



Alamo Heights ISD

Teacher Incentive Allotment Guidelines **Rev. 8/2**

2024-2025 Data Collections Year



Teacher Incentive Allotment Guidelines (2024-2025)

Fall 2024 Updates

T-TESS Updates

All 087 coded teachers will be evaluated this year with T-TESS and results saved in Strive.

- The 45-minute observations for all teachers will be due by 3/28/25

Student Growth Updates

Almost all courses on all campuses will be assessing students twice a year to measure student growth. **Teachers should verify that all students are correctly rostered and have access to the assessments before the day of testing.**

- MAP, AAPPL, Precision Exams (CTE), mClass, CIRCLE, STAAR Alt data is saved into the specific 3rd party assessment platforms. Dr. Walker will export final data for TEA validation.
- Fitnessgram data is saved into Excel spreadsheets and shared with campus admin and Dr. Walker
- BASC 3 data (ACE) is saved into Excel spreadsheets and shared with campus admin and Dr. Walker
- Local Pretests and Posttests data is saved into Eduphoria Aware. Dr. Walker will export final data for TEA validation.

Teacher Service ID Verification Process

Campus Admin will be asked to verify the PEIMS Service ID (Course Codes) for all TIA eligible teachers in late fall. Principals will be given a paper staff roster with Service IDs to verify and initial.

Teacher Roster Verification Process

Teachers will be asked to verify the students on their class rosters twice a year. This will be very similar to the process this year where teachers are given a paper roster to verify and initial. If there are errors on the roster, teachers make the notes, and data clerks make the changes.

Testing Window

Assessments will be given on the following dates for all campuses:

District Pretest Window- August 12th, 2024- September 20th, 2024

District Posttest Window- March 18th, 2025- May 22nd, 2025

Fall Semester Course Window- August 12th, 2024-September 20th, 2024 and December 2-13th, 2024

Spring Semester Course Window- January 7th- January 17th, 2024 and March 18th, 2025- May 22nd, 2025

Secondary departments must select a two-week window within the district testing timeline and elementary grade levels will follow the Elementary Assessment Calendar. Principals will manage the campus testing calendar and make the dates viewable to the C&I office. All make-ups must be completed within the district testing window.

Test Security

All teachers must follow all procedures in these guidelines and campus administrators should maintain copies of signed Integrity Oaths.

Communication and Training

- TEA will send out a survey to all teachers in early fall. We need a high response rate. Dr. Walker will send out email to let staff know about this survey.
- During Back-to-School week, campus admin will review overview of TIA and get teachers to sign Integrity Oaths
- Full guidelines will be emailed to all staff members and maintained on C&I website.
- Dr. Walker will answer additional TIA questions during Curriculum Road Show in August/ September.
- While AHISD will recognize the overall amount of TIA funding earned by teachers, we will not share the names of staff members who earn designations because of privacy for personnel annual evaluations.

Data Validation

To receive funding, all AHISD data must pass 13 validations checks through Texas Tech University during summer 2025.



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TIA Eligibility

Teacher Incentive Allotment (TIA) Overview

TIA was established with the goal of providing outstanding teachers an accessible pathway to a six-figure salary. Unlike previous education programs, the Teacher Incentive Allotment is not a grant. TIA is based in two sections of the Texas Education Code (TEC), §21.3521 (Local Optional Teacher Designation System) and §48.112 (Teacher Incentive Allotment). Local teacher designation systems are optional for Texas school districts. The allotment component allows districts employing designated teachers to receive additional funding through the Foundation School Program. AHISD is a part of Cohort G and will implement TIA beginning during the 2024-2025 school year.

Designations and Allotments

Designations are distinctions awarded to highly effective teachers. There are three levels of designation: Recognized, Exemplary, and Master. Teachers with an active National Board Certification may be designated as Recognized by the Texas Education Agency (TEA).

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.

AHISD will receive an annual allotment from TEA for each eligible designated teacher employed. Allotments are based on the teacher’s designation level and campus of employment, with greater funding for campuses with a higher percentage of students identified as economically disadvantaged. 90% of the allotment funds will go directly to teacher compensation, and 10% of the allotment funds will remain with the district to offset the costs associated with implementing a local designation system and supporting teachers in earning a designation.

Campus Name	Recognized	Exemplary	Master
ALAMO HEIGHTS H S	\$3,561	\$7,121	\$13,869
ALAMO HEIGHTS J H	\$3,756	\$7,512	\$14,521
CAMBRIDGE EL	\$3,753	\$7,506	\$14,510
HOWARD EL	\$3,946	\$7,892	\$15,154
WOODRIDGE EL	\$3,549	\$7,098	\$13,830

**Amounts are 2023 estimates and subject to change*



Teacher Incentive Allotment Guidelines (2024-2025)

TIA Overview Information

Eligibility for TIA Designation

In order to be eligible for a TIA designation, a teacher must hold a valid SBEC teaching certification and be coded as a **teacher** (code 087) within our local student information system, E-School Plus, which is reported to TEA through the Public Education Information Management System (PEIMS).

TIA Eligibility Requirements

All AHISD Teachers are eligible to earn a TIA designation if they meet the following eligibility criteria:

- Met or will meet the creditable year of service requirement by the end of the school year (50% or more of the day for a minimum of 180 days; or, 100% of the day for a minimum of 90 days, or the equivalent of one semester).
- Employed in an eligible teaching assignment.
- Minimum score of “proficient” in every T-TESS dimension of Domains 2 & 3 during the data capture year.
- Not currently designated by a local designation system unless being recommended for a higher designation or in the last year of a teacher designation.
- Does not have a teaching certificate in revoked, suspended, surrendered, or permanent surrender status.

TIA Eligibility Term

Teacher designations of Recognized, Exemplary, or Master are valid for five years. The designation cannot be revoked or lowered during the five-year period. Within the five-year period, teachers may be put forth for a higher designation if their performance qualifies them, but they cannot be submitted for a lower designation.

The opportunity for a Designated teacher to move to a higher designation level during the five-year period is dependent upon the teacher performance qualification under the district’s local designation system and the state approval of the new designation. If the higher designation is approved, the five-year period restarts for the new teacher designation. Teachers changing teaching assignments or moving to another district maintain their designation.

TIA System Development and Approval Timeline

The TIA Approval Process includes two steps: (1) Submission of the application to TEA, which includes narrative and artifacts, and (2) Submission of data evidence of teacher effectiveness to Texas Tech University (TTU) to ensure the relative accuracy and reliability of all TIA data collections.

The validation process conducted by TTU includes the correlation between teacher observation and student growth, review of the T-TESS validity and reliability by appraiser and by campus, as well as the alignment of district data to state data by comparing the percentage of teachers a district submits for designations to overall district performance.

Once the data validation is completed, TTU provides a final report to TEA, who will make the final determination to approve or deny the district’s recommended designations. No funds are provided to teachers unless the agency approves the AHISD’s TIA teacher designations. AHISD is a part of Cohort G. There is a 3-year timeline for full approval:

- 2023-2024 Application Year
- 2024-2025 Data Collection Year
- **2025-2026 Validation Year. First TIA Payment is Spring 2026 based on data submitted 2025**



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Teacher Observation Component (T-TESS)

TEA Minimum Performance Standards

To be eligible for TIA designation, TEA established performance standards for T-TESS and student growth outcomes. **To qualify for a TIA designation, a teacher must meet the performance standards for both the T-TESS and student growth components.**

Teacher Observation Minimums

The T-TESS classroom observation component comprises 50% of a teacher's designation. 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.

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)

Each dimension is scored on a scale of 1-5:

- 1 (Improvement Needed)
- 2 (Developing)
- 3 (Proficient)
- 4 (Accomplished)
- 5 (Distinguished)

These numerical values from Domains 2 and 3 are averaged to determine the T-TESS composite score.

TEA has established minimum composite score averages across Domains 2 and 3 of T-TESS:

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

AHISD T-TESS Procedures

Alamo Heights ISD requires at least one formal 45-minute observation for each eligible teaching assignments. Domains are scored based on the average scoring of the dimensions within the domain, rounded to the nearest hundredth (two decimal places) for a final numerical score between 1 and 5. Summative evaluations must be completed by early May.

A teacher can request a second appraisal, but it must be done so within 10 working days of receiving the Observation Summary in Strive. The second appraiser will conduct another formal Observation and score Domains I, II, and III.



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A teacher can request a Second Appraisal after receiving their end-of-year Summative Annual Report. It is important to note that the Second Appraisal will only rescore Domain IV. A teacher cannot request a Second Appraisal to rescore Domains I-III at the end of the year if the teacher had an opportunity to request a Second Appraisal earlier in the year.

Student Growth Component

Student Growth Measurement Instruments

The student growth component comprises 50% of a teacher's designation. AHISD has chosen several third-party assessments that have been found by the State to be both valid and reliable. The District will be utilizing the following student growth performance measures for the teaching assignments listed below: NWEA MAP Growth, STAAR Alt., CTE Precision Exams, Advanced Placement (AP) Exams, Avant STAMP, AAPPL Language Tests, Early Childhood GOLD, and mCLASS Early Literacy inventory test data which are all on the TIA list of student growth measures. All other courses are using locally developed pre and post assessments. AHISD will develop the local growth criteria to determine the expected student growth for local pre and post assessments. All local assessments are vetted for both reliability and validity by content experts and school administrators.

All TIA assessments must follow AHISD testing protocols, be administered with fidelity, completed in their entirety, and all data must be entered into the appropriate testing platforms within the BOY and EOY TIA testing windows to be included in the student growth calculation for an eligible TIA teacher. Students must be enrolled on snapshot date and participate in both the pretest and the post-test with to be calculated in the student growth measurement score. All pretests must be given during the 1st Nine Weeks, and all post-tests must be given during the final 12 weeks of school. Pretests should not be counted as a grade. Posttests may be counted as a grade. This decision should be the same for all members of an academic team and decided in consultation with campus administration.

Student Growth Performance Standard

To be eligible for a TIA-designation, teachers must meet a student growth performance standard. AHISD is aligned with TEA's statewide student growth performance standards measures:

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

Teaching and Course Load Inclusion

If a teacher teaches multiple eligible subjects, courses, or grade levels, AHISD will aggregate the student growth data from the different eligible subjects, courses, or grades to determine the total growth measurement score for the teacher.

Example 1: The student growth score for a 3rd grade teacher who teaches math and reading would be comprised of student growth data from both math and reading.

Example 2: The student growth scores for an AHJS teacher who teaches 6th and 7th grade English would be based on scores from both grade levels.



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Example 3: If a AHHS teachers has two sections of an eligible core course and three sections of an ineligible courses, like study hall or personalization, then the student growth scores would only be only based on data from eligible courses.

Student growth will be calculated at the teacher level, combined across all assessed content areas for which the teacher has assigned teaching responsibilities.

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

- teacher of record at snapshot date
- teacher of record at end of year (mid-May)

Semester Courses and Intervention Courses

Student growth will be calculated for all students that have a pre and post assessments for a semester course. Student growth performance is associated with teachers based on the following enrollment criteria:

- Any student that takes a pretest and a post test for the course during the testing window with the same teacher.
- Fall and spring scores are combined to determine overall student growth percentage.
- Minimum group size is based upon both fall and spring students combined and must be 6 or more students.

Elementary Language Programs

The elementary Spanish immersion and dual language programs will administer the pre and post-assessments following the [programs' language of assessment guidelines](#). If a grade level assesses students in both languages for a subject, then scores for both assessments will be utilized to calculate the growth measure in each subject.

For students who are Newcomers, or score Beginner or Intermediate on TELPAS where a TIA test is not available in Spanish (i.e. MAP Growth Science), students will not take the MAP Growth. They will not have scores and will not be included in the growth measure. CBA data in Spanish will be used to monitor their content mastery.



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Student Growth Measurement Instruments

Eligible Teacher Group	Pre-Test	Post-Test	Growth Measurement
Pre-Kindergarten	Circle Assessment	Circle Assessment	Local Norms
Kindergarten- 2nd Grade Self-contained teachers Kinder Interventionists (Reading Only)	mCLASS (Reading) NWEA MAP (Math)	mCLASS (Reading) NWEA MAP (Math)	Dibels Growth Norms Conditional Growth Index
3rd Grade- 5th Grade Self-Contained or Departmentalized teachers 6th- 8th Grade Core Courses <i>Reading and ESL, English 6-8, Math 6-8, Science 6-8, STEM Science 8</i> 9th- 12th Grade Core Courses <i>English I- II, Algebra I-II, Geometry, Biology</i> 6th-12th Student Support <i>Interventionists, Special Ed Resource, Special Ed ICS/Co-Teach For courses above</i>	NWEA MAP (Reading and English) (Math) (Science)	NWEA MAP (Reading and English) (Math) (Science)	Conditional Growth Index
6th- 12th Grade Social Studies 6-8 th Grade Social Studies, Human Geography AP, World Geography, World History AP, World History, US History AP, US History, US Government AP, US Government, Macroeconomics, Economics, Psychology AP, Psychology, Sociology, 6th-12th Student Support <i>Special Ed Resource, Special Ed ICS/Co-Teach For courses above</i>	Local Pretest based on questions from Aware Test Bank, TEKS Resource System, or Textbook Resources	Local Post-Test based on questions from Aware Test Bank, TEKS Resource System, or Textbook Resources	Local growth norms
Upper-Level Core Courses and Electives Math: AP Statistics, Statistics, AP Pre-Calculus, Calculus A/B and B/C, Algebra III, Algebraic Reasoning Science: Forensics, AP Physics, Physics, Chemistry, Environmental Science English: English III, English IV, All AP and Dual Credit English, Journalism Electives: Health, Professional Communication, HEIGHTS, Kinder PE	Local Pretest based on questions from Aware Test Bank, TEKS Resource System, or Textbook Resources	Local Post-Test based on questions from Aware Test Bank, TEKS Resource System, or Textbook Resources	Local growth norms
6th – 12th World Languages <i>Spanish I-V, French I-V</i>	AAPPL Language Tests	AAPPL Language Tests	BOY score compared to EOY AAPPL National Norms
6th – 12th World Languages <i>Latin I-V</i>	Local Pretest based upon released NLE	National Latin Exam	Local growth norms AVANT National Norms
K-12 Fine Arts <i>2nd Grade Music, 3rd Grade Art JS Choir, Band, Orchestra, Art, Theater HS Dance, Choir, Band/Orchestra, Guitar, Piano, Art I, Photography, Technical Theater</i>	Local Pretest based on questions from Aware Test Bank, or Textbook Resources	Local Post-Test based on questions from Aware Test Bank, or Textbook Resources	Local growth norms
1st- 8th Physical Education	Fitness Gram	Fitness Gram	Local growth norms
3rd- 12th Special Education SST	STAAR Alt	STAAR Alt	STAAR Growth Measure
K-12 Special Education ACE	BASC 3	BASC 3	Local growth norms
6th-12th Career Technical Education	CTE Precision Exams	CTE Precision Exams	Local growth norms



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Setting Growth Targets

AHISD will use growth targets set by third-party assessment tools, like MAP and STAAR. For locally developed pre/posttests, growth targets will be set based upon local data collected during the 2023-2024 school year. TEA offers [several options](#) for districts to use when setting local growth targets.

AHISD will use the Value Added Method (VAM). The district's rationale for using VAMs in their teacher designation system is to provide a robust and objective method of assessing teacher effectiveness based on student outcomes while accounting for student and school factors that are beyond a teacher's control. By focusing on a predicted growth of students based on relative achievement in the district as well as the students' backgrounds, as opposed to just their absolute performance, our VAM helps to isolate the impact a teacher has on their students' progress over the course of a school year. This approach accounts for student-level and school-level factors that might affect learning outcomes, thereby aiming to fairly evaluate and identify teachers who contribute to their students' academic growth, regardless of students' backgrounds.

For assessments that include either a previous test score in the same subject area or a pre- and post-test score, student growth is calculated by assessing changes from pre-test to post-test scores, adjusted for district-wide performance and historical trends. Growth is determined relative to the average district performance by normalizing these changes using the mean and standard deviation of district growth rates across various assessments. This allows us to standardize growth measures across subject matters, which we know will have variability in raw growth scores. We define students as meeting growth if their post-test score is at or above what was predicted for them relative to district-wide performance, adjusting for pre-test scores, student- and school-level factors, and historic performance on the assessment. We will predict a student's expected growth using a linear regression that includes a student and their school's pre-tests and demographics. We will also account for previous average performance on the assessment in the district.

For assessments in subject areas that students take one time, such as Advanced Placement (AP) exams, growth is calculated by comparing students' scores to the expected outcomes based on district-wide historical trends on the same assessment and the relative performance of the student on other assessments taken in the same year. Specifically, expected growth is predicted using a regression model that incorporates time-varying student characteristics, such as free or reduced-priced lunch status and previous academic achievements, alongside school-level factors. Additionally, we include student fixed effects to control for all time-invariant characteristics of students and exploiting variation in student-level assessment performance in the same year across various teachers and subject-areas. This ensures that the relative growth measure focuses solely on the effectiveness of a teacher in a specific subject area in a specific year.

