
2024-2025 Data Collection

*Dickinson Independent School District does not discriminate on the basis of race, age, religion, color, gender, national origin, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended and Title II of the Americans with Disabilities Act.*

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Dear Teachers,

In Dickinson ISD, we are committed to recruiting, developing, and retaining a diverse and effective staff committed to personal and professional growth focusing on student success. Established by the 86th Texas Legislature through House Bill 3, the Teacher Incentive Allotment was designed by the Texas Education Agency as a pathway to recognize and compensate high-performing teachers, and it serves as a great opportunity to honor the hard work and proven success of teachers.

After a comprehensive study of this voluntary TEA program a stakeholder committee comprised of representation from every campus, the district made the decision to move forward and participate in the Teacher Incentive Allotment Program. A plan was submitted and approved by TEA during the 2021-2022 school year, and the 2022-2023 school year was designated as our first data collection year.

We are committed to helping teachers obtain a TIA designation. As we navigate the TIA process and gain additional knowledge, we will work with our stakeholder committee to pursue ways to include additional teachers for TIA eligibility. This handbook outlines how Dickinson ISD currently designates teachers for the Teacher Incentive Allotment and the additional compensation TEA approved teachers can receive.

The dedication and commitment of teachers in Dickinson ISD goes far beyond the walls of classrooms, and it is valued and greatly appreciated!

## Mission Statement, Goals, and Objectives

**Our Mission:**

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world

**Our Vision:**

Inclusive of all, DickinsonISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

**Our Objectives:**

- All students will learn and apply life skills to meaningfully engage and impact their community.
- All students will graduate college, career, and/or military ready.
- All students will develop the communication skills necessary to work in a collaborative environment.
- All students will learn to self-advocate by developing confidence in their ability to determine their own path to success.
- All students will develop innovative technological skills and interact responsibly in a constantly evolving global society.
- All students will demonstrate the ability to face adversity with perseverance, integrity, and leadership.
- All students will demonstrate social and emotional skills and model positive character traits.

**Our District Goals:**

The Board of Trustees, in collaboration with the administration of DISD, establishes these District Goals:

| | |
|---|---|
| Goal 1: | DISD will provide effective teaching and learning experiences for all students that will result in continuous success. |
| Goal 2: | DISD will provide a physically and emotionally safe, healthy, and equitable environment. |
| Goal 3: | DISD will make family and community partnerships a priority. |
| Goal 4: | DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student needs. |
| Goal 5: | DISD will provide operational services to support the success of student learning. |

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Dr. Rebecca Brown

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## Teacher Incentive Allotment Overview

House Bill 3 (HB 3) was passed by the 86th Texas Legislature in 2019 and signed into law. This legislation established the Teacher Incentive Allotment (TIA) to reward, retain, and recruit effective teachers in the classroom. Through the TIA, teachers are eligible to earn one of three designations: Recognized, Exemplary, and Master. These teacher designations generate supplemental compensation in addition to the district's compensation plan.

There are two pathways to earning a designation:

- National Board Certification
- Local Designation System

By statute, the amount of the allotment generated by teacher designations is dependent upon the designation level of the teacher, the social-economic status of the campus where the teacher serves as well as the rural status of the campus. The TIA is designed to reward the top 33% of teachers across the state of Texas.

### Master Teacher

A Master teacher designation generates between $12,000 - $32,000 in additional funding and is awarded to the top 5% of teachers across the state based on their teacher observation data and student growth outcomes.

### Exemplary Teacher

An Exemplary teacher designation generates between $6,000 - $18,000 in additional funding and is awarded to the top 20% of teachers across the state based on their teacher observation data and student growth outcomes.

### Recognized Teacher

A Recognized teacher designation generates between $3,000 - $9,000 in additional funding and is awarded to the top 33% of teachers across the state based on their teacher observation data and student growth outcomes.

### National Board Certification

National Board Certification is a voluntary advanced professional certification for PreK–12 educators that identify teaching expertise through a performance-based, peer-reviewed assessment. Dickinson ISD staff that possess a National Board Certificate should contact the district's Human Resources Department to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the National Board for Professional Teaching Standards at www.nbpts.org for more information. As part of the TIA, the state will reimburse Texas teachers for the fees associated with achieving National Board Certification. The reimbursement is contingent upon the teacher obtaining National Board Certification and the funds will flow from the state to the district to the teacher. National Board-Certified Teachers will maintain the Designation of *Recognized* as long as they keep their National Board Certificate active.

## TIA MINIMUM PERFORMANCE STANDARDS

To implement the Teacher Incentive Allotment, House Bill 3 required the setting of "performance and validity standards" to ensure that the identification of highly effective teachers under the tree designation categories- Master, Exemplary, and Recognized- yield reliable and comparable results across the state.

All cohort applicants are expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process includes a review of the accuracy of how district systems align their designations to the statewide performance standards.

### TEA Teacher Observation Minimum Performance Standards

The following table shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, Master). Note: No dimension score within the domains can be less than Proficient.

| **Designation Level** | **Minimum Average Score Across Domains 2 & 3** |
|---|---|
| Recognized | 3.7 (74% of possible points) |
| Exemplary | 3.9 (78% of possible points) |
| Master | 4.5 (90% of possible points) |

More information can be found in TEA's Teacher Observation Performance Standards document.

### TEA Student Growth Performance Standards

Teachers must meet the Recognized level of growth in order to qualify for a student growth score. The total points earned for each portion of the student growth component will be calculated by multiplying the percentage of students showing growth by the assigned weight for the teacher category.

### DISD Student Growth Performance Standards

| **Recognized Teacher** | **Exemplary Teacher** | **Master teacher** |
|---|---|---|
| **70%** of students meet or exceed expected growth | **75%** of students meet or exceed expected growth | **80%** of students meet or exceed expected growth |

## DICKINSON ISD DISTRICT DESIGNATION SYSTEM

### Plan Development

DISD formed a TIA Strategic Planning Committee charged with creating the local teacher designation system in alignment with statewide performance standards. The committee included district leaders, campus-based leaders, as well as teachers representing each grade level, campus, and content area.

On-going feedback was gathered from focus groups, district meetings, and campus faculty meetings throughout the planning year. The TIA Strategic Planning Committee implemented feedback from stakeholder groups into the design of the local designation system.

### Committee Decisions

The TIA Strategic Planning Committee needed to answer three crucial questions in order to design the district TIA system.

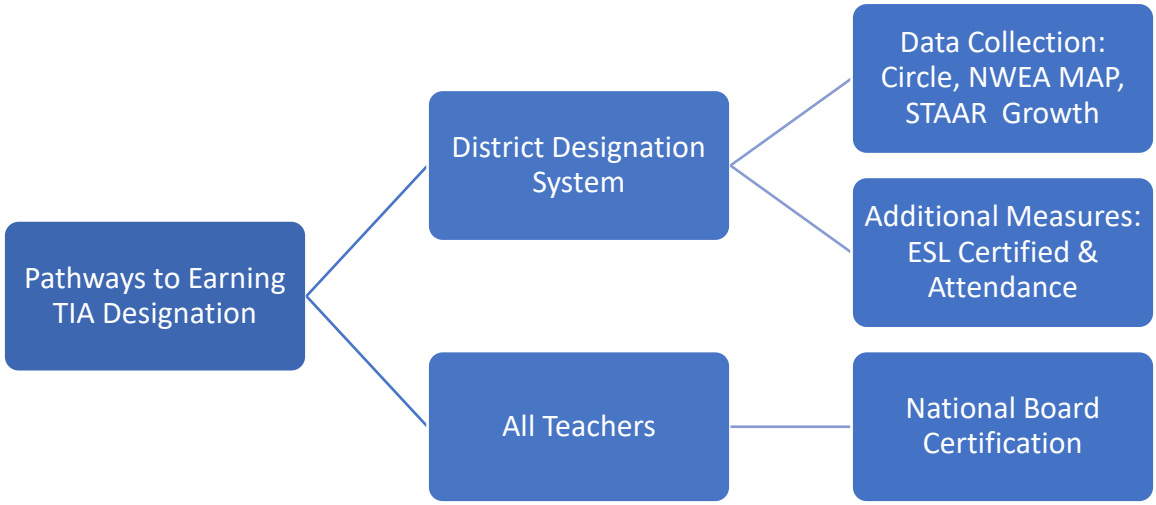
1. Who can earn designation?

