

RENEWAL

PART A: RENEWAL PLANNING & STAKEHOLDER ENGAGEMENT

1. Based on the district's most recent data validation report from Texas Tech University (TTU), please identify the top 1-3 areas and corresponding data validation checks that will be addressed in your district's system renewal by completing the following table:

Area for improvement	Data Validation Check Number(s)	Plan to Improve
Student Growth Measure Implementation	1	Action steps will focus on rigorous quality control, consistent calibration, and transparent documentation throughout the entire SLO cycle. The key is to ensure the "Body of Evidence" genuinely reflects student mastery and that targets are challenging yet reasonable. We continue to work towards providing high quality assessments so performance measures are valid, reliable and standards aligned. Bluebonnet RLA and Math curriculum will be implemented in grades K-5. Our TIA system checklist has proven effective in streamlining processes and promoting consistency across the district for both principals and teachers towards ensuring accountability.
Strengthen our correlation data between observation and growth among eligible teachers	1, 2, 3	Our primary focus is to strengthen the validity, reliability, and fairness of both measures through multiple, comprehensive observations, including walkthroughs. We will use a multi-measure approach and provide rigorous, ongoing training for both evaluators and teachers. In addition, we have adopted a coherent, evidence-based curriculum (Bluebonnet RLA/Math K-5) and will ensure consistent implementation. We will also align student growth measures and observation data to the same indicators of effective teaching practice.
The district will refine its local designation decisions for Acknowledged, Recognized, Exemplary, and Master (REM) teachers.	9, 10	To calculate teacher designation scores, we will refine our process to ensure that local performance standards are aligned with statewide expectations for teaching proficiency across the Recognized, Exemplary, and Master (REM) levels, including the newly added Acknowledged designation. We will analyze the percentage of each teacher's students who meet or exceed expectations as reported in the VAM report, and final designation decisions will be made following this review.

2. From which stakeholder groups did the district gather input and feedback while planning to renew the local teacher designation system?

- ☒ Teachers
 ☐ Students
☒ Campus Leaders
 ☐ Other (please describe)
☒ District Leaders
☒ Community Members
☒ School Board
☐ Families of Students

No response required

3. Describe how the district engaged stakeholders through the renewal application process as an opportunity to continuously improve and expand the local teacher designation system.

The renewal process facilitated a collaborative approach and comprehensive review of our current Teacher Incentive Allotment (TIA) system targeting the areas listed for improvement. Feedback gathered from teachers, administrators, and board members, directly informed specific changes within the renewal application, including refinements to T-TESS alignment and adjustments to the Student Learning Objective (SLO) creation processes to better address local needs. This engagement extended beyond the initial design phase to include ongoing conversations about the effectiveness of current student growth measures, observation rubrics, and the spending plan. Stakeholder feedback was very informative in guiding our team in the renewal application process and expansion.

4. Provide an example of how feedback from stakeholder groups was implemented to strengthen, adjust, or refine the local teacher designation system as part of the renewal process.

Our district considered revising the student growth measure used in our Teacher Incentive Allotment (TIA) system by exploring alternatives such as Value-Added Modeling (VAM), portfolios, and pre-/post-assessments in place of the current Student Learning Objectives (SLO) process. While acknowledging that SLOs are both unique and time-intensive, teachers strongly advocated for their continued use, identifying them as the most effective measure of student performance. In reviewing our current system, we recognized several key advantages of using the Student Learning Objectives growth measure: the ability to customize goals to local contexts and student starting points; the inclusion of a broader range of learning outcomes beyond standardized assessments; increased teacher ownership and engagement through direct involvement in goal-setting; and a feedback loop that directly informs instructional planning. Based on comprehensive stakeholder input, the district ultimately determined that SLOs will remain the primary student growth measure.

5. How will the district share these outcomes with stakeholders?

Stakeholders participated in various steps and processes throughout our renewal journey. Key insights and decisions emerged from discussions within focused groups, meaning those members were already aware of the outcomes as final decisions were being made. For broader awareness, other members of the community were informed of our renewal decisions during campus and board meetings.

RENEWAL

PART B: EXPANDING/MODIFYING THE LOCAL DESIGNATION SYSTEM

1. Is the district removing any eligible teaching assignments from your approved system?

☐ Yes

☒ No

Which eligible teaching assignment(s) will be removed?

No response required

2. Is the district adding any new eligible teaching assignments?

☒ Yes

☐ No

Which eligible teaching assignment(s) will be added?

Robert Lee ISD would like to add the following courses to our renewal plan:
Algebra 1, U.S. History, Interventionist, Special Education, Advanced Animal Science, and
Child Development

3. Is the district making changes to currently approved eligible teaching assignments?

☐ Yes

☒ No

Which eligible teaching assignment(s) will be added?

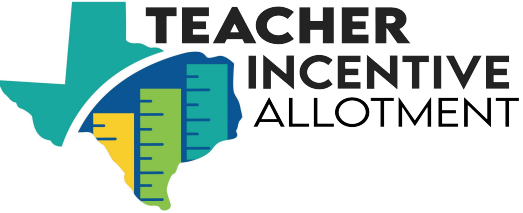
No response required

4. If the district does not yet include all teachers in their eligible teacher categories, describe any identified barriers to expanding eligible teaching categories in the district's local designation system.

With Robert Lee's renewal application, we are pleased to report that all teachers coded 087 have been successfully included in our cohort.

5. How can TEA support your district to expand your local designation system in the future to include all teachers if not already doing so? If the system already includes all teachers, enter N/A.

Our district has benefited from consistent and reliable support from the Region 15 Education Service Center (ESC), which has been readily available whenever assistance is needed. We have also reached out directly to the Texas Education Agency (TEA) with questions and have consistently received helpful guidance. Robert Lee ISD has expanded its designation system each year, with the exception of one, and through this year's renewal application, we have successfully included all 87 teachers in the district.



TIA SYSTEM APPLICATION

WEIGHTING

Eligible Teacher Category Description	Observation Rubric	Student Growth Measure				Optional Components
Pre-K - 8 ELA, Pre-K - 8 Math, 8th Grade Science, 8th Grade Social Studies, Special Education, Interventionist, English I & English II, BUSIM I, Child Development, Algebra 1, U.S. History, Biology, Chemistry, Earth Systems, Adv. Animal Science	T-TESS	☒ Texas SLOs	☐ Portfolios	☐ Value-Added-Measure	☐ Pre-Post Test	☐ Family Survey
	Weight	Weight	Weight	Weight	Weight	☐ Student Survey
	60%	40%				☐ Other Weight

TEACHER OBSERVATION

PART A: TEACHER OBSERVATION RUBRIC

1. Which teacher observation appraisal rubric does the district use to measure teacher effectiveness?

T-TESS

PART B: APPRAISER CERTIFICATION

1. Does the district have a process to ensure that appraisers recertify every three years in compliance with §150.1012?

☒ Yes

☐ No

2. What initial certification process is required for teacher appraisers?

To serve as an official appraiser, all candidates must successfully complete the initial T-TESS certification process provided by Region 15. This certification involves a comprehensive, three-day exploration of each required domain to ensure proficiency in the evaluation system's dimensions.

3. Does appraiser certification require a calibration component?

☒ Yes

☐ No

TEACHER OBSERVATION

PART C: RELIABILITY OF TEACHER OBSERVATIONS WITHIN AND AMONG CAMPUSES

1. Are appraisers required to norm on scoring using the district's teacher observation rubric annually, either by conducting an in-person observation or video scoring?

☒ Yes

☐ No

2. Has the district reviewed the TIA Statewide Performance Standards for Teacher Observation and the TIA Statewide Performance Standards for Student Growth with teachers as an overall guide for how to determine designation levels?