These value-added approaches, while varying in statistical assumptions and minimization of possible error, align with our broader objective to standardize student growth expectations across different teacher categories within the TIA framework.

After receiving calculations of expected and actual growth of each student from DEEP Dive, we will determine the percentage of a teacher's students who met or exceeded their predicted growth target. For each teacher in the district, this yields the percentage of students meeting or exceeding growth, which is the measure of student growth we use in our weighting system used to determine teacher designations.

Further details about Teacher Incentive Allotment can be found in the TEA Guideline for Teacher Incentive Allotment.

[Full TEA Guidelines](#)



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TIA Spending Plan

In AHISD, 90% of the TIA designation award is paid directly to the teacher. The district plans to allocate a portion of its reserved funds, specifically 10%, to support various initiatives associated with our TIA plan. These funds will help cover expenses related to additional third-party assessments like NWEA MAP, AAPPL, and Precision Exams. At the district level, financial resources will also be directed towards TIA initiatives, encompassing professional development opportunities for teachers. This effort aims to assist teachers in achieving specific designations, such as facilitating a cohort for National Board Teacher Certification.

The initial payment for the TIA will be issued as a one-time stipend by August 31, 2026. In the years following, teachers will receive a similar one-time stipend, disbursed in a single payment. All allocated funds for this purpose will be fully utilized by August 31 of each year.

Designated teachers who terminate their contract or retire before the school year concludes (following the Winter Roster) will forfeit their allotment payout. The district will then reallocate the funds intended for these individuals to other designated teachers or instructional staff meeting performance criteria at the same campus where the exiting teacher was employed, ensuring redistribution is completed by August 31st. Teachers who retire or leave AHISD at the conclusion of their contracts will have their TIA funds forwarded to them.

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.



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Teacher Incentive Allotment Assessment Protocols

To provide clarity and consistency in this process, the protocols below are provided for all teachers.

Testing Window

Assessments will be given on the following dates for all campuses:

District Pretest Window- August 12th, 2024- September 20th, 2024

District Posttest Window- March 18th, 2025- May 22nd, 2025

Fall Semester Course Window- August 12th, 2024-September 20th, 2024, and December 2-13th, 2024

Spring Semester Course Window- January 7th- January 17th, 2024, and March 18th, 2025- May 22nd, 2025

Academic Teams must select a two-week window within the district testing timeline. Principals will manage the campus testing calendar and make the dates viewable to the C&I office.

All make-ups must be completed within the district testing window.

Testing dates are non-negotiable.

Administrators, campus coaches, or other trained personnel will be expected to administer the test within the designated testing window if the teacher is absent.

Retesting

If there are technical errors in scoring an assessment, such as Aware counting a correct answer incorrectly, a campus administrator must send an email to Dr. Jimmie Walker to explain the irregularity before any change can be made.

- Students cannot be retested if they didn't give their best effort.
- Students can only take the exam one time each (rescanning in Eduphoria is not allowed).
- Pre and Post Tests cannot be retaken.
- If there are errors in submitting, terminating, or pausing a test, refer the situation to a campus administrator.

Scheduling

- Local assessments should be given in one class period. NWEA MAP assessments must be completed within the two-week team window.
- The test should be given in a whole group setting unless the specific test directions or an IEP, 504, or EB linguistic accommodation form states other directions or accommodations.
- Each campus will determine a testing schedule within the district testing window. There will not be a modified campus schedule for TIA testing.

Make Up

- Students who are absent on testing day must take a test on a makeup day administered by the campus. Classroom teachers should make every effort to provide makeups within their classrooms.
- All makeup assessments must be completed within the testing window listed above.
- Each campus will determine a makeup schedule within the district testing window.

Accommodations and Modifications

Students served through an IEP and/or a 504 plan should be provided with the same modifications and accommodations that the child receives for classroom unit assessments. The same applies for linguistic accommodations for emergent bilingual and ESL students based upon the individual linguistic accommodation form for each student.



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Small group assessment accommodations do not necessarily mean a small group setting outside of the classroom. If the student takes classroom assessments, like tests and quizzes, in the classroom, then TIA assessments should be administered in the same way. Specific questions should be addressed with the case manager, Special Ed Coordinator, or Campus Testing Coordinator/Counselor.

3rd Party assessments will use the modification embedded in the assessment. Only accommodations and modifications specified in IEP, 504, and individual linguistic accommodation forms should be enabled. Modifications and accommodations will be specified by each specific assessment type outlined in this document.

Grading

The pretest will not count for a grade.

Posttest grading

- The posttest cannot count as the course final exam in secondary courses.
- No single grade can count more than 20% of the overall average. This includes any TIA grades.
- TIA assessments taken for a grade are not eligible for any reassessments.
- MAP and mCLASS and CIRCLE- teachers may take a grade based upon growth or student reflections. RIT scores should not be converted to a test grade. This should be consistent with all teachers of a course.
- Local Posttest may count as a grade. This should be consistent with all teachers of a course.
- CTE Precision Exams may count as a grade. This should be consistent with all teachers of a course.
- AAPPL and National Latin Exam may count as a grade. This should be consistent with all teachers of a course.
- PE Fitnessgram tests will NOT count as a grade.
- BASC-3 will not count as a grade

Classroom Environment

Arrange for Testing Areas

- Ensure that students are sufficiently separated from each other that they can work without distraction and cannot see one another's monitors.
- All personal electronic devices, cell phones, Apple Watches, or other WIFI-enabled devices must be collected and stored before the test and may not be returned until all testing is complete.
- Students may not take any assessments on personal devices.
- Ensure that one pair of headphones is available for each student for tests that include audio components.
- Ensure that one headset is available for each student receiving a speech-to-text (STT) accommodation when multiple students are tested in the same room.
- A "Testing—Do Not Disturb" sign should be posted outside the testing room

No element of the testing room environment should hinder any student's performance.

