Teacher Incentive Allotment

2024-2025

COMANCHE ISD

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2024-2025 Teacher Incentive Allotment

Mission & Vision

Mission

It is the mission of Comanche ISD to educate all students to their full potential, preparing them to be skillful, life-long learners, effective communicators, and conscientious citizens of society.

Vision

The Board of Trustees of Comanche ISD envisions a school district that: Equips all students with the essential knowledge and skills to achieve their full potential, developing them to read critically, speak fluently, write competently, and listen effectively; Is student-centered and recognized by peers for success in all programs and activities; Inspires an enthusiasm for excellence and a quest for new knowledge and skills in both staff and students; Creates a safe environment to promote the development of moral values and character traits that prepare students for the responsibilities required of conscientious citizens of society, and; Mobilizes the best efforts of all stakeholders toward the common goal of the best interests of the students of Comanche ISD.

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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 an optional Teacher Incentive Allotment (TIA) with a stated goal to reward, retain, and recruit effective teachers in the classroom. Through the TIA, teachers can earn one of three designations: Recognized, Exemplary, and Master. These 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 socio-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 to $32,000 in additional funding as is awarded to the top 5% of teachers across the state based on their teacher observation and student growth outcomes.

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

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

Eligibility For a Designation under Comanche ISD's Local Designation System
Teachers are eligible to earn a designation under Comanche ISD's Local TIA Plan if they meet the following criteria:

- Employed by the recommending district in a teacher role (087 role ID in PEIMS).
- Employed and compensated by the recommending district in a teacher role (087 role ID in PEIMS) for at least 90 days at 100% of the day or 180 days at 50-99% of the day.
- Not currently designated by a local designation system unless being recommended for a higher designation or in the last year of a teacher designation.

Designations are added to a teacher's SBEC certificate and are valid for five years. If a teacher moves to a new district, the allotment funding follows the teacher to the new district regardless of whether the new district has an approved designation system in place. Teachers with National Board Certification will be eligible to earn an automatic Recognized designation regardless of whether the district in which the teacher works is participating in TIA.

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National Board Certification

National Board Certification is a voluntary advanced professional certification for PreK-12 educators that identifies teaching expertise through performance-based, peer-reviewed assessment. Teachers are certified based on standards set by the National Board for Professional Teacher Standards.

National Board Certified Teachers (NBCTs) are eligible to earn a "Recognized" designation if they meet the following criteria:

- Hold an active, lifetime, one-year, or standard Texas certification issued by the State Board for Educator Certification (SBEC) in a teacher, reading specialist, or Legacy Master Teacher class of certification. Teachers with an intern or probationary certificate are not eligible.
- Hold an active National Board Certification.
- NBCT directory listing reflects Texas residency and/or employment.
- Reported by the above Texas school system in a role ID coded as 087 during the year's class roster winter submission in February.
- Once earned, the designation will remain active until July following the expiration of the National Board certificate.

NBCTs will earn 100% of the "Recognized" designation amount for the campus where they work. The Teacher Incentive Allotment will reimburse districts up to $1900 for initial certification, up to $1250 for renewal, and up to $495 for Maintenance of Certification (MOC). Fees paid toward certification and renewal are eligible if the certification or renewal was achieved following the passage of HB 3 in the summer of 2019. NBCTs must provide documentation of fees paid directly to the National Board. More information regarding reimbursement for NBCTs can be found at the following link: https://tiatexas.org/national-board-fees-and-reimbursement/.

Comanche ISD is committed to helping teachers who would like to complete the National Board Certification. Together with ESC 14 and the Lesson Study program, CISD has created a cohort to support teachers through the process. Teachers may consider joining the CISD Lesson Study program to gain guidance and support in completing the certification.

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 three 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.

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Comanche ISD District Designation System

Plan Development

CISD formed a TIA Strategic Planning Committee charged with creating the local teacher designation system in alignment with statewide performance standards. A call was made for any teacher or counselor to volunteer to be on the committee and all volunteers were accepted. The committee included 21 people, including teachers/counselors representing each campus and multiple content areas, administrators, and a school board member. The TIA Committee also gathered feedback through a teacher survey and implemented feedback from that survey into the design of the local designation system.

Committee Decisions

The TIA Strategic Planning Committee needed to answer three crucial questions to design the district's TIA system:

1. Who is eligible to earn a designation?
   A. Eligible campuses and teaching assignments
   B. If not all teachers, will we expand to include other teachers in future years?

2. How will we designate?
   A. Observations, student growth measures, optional components
   B. Performance standards and weighting/teaching categories

3. How and when will we compensate?
   A. Distribution of funds
   B. Timing and mode of compensation

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Who is eligible to earn a designation at CISD?

To be eligible for a TIA designation through the CISD system a teacher must:

- Be coded as a teacher (code 087) as reported to TEA through 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.

In addition, Comanche ISD, guided by the TIA Strategic Planning Committee, has created a plan for phasing in all teachers who meet the above criteria over a two-year period to be eligible to participate and seek designations. If a teacher is unsure if they teach a TIA-qualifying course, refer to Appendix A. A list of specific courses eligible for a designation with their official course numbers is provided.

Eligible teaching assignments to earn a TIA Designation for the 2024-2025 Data Capture year: **See Appendix A**

Teachers assigned to the Disciplinary Alternative Education Program (DAEP) and In School Suspension (ISS) will be eligible for designation based on student days served in their program.

DAEP

- Math, Reading, and Language Arts MAPS Data will be pulled for students who serve greater than or equal to 30 days in DAEP.
- If no students fit this data set, DAEP Teachers will fall into the “non-eligible" category described in the Comanche ISD Compensation Plan

ISS

- Math, Reading, and Language Arts MAPS Data will be pulled for students who serve greater than or equal to 30 days in ISS.
- If no students fit this data set, ISS Teachers will fall into the “non-eligible" category described in the Comanche ISD Compensation Plan

Future Eligibility (Eligible to earn a TIA Designation for data collected in 2025-2026, based on approval of Expansion Application in the Spring of each year)

- *All remaining certified teachers not included above*

TIA System Evaluation & Expansion

The CISD TIA Committee will continue to meet throughout the school year to address questions and/or concerns that arise. The committee will gather feedback from stakeholders to ensure continuous improvement of the system.
The TIA Strategic Planning Committee will work with teachers to propose and implement student growth measures for those courses and teachers who will be eligible for designation in future expansions, based on approval from Spring Expansion Applications. CISD will submit another TIA application in future cohorts to add committee-recommended courses.

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How will CISD designate?

