan to provide specific outreach to teachers regarding updates to the district's local teacher designation system?	Outreach will occur both through regular district communication and campus administration. Campus administration will get timely updates, information, and training to assist in the rollout of communication to teachers. The website will also be a resource of information that is available for reference.
3. How and when will the district communicate to teachers that they are being put forth for a designation?	Campus principals will visit with teachers in September/October to notify teachers that they are being put forth for designation. In April/May, HR will notify principals and teachers that their designation was approved and that they earned a designation. Principal Supervisors that will monitor the progress of these conferences and provide coaching and guidance, as needed, to principals and teachers. Teachers will also have access to online data to assist in understanding their particular designation.
4. How and when (month) will the district inform teachers, once their designation is approved, that they have earned a designation?	In April/May, HR will notify principals and teachers that designation was approved and that they earned a designation. Teachers will be notified of their approved designations in person with their campus leadership and a celebration for their efforts. These will also be posted on our website to share with the community and stakeholders.

5. How and with whom will the district share the final version of the local teacher designation system, once the district's system application is approved in early August?

In addition to updating the district's TIA website and sharing the news via email, the TIA team will meet with district and campus leadership to review the approved system. Each district/campus leader will work with their district-level TIA contact to develop a process for sharing with their campus staff. Each campus will have a TIA point person (Principal) to serve as an informational resource as well. These processes will include information sharing, opportunities to ask questions, and small-group discussions. After the information has been shared with all stakeholders, the Design Committee will support TIA contacts and campus/district leaders to check the level of understanding and provide additional resources, as needed. The district's new teacher orientation has also been adjusted to provide a TIA orientation.

PART F : TEXAS TECH TEACHER BUY-IN SURVEY

1. How will/did the district facilitate teachers completing the Texas Tech teacher buy-in survey? Include when the district sent the list of teacher emails to Texas Tech, when/how you provided teachers with time to complete the survey, and how you encouraged teacher participation in the survey.

The list of teachers and emails will be sent to TTU on April 14, 2022. Our technology department will whitelisted the TTU email address to ensure that the survey will not go to spam folders. Teachers will receive the survey on April 15, 2022 (per TTU email) and will have until May 14, 2022 to complete it. Weekly reminders will be sent to teacher to complete the survey. The Superintendent will send out weekly reminders, stressing the importance of the survey.

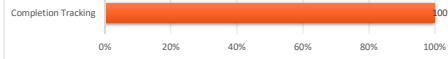
2. How will the district plan to use the data gathered from the Texas Tech teacher buy-in survey to improve the local teacher designation system/tailor professional development/improve district systems/etc.?

Stakeholders will continue to play an important role in reviewing data and making recommendations for improvement. As the Texas Tech survey data is provided, it will be reviewed with stakeholders, including TIA committee and/or sub-committees to ensure improvement areas are addressed, calibrating occurs, and teacher support is available.

3. How will the district communicate the results of the Texas Tech teacher buy-in survey to stakeholders?

The results of the Texas Tech survey will be communicated to the district via our TIA website. Additionally, if deemed necessary, information will be shared via superintendent email. Finally, data will be shared at leadership meetings across the District. Feedback will be obtained in these meetings to assist in utilizing the data in a meaningful way.

SPENDING PLAN



PART A: DISTRIBUTION OF ALLOTMENT FUNDS

Percentage of allotment going to designated teachers (select percent)	Percentage of allotment going to other teachers on the campus (select percent)	Percentage of allotment going to LEA (select percent) *Max 10%
90%	0%	10%
<p>1. To confirm that your district's spending plan complies with statute, provide additional details outlining how the district will spend funds on other eligible staff and how the district will spend any portion of the allotment remaining at the district-level.</p> <p>2. By what date will your district spend all TIA allotment funds? Please include details about the first year and subsequent years.</p> <p>3. Please provide a link to the district spending plan. Note, please ensure the link is accessible. If using a hosting service like Google docs, ensure it does not require a login or district account.</p>	<p>Please provide details around how the district plans to spend these funds above. Include eligible roles, how eligibility will be determined, and any other details.</p> <p>N/A</p> <p>Teachers will receive TIA compensation after the winter PEIMS submission. All funds will be distributed prior to August 31st. This will be for the first year and all subsequent years.</p> <p>https://www.sfdr-cisd.org/tia</p>	<p>Please provide details around how specifically the district plans to spend the percentage of funds reserved at the district-level. Include whether you plan to spend any on professional development.</p> <p>SFDRCSID Spending Plan will pay 90% of the TIA funds generated by the designated teacher to the designated teacher. SFDRCSID will keep 10% to cover the employer's payroll costs, professional development and compensate for staff associated with TIA needs. The TIA funds will be paid as supplemental compensation aside from the teacher salary schedule. The TIA pay will be expended within the fiscal year (in May) after TEA's notification of the allotment funds in April.</p>