a. Eligible campuses and teaching assignments
b. Additional teachers can be added in future years

2. How will we designate?
    a. Observations, student growth measures, optional components
    b. Performance standards and weighting/teacher categories
3. How and when will we compensate?
    a. Distribution of funds
    b. Timing and mode of compensation

### Pathways to Designation in Dickinson ISD

The committee designated two pathways to designation.




### The System Evaluation and Expansion

The DISD TIA Strategic Planning Committee will continue to meet annually to address questions and/or concerns that arise. The committee will gather feedback from stakeholders to ensure continuous improvement of the system.

Additional courses will be considered for expansion of the DISD TIA system. Departments will propose student growth measures to the TIA Strategic Planning Committee for specific courses. DISD will submit TIA applications in future cohort to add committee recommended courses.

## TEACHER EVALUATION: T-TESS

The Texas Teacher Evaluation & Support System (T-TESS) is the state-adopted teacher appraisal instrument and is composed of 4 domains. For the purposes of TIA, only the data from Domains 2 and 3 will be included in the calculation for determining teacher designations.

### T-TESS Domains 2 and 3

For the calculation of the TIA score, only T-TESS Domains 2 and 3 are considered. All dimension scores within the domains must be 3 or greater. These two domains focus on instruction and the learning environment.

- 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)

### T-TESS Observations for TIA Eligible Assignments

- ONE 45-minute observation. The teacher will be provided with a one-week window. This observation will be done in the TIA eligible course unless there are extenuating circumstances.
- Minimum of THREE 15-minute walkthroughs.

*Note: Recommendation is for at least 3 walkthroughs per teacher; however, extenuating circumstances such as maternity leave or FMLA could result in fewer than 3. Likewise, teachers may have a multitude of walkthroughs that focus on one or more dimensions of the T-TESS Rubric

### T-TESS Composite Score

The T-TESS score is an average of the summative scores for the Instruction (D2) and Learning Environment (D3). Below is an example of a T-TESS Composite score calculation.

| T-TESS Dimension | Summative Rating |
|---|---|
| 2.1 Achieving Expectations | 3 |
| 2.2 Content Knowledge | 3 |
| 2.3 Communication | 3 |
| 2.4 Differentiation | 4 |
| 2.5 Monitor & Adjust | 3 |
| 3.1 Classroom Environment | 4 |
| 3.2 Managing Behaviors | 3 |
| 3.3 Classroom Culture | 3 |
| | **26/8 = 3.25** |
| **T-TESS Composite Score** | **3.25** |

## STUDENT GROWTH MEASURE

### Student Growth Instrument

The instrument used to measure student growth depends on the grade level and subject area:

| TIA Eligible Teachers | Growth Measure |
|---|---|
| PreK Teachers | Circle (CLI) Math and Reading |
| K-1 Teachers | mCLASS RLA |
| 2 - 3 Reading Teachers | MAP Reading |
| 2 - 3 Math Teachers | MAP Math |

| | |
|---|---|
| 4 – 8 RLA Teachers | STAAR Growth Transition Table |
| 4 – 8 Math Teachers | STAAR Growth Transition Table |
| English I – English II Teachers | STAAR Growth Transition Table |
| Algebra Teachers | STAAR Growth Transition Table |

Junior High School Students participating in high school courses should be assessed with the student growth instrument that corresponds to the high school course. For example, student growth for junior high school Algebra I students will be calculated using STAAR Algebra.

### Student Rosters

- Students who meet criteria will be included in a teacher's student growth calculation:
  - teacher of record at beginning of year for student in the growth assessment course (Snap-shot date)
  - teacher of record at end of year for student in the growth assessment course (mid-April)
- Semester-based courses would use a beginning of the semester growth measure and an end of the semester growth measure. Any student who was on the teacher's roster for both would count in the calculation.