Comanche ISD will use two weighted factors to determine if eligible teachers qualify for a designation:
T-TESS Composite Score (T-TESS Domains 2 & 3 Average Score) = 40%
Student Growth Composite Score = 60%

Teacher Evaluation

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

T-TESS Domains 2 & 3

For the calculation of the TIA score, only T-TESS Domains 2 & 3 are considered. The two domains focus on the instruction and the learning environment.
Domains 2 & 3 are listed below:

- Instruction (Domain 2)
  - Achieving Expectations (Dimension 2.1)
  - Content Knowledge (Dimension 2.2)
  - Communication (Dimension 2.3)
  - Differentiation (Dimension 2.4)
  - Monitor & 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

Each teacher will receive a TTESS average score consisting of:

- One formal, announced 45-minute yearly observation conducted by a certified T-TESS appraiser. This observation will include:
  - A formal pre-conference with district-wide approved questions meant to guide understanding and build schema.
  - Written feedback and scoring presented within five school days of the observation.
  - A post-conference conducted within 10 school days of the observation.
  - During the post-conference, teachers will be allowed to provide further evidence in support of any dimension if a question should arise about scoring validity.

  For this 45-minute observation, each descriptor within the applicable dimensions will receive a score. The scores for each descriptor within the dimension will be averaged together so that each dimension has a single score.

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- One informal, unannounced 45-minute yearly observation conducted by a certified T-TESS appraiser. This observation will Include:
    - A pre-selected 10 school day "window" within which the unannounced observation will take place
    - Written feedback and scoring presented within five school days of the observation
    - An optional post-conference: This post-conference must be requested, in writing, within 10 school days after the scores are released by the certified TTESS appraiser who conducted the observation.
    - During the post-conference, teachers will be allowed to provide further evidence in support of any dimension if a question should arise about scoring validity.

  For this 45-minute observation, each descriptor within the applicable dimensions will receive a score. The scores for each descriptor within the dimension will be averaged together so that each dimension has a single score.

Secondary Observations at Request

Any teacher may request a second formal and/or informal observation. The details for requesting a secondary observation are as follows:

- The request for a secondary observation should be presented, in writing, to the certified TTESS appraiser who conducted the initial observation within 10 school days after the scores are released.
- A post-conference with the original appraiser, held within ten school days of the written request, is mandatory regardless of whether the observation was formal or informal.
- During the post-conference, the teacher will be allowed to provide further evidence in support of any dimension in question.
- In their written request for a secondary observation, the teacher may request that a different certified TTESS Appraiser conduct the second observation, but they cannot specify who the appraiser will be.
- The scores, as determined by the appraiser of the secondary observation, will serve as the scores for that observation. An average will not be calculated as the scores from the first observation are nullified upon the formal request for a secondary observation.

Comanche ISD will submit an average of the two 45-minute observations from each dimension of Domains 2 & 3. To be eligible for a TIA designation, a teacher must have at least a 3.0 (rounded to the nearest hundredth) average score in each dimension of Domains 2 & 3.

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Below is an example of how a T-TESS Composite Score would be calculated:

TTESS Dimension	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3
Formal 45 Minute Announced	4	4	3	3	3	3	4	4
Informal 45 Minute Unannounced	5	3	3	5	3	3	3	3
Average	4.5	3.5	3	4	3	3	3.5	3.5

Validity and Reliability of Observation

To ensure consistency and accuracy in T-TESS ratings across campuses and the district, all certified appraisers undergo a rigorous calibration process. The district-assigned appraisal supervisor will ensure that inter-rater reliability and calibration standards are followed annually by a.) providing annual training for appraisers, including an in-depth review of the T-TESS rubric; b.) conducting calibration sessions biannually to establish inter-rater reliability between appraisers and to more clearly define rubric verbiage as it relates to instruction in the classroom; c.) conducting team appraisals (live or video) in which appraisers score individually and then review and discuss scores as a group (annually); and d.) reviewing all appraisals no less than biannually to look for clarity and consistency for each appraiser. Calibration walkthroughs and observations will take place by campus, across campuses, and with district leadership.

All appraisers (including all campus principals and assistant principals, as well as district-level administrators) must successfully complete initial T-TESS training and calibration and become certified.

CISD will use Eduphoria as our evaluation scoring tool. T-TESS is an evidence-based evaluation instrument, and teachers are invited to review their evaluations and provide additional evidence for any dimension. Sources of evidence can include conferences and conversations with the teacher, classroom artifacts, student growth, and data gathering protocols, etc.

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 as determined by TEA (Master, Exemplary, and Recognized).

TEA Teacher Observation Minimum Average Ratings

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

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

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Calculating the T-TESS Composite Score

Comanche ISD will use the data obtained from the T-TESS Domain 2 (Instruction) and Domain 3 (Learning Environment) from the pre-scheduled and un-scheduled 45-minute observations.

Domain 2 has five dimensions and Domain 3 has three dimensions; therefore, 8 total dimensions will be used to calculate a teacher's composite score for T-TESS for TIA designation. Each of these dimensions is further divided into sub-parts, for example, Dimension 2.1 contains the following sub-parts:

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
High expectations set					
Students demonstrate mastery					
Address student mistakes					
Provides students with initiative opportunities					

The sub-parts of each dimension will be averaged together for an overall score for that dimension to be used for the T-TESS Composite Score.

CISD will assign a numerical value to the 5 scoring labels for each sub-part as follows:

- "Distinguished" score -- will receive a value of 5
- "Accomplished" score -- will receive a value of 4
- "Proficient" score -- will receive a value of 3
- "Developing" score -- will receive a value of 2
- "Needs Improvement" score -- will receive a value of 1

A teacher must receive at least a 3.0 or "proficient" score in all eight dimensions of Domains 2 & 3 from the pre-scheduled 45-minute observation and un-scheduled 45-minute observation to be eligible for designation. The sub-parts in each dimension of Domains 2 & 3 may fall below "proficient", as long as a 3.0 is achieved on the average Dimension score.

The overall T-TESS Composite Score will be determined by adding up the average scores in all eight Dimensions of Domains 2 & 3. Since each of the eight dimensions has a maximum value of 5 points ("distinguished"), a maximum of 40 points can be earned for the T-TESS Composite Score.

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This information will be pulled to the TIA Teacher Scorecard. Example below:

Comanche Independent School District
2024-2025 Teacher Performance Summary Sheet

This worksheet template may be used to calculate the TIA T-TESS Summative Score for the 2024-25. Note that this scoring template is provided for information only. Final 2024-25 TIA Designation Levels are not official until certified by TTU.

To use the score sheet, fill in the "Observations" column using the scores entered in Eduphoria's Strive Section from the averages of the Pre-scheduled and Un-scheduled Observations.

Fill in the "Observation" columns using scores entered in Eduphoria's Strive Observation Section.

	Teacher Performance Rubric Indicators	Points	Average	Observation 1	Observation 2
2.1	ACHIEVING EXPECTATIONS: supports all learners in their pursuit of high levels of academic and social-emotional success	3.25	3.25	3.5	3
2.2	CONTENT KNOWLEDGE & EXPERTISE: uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs	3.00	3.00	3	3
2.3	COMMUNICATION: clearly and accurately communicates to support persistence, deeper learning and effective effort	3.20	3.20	3	3.4
2.4	DIFFERENTIATION: differentiates instruction, aligning methods and techniques to diverse student needs	4.00	4.00	3	5
2.5	MONITOR & ADJUST: formally and informally collects, analyzes and uses student progress data and makes lesson adjustments	3.33	3.33	3.33	3.33
3.1	CLASSROOM ENVIRONMENT, ROUTINES, & PROCEDURES:organizes a safe, accessible and efficient classroom	4.00	4.00	4	4
3.2	MANAGING STUDENT BEHAVIOR: establishes, communicates and maintains clear expectations for student behavior	4.00	4.00	5	3
3.3	CLASSROOM CULTURE: leads a mutually respectful and collaborative class of actively engaged learners	5.00	5.00	5	5
T-TESS Average Score (Total of 40 Points Possible)		**29.78**			

TIA Scorecard 2024-2025

TEACHER DESIGNATION LEVEL	Exemplary

Teacher Designation Eligibility Check	
☑	Employee Role is Classroom Teacher (087 in PEIMS)
☑	At least Proficient (3.0) in all dimensions in Domains 2 & 3.
☑	Do you have a credible year of service?
☑	Eligible Teaching Assignment
☑	Did you receive a full T-TESS observation cycle?
☑	At least 95% of students on Winter Snapshot Roster were tested.

(All must be checked above to mark yes) Does the teacher meet eligibility? Yes

TIA Designation Components		Points Possible	Points Earned
T-TESS Average	Score	40 All Proficient or Above on 45 min Observation	29.78 YES
Teacher Performance Level			**Recognized**

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Student Growth Composite Score

The instrument used to measure student growth depends upon the grade level and subject area. The growth measures used will be CIRCLE, MAP, AAPPL, or pre-tests and post-tests. At least a minimum of 95% of students listed on an eligible teacher's winter snapshot roster must complete the growth assessments in each cycle (fall-spring, Wave 1-3, fall-winter, winter-spring, pre/post testing) for the teacher to be eligible for designation. See Appendix A for a list of all courses along with the specific growth measure to be used for that course.

Student Rosters

- Students who meet all the following criteria will be included in a teacher's student growth calculation:
  - Teacher of record at beginning of year student growth assessment (Aug-Sept)
  - Teacher of record at PEIMs winter snapshot (mid-February)
  - Teacher of record at end of year student growth assessment (April-May)
  - Students who have not missed more than 30 days of instruction in an eligible teacher's class.
- Teachers will be asked to verify their rosters of students who are to be included in the TIA Growth Calculation at the end of the year (May-June)
- Teachers may appeal to have a student(s) added or removed from their calculation based on extenuating circumstances (i.e., student has excessive absences (over 30 days for the school year))
- Semester-based courses would use the beginning-of-the-semester growth measure and an end-of-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 all tests taken for each eligible course.
- For example:
  - If a teacher teaches both Algebra I and Geometry, 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 & ELAR. (Note MAP Growth Science or Social Studies tests would not be used for self-contained settings).
  - For Intervention teachers, the growth measure would consist of scores for students who they work with during pull-outs, not push-ins.

Teachers Working on Multiple Campuses

If a teacher works on multiple campuses, student growth will be calculated only from the students on the campus where they spend most of the day. For example, a math teacher has two periods of algebra for 8th graders in junior high and five periods of algebra for 9th graders in high school. The teacher's student growth would be measured in the five periods of algebra at high school as that is where the teacher spends most of their day.

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Security

Maintaining the security and confidentiality of the tests is critical for ensuring valid test scores and providing standard and equal testing opportunities for all students. As much as reasonably possible, when tests such as MAP, CIRCLE, AAPPL, or district-created pre-tests or post-tests are administered, the administration process will mirror STAAR/EOC security protocols. District-created pre-tests and post-tests will be created by campus and/or district leaders and kept secure from teachers until the day of administration. Teachers will be trained in specific practices and guidelines for test security, confidentiality, and administration. Campus testing coordinators will distribute all district-created pre-tests and post-tests on the morning of test administration and collect all materials immediately after testing is completed.

Reliability, Validity, Accommodations

CISD will provide annual training for teachers on the assessments being used. The training will include familiarizing teachers with the content, administration, safety protocols, and data reporting. Special care is taken to ensure that students with an IEP or 504/RTI plan are provided with the necessary accommodations.

The district is using MAP, AAPPL, and CIRCLE as the student growth measure for most of the district. The TIA committee made this decision because both MAP, AAPPL, and CIRCLE have demonstrated high reliability and validity in multiple research studies from the Commissioner of Education's office.

In subjects that will use pre-tests and post-tests as the student growth measure the district will utilize a pre-vetted resource such as Eduphoria to create these assessments and/or STAAR-released exams.

Calculating the Student Growth Composite Score

To determine the student growth composite score for TIA designation this calculation will be used:

$$\textit{Percentage of students} = \frac{\textit{Number of students who met or exceeded growth expectations}}{\textit{Total number of students with a growth score}}$$

Using the formula above to calculate the percentage of students who met or exceeded growth (percentages will be rounded to the nearest whole number, no decimals), the Student Growth Composite Score can be calculated for all teachers and will range from 0 to 60 points depending upon the percentage of the teacher's students who met or exceeded growth.

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This chart assigns the number of points a teacher will earn for the Student Growth Composite Score based on the percentage of the teacher's students who met or exceeded growth.

Student Growth % Range		Points Earned
Lowest	Highest	
0%	54%	0
55%	59%	41
60%	64%	49
65%	69%	51
70%	74%	54
75%	79%	55
80%	84%	56
85%	89%	58
90%	100%	60

For example, Daisy May teaches 3rd grade ELAR at Comanche Elementary. Daisy's students took the MAP Reading & Language tests to determine student growth.

Here are Daisy's results:
MAP Reading 12 out of 20 students met or exceeded growth from the Beginning of Year (BOY) to the End of Year (EOY)
MAP Language 14 out of 20 students met or exceeded growth from BOY to EOY
65% of Daisy's students met or exceeded growth (26 students met growth divided by 40 total students = 65%)
According to the Student Growth Composite Score Calculator, Daisy would receive 51 points out of 60 possible points for her Student Growth Composite Score.
These 51 points would be added to Daisy's T-TESS Composite Score to determine if Daisy is eligible to earn a TIA Designation.

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Comanche Independent School District

2024-2025 Student Outcomes Summary Sheet

2024-2025

Student Growth % Range		Points Earned
Lowest	Highest	
0%	54%	0
55%	59%	41
60%	64%	49
65%	69%	51
70%	74%	54
75%	79%	55
80%	84%	56
85%	89%	58
90%	100%	60

Enter the number of students for each category

Number of Students Meeting or Exceeding Growth	26
Number of Students Eligible for Growth Measure	40

Growth Score	% of Students with Growth	Points Earned
Student Growth	65%	51

Student Outcomes Score	51

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Example of Daisy's T-TESS Score Card:

Teacher: _____

Campus: _____

TIA Scorecard 2024-2025

TEACHER DESIGNATION LEVEL	Recognized

Teacher Designation Eligibility Check	
☑	Employee Role is Classroom Teacher (087 in PEIMS)
☑	At least Proficient (3.0) in all dimensions in Domains 2 & 3.
☑	Do you have a credible year of service?
☑	Eligible Teaching Assignment
☑	Did you receive a full T-TESS observation cycle?
☑	At least 95% of students on Winter Snapshot Roster were tested.
	(All must be checked above to mark yes) Does the teacher meet eligibility? Yes

TIA Designation Components	Points Possible	Points Earned
T-TESS Average Score	40 All Proficient or Above on 45 min Observation	28 YES
Teacher Performance Level		Recognized

TIA Designation Components	Points Possible	Points Earned
Student Outcomes	60	51
Student Outcomes Level		Exemplary
Total Score		79

Designation Scoring Guidelines: Recognized 70-79, Exemplary 80-89, Master 90-100

Designation Recommendation	Recognized

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TEA Student Growth Performance Standards

The percentages below are the statewide minimum performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used. More information can be found in TEA's Student Growth Performance Standards.

