

Richardson ISD

Teacher Incentive Allotment

2026–2027 Guidebook



Teacher Incentive Allotment Guidebook for 2026-2027

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Introduction: What is TIA?

This document serves as a guide to the RISD Teacher Incentive Allotment (TIA) program. TIA provides more funding and increased salaries to highly effective teachers. In 2019, the 86th Texas Legislature created the Teacher Incentive Allotment (TIA) as part of House Bill 3 (HB 3). The focus of the TIA is to prioritize teaching in high needs areas and rural school districts and reward high-performing teachers. In 2025, House Bill 2 (HB 2), expanded the Teacher Incentive Allotment by increasing the number of designation levels and the amounts for teacher allotments. This RISD TIA Guidebook aligns with new Texas Education Agency (TEA) guidelines put forth in HB 2. Data collected in the 2026-2027 school year will be used to determine designations in the 2027-2028 school year based on the four-designation system under HB2.

Highly effective teachers can receive one of four designation levels: “Acknowledged”, “Recognized”, “Exemplary”, or “Master”. This designation is added to the teacher’s SBEC certificate and remains valid for five years. Teacher designations are an official state recognition awarded to teachers who demonstrate exceptional performance according to their district’s local designation system.

For each designated teacher receiving an allotment, 90% of the funds received for a designation will be awarded in the form of a one-time stipend. The stipend will be paid annually in June of the school year the allotment was earned. TEA reimburses the District in fall of the following school year. The remaining 10% of the funds received will be used by the district to support TIA initiatives, data analysis, and training. One hundred percent of the TIA funds that RISD receives from the state will be used for TIA allotments and support for our TIA designation system.

Guidebook Acknowledgement in STRIVE

All TIA eligible teachers must acknowledge TIA Guidebook receipt in STRIVE by the Beginning of the Year T-TESS Goal Setting and Professional Development Conference in September. Not acknowledging the TIA Guidebook may result in the teacher being ineligible for TIA data collection or designation that year.

TIA System Overview and Teacher Categories

The TIA rating evaluation consists of four components for teachers:

- **Teacher performance** (using the T-TESS dimensions and rubric)
- **Student Growth** (student growth measures from assessments, SLO processes)
- **Professional Development** (using the T-TESS dimensions and rubric)
- **Campus Culture** (survey results)

All participating teachers will be evaluated using all four components of the TIA system (teacher performance, student growth, professional development and campus culture). To ensure a fair, accurate, and rigorous system, teachers are grouped based on their various assignments. NOTE: All components of the T-TESS system must be completed to be eligible for consideration under TIA. Both the appraiser and the teacher must sign all T-TESS documents prior to leaving for summer break.

Additionally, National Board-Certified Teachers (NBCTs) will earn a designation on their Texas educator certificate, if they have a one-year or standard Texas teaching certificate. The designation will expire in conjunction with the teacher's National Board Certification. The process for earning a designation through National Board is different than that of TIA. If a NBCT also earns a TIA designation, they will only receive one allotment – the higher of the two.

Teachers Eligible for TIA in the RISD Local Designation System (newly expanded teacher groups are identified in red italics below):

Elementary	Junior High / Middle School	High School
Pre-K to 6 th Teachers Special Education Teachers Art, Music, and PE Teachers Dyslexia Teachers (Not CRS) Advanced Learning Teachers <i>LATs and SSCs (Not Leads)</i>	6-8 Math, ELA, Science, and Social Studies Teachers Special Education Teachers ESL Teachers Dyslexia Teachers <i>Specific CTE Teachers</i> <i>Specific LOTE Teachers</i> <i>LATs and SSCs (Not Leads)</i>	9-12 Math, ELA, Science, and Social Studies Teachers Special Education Teachers ESL Teachers Dyslexia Teachers <i>Specific CTE Teachers</i> <i>Specific LOTE Teachers</i> <i>LATs and SSCs (Not Leads)</i>

*Data will be collected for all teachers at TIA campuses in these teacher roles. To earn a TIA designation, a teacher must work with students over 50% of the time, be appraised by T-TESS, and be coded as PEIMS 087.

