Spending Plan

90% of the monies earned will be given to the TIA teachers using the following monetary outline as outlined on the TIA website June 2020.

Designation	Total Earned	Teacher Compensation (90%)	District Retention (10%)
Recognized	$7,469	$6722.10	$746.90
Exemplary	$14,939	$13,445.10	$1493.90
Master	$26,899	$24209.10	$2689.90

- These amounts are based on the number of socioeconomic students so the amounts may change year to year.

The teacher compensation will be paid to the teachers at the end of the year in a lump sum and will be TRS eligible. The designation will be placed on certification for 5 years. Teachers can move to a higher level if they demonstrate criteria for the next level the following year. The 10% District Retention will be spent on mandatory DDI training and ongoing partnership with the ESC. TTESS training, assessment purchases and other supportive expenses for the TIA program including curriculum supports.

Earning a Designation

All Designation will require the following to qualify.

1. Attendance – Throughout the baseline and the first year, the teacher cannot be absent more than 10 days from school. These 10 days do NOT include school related absences. (Teaching from home due to COVID will be accepted as attendance)
2. Lesson Plans Submission – Teacher must submit acceptable lesson plans in Euphoria 90"% of the eligible teaching days must have a lesson plan in the Euphoria system. Lesson Plans must be tied to TEKS.
3. Attend all require professional development including mandatory DDI training at the ESC.
4. Before August 1 each year, the teacher must submit written notification indicating their wish to participate in the local designation system. An email is considered written notification.

Teacher Observation: All teachers wishing to participate in the local designation plan will be required to participate in the TTESS for the baseline year and year 1 (2021-2022). All teachers in district will participate in the baseline, data year, for 2021-2022 school year. They will be observed by the campus principal throughout the year using the TTESS Rubric and walk through (minimum of 2). 1 recorded observation will be completed but the teachers electing to participate in the TIA program. Each year teachers can enroll in the Teacher Incentive allotment before August 1. The preconference and the post conference will be recorded for committee review. They will record 2 lessons throughout the year to be submitted to the superintendent's office for evaluation using the TTESS Rubric. An appraiser other than his/her direct supervisor will evaluate these recording. The Area of Refinement and/or Smart Goal will be designed about the instructional factors (2 or 3 on the TTESS Rubric). In case of incongruence on the TTESS rubric the superintendent will complete an observation. A committee of all appraisals will meet with the teacher to determine the overall TTESS Rubric score at the end of the year for each TIA teacher and their will be

quarterly meetings throughout the year to evaluate progress. The teacher will create goals toward meeting goal following each meeting, which will be housed in the portfolio.

District Wide Analysis of TTESS

At the beginning of the year, the district will evaluate the fidelity to the TTESS rubric being utilized in the district. The TTESS is housed in Eduphoria and it will be analyzed for incongruence both based on student performance (growth) as a district and overall inflated or underrated scores as a district. Training will be provided to appraisers if incongruence is identified. This training will be provided by the ESC. Retraining of the TTESS appraisal process will be provided district wide or individually as demonstrated by the disaggregated data of the TTESS scores.

Student Performance: A committee will meet at the end of the year to assess student growth and the pre-post tests. This committee will include teacher, campus leader, district leaders and an independent partner. For designations 70% or more of the students must demonstrate growth for Master designation, 60% or more for Exemplary designation and 55% or more for Recognized designation. These tests will be developed using the TEKS Verification Document and the Vertical Alignment Document focusing on readiness standards and using the SLO process outlined by TEA. The pretest will be different from the posttest but will assess the same standards. The tests will be reviewed by content area specialists and will focus on SLO's established by teacher and campus administrator at the beginning of the year using the SLO process and identified in the TEKS Resource system.

Growth Scoring

At the beginning of the year, the curriculum direct with the teacher will establish predicted growth for each student based on historical performance and other relative data including IEP goals. In some instances students may not have historical data directly tied to the teacher's class. Historical performance of that student as a whole will be analyzed to establish predicted growth scores relevant to TEKS in that individual class. The VAD and VAG in TEKS resource system will be used to identify readiness standards that should be tested on the pre and posttests.   These predicted growth measures will be placed in a spreadsheet allowing for easy tracking of progress. During the DDI process throughout the year, this data will be presented and discussed. In areas that are struggling, teachers will develop plans to reteach as collaborators using the DDI process. The implementation of DDI will be supported by the ESC and they will be mentoring the district through the process. At the end of the year, each student's growth using the pre/post test will be evaluated so that there is a percentage score of the number of students meeting growth is established.

The data review will review alignment data between teacher observation ratings and student performance ratings, alignment between student performance ratings and value-add ratings for applicable teachers, review data validity by appraiser/rater, by campus, across campuses in a district, and by teaching assignment, and will compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance