TEACHERS ARE OUR MOST VALUABLE RESOURCE

Hawkins ISD believes that our teachers are the most important school-based factor for improving student achievement. The Teacher Incentive Allotment (TIA) allows us to provide additional compensation to our most highly-effective teachers.
This document was created by the District Advisory Committee in alignment with statewide performance standards. The group includes district and campus-based leaders. The development took place over the course of the year.

System Application due to TEA: April 15, 2021
HISD Board of Trustees: April 1, 2021
About Teacher Incentive Allotment

The Teacher Incentive Allotment (TIA) is state funding given to districts for the purpose of teacher performance-based compensation. The intent of the TIA is to attract and keep effective educators in the classroom, allow districts to identify their most effective educators, and provide incentives for teachers to teach at the most challenging campuses.

The amount of state TIA Funding that Hawkins ISD will receive is determined each year by 3 funding factors: 1) Teacher Designation Levels (Recognized, Exemplary, or Master), 2) Socio-Economic Level of the students on the campus, and 3) the rural status of the campus. Due to these funding factors changing each year, the amount of TIA that a designated teacher receives will change each year based on the new TIA funding amounts.
Success Factor 1: 
Introduction & Rationale
Success Factor 1: Introduction & Rationale

The Teacher Incentive Allotment (TIA) was created by the Texas Legislature in June of 2019, with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses. The intent is to provide a realistic pathway for highly effective teachers to earn more while remaining in the classroom, and to help attract and retain highly effective teachers at traditionally hard-to-staff schools.

In summary, the program has several major stages:

- Districts opt-in (Cohorts A-D) and develop their local system to designate highly effective teachers as Master, Exemplary, or Recognized.
- Districts design & submit plan for approval by TEA & Texas Tech University.
- Data capture year allows districts to implement their plan to designate teachers and submit designations to TEA.
- After district designation data is validated and approved, districts receive & distribute the funds – at least 90% to campuses where designated teachers work.

At Hawkins ISD, we desire to acknowledge and reward outstanding teachers in all content areas as well as maintain a competitive edge for recruiting and retaining effective teachers, especially in those areas hardest to fill, for the sake of our students – now and in the future. We want to provide the best learning opportunities available so that graduates of Hawkins ISD are prepared for the world beyond high school. It is imperative that we support our teachers in their professional growth, which is why we are applying for and implementing Teacher Incentive Allotment (TIA) eligibility at all grade levels and content areas.

Timeline and Process

The work we are undertaking to secure TIA funding for the district is a multi-year process. TIA Texas established a rolling application process, whereby districts can apply in one of four cohorts. Hawkins ISD, along with a majority of districts across the state, is applying in Cohort D. The high-level timeline and for our application and designations is depicted below.

**April 2021** Submit TIA Application to TEA for Program Approval
**June 2021** Notification of TIA Application Result
**SY 21-22** TIA Data Capture Year 1: Evaluation data for all eligible teachers count towards a designation
**SY 22-23** TIA Data Capture Year 2: Designations from Year 1 are announced, Year 2 data is collected
**SY23-24** Data Capture Year 3: Designations from Year 2 are announced, Year 3 data is collected
Success Factor 2: Stakeholder Engagement
Success Factor 2: Stakeholder Engagement

Stakeholder groups included in the design of our plan included teachers, campus administration, and district administration. Stakeholders were invited to participate by group emails, faculty meetings, and individual emails. Membership consists of teachers from various grade levels and years of service.

HISD surveyed stakeholders about different components of the Teacher Incentive Allotment. Their feedback was aggregated on spreadsheets and shared with the steering committee, for example in selecting the most appropriate student growth measures for each teacher group.

Because all teachers and all campuses are eligible, we will communicate details about the plan districtwide through email, screencast informational videos, website postings, and most importantly, through in-person training at back-to-school in-service. In addition, we will update small groups in PLC meetings throughout the school year. Teacher leaders on each campus will be designated as TIA representatives to assist, train, and support teachers.

Staff Accessible Resources
Details will be published via our school website at Hawkins ISD Teacher Incentive Allotment. Updates and information will also be provided by email, and potentially through shared Google-Drive documents. Hard copies will be provided at in-service training.