PART B: STAKEHOLDER ENGAGEMENT AND SPENDING PLAN

<p>1. What is the rationale for the distribution of allotment funds, and how does this align with district goals?</p> <p>2. How were teachers and other stakeholders involved in developing the plan for distribution of TIA funds?</p> <p>3. How were teachers informed about the details of the district's TIA spending plan?</p>	<p>SFDRCSID Spending Plan will pay 90% of the TIA funds generated by the designated teacher to the designated teacher. SFDRCSID will keep 10% to cover the employer's payroll costs, professional development and compensate for staff associated with TIA needs. The TIA funds will be paid as supplemental compensation aside from the teacher salary schedule. The TIA pay will be expended within the fiscal year (in May) after TEA's notification of the allotment funds in April.</p> <p>The District sent an electronic survey to all staff to vote on the percentage of distribution.</p> <p>Teachers were informed throughout the process. Principals held meetings and presented information about the surveys and results.</p>
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PART C: GENERAL SPENDING PLAN AND BOARD APPROVAL

<p>1. How will allotment funds work in conjunction with or replace the current district salary schedule?</p> <p>2. How will teachers receive TIA compensation? If splitting the allotment among designated teachers and other teachers on the campus, please specify the plan for both.</p> <p>3. When will teachers receive TIA compensation? If splitting the allotment among designated teachers and other teachers on the campus, please specify the plan for both.</p> <p>4. When (month and year) will the school board approve a budget that includes the expenditure of TIA funds? Note, this is not required by the time of application submission.</p>	<p>Allotment funds will work in conjunction with the current salary schedule. All TIA updates will be included in the district's compensation plan and approved by the Board of Trustees.</p> <p>Teachers will receive two equal payments after the winter PEIMS roster is complete and all verification occurs. All funds will be distributed prior to August 31st.</p> <p>Teachers will receive TIA compensation after the winter PEIMS submission. All funds will be distributed prior to August 31st.</p> <p>During the April Regular Scheduled Board meeting, Administration will request approval for the submission of the TIA plan. 2022-23 would be a capture year, and the Board would approve the TIA compensation plan for the 2022-2023 budget/fiscal year.</p>
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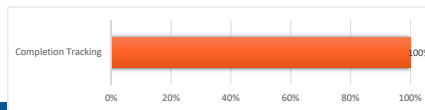
PART D: MOVEMENT OF TEACHERS

	Designated Teachers
<p>1. What is the district's plan for adjusting/changing the distribution of TIA funds when an eligible teacher moves to/from a campus within the district or to/from the district prior to Class Roster Winter Submission?</p> <p>2. What is the district's plan for adjusting/changing the distribution of funds if an eligible teacher leaves the district after Class Roster Winter Submission?</p>	<p>As part of the communication plan, the district will make distribution adjustments as early as possible when a change occurs. However, plans for all campuses are the same, therefore movement of designated teachers should not impact funding. If a teacher leaves prior to winter submission, they will not be compensated. Also, the District will create a policy that addresses the financial impact of designated teachers moving to/from campuses or to/from the district during the school year, with respect to the Class Roster Winter Submission date. This will include the distribution amount is based on the poverty tier of the campus they are employed at upon Winter Roster verification.</p> <p>A teacher must maintain the following eligibility to generate an allotment each year: active standard or lifetime teacher certification, active designation, coded as an 087 in class roster-winter collection, and serve or will serve a creditable year of service which means at least being an 087 for full-time. The district's plans lists the three different scenarios as listed: (1) teacher who retires and completes the school year; will receive the payout in May. (2) teacher who leaves after their contract ends. The TIA allotment is generated using teacher information included in the Winter Class Roster submission due in February. The district will provide designated teachers with one-time payouts in May (3) teacher who breaks contract or retires before the school year and after winter roster: In the event that a designated teacher resigns or retires after the February submission, the district will redistribute the allotment generated by the designated teacher to teachers (087) on the campus where the designated</p>