*Program details and structure subject to change

The ten categories of TIA teachers include:

Category	Teacher Type
Category A	Pre-K Teachers
Category B	General and Self-Contained Grades KG-3; Reading Only Grades 1-3; Science Only Grades 3-8 General and Self-Contained Reading and Math Grades KG-3; Reading Only Grades 1-3; Science Only Grades 3-8
Category C	General and Self-Contained Grades 4-8, Reading Only Grades 4-8, Math Only Grades 4-8, and Algebra I Grade 8
Category D	PE Elementary (Grade 4)
Category E	Grade 9-12: Algebra I, English I, and English II
Category F	Grades 9-12: Biology & US History; Grade 8 Social Studies
Category G	Music and Art Elementary (5 th Grade)
Category H	Grades 6-12 Math, ELA, Science, Social Studies, LOTE, and CTE that do not have a STAAR test but do have an approved TEKS Ready assessment. The following 6-12 courses with approved TEKS Ready Assessments: Health I, Spanish I, Spanish II, French I, French II, English III, English IV, 6th Grade Social Studies, 7th Grade Social Studies, World Geography, World History, Psychology, Sociology, Ethnic Studies African American, Ethnic Studies Mexican American, Economics, Government, Personal Financial Literacy, Personal Financial Literacy and Economics, Geometry, Algebra II, Precalculus, Statistics, Advanced Quantitative Reasoning, Math Models, Algebraic Reasoning, Chemistry, Integrated Chemistry and Physics, Physics I, Environmental Systems, Anatomy and Physiology, Earth Systems Science, Aquatic Science, Astronomy, Medical Terminology, 6th Grade (Middle School) Tech Applications, Fundamentals of Computer Science, Princ. of Hospitality and Tourism, Princ. of Human Services, Princ. of Agriculture Food and Natural Resources, Princ. of Art Video Tech and Comm., Princ. of Health Science, Cosmetology I, Human Growth and Development, Graphic Design and Illustration I, Audio Video Productions I, Princ. of Applied Engineering, Princ. of Business Marketing and Finance, Financial Mathematics, Intro to Culinary Arts, Professional Communications, Digital Arts and Animation, Foundations of Business Communication and Technology, 3D Modeling, and Princ. of Law Safety and Security.

Categories B and C apply to both elementary and secondary TIA campuses. **Categories A, D, and G apply to elementary TIA campuses only. Categories E, F, and H apply to secondary TIA campuses only.**

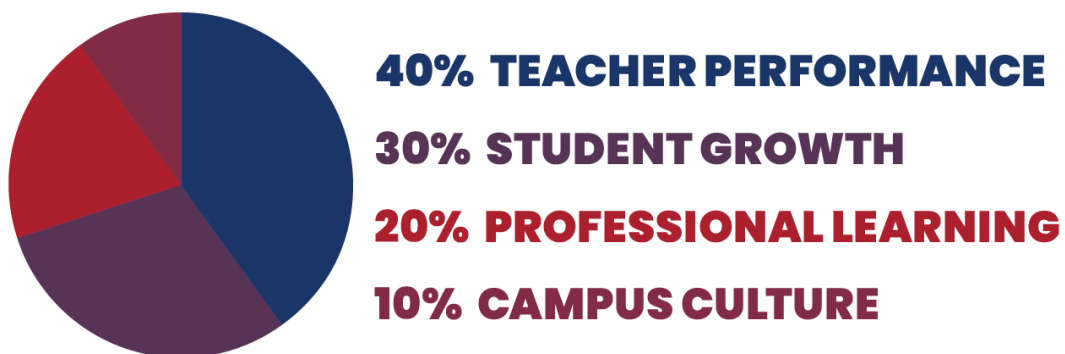
The full list of High School courses that are and are not TIA eligible are listed here: [Secondary TIA Courses and Assessment Information](#). **Note: some courses may be excluded from TIA in RISD.**

The courses included within Category H for our Non-STAAR Math, ELA, Science, Social Studies, LOTE and CTE teachers in grades 6 - 12 are as follows:

Math TEKS Ready Courses	ELA & Health TEKS Ready Courses	Science TEKS Ready Courses	SS TEKS Ready Courses
Algebra II	English III	IPC	6 th Social Studies
Geometry	English IV	Chemistry	7 th Social Studies
Math Models		Physics	World History
Algebraic Reasoning	Health I	Earth Systems	Economics
Statistics		Aquatic Science	Government
Pre-Calculus		Environ. Systems	World Geography
Quant. Reasoning		Astronomy	Psychology
			Sociology
			Financial Literacy
			PFL and Economics
			Ethnic Studies (AA/MA)

LOTE TEKS Ready Courses	CTE TEKS Ready Courses
Spanish I and II Spanish for Spanish Speakers II French I and II	6 th Grade Technology Applications; Principles of Agriculture, Food, and Natural Resources; AV Production; Medical Terminology; Principles of Art, Video, and Technology; Principles of Applied Engineering; Anatomy and Physiology; Principles of Health Science; Principles of Business and Marketing; Fundamentals of Computer Science; Cosmetology I; Financial Math; Principles of Hospitality and Tourism; Human Growth and Development; Business Communications; Principles of Human Services; Professional Communications; 3D Modeling and Animation; Principles of Law, Safety, and Corrections; and Digital Art and Animation (Video Game Design)

The four TIA categories and their overall weights are listed below. These components may include different measures depending on the teacher category and teaching assignment.



Teacher Goals in STRIVE:

All RISD teachers will complete a professional goal and a student growth goal in STRIVE annually. These goals will be chosen from the RISD Learner Framework and are not tied to a teacher's TIA eligibility. It is recommended, but not required, that TIA teachers align their goal choice with their TIA goals. The goals will be used by administrators to determine if teachers are progressing toward their professional and student growth objectives in STRIVE, but the attainment or non-attainment of these goals will not be tied to a teacher's TIA overall score.

Teacher Performance – 40% of the overall TIA score

What evaluation system will be used to measure the Teacher Performance component?

The Texas Teacher Evaluation and Support System (T-TESS) will be used to measure the level of effective teaching. T-TESS strives to capture the holistic nature of teaching: the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices.

For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional learning decisions based on that feedback through ongoing dialogue and collaboration.

What specific areas of my T-TESS observation are included in the TIA system?

While a teacher's total evaluation will be based on their performance as measured across all four domains of the T-TESS rubric, the teacher incentive allotment focus will be on Domains 2 and 3 and their associated dimensions.

Domain 2 has five dimensions (Achieving Expectations, Content Knowledge and Expertise, Communication, Differentiation, Monitor and Adjust) that specifically address "how" learning is structured and executed during the lesson to ensure that student mastery of the learning objective is occurring.

Domain 3 has three dimensions (Classroom Environment, Routines, and Procedures, Managing Student Behavior, Classroom Culture) that specifically addresses how the learning environment is structured both physically and culturally so that it is conducive to teaching and learning. Establishing a safe, respectful, inclusive, and efficient learning environment is critical to students' social-emotional readiness to learn and ensuring that academic learning goals and outcomes are met. Students who feel connected, valued, and inspired in the classroom are more likely to exhibit positive attitudes to learning.

What types of observations will be used for this component?

Informal and formal observations will be used throughout the standard teacher evaluation cycle to measure this component; however, the scores used to calculate a teacher's TIA eligibility will come from the T-TESS Summative document.

An informal observation/walk-through generally consists of a 10 to 15-minute class visit by a certified evaluator (typically, a principal or assistant principal). These observations focus on the eight (8) Indicators from Domains 2 and 3. Administrators will use information gained from an informal observation to provide targeted and specific feedback to teachers to support the improvement of instructional delivery.

A formal observation may be announced or unannounced. The observation is at least 45 minutes, or one complete lesson if less than 45 minutes. The observation must be a single continuous observation and cannot be divided into two or more observations that total 45 minutes. All Indicators in Domains 2 and 3 will be rated during the extended observation.



How will evaluators be held accountable for accurately assessing teacher performance?