Communication Plan
It is important that district leaders, school board members, and teachers have a clear understanding of our local designation system. Fourteen HISD teachers and principals participated in our system development. Seventy-five (75) teachers and paraprofessionals participated in the TIA Survey. The results can be viewed on our website. The HISD Board of Trustees participated in an introduction of the process in a Fall Board meeting and individually indicated approval of the committee to be formed and pursue TIA. The district administrators and campus principals will provide support by communicating with teachers, guiding PLC’s in the process, and providing written guidelines to support teachers to earn designations.

Stakeholder Communication Updates
Updates will be emailed and posted to the district website. By August 2021, teachers will be notified in writing whether they are being put forth for designation. The final version of our designation system will be shared via email to all teachers as well as posted on the district website. For more details about the statewide plan see https://tiatexas.org.
Success Factor 3:
Designation System Weighted Components
## Success Factor 3: Designation System Weighted Components

<table>
<thead>
<tr>
<th>Category</th>
<th>Teacher Group</th>
<th>Teacher Observation</th>
<th>Student Growth</th>
<th>Other Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PreKindergarten</td>
<td>40% T-TESS</td>
<td>60% CLI</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>K-12 Reading/ELA, K-8 Math Teachers, Algebra I, Algebra II, Geometry, and Grades 2-8 Science Teachers</td>
<td>40% T-TESS</td>
<td>60% NWEA Map</td>
<td>N/A</td>
</tr>
<tr>
<td>3</td>
<td>All other Teachers-Biology, Physics, Anatomy and Physiology, Social Studies, History, Government, Economics, Foreign Language, Health, Band, Art, Theatre, CTE</td>
<td>40% T-TESS</td>
<td>60% Portfolio</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Success Factor 4:
Teacher Observation Measures
Success Factor 4: Teacher Observation Measures

Validity of Teacher Observation Rubric
The Texas Teacher Evaluation and Support System (T-TESS) requires that all appraisers successfully complete appraisal training and pass a certification exam prior to conducting formal observations.

Appraisers will calibrate and/or recertify annually. HISD administrators will utilize the DMAC T-TESS reporting feature to analyze evaluator scoring. The district uses annual calibration to ensure that teachers are accurately evaluated according to the rubric. In addition, we invite teachers to review their evaluation and provide evidence for any dimension. Sources of evidence could also include conferences and conversations with the teacher, classroom artifacts, student growth processes. **TTESS summative score will be used as the final rating for TIA.**

District Review of Teacher Observation Trends
District and campus leaders quarterly review teacher observation trends. Principals, district leaders, and superintendent review trend reports from DMAC by grade/subject and by appraiser. This information is shared at the instructional leadership team during the regular meeting to address any issues of skew through further calibration practice or additional joint observations. Report: DMAC>Reports>Domains/Dimensions

District Procedures to Review Congruence of Teacher Observation and Student Growth Data
Principals, district leaders, and superintendent review the T-TESS observation data and student growth reports annually between May and September to evaluate congruence and develop an action plan to address any skew.

Student growth measure protocols are evaluated in collaboration with the district testing coordinator & superintendent’s designee. Training for SLO & Portfolio measurements will be scheduled annually for teachers and other evaluators. TTESS calibration training scheduled. This will be monitored by spotchecks during the school year.

Observation/Feedback Schedule
Hawkins ISD complies with TEC Section 21.3521. (Note: teachers must have a minimum of one 45- minute scored observation during the data capture year in order to be eligible to earn a designation).

- One 45 minute observation with written feedback and verbal conference.
- Four 15-minute walk-throughs

[Teacher Observation Performance Standards](#)
[Teacher Observation Performance Descriptors](#)
# 2021-2022 Hawkins ISD T-TESS Calendar

All teachers will be appraised annually using T-TESS

<table>
<thead>
<tr>
<th>APPRAISAL ACTIVITIES</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-TESS Calendar Adopted by HISD Board of Trustees</td>
<td>June 2021</td>
</tr>
</tbody>
</table>

## T-TESS TRAINING

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze Previous years Observation Data Administrators</td>
<td>June 2021</td>
</tr>
<tr>
<td>TTESS 3-Day Certification Training New Administrators</td>
<td>June 2021</td>
</tr>
<tr>
<td>Strategic Planning TTESS: Data Drive 1 Calibration Administrators</td>
<td>June 2021</td>
</tr>
<tr>
<td>T-TESS Orientation and Training</td>
<td>August 5</td>
</tr>
<tr>
<td>Region 7 Presenters On Campus with all Teachers ½ day TTESS ½ day Goal Setting Communicate TIA Updates</td>
<td></td>
</tr>
<tr>
<td>Share TTESS Calendar with teachers</td>
<td>August 9</td>
</tr>
<tr>
<td>New Hires to District after August 9</td>
<td>No later than the first 3 weeks after hire At least 2 weeks before observation</td>
</tr>
</tbody>
</table>

