



TORNILLO INDEPENDENT SCHOOL DISTRICT

INNOVATING – EMPOWERING – THRIVING

Agenda for District Advisory Board Meeting Tornillo Independent School District

Meeting Date: Monday, March 9, 2026

Meeting Type: Committee

Meeting Time: 1:00 PM

Meeting Location: W.E. Neill Service Center, 19210 Cobb, Tornillo, TX 79853

Disclaimer

This meeting will be conducted in accordance with the Texas Open Meetings Act; hence, the **public is welcomed and invited to attend**. When necessary, the SSSP Committee may enter into **closed session** under the authority of Chapter 551 of the Texas Government Code.

The District Advisory Board (DAB) fulfills the requirements of the planning and decision making process as stated in BQ(LOCAL) and BQ(LEGAL).

Public comments related to the agenda items listed for this meeting shall be handled as follows: If you would like to sign up for public comment, please submit the following information to hr@tisd.us: (1) your name, (2) contact information, and (3) specify the item(s) you would like to comment upon prior to the board's deliberation. For more information about public comment, see Policy BED.

All voting will be done in open session.

Items on the Agenda: The subjects (order may be changed) to be discussed, considered, or upon which any formal action may be taken are listed below.

1. First Order of Business

- 1.A. Establish a quorum and call the meeting to order
- 1.B. Pledge of Allegiance to the United States

2. Open Forum

3. School Health Advisory Council (SHAC) - BDF(LEGAL) TEC 28.004 (D-1)

Linda Rivero, District Registered Nurse & Norma Aguirre, CNS District Manager

4. Information

- 4.A. TISD Teacher Incentive Allotment (TIA) Plan TEC 21.3521 and TEC 48.112

Lizeth Carroll, HR/Compliance Director

- 4.B. Certification of Provision of Instructional Materials

Loretta Aguilar, Technology Instructional Specialist

- 4.C. Indoor Air Quality Resolution Go Green Initiative

Rene Estrada, Facilities/Transportation Director & Sandra Cruz, Finance Coordinator & Luis Guerra, Finance Director

5. Workshops

- 5.A. Budget Workshop TEC 44.002

Luis Guerra, Finance Director

- 5.B. District Needs Assessment/District Improvement Plan - March Formative Review - TEC 39.106

Lizeth Carroll, HR/Compliance Director

6. Safe and Supportive School Program

- 6.A. Safety Update

Carlos Garcia, IT Director

7. Next Meeting Tentative Date: TBD

Adjournment of the Meeting

How to Use This Document

1. Start with the Instructions Page

Familiarize yourself with the template and action plan components

2. Access and Analyze Data Submission Information

Log into the portal to access the following: Data submission file, specifically the Teacher Discrepancy section and Additional Information, Submitted Teacher Report, and Staff Reported in Eligible Teaching Assignments List
You may also use the Data Hub Root Cause Analysis process guide and feedback from System Alignment Review

3. Build Your Action Plan

Review your implementation practices and data submission documents identify issues, patterns, and root causes
District should only complete the components that are blue at this time

1. Create problem statements for each identified issue. (What is the gap with data collection? Where is the problem occurring? Why is it occurring? Who is it affecting? When does it cause difficulties?)

2. Root cause analysis

- a. Collect and analyze evidence as to why the district could not collect complete data.
- b. Use RCA guidance and tools

3. Create goals for your 2025-26 data collection

- a. Goals should be specific, measurable, achievable, relevant, and time-bound
- b. The goal should be aligned to the problem and the root cause

4. Develop action steps that would remedy the problem statement, address the root cause, and get the district to the

a. Action steps should be specific, not vague

Example: The administrative team will create a central tracker in Google Sheets of all teachers in eligible assignments and share with campus administrators. Administrators will provide monthly progress updates to the TIA lead on walkthroughs and appraisal completion, and status of student growth measures. The TIA lead will monitor complete administration of pre-tests and post-tests in Eduphoria and ensure campus admins train

b. Action steps should include singular, actionable steps

5. Timeline for action steps including start and end dates

- a. Timeline should be enough time to implement, but also focus on urgency of implementation

6. Resources for action steps

- a. Include training, materials, tools, time, money, etc.

7. Person responsible

- a. Who will lead?
- b. Who will monitor?
- c. Who will be in charge of collecting data?

8. Stakeholders to engage

- a. Who is affected?
- b. Who supports?

e desired outcome

Data Collection Issue during System Alignment Review	Almost thirty percent of eligible classroom teach data on time during the school year to ensure it were removed with our April 2025 system modi
Root Cause	Common understanding of administration of pr identifying who is responsible for verifying teach NOTE: for 2025-2026 data capture year, portfoli
Evidence to Support Root Cause	Data was not collected and/or verified at BOY, M
Desired Outcome	Collect data on time during the school year to e portfolios were removed with our April 2025 sy:
Potential Barriers/Challenges	Time management, some teachers need to mon
Action Step/Activity	
Strengthen the communication regarding deadlines to collect data stated in testing calendars pacing guides, lessons plans, staff development trainings, etc	
Streamline the data collection & tracking of district student growth data. NOTE: for 2025-2026 data capture school year, portfolios were removed with our April 2025 system modification application.GOAL: Campus administrators are	
On going monitoring and early intervention of identyfing the missing documentation and/or pre/post tests	
Common understanding amongst administrators to inlcude TIA participation as an expectation when rating Domain 4 of T-TESS	

Problem Statement 1

ers did not complete portfolio and/or the pre-post test component. Collect : has been completed. NOTE: for 2025-2026 data capture school year, portfolios ification application.

ocedures and systems to collect data during BOY, MOY and EOY, including hers completed pre/post tests in accordance with district testing calendars. ios were removed from our TIA system.

MOY, and/or EOY

nsure it has been completed. NOTE: for 2025-2026 data capture school year, stem modification application.

itor more than one class due to the small numbers per class.

Related Problem Statement	Timeline (Start Date/End Date)	Resources Needed
P.S. 1 & P.S. 2	July-May	Testing calendars, pacing guides, lesson plans
P.S.1	July-May	Updated TIA Data Template
P.S. 1 & P.S. 2	July-May	Testing calendars, pacing guides, lesson plans
P.S.2	July-May	T-TESS Rubric, Updated TIA Manual

TIA Data Validation Appeals Action Plan Template

Problem Statement 2

Teacher misconception that participation in the process is a choice, not being aware that it is teachers who may already hold a MASTER level TIA designation.

Lack of dissemination of information during the TIA presentation to teachers and administrat

High percentaje of teachers opted out to participate in the process

One hundred percent of teacher participation

Teacher reluctance to participate. Extended leaves running into data point checks.

