District Education Improvement Committee

October 24, 2022

OUR VISION IS TO BE A DISTRICT WHERE INNOVATION THRIVES AND GROWTH IS LIMITLESS.

We value choices because they make us unique and are critical to learning.

COLLABORATION

We value a collaborative culture that honors and supports all who positively impact the lives of our students.

We value an environment of **belonging** that respects individual differences and ensures equality for all.

We value relationships that broaden learning experiences and enrich our community.

COMMUNITY

Welcome & Good Things!

Balanced Scorecard

Priority 1 - Student Growth

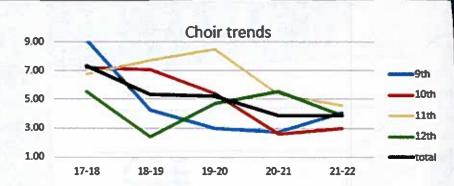
PRIORITY

01



Fine Arts-Choir

Choir %'s	17-18	18-19	19-20	20-21	21-22
9th	9.15	4.26	2.95	2.69	4.07
10th	7.18	7.10	5.42	2.62	2.98
11th	6.75	7.71	8.51	5.36	4.55
12th	5.57	2.41	4.68	5.52	3.86
total	7.34	5.38	5.25	3.86	3.85
			Di	r. Chan	ge

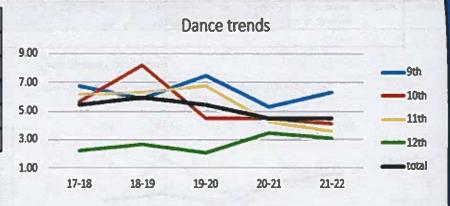


There are some students in 2 choir classes

Choir Concert/Chorale,/Advanced ladies/Show															
	17-18 Actual 18-19 Actual 19-20 Actual 20-21 Actual 21-22 Actual Enrollment 17-18 ratio Enrollment 18-19 ratio Enrollment 19-20 ratio Enrollment 21-22												ratio		
Total	2125	156	7.34	2306	124	5.38	2382	125	5.25	2460	95	3.86	2677	103	3.85

Fine Arts-Dance

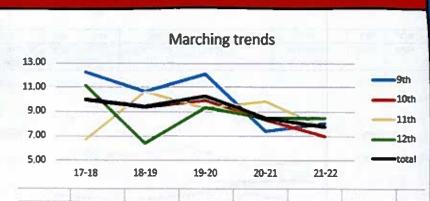
Dance %'s	17-18	18-19	19-20	20-21	21-22
9th	6.74	5.87	7.44	5.24	6.27
10th	5.64	8.20	4.47	4.46	4.11
11th	6.15	6.29	6.70	4.25	3.54
12th	2.18	2.61	2.04	3.43	3.09
total	5.41	5.90	5.37	4.43	4.48



Dance/Charmers/Maidens															
17-18 Actual 18-19 Actual 19-20 Actual 20-21 Actual 21-22 Actual Enrollment 17-18 ratio Enrollment 18-19 ratio Enrollment 19-20 ratio Enrollment 20-21 ratio Enrollment 21-22											ratio				
Total	2125	115	5.41	2306	136	5.90	2382	128	5.37	2460	109	4.43	2677	120	4.48

Fine Arts-Band

Marching %'s	17-18	18-19	19-20	20-21	21-22
9th	12.26	10.65	12.07	7.44	8.06
10th	9.95	9.36	9.92	8.33	6.99
11th	6.67	10.66	9.26	9.87	7.67
12th	11.14	6.43	9.38	8.47	8.46
total	10.03	9.39	10.28	8.46	7.76



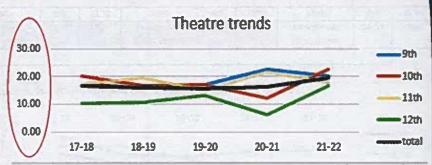
There are some student that are in multiple band classes

This includes Color Guard

Marching Band															
100	17-18 Actual Enrollment	17-18	ratio	18-19 Actual Enrollment	18-19	ratio	19-20 Actual Enrollment	19-20	ratio,	20-21 Actual Enrollment	20-21	ratio	21-22 Actual Enrollment	21-22	ratio
Total	2204	221	10.03	2363	2222	9.39	2460	253	10.28	2602	220	8.46	2795	217	7.76

Fine Arts-Theatre

Theatre %'s	17-18	18-19	19-20	20-21	21-22
9th	17.34	16.01	16.85	22.72	20.21
10th	20.17	16.56	16.91	12.15	22.55
11th	17.46	19.47	15.04	21.63	17.54
12th	10.17	10.84	13.03	6.10	16.60
total	16.75	15.78	15.66	16.14	19.54



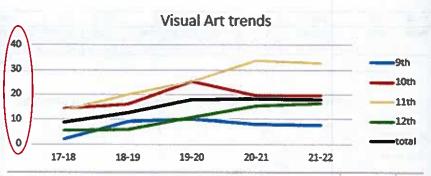
There are some students that are in multiple theatre classes

Theatre Musical Theatre/Theatre Production/Theatre Arts/Tech Theatre/Playwriting/1 Act	
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	17-18 Actual Enrollment	17-18	ratio	18-19 Actual Enrollment	18-19	ratio	19-20 Actual Enrollment	19-20	ratio	20-21 Actual Enrollment	20-21	ratio	21-22 Actual Enrollment	21-22	ratio
Total	2125	356	16.75	2306	364	15.78	2382	373	15.66	2460	397	16.14	2677	523	19.54

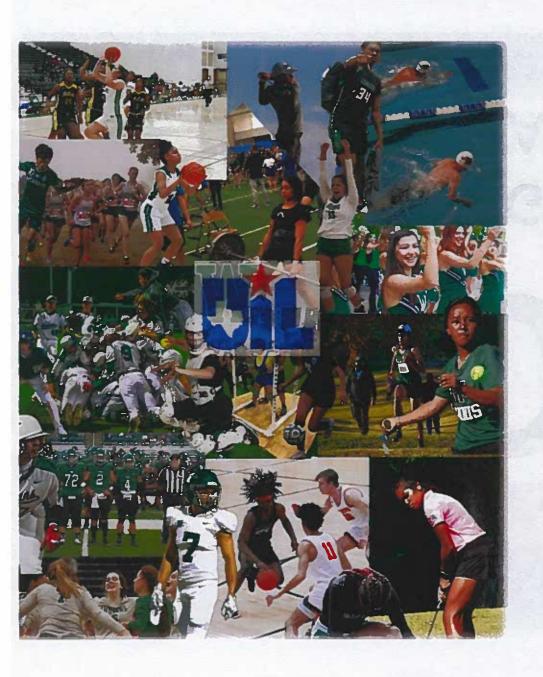
Fine Arts-Art

VA %'s	17-18	18-19	19-20	20-21	21-22
9th	1.93	8.96	9.97	7.93	7.55
10th	14.36	15.93	25.36	19.69	19.57
11th	13.49	19.88	25.36	33.83	32.72
12th	5.33	6.02	10.79	15.24	16.60
total	8.75	12.58	17.76	18.29	18.04
-	3 staff	4 staff	5 staff	E E	



There are some students that are in multiple art classes

Art Pain	ting/Ceramics/D	rawing/	Sculpture												
1	17-18 Actual Enrollment	17-18	ratio	18-19 Actual Enrollment	18-19	ratio	19-20 Actual Enrollment	19-20	ratio	20-21 Actual Enrollment	20-21	ratio	21-22 Actual Enrollment	21-22	ratio
Total	2125	186	8.75	2306	290	12.58	2382	423	17.76	2460	450	18.29	2677	483	18.04



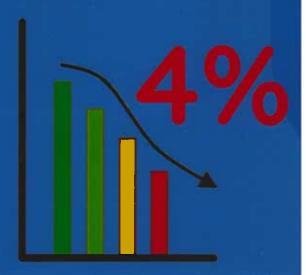
BASEBALL SOFTBALL **B/G SOCCER VOLLEYBALL B/G BASKETBALL FOOTBALL** B/G GOLF **B/G SWIMMING B/G TENNIS B/G TRACK & FIELD B/G CROSS COUNTRY B/G*POWERLIFTING**

ATHLETIC CHOICES

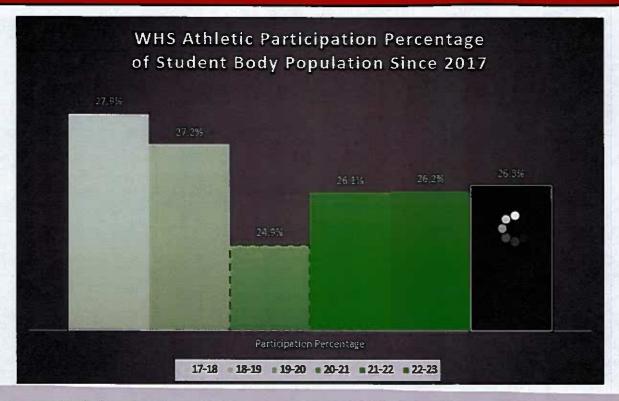
100

TEAMS IN GRADES 7-12 (9TH/JV/VARSITY/A&B) "Although the total of 7,618,054 participants in 2021-22 is down four percent from the 2018-19 figure of 7,937,491, high school sports are on the road back after schools in many states were unable to offer programs in normal fashion during portions of the 2019-20 and 2020-21 school years."