### Teachers with Multiple Subjects

- Student growth will be calculated based on approved assessments taken for each eligible course.
- For example:
  - If a teacher teaches both English I and English II, then the growth measure would consist of all students in both courses.
  - If a teacher is self-contained in Kindergarten, then the growth measure would consist of all student scores for both Math and Reading.

### Minimum Number of Scores

- To be able to calculate a student growth score for a teacher, there must be at least 5 individual students growth measure scores.

## TIA ELIGIBILITY & SCORING

### Teacher Eligibility

In order to be eligible for a TIA designation through the DISD system a teacher must:

- be coded as a teacher (code 087) within *Skyward* which is reported to TEA through the Public Education Information Management System (PEIMS);
- 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;
- be a teacher with a student roster in one of the following areas
  - Pre-Kindergarten
  - K – 8 Reading Language Arts/Math
  - Algebra I/English I/English II

If a teacher is unsure if they teach a TIA qualifying course, refer to Appendix A. A list of specific courses with their official course number is provided.

### Scoring

TIA designations are determined based on the TIA scores, a combination of the teacher appraisal (Domains 2 & 3) composite score, student growth composite score, ESL/Bilingual certification and attendance components. In order

to determine annual teacher eligibility for a TIA designation, the following steps are completed at the district-level end-of-year data analysis:

- EOY Roster Verification
- Collection of student growth measure data using a verified student roster
- Collection of ESL or Bilingual certified teachers
- Review of teacher attendance (absences are 10.0 or fewer days)
- Calculation of TIA score, designation recommendation based on the TIA score
    - Teachers must first meet the Dickinson ISD minimum requirements for a designation level

## Student Growth

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 expectations across content areas and the sum of tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).

## Designation Calculation

Teachers must meet the minimum requirements of student growth and T-Tess scores for each designation level as well as meet the minimum district certification and attendance requirements.

| Growth | T-TESS | Designation |
|---|---|---|
| 70% | 3.7 | Recognized |
| 75% | 3.9 | Exemplary |
| 80% | 4.5 | Master |
| ESL/Bilingual Certification by snapshot date<br>Maximum of 10.00 days absent | | |

## Data Submission

TIA data and designation recommendations will be submitted to Texas Tech for validation of all eligible TIA teachers in the TIA designated time line following the data collection year. To have TIA data and designation submitted to Texas Tech the teacher must continue to be employed in a Teaching (087) position in Dickinson ISD.

Please note, TEA will determine final TIA designations. Dickinson ISD submits proposed TIA designations in Fall for Data Validation to be completed by Texas Tech. TEA will notify the district of final results in the Spring following data submission.

## Appeals

Appeals can be made by TIA participants. There are two reasons a teacher may want to appeal in the TIA system:

- have a student(s) added or removed from the EOY roster used to determine the student growth score. The request must be due to unique circumstances regarding the instruction of that student. These appeals will occur in May after EOY rosters have been recorded. All requests must be approved and submitted by campus Principal.
- ask for the final TIA score to be reviewed and possible recalculation. Principals will review the designation determination list of teachers for their campus prior to submission. If a Principal believes the TIA score

and/or designation is incorrect they will be given an opportunity to consult with the teacher and request a district appeal prior to data submission to Texas Tech. The submission date is specified by TIA.

Once designation requests are submitted to TIA, there is not an appeal process.

### TIA Designation Evaluation and 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 an approved student growth measure data, and meets the local designation requirements, the teacher's TIA score will be calculated, and the teacher has an opportunity to meet TIA eligibility:

- Teachers with an existing TIA designation do not need to be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level – for example, a teacher that earned an Exemplary TIA designation during 2022-2023 would not be submitted, they will maintain their TIA Exemplary designation in 2023-2024 if they continue to be employed in a 087 position.
- 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 - for example, a teacher that earned a Recognized TIA designation during 2022-2023 could be submitted in for a Master TIA designation if they earned 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 ALLOTMENTS BY CAMPUS

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 needs 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.