Action plan-Milestones

Person(s) Responsible	Stakeholders to Engage	Evidence used to Measure Progress
Classroom teachers, appraisers and program directors	Lead teachers, TIA district coordinator	Training agendas, sign-in sheets, checklists
TIA district coordinator	All teachers, campus and district administration	Training agendas, sign-in sheets,
Appraisers, classroom teachers	All teachers, campus and district administration	Individual conferences, checklists
Appraisers, TIA district coordinator, classroom teachers	All teachers, campus and district administration	Informal T-TESS observations, T-TESS formal observation

Table 1: Progress Monitoring Data

as a collective effort, especially for	
tion	

Table 2: Progress Monitoring Data

Frequency of Progress Monitoring	Final Evidence Collection Date	Data Analysis Results
BOY,MOY,EOY	May-26	100% of teachers administered BOY testing
BOY, MOY, EOY	May-26	As of Feb 26, District leadership has reviewed individual campus data
On going	May-26	100% of teachers administered BOY testing
On going	May-26	Not complete - summative deadline is later in the spring



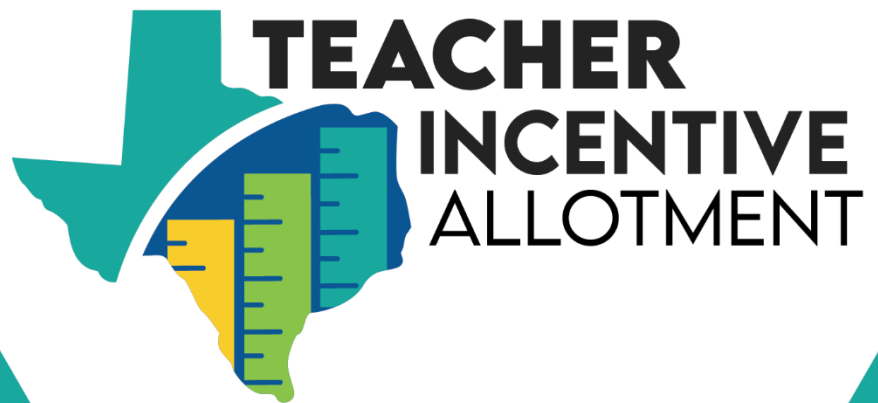
Problem Statement 3



**Necessary Adjustments /
Next Steps**

will continue to send additional communication regarding EOY testing to ensure full participation in testing.
Common gap was identification and tracking of teachers who serve as inclusion, dyslexia and/or SPED unit teachers
will continue to monitor for EOY testing completion
district leadership will include domain 4 reminders in spring t-tess summative communication reminders

TORNILLO ISD



STEP 2
Data Validation
Report
Spring 2026

For questions about the analysis and results,

contact TIA@ttu.edu.

Purpose and Process of Data Validation

District approval to designate teachers involves a two-step review process. The first step is carried out by the Texas Education Agency (TEA). The second step is performed by TEA in collaboration with Texas Tech University. TEA reviews the results from Step 1 and Step 2 to determine final approval.

This report pertains to the second step in the approval process. In Step 2, data provided by districts about designated and all designation-eligible teachers are examined to verify that the district system produced reliable results, and that there is a consistent, positive association between teacher observation scores and measures of student growth. Additional analyses comparing district results to state-level results are performed to ensure that teachers earning district designations are indeed among the most effective in the State. Based on feedback from previous cohorts, we have added some general guidance and suggestions for next steps after leaders have reviewed the scoring for the district's local designation system (see Appendix A).

Verifying District Results

In Year 7, TEA and Texas Tech operationalized the method for verification by using 13 indicators as checks for evidence of the reliability and validity of district systems. These 13 checks were compiled into a rubric that Texas Tech uses to evaluate district data (see Appendix B). There are five main domains for these checks that include examining:

- A. The association between observation and district-reported student growth.
- B. The relation of district-reported student growth and statewide value-added scores.
- C. The extent to which observation and district-reported student growth are equivalent for teachers in designation categories across campuses and teaching assignments.
- D. The extent to which district designation patterns conform to patterns found in state-level analyses of growth and observation, and the similarity of designation patterns among campuses with similar Domain 2A ratings.
- E. Supplemental checks that examine the variability of observation scores, and the extent to which the ranking of teachers based on observation and growth scores aligns with their ranking on statewide performance standards.

Scores on the supplemental checks 11, 12, and 13 do not count towards or take away from the summative Step 2 score. Instead, the supplemental checks are intended to support future efforts to improve district local designation systems. Note, in future years, the 13 checks are subject to change.

Once analysts have completed the 13 checks, scores are assigned in the rubric. Some scores are weighted more heavily than others. Greater weights reflect the relative value of each check as it pertains to the intended functioning of the designation system. The rubric enables analysts to produce a summative score for the district, and provides data needed to inform a judgment about whether the district system does indeed result in the identification and designation of the most effective teachers in the State. Additional technical information is provided in Appendix C about the specific statistical analysis performed for each check.

Some districts that were denied system approval after TEA's holistic review will have the opportunity to appeal the decision. To submit an appeal, districts will provide additional qualitative and quantitative supporting data to reflect their particular context. These additional data will then be reviewed. A district whose appeal is granted will receive a one-year provisional approval and must receive full approval the following year to continue to designate teachers. Further details will be provided to districts who qualify for this opportunity.

Results for TORNILLO ISD

Descriptive Statistics from Data Submission

Basic information about TORNILLO ISD and the data submitted for verification are summarized in Table 1. This table contains information including district name (and number) along with the date on which data files were transferred to Texas Tech University for evaluation, the name of the rubric used for teacher observation, and the number of designated teachers and teachers in eligible teaching assignments included in the files.

District Name:	TORNILLO ISD
District Number:	071908
Date of Initial File Transfer:	October 2, 2025
Date of Final File Transfer:	October 2, 2025
Observation Rubric Used:	T-TESS
Number of Designated Teachers:	12
Number of Teachers Submitted in Data Submission File:	34

Table 2a and Table 2b also contain district information about the number and the percentage of teachers designated by level. In Table 2a, of the 34 teachers in eligible teaching assignments, 12 (35 %) were proposed for a new or higher designation. In Table 2b, of the 34 teachers in eligible teaching assignments, 25 (73 %) currently hold or were proposed for a new or higher designation.

Category	<i>n</i>	%
Master	4	11 %
Exemplary	6	17 %
Recognized	2	5 %
Non-designated	22	64 %
Total	34	100 %

Category	<i>n</i>	%
Master	8	23 %
Exemplary	14	41 %
Recognized	3	8 %
Non-designated	9	26 %
Total	34	100 %

¹ Cumulative Teacher Designations include proposed new and higher designations as well as previously issued designations from all teachers in the data submission file.