PART E: NATIONAL BOARD AND DESIGNATED TEACHER NEW HIRES

<p>1. Will compensation for Recognized National Board Certified Teachers (NBCTs) follow the same spending plan as Recognized teachers who earned a designation through the district's local designation system? (Select Yes/No)</p>	Yes
<p>2. Will compensation for newly hired teachers that were designated by another district follow the same spending plan as teachers who earned a designation through the district's local designation system?</p>	Yes

DISTRICT SUPPORT



PART A: CENTRAL OFFICE SYSTEMS SUPPORT

1. The district acknowledges that each department/personnel listed below are aware of the district's participation in TIA, the timeline if approved, and understand what will be required from their respective department. If "Yes," give an example of the district infrastructure support provided.		
Human Resources support for recruitment, retention, and equitable distribution of designated teachers.	Yes	CHRO, HR Coordinator, HRIS Coordinator
Finance/Budget/Payroll support for expenditure of TIA funds	Yes	CFO, Accountant, Comptroller, Budget Director, Payroll Supervisor
Technology support for data management necessary for TIA	Yes	Technology Coordinator, CIO, PEIMS Coordinator, Region 15
Curriculum & Instruction support tied to valid and reliable student growth measures and teacher observation data	Yes	CIO, Assessment and Accountability Coordinator, Curriculum Coordinator, Region 15
Assessment support tied to the development and administration of student growth measures for all eligible teaching assignments	Yes	CIO, Assessment and Accountability Coordinator, Curriculum Coordinator, Region 15, Special Education Director, Bilingual Director
Professional Development support for existing and aspiring designated teachers	Yes	Human Resource, CIO, Curriculum Coordinators, Bilingual Director, Special Ed Director, Region 15
Legal support for overall implementation of TIA	Yes	Legal Counsel, Administrative Assistant, TASB
2. Will the district have at least one staff member on every campus who serves as the campus TIA point person? (Select Yes/No)	Yes	
3. What position(s) in the district will be responsible for training and coordinating the above personnel to support the execution of the local designation system and spending plan?		Chief Human Resources Officer, Chief Instructional Officer, Chief Financial Officer, Administrative Director, and Directors

PART B: SUPPORT FOR DESIGNATED TEACHERS NEW TO A CAMPUS

1. What onboarding plan does the district have specifically for designated teachers who are new to a campus to ensure that they are just as successful as they were on the campus where they earned the designation?	Each employee, whether new or current, will undergo the same plan of action. New employees will receive initial onboarding that outlines the SFDRICISD plan.
2. Describe how the district will support, over the course of the year, designated teachers who are new a campus. Give an example of support beyond the initial onboarding process.	Our District will have a mentor group, led by campus principals, for those individuals who have TIA designations. Also, TIA designated teachers will have a peer group to identify needs and ongoing support moving forward.

PART C: PLAN TO RECRUIT AND RETAIN DESIGNATED TEACHERS

1. Give an example of how the district will use TIA funds to recruit effective teachers into the district.	Human Resources will use funds to increase recruiting events. The district will partner with outside agencies and organizations to increase the applicant pool, recruitment efforts, and TIA advertisement. SFDRICISD will leverage current electronic media platforms and use funds to seek additional platforms to improve district and TIA awareness and presence. Funds will be used to update recruitment materials to reflect the TIA system. Finally, SFDRICISD will use funds to continue to provide high-quality professional learning, directly aligned to TIA categories and student growth measures, teacher leadership, and TIA awareness opportunities.
2. Give an example of how the district plans to retain designated teachers in the district.	The district will establish a district-level and campus-level TIA point person. The district will facilitate quarterly TIA Support Network meetings for principals and teachers. The district is committed to developing and providing effective Professional Learning Communities (Planning Protocol) on campus and within the District. Designated teachers will have access to varied and scaffolded professional learning opportunities both in and out of District. Designated teachers will also receive priority consideration for committee membership and advisory roles. Staff will be provided with multiple opportunities to provide feedback via surveys and group discussions to improve the TIA process & supports.
3. What teacher career pathways might the district develop or expand in order to further support/retain designated teachers?	Designated teachers will receive priority consideration for campus and district leadership opportunities, mentor roles, committee membership, and advisory roles.