Appraisers will participate in extensive training, practice, and calibration efforts to ensure that administrators performing informal and formal observations are providing targeted feedback that teachers can use to improve their performance and student outcomes. Campus administrators will calibrate building inter-rater reliability around Domains 2 and 3 through campus level walkthroughs. Area Superintendents will help ensure campus level calibration practices and expectations are implemented at high

levels of quality. The Accountability and Continuous Improvement Department will analyze appraisal scores on T-TESS to ensure that raters on the same campus are consistent with one another and appraisers on each campus are consistent with all of our TIA campus administrators across the district. **If an appraiser's scores are higher or lower than those of other RISD TIA appraisers, additional support, coaching, and team-appraisals will be conducted to help the administrator better align with other raters in TIA.**

What resources are available to help me improve on T-TESS?

Professional learning sessions based on specific dimensions of T-TESS will be offered at Together We Grow for TIA teachers. These sessions will be facilitated by TIA administrators or teachers and will provide high-yield strategies to grow on T-TESS. Throughout the year, teachers can search for professional learning opportunities based on the dimensions of T-TESS they want to grow through STRIVE. In addition, information will be shared via the TIA Newsletter regarding “look-fors” and strategies for improving on specific T-TESS dimensions. Campus administrator walk-through feedback will be provided 4x a year, and it is vital that all teachers read and respond to the feedback given on walkthroughs entered in STRIVE.

What if I disagree with my summative evaluation?

RISD encourages teachers to discuss their concerns directly with their supervisor/appraiser, prior to filing a formal complaint. However, if a teacher feels that their evaluation is inaccurate and not reflective of their classroom performance, they can request a second evaluation in accordance with the established [RISD T-TESS Guidelines](#).

How do we ensure that all summative evaluations are complete and accurate at the end of the year?

It is both the responsibility of the appraising administrator and the teacher being appraised to ensure that all components of T-TESS have been scored when the summative is signed in Eduphoria. If any aspect of T-TESS is incomplete, the administrator and teacher must work together to ensure it is finalized prior to the closing of the T-TESS window. ***Missing components or scores on a T-TESS summative may result in making a teacher ineligible for a TIA designation or an allotment; therefore, both administrators and teachers must ensure all is finalized before signing the summative evaluation.***

How will teacher performance be calculated?

For a teacher to qualify for a component score, the teacher must meet minimum criteria for Acknowledged for each dimension and domain. This includes having a minimum average score of 3.5 across domain 2 and 3 and scoring at least 3 (proficient) on all dimensions.

Designation Level	Minimum Average Score (Domains 2 and 3)	Minimum Rating Required (Each Dimension on T-TESS)	Scaled Score
ACKNOWLEDGED	3.5	At least 3 (proficient) in all dimensions	70
RECOGNIZED	3.7	At least 3 (proficient) in all dimensions	74
EXEMPLARY	3.9	At least 3 (proficient) in all dimensions	78
MASTER	4.5	At least 3 (proficient) in all dimensions	90

The formula to calculate the scaled score for the Teacher Performance component is as follows:

$$\text{Scaled Score} = \frac{\text{Average of Domain 2 and 3 Scores}}{5 \text{ Total Points}} \times 100$$

The component score will be calculated by multiplying the scaled score by the assigned weight (40%).

Student Growth – 30% of the overall TIA score

The main measure of student performance in this system is demonstrated student growth. Note: This section will continue to be revised as the measures collected may change.

What measures of student growth will be included in the TIA system?

Student growth will be measured using multiple sources and calculated based on teacher category and student participation. Formative assessments may include MAP, TEKS Ready, and CIRCLE with data collected at different stages of the year (BOY, MOY, EOY). Summative assessments may include STAAR. An overall measure of student growth for the campus will also be used (Domain II: Part A rating) for all teachers to promote collaboration across the campus.

How will student growth be calculated?

Student growth calculations will follow Student Growth Performance Standards designated by TEA. For a particular assessment instrument, performance at the end of the year will be compared to performance at a prior data point. The difference between the scores will be calculated to determine growth. The percentage of students meeting or exceeding growth will be calculated using the formula:

Growth Percentage = Number of tests meeting or exceeding growth Total Number of Tests x 100
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Students without two data points will not be included in the calculation numerator or denominator.

The percentages below are the statewide performance standards for student growth in each of the four teacher designation levels, regardless of the student growth measure used.