For more information about the TIA allotment calculations, see TEA's Teacher Incentive Allotment page.

For more information about the specific amount of TIA funds generated by TIA designated teachers at every campus across the state, see TEA's Teacher Incentive Allotment Funding Map. Allotment amounts are recalculated by TEA very April.

## SPENDING PLAN

### STATE REQUIREMENTS FOR TIA FUNDING

Funding for teachers designated as Recognized, Exemplary, and Master under the Teacher Incentive Allotment will flow from the state to Texas school districts. The statute requires that 90 percent of the funds earned through the district's locally designed designation system be spent on teacher compensation on the campus where the designated teacher works. TEC Section 48.114 (i)(1)(A) states that: "A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed."

The statute states that Teacher Incentive Allotment funds are not considered a property right. The district should spend no more than 10 percent of TIA funds at the district level to support rollout and implementation of TIA. The state will calculate rural and socio-economic tier funding status annually based on student enrollment. Allotment funds will be based on the campus and not the individual students assigned to the designated teacher. If a designated teacher moves campuses from one school year to another, the allotment that Designated teacher generates will be recalculated based on the new campus rural and socio-economic tier funding status. Dickinson ISD will track performance of designated teachers each year and support them to ensure they continue to perform at or above their designation levels.

## DICKINSON ISD'S PLAN FOR TIA FUNDING

During the district's Teacher Incentive Allotment stakeholder committee meetings, input was gathered on the development of Dickinson ISD's TIA spending plan. The district included the Superintendent, Business Manager, teachers, and principals in the decision-making process. Under the local optional teacher designation system, Dickinson ISD will provide 90% of the TIA funds to the teacher who earned a TIA Designation (TRS and fringe benefits will be deducted from the employee portion) and reserve 10% of the funds for supporting the TIA initiative at the district level. The district will provide the TIA compensation to teachers through a lump sum payment (as a separate check/EFT from the district) in August of each year that a teacher generates funding for a TIA designation.

### Eligibility for TIA Compensation

- If a Designated Teacher leaves the district prior to the next year's Winter Roster Verification (generally in February of each school year) then the Designated Teacher will not receive any TIA funds because no TIA funds will be generated to the district from the state.
- If a Designated Teacher moves campuses within Dickinson ISD during the school year, then Dickinson ISD will provide the funding to the Designated teacher based on the campus where the Designated Teacher worked during Winter Snapshot (generally in February).
- If a Designated Teacher moves to the district prior to Winter Roster Verification, then the Designated Teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during Winter Roster Verification. The spending plan will be the same for newly hired Designated teachers.
- There will not be any adjustment to the distribution of funds for Designated Teachers who leave the district after Winter Roster submission. *If the teacher leaves the district prior to the August payout, then the district will provide the payout to the teacher with their last paycheck. If the teacher retires after Winter Roster submission, then the TIA funds would be provided to the Designated teacher prior to his/her last date of service.* **If the Designated Teacher retires before the Winter Roster submission, then no TIA funds will be provided to the teacher.**
- Dickinson ISD cannot recommend a teacher to the state for a TIA Designation if they do not remain in an eligible teaching position the year following the data capture year. For example, if a teacher is Designated as a result of data collected in the 2023-24 school year, but the teacher moves into an Assistant Principal position in the 2024-25 school year, the state will not approve the TIA Designation.

The district has a board-approved compensation plan that provides approval for the TIA payments. The school board will approve the expenditure of TIA funds as part of the annual budgeting process. The TIA compensation will be TRS eligible for Designated Teachers only and the district will send a copy of the compensation plan to TRS if requested.

To look up the TIA allotment provided to each campus under this initiative, please visit http://www.TIATexas.org.

### Related TIA Compensation Calculations

TIA compensation stipends will be eligible for use calculating retirement benefits for TRS-eligible staff. Employees are responsible to pay both the employee and employer benefits and tax costs in excess of what TIA funding covers. Actual TIA compensation amounts distributed will include deductions for federal income tax, Medicare tax, and TRS

contributions as part of an employee's annual wages reported to the state and federal governments, as well as the Teacher Retirement System (TRS).