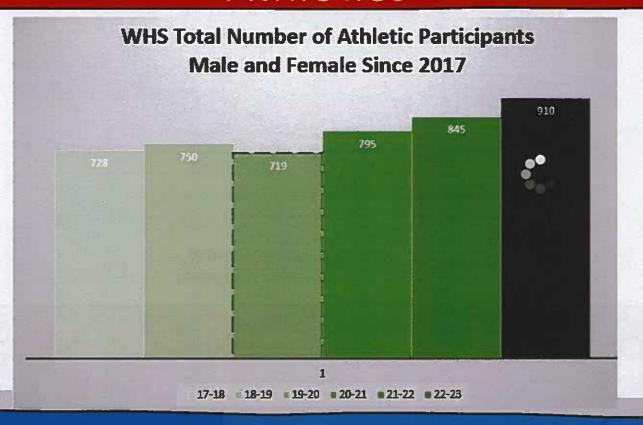
-NFHS PRESS RELEASE SEPTEMBER 14, 2022



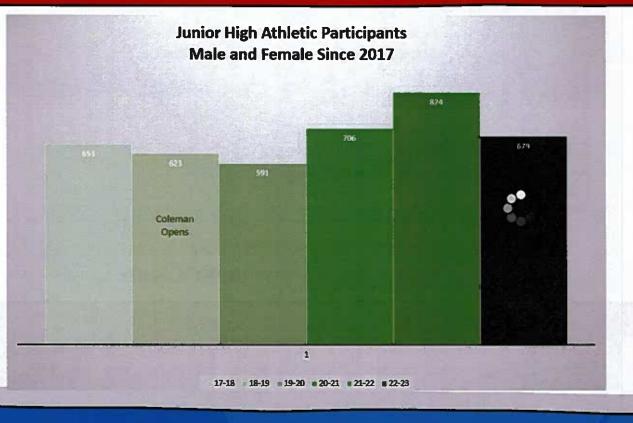


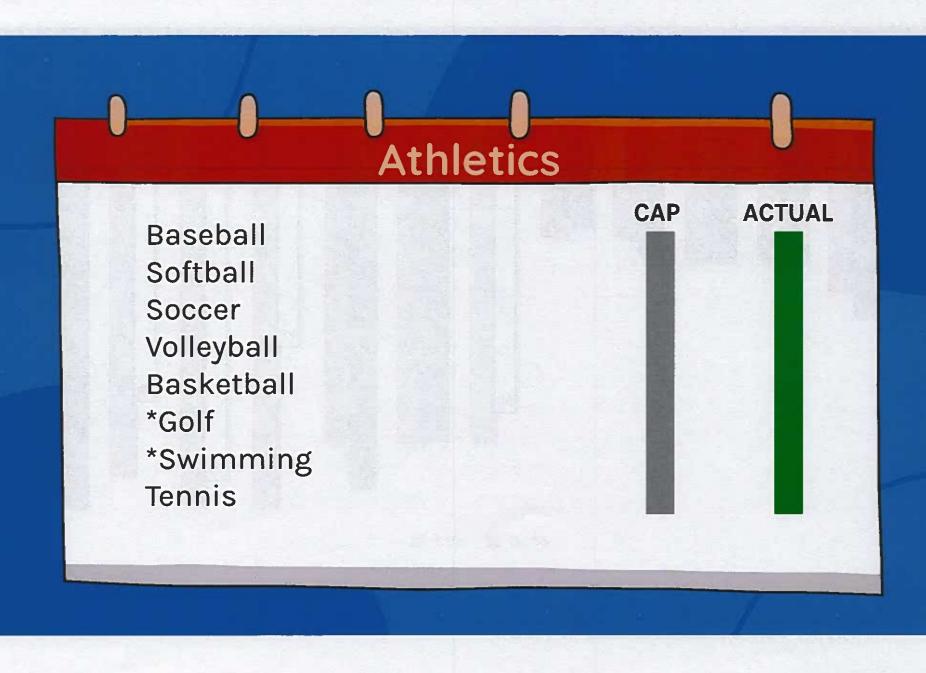


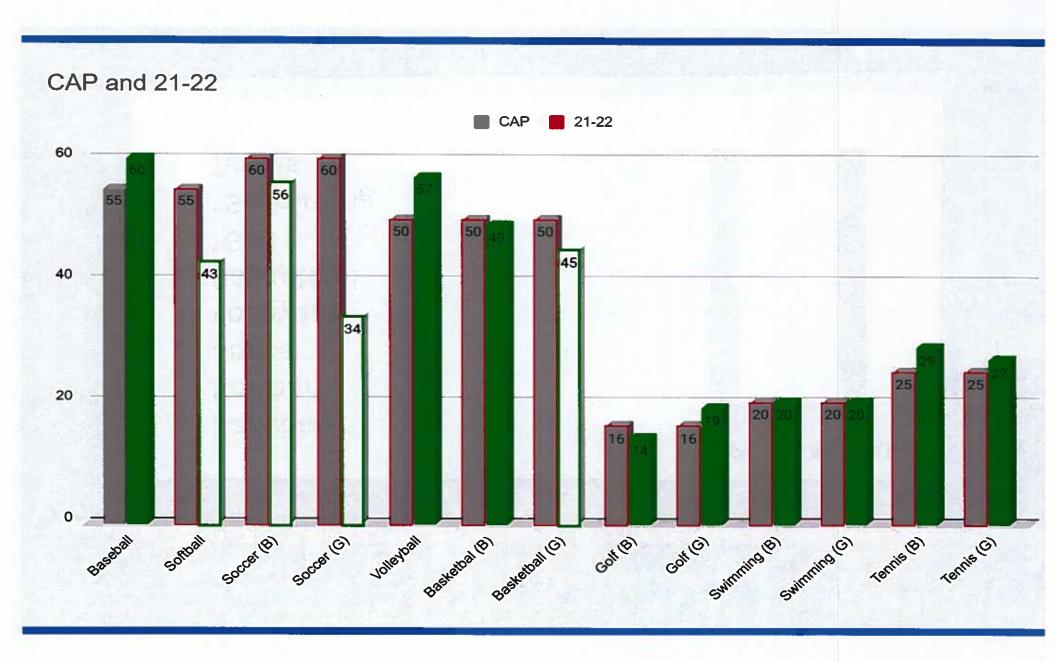
Athletics



Athletics







Career and Technical Education

School Credit Course

Waxahachie ISD **School Credit Course**

Programs of Study

89

CTE Courses 51

CTE **Teachers** 365

Waxahachie ISD
Junior High Students in a
Career & Technical Education
High School Credit Course

105

Business Information Management I

104

Principles of Arts, Audio/Video Technology and Communications

156

Principles of Agriculture, Food and Natural Resources

3,071

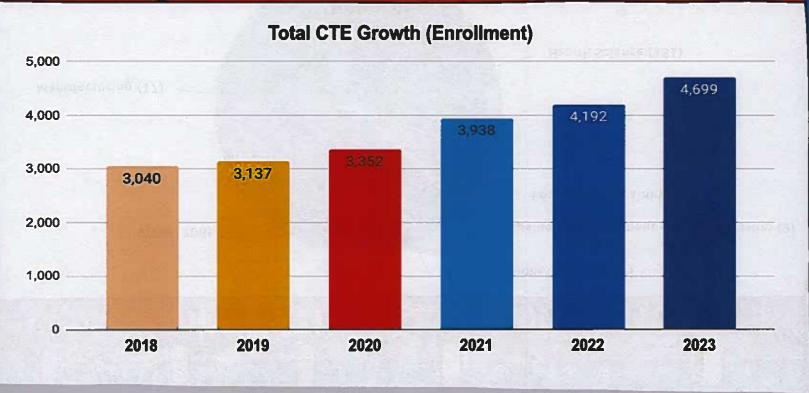
Waxahachie ISD
High School Students in
Career & Technical Education

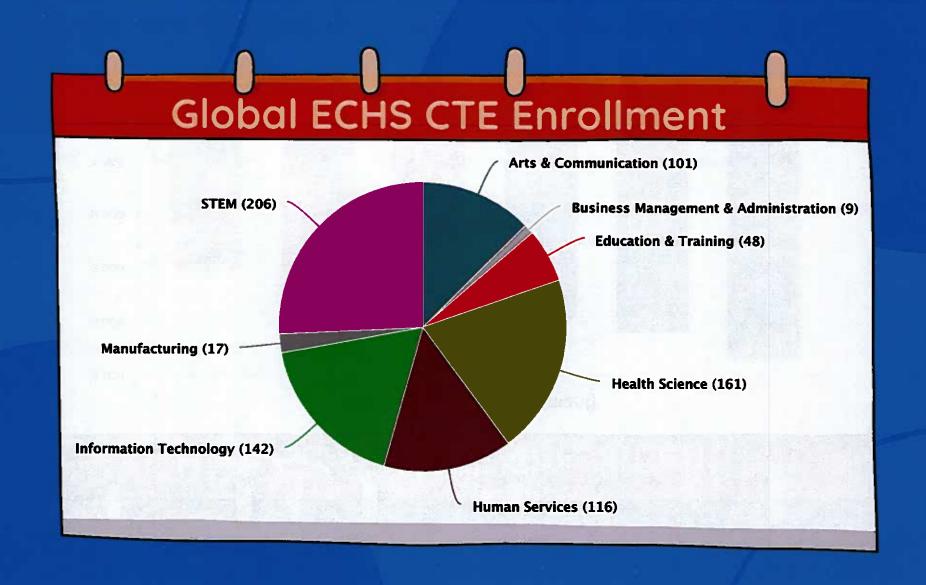
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Global Early College High School 2,670

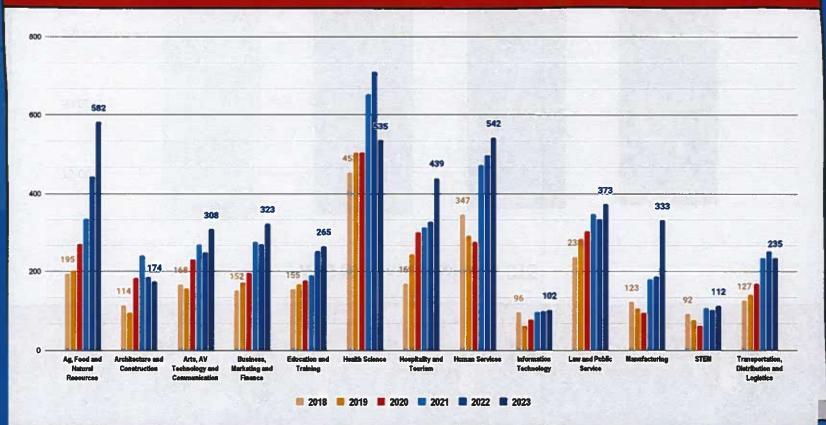
Waxahachie High School

High School CTE Enrollment



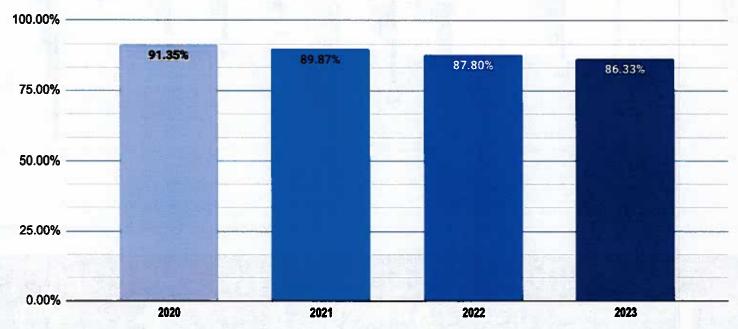


Waxahachie HS CTE Enrollment



Waxahachie HS CTE Students





District of Innovation

Title Funds

Title funds are federal monies that are meant to supplement, not replace, existing state funding for education.