### Classroom Observations: Fall Semester

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk Throughs-15 minutes Complete 2 per teacher</td>
<td>Starting Date: August 23 Completed by: December 1</td>
</tr>
<tr>
<td>GSPD Conference</td>
<td>By September 6</td>
</tr>
<tr>
<td>Fall TTESS Formal Observation All Teachers</td>
<td>Starting Date: August 23 Completed by: December 1 All DMAC documents signed and completed by teacher and appraiser</td>
</tr>
<tr>
<td>Administrative Team-Observation for Calibration Elementary - 3 classrooms Middle School - 2 classrooms High School - 2 classrooms</td>
<td>Week of August 30 Week of October 4</td>
</tr>
<tr>
<td>Observation Data Validation</td>
<td>Week of September 27 Week of November 8</td>
</tr>
</tbody>
</table>

### Classroom Observations: Spring

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraiser Refresher Training: Data Drive 3 Comparison of Student Growth</td>
<td>All Administrators</td>
</tr>
<tr>
<td>Walk Throughs-15 minutes Complete 2 per teacher</td>
<td>Starting Date: January 4 Completed by: March 31</td>
</tr>
<tr>
<td>Administrative Team-Observation for Calibration Elementary - 3 classrooms Middle School - 2 classrooms</td>
<td>Week of January 18 Week of February 14</td>
</tr>
</tbody>
</table>
Hawkins ISD Calibration Plan

Reliability of Teacher Observation Rubric Within and Across Campuses

Teacher appraisers are required to norm on scoring, using the district’s teacher observation rubric annually, either by conducting an in-person observation or video scoring. To improve inter-rater reliability and ensure continued calibration across the district, joint observations are conducted at least annually to calibrate and establish inter-rater reliability between appraisers/observers. Appraisers utilize resources from https://www.teachfortexas.org/Views/Resources for continuous improvement in utilizing T-TESS
rubric with fidelity. Trainers from ESC-Region 7 have been consulted and will provide supervision and training.

**TEA Minimum Performance Standards**

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the TTESS evaluation. In order to be eligible for a TIA designation, teachers must earn a rating of the eight dimensions measured across Domains 2 and 3. If a teacher scores lower than a 3.0 in any dimension, they cannot receive a score for that Domain; therefore, do not qualify for the Teacher Incentive Allotment. In addition, based on an analysis of statewide TTESS observation data, TEA has identified minimum scores across Domains 2 and 3 of TTESS.

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

More information can be found in TEA’s [Teacher Observation Performance Standards](#) document.
Success Factor 5:
Student Growth Measures
Success Factor 5: Student Growth Measures

<table>
<thead>
<tr>
<th>Category</th>
<th>Teacher Group</th>
<th>Student Growth</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PreKindergarten</td>
<td>CLI</td>
<td>CLI is a universal screener that will be administered three times per year--beginning, middle, and end.</td>
</tr>
<tr>
<td>2</td>
<td>K-12 Reading/ELA, K-8 Math Teachers, Algebra I, Algebra II, Geometry, and Grades 2-8 Science Teachers</td>
<td>NWEA MAP</td>
<td>The NWEA MAP is a universal screener that will be administered at least three times per year--beginning, middle, and end.</td>
</tr>
</tbody>
</table>

Resources: **Student Growth Performance Standards**

**Assessments:** The Teacher Advisory Committee in collaboration with campus/district leaders will select growth measures utilizing nationally normed, standards-aligned instruments or measures (such as Universal Screeners, SLO’s, Portfolios, Pre/Post-Tests, etc.). The Pre/Post-Tests will be created by campus and/or district level administration.

**Training:** District leaders in conjunction with ESC Region 7 will provide training.

**Portfolio Growth Measure Option**

Grade-level groups will create growth evaluation rubrics for portfolios based on selected TEKS targeted for focus. The rubrics will be reviewed for approval by the campus and district leaders prior to collection of the first artifact. For an example, please see the documents:

- **Portfolio Preparation Worksheet for Teachers**
- **Student Growth Portfolio Rubric**

Protocols/training to ensure valid administrations of all assignments/projects/student work to be used in the portfolio:
The district requires annual training for teachers and principals on the Student Portfolio process. The district provides guidance, protocols, and rubrics to each teacher for the administration and scoring of student portfolios. The district ensures that the student portfolio content is aligned to the standards for the course.

