

CANUTILLO A Premier District

Teacher Incentive Allotment *Handbook*



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Letter from TIA Task Force Members

On June 11, 2019, House Bill (HB) 3 established the Teacher Incentive Allotment (TIA) program. The TIA has a stated goal of providing a highly competitive salary for highly effective teachers who prioritize teaching in high needs areas and rural district campuses. Our district's stated goal:

In order to continue to attract, retain, and reward effective teachers, Canutillo ISD participates in the Teacher Incentive Allotment to maintain competitive salaries within the region. Canutillo believes that an effective teacher is the single most important factor to student achievement. Thus, teachers who meet the TEA eligibility requirements, can demonstrate their effectiveness through the teacher observation protocol, whose students show yearly progress on the designated assessment, and display leadership qualities are eligible to earn Teacher Incentive Allotment designations.

It was the charge of this task force to create a plan incorporating the views of teachers, campus administrators and district leadership which satisfied the requirements for TEA and the views of our stakeholder groups. The TIA Task Force wanted to ensure all teacher voices were heard and created an induction process that include:

- > Roadshow faculty meeting
- > Viewing of the TEA 3 minute overview of TIA
- > Teacher Pre-Survey
- > One workday to meet with grade level or subject PLCs to discuss and plan for student growth measures.
- > Teacher Exit Survey
- > Access to the Canutillo TIA handbook for teachers

After much time and effort, the following handbook is presented to the district with the hopes that it informs the entire organization about the locally designed system for TIA. In the event we have fallen short of our goal, we look to our valued colleagues to provide feedback on how we can make the system even better.

Remember, although Phase 1 teachers will be included in this application with plans to submit Phase 2 teachers in spring 2022, **EVERY teacher has a pathway to TIA with National Board Certification.** Thus, the district is pleased to announce that 20 Canutillo teachers will be funded for the program for the coming school year.

Thank you for all your support and we pray for a positive outcome with the Canutillo TIA application from TEA.

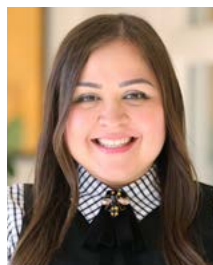
Sincerely, The TIA Task Force



Marnie
Rocha



Elvia
Moreno



Jessica
Carrillo



Nidia
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Maria
Castillo



Catherine
Sutherland

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 (schools with a large number of low socio-economic students) and rural schools. Pending our application approval our implementation will begin during the 2021-2022 school year. This program provides a pathway to financially reward our most effective teachers and serves as a chance to honor the hard work and proven success of our Canutillo teaching staff.

This will not replace the district's current pay structure. For those who earn a designation based on both teacher observation and student growth data, it will be an **additional state stipend** completely separate from the current Canutillo 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**. All teachers are encouraged to pursue National Board Certification. Those that are interested are encouraged to consult the [National Board for Professional Teaching Standards site](#) for more information or email the associate superintendent.

Eligibility for TIA Designation

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

- > hold a valid SBEC teaching certification;
- > be coded as a teacher (code O87) as reported to TEA through the Public Education Information Management System (PEIMS); and
- > have a creditable year of service

TEA Minimum Performance Standards

In order to be eligible for TIA designation, TEA has established minimum performance standards for T-TESS, Student Growth Measures and Teacher Leadership

Teacher Observation Minimums

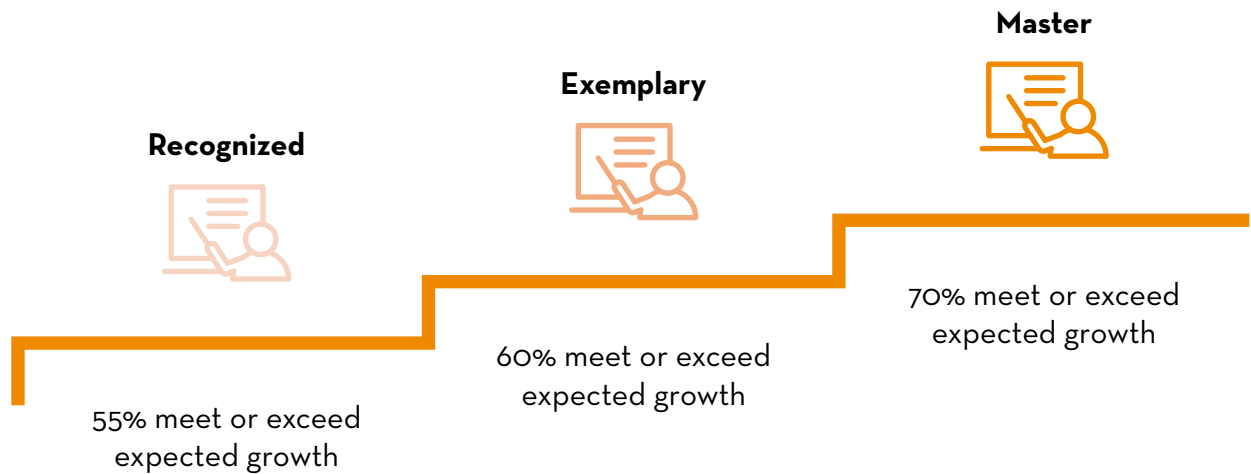
TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. In order to be eligible for a TIA-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3. In 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:

Designation Level	Reflects	Minimum Average Score Across Domains 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
Recognized	67th percentile	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
Exemplary	80th percentile	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
Master	95th percentile	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

More information can be found in TEA's [Teacher Observation Performance Standards](#) document.

Student Growth Minimums

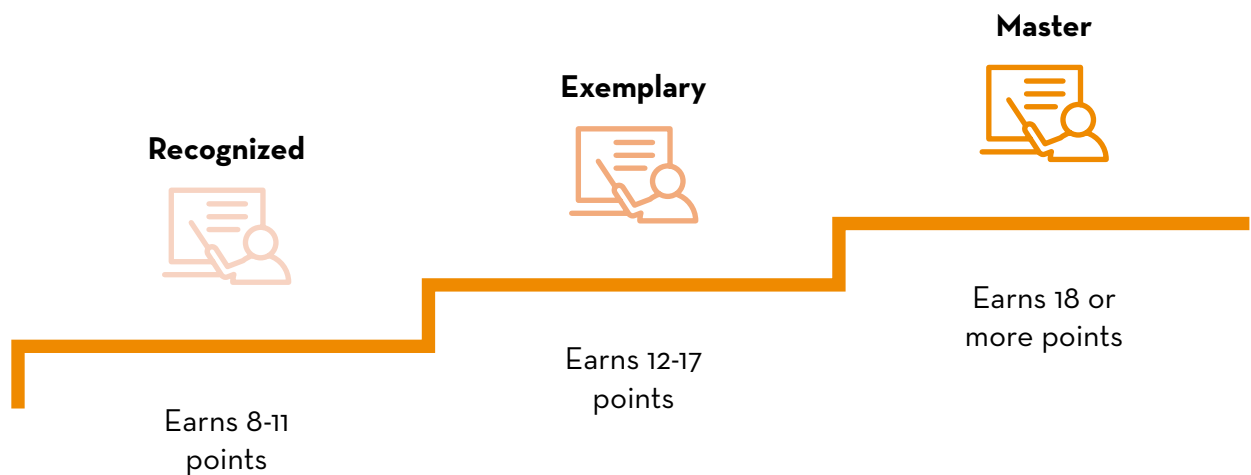
In order to be eligible for a TIA-designation, teachers must earn a minimum student growth outcome. TEA established these minimum expectations based on statewide performance expectations:



More information can be found in TEA's [Student Growth Performance Standards document](#).

Teacher Leadership Minimums

The district also realizes the importance that designated teachers lead, model and support their district and school's vision, missions, and goals. Therefore, a Teacher Leadership component has been created and added to the Teacher Incentive Allotment application. In this component (see section titled "Teacher Leadership Component") teachers earn points based on activities that outstanding teachers already do. Each activity is designated a set point value with some activities allowed to be repeated allowing the opportunity to earn multiple points.



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

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).

Total T-TESS Weighted Composite Score for TIA ONLY

The total T-TESS score is a weighted calculation; the Instruction (D2) and Learning Environment (D3) Domains have a great impact on the total T-TESS score because the identified dimensions within these domains reflect within instruction observables. Domains are weighted as follows:

- > Planning (Domain 1) 25%
- > Instruction (Domain 2) 35%
- > Learning Environment (Domain 3)..... 35%
- > Professional Practices and Responsibilities (Domain 4) 10%

T-TESS Calibration for Administrators

The local designation system is built on the assumption that teachers are confident in the reliability of TTESS observation ratings. All campus administrators are bound by the TTESS training requirements set by the state. Additionally, Canutillois committed to the reliability of the tool among raters with the rubric, within the same school, and across the district. In order to ensure calibration the HR department has instituted a calibration calendar for TTESS for all Canutillo administrators. See below:

MONTH	CALIBRATION ACTIVITIES
JULY	BOY CERTIFICATION- Through TTESS portal <ul style="list-style-type: none"> > Appraiser Certification or > Appraiser Calibration utilizing videos -if administrators are between years of taking certification course.
AUGUST	CALIBRATION OF CAMPUS TEAM <ul style="list-style-type: none"> > Appraiser Calibration as a team w/ Principal & Assistant Principal(s) > District level certified participate in calibration.
SEPTEMBER	PRINCIPAL ALIGNMENT ACROSS DISTRICT <ul style="list-style-type: none"> > Multiple Dates for small groups: > Principals and Assistant Principals gather by school level to walk through multiple classrooms, collect evidence and norm on ratings. > District level certified participate in alignment.
OCTOBER	APPRAISER PROFESSIONAL DEVELOPMENT DAY <ul style="list-style-type: none"> > Appraisers participate in a day of learning by deep diving into Domain 2, 3 (face to face & Virtual) > Appraisers participate in a day of training & collaboration for classes that are difficult to rate by gathering numerous & vigorous evidence to have a common process and to norm the ratings. > District level certified participate in training

NOVEMBER	SINGLE DIMENSION WALKTHROUGHS <ul style="list-style-type: none"> > Campus appraiser teams choose one TTESS dimension that they are less aligned on. They observe for this single dimension in multiple classrooms, collecting evidence and to norm the ratings. > District level certified participate in walkthroughs
DECEMBER	MID YEAR CALIBRATION <ul style="list-style-type: none"> > Appraisers across the district watch the same teaching video and submit rating to calibrate. > District leaders use this data to determine what additional training is needed.
JANUARY	STUDENT ACTIONS VS. TEACHER ACTIONS - CO-OBSERVATION <ul style="list-style-type: none"> > Campus Appraiser teams observe the same lesson. One person scripts only what students say and do. The other person scripts only what the teacher says and does. Both then use this evidence to norm on ratings.
FEBRUARY	APPRAISER PROFESSIONAL DEVELOPMENT DAY <ul style="list-style-type: none"> > Appraisers participate in a day of learning by deep diving into Domain 1 & 4 > Appraisers participate in a day of training & collaboration for classes that are difficult to rate by gathering numerous & vigorous evidence to have a common process and to norm the ratings. > District level certified participate
MARCH	PRINCIPAL ALIGNMENT <ul style="list-style-type: none"> > Principals gather by school level to walk through multiple classrooms, collect evidence and norm on ratings. > District level certified participate
APRIL	CAMPUS WALKTHROUGHS <ul style="list-style-type: none"> > Campus leadership team conducts short (10-15 minute) observations across many or all classrooms on a campus and norm on ratings. > District level certified participate

NOTE:

- > Schedules will be provided to groups of assigned teams
- > Subject areas will be assigned to teams for observations/walk throughs
- > Each month all calibration activities are due by the last day of the month unless otherwise

Student Growth Measures

Student growth will be calculated for all students that have a designated fall and spring assessment.

In order for student growth to be attributed to a specific teacher, a teacher must be a student's teacher of record during the following three points in time.

- > Teacher of record at time of fall assessment
- > Teacher of record at time of PEIMS snapshot or winter enrollment
- > Teacher of record at time of spring assessment

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. Note: Self-contained special education classes may have smaller class numbers.

Student Growth Instrument

The instrument used to measure student growth depends on the grade level and subject area. For Phase 1 teachers, the following instruments were chosen by PLCs. Phase 2 teachers will be submitted:

TIA - Teacher Groups or Subjects Eligible to Earn Year 1 pending Data Validation

All National Board Certified Teachers Eligible upon completion

Other Growth Measures

- > Prekindergarten
- > Kindergarten
- > Grade 1
- > Grade 2
- > Grade 3
- > Grade 4
- > Grade 5
- > Grade 6
- > Grade 7
- > Grade 8
- > English 2
- > Algebra 1
- > Biology
- > English 1, 3, 4
- > SPED Self-Contained

Reading/Math

- > Circle (BOY and EOY)
- > TXKEA (BOY and EOY)
- > ISIP Reading (BOY and EOY)
- > TPRI/Tejas Lee (BOY and EOY)
- > ISIP Reading (BOY and EOY)
- > STAAR Progress Measure
- > STAAR Progress Measure
- > STAAR Progress Measure
- > STAAR Progress Measure
- > STAAR Progress Measure
- > STAAR Progress Measure
- > STAAR Progress Measure
- > STAAR Progress Measure
- > Renaissance STAR (BOY and EOY)
- > STAAR ALT Progress Measure