Elementary and Secondary Education Act of 1965, NCLB 2002, ESSA 2015

Title I - provide additional funding for school districts to fund resources used to improve the quality of educational programs and ensure students from low-income families have opportunities to meet challenging state assessments.

Title II - increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly-qualified principals, etc.

Title III - ensure that English Learners (EL) and immigrant students attain English language proficiency and meet the same challenging State academic content and students academic achievement standards all children are expected to meet.

Title IV - provide academic enrichment for all students

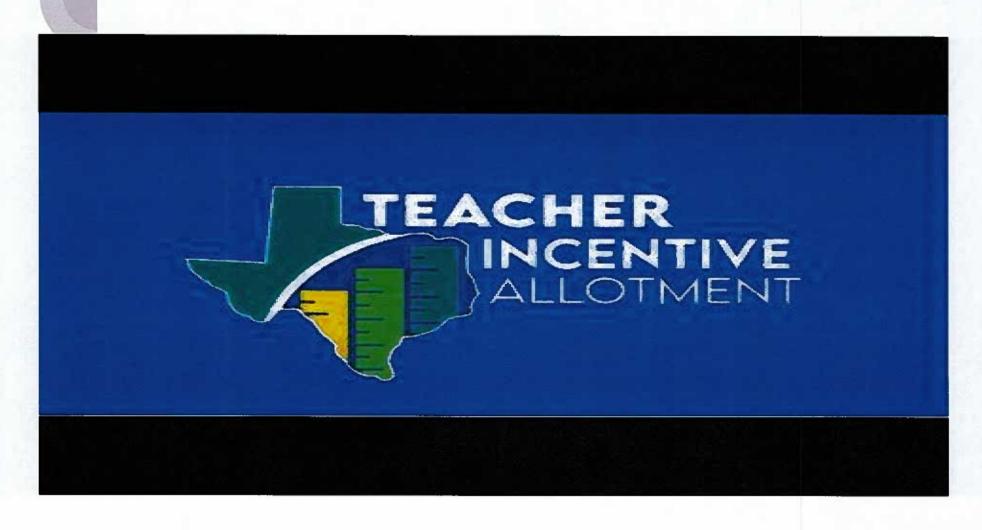
- · Access to a well-rounded education
- Improve school conditions safe & healthy schools
- · Technology integration

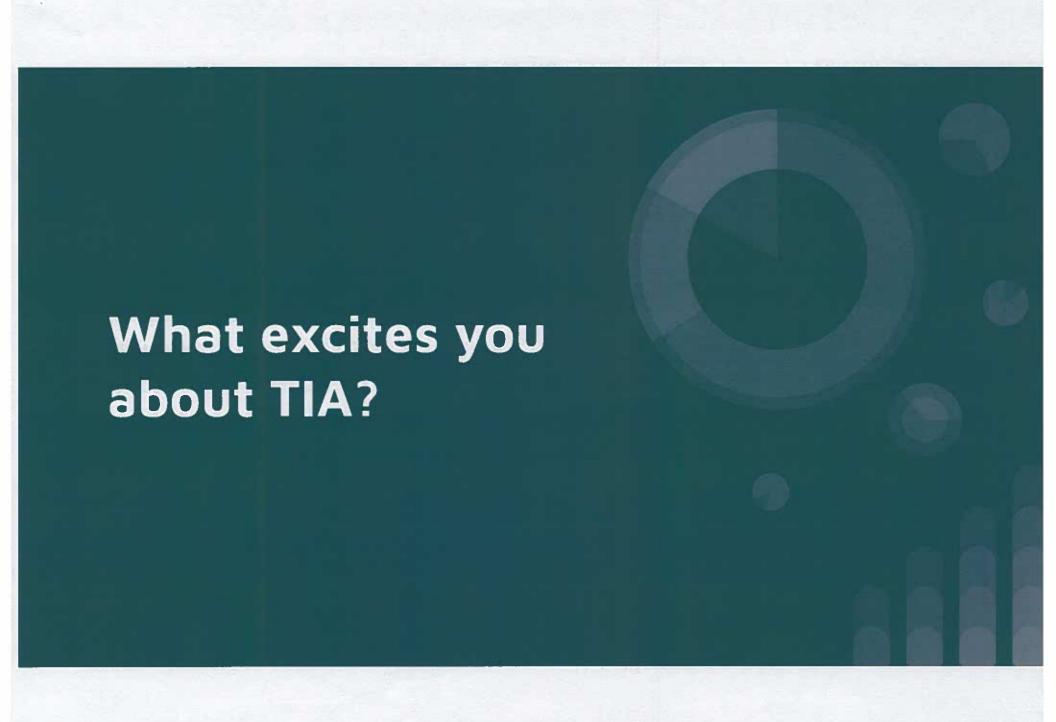
Parent Involvement Policy



DEIC Role in the Plan Development

What is the Teacher Incentive Allotment?









Teacher Incentive Allotment Goals

"In addition to helping attract and keep their effective educators in the classroom, public schools implementing these [evaluation and compensation] systems would be able to identify their more effective educators and then provide incentives for them to teach at their most challenged campuses, increasing the equitable distribution of effective educators."

- Texas Commission on Public School Finance







Distinctions









How Designations are Earned

National Board Certification

- Individual teacher achieves
 National Board Certification
- Districts may choose to support cohorts of National Board candidates





- District-created system
- District system is approved
- District determines and issues teacher designations

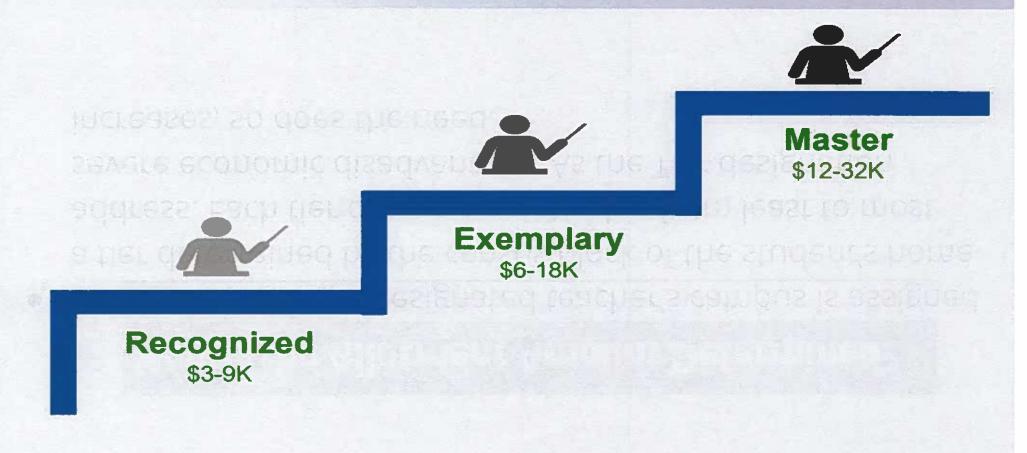








Funding Factor #1: Teacher Designation



How is the Allotment Amount Determined?

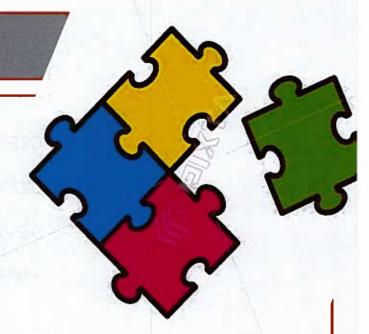
 Each student at the designated teacher's campus is assigned a tier determined by the census block of the student's home address. Each tier carries a point value from least to most severe economic disadvantage. As the Tier designation increases, so does the need.

https://tiatexas.org/teacher-incentive-allot ment-funding-map/

经验的数据的数据	Recognized	Exemplary	Master
Simpson Elementary	3,458	6,915	13,526
Clift Elementary	5,466	10,932	20,220
Coleman Junior High	4,059	8,118	15,530
WHS	3,950	7,899	15,165

TIA Key Components

- T-TESS Observation
- Weighted Percentages of each criteria
- Teacher Eligibility
- Student Growth SLO's, other forms of student growth
- Other indicators leadership, committees, etc.
- Funding/Payout



Teacher Eligibility

- Must hold a current Texas Teaching certificate.
- Employed by the recommending district in a role ID coded as 087.
- Employed and compensated by the recommending district in a role ID coded as 087 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.
- Reported by the above Texas school system during that year's Class Roster Winter Submission in February. (Snapshot).

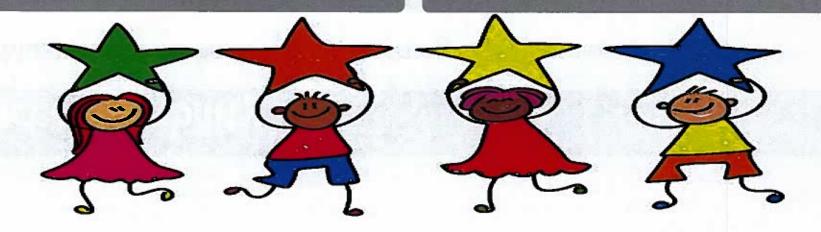
Student Growth

Student Learning
Objectives
SLO's

Pre-Test/Post-Test

Valued Added Measured

Portfolios
(based on rubrics)



Student Growth

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

T-TESS

TEA has identified minimum score averages across Domains 2 and 3 of T-TESS

- Recognized designation ≥ 3.7
- Exemplary designation ≥ 3.9
- Master designation ≥ 4.5

How to get started







0-2 years Step 1

System

Development

Planning

Stakeholder

Engagement



Step 2



Step 1 System Application



1 year

Data Capture Year (this represents which cohort your district is a part of) Step 4

Step 2 Data Submission and Validation Step 5

Potential Approval, designations, and payout







	Cohort D	Cohort E	Cohort F	Cohort G
Data-Capture Year	2021-2022	2022-2023	2023-2024	2024-2025
System Application Posted	November 1, 2020	November 1, 2021	November 1, 2022	November 1, 2023
System Application due to TEA (no fee required for submission)	April 15, 2021	April 15, 2022	April 13, 2023	April 13, 2024
System Application Result Final Notification	August 15, 2021	August 15, 2022	August 13, 2023	August 13, 2024
Data Review due to Texas Tech University (data processing fee required for each teacher put forth for designation)	November 1, 2022	November 1, 2023	November 1, 2024	November 3, 2025
Final Approval Notification	Late February 2023	Late February 2024	Late February 2025	Late February 2026
Final Designation and Allotment Notification	April 2023	April 2024	April 2025	April 2026
Initial Payout with Reimbursements for Approved Systems	September 2023 or September 2024*	September 2024 or September 2025*	September 2025 or September 2026*	September 2026 or September 2027*

Review Plan

Review an approved plan from another district with your group.