- An instructional environment should be maintained during testing windows.
- It is not necessary to conceal or remove instructional or reference materials in testing areas, classrooms, or hallways unless they could aid or are a direct source of answers for the subject-area assessment being administered

Preview and Review of Secure Test Items

Teachers are not allowed to help students with the test by reviewing or helping students by previewing questions/answers. Test items from TIA pre and posttest may not be included on any student assignments, assessments, or homework. Any test items used outside of TIA will invalidate the TIA assessment. Serious violations could cause all teachers associated with the course to be ineligible for TIA.



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Secure Testing Environment and Testing Time:

BOY, MOY, and EOY assessments are given as part of the AHISD aligned curriculum and assessment strategy. As such, the campus testing coordinator and the building principal are responsible for ensuring all assessments are conducted in a secure testing environment.

Student Assistance

Test administrators may answer questions about assessment directions or procedures. Test administrators are never allowed to answer any questions related to the content of the assessment itself. If a student asks a question that a test administrator is not permitted to answer, the test administrator may respond, for example, "I can't answer that for you; just do the best you can."

Unless specifically directed to do so by test administration procedures, test administrators and campus personnel are NOT allowed to do the following:

- translate assessment questions or passages into another language (except sign language)
- rephrase or add information to test questions

Test Security and Confidentiality

Maintaining the security and confidentiality of the Alamo Heights ISD TIA Pre/Post Assessment is critical for ensuring fair and equal testing opportunities for all students. Test security involves accounting for all secure materials before, during, and after each test administration. Campuses must ensure that all personnel participating in TIA Pre/Post Assessment or handling secure test materials meet the eligibility requirements detailed in the appropriate test administration materials, be trained, and sign an Oath of Test Security and Confidentiality. Discussing or disclosing secure test content or responses is prohibited for both students and teachers.

All secure test materials must be handled in strict accordance with the instructions contained in the TIA Manual. Each person participating in the TIA Pre/Post Assessment is required to maintain and preserve the confidentiality of all secure test content.- Teachers should collect any scratch materials used by students during testing.

Training Requirements

Testing personnel are required to receive annual training in test security and administration procedures and are responsible for complying with district assessment requirements. In addition, testing personnel must receive training in testing policies and procedures specific to each administration. By signing the appropriate oath, participants affirm that they have been trained and understand their obligation to properly implement the TIA Pre/Post Assessment.

Serious Testing Violations

Conduct that violates the security and confidentiality of a test and is considered a serious testing violation includes:

- directly or indirectly assisting students with responses to test questions
- previewing test questions/answers with students during instruction, assessments, homework, study guides, or other classroom materials
- tampering with student responses
- falsifying student responses
- responding to test questions
- encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality

Any incidents involving alleged or suspected testing irregularities falling under the category of a serious violation must be reported to campus and district specialized programs coordinators. Testing personnel should contact specialized programs coordinators if they are unsure whether an irregularity has occurred or if they are unclear regarding what



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constitutes a serious violation. Failure to adhere to the requirements may result in removal from the consideration for the AHISD teacher incentive allotment.

Procedural Testing Irregularities

Procedural irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. An example is leaving a testing group unsupervised or finding students using personal devices during testing

Accommodation Errors

Accommodation errors typically involve providing or not providing appropriate accommodations or designated supports. Many accommodation errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus administration or if they discover an accommodation error.

Examples:

- A student was provided an unallowable accommodation.
- A student, not approved for an accommodation, was provided the accommodation.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.

Click to Go to the Assessment Directions & Scripts
Prekindergarten: Circle Assessment
Kindergarten - 2nd Grade: mCLASS Assessment
NWEA MAP (K-HS Math; 3rd-HS Reading; 4-HS Science)
World Languages: AAPPL Assessment
YouScience Precisions Exams (CTE Courses)
National Latin Exams (Classical Language Latin Courses)
Special Education Life Skills Classes: STAAR and STAAR Alt.
Special Education Behavioral Support: BASC-3
Local Pre and Post Tests (Eduphoria Aware)
Fitnessgram (Physical Education Courses)



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Prekindergarten: Circle Assessment

Test Protocol:

Interrater Reliability: During the testing window, 25% of the students in the class will be co-monitored by the teacher, administrators, or instructional coach when the test is administered or tested by another professional.

Allow for approximately 30-40 minutes per child. This test does not need to be completed in one session.

[Circle User's Guide](#)

- Click "LOGIN" on the top right hand corner of the screen.
- Select either Google or Clever as your choice to log into CLI Engage <https://cliengage.org>
- Enter your username and password and click "Log in."
- Assessments cannot be conducted on an Apple iPad device.
- If you do not have a Google Account, you can create one using your existing email account or by creating a Gmail account at the following link: <https://accounts.google.com/signup>

Description of Assessment:

The CIRCLE Progress Monitoring System (formerly known as C-PALLS+), is a user-friendly, technology-driven tool that enables a teacher to quickly assess a child's progress in a particular skill area. This simple yet reliable data collection prompts teachers to focus on lessons that target their students' least developed skills.

Assessment Materials Needed:

You will need an **AHISD** computer, laptop, or tablet that has a reliable Internet connection. No personal devices are allowed to be used to administer the assessments. Place the computer in a position that allows you to operate the keyboard while you and the child look at the screen.

Note: The child should not see the screen during the phonological awareness assessments.