**Protocols/training to ensure the security of the portfolios:**
The district has procedures in place to ensure the security of student portfolio documents and provides training to teachers regarding security. The district keeps the student portfolio rubrics and related student data in a password-protected intranet.

**Requirements for creating a portfolio scoring rubric:**
In order to demonstrate that a student has met or exceeded growth, portfolio rubrics must address the verbs of the TEKS, which are observable and measurable.

The district ensures that the student portfolio rubric has sufficient stretch by providing five proficiency levels so that individual students have the opportunity to demonstrate student growth on skill proficiencies. The district ensures that the student portfolio content is aligned to the state standards for the course. The district reviews and approves the skill proficiencies to be evaluated for each course at both the campus and district administration levels prior to the implementation of the student portfolio process.

**Creating the district’s portfolio scoring rubric:**
All portfolio rubrics are created by teachers and they are carefully vetted and approved through a committee of campus and district administrators with subject matter expertise.

**Scoring the portfolios:**
All student portfolios are scored by a committee including teachers as well as campus and district administrators.

**Selection and training process is used to identify and train portfolio scorers**
District administrators will select the Student Portfolio scoring committee members based on content expertise. The district will provide an intensive training for the committee members prior to the evaluation and scoring of Student Portfolios for each course.

District and campus leaders (principals & assistant principals) train teacher groups prior to creating and scoring the rubrics using research-based models including University of Colorado at Denver Model, UT Austin Faculty Innovation guidance. Selection of portfolio scorers will be limited to those teachers and leaders familiar with the content and grade level.

**Requirements for calculating teachers’ end-of-year student growth based on portfolio scoring results:**
The district will utilize the Student Portfolio proficiency rubric to determine performance of students at the beginning and end of the school year. The district will utilize the BOY and EOK data to determine whether students met their growth targets. The district will then calculate the percent of students who met expected growth targets for each teacher and align the performance levels to the statewide performance standards for scoring purposes.
Pre-Post Tests Growth Measure Option

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

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

The district is using NWEA MAP and CLI for the majority of the district. We based our decision to use these on the fact that they demonstrated high reliability and validity in multiple research studies from the Commissioner’s office.

Nine week assessments and benchmarks are created by curriculum facilitators or district administrators. The district utilizes DMAC and TAG to create these assessments. For STAAR/EOC assessed subjects, pre-tests and post-tests will either be released STAAR/EOC exams, interims/benchmarks created by the state or assessments created using items from TEKS Resource System or other pre-vetted resource.

Growth
The district trains teachers and principals annually on the Pre-Post Test process during inservice prior to the start of the school year. The training includes requirements for administering assessments to special populations of students and the accommodations that may be required to ensure validity and reliability of the data being collected. The district ensures the security of pre-post test documents either digitally or physically in order to protect the integrity of the data collection process. The district keeps the pre-post assessments secured in a password-protected online platform and the assessments are provided to teachers on the day of the exam. The district provides an assessment window each year to teachers in which they will administer the pre-post test process. Guidance and protocols are provided to each teacher for the administration and scoring of each pre-post test. The district ensures that the pre-post test content is aligned to the standards for the course.

The district reviews the assessment items at both the campus and district administration levels prior to the implementation of the pre-post test process. For each eligible teaching assignment,
the district uses valid and reliable assessment items that are aligned to the TEKS for pre-post tests. The assessment items are taken from credible databases. The district assessment team is responsible for reviewing and approving the assessment items to ensure alignment with state standards.

The district will ensure that members of the district assessment team have expertise in the grades/content areas where pre-post tests are administered. In any given year, if there is not content area expertise on the district assessment team, the district may consult with content experts outside the district such as ESC personnel to create the pre-post tests. The district's goal is to ensure a valid and reliable assessment for the pre-post test process for each grade/content area. The district aims to ensure equity in the rigor of the assessment items across the grade/content areas. This will help the district ensure there is not skew in the data collected through the pre-post test process.

The district has a rubric with target post-test scores identified based on pre-test performance of students. At the end of the school year, the district will examine whether or not individual students met their target post-test scores as identified in the rubric.