Share the following information with the group:

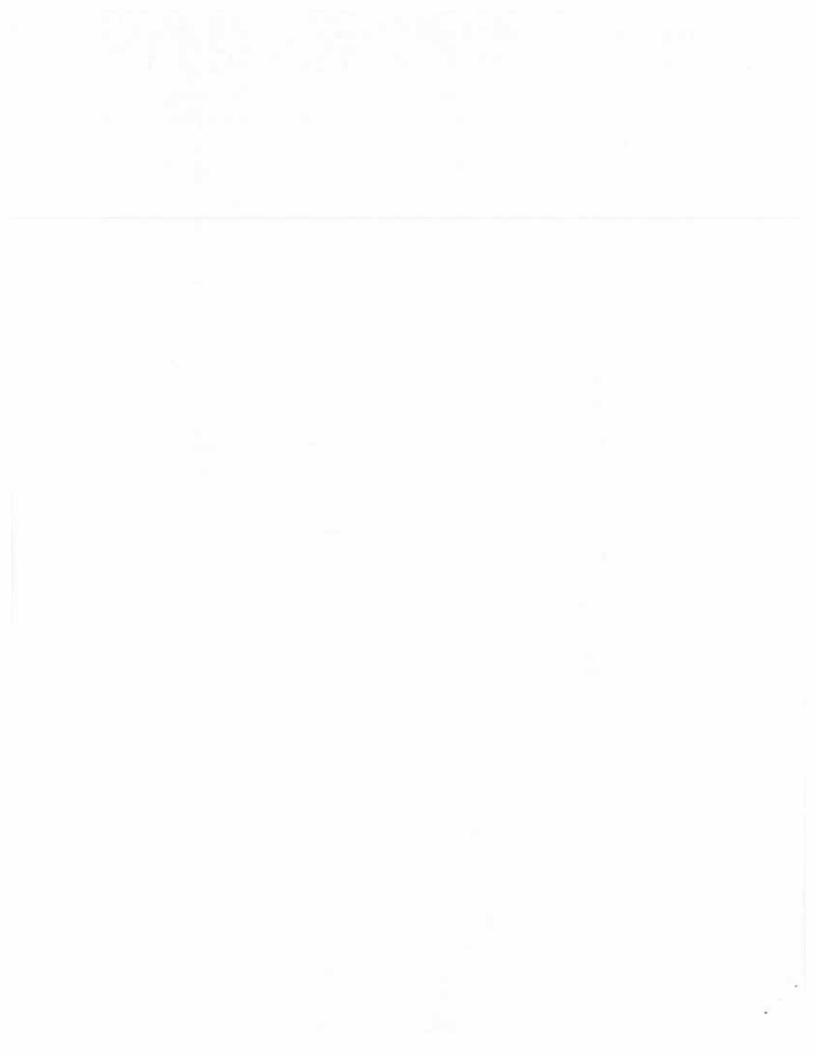
- Teacher Eligibility
- Weighted Percentages T-TESS, Student Growth, Other
- Student Growth
- Other Criteria
- Funding/Payout



Next Steps

- 1. Determine committee members.
- 2. Determine criteria for distinctions.
- 3. Complete and submit application.
- 4. Data capture.

Next DEIC Meeting



Waxahachie Independent School District

2022-2023 Parent and Family Engagement Policy

Waxahachie Independent School District will implement the following statutory requirements:

- The school district will put into operation meaningful programs, activities, and procedures for parent and family engagement in all of its schools with Title 1 programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the Title 1 requirements, and include, as a component, Parent-School Compact.
- The school district will incorporate this district-wide parent and family engagement policy into its district improvement plan.
- · In carrying out the Title 1 parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school district will involve the parents of children served in Title 1 schools in decisions about how the one percent of Title 1 funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title 1 schools will carry out meaningful programs, activities, and procedures in accordance with this definition:

`arent and family engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- (A) That parents play an integral role in assisting in their child's learning;
- (B) That parents are encouraged to be actively involved in their child's education at school;
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making on advisory committees to assist in the education of their child;

Statement of Purpose

Waxahachie Independent School District believes every child should have the opportunity to attain his/her full potential. Therefore, Waxahachie Independent School District will maximize its resources that will enable each child to become a successful leaner. A key resource is its people: administrators, teachers, school staff, parents, and community members. We will work together to establish effective partnerships in order to realize higher student achievement. Ongoing, two-way, meaningful communication will occur to facilitate mutual understanding and stimulate student success.

Development of Policy

The Waxahachie Independent School District Education Improvement Committee consisting of parents, community members, teachers, school staff and administrators will develop and revise the Waxahachie Independent School District's Parent and Family Engagement Policy in conjunction with the district improvement plan. The parent volunteers will represent the diversity of the student population, and one or more parents on the advisory committee will have hildren participating in a Title 1 program.

Annual Meeting

Waxahachie Independent School District Title 1 campuses will hold an annual Title 1 meeting, at two different times, during the fall of the new school year for all parents. During this meeting, the Title 1 program will be described, the Parent and Family Engagement Policy and the Parent-School Compact will be adopted, and opportunities for parental participation will be explained. The annual meeting will be held for the convenience of parents and parents will be informed about the meeting through notices such as, notes sent home with students, School Messenger Parent Square, social media, and/or postings on the campus and district website.

In addition, Title 1 information, including the District Parent and Family Engagement Policy, is covered at the district level through the District Education Improvement Committee(DEIC)meetings. Parents are encouraged to attend and invited through the DEIC notification process.

Since The goal of Waxahachie Independent School District is student success growth. The expectations for school performance, individual student assessments, and grade level curriculum will be provided in a format parents can understand. Information provided to parents may be done by means of: Student Performance Report, Campus Report Card and parent conferences.

Parents will be advised that the effectiveness of the Parent and Family Engagement program will be evaluated annually and the policy will be revised to meet the needs of the students, school, parents, family members and the community.

Building Capacity

Waxahachie Independent School District will build the schools' and parents' capacity for strong parent and family engagement to ensure effective involvement of parents and families and to support a partnership among the schools involved, parents and the community to improve student's academic achievement. The school/district will, with the assistance of its Title 1 schools, provide assistance to parents of children served by the school district or school, as appropriate, and understand topics such as the following:

- · the state's academic content standards
- the state's student academic achievement standards
- the state and local academic assessments including alternate assessments
- the requirements of Title 1
- how to monitor their child's progress
- · how to work with educators

The Waxahachie Independent School District will coordinate and integrate parent and family engagement strategies under Title 1 with Family Literacy programs, Parent Education classes, etc. In addition, Title 1 campuses coordinate and integrate parent and family engagement strategies that include, but are not limited to Parent Orientation meetings, Gifted and Talented meetings, FAFSA Night, SAT/ACT meetings, Dual Credit/Advanced Placement meetings, Math and Literacy Nights and parent trainings regarding social and emotional health of families.

Programs and the Community

Waxahachie Independent School District will assess the needs of parents and children in the district using a variety of tools including a survey, and/or electronic questionnaire campus/district education improvement committees, and campus/district needs assessment meetings. The findings will be used to revise the Title 1 program to meet the needs of stakeholders. Workshops or other trainings will be made available to educators and parents to address such needs.

In addition, parents, family members and the community are encouraged to participate and volunteer of their time by completing a PIE(Partners in Education) application.

Staff-Parent Communication

Waxahachie Independent School District will communicate with parents on a regular basis. Important information will be provided in the student handbook, the Parent-School Compacts, and on the district/campus website. Frequent notices about student performance will be sent home by the campuses or provided by phone calls, emails, and/or parent conferences. Insofar as possible, all communication will be provided in a language and format parents can understand. Parents are encouraged to contact the school or the child's teacher when questions or problems arise.

Parents will be notified about the training opportunities through various methods, including, but not limited to: social media, district/campus/teacher websites, Drumbeat(district newsletter), Lighthouse for Learning, Skyward Family Access and School Messenger-Parent Square.

In addition, students should play an active role in communication with their parents. They, too, are responsible for making sure notices and information given to them is passed on to parents.

School-Parent Compact

As a component of the school-level parent and family engagement policy, each school, receiving Title 1 funds, shall jointly develop with parents for all children served under such a school, a Parent-School Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. For elementary Title 1 campuses, the compact will be provided to parents at the required annual parent conference in the fall. It will also be posted on the school's website. For secondary Tile 1 campuses, the compact will be posted on the campus website. The Parent-School Compact will be reviewed yearly for updates and revisions.

Evaluation

Waxahachie Independent School District will work with its District Education Improvement Committee to evaluate the effectiveness of the parent and family engagement program. Surveys, classroom observations, assessment data, and other resources will be used to determine barriers and/or needs and subsequently develop strategies for student success. Particular attention will be paid to economically disadvantaged, disabled, limited English proficient, limited literacy, and racial/ethnic minority groups. Parental input will be sought. The district's Parent and Family Engagement policy will be posted on the district's website for parent access.

Funding

Waxahachie Independent School District is required to set aside at least 1% of its Title 1 allotment for the purposes of parental involvement. Those funds will be divided among the Title 1 campuses. The campus principal will consult with the Campus Education Improve Committee about allowable uses of funds. The campus principal will then authorize the use of funds designated for parent and family engagement.

Conclusion

Waxahachie Independent School District is committed to the success of all students. We will work together with together with parents to monitor the effectiveness of our parent and family engagement and Title 1 programs and to support excellence in education. The policy will be promoted by the administrators, principals, and other district and school staff as we seek active participation by our parents.

Adoption

This Waxahachie Independent School District Parent and Family Engagement Policy was reviewed, revised and adopted by the WISD District Education Improvement Committee on October 24, 2022 and will be in effect for a period of one year. The school district will distribute this policy to all parents of participating Title 1, Part A children by way of the district website.



GARLAND INDEPENDENT SCHOOL DISTRICT
501 S. Jupiter Road • Garland, TX 75042 • (972) 494 – 8201

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

Based on a locally-developed teacher designation system detailed in TEC §21.3521, teacher access to additional compensation is based on the local identification of teachers as master, exemplary, or recognized. The local system must consider teacher evaluation and student growth outcomes. Once earned, teacher identification is applied to an individual's teaching certificate and valid for a five-year period.

This field guide, initially released 08/14/2020, is intended to provide an overview of the implementation of TIA in Garland ISD.