Data Validation Scores

Table 3 contains results from all the verification checks along with the rubric score and the resulting weighted score. When district data sets were limited and the analysis associated with the check could not be performed, the check and associated points were omitted. The omission of checks does not negatively impact the district's score. The notation of N/A in Table 3, if present, indicates omitted checks. For your district, the total point value possible was 105.

The total verification score for TORNILLO ISD was 91.17 out of 105 possible points, or 86%. Based on holistic review of your application system and the results in this report, the district's designation system has passed.

<i>Domain</i>	<i>Check</i>	<i>Possible Points</i>	<i>Results</i>	<i>Score</i>	<i>Weight</i>	<i>Score × Weight</i>
<i>A. Correlation between teacher observation ratings and student growth ratings</i>	C1	0-3	$r = 0.27$	3.00	× 10	30.00
	C2	0-3	$\tau = 0.53$	3.00	× 7	21.00
<i>B. Relationship between teacher designations and VAM</i>	C3	0-3	$s = 0.65$	2.87	× 3	8.62
	C4	0-3	sp. $\omega^2 = 0.01$	2.84	× 3	8.52
	C5	0-3	sp. $\omega^2 = -0.08$	3.00	× 2	6.00
<i>C. Degree of reliability for observation and growth judgements</i>	C6	0-3	sp. $\omega^2 = 0.04$	2.36	× 3	7.08
	C7	0-3	sp. $\omega^2 = -0.11$	3.00	× 2	6.00
	C8	0-3	$s = 59\%$	0.93	× 1	0.93
<i>D. Comparison of district designation percentage to statewide performance standards</i>	C9	0-3	$s = 100\%$	3.00	× 1	3.00
	C10	0-3	$w = 0.72$	0.00	× 3	0.00
	C11	0-3	$\sigma = 0.11$	2.74	× 0	–
<i>E. Supplemental checks</i>	C12	0-3	$\rho = 0.44$	2.26	× 0	–
	C13	0-3	$\rho = 0.63$	3.00	× 0	–
Total						91.17 / 105

Note. r = Pearson product-moment correlation coefficient; τ = Kendall's rank correlation coefficient; sp. ω^2 = semi-partial omega-squared; Cohen's w = standardized difference in proportions; σ = standard deviation; ρ = Spearman's rank correlation coefficient.

Distribution of and Relation Between Teacher Observation and Student Growth

The figures below provide a representation of how teacher observation ratings and student growth are distributed in the district's data submission of designation-eligible teachers this year. Please note, teacher observation ratings have been converted to the proportion of total points earned on the district's appraisal rubric. Figure 1 can be examined to determine the extent to which the distribution of observation ratings (blue bars) follow a pattern similar to the distribution of student growth percentages (red bars). Figure 2 provides a 1:1 match between growth and observation and can be examined to determine the extent to which teachers who have higher percentages of students meeting or exceeding growth targets also receive higher appraisal ratings.

Figure 1. *Distribution of Percentage of Students Meeting Growth Standards and Teacher Observation Ratings*

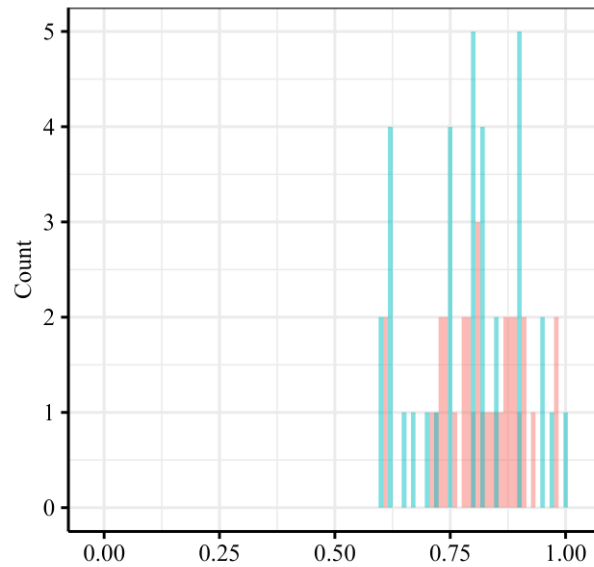
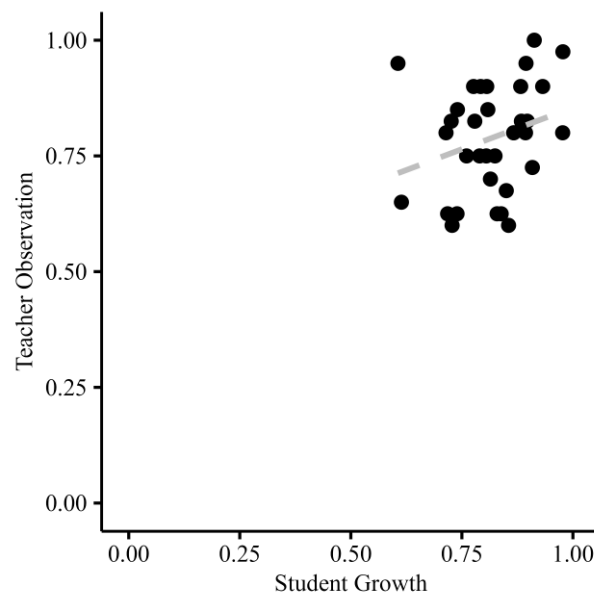


Figure 2. *A 1:1 Match of Individual Teachers' Observation and Growth*



Appendix A

Analyzing LEA Rubric Scores: Considerations for Next Steps

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

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

Next Steps:

- Dive deeper into your district's correlation to uncover areas of focus for improvement. This could be a particular campus/appraiser, student growth measure, TIA teacher category or even a subject/grade-level.
- Look for areas of inflation in your teacher observation and growth scores.

Questions to Consider:

- Do flaws exist in our appraisal system that require recalibration or more training?
- Do flaws exist in the construction, administration and/or calculation of our student growth measure(s)?
- Is inflation in teacher observation and growth scores happening at a particular campus, a specific subject/grade level, or maybe with a certain appraiser?

Resources:

- [TIA Data Analysis Tool](#)
- [Correlation Resources](#)
- [TIA Excel Analysis Tool](#)

Keep in mind that the root of the issue could be teacher observation, student growth or both.

Domain B. Confirm relation between district designations and VAM

These checks are intended to confirm that district designations are aligned with state-level student-growth calculations. For the current year, this analysis compares district designations to SY2024-2025 VAM data.

Next Steps:

- Using the Texas VAM data compare the general ranking of district designations to Texas VAM designations
- Using the Texas VAM data compare the number of "over designation" or "under designations" in your system when comparing local designation decisions to the Texas VAM designations.