Designation Level	% Student Growth
Acknowledged	50% of students meet or exceed expected growth
Recognized	55% of students meet or exceed expected growth
Exemplary	60% of students meet or exceed expected growth
Master	70% of students meet or exceed expected growth

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

How will campus growth be calculated?

A campus growth measure was included in this component to support and encourage collaboration across grade levels and content areas. Campus growth will be determined using the School Progress (Domain II: Part A) rating from the accountability system. The raw score for this portion of the student growth component will be calculated by multiplying the School Progress Domain score by the assigned weight for the teacher category.

If a campus growth score is not available, then the student growth measure will comprise the entire percentage of this component.

Assessments for Each Teacher Category:

Teacher Category	Subject/Grade	Assessment(s)
A	Pre-K Teachers	CIRCLE (Rapid Letter Naming and Overall Math)
Category B	General and Self-Contained Grades KG-3; Reading Only Grades 1-3; Science Only Grades 3-8 General and Self-Contained Reading and Math Grades KG-3; Reading Only Grades 1-3; Science Only Grades 3-8	MAP (Reading, Math, and/or Science)
Category C	General and Self-Contained Grades 4-8, Reading Only Grades 4-8, Math Only Grades 4-8, and Algebra I Grade 8	MAP and STAAR (Reading and Math)
D	Reading Only Grades 1-3; Science Only Grades 3-8	MAP Reading, MAP Science
E	PE Elementary (Grade 4)	Fitnessgram (PACER 20 m Only)
F	Grade 9-12: Algebra I, English I, and English II	Musci and Art TEKS Ready
G	Grades 9-12: Biology & US History; Grade 8 Social Studies	STAAR
H	Music and Art Elementary (5 th Grade)	Released STAAR for BOY and STAAR for EOY

Teacher Category	Subject/Grade	Assessment(s)
I	Grades 6-12 Math, ELA, Science, Social Studies, LOTE, and CTE that do not have a STAAR test but do have an approved TEKS Ready assessment	TEKS Ready assessments for eligible courses for BOY and EOY *Semester courses will use TEKS Ready BOY (for beginning of year and beginning of semester II) and EOY (for end of year and end of semester I).

What factors will be used to determine whether students are eligible for calculations?

Students will be assigned to teachers based on class schedules and campus assignments at snapshot dates during the year (Fall and Spring). A minimum of 10 students assigned to the teacher must have growth measures for a particular assessment to be included in the calculation. Additionally, the student must be assigned to the teacher and in attendance 85% of the school days to be included in the calculation.

What if I teach more than one tested subject?

When a teacher is assigned to teach more than one subject, the student growth calculation will include all applicable formative and/or summative assessments for the students assigned to that teacher.

How do we ensure that we have enough students tested in our data set?

All assessments used to measure student growth for TIA are administered in a testing window (2-to-3-week time period). **To have the highest possible number of students complete their assessments prior to the closing of the window, it is vital that campuses start testing early in the window.** Waiting until the end of the window to begin testing does not allow flexibility if the district experiences bad weather days, special events, or school closures. Waiting until later in the testing window also does not allow ample time to provide make-up tests for students who were absent on the testing day. Campus administrators are responsible for ensuring that assessment schedules do not delay until the second week of the window to begin testing students.

Are teachers required to administer MAP, TEKS Ready, and PACER assessments to all students in eligible courses, or can a teacher 'opt out'?

Once a campus has decided to become a TIA campus in RISD, no teacher in an eligible role may choose to 'opt out'. Teachers do not have to work toward earning a designation, but all data required for TIA (T-TESS and assessment data) must be collected each year. A teacher who chooses not to test a class or section that has a TIA assessment tied to it may be subject to disciplinary action that could result in non-renewal or termination.

Can we test students outside of the district testing windows?

Campuses should only test within the windows which are provided on the district testing assessment calendar. Testing outside of the window will invalidate the students' scores.

Do students get testing accommodations on their assessments for TIA?

Students with accommodations outlined on an IEP, 504, LPAC, or MTSS plan may receive approved accommodations on their district assessments. Teachers must

provide these accommodations during all testing windows (BOY, MOY, and EOY). Failure to provide accommodations for students or providing 'blanket' accommodations for entire groups of students may invalidate scores.