**Other Student Measures**
The district is using valid and reliable 3rd party student growth measures as part of the TIA plan (NWEA MAP Growth and CLI Engage).

The district implements the NWEA MAP and CLI Engage assessments according to state and vendor guidelines to ensure integrity to the data collection process. The district requires annual teacher and administrator training on the administration of all student growth measures used, how they are calculated, and the importance of appraisal data and attendance. In addition, teachers are trained on the administration and implementation of the assessments included in the Student Growth Measure, SGM, based on their grade and content taught. During a district-designated window, teachers administer the assessment consistently and with integrity. Oversight is provided from the campus testing coordinator and district assessment team. Scoring of all assessments included in the SGM occurs through the appropriate vendor electronically through a password protected secure data system.

The district has protocols in place to ensure the security of all student assessments. The assessments are administered electronically through a password protected online platform. The NWEA MAP assessment items are not provided to district or campus staff prior to the administration of the test. The district follows all vendor protocols for administering the NWEA MAP and CLI Engage assessments. Any physical material will be kept secure by campus administrators. All student data is kept in a password protected online portal managed by the respective vendors.

Based on end of year data the district is able to calculate the percentage of students meeting or exceeding expected growth and compare the result to the statewide performance standards for use in determining designations. The district has clear procedures published in the TIA handbook that describe how student growth data is calculated for all eligible teaching assignments. The
district clearly communicates individual teachers' student growth results with teachers in a timely manner.

**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 Student Growth Performance Standards](#) document.

**CLI Circle Assessment for PreKindergarten**

HISD has looked at our own average district scores from Wave 1 Phonemic Awareness then compared them to the district average score at the end of Wave 3 Phonemic Awareness to calculate the average growth rate in the district. A student who shows average or above average growth for the district would be considered to have met expected growth and a student who demonstrated below average growth for the district would be considered not to have met expected growth. For HISD, the district average was calculated and determined only in the area of phonemic awareness for prekindergarten.

Hawkins ISD Average Growth on Phonemic Awareness is **10 points**.

**Assessment Calendar**

The district will provide all staff with an assessment calendar. Test administration dates will reflect testing windows for beginning, middle and end of year screeners, and performance-based assessments such as pre and post tests.

**CTE Pre/Post Tests**

Hawkins ISD will use [Nocti](#) (Pre/Post test)

**Hawkins ISD System Development**

Hawkins District Advisory Committee

The HISD advisory committee was formed by inviting all staff district-wide to participate in the process. A public invitation to participate was posted on the district website. Volunteers from all campuses gathered in online meetings and in small groups to discuss, research, and develop our system.

In creating the weighting formulas for the different components, our steering committee utilized the statewide performance standards as a qualifying document and guide. District leaders outside the steering committee will verify the designation system alignment with these statewide performance standards.
In order to meet the state criteria for TIA, we are required to take into consideration teacher recruitment and retention on the highest needs campuses. Of our three campuses, the elementary school currently has the highest percentage of economically disadvantaged students. All teachers are eligible at all campuses to earn designations, and the elementary school personnel played an integral part in developing the designation system in order to give that campus consideration.

Success Factor 6: Spending Plan
Success Factor 6: Spending Plan

Distribution of Allotment funds

State Requirements for TIA Funding

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

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

Hawkins ISD’s Plan for TIA Funding

During the district’s Teacher Incentive Allotment stakeholder committee meetings, input was gathered on the development of Hawkins ISD’s TIA spending plan. The district included the CFO, Superintendent, teachers, and principals in the decision-making process. In an effort to retain the district’s top talent, the stakeholders elected to provide the majority of the Teacher Incentive Allotment funds to the teacher who earned the Designation. Therefore, Hawkins ISD will provide 81% of the TIA funds to the teacher who earned a TIA Designation, 6% to interventionists on the campus, 3% to paraprofessionals attached to the Designated Teacher, and reserve 10% of the funds for supporting the TIA initiative at the district level. The district will provide the TIA compensation to teachers through a lump sum payment in May of each year that a teacher generates funding for a TIA designation.

- If a Designated Teacher leaves the district prior to Winter Roster Verification (generally in February of each school year) then the Designated Teacher will not receive any TIA funds because no TIA funds will be generated to the district from the state.

- If a Designated Teacher moves campuses within Hawkins ISD during the school year, then Hawkins ISD will provide the funding to the Designated teacher based on the campus where the Designated Teacher worked during Winter Snapshot (generally in February).
· If a Designated Teacher moves to the district prior to Winter Roster Verification then the Designated Teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during Winter Roster Verification. The spending plan will be the same for newly hired Designated teachers.