PART D: PLAN FOR THE EQUITABLE DISTRIBUTION OF DESIGNATED TEACHERS

1. How will the district plan for the equitable distribution of designated teachers across the district and across highest needs positions/subjects/grade levels to increase the number of highly effective teachers where there is the greatest student need?	Teacher effectiveness data will be reviewed at campus, grade, and content levels for inequities among campuses, particularly those with highest need. Using this data, organizational decisions will be made to remedy these inequities, including communications with designated teachers regarding opportunities at campuses of high need, website updates, and targeted recruiting events.
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PART E: PROGRAM EVALUATION

1. Give an example of how the district will evaluate and monitor the impact of the district's local teacher designation system, outside of the TIA annual program survey?	The TIA Design Committee will meet to review data, including teacher performance, student growth, staff mobility/retention, and stakeholder feedback to review the system implementation and productivity to ensure effectiveness while monitoring implementation, supports, leadership, and accountability. Through this process, which will include regular campus visits and classroom walkthroughs, the system will be evaluated and, if necessary, adjusted to ensure the growth of students meets or exceeds expectations within the TIA process.
2. Give an example of how the district will encourage participation in the TIA annual program evaluation survey.	SFDRICISD will consolidate the TIA survey with other regular surveys to minimize the time taken from stakeholders for input. We will communicate frequently during the survey timeline and share information through the TIA website and campus and district communications. Additionally, time will be set aside to ensure stakeholders have time to respond. Finally, results will be shared with principals to share with staff at the campus level along with any actions taken due to the outcomes of the survey.

3. What kind of data will the district track and collect in order to complete a robust program evaluation?	Data collected will include teacher evaluation, student growth, understanding of the system, teacher/staff satisfaction, recruitment and retention data, and professional learning participation and feedback data.
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PART F: DATA ANALYSIS AND SUBMISSION

1. Which personnel/position(s) in the district will be responsible for compiling and analyzing teacher observation and student growth data?	Department of Accountability and Assessment/PEIMS (Director, Coordinator) with support from Human Resources and C&I.
2. What data management system(s) does the district use to track teacher observation and student growth data?	DMAC
3. How will the district ensure that all teachers in eligible teacher assignments have both teacher observation and student growth data during the data capture year?	HR will provide monthly reports from DMAC to the principal supervisors. Principal Supervisors will providing coaching and support to meet TIA observation expectations.
4. Who/what personnel will make decisions regarding teacher designations?	Chief Human Resources Officer, Chief Instrucional Officer, Administrative Director
5. How will district personnel work together, and what processes will be put into place during the data capture year to ensure successful data capture ?	The Department of Accountability and Assessment(PEIMS) will work together with the Department of Curriculum & Instruction to improve, or verify the accuracy and efficiency of systems for data management and data capture. Systems for data analysis of student growth to include processes and timelines for teachers to verify classroom student rosters at the beginning and end of the year, providing teachers with baseline beginning-of-year assessment results and middle-of-year student growth progress where applicable, will be established and communicated.
6. Who/what personnel will track designated teacher placement/movement and eligibility to earn a designation?	Chief Human Resources Officer, Chief Instrucional Officer, Administrative Director
7. Will the district identify and track placement of National Board Certified Teachers and NBCT candidates?	Yes
8. Districts may choose to submit video observations for a portion of designated teachers to Texas Tech. This opportunity will allow districts to receive feedback on rating accuracy and provides TEA with additional context when determining final system approval. Will the district participate in the optional opportunity to submit designated teacher observation videos to Texas Tech? <i>Note: the details of optional video submission will be determined at a later time.</i>	Yes