Teachers should follow the guidelines for accommodations and accessibility provided by NWEA: [NWEA Accommodation Guidelines](#). Here are the calculator guidelines provided by RISD: [Calculator Guidelines](#). Teachers are not to terminate tests. Terminating tests loses all data and it cannot be recovered.

Are there additional measures for test security on TIA growth measure assessments?

Yes, see the following sections regarding test security measures and accountability for the different types of assessments we use for TIA growth measures.

Guidebook Receipt and Oath for Test Security

By signing the TIA Guidebook Receipt, you are acknowledging that you will abide by the required test security guidelines for accountability within the TIA Guidebook and those outlined by TEA. Failure to comply with these expectations may result in invalidating student results and/or causing a teacher to become ineligible for a TIA designation or an allotment.

Each TIA teacher will sign an oath before BOY and after EOY testing for CLI, MAP, Fitnessgram, and TEKS Ready. These documents will be retained on the campus, by campus administrators.

CIRCLE (Category A Teachers)

All components of the CIRCLE assessment for Pre-K are typically given by the classroom teacher. However, at TIA campuses are required to have an additional

teacher assigned to Pre-K classes during the Rapid Letter Naming and Overall Math assessments (an instructional coach or other support staff). Campus administrators will ensure that this accountability process occurs.

MAP and STAAR (Category B, C, and E Teachers)

MAP and STAAR testing may be administered by the classroom teacher. Teachers and staff are expected to follow regular district protocols for both MAP and STAAR assessments in alignment with TEA test administration guidelines.

Elementary Specials Teachers (Category D and G Teachers)

At the elementary level, Art, Music, and PE teachers will also be required to have additional accountability requirements to ensure that data collected is valid and reliable. See details for each content area below:

- Art and Music:
 - The TEKS Ready Art and Music assessments will be conducted with 5th grade students. All 5th graders will be assessed using a multiple-choice assessment. These assessments will be distributed to students on the day of their assessment via Eduphoria. Teachers may use a bank of questions from previous years provided by the Music or Art Department in their review for the assessment, **but they may not access the current year's test prior to the time they test their students.**
 - Accessing the assessment early or using the current year's test for reteach or review is not acceptable and may result in the teacher being ineligible for a TIA designation or an allotment or other disciplinary measures. Teachers must let their administrators know which days they will be testing so that administrators can monitor testing procedures and security.

- **Physical Education:** PE will test their 4th grade students on the PACER. Since the PE test is performance based, it is important that teachers ensure that students are tested in a location (approved by the Director of Health, PE, and Wellness) that is visible on the campus cameras. The cameras will serve as an accountability tool; therefore, it is essential that students and objects do not block camera view and that testing takes place in the approved location that captures student performance. Note: only the 20 m PACER is approved for TIA. Data collected for the 15 m will not be eligible for TIA data collection.

Category E and F Teachers: Secondary Teachers in a STAAR tested course:

Teachers in Algebra I, Biology I, English I and English II will be given a pre-test (released STAAR) within the first six weeks of school (window will be on the RISD assessment calendar). Assessment results will be compared to performance on the STAAR or EOC exams in April/May.

Category H Teachers: Secondary Teachers Utilizing TEKS Ready Assessments:

Teachers of the courses using TEKS Ready assessments (listed on page 5 of this TIA Guidebook), will use a TEKS Ready assessment via Eduphoria as a pre-assessment within the first six weeks of school and they will compare the results with an end of year TEKS Ready assessment given in April/May (window will be on the RISD assessment calendar). TEKS Ready must be administered to the same level of monitoring and supervision as CIA tests, MAP, and other district required assessments.

Student Growth for Dyslexia, Advanced Learning Teachers or ALT, Language Acquisition Teachers or LAT (not Leads), Academic Success Coaches or ASC (not Leads), and School Improvement Specialists:

Dyslexia teachers' student growth scores will be based on the RLA assessments for the student caseload they work with. Advanced Learning teachers' student growth scores will be based on the RLA and Math assessments for the student caseload they work with. Students they work with will take the appropriate RLA or Math assessments based on their grade level (MAP, STAAR, or TEKS Ready). LAT teachers' student growth scores will be based on the RLA assessments for the caseload they work with. Academic Success Coaches and School Improvement Specialists' student growth scores will be based on the grade level and subject of each student they list on their caseload and they work with. Teachers must list all students they have worked with for 90 or more days that school year on their caseload, and producing an inaccurate caseload may result in the teacher not being eligible for TIA.