Counters: the child will move the counters to show how many words are in the sentence.

Specific Testing Directions: (individual administration)

Rapid Letter Naming:

Directions: Children are given a total of 60 seconds of stimulus time to identify letters that appear on the screen. The student must respond within 3 seconds. If 3 seconds elapse without a response the item is automatically scored as incorrect. A response should be recorded if the child correctly names the letter, if the child says: "I don't know", or if the child provides the incorrect response. In other words, record a response should the child correctly or incorrectly name the letter.

Rapid Vocabulary Naming (Sets 1-3):

Directions: Children are given a total of 60 seconds of stimulus time to identify pictures as they appear on the screen. There are different pictures for each wave of the assessment. The Rapid Vocabulary Naming assessment includes 2 untimed warm-up items. Conduct a practice session with the warmup items and give feedback for both practice items:

Correct response: "Good job." Incorrect response: "That was a good try, but this is a ball. Let's try some more. You say, "ball." Prompt the student by reading the instructions on the "ready" screen of the assessment.

After a picture appears on the screen, the student must respond within 3 seconds. If 3 seconds elapse without a response the item is automatically scored as incorrect. A response should be recorded if the child correctly names the letter, if the child says: "I don't know", or if the child provides the incorrect response. Note: A list of acceptable responses can be found on the "Rapid Vocabulary Naming" score sheets.



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Click blue if the student gave the incorrect response.

Click purple if the student gave the correct response.

Quick Key: Left Arrow – Incorrect Response, Right Arrow – Correct Response.

Letter-Sound Correspondence:

Directions to the child:

We are going to look at some letters and see if you know the sound each letter makes. It's okay to guess if you don't know the sounds. Some letters make only one sound and some make more than one sound. "Try to tell me at least one sound each letter makes. Ready? What sounds does this letter make?"

Record the response. Approximate Time to Administer: 5 minutes per child

Phonological Awareness:

Syllabication:

Directions: Teacher will say a word and clap the word parts and ask the child to say or correspondingly clap how many parts he/she hears in the word. Follow the prompt on the screen and record responses. Note: Have the child repeat the word before responding.

Onset/Rime:

Directions: Teacher breaks up a word into sounds. Child repeats the parts and says the word. Record whether the child's response was correct or incorrect. Make sure there is a clean break between word sounds, approximately 1 second. Note: This skill is not assessed in Spanish.

Alliteration:

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response. Notes: Emphasize the /s/ sound only on the practice items. Have the child repeat the words prior to attempting to provide an answer for the item.

Rhyming Part 1:

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response.

Listening:

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response.

Words in a Sentence:

Directions: Teacher will say the sentence and the child will move the counters to show how many words are in the sentence. Make sure you are sitting across from the child and exaggerate the block movements during sample items. Record the response. Notes: It is acceptable to have the child repeat the task one additional time to reinforce the concept. Remember to have the child repeat the sentence prior to attempting to move the blocks. This ensures that the child has heard the sentence accurately.

Rhyming Part 2:

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the responses. Notes: Nonsense words that rhyme with the target word are acceptable. For each item, have the child repeat the word and then provide the answer.

Click blue if the student gave the incorrect response.

Click purple if the student gave the correct response.

Quick Key: Left Arrow – Incorrect Response, Right Arrow – Correct Response.



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Math:

Directions:

Manipulatives should not be used with math items, including counting and operations. This ensures math measures are more standardized across classrooms and students.

Rote Counting:

The first item evaluates the rote counting skills of children and the highest number that the child counts correctly yields a score of either:

0 (child counts between 1 & 10)

1 (child counts between 11 & 20)

2 (child counts to 21 or above).

Type in the box provided the highest number the child counted in sequence.

Shape Discrimination:

In these items children are asked to scan a complex visual array of shapes and point to all of the triangles (items 14 through 17) and squares (18 through 20). The child is scored on the first three shapes that they touch. Touch or click the items the child selected.

Set Counting:

Items 20-24 evaluate the counting skills of children. In these items, children are asked to count sets of 3, 5, 7, 10, and 15 and indicate the cardinal value for each set. The most important thing to remember when administering this item is that THE RESPONSE IS SCORED BASED ON THE CARDINAL VALUE THAT THE CHILD PROVIDES. If the child accurately counts the 10 stop signs, but provides the wrong cardinal value, such as “6”, the item is scored as incorrect. Children are being asked to understand that a set of objects has a specific (cardinal) value and are not being evaluated on their ability to count items.



Teacher Incentive Allotment Guidelines (2024-2025)

Kindergarten- 2nd Grade: mCLASS Assessment

[mCLASS Online Resources](#)- Sabrina (Language MOY-EOY)

Description of Assessment: mCLASS with DIBELS 8th Edition uses seven measures designed to assess a variety of reading skills. The measures administered during an assessment depend on the student's grade level.

Kindergarten			Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
BOY	MOY	EOY	All TOYs	All TOYs	All TOYs	All TOYs	All TOYs	All TOYs
Letter Naming Fluency (LNF)								
Phonemic Segmentation Fluency (PSF)								
First Sound Isolation (FSI)								
Nonsense Word Fluency (NWF)								
Word Reading Fluency (WRF)								
			Oral Reading Fluency (ORF)					
						Maze		
Kindergarten			Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
BOY	MOY	EOY	All TOYs	All TOYs	All TOYs	All TOYs	All TOYs	All TOYs

Required
 Optional

Assessment Materials Needed: MClass kit (including teacher book and student sheets), teacher ipad or laptop.

Specific Testing Directions: (individual administration, allow at least 15 minutes per student) K-2 non-language classes adhere to their campus testing windows EOY and MOY. K-2 Dual-Language and Spanish Immersion classes will test MOY and EOY in the target language (Spanish).