Questions to Consider:

- Is there enough stretch in the data to accurately distinguish between effective and ineffective teachers?
- What other components are contributing to designation decisions? Is this causing problems in our designation system?
- Are the same students being looked at for my growth measure as STAAR?
- Are we measuring growth in a consistent way across all growth measures?
- Are we administering the growth measure with the same fidelity as STAAR?
- How do the number of designations we issued compared to the Texas VAM designations? Does this percent of designations make sense for our district compared to our performance in the state?

Resources:

- [TIA Data Analysis Tool](#)
- [Texas VAM - EVAAS Platform](#)
- [Texas EVAAS Virtual Library](#)

Domain C. Degree of reliability for observation and growth judgements

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

Next Steps

- Dive deeper into your district's observation and growth scores specific to each designation level.
- Using the Texas VAM data compare overall student growth a district submits to what is represented by Texas VAM. Determine if large differences exist for a specific teacher category or specific campuses.

Questions to Consider:

- Do designated teachers in each respective designation level across campuses, assignments, and teacher categories have similar student growth scores and teacher observation ratings? Do we believe that designation decisions are "fair" for each designation level?
- Do we notice trends at the campus level, teaching assignment level, or teacher category level that are causing designations to appear unfair?
- What type of support would an appraiser need to ensure they are rating teachers fairly?
- Were any trends noted caused because a particular appraiser gave higher scores on a campus relative to other appraisers on that campus or relative to scores on like campuses?
- Was the fidelity in administration of growth measure in one teaching assignment different than in another teaching assignment?
- How consistent was growth measured across all growth measures?
- Are our student growth and teacher observation from the same grade and subject?

Resources:

- [TIA Data Analysis Tool](#)
 - [Teacher Calibration Protocols](#)
 - [Teacher Observations for the Teacher Incentive Allotment](#)
 - [Setting Expected Growth Targets Training](#)
 - [Third-Party Assessment Options](#)
-

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

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

Next Steps:

- Dive deeper into each individual **designated** teacher's observation and growth scores.
- Using Texas VAM, compare the distribution of designations based on statewide performance standards with the distribution of district-determined designations. Determine if large differences exist across eligible teacher groups or campuses.
- Compare the proportion of teachers designated as Recognized, Exemplary, or Master on each campus to the statewide average for campuses with the same Domain 2A rating and note any significant differences.

Questions to Consider:

- How close are our designated teachers to the statewide performance standards and designation proportions? Are the differences explicable? (e.g., our district is a high performing district compared to that of the average district in the state)
- Are there other contributing factors in making designation decisions that are causing our designated teachers to have large differences to the statewide performance standards?
- Are the differences in the performances caused by inflated growth scores or observation scores? (e.g., large number of teachers having 100% growth on the SLO growth measure, or large number of teachers receiving all 4's and 5's on T-TESS)
- Which campuses with similar Domain 2A ratings have notably different proportions of designated teachers? What factors might explain these differences?

Resources:

- [TIA Data Analysis Tool](#)
- [Statewide Performance Standards](#)
- [Accountability Ratings - Statewide Summary \(Proportions by Domain 2A\)](#)

APPENDIX B

Verification Rubric for TIA Step 2

None or almost no evidence supports judgements	Limited evidence supports the accuracy of judgements	Some evidence supports the accuracy of judgements	Most evidence supports the accuracy of judgements
Score of 0	Score of 1	Score of 2	Score of 3
Domain A. Correlation between teacher observation ratings and student performance ratings			
<i>This check is intended to confirm that teachers' appraisal scores are related to student growth scores.</i>			
1. The correlation coefficient between observation and growth among all <i>eligible</i> teachers is within the range of expected magnitude reported in research literature. <i>Earned points x 10 = weighted score for this check</i>			
0 points $r \leq 0$	0-1 points $\frac{r - 0}{0.08 - 0}$	1 point $r = 0.08$	1-2 points $\frac{r - 0.08}{0.16 - 0.08} + 1$
		2 points $r = 0.16$	2-3 points $\frac{r - 0.16}{0.24 - 0.16} + 2$
			3 points $r \geq 0.24$
Domain B. Confirm the relation between district designations and VAM			
<i>These checks are intended to confirm that district designations are aligned with state-level student-growth calculations. For the current year, this analysis compares district designations to SY2024-2025 VAM data.</i>			
2. District designations of Recognized, Exemplary and Master (REM) teachers are found in similar proportion to designations as determined by the state-wide VAM. <i>Earned points x 7 = weighted score for this check</i>			
0 points $\tau \leq 0$	0-1 points $\frac{\tau - 0}{0.10 - 0}$	1 point $\tau = 0.10$	1-2 points $\frac{\tau - 0.10}{0.30 - 0.10} + 1$
		2 points $\tau = 0.30$	2-3 points $\frac{\tau - 0.30}{0.50 - 0.30} + 2$
			3 points $\tau \geq 0.50$
3. District designations for REM teachers, in tested subjects, are in proximity to designations as determined by the state-wide VAM. <i>Earned points x 3 = weighted score for this check</i>			
0 points $s \leq 0$	0-1 points $\frac{s - 0}{0.10 - 0}$	1 point $s = 0.10$	1-2 points $\frac{s - 0.10}{0.30 - 0.10} + 1$
		2 points $s = 0.30$	2-3 points $\frac{s - 0.30}{0.70 - 0.30} + 2$
			3 points $s \geq 0.70$

Domain C. Degree of reliability for observation and growth judgements

These checks are intended to confirm that observation ratings and student performance are determined in a consistent manner across campus and teaching assignments.²

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

Earned points x 3 = weighted score for this check

0 points $sp. \omega^2$ ≥ 0.25	0-1 points $\frac{0.25 - sp. \omega^2}{0.25 - 0.14}$	1 point $sp. \omega^2$ $= 0.14$	1-2 points $\frac{0.14 - sp. \omega^2}{0.14 - 0.06} + 1$	2 points $sp. \omega^2$ $= 0.06$	2-3 points $\frac{0.06 - sp. \omega^2}{0.06 - 0.01} + 2$	3 points $sp. \omega^2$ ≤ 0.01
--	--	--	--	---	--	--

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

Earned points x 2 = weighted score for this check

0 points $sp. \omega^2$ ≥ 0.25	0-1 points $\frac{0.25 - sp. \omega^2}{0.25 - 0.14}$	1 point $sp. \omega^2$ $= 0.14$	1-2 points $\frac{0.14 - sp. \omega^2}{0.14 - 0.06} + 1$	2 points $sp. \omega^2$ $= 0.06$	2-3 points $\frac{0.06 - sp. \omega^2}{0.06 - 0.01} + 2$	3 points $sp. \omega^2$ ≤ 0.01
--	--	--	--	---	--	--