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Letter from Dr. López

Our award-winning Garland ISD team is often recognized across the state and nation for innovation and success in closing achievement gaps. Recently, the Texas Education Agency launched the Teacher Incentive Allotment (TIA) program, creating the opportunity for districts to offer monetary incentives for educators. I am excited to announce that GISD is taking advantage of this available state funding to financially reward our highest performing teachers.

Garland ISD students deserve the best and most committed teachers in Texas. The TIA program will help us recruit and retain top tier educators, while also bringing well-deserved recognition to this noble profession. Our teachers' dedication is not only seen through the exceptional teaching and learning that takes place every day; but also through the relationships that are built with students, the mentoring and support that is offered, and the daily encouragement that leads to student success. TIA provides a standard evaluation to measure the impact of teachers across the state, and I know that ours will lead the way.

While teachers did not choose this profession for the salary they would earn, it is exciting to be able to supplement their earnings and feed their commitment. I am honored to work among more than 7,500 of the very best educators in our state and nation. I look forward to celebrating GISD staff members as they benefit from this program. Let's charge on!

Ricardo López, Ed.D.
Garland ISD Superintendent

Teacher Incentive Allotment Overview

The Texas Education Agency's Teacher Incentive Allotment (TIA) program is dedicated to recruiting, supporting and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. Our implementation will begin during the 2020-2021 school year. This program provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work and proven success of our Garland ISD teaching staff.

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

Master Teacher

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

Exemplary Teacher

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

Recognized Teacher

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

An alternate path to a TIA recognized designation is through National Board Certification. National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from PK through 12th grade. GISD staff that possess a National Board Certification should contact GISD's Human Resource Department to provide the necessary documentation. Staff interested in

pursuing National Board Certification are encouraged to consult the <u>National Board for Professional Teaching Standards site</u> for more information.

TIA Implementation in GISD

Garland ISD implemented the TIA system in two phases. During phase one, teacher eligibility for a TIA designation was available to all core content area teachers in grades PK-12. Throughout this guide, phase one will be referred to as Cohort C, because it was initiated during the 2020-2021 school year.

During phase two, teacher eligibility for a TIA designation was expanded to include <u>all</u> classroom teachers not included in the first cohort in grades PK-12, including teachers of courses in the areas of CTE, Fine Arts and PE, as well as teachers of specialized programming, including special education, dyslexia, and English as a second language. Throughout this guide, phase two will be referred to as Cohort D, because it was initiated during the 2021-2022 school year.

Unless otherwise noted, all TIA guidance related to teacher appraisal, student growth, TIA scoring and TIA compensation is the same for both cohorts. The only difference between the two cohorts is the year that TIA eligibility was started.

Eligibility for TIA Designation

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

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

TEA Minimum Performance Standards

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

Teacher Observation Minimums

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

- Recognized designation ≥ 3.7
- Exemplary designation ≥ 3.9
- Master designation ≥ 4.5

More information can be found in TEA's <u>Teacher Observation Performance</u> <u>Standards</u> document.

Student Growth Minimums

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

- Recognized designation ≥ 55%
- Exemplary designation ≥ 60%
- Master designation ≥ 70%

More information can be found in TEA's <u>Student Growth Performance Standards</u> document.

Teacher Evaluation: T-TESS

The Texas Teacher Evaluation & Support System (T-TESS) is the state adopted teacher appraisal instrument. T-TESS includes three components aimed at capturing the holistic nature of teaching and developing teacher habits of continuous improvement:

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

As a <u>District of Innovation</u>, GISD has previously utilized local control to exempt the inclusion of student growth in the teacher appraisal system. GISD will continue to exclude student growth from consideration in the teacher evaluation process. However, in order to determine teacher eligibility for TIA, GISD will begin calculating T-TESS dimension scores, domain scores, and a weighted total T-TESS score. **Only scores from Domain 2 & 3 will be used for the purpose of TIA.**

Dimension & Domain Scores

There are sixteen dimensions on the T-TESS instrument:

- Planning (Domain 1)
 - Standards and Alignment (Dimension 1.1)
 - Data and Assessment (Dimension 1.2)
 - Knowledge of Students (Dimension 1.3)
 - Activities (Dimension 1.4)
- 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)
- Professional Practices and Responsibilities (Domain 4)
 - Professional Demeanor and Ethics (Dimension 4.1)
 - Goal Setting (Dimension 4.2)
 - Professional Development (Dimension 4.3)
 - School Community Involvement (Dimension 4.4)

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

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

Additional Considerations

It is important to note that teachers must have a **complete** summative evaluation. A complete summative evaluation is one that has a score for **all sixteen dimensions**. The summative evaluation must be signed by the teacher and the appraising campus administrator.

In the event that more than one summative evaluation exists, the last summative evaluation will be used for the purpose of calculating TIA.

Walkthrough and Observation scores are not eligible for TIA calculations.

Total T-TESS Weighted Composite Score

The total T-TESS score is an equally weighted calculation of the Instruction (D2) and Learning Environment (D3) Domains.

- Instruction (Domain 2)50%

Domains 1 & 4 are excluded from TIA calculations.

Student Growth Measure

Student growth will be calculated for all students that have a designated fall and spring assessment. Student growth performance will be associated with teachers based on the following enrollment criteria:

- teacher of record at beginning of year and within the testing window (mid-September)
- teacher of record at end of year at the time of assessment (mid-May)

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

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

Teachers will be required to complete a PEIMS Membership Reconciliation process to ensure that class rosters are accurate.

Student growth will be calculated at the teacher level, combined across all assessed content areas for which the teacher has assigned teaching responsibilities. In order for teachers to receive a student growth measure,

• there must be at least fifteen (15) unique student growth records across assigned students and content areas; and



 at least 95% of students meeting enrollment criteria must have a student growth measure calculation (this requirement does not apply to student growth measure calculations using performance rubrics).

For information about which courses will have an eligible student growth measure beginning in the 2020-2021 school year, see <u>Appendix A</u> in this field guide.

Student Growth Instrument

The instrument used to measure student growth depends on the TIA cohort, as well as teaching assignment grade level and subject area.

Cohort C Student Growth Measures

GISD's implementation emphasis for TIA Cohort C is on the identification of core content area teachers across all grade levels, thus the following student growth measures are utilized:

- MAP Growth Reading will be used for K-8 ELAR teachers
- MAP Growth Mathematics will be used for K-8 mathematics teachers
- MAP Growth Science will be used for 2-8 science teachers
- Scored CIRCLE tests will be used for PK reading and mathematics teachers
- Locally developed STAAR-like pre-post tests will be used at the secondary level in all other core content courses, including grade 6-12 social studies, grade 9-12 ELAR, grade 9-12 mathematics, and grade 9-12 science.

Middle 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 middle school Algebra I students will be calculated using the locally-developed pre-post tests.

Cohort D Student Growth Measures

The emphasis of GISD's implementation of TIA Cohort D is on the extending identification eligibility to all teachers across the system, thus the following student growth measures are utilized:

- Locally developed performance rubrics will be used for CTE/Tech Apps teachers (see <u>Appendix C</u> for CTE rubric)
- Locally developed performance rubrics will be used for Fine Arts teachers (see <u>Appendix D</u> for links to performance area, course and level specific rubrics)
- Locally developed performance rubrics will be used for Physical Education (PE) teachers (see <u>Appendix E</u> for links to performance area, course and level specific rubrics)
- Language proficiency assessments TELPAS for ESL and Newcomer teachers
- MAP Growth Reading and Mathematics will be used for intervention teachers, including elementary interventionists, elementary RTI specialists, and middle school lab teachers
- A combination of Dibels 8, Amplify, Read 180, Math 180, MAP Growth and Unique Benchmarks based on student performance levels will be used for PK-12 special education teachers, including resource, inclusion, and self-contained instructional settings
- A combination of Dibels 8, Amplify and MAP Growth will be used for PK-12 Dyslexia teachers
- Locally designated language proficiency assessment for secondary foreign language teachers
- Locally developed STAAR-like pre-post tests will be used at the secondary level in all semester-only courses, such as Health, Government, and Economics



...more coming soon...

Calculating Student Growth

The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are

combined together to determine the collective percentage of students meeting growth.

Cohort C Calculations

For MAP Growth, student growth is calculated as the percentage of students that meet or exceed their MAP projected growth from the fall/BOY administration to the spring/EOY administration.

For PK CIRCLE tests, student growth is calculated as the percentage of students that meet or exceed expected CIRCLE growth from the fall/BOY administration to the spring/EOY administration. Expected CIRCLE growth is determined based on observed prior year growth at the district level. CIRCLE growth expectations are differentiated by fall/BOY performance and determined by student performance in one of five levels (HI, AVGHI, AVG, AVGLO, LO).

For locally developed pre-post tests, student growth is calculated similarly to the <u>STAAR Progress Measure</u>. Student growth credit is earned based on the percentage of students that increase their performance level (1 point), maintain performance at the highest performance level (1 point), or perform at the same passing proficiency level (½ point) when comparing the fall/BOY administration to the spring/EOY administration. Because the locally developed pre-post test are designed to mirror STAAR, there are four proficiency levels, three of which are considered passing: Does Not Meet Grade Level (non-passing), Approaching Grade Level (passing), Meets Grade Level (passing)

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

Cohort D Calculations

For TELPAS language proficiency assessments, student growth is calculated based on a comparison of a student's composite rating in the current year with his or her composite rating in the previous year. Students that meet their yearly progress expectation have met their TIA growth requirement.

For MAP Growth, student growth is calculated as the percentage of students that meet or exceed their MAP projected growth from the fall/BOY administration to the spring/EOY administration.



...more coming soon...

Student Growth Composite Score

For all teaching areas not assessed with a performance rubric, the total percentage of students meeting/exceeding student growth across all assigned classes and content areas is translated to a 5-point rating conversion scale to determine the student growth composite score. GISD has established min. expectations for the percent of students meeting growth in order to translate student growth percentage to a T-TESS aligned scale: Distinguished (5) \geq 86%, Accomplished (4) \geq 67%, Proficient (3) \geq 34%, Developing (2) \geq 15%, and Needs Improvement (1) < 15%. For information about the student growth outcome translation, see <u>Appendix B</u> in this field guide.

For teaching areas assessed with a performance rubric, individual student performance rubric ratings are calculated on a scale of 1 (Improvement Needed) to 5 (Distinguished) and then the average performance rubric rating across evaluated students is calculated. The average performance rubric rating is used as the student growth composite score. GISD has established min. average percentage of points per level for performance rubric assessments: Proficient \geq 2.5 (50% of available points), Accomplished \geq 3.5 (70% of available points), and Distinguished \geq 4.5 (90% of available points).