Can we test students in small groups on assessments used to measure growth for TIA?

Yes, if a student receives that accommodation on other district assessments, they may receive small group administration on assessments used for the TIA growth measure. It is important that students who receive small group administration demonstrate a need for this accommodation and it is outlined in their 504 plan, IEP, or LPAC. Students may also receive this accommodation if they have been identified by the campus MTSS team as a student with reading difficulty. **All other students must complete the test in a whole group setting.**

Professional Learning – 20% of the overall TIA score

What are the Professional Learning Expectations for this component?

Richardson Independent School District believes that intentional and relevant professional learning aligned to the professional goals of educators is essential toward the advancement of ensuring quality student learning. RISD recognizes educators who fully engage in professional learning, apply their learning and share their learning with colleagues to collectively grow each other for our students. Our students positively benefit from their educator's commitment to continuous learning.

How will teachers demonstrate an effective student culture through activities that are considered above and beyond their expected duties?

To establish a classroom of successful students, a teacher must have a strong foundation and focus on the whole child. "Above and beyond" is defined as duties and responsibilities that are not identified as the daily, school- based, or district expectations. "Above and beyond" Educators attend professional learning and are implementing what was learned and uploading evidence of their implementation for all of Domain 4 in the T-TESS Rubric.

For a teacher to qualify for a component score, the teacher must meet minimum criteria for *Acknowledged* in this component for their assigned teacher category.

Designation Level	Scale Score for Professional Learning
Acknowledged	60% scaled score in professional learning
Recognized	70% scaled score in professional learning
Exemplary	80% scaled score in professional learning
Master	90% scaled score in professional learning

The scaled score for the Professional Learning component of TIA will be calculated using the formula:

$$\text{Scaled Score} = \frac{\text{Average of Domain 4 Scores}}{5 \text{ Total Points}} \times 100$$

The total points earned for the professional development component will be calculated by multiplying the scale score by the assigned weight for the teacher category.

Campus Culture – 10% of the overall TIA score

Campus culture is associated with and/or promotes healthy relationships, school connectedness, engaged learning and teaching, school improvement efforts, safety and dropout prevention. A sustainable and positive campus culture fosters youth development and learning, and supports students, families and educators in working together to develop, live, and contribute to a shared school vision. Results from student surveys and parent surveys will be used to measure teacher impact on classroom and overall school culture.

Which students will receive a student survey?

The Student Survey aims to measure the student experience regarding campus culture and teacher impact on each student. Students who were present 85% of the school year and who were enrolled at the campus on or before April 15th, will survey two or three of their teachers. Eligible students will survey a sampling of the teachers who directly work with them in a rostered class or on a special caseload for Special Education, Dyslexia, LAT, ASC, ALT, or School Improvement Specialist.

Students have to meet criteria based on attendance and developmental appropriateness to survey. The Survey will be available in both English and Spanish. The survey will have two versions for elementary based on age-appropriateness and will be written in language that is suitable for the student's vocabulary and understanding.

How will the student survey be administered?

Students in a classroom will be sampled to take a survey. The sampling process randomly assigns surveys to students to maximize the number of surveys each teacher received until all eligible students on each campus are assigned two surveys. Surveys will be first maximized for teachers with low enrollments, and then for remaining teachers. If a student had only one eligible teacher, the student received one survey. On

average, elementary students will be assigned to take 2 surveys. No survey results will be reported if a teacher receives less than 10 student responses. Students in grades 3 to 12 may have 2 or 3 surveys assigned to them.

Student surveys will be administered online. Campuses will devise a survey deployment plan. Teachers will receive guidance on survey administration guidelines and protocols.

How will my student survey score be calculated?