☒ Yes

☐ No

3. How many total teacher appraisers are in the district?

☒ 1 or 2 appraisers

☐ 3 or more appraisers

District with 1 or 2 appraisers

1. How will the district utilize other trained observers to increase accuracy of ratings? (i.e., other districts or campus personnel, Education Service Centers, neighboring districts, etc.)

Robert Lee ISD will collaborate with ESC Region 15 to conduct joint walkthroughs. During these sessions, evidence will be collected from observed lessons. Both the campus principals and the ESC Region 15 support staff will independently score the observations. They will then compare their notes and scores to ensure calibration in both evidence collection and evaluation results. This specific scoring process involving Region 15 is used exclusively for calibration purposes and does not contribute to a teacher's official evaluation scores.

District with 3 or more appraisers

1. How will the district ensure that appraisers remain calibrated on both scoring and evidence, across appraisers, content areas, grade levels and campuses throughout the year?

No response required

TEACHER OBSERVATION

PART D: TEACHER OBSERVATION TRENDS

1. District and campus leaders review teacher observation trends at least three times a year.

☒ Yes

☐ No

2. How is skew in teacher observation trends identified at the campus level?

Skew in teacher observation trends is identified through a systematic review and analysis of appraisal data to ensure fairness, accuracy, and consistency across appraisers. Campus administrators analyze data from their management systems (Eduphoria, T-TESS Evaluation Management System) to review by grade level, content area, subject, and appraiser data broken down by dimension. The administrative team uses this aggregated observation data, including scores, feedback, and subjects taught, to reflect on the established observation protocol. This analysis, conducted during quarterly learning walks, and data meetings, aims to identify and discuss any possible skew in teacher observation trends, or discrepancies that may indicate leniency, severity, or bias in scoring. When a skew is identified, additional calibration will be required, and ongoing training for our appraisers to ensure observation practices remain reliable, valid, and aligned to district expectations.

3. How is skew in teacher observation trends identified at the district level? (If only one campus in the district, please enter N/A.)

N/A

4. Which observation trends does the district review?

☒ By subject

☒ By grade

☒ By appraiser

☐ By department

☒ By campus

☐ By level category of classes taught,
e.g. pre-AP/AP classes

☒ By dimensions of teacher appraisal rubric

☐ By teacher demographics (years of experience,
age, gender, race, etc.)

☐ Other (please describe)

No response required

5. When review of trends at the campus and/or district levels identifies that appraisers are not calibrated locally, how will the district respond to address discrepancies in appraisers' ratings?

When reviews of teacher observation data indicate a lack of local calibration among appraisers, the district implements targeted procedures to ensure consistency and reliability in appraisal ratings.

A key component of this process is the district's partnership with Region 15, which provides accountability support and assists in maintaining rating accuracy through a minimum of two calibration meetings each year. During these sessions, principals review observation and appraisal data collected with Region 15 representatives to verify alignment and accuracy of ratings.

When misalignment is identified, the following additional steps are implemented: Appraisers independently score a standardized NIET observation video and then compare their ratings to the official NIET scores. Appraisers reflect on any discrepancies and engage in collaborative discussion to analyze the reasons for variance. This process is repeated with a second standardized video, with the goal of improving alignment and ensuring ratings are consistent with established benchmarks.

TEACHER OBSERVATION

6. When review of trends at the campus and/or district levels identifies that appraisers are not calibrated locally, how will the district address when evidence gathered for those ratings is not calibrated?.

When campus-level reviews indicate that appraisers are not locally calibrated and the supporting evidence collected does not consistently align with performance standards, the district will take corrective action with support from Education Service Center Region 15 to ensure accuracy and alignment.

Appraisers will revisit original observation evidence and participate in targeted calibration training that focuses on analyzing collected evidence in comparison to established performance standards. This process will include reviewing standardized observation videos and reflecting on discrepancies between collected evidence and official benchmarks. Patterns of misalignment in evidence collection and interpretation will be analyzed to identify areas for improvement. Ongoing monitoring and periodic data reviews will ensure continued alignment between evidence and performance standards, maintaining consistency and reliability across the district.