Student Growth Measure Integrity

It is important to the integrity of GISD's TIA system that student growth measures are administered fairly and consistently throughout the organization. In order to ensure that all students have the opportunity to demonstrate their full potential on student growth measures, the following conditions must be met. This section also covers testing irregularities, reporting suspected educator misconduct related to TIA student growth measures, and local penalties for violating TIA student growth measure integrity.

Student Growth Measure Security and Confidentiality

Maintaining security and confidentiality of student growth measures helps to ensure that student performance is accurately measured as a part of our TIA system. In order to maintain student growth measure security and confidentiality:

- student growth measure test contents should not be shared/discussed
- student growth measure test administration procedures should be followed exactly as provided by the test provider

- student growth measure test materials or student products shall be maintained in a secure location before, during, and after test administration
- students must be actively monitored during student growth measure test administrations
- students may not receive assistance to complete student growth measures, beyond what is allowable by the test provider or prescribed by a governing student committee as applicable to STAAR or other standardized assessment programs (e.g., ARD, LPAC, 504, etc.)
- suspected educator misconduct must be reported in a timely manner (see reporting guidance below)

Serious Student Growth Measure Testing Violations

The following educator conduct represents serious student growth measure testing violations to security and confidentiality:

- directly or indirectly assisting students with responses to test questions
- tampering with or falsifying student responses
- discussing or disclosing test content or student responses, except as needed for data analysis and/or instructional decision-making
- duplicating, recording or electronically capturing test content or student responses, unless authorized to do so by test provider
- exempting or preventing a student from participating in student growth measures
- failing to implement sufficient procedures to prevent student cheating
- encouraging or assisting an individual to engage in any conduct described above, and
- failing to report an individual that has engaged in or is suspected of engaging in any conduct described above

Reporting Suspected Student Growth Measures Testing Violations

The following steps should be taken by any GISD employee to report suspected student growth measure testing violations:

• immediately report the suspected violation to their campus administrator

- campus administrator will review the information to determine report credibility and whether or not the report includes a student growth measure testing violation
- credible student growth measure testing violations are reported to the district's Research, Assessment and Accountability Department (RAAD) for further investigation
- RAAD coordinates with Human Resources (HR) to continue the investigation, which could includes interviews of campus staff and students, assembly of signed statements, and collection of any evidence

Local Penalties for Tampering With Student Growth Measure Integrity

Any person who violates, assists in the violation of, or solicits another to violate or assists in the violation of student growth measure integrity, as well as any person who fails to report such a violation or fails to cooperate in an investigation, is subject to local penalties, such as:

- placement of reprimand letter in personnel file
- suspension of local TIA designation eligibility for a period of up to three (3) school years,
- revocation of eligibility for the campus shared TIA fund distribution through the TIA-TCHR POOL or TIA-OTHER stipends for a period equal to the previous, and/or
- employment termination.

TIA Scoring & Eligibility

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

- 1. The total T-TESS teacher appraisal weighted composite score is calculated for all teachers evaluated with the T-TESS instrument.
- 2. The student growth score is calculated for all teachers with student growth results for students meeting enrollment criteria. The percentage is calculated based on the sum of students meeting growth expectations

- across content areas and the sum of tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).
- 3. The student growth score is translated to a 5-point T-TESS aligned scale using the Student Growth Measure Composite Score Translation Table (see Appendix B).
- 4. The TIA score is calculated based on the weighted combination of teacher appraisal and student growth outcomes:
 - Total T-TESS weighted composite score component is 60% of TIA score
 - Student growth translated composite score component is 40% of TIA score
- 5. Within each cohort, TIA scores are compared across teachers, content areas, and campuses to identify three tiers of teachers for TIA designation:
 - Masters top 5% of teachers across the district
 - Exemplary top 20% of teachers across the district
 - Recognized top 33% of teachers across the district
- 6. Teacher appraisal and student growth outcomes are verified to ensure that the component scores meet the State's minimum performance criteria:
 - if minimum performance criteria is met, TIA designation is submitted to the State for data review; pending TEA data validation, TIA designation is attached to the teacher's teaching certificate for a period of five years.
 - if minimum performance criteria is not met, TIA designation is not submitted to the State.

Special note regarding National Board Certification: GISD staff that possess a National Board Certification should contact GISD's Human Resource Department to provide the necessary documentation. Staff with National Board Certification will automatically be submitted for a TIA Recognized designation.

TIA Annual Scorecard

Each year of the TIA evaluation cycle, teachers will be provided an annual scorecard. The purpose of the scorecard will be to provide transparency within

GISD's TIA system. TIA scorecards will provide teachers with an individualized report of the annual TIA outcomes based on their performance, as well as performance aggregated at the campus and district level. Scorecard data elements will include:

- TIA designation level, as appropriate
- T-TESS performance by dimension, domain, and total T-TESS weighted score
- Student growth outcomes
 - number of students meeting enrollment criteria across classes, course, and content areas
 - number of students meeting student growth
 - percentage of students meeting student growth
 - translated student growth composite score

TIA Evaluation Frequency

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

- Teachers with an existing TIA designation will not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level example, a teacher that earned an Exemplary TIA designation during 2020-2021 would not be submitted to maintain their TIA Exemplary designation in 2021-2022 if they continue to earn a qualifying Exemplary designation TIA score and meet the minimum teacher appraisal and student growth component minimums.
- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation example, a teacher that earned a Recognized TIA designation during 2020-2021 could be submitted in 2021-2022 for a Master TIA designation if they earn a qualifying Master TIA score and meet the teacher appraisal and student growth component minimums.
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.

TIA Campus Allotment Factors

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

- Schools with greater student 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.

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

For more information about the TIA allotment calculations, see TEA's <u>Teacher</u> <u>Incentive Allotment</u> 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 <u>Teacher Incentive Allotment Funding Map</u>.

Compensation

Distribution of Compensation

Statute requires that 90% of TIA funds be distributed directly to teachers:

- TIA-designated teacher = 75% of the teacher TIA dollars will be distributed directly to the individual TIA-designated teacher (equal to 67.5% of TIA-generated amount by TIA-designated teacher)
- The other 25% will be consolidated at the campus level and then evenly
 distributed among all campus teachers (PEIMS 087), including
 TIA-designated teachers (equal to 22.5% of the TIA-generated campus funds)

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

 5% of the amount generated at each campus will be used to incentivize non-teaching campus staff, including paraprofessionals The remaining 5% will be collected at the district level to support district oversight of the implementation of TIA and ongoing development of TIA resources

Frequency of Compensation

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

- TIA-designated teachers will receive TIA compensation annually based on their TIA designation and TIA state funding for their campus of assignment at the time TIA funds are disbursed.
- Non TIA-designated teachers will receive TIA compensation annually based on TIA state funding for their campus of assignment at the time TIA funds are disbursed. Amounts will vary depending on the number of TIA-designated teachers employed at the campus.
- Other campus staff will receive TIA compensation annually based on TIA state funding for their campus of assignment at the time TIA funds are disbursed. Amounts will vary depending on the number of TIA-designated teachers employed at the campus.

Impact of Compensation

TIA compensation stipends will be eligible for use when 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).

Please refer to GISD's Employee Compensation Handbook for more information.

Annual TIA Evaluation Cycle

The T-TESS evaluation cycle will be critical to ensure that teachers are provided sufficient support in achieving and maintaining high levels of instructional

effectiveness. Therefore, the following evaluation cycle provides the structure necessary for an efficient feedback structure:

Process Step	Timeline	Description
Teaching & Orientation	August	 Training on TIA, new system and T-TESS observation instrument Principal communicates school & district goals to inform teacher goal setting
Student Fall Assessment	August-September	 MAP Growth - RE, MA, SC locally developed pre-post tests - ELAR, MA, SC, SS
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 six observations for developing teachers or lower) Focus on T-TESS Domains 2 & 3 and their eight dimensions Written feedback required
Extended Observations w/ Conference	October-April	 One 45-minute observation Focus on T-TESS Domains 2 & 3 and their eight dimensions Written feedback and conference required
Summative Evaluation	March-May	 Includes review of all four T-TESS domains Focus on T-TESS Domains 2 & 3 and their eight dimensions Writtenfeedback and conference required
Student Spring Assessment	April-May	 MAP Growth - RE, MA, SC locally developed pre-post tests - ELAR, MA, SC, SS
End of Year Data Review	May-June	 Teachers review and reflect on student growth goals and student growth outcomes Campuses and departments compile data for final TIA evaluation process

Evaluation Rating & TIA	June-July	 District analyzes T-TESS and student growth data District finalizes TIA scores and determines TIA designation eligibility Teachers receive final TIA scores and designation eligibility
Data Verification Audit	August	 Teachers can request data verification audit and provide corresponding documentation to support review

TIA Cohort C Timelines

Participation in the State's TIA compensation program requires that districts follow a series of activities to seek TEA approval of the locally developed program implementation. Timelines for Cohort C and Cohort D are provided below. Activities marked with ⋈ have been completed; activities marked with ☐ are in process.

Cohort C Timelines

- ☑ Access the TIA system application and additional guidance posted by TEA (March 30, 2020)
- ☑ Submit TIA application detailing locally developed system (by May 15, 2020)
- ☑ Receive TEA feedback on TIA application submission (June 12, 2020)
- ⊠ Resubmit TIA application responding to TEA's feedback and additional system refinement (by August 15, 2020)
- ☑ Receive TEA approval of TIA application (August 21, 2020)
- □ Data collection (SY 2020-2021)
- ☑ Data submission to Texas Tech for review (November 1, 2021)
- ☐ Final notification of data validity & reliability and approval of district TIA system (February 2022)
- □ Initial TIA fund payout (September 2022)

Cohort D Timelines

Submit TIA Cohort D Letter of Intent (January 24, 2020)
Submit TIA application detailing locally developed system (by April 26, 2021)
☑ Receive TEA feedback on TIA application submission (June 8, 2021)
□ Resubmit TIA application responding to TEA's feedback and additional system refinement (by July 15, 2021)
☑ Receive TEA approval of TIA application (August 2021)
□ Data collection (SY 2021-2022)
□ Data submission to Texas Tech for review (November 1, 2022)
☐ Final notification of data validity & reliability and approval of district TIA system (Spring 2023)
□ Initial TIA fund payout (Summer 2023)

- After completing the initial cohort plan development and implementation timelines, data collection and TIA designation eligibility will continue annually as long as TIA funds are made available through state allotments.
- It is important to note that TEA will only accept TIA designation recommendations for teachers that remain in the teaching role <u>and</u> continue to be employed in Garland ISD as a teacher the year following data collection and designation determination. For example, in order for a Cohort C teacher to be recommended for a TIA designation based on data collection in 2020-2021, the teacher needed to be employed by Garland ISD in a teaching assignment in fall 2021.