TEA Student Growth Performance Standards

Master Teacher	Exemplary	Recognized
70% of students meet or exceed expected growth	**60% of students meet or exceed expected growth**	**55% of students meet or exceed expected growth**

Teachers in each designation category will generally exceed these minimum averages; however, the overall holistic review may allow student growth ratings that are normally lower than these stated minimums in some cases.

Calculating the Final TIA Score

TIA designations are determined based on the TIA score, a weighted combination of the T-TESS Domains 2 & 3 Appraisal (40%) composite score and student growth composite score (60%).

Final TIA SCORE = T-TESS Composite Score + Student Growth Composite Score

For example, Daisy May scored a 28 (T-TESS Composite Score) and a 51 (Student Growth Composite Score)

Daisy's Final TIA Score is a 79

79 = 28 + 51

Minimum Final TIA Score Requirements

The chart below shows the minimum final TIA score (T-TESS Composite Score + Student Growth Composite Score) a teacher must receive to get a designation.

Designation Final TIA Scoring Guidelines

Master Designation	Exemplary Designation	Recognized Designation
90-100	**80-89**	**70-79**

For example, If Daisy May's final TIA Score was 79, she would earn a recognized designation.

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

- EOY Roster Verification by the teacher and principals or district administrators
- Collection of student growth measure data by teachers using verified student roster
- At least 95% of students listed on an eligible teachers' winter snapshot roster were tested
- Collection of T-TESS observation data by principals or district administrators
- Calculation of Final TIA score, designation recommendation based on the TIA score by principals or district administrators

A student will only be counted in the growth calculation one time per teacher for each assessment they take. For example, if a student has the same English I and English II teacher, the student can only be used once in the growth measure because the same assessment is used to measure growth in both classes.

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Teachers may wish to access the TIA Scorecard to help them determine if they will be eligible for a TIA designation. It can be found at the link below:
https://docs.google.com/spreadsheets/d/1CQ9h4HAhBsREfpfMUg7NWfOCUQG0apFsg0x0j2JdT2o/copy

Calculating Growth for Students Taking MAP
To calculate individual student growth on MAP tests, growth will be measured from BOY to EOY and compared against the growth predictions generated by MAP.
For example, if MAP projects that a student should grow 5 points from BOY to EOY and the student meets or exceeds 5 points of growth, the student will count as meeting growth for TIA.

Calculating Growth for Students Taking Pre/post-tests
To calculate individual student growth for students who take district-created pre/post-tests, the district will use the Closing the Gap Model.

An example of Closing the Gap works as follows:
If 100 is a perfect score on a test, and a student makes a 50 on the pre-test, the gap between the perfect score and the student's pre-test score is 50. The student would be expected to then close a percentage of that gap on the post-test to meet or exceed expected growth. If required the gap closure is half of the gap, the student would need to earn a 75 on the post-test to meet or exceed growth (1/2 of the gap of 50 =25; a student would need to earn a 50 (pre-test score) + 25 (1/2 the gap) = 75 (post-test score necessary to meet growth).

If the required gap closure is one-third of the gap, the student would need to earn a 67 on the post-test to meet or exceed growth (1/3 of the gap of 50=16.66 or 17 rounded up; a student would need to earn a 50+17=67 on the post-test to meet growth).

To ensure fairness and validity in setting student growth targets throughout the district, the district will determine how much the gap should be closed (i.e., ½, 1/3, or ¼). Following the administration of all district-created pre-post tests as well as MAP tests, the district will set the gap closure percentage so the percentage of students who successfully "close the gap" will closely align with the average percentage of students who meet or exceed growth on MAP testing. For example, if 52% of students district-wide who take MAP tests meet or exceed growth, then the district will set the percentage of gap closure required to meet or exceed growth to achieve a similar average for students who take district-created pre/post-tests.

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The following chart shows examples of individual growth using the Gap Closure Model:

Student	**Pre-test Score**	**Target post-test score (pre-test + *third* of the gap)**	**Actual Post-test score**	**Met Growth?**
Camilla	20 (gap to 100 = 80)	(20+27) 47	50	Yes
Yaseen	35 (gap to 100 = 65)	(35+22) 57	50	No

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Calculating Growth for Students Taking CIRCLE

Comanche ISD will use the overall scores for Phonological Awareness and Math to determine student growth for PK students taking the CIRCLE test. Only those students who are in their initial year of PK and at least four years old at the time of the pre-test will be used to determine a teacher's student growth. If a student repeats PK, they will not count towards a teacher's student growth. A perfect score on both the Phonological Awareness and Math CIRCLE tests is a 28. The Gap Closure Method will be used to set a growth target for each student. The percentage of the gap to be closed will be determined after all tests (MAP & district-created pre/post-tests) are given, to ensure fairness and validity with student growth targets throughout the district. The chart includes examples of how the Gap Closure Model could be used to close half the gap on a CIRCLE Math test where 28 is considered a perfect score.

Student	Pre-Test Score	Target Post-Test Score	Actual Post-Test Score	Met Growth?
Camilla	5	5+ 12 =17 (GAP=28-5=23 ½ of 23 is 11.5 or 12 (rounded up))	16	No
Doug	20	20+4 =24 (GAP=28-20=8 ½ of 8= 4	24	Yes

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Calculating Growth for Students Taking AP Calculus Exam

Comanche ISD will use the scores on the AP Calculus Multiple Choice section to determine student growth for those students taking AP Calculus Pre-Post Tests. Because the Multiple-Choice portion is 50% of the AP test, the minimum score/points required to earn a 5 on the given AP test will be cut in half and considered a perfect score. For example, on a test where 72 points are required to earn a 5, a 36 (half of 72) will be considered a perfect score. The Gap Closure Method will be used to set a growth target for each student. The percentage of the gap to be closed will be determined after all tests (MAP & district-created pre/post-tests) are given, to ensure fairness and validity with student growth targets throughout the district.

The chart includes examples of how the Gap Closure Model could be used to close half the gap on an AP Calculus test where 36 is considered a perfect score on the Multiple-Choice section.