Note: If a TIA Designated teacher is not employed by Dickinson ISD at the TEA winter snapshot date (typically in February of each year), then Dickinson ISD will not be responsible for paying the TIA funds to the Designated Teacher. For a Designated Teacher to receive funds under the TIA in this instance, the Designated Teacher will need to work with the new Texas school district or charter school to be compensated under TIA. In this case, the amount of funds earned under TIA would follow the new district's TIA spending plan and allotments provided by the state for the campus based on "rural/non-rural" and "economically disadvantaged" Tier status.

## ANNUAL TIA CYCLE

### Timeline for Designation Evaluation & Submission

| Process Step | Timeline | Description |
|---|---|---|
| **Teaching & Orientation** | August | • Informational overview on TIA and T-TESS observation instrument<br>• Principal communicates school & district goals to inform teacher goal setting |
| **Student Fall Assessment BOY** | August-September | • CLI Circle, MAP assessments administered on campuses |
| **Goal Setting Conference** | September | • Evaluator and teacher review and agree on goals and professional learning plan |
| **T-TESS Walkthrough Observations** | September - May | • 10–15 minute observation, increased frequency based on prior year evaluation (min of three observations)<br>• Focus on T-TESS Domains 2 & 3 |
| **Extended Observations w/ Conference** | October – April | • One 45-minute observation within a two-week window<br>• Focus on T-TESS Domains 2 & 3<br>• Written feedback and conference |
| **Summative Evaluation** | April – May | • Includes review of all four T-TESS domains<br>• Focus on T-TESS Domains 2 & 3<br>• Written feedback and conference required |
| **Student Spring Assessment EOY** | April – May | • CLI, MAP<br>• STAAR |
| **End of Year Data Review** | May – June | • Teachers review and reflect on student growth goals and student growth outcomes<br>• Campuses and departments compile data for the final TIA evaluation process |
| **EOY Roster Verification** | End of Year | • Beginning of year rosters and end of year rosters will be compared<br>• Students must be on both rosters to have growth used in the calculation |
| **Evaluation Rating & TIA** | June – August | • District analyzes T-TESS and student growth data<br>• District finalizes TIA scores and determines TIA designation eligibility<br>• Principals receive Teachers' final TIA scores and designation eligibility for review |
| **Data Submission** | Designated by TEA | • Data submitted to Texas Tech for validation |
| **Final Notification of Data Validity & Reliability** | Designated by TEA | • Texas Tech notifies district of data review results<br>• Teachers receive notification of designation |
| **TIA Designation Payout** | Designated by TEA | • Designated teachers receive a lump sum payout for designation |

# DICKINSON ISD OBSERVATION CALIBRATION PLAN

## Objectives

- Appraisers' and schools' observation data will be highly calibrated to each other.
- Across content and grade levels, teacher observation scores will be highly correlated to student growth data.

## Context

- This district uses T-TESS.
- There are seven elementary schools, three middle schools, three junior high schools, and one high school and one alternative high school in DISD.

| Month | Observation Calibration Plan | Who Will Participate? |
|---|---|---|
| **July** | **Data Analysis**<br>- Analyze the previous year's teacher observation data. Look for areas of skew by appraiser, campus, grade level, and teaching assignment. Determine whether teachers' observation scores align with student growth data. | - District leaders<br>- Principals |
| | **Strategic Planning & Decision-Making**<br>- Create a strategic plan to address problem areas in the observation data. The plan should include specific dates and deadlines and measurable goals to determine progress.<br>- Determine the observation requirements (quantity and frequency) based on the strategic plan.<br>- Define "calibrated." This district has decided that two appraisers are calibrated to each other if 50% of their ratings are an exact match *and* if 80% of their ratings are within one level of teacher effectiveness. | - District leaders<br>- Principals |
| **August-October** | **Certification**<br>- New appraisers attend a 3-day T-TESS certification training.<br>- Appraisers who were T-TESS certified three or more years ago attend T-TESS certification training again. | - New appraisers<br>- Appraisers who need to recertify |
| | **Calibration**<br>- Returning appraisers with current T-TESS certification attend a half-day calibration session facilitated by district leaders. During this session, they review T-TESS and practice rating instruction using videos. They must pass a calibration assessment at the end of the training. Those who do not pass engage in one-on-one coaching with their manager. | - Returning appraisers who were certified less than three years ago<br>- District leaders |
| | **All-Appraiser Professional Development**<br>- All appraisers attend a 2-hour district-wide training. The objective is to share the observation data analysis that district leaders completed over the summer and the district's strategic plan for addressing areas of growth in observation data. | - District leaders<br>- Principals<br>- Appraisers |