Helpful Resources

GISD Resources

If you have questions, please email <u>TIAquestions@garlandisd.net</u>.

GISD Teacher Incentive Allotment site

External Resources

TEA HB3: Teacher Incentive Allotment Details

TEA HB3: Teacher Incentive Allotment FAQ

TEA Teacher Incentive Allotment

TEA Teacher Incentive Allotment Funding Allotment Map

Appendix A: 2020-2021 TIA Eligible Core Content Courses (Cohort C)

Sorted alpha by PEIMS course name. PEIMS course Service-ID code is provided in parenthesis.

Algebra I (03100500)

Algebra I (03100505)

Algebra I (03100507)

Algebra II (03100600)

Algebra II (03100605)

Algebra II (03100607)

AP Biology (A3010200)

AP Chemistry (A3040000)

AP English Language And Composition

(A3220100)

AP English Literature And Composition

(A3220200)

AP Human Geography (World Geography)

(A3360100)

AP Physics 1 (A3050003)

AP Physics 2 (A3050004)

AP Physics C (A3050002)

AP United States History (A3340100)

AP World History (A3370100

Biology (03010200)

Biology (03010205)

Biology (03010207)

Chemistry (03040000)

Chemistry (03040005)

Chemistry (03040007)

Elementary, Grades 1-6 (02000000) -

Montessori

English As A Second Language, Grade 6

(03210530)

English As A Second Language, Grade 7

(03200400)

English As A Second Language, Grade 8

(03200500)

English I (03220100)

English I (03220105)

English I (03220107)

English I For Speakers Of Other Languages

(03200600)

English I For Speakers Of Other Languages

(03200605)

English I For Speakers Of Other Languages

(03200607)

English II (03220200)

English II (03220205)

English II (03220207)

English II For Speakers Of Other Languages

(03200700)

English II For Speakers Of Other Languages

(03200705)

English II For Speakers Of Other Languages

(03200707)

English III (03220300)

English III (03220305)

English III (03220307)

English IV (03220400)

English Language Arts And Reading, Grade 6

(03200510)

English Language Arts And Reading, Grade 7

(03200520)

English Language Arts And Reading, Grade 8

(03200530)

English Language Arts, Grade 1 (02630010)

English Language Arts, Grade 2 (02630020)

English Language Arts, Grade 3 (02630030)

English Language Arts, Grade 4 (02630040)

English Language Arts, Grade 5 (02630050)

English Language Arts, Grade 6 (02800000)

English Language Arts, Grade 7 (03200540)

English Language Arts, Grade 8 (03200550)

English Language Arts, Kindergarten

(02630001)

Geometry (03100700)

Geometry (03100705)

Geometry (03100707)

Grade 4 (02040000) - Montessori

IB Biology Standard Level (I3010201)

IB Chemistry Standard Level (I3040002)

IB English III (13220300)

IB English IV (13220400)

IB Geography, Standard Level (13302100) IB History, Standard Level (13301100) IB Physics Standard Level (13050002) Integrated Physics And Chemistry (03060201) Kindergarten (01020000) - Montessori Mathematics, Departmentalized Grade 6 (02820000)Mathematics, Grade 1 (02640010) Mathematics, Grade 2 (02640020) Mathematics, Grade 3 (02640030) Mathematics, Grade 4 (02640040) Mathematics, Grade 5 (02640050) Mathematics, Grade 6 (02640060) Mathematics, Grade 7 (03103000) Mathematics, Grade 8 (03103100) Mathematics, Kindergarten (02640005) Physics (03050000) Physics (03050005) Physics (03050007) Pre-Kindergarten (01010000) Reading, Grade 1 (02620010) Reading, Grade 2 (02620020) Reading, Grade 3 (02620030) Reading, Grade 4 (02620040) Reading, Grade 5 (02620050) Reading, Grade 6 (02810000) Reading, Grade 7 (03273440) Reading, Grade 8 (03273450) Reading, Kindergarten (02620001) Science, Departmentalized Grade 6 (02830000)

Science, Grade 2 (02650200) Science, Grade 3 (02650300) Science, Grade 4 (02650400) Science, Grade 5 (02650500) Science, Grade 6 (03060600) Science, Grade 7 (03060700) Science, Grade 8 (03060800) Social Studies, Departmentalized Grade 6 (02870000)Social Studies, Grade 7 (03343000) Social Studies, Grade 8 (03343100) Spanish Language Arts, Grade 1 (02561010) Spanish Language Arts, Grade 2 (02561020) Spanish Language Arts, Grade 3 (02561030) Spanish Language Arts, Grade 4 (02561040) Spanish Language Arts, Grade 5 (02561050) Spanish Language Arts, Kindergarten (02561005) **United States History Studies Since 1877** (03340100) **United States History Studies Since 1877** (03340105)**United States History Studies Since 1877** (03340107)World Geography Studies (03320100) World Geography Studies (03320105) World Geography Studies (03320107) World History Studies (03340400) World History Studies (03340405) World History Studies (03340407)

Need to look up a local course to determine whether or not the course is included in TIA-eligibility? Contact your campus administration who will be able to find this information in our student information system, Skyward. Here are the steps:

- Log into Skyward
- In Course Master, highlight course and click edit
- Expand TX Reporting at the bottom of the screen
- Service ID will be displayed

Appendix B: Student Growth Measure Composite Score Translation

% Students Met Growth	Composite Score Translation	Composite Rating
100%	5.00	
99%	4.96	1111110
98%	4.92	
97%	4.88	
96%	4.84	
95%	4.80	a
94%	4.76	DISTINGUISHED
93%	4.73	<u> </u>
92%	4.69	E N
91%	4.65	Š
90%	4.61	
89%	4.57	
88%	4.53	
87%	4.49	
86%	4.45	
85%	4.40	
84%	4.34	
83%	4.29	
82%	4.24	
81%	4.19	4
80%	4.13	
79%	4.08	
78%	4.03	9
77%	3.98	HSI.
76%	3.92	₹
75%	3.87	ACCOMPLISHED
74%	3.82	AC
73%	3.77	COOHH
72%	3.71	
71%	3.66	
70%	3.61	
69%	3.56	
68%	3.50	
67%	3.45	

% Students Met	Composite Score	Composite
Growth	Translation	Rating
66%	3.42	1
65%	3.39	
64%	3.36	
63%	3.33	
62%	3.30	
61%	3.27	
60%	3.24	
59%	3.21	
58%	3.18	1
57%	3.15	1
56%	3.12	1
55%	3.09	1
54%	3.06	1
53%	3.03	1
52%	3.00	1 .
51%	2.97	PROFICIENT
50%	2.93	딛
49%	2.90	<u>Š</u>
48%	2.87	"
47%	2.84	1
46%	2.81	1
45%	2.78	1
44%	2.75	1
43%	2.72	
42%	2.69	
41%	2.66	
40%	2.63	
39%	2.60	101.51
38%	2.57	
37%	2.54	
36%	2.51	
35%	2.48	
34%	2.45	

% Students Met Growth	Composite Score Translation	Composite Rating
33%	2.40	
32%	2.34	98011
31%	2.29	
30%	2.24	
29%	2.19	
28%	2.13	
27%	2.08	
26%	2.03	(D
25%	1.98	DEVELOPING
24%	1.92	ğ
23%	1.87	🖁
22%	1.82	ō
21%	1.77	
20%	1.71	88
19%	1.66	
18%	1.61	
17%	1.56	
16%	1.50	
15%	1.45	- O
14%	1.35	
13%	1.26	
12%	1.16	
11%	1.06	
10%	0.97	5
9%	0.87	NE NE
8%	0.77	, KE
7%	0.68	IPROVEMENT
6%	0.58	o μ <u>Σ</u>
5%	0.48	SO
4%	0.39	NEEDS IMP
3%	0.29	31
2%	0.19	attor 6
1%	0.10	-13 4
0%	0.00	N

^{*}Translation table not intended for use with student growth determined using locally developed performance rubrics.

Appendix C: CTE Performance Rubric

GISD's CTE TIA Performance Rubric was developed based on four TEKS found across all programs of study. Please refer to the <u>CTE TIA Performance Rubric</u> for a full-size version of the screenshots provided below. For information on portfolio development, refer to the <u>portfolio creation video</u>.

		and Independent School Discher Incentive Allotment (1			
areer and Technical	Education		Student Student	Name Name Name Name	
Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	Improvement Needed (1)	Scorin
Student Portfolio The student demonstrates growth in knowledge and skills in portfolio development. The student demonstrates professional standards/employability skills as required by industry related services. The student completes and The student assembles basic The student assembles The student assembles.					50%
presents basic professional portfolio components in at least five of the following: Assessment results Honors/Awards Licenses/Certifications Renunc, cover letter, and reference: Samples of work Scholarship applications Service-Iearning log/Voluntees hours	professional portfolio components in at least four of the following: Assessment results Honors/Awards Licenses/Certifications Reaume, cover letter, and reference. Samples of work Scholarship applications Service-learning log/Volunteer hours	basic professional portfolio components in at least there of the following: Assertancest cerults Honora/Awards Licenses/Cerulications Resume, cower letter, and references Samples of work Scholarship applications Service learning log/Volunteer hours	bane professional portfolio components in at least two of the following: Assessment results Honoris/Awards Licenses/Certifications Resume, cower letter, and references Samples of work Scholarship applications Service learning log/Volunteet hours	professional portfolio components in one or less of the following: Assessment results Honors/Awards Lacenses/Certifications Resume, cower letter, and reference: Samples of work Scholarship applications Service-learning log/Volunteer hours	
Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	Improvement Needed (1)	Scorin.
The student demonstrates les Awareness of at least two and contest placement, officer placement, volunteering, or mentorship in one or more of	Awareness of at least two and participation in one or more of the following:	Student Leadership rork skills required for succe Awareness of at least two of the following:	Awareness of at least one of the following:	Awareness of none of the following:	30%
the following: CTE ercognized leaderships groups CTSO (Career and Technical Student Organization) UIL	CTE ecognized leaderships groups CTSO (Career and Technical Student Organization) UIL	CTE recognized leaderships groups CTSO (Career and Technical Student Organization) UIL UIL	CTE recognized leaderships groups CTSO (Carrer and Technical Student Organization) UIL	CTE ecognized leaderships groups CTSO (Career and Technical Studens Organization) UIL	

areer and Technical	Te	land Independent School Di acher Incentive Allotment (1	ria)		
areer and 1 ecunical	Education		Student I Student I	Name D# Name	
Distinguished (3)	Accomplished (4)	Proficient (3)	Developing (2)	Improvement Needed (I)	Scoring
	Entent uligned with challenging a in current or emerging profession			skills for students to further	10%
Identification of knowledge in five educational opportunities and description of participation in at least one:	Identification of knowledge in four educational opportunities and description of participation in at least one:	Identification of knowledge in these educational opportunities:	Identification of knowledge in two educational opportunities:	Identification of knowledge in one or less educational opportunities:	88
• ACT • IBC • AP • POS • ASVAB • SAT • DC • TSLA • IB	ACT IBC AP POS ASVAB SAT DC TSI-A	ACT	ACT	• ACT • IBC • AP • POS • ASVAB • SAT • DC • TSI A	
Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	Improvement Needed (I)	Scoring
The program of study focuse related learning support servi	s on College, Career, Military R	ge, Career, Military Readi leadiness (CCMR) planning,		stent related activities, and	
Denonstration of content related activities, and related learning support services in at least fire of the following:	Demonstration of content celated activities, and related learning support services in at least four of the following:	Demonstration of content related activities, and related learning support services in at least three of the following:	Demonstration of content related activities, and related learning support services in at least two of the following:	Demonstration of content related activities, and related learning support services in one or less of the following:	10%