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

Earned points x 3 = weighted score for this check

0 points $sp. \omega^2$ ≥ 0.25	0-1 points $\frac{0.25 - sp. \omega^2}{0.25 - 0.14}$	1 point $sp. \omega^2$ $= 0.14$	1-2 points $\frac{0.14 - sp. \omega^2}{0.14 - 0.06} + 1$	2 points $sp. \omega^2$ $= 0.06$	2-3 points $\frac{0.06 - sp. \omega^2}{0.06 - 0.01} + 2$	3 points $sp. \omega^2$ ≤ 0.01
--	--	--	--	---	--	--

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

Earned points x 2 = weighted score for this check

0 points $sp. \omega^2$ ≥ 0.25	0-1 points $\frac{0.25 - sp. \omega^2}{0.25 - 0.14}$	1 point $sp. \omega^2$ $= 0.14$	1-2 points $\frac{0.14 - sp. \omega^2}{0.14 - 0.06} + 1$	2 points $sp. \omega^2$ $= 0.06$	2-3 points $\frac{0.06 - sp. \omega^2}{0.06 - 0.01} + 2$	3 points $sp. \omega^2$ ≤ 0.01
--	--	--	--	---	--	--

² Observation and growth should be equal when compared across campuses and assignments. A smaller effect-size indicates small differences, thus a greater level of agreement. A larger effect-size indicates larger differences, thus a smaller level of agreement.

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

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

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

Earned points x 1 = weighted score for this check

0 points $s \leq 0.55$	0-1 points $\frac{s - 0.55}{0.60 - 0.55}$	1 point $s = 0.60$	1-2 points $\frac{s - 0.60}{0.65 - 0.60} + 1$	2 points $s = 0.65$	2-3 points $\frac{s - 0.65}{0.70 - 0.65} + 2$	3 points $s \geq 0.70$
----------------------------------	---	------------------------------	---	-------------------------------	---	----------------------------------

9. *Observation ratings in the district are approximately equal to the statewide performance standards for teaching proficiency in each of the REM levels.*

Earned points x 1 = weighted score for this check

0 points $s \leq 0.50$	0-1 points $\frac{s - 0.50}{0.60 - 0.50}$	1 point $s = 0.60$	1-2 points $\frac{s - 0.60}{0.70 - 0.60} + 1$	2 points $s = 0.70$	2-3 points $\frac{s - 0.70}{0.80 - 0.70} + 2$	3 points $s \geq 0.80$
----------------------------------	---	------------------------------	---	-------------------------------	---	----------------------------------

10. *The proportion of teachers on district campuses who are designated as *Recognized*, *Exemplary*, or *Master* is roughly equivalent to other campuses with the same Domain 2A rating.³*

Earned points x 3 = weighted score for this check

0 points $w \geq 0.70$	0-1 points $\frac{0.70 - w}{0.70 - 0.50}$	1 point $w = 0.50$	1-2 points $\frac{0.50 - w}{0.50 - 0.30} + 1$	2 points $w = 0.30$	2-3 points $\frac{0.30 - w}{0.30 - 0.10} + 2$	3 points $w \leq 0.10$
----------------------------------	---	------------------------------	---	-------------------------------	---	----------------------------------

³ Note: if needed, TEA may use an alternative method to calculate check 10.

Domain E. Supplemental Checks

These checks are intended to provide additional, non-scored evidence to districts about the validity of their local designation system. Check #11 shows the variance in district's teacher observation scores as an indicator of the extent to which observers differentiate between more effective and less effective instruction. Checks #12 and #13 indicate the level of agreement between the rankings of teachers within the district on observation/growth and VAM scores. For the current year, these checks are supplemental and are not factored into data validation scores or system validation decisions.

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

No points assigned for supplemental check

0 points $\sigma \leq 0.06$	0-1 points $\frac{\sigma - 0.06}{0.08 - 0.06}$	1 point $\sigma = 0.08$	1-2 points $\frac{\sigma - 0.08}{0.10 - 0.08} + 1$	2 points $\sigma = 0.10$	2-3 points $\frac{\sigma - 0.10}{0.12 - 0.10} + 2$	3 points $\sigma \geq 0.12$
---------------------------------------	--	-----------------------------------	--	------------------------------------	--	---------------------------------------

12. The ranking of teachers based on observation scores closely aligns with their ranking on statewide performance standards for teaching proficiency.

No points assigned for supplemental check

0 points $\rho \leq 0$	0-1 points $\frac{\rho - 0}{0.10 - 0}$	1 point $\rho = 0.10$	1-2 points $\frac{\rho - 0.10}{0.37 - 0.10} + 1$	2 points $\rho = 0.37$	2-3 points $\frac{\rho - 0.37}{0.64 - 0.37} + 2$	3 points $\rho \geq 0.64$
----------------------------------	--	---------------------------------	--	----------------------------------	--	-------------------------------------

13. The ranking of teachers based on percentages of student growth closely aligns with their ranking on statewide performance standards for teaching proficiency.

No points assigned for supplemental check

0 points $\rho \leq 0$	0-1 points $\frac{\rho - 0}{0.10 - 0}$	1 point $\rho = 0.10$	1-2 points $\frac{\rho - 0.10}{0.25 - 0.10} + 1$	2 points $\rho = 0.25$	2-3 points $\frac{\rho - 0.25}{0.50 - 0.25} + 2$	3 points $\rho \geq 0.50$
----------------------------------	--	---------------------------------	--	----------------------------------	--	-------------------------------------

APPENDIX C

Statistical Analysis Protocols for TIA Step 2

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

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

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

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

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

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

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

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

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

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

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

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

District designations	Designations if determined by the statewide VAM			
	<i>Not Designated</i>	<i>Recognized</i>	<i>Exemplary</i>	<i>Master</i>
<i>Recognized</i>	0.00	1.00	0.75	0.50
<i>Exemplary</i>	–0.25	0.75	1.00	0.75
<i>Master</i>	–1.00	0.25	0.75	1.00

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The exponential equations used are shown below:

In Check 8

For Master teachers,

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

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

For Exemplary teachers,

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

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

For Recognized teachers,

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

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

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

In Check 9

For Master teachers,

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

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

For Exemplary teachers,

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

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

For Recognized teachers,

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

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

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

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

The campus cumulative percentage of (1) Master designation, (2) Exemplary or higher designations, or (3) Recognized or higher designations are each compared to a State average of campuses within each of the Domain 2A categories. In other words, the district and state percentages are obtained for teachers within Domain 2A A-rated campuses, Domain 2A B-rated campus, etc. Then, Cohen's w is calculated from each possible comparison in the Domain 2A categories, and a mean value is calculated over the (1), (2), and (3) designation levels.