| | | |
|---|---|---|
| | - Communicate the observation requirements for the school year (two 45-minute observations and five 15-minute observations per teacher). | |
| | **Teacher Professional Development**<br>- New teachers attend training to develop a conceptual understanding of how T-TESS defines excellent instruction.<br>- Returning teachers attend a refresher training on T-TESS.<br>- All teachers receive an update on district priorities around teacher observation and any changes to appraisal processes for this year.<br>- Communicate the observation requirements for the school year | - Teachers<br>- District leaders<br>- Principals |
| | **Create Observation Schedules**<br>- Principals and appraisers work together to create a yearlong observation schedule that meets the follow criteria:<br>1. Is differentiated by teacher effectiveness<br>2. Allows each teacher to receive at least two ratings on every rubric dimension<br>3. Allows each teacher to have one scored observation from someone other than their main appraiser. | - Principals<br>- Principal managers |
| **September - October** | **Intercampus Calibration Walk-Throughs**<br>- Junior and high school principals co-observe three classrooms at middle school #1 and calibrate.<br>- Elementary and middle school principals co-observe classrooms and calibrate. | - Campus principals<br>- District leaders |
| **On-going** | **Execute Observation Schedule**<br>- Appraisers conduct teacher observations according to the yearlong schedule created in September. | - Appraisers |
| | **Intercampus Calibration Walk-Throughs**<br>- Junior high and high school principals co-observe three classrooms at the high school and calibrate.<br>- Elementary and middle school principals co-observe three classrooms and calibrate. | - Principals<br>- District leaders |
| | **Campus Calibration**<br>- Campus appraiser teams complete single-dimension calibration protocol.<br>- Each appraiser completes one calibration co-observation with their manager. | - Principals<br>- Appraisers |
| | **Observation Data Dive #1**<br>- After October assessments, compare student growth data with teacher observation data and check for positive correlation.<br>- Check for skew by appraiser, campus, subject, and grade level. | - District leaders<br>- Principals<br>- Appraisers |

| | | |
|---|---|---|
| | - Determine strategic areas of focus and next steps around teacher observations for Quarter 2 based on the data. | |
| **May** | **Final Observations**<br>- Appraisers conduct any final teacher observations according to the yearlong schedule.<br>- Appraisers and leaders determine if they need additional observation data for any teachers and collect that data. | - Appraisers |
| | **End-of-Year Performance Conferences**<br>- Appraisers meet with individual teachers and discuss observation ratings, general strengths, areas of growth, student growth goals, and other professional goals. | - Appraisers<br>- Teachers |

# HELPFUL RESOURCES

## Dickinson ISD Resources

- DISD TIA Website
- If you have questions, please send them to disd_tia@dickinsonisd.org

## Texas Education Agency Resources

- TEA HB3: Teacher Incentive Allotment Details
- TEA HB3: Teacher Incentive Allotment FAQ
- TEA Teacher Incentive Allotment
- TEA Teacher Incentive Allotment Funding Allotment Map
- TEA Student Growth Performance Standards Document
- TEA Teacher Observation Performance Standards Document