For all classes: 25% of the students (per class) needs to have an alternate evaluator present. (i.e. A certified personnel who observes the classroom teacher administering mClass to at least 25% of the students)

Prompt: (K-2) MClass assessments and instructions links ENGLISH

[Letter Naming Fluency \(LNF\)](#) (K-2)

[Phonemic Segmentation Fluency \(PSF\)](#) (K-2)

[Nonsense Word Fluency \(NWF\)](#) (K-2)

[Word Reading Fluency \(WRF\)](#) (K-2)



Teacher Incentive Allotment Guidelines (2024-2025)

Additional assessments and instruction links for 1st and 2nd grade (ENGLISH)

[Oral Reading Fluency \(ORF\)](#) (1st- 2nd, if applicable)

[MAZE](#) (if applicable)

Prompt: MClass assessments and instructions links SPANISH (MOY and EOY)

[Fluidez en nombrar letras \(FNL\)](#) (K-2)

[Fluidez en la segmentación de sílabas \(FSS\)](#) (K and 1st)

[¿Qué queda? \(QQ\)](#) (K-2)

[Fluidez en los sonidos de las letras \(FSL\)](#) (K-2)

[Fluidez en los sonidos de sílabas \(LSS\)](#) (K and 1st)

[Fluidez en la lectura de palabras \(FEP\)](#) (K-2)

[Fluidez en la lectura oral \(FLO\)](#) (1st-2nd, if applicable)

[¿Cuál palabra? \(CP\)](#) (1st-2nd, if applicable)

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Teacher Incentive Allotment Guidelines (2024-2025)

NWEA MAP

Kindergarten- High School Math; 3rd- HS Reading; 4-HS Science

[NWEA Proctor Guide](#) Courtney & Ernest

Description of Assessment: MAP Growth is an adaptive assessment for measuring achievement and growth in K–12 math, reading, language usage, and science. MAP Growth measures achievement and growth, informs instruction, and assesses strategy. It provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level. Test must be completed within the district testing window.

Assessment Materials Needed:

- Fully Charged District Issued Student Testing Device
- Dictionary
- Scratch Paper (optional)
- Headphones (K-2; students using Text-To-Speech)

Specific Testing Directions: (Whole group, small group, individual administration)

- Prior to testing:
 - Ensure all devices have the NWEA Secure Testing Browser or App.
 - Use the videos and practice tests available here: studentresources.nwea.org. Student Resources includes videos that the whole class can watch. Username and Password for practice tests = grow.
 - Ensure Testing Session is created.
 - Apply allowable accommodations for students with an IEP, 504, or linguistic accommodations for EACH assessment. *Because this is a nationally normed assessment, state-specific resources/tools such as the STAAR Reference Chart are not allowed.
 - Get headphones and check volume for early learners (K–2) or for students using Text To-Speech.
 - On your Proctor console, select Refresh Page to see which students have the “To Be Confirmed” status. Select Confirm. This confirms all students with "To Be Confirmed" status. Or, to select individual students, choose Select Action and then Confirm.
Students: Select Start Test.
- During Testing:
 - It is important to guarantee that students are seated in such a manner that they cannot see each other’s devices.
 - Actively monitor students and your test proctor screen. Be vigilant for any rapid guessing. If a student is moving too quickly and it pauses their test, conference with them about slowing down before you put in the code to continue their testing.
 - If a student needs to pause their test before they are done, you can suspend the test. DO NOT TERMINATE.
- After Testing:
 - If a student is using scratch paper, it must be collected by the teacher at the end of the testing session.
 - Only one testing session can be open at a time. If you have another group to be tested, on the Proctor console, choose End Testing Session. If students are still testing, a prompt shows that those tests will become suspended. Select Yes to continue.



Teacher Incentive Allotment Guidelines (2024-2025)

Prompt

ALL: Give your best effort on this test. It is a chance to show how much you know. Your teacher can use the test to help determine the areas they can help you with the most. This is not a timed test, so it's important to take your time to understand each question before answering. Some questions will be easy, and others will be more difficult. It's okay not to know all of the answers. If you are not sure how to answer a question, then ask yourself which answers are definitely wrong, and choose from the other answers. Read every question and try your best. Before you finish a question, you may change your mind and pick a different answer. But, once you move to the next question, your answer is locked, and you cannot go back to the question you have already answered. I'm here to help if there is a problem with the test. If something is missing or if the test tells you to slow down, then raise your hand.

Gr. 2+ Math: On some (but not all) test questions, a calculator tool appears at the top. You can click the calculator picture to open an on-screen calculator that helps you answer the question. If you are not sure about a word in a question, raise your hand for help. I can pronounce the word for you, but I cannot tell you what the word means or explain any math symbols.

Gr. 2+ : If a reading passage is too long to fit on the screen, use the scroll bar on the right side of the passage to scroll down and display the rest of the passage and questions about it. Sometimes a passage appears again and again, but look carefully, because you will see different questions for the same passage.

SPANISH Directions

Indicación:

Da tu mejor esfuerzo en esta prueba. Es una oportunidad para mostrar cuánto sabes. Tu maestro puede usar la prueba para ayudarte a determinar en qué áreas te pueden ayudar más. Esta prueba no tiene límite de tiempo, así que es importante que te tomes tu tiempo para entender cada pregunta antes de responder. Algunas preguntas serán fáciles y otras más difíciles. Está bien no saber todas las respuestas. Si no estás seguro de cómo responder una pregunta, pregúntate cuáles respuestas son definitivamente incorrectas y elige entre las otras respuestas. Lee cada pregunta y haz tu mejor esfuerzo. Antes de terminar una pregunta, puedes cambiar de opinión y elegir una respuesta diferente. Pero, una vez que pases a la siguiente pregunta, tu respuesta quedará fija y no podrás regresar a la pregunta que ya has respondido. Estoy aquí para ayudarte si hay algún problema con la prueba. Si falta algo o si la prueba te dice que disminuyas la velocidad, levanta la mano.