TIA Teachers will have 5 percent of their evaluation based on student survey results. A target distribution approach will be used based on school level. This approach will differentiate teacher impact on students and allow for greater equity across school levels. The raw student survey score will be the average percentage of items across all subscales (such as “Strongly Agree”, “Agree”, “Neutral”, “Disagree” and “Strongly Disagree”). Teachers will receive a score of 1 to 5 on their TIA Scorecard to align with the tier for their percent of positive survey responses. Unfortunately, RISD does not currently have the tools or resources to disaggregate the data to provide individual teacher reports based on their survey data collected.

Which parents will receive a parent survey?

Parent perception of the school and their involvement in school activities are an important component of a campus culture. Recent research demonstrates that effective schools have high levels of parental and community involvement. Schools that successfully engage families find that their students earn higher grades, score higher on tests, develop better social skills, and are more likely to graduate. The Parent Survey can provide schools with a clear picture of family attitudes toward campus culture.

All parents will be invited to take the Parent Survey. The Survey will be available in English and other main languages spoken in students' homes. Campuses are expected to encourage and facilitate parent participation.

In alignment with the research, RISD will procure a research-based parent survey. The survey will address parents' perceptions that pertain to campus culture including education quality, school climate, staff-student relationship, school leadership, etc.

How will the parent survey be administered?

The Parent Survey will be anonymous and will be administered online. Parents will find the URL link to the survey either on www.risd.org or on a campus website. Parents will complete a survey for each school a child attends if the family has students enrolled in more than one RISD school. No survey results will be reported if a school receives less than 10 parent responses.

How will the parent survey score be calculated?

The Parent Survey score will count 5 percent of teacher evaluation. However, considering the anonymity of the survey, the campus-level score rather than the classroom-level will be calculated and applied to all TIA teachers in that school. A target distribution approach will be used based on school level. This approach will differentiate parent engagement efforts among schools and allow for greater equity across school levels.

The raw student survey score will be the average percentage of items across all subscales (such as "Strongly Agree", "Agree", "Neutral", "Disagree" and "Strongly Disagree").

Overall Rating

There are several steps in determining an overall rating from the four major components. This is the same process used for all teacher categories.

STEP 1: Identify the ratings for each component

For a teacher to qualify for an overall system rating, the teacher must meet the minimum score for each component of the system. If the teacher does not, then they will not qualify for an overall rating and will not be eligible for a designation for that year.

STEP 2: Calculate a score for each component

As described in an earlier section, each component (teacher observation, student growth, professional learning, and campus climate) is calculated using a different percentage or weight. To calculate the component score, the scaled score for that component is multiplied by the assigned percentage.

STEP 3: Add the component scores to create an overall score

Once each component score is calculated, all four component scores are added together to create an overall score. In this system, the minimum score is 0 while the maximum score is 100.

STEP 4: Determine the system rating based on the overall score

System ratings are determined by matching the overall score to the associated range for that rating:

Thresholds for Overall TIA Scores

Designation Level	Category A-C and E, F, H Overall Point Thresholds	Category D and G Overall Point Thresholds
Acknowledged	TBD (By 10/30)	TBD (By 10/30)
Recognized	67.9	68.6
Exemplary	74.2	75.2
Master	85.0	86.0

*Notification will be sent when Acknowledged thresholds are set by 10/30.

Summary of Evaluation Process (Data Collection Year)

The following provides a summary of the T-TESS evaluation process within TIA:

Process Step	Component	Timeline	Description
Training and Orientation	All 4 Components	August	- TIA Updates - TIA Orientations
Goal Setting Conferences	Teacher Performance Professional Learning	September	Evaluator and teacher agree on goals and PD plan
Walk-Through Observations	Teacher Performance	September - April	4 Walks/Year - Focused on Domains 2 and 3
Extended Observation with Conference	Teacher Performance	October - April	45 Min Observation - Focused on Domains 2 and 3
Summative Performance Evaluation with Conference	Teacher Performance Professional Learning	Spring	T-TESS process is completed by evaluator
Student and Parent Surveys	Campus Culture	April - May	Student and parent surveys are administered and scored

Process Step	Component	Timeline	Description
Assessments	Student Growth	BOY, MOY, EOY	- Assessments are administered and scored - Not all assessments have a MOY
Data Reviews	All 4 Components	May – October	All collected data is reviewed and validated
System Validation	All components	November-February	The system is validated based on data collected during the prior school year. Scorecards are generated & disseminated