# APPENDICES

# APPENDIX A TEA APPROVED COURSES

| Service_ID | Description |
|---|---|
| 01010000 | Pre-Kindergarten |
| 01020000 | Kindergarten |
| 02010000 | Grade 1 |
| 02020000 | Grade 2 |
| 02030000 | Grade 3 |
| 02040000 | Grade 4 |
| 02050000 | Grade 5 |
| 02060000 | Grade 6 |
| 02070000 | Grade 7, Self-Contained |
| 02080000 | Grade 8, Self-Contained |
| 02562040 | Spanish Language Arts and Reading, Grade 4 |
| 02562050 | Spanish Language Arts and Reading, Grade 5 |
| 02625010 | English Language Arts and Reading, Grade 1 |
| 02625020 | English Language Arts and Reading, Grade 2 |
| 02625030 | English Language Arts and Reading, Grade 3 |
| 02625040 | English Language Arts and Reading, Grade 4 |
| 02625050 | English Language Arts and Reading, Grade 5 |
| 02640005 | Mathematics, Kindergarten |
| 02640010 | Mathematics, Grade 1 |
| 02640020 | Mathematics, Grade 2 |
| 02640030 | Mathematics, Grade 3 |
| 02640040 | Mathematics, Grade 4 |
| 02640050 | Mathematics, Grade 5 |
| 02640060 | Mathematics, Grade 6 |
| 02820000 | Mathematics, Departmentalized Grade 6 |
| 03100500 | Algebra I |
| 03100507 | Algebra I: Use the code only for students receiving alternate content and meeting state testing requirements with alternate assessments. |
| 03103000 | Mathematics, Grade 7 |
| 03103100 | Mathematics, Grade 8 |
| 03200510 | English Language Arts And Reading, Grade 6 |
| 03200520 | English Language Arts And Reading, Grade 7 |
| 03200530 | English Language Arts And Reading, Grade 8 |
| 03200531 | English Learners Language Arts (ELLA), Grade 7 |
| 03200532 | English Learners Language Arts (ELLA), Grade 8 |
| 03210525 | Spanish Language Arts and Reading, Grade 6 |
| 03220100 | English I |
| 03220107 | English I: Use the code only for students receiving alternate content and meeting state testing requirements with alternate assessments. |
| 03220200 | English II |
| 03220207 | English II: Use the code only for students receiving alternate content and meeting state testing requirements with alternate assessments. |

Cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of 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 document describes the student growth performance standards. Teachers in each designation category will generally exceed these minimum averages, however, the overall holistic review may allow for student growth ratings that are nominally lower than these stated minimums in some cases.

## The Percentage of a Teacher's Students Meeting or Exceeding Expected Growth.

In order to calculate the percentage of a teacher's students who met or exceeded expected growth, the raw number of students who met or exceeded the predicted score in the classroom must be calculated first. Once the number of students who met or exceeded expected growth has been determined, it can be divided by the total number of students with an expected growth score who completed the final assessment to determine the percent of a teacher's students who met or exceeded growth.

The document describes the teacher observation performance standards. Cohort applicants will be expected to 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. For districts using rubrics other than T-TESS, Texas Tech University will work with districts to develop a performance standards crosswalk during the system application process prior to district data submission.

## Overall Minimum Average Scores

The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, and Master). The minimum average scores were derived from an analysis of T-TESS observations from across the state with scores on a 1 to 5 scale. The minimum average for a Master teacher shows the 95$^{th}$ percentile score, the minimum average for an Exemplary teacher shows the 80$^{th}$ percentile score, and the minimum average for a Recognized teacher shows the 67$^{th}$ percentile score. These overall minimum average scores will be reflected in commissioner rules.

Scores derived from equivalent domains on approved observation rubrics should reflect the percent of possible points earned. Teachers in each of the three designated categories tend to have scores above these minimum averages, however, the overall holistic review may allow for scores that are nominally lower than these stated minimums in some cases.

### Teacher Observation Minimum Average Ratings

| Designation Level | Minimum Average Score Across Domain 2 and 3 | Minimum Rating Required for each Dimension in Domain 2 and 3 |
|---|---|---|
| *Recognized* | 3.7 (74% of possible points) | At least 3 (proficient) on all dimensions |
| *Exemplary* | 3.9 (78% of possible points) | At least 3 (proficient) on all dimensions |
| *Master* | 4.5 (90% of possible points) | At least 3 (proficient) on all dimensions |