There will not be any adjustment to the distribution of funds for Designated Teachers who leave the district after Winter Roster submission. If the teacher leaves the district prior to the end of May, then the district will provide the payout to the teacher with their last paycheck. If the teacher retires after Winter Roster submission, then the TIA funds would be provided to the Designated teacher prior to his/her last date of service. If the Designated Teacher retires before Winter Roster submission, then no TIA funds will be provided to the teacher.

Note that Hawkins ISD cannot recommend a teacher to the state for a TIA Designation if they do not remain in an eligible teaching position the year following the data capture year. For example, if a teacher is Designated as a result of data collected in the 2021-22 school year, but the teacher moves into an Assistant Principal position in the 2022-23 school year, the state will not approve the TIA Designation.

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

The district will request that teachers currently employed with the district notify the HR Director upon completion of National Board Certification. For new hires, this will be a question asked during the intake process. The teacher will be required to show proof of active status with the NBPTS' National Board Certification.

The district's spending plan is included in the district's TIA Handbook. The spending plan is also reviewed during the TIA faculty presentations where the district's overall TIA plan is communicated to staff.

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

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

Allotment funding amounts are determined by the TEA with regard to a campus’s rural status and high-need status with a formula which takes into account the level of socio-economic need of students on the campus. Given that a school’s student enrollment changes yearly, the campus’ socioeconomic tier will be recalculated annually. As a reminder, this calculation uses the home address of the student that attends a particular campus. Allotment funds for each designated teacher will be based on the campus, and not the individual students assigned to the designated teacher. The allotment funding for HISD listed in the table below can be found at https://tiatexas.org/about-teacher-incentive-allotment/funding-allocations-map

For more information: https://tiatexas.org/

Eligibility

Hawkins ISD allows and encourages all teachers to participate in seeking designations; however, this is an optional program. Teachers may elect to opt-in or opt-out of the program each year. HISD, guided by the stakeholder committee, has created a plan for all teachers to be eligible to participate and seek designations. Therefore, the teachers who are striving for growth and have committed to the growth of their students through their quest for designations will be the individuals earning the allotment funds.

Teachers who decline participation in the program will not receive allotment funds.

Texas Education Agency requires that each teacher submitted for a designation “must have a valid SBEC certificate. Eligible types of certificate include: Standard, Professional, Provisional. Eligible classes of certificates include: Classroom Teacher (Chapter 233), Reading Specialist (Chapter 239), Legacy Master Teacher. For more info: http://ritter.tea.state.tx.us/sbecrules/tac/index.html. The teacher must be coded as 087 (Teacher) per the Public Education Information Management System (PEIMS) description of codes for 90 days at 100% of the day (equivalent to four and one-half months or a full semester) or 180 days required at 50-99% of the day and compensated for that employment.

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

Movement of Teachers

The campus at which the teacher works determines allotment funding for designated teachers. Funding amounts are determined by the state based on rural status of the school and whether
the campus is considered high-needs by the state. Allotment amounts are determined at winter class roster snapshot date as determined by TEA. Principals are encouraged to only move teachers at the end of a semester when possible. A policy that addresses financial impact of designation will be published in the updated Employee Handbook or other policy documents. For more information about allotment funding, see https://tiatexas.org/about-teacher-incentive-allotment/funding-allocations-map.

**National Board Certification**

National Board Certified Teacher payouts will follow the same spending plan as recognized teachers under the local designation plan. It is the teacher's responsibility to notify the district upon receipt of NTBC certification; however, our HR department will verify and process the needed changes as soon as the certification is reported by the teacher. (The National Board Certification organization does not currently have a system for automatically notifying districts upon teacher receipt of certification.)
Success Factor 7: Long-Term District Support
Success Factor 7: Long-Term District Support

Support for Designated Teachers New to a Campus/District
Designated teachers new to the campus will receive new teacher orientation during summer in-service, meet with HR & payroll personnel to verify designations and allotment earnings. They will meet with the TIA point person for onboarding training. All new designated teachers on each campus will receive group and individual support through assigned TIA mentors (who are highly effective teachers) with paid time to meet at least monthly.
HISD utilizes PLC meetings led by administrators and highly effective teachers on each campus to support teachers. New designated teachers will have a PLC cohort for additional support alongside the scheduled monthly meetings with TIA mentor.