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

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

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

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

Standard deviation (σ) is calculated for the (max-scaled) observation score of all eligible teachers. Standard deviation is a measure of variation or dispersion of a variable, which can be written as:

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

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

Check 12. The ranking of teachers based on observation scores closely aligns with their ranking on statewide performance standards for teaching proficiency.

Check 13. The ranking of teachers based on percentages of student growth closely aligns with their ranking on statewide performance standards for teaching proficiency.

Spearman rank correlation coefficient (ρ) is calculated between observation scores (Check 12) or growth scores (Check 13) and VAM scores among teachers of tested subjects. Spearman's coefficient is a measure of the strength and direction of monotonic association between the rankings on two variables, which can be written as:

$$\rho_{xy} = \frac{\sum_{i=1}^n (Rx_i - R\bar{x})(Ry_i - R\bar{y})}{\sqrt{\sum_{i=1}^n (Rx_i - R\bar{x})^2 \sum_{i=1}^n (Ry_i - R\bar{y})^2}},$$

where n is the sample size; Rx_i and Ry_i are the person i 's ranks on x and y (e.g., x = observation or growth score, y = VAM score); and $R\bar{x}$ and $R\bar{y}$ are the sample means of Rx and Ry .

For example, the correlation will be +1 (a perfect positive correlation) when there is a perfect agreement between the rankings of teachers within the district on the observation and VAM scores (i.e., the two rankings are identical). The correlation will be positive when the two rankings are similar. The correlation will be -1 (a perfect negative correlation) when there is a perfect disagreement between the two rankings (i.e., one ranking is the exact opposite of the other). When the two rankings are independent, then the correlation will be close to zero.

Tornillo Independent School District

Teacher Incentive Allotment
(TIA) Manual

Revised February 7, 2026

Passed by the 86th Texas Legislature in June 2019 through House Bill 3, TEC §48.112 set a goal that Texas classroom teachers would have access to a six-figure salary. The state **Teacher Incentive Allotment (TIA)** provides additional financial distributions directly to districts based on teacher identification, student need as identified by compensatory education allotment (see TEC §48.104), and campus location (i.e., rural vs. non-rural). Statute requires that ninety percent of TIA funds are used for compensating teachers employed at campuses with TIA-designated teachers.

Based on a locally developed teacher designation system detailed in TEC §21.3521, teacher access to additional compensation is based on the local identification of teachers as master, exemplary, recognized. With data collected beginning with the 2025-2026 school year, a fourth level of TIA, acknowledged, will be awarded in the 2026 school year. The local system must consider teacher evaluation and student growth outcomes. Once earned, teacher identification is applied to an individual's teaching certificate and valid for a five-year period.

This manual is a living document that is intended to provide an overview of the implementation of TIA in Tornillo ISD.

Table of Contents

Table of Contents

- Teacher Incentive Allotment Overview3**
 - Master Teacher3
 - Exemplary Teacher3
 - Recognized Teacher.....3
 - Acknowledged Teacher3
 - National Board Certified4
- TIA Implementation in TISD.....4**
- Eligibility for TIA Designation4**
- TEA Minimum Performance Standards5**
 - Teacher Observation Minimums5
 - Student Growth Minimums.....5
- Teacher Evaluation: T-TESS.....6**
 - Dimension & Domain Scores.....6
 - Instruction (Domain 2).....6
 - Learning Environment (Domain 3).....6
- Student Growth Measure.....7**
 - Student Growth Instrument7
 - Calculating Student Growth8
- TIA Scoring & Eligibility9**
- TIA Annual Scorecard10**
- TIA Evaluation Frequency10**
- TIA Campus Allotment Factors11**

Compensation.....	12
Distribution of Compensation	12
Frequency of Compensation	12
Impact of Compensation	12
Deduction Information.....	13
Teachers Leaving.....	13
Annual TIA Evaluation Cycle	14
Helpful Resources	16
External Resources	16
TISD Core Leadership Practices	16
Appendix A	17
Appendix B	17

Teacher Incentive Allotment Overview

The Texas Education Agency's Teacher Incentive Allotment (TIA) program is dedicated to recruiting, supporting and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. The implementation in Tornillo ISD will begin during the 2021-2022 school year. This program provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work and proven success of our Tornillo ISD teaching staff.

This is not a merit-pay approach to compensation and it will not replace the district's current pay structure. For those who earn a distinction based on both teacher observation and student growth data, it will be an **additional state stipend**, separate from the current Tornillo ISD pay structure. However, this stipend is credited in the Teacher Retirement System and will be used in retirement benefit calculations.

Master Teacher

Master level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide.

Exemplary Teacher

Exemplary level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a commensurate level with the top 20% of teachers statewide.

Recognized Teacher

Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide.

Acknowledged Teacher

Acknowledged level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places

them in a level commensurate with the top 50% of teachers statewide.

National Board Certified

An alternate path to the lowest level of TIA award is through **National Board Certification**. National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from PK through 12th grade. Tornillo ISD staff that possess a National Board Certification should contact TISD's Human Resource Department to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the [National Board for Professional Teaching Standards site](#) for more information.

TIA Implementation in TISD

Tornillo ISD will implement the TIA system in one phase. During this phase, teacher eligibility for a TIA designation is available to all core and noncore teachers in grades PK-12. Throughout this manual, this phase will be referred to as Cohort D.

Teacher eligibility for a TIA designation is expanded to include all classroom teachers in grades PK-12, including teachers of courses in the areas of CTE and PE, as well as teachers of specialized programming, including but not limited to special education, dyslexia, and English as a second language.

Eligibility for TIA Designation

In order to be eligible for a TIA designation a teacher must:

- hold a valid SBEC teaching certification;
- be coded as a teacher (code 087) within our local student information system which is reported to TEA through the Public Education Information Management System (PEIMS); and
- receive district salary compensation that mirrors PEIMS teacher coding for a minimum of 90 days at 100% of the day or 180 days at 50-99% of the day.

TEA Minimum Performance Standards

In order to be eligible for TIA designation, TEA has established minimum performance standards for T-TESS and student growth outcomes.

Teacher Observation Minimums

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. In order to be eligible for a TIA-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3. In addition, based on an analysis of statewide T-TESS observation data, TEA has identified minimum score averages across Domains 2 and 3 of T-TESS:

- Acknowledged designation > 3.5
- Recognized designation \geq 3.7
- Exemplary designation \geq 3.9
- Master designation \geq 4.5

Student Growth Minimums

In order to be eligible for a TIA-designation, teachers must earn a minimum student growth outcome. TEA established these minimum expectations based on statewide performance expectations:

- Acknowledged designation > 50%
- Recognized designation \geq 55%
- Exemplary designation \geq 60%
- Master designation \geq 70%

Teacher Evaluation: T-TESS

The Texas Teacher Evaluation & Support System (T-TESS) is the state adopted teacher appraisal instrument. T-TESS includes three components aimed at continuous improvement:

- a. goal setting and professional development plan;
- b. pre-conference, observation, and post conference (i.e., evaluation cycle); and
- c. student growth

In order to determine teacher eligibility for TIA, TISD will calculate T-TESS dimensions in Domains 2 and 3.