PART E: CORRELATION OF STUDENT GROWTH DATA TO TEACHER OBSERVATION DATA

1. Describe the district's procedures/protocols to review for correlation between teacher observation and student growth data at the campus and district levels (if more than one campus in the district).

After formal observations, the principals use either Eduphoria Strive or spreadsheets to analyze the congruence between teacher observation data and available student growth data. They will look at individual student growth measures for BOY and compare them to the teachers' SLO observation data to include their targeted skill profile and expectations. Principals will follow the same procedure in the spring, using the EOY for student growth measures and analyzing the congruence between teacher observation and student growth data. This will be done twice a year and the calibration component includes partnering with Region 15. Collaboration with Region 15 on multi-appraiser observation walkthroughs, will be done to ensure accountability, along with consistent interpretation of rubrics and data. These data reviews at the district level are conducted by school leadership teams and include an analysis of the data by appraiser, content area, grade level, and campus to identify any areas of incongruence between the instructional practices of the teacher and the growth exhibited in that teacher's classroom.

2. How often does the district compare teacher observation data with student growth data to determine if there is a positive correlation?

twice a year

No response required

3. How does the district identify lack of correlation when comparing teacher observation data to student growth data?

Our district evaluates the correlation between teacher observation data and student growth data twice a year. Trend data is pulled by campus, grade, appraiser, and rubric dimension from Eduphoria reports, and teacher Student Growth Tracker spreadsheets are reviewed. In January, a mid-year review is conducted when MOY student growth data becomes available. Administration analyzes the data to identify correlations and address any concerns.

At the end of the year, the process is repeated using EOY student growth data. All data is compiled into an Excel analysis tool, available through the TIA website, which includes scatter plot graphs to visualize correlations between teacher observation ratings and student growth. The district examines the data for skews or outliers in observation scores relative to student growth outcomes.

If a skew is identified, administrators will engage in team calibration and discuss "look-for" indicators for areas of concern. Walkthrough data is also used for calibration, allowing for quick identification of potential issues by grade level, appraiser, campus, or subject area. Additional support and resources, including ESC Region 15, are utilized to address inconsistencies and ensure alignment across appraisals.

4. How does the district address lack of correlation when comparing teacher observation data to student growth data?

Our district addresses a lack of correlation between teacher observation data and student growth data through a review and refinement process. When misalignment is identified, we analyze both measures to determine whether the issue stems from implementation, scoring practices, or the design of the measures themselves. When reviewing teacher observation and student growth data, our team will analyze trends to determine the source of any lack of correlation. Causes may include appraiser practices, teacher instructional practices, or issues with the student growth measure such as misalignment in the SLO skill profile.

If the issue lies with the student growth data, the district will review the alignment of the growth measure to the SLO skill set, curriculum expectations, and the rigor and relevance of the assessment (s). If the lack of correlation is related to teacher instructional practices or the alignment of SLO goals, teachers will receive targeted coaching and mentoring support from Region 15. If appraiser calibration is the source of the discrepancy, appraisers will complete required professional development through the service center to ensure accurate and consistent evaluations.

Ongoing monitoring will continue to review the correlation between observation ratings and student growth data, ensuring that teacher evaluations remain reliable, fair, and reflective of student learning outcomes.

TEACHER OBSERVATION

PART F: OBSERVATION/FEEDBACK SCHEDULE

1. Does the district appraisal system comply with §21.351 and/or §21.352?

- ☒ Yes
☐ No

2. Are teacher observation data and student growth data from the same school year?

- ☒ Yes
☐ No

3. What are the district's requirements for the following

	Number of times per year (Teachers on a Probationary Contract)	Number of times per year (Teachers on a Probationary Contract)
Number of scored full observations	1	1
Number of scored partial observations/walkthroughs	2	2
Number of unscored observations (of any kind)	2	2
Total number of scores required per each observable dimension of the rubric	1	1

4. If the district is using multiple scored observations, how will the district determine the observation scores that will be used for data submission and for determining designations?