Student	Pre-Test Score	Target Post-Test Score	Actual Post-Test Score	Met Growth?
Camilla	5	5+ 16 = 21 (GAP= 36-5=31 ½ of 31 is 15.5 or 16 (rounded up))	19	No
Doug	10	10+13 = 23 (GAP=36-10= 26 ½ of 26= 13	30	Yes

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Calculating Growth for Students Taking AAPPL

Comanche ISD will use the Interpretive Reading and Listening sections of the ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL) testing to determine student growth in Spanish I and Spanish II. AAPPL is a proficiency, performance-based assessment with scores ranging from Novice to Advance, with sub-levels in between. AAPPL defines the ranges as follows:

- Novice Range: Within the Novice level, the scores are N-1, N-2, N-3, and N-4. A score of N-1 reflects the abilities described as Novice Low in the ACTFL Proficiency Guidelines 2012. Scores of N-2 and N-3 reflect Novice-Mid abilities, with N-3 being a stronger performance within the Novice-Mid range; N-4 reflects Novice-High abilities. This means that a learner who receives a score of N-4, in addition to performing all Novice-level functions fully, also shows some successful performance at the Intermediate level, but does not do so consistently.
- Intermediate Range: Within the Intermediate level, the scores are I-1, I-2, I-3, I-4, and I-5. A score of I-1 reflects the abilities described as Intermediate Low in the ACTFL Proficiency Guidelines 2012. Scores of I-2, I-3, and I-4 are all in the Intermediate-Mid range. Given that Intermediate-Mid represents a broad range of abilities, AAPPL's delineation allows learners and teachers to determine where the performance falls within that broad range and to track progress within that range. I-5 reflects Intermediate High abilities. This means that a learner who receives a score of I-5, in addition to performing all Intermediate level functions fully, also shows some successful performance at Advanced-Low. Learners are presented with Advanced-Low tasks on Form B so that they are allowed to provide evidence of performance at that range.
- Advanced Low Range: The Advanced-Low proficiency range represents the ceiling of this assessment. A score of A-1 reflects successful performance at Intermediate and significant performance within the Advanced Low proficiency range as well. Examinees may be able to perform beyond Advanced Low. However, performance beyond A-1 is not assessed by Form B of the AAPPL.

The student performance score guideline range:

ACTFL PROFICIENCY GUIDELINES	ACTFL PERFORMANCE SCALE	AAPPL PERFORMANCE SCORE	FORM	
Advanced Low	Advanced	A-1		B
Intermediate High		I-5		
Intermediate Mid	Intermediate	I-4	A and E	
Intermediate Mid		I-3		
Intermediate Mid		I-2		
Intermediate Low		I-1		
Novice High	Novice	N-4		
Novice Mid		N-3		
Novice Mid		N-2		
Novice Low		N-1		

During the first six weeks of school, students enrolled in Spanish I and II will take a beginning-of-the-year AAPPL Interpretive Reading and Listening tests to receive an AAPPL Performance Score Report. The Interpretive Reading and Listening tests will be repeated at the end of the Spring Semester. A student will be considered showing growth by scoring one AAPPL Performance Score level higher between the Fall and Spring Semesters. For example, Billy is enrolled in Spanish II and receives a Student Score of N-3 during the Fall AAPPL testing period. To show growth Billy would need to score in the N-4 range during the Spring AAPPL testing period.

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Example of a Student AAPPL Score Report

Mode	Your Score	Score Description	Strategy
Interpersonal Listening and Speaking	A-1 ◆ I-5 I-4 I-3 I-2 I-1 N-4 N-3 N-2 N-1	Your AAPPL Interpersonal Listening/Speaking score of A-1 means that you participate fully in the conversation. You can communicate with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas. You are able to produce narrations and descriptions in all major time frames and you can efficiently deal with an unexpected turn of events, resolving a problem you might encounter in your daily life or while traveling abroad. You speak in well-formed paragraphs that show organization, cohesion, and detail.	Continue developing your skills in narration and expanding your ability to deal with topics beyond the general and personal level. You might read articles about community or world issues and practice conversations in which you need to support your own opinions, discuss an issue from an abstract perspective or hypothesize.

Security of Tests

Maintaining the security and confidentiality of the tests is critical to ensuring valid test scores and providing standard and equal testing opportunities for students. As much as reasonably possible, pre-test and post-test administration security will mirror STAAR or MAP security protocols. Assessments will be created by campus and/or district leaders and kept secure from teachers until the day of the administration. Teachers will be trained in specific practices and guidelines for test security, confidentiality, and administration. Campus testing coordinators or district leaders will distribute all materials on the morning of test administration and will collect all materials immediately after testing has been completed.

Accommodations

CISD will provide annual training for teachers on the assessments being used. The training will familiarize teachers with the content, administration, security protocols, and data reporting. Special care will be taken to ensure the students with an IEP or 504/RTI plan are provided with the necessary accommodations.

Reliability and Validity of Pre/Post-tests

CISD ensures that the district-created pre-tests and post-tests content is aligned with the standards for the course and that at least 70% of the TEKS for each eligible teaching assignment will also be assessed on the pre-tests and post-tests. The assessment questions will be taken from credible databases such as Eduphoria or released STAAR exams.
The district will ensure that members of the district assessment team have expertise in the grades/content areas where pre/post-tests are administered. In any given year, if there is no content area expertise on the district assessment team, the district may consult with content experts from outside the district such as ESC personnel to create the pre-tests or post-tests. The district's goal is to ensure a valid and reliable assessment and ensure equity of rigor of the assessment items. During a district-designated window, teachers will administer the assessment consistently and with integrity.

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Reliability and Validity of 3rd-Party Student Growth Measures

The district is using valid and reliable 3rd party student growth measures such as NWEA MAP and CIRCLE as part of the TIA plan. We based this decision to use these on the fact that they demonstrated high reliability and validity in multiple research studies. The district will implement the MAP, AAPPL, and CIRCLE assessments according to state and vendor guidelines to ensure the integrity of the data collection process. The district requires annual teacher and administrator training on the administration of all student growth measures used and how they are calculated. During a district-designated window, teachers will administer the assessment consistently and with integrity.

Assessment Calendar

The district will provide all staff with an assessment calendar each school year. Test administration dates will reflect testing windows for the beginning, middle, and end of the year for NWEA MAP, CIRCLE, and district-created pre/post-tests, including AAPPL.

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How and When Will CISD Compensate?

Distribution of Allotment Funds

Funding for teachers designated as Recognized, Exemplary, or Master under the TIA will flow from the state to Texas school districts. The statute requires that 90% of the funds earned through the district's locally designated system be spent on teacher compensation on the campus where the designated teacher works. TEC Section 48.114 (i)(1)(A) states: "*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 whom the district received the allotment is employed."*

The statute states that TIA funds are not considered property rights. The district should spend no more than 10% of TIA funds at the district level to support the 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 teacher moves campuses from one school year to another, the allotment that the Designated teacher generates will be recalculated based on the new campus's rural and socioeconomic tier funding status. Comanche ISD will track the performance of designated teachers each year and support them to ensure they continue to perform at or above the designation levels.