Dimension & Domain Scores

There are sixteen dimensions on the T-TESS instrument:

- **Instruction (Domain 2)**
 - Achieving Expectations (Dimension 2.1)
 - Content Knowledge and Expertise (Dimension 2.2)
 - Communication (Dimension 2.3)
 - Differentiation (Dimension 2.4)
 - Monitor and Adjust (Dimension 2.5)
- **Learning Environment (Domain 3)**
 - Classroom Environment, Routines and Procedures (Dimension 3.1)
 - Managing Student Behavior (Dimension 3.2)
 - Classroom Culture (Dimension 3.3)

Each dimension is scored on a scale of 1-5: 1 (Improvement Needed), 2 (Developing), 3 (Proficient), 4 (Accomplished), and 5 (Distinguished).

Domains are scored based on the **average** scoring of the dimensions across both domains, rounded to the nearest hundredth (two decimal places).

Student Growth Measure

Student growth will be calculated for all students/selected group of students. Student growth performance will be associated with teachers based on the following enrollment criteria:

- teacher of record at beginning of year (mid-September)
- teacher of record at PEIMS winter enrollment (mid-February)
- teacher of record at end of year (mid-May)

For semester-only classes/courses, student growth performance will be associated with teachers based on the following enrollment criteria:

- teacher of record at beginning of semester - either beginning of year (mid-September) or PEIMS winter enrollment (mid-February)
- teacher of record at end of semester/time of assessment

Student Growth Instrument

The instrument used to measure student growth depends on teaching assignment, grade level and subject area.

Student Growth Measures

The first emphasis of TISD's implementation is on content area teachers across all grade levels, thus the following student growth measures are utilized:

- PreK: Circle
- 4th– 12th STAAR tested: STAAR Results
- 3rd-12th Non STAAR: Locally developed pre-post tests
- K - 2nd: MClass
- 4th, 7th, 9th-12th: Fitnessgram
- 3rd Math and Rd, 5th SC, 8th Science and Social Studies, US History, Biology: Locally developed Pretest- STAAR

See Appendix A

Calculating Student Growth

The number of students meeting growth expectations over the number of assessed students, regardless of which assessment type and content area are used to determine the percentage of students meeting growth.

Calculations

PreK Circle: percentage of students that meet or exceed expected CIRCLE growth from the fall/BOY administration to the spring/EOY administration.

4th – 12th STAAR tested: percentage from last year's STAAR test to this year's STAAR test. Obtain information from the "STAAR Academic Growth" report generated by the TEA Accountability system. See Appendix B

3rd – 12th Non STAAR: For locally developed pre-post tests, student growth is calculated as the percentage of students that perform at the same passing proficiency level (Masters only) or higher when comparing the fall/BOY administration to the spring/EOY administration. Because the locally developed pre-post test are designed to mirror STAAR, there are six proficiency levels - low does not meet grade level, high does not meet proficiency level, low approaches grade level, high approaches grade level, meets grade level, masters grade level.

k-2nd MClass: percentage of students that meet or exceed expected CIRCLE growth from the fall/BOY administration to the spring/EOY administration.

4th, 7th, 9th-12th: the calculation is the percentage of students that meet or exceed their projected growth from the BOY to the EOY in the program Fitnessgram

3rd Math and Rd, 5th SC, 8th Science and Social Studies, US History, Biology: from locally developed fall/BOY administration to the STAAR administration.

TIA Scoring & Eligibility

TIA designations are determined based on the TIA score, a weighted combination of the teacher appraisal weighted composite score and student growth composite score. In order to determine annual teacher eligibility for a TIA designations, the following steps are completed at the district-level end-of-year data analysis:

1. The total T-TESS teacher appraisal weighted composite score is calculated for all teachers evaluated with the T-TESS instrument.
2. The student growth score is calculated for all teachers with student growth results for students meeting enrollment criteria. The percentage is calculated based on the sum of students meeting growth expectation across content areas and the sum of tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).
3. The TIA score is calculated based on the weighted combination of teacher appraisal and student growth outcomes:
 - a. T-TESS is 50% of TIA score
 - b. Student growth is 50% of TIA score
4. Teacher appraisal and student growth outcomes are verified to ensure that the component scores meet the State's minimum performance criteria:
 - a. If minimum performance criteria is met, TIA designation is submitted to the State for data review; pending TEA data validation, TIA designation is attached to the teacher's teaching certificate for a period of five years.
 - b. If minimum performance criteria is not met, TIA designation is not submitted to the State.

Special note regarding National Board Certification: TISD staff that possess a National Board Certification should contact TISD's Human Resource Department to provide the necessary documentation. Staff with National Board Certification will automatically be awarded at the lowest level of TIA designation.

TIA Annual Scorecard

Each year of the TIA evaluation cycle, teachers will be provided an annual **scorecard**. The purpose of the scorecard will be to provide transparency within TISD's TIA system. TIA scorecards will provide teachers with an individualized performance aggregated at the campus and district level. Scorecard data elements will include:

- TIA designation level, as appropriate
- T-TESS performance
 - Average of the eight dimensions across domains 2 & 3
 - translated T-TESS level
- Student growth outcomes
 - percentage of students meeting student growth
 - translated student growth level

TIA Evaluation Frequency

Evaluation of teacher eligibility for a TIA designation is considered **annually**. This means that every year a teacher receives a T-TESS evaluation and has available student growth measure data, the teacher's TIA score will be calculated and the teacher has an opportunity to meet TIA eligibility:

- Teachers with an existing TIA designation will not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level - example, a teacher that earned an Exemplary TIA designation during 2021-2022 would not be submitted to maintain their TIA Exemplary designation in 2022-2023 if they continue to earn a qualifying Exemplary designation TIA score and meet the minimum teacher appraisal and student growth component minimums.
- Teachers with an existing TIA designation **will be resubmitted for a higher designation** within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation - example, a teacher that earned a Recognized TIA designation during 2023-2024 could be submitted in 2024-2025 for a Master TIA designation if they earn a qualifying Master TIA score and meet the teacher appraisal and student growth component minimums.

- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.