Appendix D: Fine Arts Performance Rubric Links

GISD's Fine Arts TIA Performance Rubrics were developed based on student performance goals, including individual student growth <u>and</u> group performance outcomes. The table below provides instructions and rubrics by area and level. Rubrics indicated with BOY are to be administered at the beginning of the year (Aug-Sept); rubrics indicated with EOY are to be administered at the end of the year (May-June).

	Student Performance Rubrics	EOY Group Performance Rubrics
ART <u>Instructions</u>	Elementary: <u>BOY</u> - <u>EOY</u> Middle School: <u>BOY</u> - <u>EOY</u> High School: <u>BOY</u> - <u>EOY</u>	Elementary Middle School High School
Band Instructions	Middle School: <u>BOY</u> - <u>EOY</u> High School: <u>BOY</u> - <u>EOY</u>	Middle School (21-22 only) High School
Choir Instructions	Middle School: <u>BOY</u> - <u>EOY</u> High School: <u>BOY</u> - <u>EOY</u>	Middle School High School
Dance Instructions	Middle School: <u>BOY</u> - <u>EOY</u> High School: <u>BOY</u> - <u>EOY</u>	Middle School High School
Debate Instructions	High School: <u>BOY</u> - <u>EOY</u>	High School
Guitar Instructions	High School: <u>BOY</u> - <u>EOY</u>	High School
Music Instructions	Elementary: <u>BOY</u> - <u>EOY</u>	Elementary
Orchestra Instructions	Elementary: <u>BOY</u> - <u>EOY</u> Middle School: <u>BOY</u> - <u>EOY</u> High School: <u>BOY</u> - <u>EOY</u>	Elementary Middle School High School
Piano Instructions	Elementary: <u>BOY</u> - <u>EOY</u> Middle School: <u>BOY</u> - <u>EOY</u> High School: <u>BOY</u> - <u>EOY</u>	Elementary Middle School High School
Theatre IB Film	High School: <u>BOY</u> - <u>EOY</u>	High School

Instructions		
<u>Instructions</u>	Elementary: <u>BOY</u> - <u>EOY</u> Middle School: <u>BOY</u> - <u>EOY</u> High School: <u>BOY</u> - <u>EOY</u>	Elementary Middle School High School
Theatre Tech Instructions	High School: <u>BOY</u> - <u>EOY</u>	High School

**Appendix E: Physical Education Performance Rubric Links

GISD's Physical Education TIA Performance Rubric was created in alignment with the PFAI. Domains include Mile Run/Pacer Test, Curl-Up, Trunk Lift, Shoulder Stretch R/L, and Push-Up. Please refer to the <u>HPE TIA Performance Rubric</u> for a full-size version. The image below is only for reference and does not encompass all the components of the rubric.

Garland Independent School District Teacher Incentive Allotment (TIA)

Health & Physical Education

Campus Name	
Teacher Name	
Class Name	

Physical Education Rubric

	Distinguished 100-86% Points: (5)	Accomplished 85-71% (4)	Proficient 70-85% (3)	Developing 54-40% (0)	Improvement Needed 39-20% (0)	Scoring %
	- Carlotte					Total Points:
Mile Run / Pacer Test (Mile - complete distance; Pacer - participate)	86-100% of students can perform the Mile Run / Pacer Test according to the PFAI Fitnessgram Standards listed above. This exercise is worth 5 points out of a total of 25 points to meet the criteria.	71-85% of students can perform the Mile Run / Pacer Test according to the PFAI Fitnessgram Standards listed above. This exercise is worth 4 points out of a total of 20 points to meet the criteria.	55-70% of students can perform the Mile Run / Pacer Test according to the PFAI Fitnessgram Standards listed above. This exercise is worth 3 points out of a total of 15 points to meet the criteria.	40% of students can perform the Mile Run / Pacer Test according to the PFAI Fitnessgram Standards listed above. This exercise is worth 0 points out of a total of 0 points to meet the cottens.	20% of students can perform the Mile Run / Pacer Test according to the PFAI Fitnessgram Standards listed above. This exercise is worth 0 points out of a total of 0 points to meet the criteria.	
Curl-Up (Elem - 12, MS/HS (F) - 18, MS (M) - 21, HS (M) - 24)	86-100% of students can perform Curl-ups according to the PFAI Fitnessgram Standards listed above. This exercise is worth 5 points out of a total of 25 points to meet the criteria.	71-85% of students can perform Curl-ups according to the PFAI Fitnessgram Standards listed above. This exercise is worth 4 points out of a total of 20 points to meet the criteria.	55-70% of students can perform Cud-ups according to the PFAI Fitnessgram Standards listed above. This exercise is worth 3 points out of a total of 15 points to meet the criteria.	40% of students can perform Curl-ups according to the PFAI Fitnessgram Standards listed above. This exercise is worth 0 points out of a total of 0 points to meet the criteria.	20% of students can perform Cud-ups according to the PFAI Fitnessgram Standards listed above. Thus exercise is worth 0 points out of a total of 0 points to meet the criteria.	
Trunk Lift (Elem - 9, MS/HS - 12 in.)	86-100% of students can perform the Trunk Lift according to the PFAI Fitnessgram Standards listed above. This exercise is worth 5 points out of a total of 25 points to meet the criteria.	71-85% of students can perform the Trunk Lift according to the PFAI Fitnessgram Standards listed above. This exercise is worth 4 points out of a total of 20 points to meet the criteria.	55-70% of students can perform the Trunk Lift according to the PFAI Fitnessgram Standards listed above. This exercise is worth 3 points out of a total of 15 points to meet the criteria.	40% of students can perform the Trunk Lift according to the PFAI Fitnessgram Standards listed above. This exercise is worth 0 points out of a total of 0 points to meet the criteria.	20% of students can perform the Trunk Lift according to the PFAI Fitnessgram Standards listed above. This exercise is worth 0 points out of a total of 0 points to meet the criteria.	2000
Shoulder Stretch R/L (minimum YES to each)	86-100% of students can perform the Shoulder Stretch R/L according to the PFAI Fitnessgram Standards listed above. This exercise is worth 5	71-85% of students can perform the Shoulder Stretch R/L according to the PFAI Fitnessgram Standards listed above. This exercise is worth 4	55-70% of students can perform the Shoulder Stretch R/L according to the PFAI Fitnessgram Standards listed above. This exercise is worth 3	40% of students can perform the Shoulder Stretch R/L according to the PFAI Fitnessgram Standards listed above. This exercise is worth 0	20% of students can perform the Shoulder Stretch R/L according to the PFAI Finnessgram Standards listed above. This exercise is worth 0 points out of a total	

DISTRICT EDUCATIONAL IMPROVEMENT COMMITTEE Teaching, Learning, & Innovation 51 Northgate Drive

October 24, 2022 4:30 P.M.

NAME	ROLE	SIGNATURE
Anderson, Melanie	Classroom Teacher	Melani Anderson
Averett, David	Asst. Superintendent	DE win
Baskin, Noel	Classroom Teacher	
Binnicker, Dustin	Exec. Director Learning	druges -
Cagle, Sean	Fine Arts Director	
Carrillo, Julia	Classroom Teacher	
Chambliss, Jessica	Classroom Teacher	Cenica Ce
Colas, Perri	Classroom Teacher	
Davis, Debbie	Classroom Teacher	Debbie Drus
Davis, Paige	Asst. Principal	Pary In
De La Cruz, Courtney	Classroom Teacher	
Dunn, Shanna	Business/Community	ShanneDinn
Eckert, Amy	Classroom Teacher	
Embry, Douglas	Counselor	72
Fell, Valerie	Classroom Teacher	
Freels, Gina	Classroom Teacher	Sina heals
Garrison, Kris	Classroom Teacher	Kan Burn
Gomez, Rolando	Director Facilities (CHILD IS

Gonzalez, Jennifer	Classroom Teacher	LIMMER FORMULT
Griffith, Brittany	Elementary Principal	Fullun dun
Hicks, Rainey	Community	Lainey Ach
Hill, Tammy	Librarian	January Hill
Hollingsworth, Jerry	Superintendent	Charles
Jones, Deke	Classroom Teacher	
Juarez, Leeon	Classroom Teacher	Montal
Kosa, Gina	Classroom Teacher	2 14ff
Lester, Robert	Classroom Teacher	
Lynch, Ken	High School Principal	
Moon, Leslie	Classroom Teacher	Sulm
Mott, Lisa	Asst. Superintendent	Amou
Mudd, Jennifer	Classroom Teacher	J
Perry, Joshua	Classroom Teacher	1819
Poarch, Jimmy	Parent	
Ribinskas, Melissa	ELAR Coordinator	
Robinson, Ginger	Director Ed. Support	
Rodriguez, Stephanie	Dyslexia Therapist	Styphonic Kodradur
Russell, Tabitha	Classroom Teacher	Salpharon 1 Good Country
Schuster, Judith	Community	
Schwiezer, Laura	Classroom Teacher	
Sesker, Michelle	Classroom Teacher	Michelle Sester
Smith, Morgan	Classroom Teacher	Morgroffens
Starnater, Melissa	Trustee	Melina Starnate

SPED Teacher	Wasque
Admin. Intern	
Classroom Teacher	
Classroom Teacher	
Jr. High Principal	
Parent	
	Admin. Intern Classroom Teacher Classroom Teacher Jr. High Principal