How Comanche ISD will Compensate

- 10% to district to maintain program
- 85% to teacher earning the designation
- 5% of the Recognized designation amount to be divided equally between non-eligible teachers who earned "proficient" in all dimensions of Domains 2 & 3 in the T-TESS Cycle, and paraprofessionals who are (a) student-facing instructional staff and (b) earn "satisfactory" on their yearly evaluation on each campus where teachers earn a designation/allotment for a maximum payment not to exceed $2000 per teacher and paraprofessional. If there are any remaining funds, they will be divided equally among the teachers who earned the designation with the remainder going back to the teacher earning the designation

In this example, a teacher Suzie May works at Comanche High School. The following allotments apply to each designation at Comanche High School.

- Recognized- $6,000 Exemplary-$12,000 Master- $23,000

After collecting her student growth data and T-TESS Domains 2 & 3 data, Daisy earns the Exemplary designation, and Comanche ISD receives a $12,000 allotment for Daisy's performance.

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Here is how that $12,000 will be distributed:

- 10% or $1200 will go to CISD to maintain the program

Suzie now has $10,800. Suzie will have 5% of the recognized allotment ($300) at Comanche High School deducted from the $10,800 to go into a fund that will be equally divided between any non-eligible teachers and paraprofessionals at Comanche High School who (a) are student-facing instructional staff and (b) earn “satisfactory” on the end of year appraisal. Paraprofessionals cannot earn more than $2000 from this fund. If there are any remaining funds, they will be divided equally among the teachers who earned the designations. Suzie will earn $10,500 (less any income taxes and TRS deductions) for earning an Exemplary designation at Comanche High School.

When will teachers be compensated?

Allotment funds will be paid as an annual lump sum in June in a separate payment. CISD will retain 10 percent of allotment funds received from the state to support the local TIA program.

- If a designated teacher leaves the district before winter roster verification (generally in February of each year), 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 Comanche ISD during the school year, Comanche ISD will provide the funding to the designated teacher based on the campus where the designated teacher worked during winter roster verification per TTU/TIA.
- If a designated teacher moves to the district before winter roster verification, the designated teacher will receive the allotment 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 before the end of May, then the district will provide the payout to the teacher with their last paycheck.
- If a teacher retires after winter roster submission, then the TIA funds will be provided to the designated teacher before his/her last date of service. If the designated teacher retires before winter roster verification, then no TIA funds will be provided to the teacher.
- Comanche 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 because of data collected in the data collection school year, but the teacher moves into an Assistant Principal role in the next school year, the state will not approve the TIA designation.
- If a paraprofessional is not returning to Comanche ISD the following year, then they will not be eligible for the equally divided fund. Should they leave after receiving the funds, it is the Superintendent and Assistant Superintendent's discretion to seek reimbursement.

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.

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The district will request that teachers employed with the district notify the HR Director upon completion of National Board Certification. For new hires, this will be a question asked during the intake process. The teacher will be required to show proof of active status with NBPTS' National Board Certification.
The district's spending plan is included in the district's TIA Handbook. The spending plan is also reviewed during the TIA faculty presentations where the district's overall TIA plan is communicated to staff.

Allotment Funding Table
Allotment funding amounts are determined by the TEA concerning a campus's rural status and high-need status with a formula that considers the level of socio-economic need of students on the campus. Given that a school's student enrollment changes yearly, the campus's socio-economic tier will be recalculated annually. As a reminder, this calculation uses the home address of the student who attends a particular campus. Allotment funds for each designated teacher will be based on the campus, and not the individual students assigned to the designated teacher. The current allotment funding amounts can be found at https://tiatexas.org/teacher-incentive-allotment-funding-map/.

Movement of Teachers
The campus at which the teacher works determines allotment funding for designated teachers. Funding amounts are determined by the state based on the rural status of the school and whether the campus is considered high-needs by the state. Allotment amounts are determined at the winter class roster snapshot date as determined by TEA. Principals are encouraged only to move teachers at the end of the semester when possible.

National Board Certification
National Board Certified Teacher payouts will receive 100% of the funds generated for a Recognized allotment. Should the NBC Teacher receive the Exemplary or Master allotment then the payout will follow the Comanche ISD Spending Plan. It is the teacher's responsibility to notify the district upon receipt of NTBC certification; however, the CISD HR department will verify and process the needed changes as soon as the certification is reported by the teacher.

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Yearly TIA Timeline

April 15 of the current School Year	**Expansion Application Submitted by CISD to TEA for approval**
August of each year	**CISD will receive notification from TEA of program approval or disapproval. If the program is approved, we begin the data capture year.**
August of Data Capture Year	**All teachers will be trained during in-service.**
September of Data Capture Year	**All teachers will administer the beginning-of-year pre-test for all students.** **Growth goals will be set for each student following Pre-tests.** **Dates will be set for Fall and Spring formal observations.**
December – January of Data Capture Year	**Mid-year MAP assessments will be given in ELAR, Math, & Science to develop targeted improvement plans.**
April - May of Data Capture Year	**End-of-year assessments and post-tests will be administered.** **Administrators will calculate student growth percentages.** **Summative T-TESS conferences will be conducted, and T-TESS data will be converted to percentages.**
Summer of Data Capture Year	**Administrators will review data from all participating teachers to determine which teachers to submit to TEA for designation consideration.**
November of the following School Year	**CISD will submit data to TTU for processing and validation for each teacher submitted for designation.**
February of the following School Year	**Final approval notification from TTU**
April of the following School Year	**Final designations and allotment notification**
June of the following School Year	**Initial payout of allotment funds to designated teachers.**

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Appendix A

Subject	Course #	Course	Grade Level	Pre-Test	Post-Test	Growth Set By
COMPUTER SCIENCE	02670040	Technology Applications, Grade 4	GRADE 4	Locally Created	Locally Created	District
ENGLISH LANGUAGE ARTS	02625001	English Language Arts and Reading, Kindergarten	KINDER	NWEA MAP: Reading Growth K-2	NWEA MAP: Reading Growth K-2	NWEA MAP
ENGLISH LANGUAGE ARTS	02625010	English Language Arts and Reading, Grade 1	GRADE 1	NWEA MAP: Reading Growth K-2	NWEA MAP: Reading Growth K-2	NWEA MAP
ENGLISH LANGUAGE ARTS	02625020	English Language Arts and Reading, Grade 2	GRADE 2	NWEA MAP: Reading Growth 2-5, Language Growth 2-12	NWEA MAP: Reading Growth 2-5, Language Growth 2-12	NWEA MAP
ENGLISH LANGUAGE ARTS	02625030	English Language Arts and Reading, Grade 3	GRADE 3	NWEA MAP: Reading Growth 2-5, Language Growth 2-12	NWEA MAP: Reading Growth 2-5, Language Growth 2-12	NWEA MAP
ENGLISH LANGUAGE ARTS	02625040	English Language Arts and Reading, Grade 4	GRADE 4	NWEA MAP: Reading Growth 2-5, Language Growth 2-12	NWEA MAP: Reading Growth 2-5, Language Growth 2-12	NWEA MAP
ENGLISH LANGUAGE ARTS	02625050	English Language Arts and Reading, Grade 5	GRADE 5	NWEA MAP: Reading Growth 2-5, Language Growth 2-12	NWEA MAP: Reading Growth 2-5, Language Growth 2-12	NWEA MAP
ENGLISH LANGUAGE ARTS	03200510	English Language Arts And Reading, Grade 6	GRADE 6	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP
ENGLISH LANGUAGE ARTS	03200520	English Language Arts And Reading, Grade 7	GRADE 7	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP
ENGLISH LANGUAGE ARTS	03200530	English Language Arts And Reading, Grade 8	GRADE 8	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP
ENGLISH LANGUAGE ARTS	03220100	English I	GRADES 9-12	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP
ENGLISH LANGUAGE ARTS	03220200	English II	GRADES 9-12	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP
ENGLISH LANGUAGE ARTS	03220300	English III	GRADES 9-12	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP
ENGLISH LANGUAGE ARTS	03220400	English IV	GRADES 9-12	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP: Reading Growth 6+, Language Growth 2-12	NWEA MAP

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FINE ARTS	02520008	Music, Grade 4	GRADE 4	Locally Created	Locally Created	District
FINE ARTS	03150100	Music I, Band I	GRADES 9-12	Locally Created	Locally Created	District
FINE ARTS	03154110	Art, Middle School 1	MIDDLE SCHOOL (GRADES 6 - 8)	Locally Created	Locally Created	District
FINE ARTS	03154130	Music, Middle School 1, Band	MIDDLE SCHOOL (GRADES 6 - 8)	Locally Created	Locally Created	District
FINE ARTS	03500100	Art I	GRADES 9-12	Locally Created	Locally Created	District
FOREIGN LANGUAGE	03440100	Languages Other Than English Level I - Spanish	GRADES 9-12	AAPPL	AAPPL	District
FOREIGN LANGUAGE	03440200	Languages Other Than English Level II - Spanish	GRADES 9-12	AAPPL	AAPPL	District
MATHEMATICS	A3100101	AP Calculus AB	GRADES 9-12	AP Exam	AP Exam	District
MATHEMATICS	02640005	Mathematics, Kindergarten	KINDER	NWEA MAP: Math Growth K-2	NWEA MAP: Math Growth K-2	NWEA MAP
MATHEMATICS	02640010	Mathematics, Grade 1	GRADE 1	NWEA MAP: Math Growth K-2	NWEA MAP: Math Growth K-2	NWEA MAP
MATHEMATICS	02640020	Mathematics, Grade 2	GRADE 2	NWEA MAP: Math Growth 2-5	NWEA MAP: Math Growth 2-5	NWEA MAP
MATHEMATICS	02640030	Mathematics, Grade 3	GRADE 3	NWEA MAP: Math Growth 2-5	NWEA MAP: Math Growth 2-5	NWEA MAP
MATHEMATICS	02640040	Mathematics, Grade 4	GRADE 4	NWEA MAP: Math Growth 2-5	NWEA MAP: Math Growth 2-5	NWEA MAP
MATHEMATICS	02640050	Mathematics, Grade 5	GRADE 5	NWEA MAP: Math Growth 2-5	NWEA MAP: Math Growth 2-5	NWEA MAP
MATHEMATICS	02640060	Mathematics, Grade 6	GRADE 6	NWEA MAP: Math Growth 6+	NWEA MAP: Math Growth 6+	NWEA MAP
MATHEMATICS	02820000	Mathematics, Departmentalized Grade 6	GRADE 6	NWEA MAP: Math Growth 6+	NWEA MAP: Math Growth 6+	NWEA MAP
MATHEMATICS	03100500	Algebra I	GRADES 9-12	NWEA MAP: Math Growth 6+	NWEA MAP: Math Growth 6+	NWEA MAP
MATHEMATICS	03100507	Algebra I: Use the code only for students receiving alternate content and meeting state testing requirements with alternate assessments.	GRADES 9-12	NWEA MAP: Math Growth 6+	NWEA MAP: Math Growth 6+	NWEA MAP
MATHEMATICS	03100600	Algebra II	GRADES 9-12	Locally Created	Locally Created	District
MATHEMATICS	03100700	Geometry	GRADES 9-12	Locally Created	Locally Created	District
MATHEMATICS	03102510	Advanced Quantitative Reasoning	GRADES 9-12	Locally Created	Locally Created	District
MATHEMATICS	03103000	Mathematics, Grade 7	GRADE 7	NWEA MAP: Math Growth 6+	NWEA MAP: Math Growth 6+	NWEA MAP

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MATHEMATICS	03103100	Mathematics, Grade 8	GRADE 8	NWEA MAP: Math Growth 6+	NWEA MAP: Math Growth 6+	NWEA MAP
PHYSICAL ED. & HEALTH	PES00000	PE Substitution Athletics 1	GRADES 9-12	Locally Created	Locally Created	District
PHYSICAL ED. & HEALTH	02530003	Physical Education, Grades 1-6	ELEMENTARY (GRADES 1-6)	Locally Created	Locally Created	District
PHYSICAL ED. & HEALTH	02850000	Physical Education, Departmentalized Grade 6	GRADE 6	Locally Created	Locally Created	District
PHYSICAL ED. & HEALTH	03810100	Health Education	GRADES 9-12	Locally Created	Locally Created	District
SCIENCE	02650400	Science, Grade 4	GRADE 4	NWEA MAP: Science Growth 2-5	NWEA MAP: Science Growth 2-5	NWEA MAP
SCIENCE	02650500	Science, Grade 5	GRADE 5	NWEA MAP: Science Growth 2-5	NWEA MAP: Science Growth 2-5	NWEA MAP
SCIENCE	03010200	Biology	GRADES 9-12	Locally Created	STAAR	District
SCIENCE	03010207	Biology: Use the code only for students receiving alternate content and meeting state testing requirements with alternate assessments.	GRADES 9-12	Locally Created	STAAR	District
SCIENCE	03020000	Environmental Systems	GRADES 9-12	Locally Created	Locally Created	District
SCIENCE	03040000	Chemistry	GRADES 9-12	Locally Created	Locally Created	District
SCIENCE	03050000	Physics	GRADES 9-12	Locally Created	Locally Created	District
SCIENCE	03060201	Integrated Physics And Chemistry	GRADES 9-12	Locally Created	Locally Created	District
SCIENCE	03060600	Science, Grade 6	GRADE 6	NWEA MAP: Science Growth 6+	NWEA MAP: Science Growth 6+	NWEA MAP
SCIENCE	03060700	Science, Grade 7	GRADE 7	NWEA MAP: Science Growth 6+	NWEA MAP: Science Growth 6+	NWEA MAP
SCIENCE	03060800	Science, Grade 8	GRADE 8	NWEA MAP: Science Growth 6+	NWEA MAP: Science Growth 6+	NWEA MAP
SELF-CONTAINED	01010000	Pre-Kindergarten	PRE-KINDER	CLI Circle: Phonological Awareness Math	CLI Circle: Phonological Awareness Math	District
SELF-CONTAINED	01020000	Kindergarten	KINDER	NWEA MAP: Reading Growth K-2 and Math Growth K-2	NWEA MAP: Reading Growth K-2 and Math Growth K-2	NWEA MAP
SELF-CONTAINED	02000000	Elementary, Grades 1-6	ELEMENTARY (GRADES 1-6)	NWEA MAP: Reading Growth K-2/2-5, Language Growth 2-12, Math Growth K-2/2-5, and Science Growth 2-5/6+	NWEA MAP: Reading Growth K-2/2-5, Language Growth 2-12, Math Growth K-2/2-5, and Science Growth 2-5/6+	NWEA MAP