Pre-test/Post-test/NBC

- > Grade 5 & 8 Science
- > Grade 8 Social Studies and US History
- > AP Human Geography, AP Statistics, and AP Calculus
- > SPED Self-contained w/o STAAR ALT
- > Released STAAR (BOY)/STAAR Test (EOY)
- > Released STAAR (BOY)/STAAR Test (EOY)
- > AP central pre-test/Actual AP exam post-test
- > Unique Learning Assessment

(SPED inclusion teachers will use the above SGM to show growth for their inclusion students)

TIA - Teacher Groups or Subjects Eligible to Earn Year 2 pending Data Validation

All National Board Certified Teachers Eligible upon completion

District Created Tests - Teachers in the below grade levels will have 1 day set aside to create pre-test/post-tests and scoring rubrics.

- > 6 Grade Science
- > 7th Grade Science
- > 6th Grade Social Studies
- > 7th Grade Social Studies
- > All HS Math excluding Algebra 1
- > All HS Social Studies excluding US History
- > All HS Science excluding Biology
- > ALL Foreign Language

Portfolios/For rubrics already created, they will be piloted during the 2021-2022 school year)

- > K-12 PE
- > All Fine Arts
- > All CTE
- > All other electives

Calculating Student Growth

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. 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 STAAR and STAAR ALT grade levels the STAAR Progress Measure will be used for calculating student growth.

For locally developed pre-post tests, student growth is calculated as the percentage of students that perform at the same passing proficiency level or higher 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), and Masters Grade Level (passing).

Fall Performance Level

Expected Spring Performance Level

Does not meet GL.....	Approaches, meets or masters GL
Approaches GL	Approaches, meets or masters GL
Meets GL.....	Meets or masters GL
Masters GL	Masters GL

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.

Teacher Leadership Component

For this component eachers earn points based on activities that outstanding teachers already do. Each activity is designated a set point value with some activities allowed to be repeated allowing the opportunity to earn multiple points.

Collaborative Practices

CLARIFICATIONS:

Proactively and consistently seeks out collaborative opportunities with other colleagues and promotes effective instructional collaboration that may include modeling, coaching, providing resources, assisting with professional development, and collegial discussion to improve student achievement.

LOOK FORs:

- > Assists in supporting campus and district initiatives through planning, organizing and executing a PD session . . . for a PLC (**1 point**) . . . for the faculty (**2 points**).
- > Support PLC's with classroom implementation strategies through co-teaching or modeling a lesson. The lesson is videotaped and may be used for district or campus training (**2 points**).
- > Actively seeks out and shares resources for dissemination to the staff through global email, video, google classroom, campus newsletter (**1/2 point**)
- > Actively participates on at least one instructional campus committee (**2.5 points**).

Mentorship	<p>CLARIFICATIONS:</p> <p>Creates mentoring relationships (formal or informal) with others and in such a way that positively impacts the performance, well-being, and growth of others.</p>
<p>LOOK FORs:</p> <ul style="list-style-type: none"> > When asked to mentor, accepts responsibilities and carries out duties effectively (2.5 points) > Although not the official mentor provides peer coaching by agreeing to observe a new teacher during their conference period (1.5 points) > Recognizes when teachers are in need (emotionally and academically) and provides support by covering their duty, grading a class set of papers, sitting with the on a parent-teacher conference or ARD, etc. <i>as approved by a campus administrator</i> (1 point). 	

Extends and expands school community involvement	<p>CLARIFICATIONS:</p> <p>Consistently supports campus initiatives and extends impact by finding new and innovative ways to help the campus initiatives succeed by dedicating a truly exceptional amount of time and commitment in support of the initiative and in an effective manner. Finds new and innovative ways to foster engagement with students' families by creating partnerships to consistently engage students' families as valued partners.</p>
<p>LOOK FORs:</p> <ul style="list-style-type: none"> > Actively leads or assists extracurricular clubs/activities that lead to increased student involvement and engagement in campus initiatives. <i>Does not include stipend-related positions/activities.</i> (2.5 points) > Models exemplary practices that actively and systematically engages parents and stakeholders in initiatives aligned to the campus and district mission and vision. For example, creates a video for Parent University (2 points), organizes United Way, Boys/Girls Clubs, YWCA, Career Day, etc. activities for parents and students (2 points) gives the district developed parent survey (2 points), gives the district student survey (2 points), conducts a home visit with administrator or parent liaison (2 points). > Attends and participates in multiple school functions after the school day (1 point). > Serves on the Attendance Review committee, PBIS committee, Campus Improvement committee, or as approved by campus administrator (2.5 points) 	