The Teacher Observation Component score is calculated at the end of the academic year by averaging all ratings from observed dimensions within Domains 2 and 3, including both scored walkthroughs and the formal observation. Our district's calculation process will align with the metrics outlined in TEA's recommendations. This percentage, combined with other weighted measures, will be used to determine a teacher's score and is based on a weighted cut-point scale: 60% T-TESS observation data and 40% student growth data. To qualify for a potential designation, teachers must meet the state minimum requirements of a 3.5 T-TESS score and 50% on statewide student growth performance standards. Once a teacher has been notified that they met the requirements based on their T-TESS and student growth outcomes, they will be informed that a final designation decision will be made after the district's VAM reports are available and reviewed.

5. The district understands that no teachers in eligible teaching assignments can be on an appraisal waiver during the 2026-2027 school year and agrees to comply with this requirement.

- ☒ Yes
☐ No

TIA System Application

SLOs

1. What is the district rationale for using SLOs in their teacher designation system

We will continue to use Student Learning Objectives (SLOs) as our primary student growth measure for the local TIA designation system. Our main goal was to ensure every teacher could be eligible for TIA participation. This rationale was developed collaboratively with input from teachers and Region 15. SLOs provide a direct link to our existing T-TESS observation system and offer a reliable process for teachers to analyze student data (historical and current) before setting goals. The plan has already proven successful; we have designated several teachers who now mentor colleagues seeking designation. All teachers receive the required training through Region 15 and have access to additional support through the texasslo.org website.

2. Does the district have a process to ensure that appraisers recertify every three years in compliance with §150.1012?

☒ Yes

☐ No

3. What protocols and training does the district provide annually to both teachers and campus level administrators to ensure valid administration of all assignments, projects, tasks, and assessments being used as part of the SLO?

The Student Learning Objectives (SLO) process will be reviewed during August in-service week alongside the annual T-TESS teacher training. Principals will communicate the calendar, timelines, and expectations for rubric administration, documentation, and progress monitoring of student growth data (Body of Evidence). These requirements will be documented using a designated form created to monitor the Teacher Incentive Allotment (TIA) process for both principals and teachers. All assessments, projects, and assignments used for SLOs are subject to the student honor code and district security procedures, consistent with STAAR testing protocols. To ensure security, assignments must be submitted to the teacher before students leave the classroom. Teachers will make copies of assignments prior to returning originals to students. Assessments will not be returned until all student submissions have been collected. All graded Body of Evidence (BOE) used to measure student growth must be documented in the Student Growth Tracker. The district partners with ESC Region 15 Coaches to ensure appropriate training and security protocols are in place. All SLO materials will remain confidential and stored in a locked, secure cabinet. Prior to the start of the school year, all new eligible teachers are required to attend an SLO professional development workshop, offered either at the service center or on campus. Returning teachers may also access ongoing support during this training as needed. In addition, all teachers will have continuous access to training resources and instructional videos through the texasslo.org website.

4. Please indicate the date of the last formal SLO training the district attended, the proposed date for future training, or specify if the district is utilizing the TexasSLO open-source training modules as their current mode of training. (Month, Year)

2025-06

5. What are the district-wide requirements for writing a standards-aligned SLO based on a foundational skill of the course?

Robert Lee ISD will adhere to all Texas Education Agency (TEA) guidance and utilize the development tools available on texasslo.org when creating Student Learning Objectives (SLOs). Resources from TexasSLO.org and training/resources from our ESC are provided to all teachers. Team and/or department leaders (all receiving direct training) will work with trained teachers to guide and review teacher produced SLOs within the first 6-8 weeks of school prior to the goal-setting conference. The district follows the implementation processes found on TexasSLO.org. Teachers must identify a specific foundational skill, complete a written Skill Statement, then review the TEKS to determine which key standards are aligned. The SLOs will be a collaborative process of teachers, coaches, specialists, and content experts. Current and historical data will be used to describe typical student performance levels, focusing on a foundational skill that is addressed throughout the school year. Support and Monitoring: Support is available through campus principals, ESC Region 15 SLO trainings, and the texasslo.org website. Principals will meet with teachers to review SLOs within the first six to eight weeks of the school year, prior to the goal-setting conference. Principals are responsible for approving each teacher's SLO. Student progress will be monitored through formal and informal assessments, classroom observations, and data checkpoints at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY), with a minimum of five data points collected.