TIA Campus Allotment Factors

The TIA program is available to all Texas school districts and open-enrollment charter schools. The amount of TIA funds generated is determined by a formula that considers **campus characteristics**, including student socioeconomic status and campus location:

- Schools with greater student need based on socioeconomic factors generate more TIA funds per TIA designated teacher.
- Rural schools generate more TIA funds per TIA designated teacher based on a higher multiplier applied to students based on socioeconomic factors.

In the event that TIA designated teachers are employed at campuses without enrollment (e.g., GRCTC, DAEP, MPA, etc.), campus characteristics used to determine TIA allotments would be based on distinct average student socioeconomic status.

For more information about the TIA allotment calculations, see TEA's <https://tiatexas.org/>.

Compensation

Distribution of Compensation

Statute requires that 90% of Teacher Incentive Allotment (TIA) funds be distributed directly to teachers at the designated teacher's campus:

- The aide, if any, assigned to the designated teacher can receive up to 18% of the funds funneled to the designated teacher, directly related to the time and effort spent in the classroom during the year of designation.
- The remaining funds, at least 72%, will go directly to the TIA designated teacher.

The district shall retain 10% of the TIA dollars to use as follows:

- to support district oversight of the implementation of TIA and ongoing development of TIA resources.

This same compensation plan will be used for designated teachers entering TISD with a designation and distributed as described according to their campus assignment.

Frequency of Compensation

TIA compensation is an annual allotment provided by the State and subject to availability of state funding allocations.

- TIA-designated teachers will receive TIA compensation **annually** based on their TIA designation and TIA state funding for their campus of assignment at the time TIA funds are disbursed.
- Previous teachers designated as high-performing by TISD will receive TIA compensation **annually** based on TIA state funding for their campus of assignment at the time TIA funds are disbursed.
- Compensation will be distributed in the **mid-August** paycheck, provided all information is received per TEA's published timelines.

Impact of Compensation

TIA compensation amounts **will** be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits.

Deduction Information

TIA compensation amounts received **will** include typical reductions from the allotment received to cover the cost of TRS, on-behalf payments, Medicare, Workers Compensation, and any other pertinent deductions.

Teachers Leaving

The TIA designated teacher **must** be an active employee of the district by the time funding is disbursed. If TIA funding is allocated to a designated teacher that is no longer employed with the district by the time compensation is distributed (August), funding will be spent at the district's discretion. The only exception to disbursing TIA allocation when the designated teacher is no longer employed is when the designated teacher retires at the end of the previous school year of the disbursement. In that case, TIA compensation will be paid in the last paycheck.

Note: Payouts to teachers may be subject to deductions including retirement contributions and taxes.

Annual TIA Evaluation Cycle

The T-TESS evaluation cycle will be critical to ensure that teachers are provided sufficient support in achieving and maintaining high levels of instructional effectiveness. Therefore, the following evaluation cycle provides the structure necessary for an efficient feedback structure:

Process Step	Timeline	Description
Teaching & Orientation	August	<ul style="list-style-type: none"> • Training on TIA, new system and T-TESS observation instrument • Principal communicates school & district goals to inform teacher goal setting
Student Fall Assessment	August-September	<ul style="list-style-type: none"> • BOY assessment , Pretests
Goal Setting Conference	September	<ul style="list-style-type: none"> • Evaluator and teacher review and agree on goals and professional learning plan
T-TESS Walkthrough Observations	September-May	<ul style="list-style-type: none"> • 10-15 minute observation, increased frequency based on prior year evaluation (min of six observations for developing teachers of lower) • Focus on T-TESS Domains 2 & 3 and their eight dimensions • Written feedback required
Extended Observations w/ Conference	October-April	<ul style="list-style-type: none"> • One 45-minute observation • Focus on T-TESS Domains 2 & 3 and their eight dimensions • Written feedback and conference required
Summative Evaluation	March-May	<ul style="list-style-type: none"> • Includes review of all four T-TESS domains • Focus on T-TESS Domains 2 & 3 and their eight dimensions • Written feedback and conference required

Student Spring Assessment	April-May	<ul style="list-style-type: none"> • EOY assessments, Posttests, STAAR • <u>Denominations from previous year announced</u>
End of Year Data Review	May-June	<ul style="list-style-type: none"> • Teachers review and reflect on student growth goals and student growth outcomes • Campuses and departments compile data for final TIA evaluation process
Evaluation Rating & TIA	June-July	<ul style="list-style-type: none"> • District analyzes T-TESS and student growth data • District finalizes TIA scores and determines TIA designation eligibility
Data Verification Audit	August	<ul style="list-style-type: none"> • Teachers can request data verification audit and provide corresponding documentation to support review

Helpful Resources

External Resources

[TEA HB3: Teacher Incentive Allotment Details](#)

[TEA HB3: Teacher Incentive Allotment FAQ](#)

[TEA Teacher Incentive Allotment](#)

If you have questions, please email carrolll@tisd.us

TISD Core Leadership Practices

Appendix A

Teacher Incentive Allotment 2025-2026 Plan				
Teacher Category	T-TESS	Student Growth Measure		
		Portfolios	Pre-Post	STAAR
PreK	50%	-	Circle– 50%	-
4 th -12 th STAAR Tested	50%	-	-	50%
3 rd -12 th Non STAAR	50%	-	50%	-
K-2 nd	50%	-	MClass – 50%	-
4 th , 7 th , 9 th -12 th PE	50%	-	FitnessGram – 50%	-
3 rd Math and Rd, 5 th SC, 8 th SC and SS, US History, Biology	50%	-	Pretest-STAAR-50%	-

Appendix B

Annual Growth		STAAR 2025						Total
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	
STAAR 2024	Low Does Not Meet Grade Level	6	3	0	0	0	0	9
	High Does Not Meet Grade Level	7	5	3	0	0	0	15
	Low Approaches Grade Level	1	6	7	0	1	0	15
	High Approaches Grade Level	0	3	4	5	6	0	18
	Meets Grade Level	0	2	4	6	9	1	22
	Masters Grade Level	0	0	0	0	2	4	6
	Total	14	19	18	11	18	5	85

Annual Growth Summary		
	# Test	Points
Tests Earning 0.0 points	41	0
Tests earning 0.5 points	17	8.5
Tests Earning 1.0 point	27	27
Annual Growth Total Points Earned (A)		35.5
# of Tests Included in Calculation (C)		85
Annual Growth Score		42

1416 Performance Summary		
	# Test	Points
Tests Earning 0.0 points	21	0
Tests Earning 1.0 point	3	3
Total 1416 Points Earned (B)		3
# of Tests Included in Calculation		24
1416 Performance Score		13

Academic Growth Summary	
Total Annual Growth Points Earned [same as A]	35.5
Total 1416 Points Earned [same as B] x 0.25	0.8
Academic Growth Total Points Earned	36.3
# Tests Included in Calculation [same as C]	85
Academic Growth Score	42