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SELF-CONTAINED	02010000	Grade 1	GRADE 1	NWEA MAP: Reading Growth K-2 and Math Growth K-2	NWEA MAP: Reading Growth K-2 and Math Growth K-2	NWEA MAP
SELF-CONTAINED	02020000	Grade 2	GRADE 2	NWEA MAP: Reading Growth 2-5, Language Growth 2-12, and Math Growth 2-5	NWEA MAP: Reading Growth 2-5, Language Growth 2-12, and Math Growth 2-5	NWEA MAP
SELF-CONTAINED	02030000	Grade 3	GRADE 3	NWEA MAP: Reading 2-5, Language Growth 2-12, and Math Growth 2-5	NWEA MAP: Reading 2-5, Language Growth 2-12, and Math Growth 2-5	NWEA MAP
SELF-CONTAINED	02040000	Grade 4	GRADE 4	NWEA MAP: Reading 2-5, Language Growth 2-12, Math Growth 2-5, and Science Growth 2-5	NWEA MAP: Reading 2-5, Language Growth 2-12, Math Growth 2-5, and Science Growth 2-5	NWEA MAP
SELF-CONTAINED	02050000	Grade 5	GRADE 5	NWEA MAP: Reading 2-5, Language Growth 2-12, Math Growth 2-5, and Science Growth 2-5	NWEA MAP: Reading 2-5, Language Growth 2-12, Math Growth 2-5, and Science Growth 2-5	NWEA MAP
SOCIAL STUDIES	02870000	Social Studies, Departmentalized Grade 6	GRADE 6	Locally Created	Locally Created	District
SOCIAL STUDIES	03320100	World Geography Studies	GRADES 9-12	Locally Created	Locally Created	District
SOCIAL STUDIES	03330100	United States Government	GRADES 9-12	Locally Created	Locally Created	District
SOCIAL STUDIES	03340100	United States History Studies Since 1877	GRADES 9-12	Locally Created	STAAR	District
SOCIAL STUDIES	03340107	United States History Studies Since 1877: Use the code only for students receiving alternate content and meeting state testing requirements with alternate assessments.	GRADES 9-12	Locally Created	STAAR	District
SOCIAL STUDIES	03340400	World History Studies	GRADES 9-12	Locally Created	Locally Created	District
SOCIAL STUDIES	03343000	Social Studies, Grade 7	GRADE 7	Locally Created	Locally Created	District
VOCATIONAL EDUCATION	12700300	College and Career Readiness	MIDDLE SCHOOL (GRADES 6 - 8)	Locally Created	Locally Created	District
VOCATIONAL EDUCATION	12701305	Career Preparation I/Extended Career Preparation	GRADES 9-12	Locally Created	Locally Created	District
VOCATIONAL EDUCATION	13000200	Principles of Agriculture, Food, and Natural Resources	GRADES 9-12	Locally Created	Locally Created	District
VOCATIONAL EDUCATION	13000300	Livestock Production	GRADES 9-12	Locally Created	Locally Created	District

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VOCATIONAL EDUCATION	13011400	Business Information Management I	GRADES 9-12	Locally Created	Locally Created	District
VOCATIONAL EDUCATION	13011600	Business English	GRADES 9-12	Locally Created	Locally Created	District
VOCATIONAL EDUCATION	13014200	Principles of Education and Training	GRADES 9-12	Locally Created	Locally Created	District
VOCATIONAL EDUCATION	13020300	Medical Terminology	GRADES 9-12	Locally Created	Locally Created	District
VOCATIONAL EDUCATION	13024200	Principles of Human Services	GRADES 9-12	Locally Created	Locally Created	District
VOCATIONAL EDUCATION	13027200	Principles of Information Technology	GRADES 9-12	Locally Created	Locally Created	District
VOCATIONAL EDUCATION	13029500	Forensic Science	GRADES 9-12	Locally Created	Locally Created	District
VOCATIONAL EDUCATION	13032400	Welding II	GRADES 9-12	Locally Created	Locally Created	District
VOCATIONAL EDUCATION	13039700	Automotive Technology II: Automotive Service	GRADES 9-12	Locally Created	Locally Created	District

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Appendix B: TIA Calculation Example (1st Grade Self-Contained Teacher)

MAP Growth Results		
Subject	# of Rostered Students	# of Students who met growth
MAP Reading	18	11
MAP Language	18	8
MAP Math	18	12
Total	54	31
Calculation	31/54 = 57% of students met or exceeded growth	

T-TESS Dimension	**Average Scores of Summative Observation**
2.1 Achieving Expectations	4
2.2 Content Knowledge	4
2.3 Communication	4
2.4 Differentiation	3
2.5 Monitor & Adjust	3
3.1 Classroom Environment	4
3.2 Managing Behaviors	4
3.3 Classroom Culture	4
T-TESS Average Score	30

Excerpt of Student Growth Composite Score Calculator	
% of students who met growth	**Student Growth Scale Score**
0-54%	**0**
55-59%	**41**
60-64%	**49**
65-69%	**51**

Score Component	**Score**
T-TESS Composite Score	**30**
Student Growth Composite Score	**41**
Final TIA Score	**71**

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Appendix C: TIA Calculation Example (Junior High Teacher has 2 Sections of 8th Grade History & 4 Sections of 7th Grade History)

MAP Growth Results		
Subject	# of Rostered Students	# of Students who met growth
7th History Pre/Post-test	75	49
8th History Pre/Post-tests	39	20
Total	114	69
Calculation	69/114= 61% of students met or exceeded growth	

T-TESS Dimension	**Average Scores of Summative Observation**
2.1 Achieving Expectations	4
2.2 Content Knowledge	3
2.3 Communication	4
2.4 Differentiation	3
2.5 Monitor & Adjust	3
3.1 Classroom Environment	4
3.2 Managing Behaviors	4
3.3 Classroom Culture	4
T-TESS Average Score	29

Excerpt of Student Growth Composite Score Calculator	
% of students who met growth	**Student Growth Scale Score**
0-54%	**0**
55-59%	**41**
60-64%	**49**
65-69%	**51**

Score Component	**Score**
T-TESS Composite Score	**29**
Student Growth Composite Score	**49**
Final TIA Score	**78**