Consistently models & supports the mission, vision, & values of the campus	<p>CLARIFICATIONS:</p> <p>Finds new and innovative ways to promote high expectations by dedicating time and commitment towards developing a culture of high expectations for self, team members, and students.</p> <p>LOOK FORs:</p> <ul style="list-style-type: none"> > Actively promotes the mission, vision, and values of the campus through developing partnerships, or by other means to help the campus achieve its goals. Examples include participating in parades, volunteering to distribute computers or books, chaperoning dances, ticket-taking, or otherwise approved by campus administration (1 point). > Tutors students afterschool or on Saturdays (2 points). > Teacher attendance rate of 96% or above (2 points).
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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 Teacher Leadership component is based on points earned on the Teacher Leadership rubric.
4. The TIA score is calculated based on the weighted combination of teacher appraisal, the student growth measure and the teacher leadership rubric:
 - > Total T-TESS weighted composite score component is 45% of TIA score
 - > Student growth translated composite score component is 45% of TIA score
 - > Teacher Leadership composite score component is 10% of TIA scores.
5. TIA scores are compared across all 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 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: Canutillo staff that possess a National Board Certification should contact the Human Resource Department to provide the necessary documentation. Staff with National Board Certification will automatically be submitted for a TIA Recognized designation.

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, plus completes the teacher leadership component 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 2022-2023 would not be submitted to

maintain their TIA Exemplary designation in 2023-2024 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 2022-2023 could be submitted in 2023-2024 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 need 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.

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

Compensation

[Click here to review the district's spending plan.](#)

Distribution of Compensation

Statute requires that 90% of TIA funds be distributed directly to teachers. In Canutillo, 90% of the teacher TIA dollars will be distributed directly to the individual TIA-designated teacher

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

- > funding for student growth measure assessments and/or analysis,
- > costs associated with district created pre-test/post-tests,
- > stipends for National Board Certification mentors or other mentors, funding for non-teacher compensation

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.
- > TIA-designated teaches will receive their TIA stipend in the spring either **April or May**.

Impact of Compensation

TIA compensation stipends **will** be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits **upon approval of the TIA application.**

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	<ul style="list-style-type: none">> 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	<ul style="list-style-type: none">> CIRCLE, TXKEA, ISIP, TPRI/Tejas Lee, and Renaissance administered> District created pre-post tests, released STAAR, etc. administered
Goal Setting Conference	September	<ul style="list-style-type: none">> Evaluator and teacher review and agree on goals and professional learning plan
T-TESS Walkthrough Observations	September-May	<ul style="list-style-type: none">> 10-15 minute observation, increased frequency based on prior year evaluation> Focus on T-TESS Domains 2 & 3 and their eight dimensions
Extended Observations w/ Conference	September -Feb	<ul style="list-style-type: none">> One 45-minute observation> Focus on T-TESS Domains 2 & 3 and their eight dimensions> Written feedback and conference required
Summative Evaluation	March-May	<ul style="list-style-type: none">> Includes review of all four T-TESS domains> Focus on T-TESS Domains 2 & 3 and their eight dimensions> Written feedback and conference required
Student Spring Assessment	April-May	<ul style="list-style-type: none">> CIRCLE, TXKEA, ISIP, TPRI/Tejas Lee, and Renaissance administered> District created pre-post tests, released STAAR, etc. administered> STAAR administered
End of Year Data Review	May-June	<ul style="list-style-type: none">> 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	<ul style="list-style-type: none">> District analyzes T-TESS and student growth data> District finalizes TIA scores and determines TIA designation eligibility

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. Below are the milestones:

- > Submit TIA application detailing locally developed system April 15, 2021
- > Receive TEA approval of TIA application (August 2021)
- > Data collection (SY 2021-2022)
- > Data submission to Texas Tech for review (November 2022)
- > Final notification of data validity & reliability and approval of district TIA system (Spring 2023)
- > Initial TIA fund payout (Fall 2023 or Spring 2024)

Expansion of our TIA program for Phase 2 teachers will follow a similar process.

Helpful Resources

Canutillo Resources

[Canutillo ISD TIA website](#)

[Canutillo Survey Results](#)

[Canutillo Spending Plan](#)

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](#)