Plan to Retain Designated Teachers
District will provide campus level training specifically targeted toward gaining TIA designations, incorporating student growth measures and using that data to drive instruction. Curriculum and instruction support will be provided through PLC groups. Designated teachers will be given access to Region 7 trainings as well as annual meetings as a cohort for recognition, feedback, and support. For retention purposes, the district will offer teacher experience surveys to gather data for areas of need with particular emphasis on perception of support by campus & district administration.
HISD will use surveys to evaluate teacher experience & perception as well as to inform decision making for continuous improvement to the TIA system.

Use of Data to Improve Systems
HISD will use surveys to evaluate teacher experience & perception as well as to inform decision making for continuous improvement to the TIA system. We seek feedback through these surveys to learn what PD is essential and needed as well as use data on highly effective teachers to allow them to provide PD to all staff.
Highly effective teacher data will be used to inform decisions specifically about which classes will be taught by these teachers in order to provide access to these teachers to our students in need. At-risk students will have access to highly effective teachers, particularly in high-stakes testing areas.

Program Evaluation
Program evaluation surveys will be a part of end-of-year checkout procedures for teachers at each campus. In addition, campus leaders will provide twice-per-year feedback at the district level meetings. TIA point person will collect feedback from HR and business manager to determine how program implementation could be improved. Surveys will be supplied via Google forms and the feedback will be collected onto a spreadsheet.
TIA Funding Allotment Map

The TIA Funding Allotment Map can be located here. Allotments are recalculated annually in April. In April 2021, the map will display updated allotments for the following year.

The total dollar amount that Hawkins will receive from the state for their designated teachers will depend on the designation level of the teacher, whether the school that the educator works at is rural, and the level of socioeconomic need at the campus.

<table>
<thead>
<tr>
<th></th>
<th>Recognized</th>
<th>Exemplary</th>
<th>Master</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>$7,101</td>
<td>$14,201</td>
<td>$25,669</td>
</tr>
<tr>
<td>Secondary</td>
<td>$6,827</td>
<td>$13,655</td>
<td>$24,758</td>
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</table>

Hawkins ISD is a Cohort D District. Here is the spending diagram for Cohort D.
## Timeline for Teachers Seeking Designations

<table>
<thead>
<tr>
<th>August-September</th>
<th>October-December</th>
<th>January-February</th>
<th>March-May</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply- submit Election Form Application</td>
<td>1. Reflect on your plans, practices and collaboration with others. Help students reflect and track their progress.</td>
<td>1. Assess and conduct middle of the year assessments and track student progress.</td>
<td>1. Reflect on your plans, practices and collaboration with others. Help students reflect and track their progress.</td>
</tr>
<tr>
<td>3. Select student growth measures and group students to track growth</td>
<td>3. Collect evidence of Distinguished or Accomplished descriptors and your best practices.</td>
<td>3. Communicate with your principal about reaching goals.</td>
<td>3. TTESS Part 2 in DMAC EOY conferences.</td>
</tr>
<tr>
<td>4. Plan- Year at a Glance, Units, and Lesson Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Assess- Use baseline and benchmark evaluations of students to establish beginning of year growth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## TIA Cohort D 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. As part of TIA Cohort D, the district has completed, or will be completing in the future, the following activities:

- Access the TIA system application and additional guidance posted by TEA (November 1, 2020)
- Submit TIA application detailing locally developed system (by April 15, 2021)
- Receive TEA approval of TIA application (August 15, 2021)
- Data collection (SY 2021-2022)
- Data submission to Texas Tech for review (November 1, 2022)
- Final designation and allotment notification (April 2023)
- Initial TIA fund payout (September 2023)
Appendix

Roles and responsibilities
District HR Director
Campus Assessment Teams
Campus TIA Expert

Committee Members

Stephanie McConnell, Superintendent
Cristi Parsons, Assistant Superintendent, Elementary Principal
Josh White, Assistant Elementary Principal
Carla McAvoy, High School Principal
Ron Howard, High School Assistant Principal
Elisa Henninger, Special Programs
Scott Evans, Athletic Director
Micki Fannin, 2nd grade
Josh Trull, Interventionist
Madison Vanderwilt, Kindergarten
Loryn Fraizer, 5th grade
Laura Cranford, Middle School
Kathryn Kinford, Middle School
Alex Wilson, High School
Elizabeth White, High School