SLOs

6. What are the district-wide requirements for approving each teacher's SLO, including administrator check-in or review protocols at five checkpoints throughout the school year?

Appraisers meet once for approval at the beginning of the year and once for the final evaluation. Throughout implementation, it is essential that administrators maintain a clear alignment between the teacher appraisal system and the Student Learning Objective (SLO) process. Teachers will develop SLOs using relevant student data. The campus principal, serving as the appraiser, will review each SLO template during the goal-setting conference and is responsible for granting approval. Before final approval, the appraiser must have a clear understanding of each student's baseline academic performance. The approval process includes discussion and calibration of the rating rubric that will be used to evaluate the teacher's performance at the conclusion of the SLO interval. To ensure consistency and reliability, principals will meet to calibrate a representative sample of SLOs across the campus. The principal's final review includes the complete SLO form, the Skill Statement, samples of teacher-selected end-of-year performance measures, selected by the teacher, and the student evaluation rubric. Based on this review, the SLO will either be approved or returned to the teacher for revisions. Throughout the process, the campus administrator's role is to establish expectations, provide feedback, approve SLOs, and support instructional practice. All appraisers receive Region 15 training specific to the SLO approval process.

7. How does the district ensure the security of the body of evidence?

Teachers will establish a baseline for student growth by assessing the target skill at the beginning of the academic year, prior to formal instruction. Multiple measures of evidence will be collected throughout the year. All data must be documented on the Student Growth Tracker Form, and a minimum of five pieces of student work per student must be collected as the Body of Evidence.

All Body of Evidence materials must be stored and handled using the same rigorous security protocols required for state testing materials. The complete Body of Evidence will be submitted during the summative conference and will include teacher reflections, student growth data, work samples, and performance measures.

Appraisers will meet with teachers at least once each semester to review individual student progress and ensure a shared understanding of SLO implementation, evidence collection, and student growth monitoring. During in-service week, all TIA teachers are required to attend training on assessment and assignment security that mirrors STAAR testing protocols.

8. How many pieces of student work are required for the body of evidence?

5

9. What are the district requirements for setting expected growth targets at the beginning of year using the Targeted Skill Profile?

Our campus implements data-driven Student Learning Objective (SLO) growth targets. Teachers are required to use multiple data sources, including historical student performance data and beginning-of-year assessments, to establish baselines and set rigorous yet attainable growth targets for every student.

Teachers will develop a Targeted Skills Profile (TSP) that defines a minimum of five levels of student skill proficiency. Multiple data points will be used to accurately determine each student's initial placement on the TSP. This approach emphasizes differentiated expectations for all learners, including high-performing students and those who require additional support, rather than assuming a uniform rate of growth.

Using a combination of student work, projects, assignments from the first six to eight weeks of instruction, and a review of historical data, teachers will establish specific end-of-year growth targets for each student on the Targeted Skills Profile. These individualized growth targets will be documented on the Student Growth Tracker Form and reviewed at designated monitoring checkpoints throughout the academic year.

10. What are the district requirements for determining end of year student growth using the body of evidence and the Targeted Skill Profile?

At the end of the year, teachers will evaluate student growth by comparing each student's expected growth target on the Targeted Skills Profile (TSP) to the student's actual end-of-year skill level, as demonstrated by the Body of Evidence. Students whose evidence aligns with the descriptors associated with their established growth targets will be considered to have met their expected growth goals, and growth percentages will be calculated based on the number of students who met those goals. The Student Growth Tracker and all end-of-year evidence will be reviewed by the principal to ensure accuracy and alignment.