2o grado +: En algunas preguntas (pero no en todas), aparecerá una herramienta de calculadora en la parte superior. Puedes hacer clic en la imagen de la calculadora para abrir una calculadora en pantalla que te ayudará a responder la pregunta. Si no estás seguro sobre una palabra en una pregunta, levanta la mano para pedir ayuda. Puedo pronunciar la palabra para ti, pero no puedo decirte qué significa ni explicar ningún símbolo matemático.

2o grado +: Si un pasaje de lectura es demasiado largo para caber en la pantalla, usa la barra de desplazamiento en el lado derecho del pasaje para desplazarte hacia abajo y mostrar el resto del pasaje y las preguntas sobre él. A veces, un pasaje aparecerá una y otra vez, pero mira con cuidado, porque verás diferentes preguntas para el mismo pasaje.



Teacher Incentive Allotment Guidelines (2024-2025)

World Languages: AAPPL Assessment

[AAPPL Proctor Guide](#)

Description of Assessment: The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is a web-based proficiency and performance assessment of K-12 standards-based language learning. It assesses language ability across the three modes of communication as defined by the World-Readiness Standards for Learning Languages.

Assessment Materials Needed

- District-issued fully charged and updated Chromebook
- Headset, compatible with the Chromebook
- Connection Speed of 1,000 Kbps per candidate (minimum)
- Paper copy of individual username and password on each student desk
- Separate desks as much as possible and/or provide dividers for privacy and sound quality.
- Students practice with their headsets in a classroom lesson before the testing day to gauge sound quality.

Specific Testing Directions: (Whole group, small group, individual administration)

Large group administration. Can be in a classroom or auditorium

Only assess speaking and writing domains for TIA

Prompt

Orient the student to the assessment area and explain the assessment process and the setting before the test video begins. Encourage a positive attitude toward the test.

SAY Today, we will take a pre-test/post-test to indicate what you know about interpretive reading and interpretive listening in the target language. You must read and listen carefully, follow the instructions, and do your very best!

Instruct the students to work independently and to quietly raise their hands if they need assistance with testing directions.

SAY This is a test. Keep your eyes on YOUR computer. Work quickly and answer all prompts by choosing the best answer. If you need help with instructions or when you have finished the test, raise your hand.

Observe and monitor student performance to ensure the validity and reliability of test results.

If a student asks for help with answering a prompt in the target language,

SAY This is a test to measure how much you know and interpret in the target language. Do your best.



Teacher Incentive Allotment Guidelines (2024-2025)

Career and Technical Courses: You Science Precisions Exams

[You Science Precision Exams Proctor Guide](#)

Description of Assessment

YouScience Industry Certifications are the nation's largest library of industry-recognized exams. Exams are available for all National Career Clusters, offer detailed district-level reporting and support pre- and post-testing.

Assessment Materials Needed

- District-issued fully charged and updated Chromebook
- Paper copy of test code for each student (codes should reflect the course that student is enrolled in; this may be the case in classes with mixed courses)
- Separate desks as much as possible and/or provide dividers for privacy
- Calculator and Scratch Paper (if allowed)

Prompt (script for testing):

Read aloud word for word the bolded directions to your class when giving the pretest and posttest. The directions in italics is information meant for you and not to be read aloud to students.

Today, you will complete the pretest/posttest for [SUBJECT] assessment. You will take this test on an AHISD District Computer. No personal devices (laptops, smart watches, phones) are allowed. Your testing area should be free of anything else other than a computer and the items allowed for this exam. *(school owned calculator and/or scratch paper and writing utensil)*

Give students time to clear their areas, and at this time collect phones and smart watches.

You will have this one class period to complete it. I cannot help you answer any test questions. You may not know all the answers to all of the questions. YouScience allows you to “flag” a question to go back to at a later time. This is a useful tool you may use. If you do not know the answer to a question, choose the answer you think might be correct. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and reading each question carefully. If you need help using any of the online tools, let me know.

Answer any questions before continuing.

When you have completed your test, raise your hand so I can help you close the test and collect any testing materials. Do not click the Submit Test button until you are sure you are done.

At this time, we will log into the test. I will read the instructions, and you will follow along on the computer. If you have any questions, let me know, and I will help you.

- Open your Chromebook and log in.
- Go to ahisd.net, students and parents, and click on CLASSLINK. *[wait]*
- Next, find the application “YouScience”. Once you click this, you should be logged in automatically and you should see “Welcome, [your name]”.
- Click on “Take a New Exam” and enter the code that is provided for you.
- Enter the information about you when prompted.
- Next, click “Request Authorization” and wait until I approve you to start. *Once all students request authorization, the teacher must accept them on their administrator screen to move on.*
- Click “Begin exam” and start.

After a student ends their exam, please collect extra materials (calculator and/or scratch paper).



Teacher Incentive Allotment Guidelines (2024-2025)

Classical Language Latin Courses: National Latin Exams

[Proctor Guide](#)

Description of Assessment: The National Latin Exam, sponsored by the [American Classical League](#) and the [National Junior Classical League](#), is a multiple-choice test with a time limit of 45 minutes, offered to students on eight levels. On the Introduction to Latin, Beginning Latin, Intermediate Latin, Advanced Latin Prose, and Advanced Latin Poetry exams, there are 40 questions on grammar, comprehension, mythology, derivatives, literature, Roman life, history, geography, oral Latin, and Latin in use in the modern world.

Materials Needed:

- District-issued fully charged and updated Chromebook
- Headset, compatible with the Chromebook for specific student accommodations
- Paper copy of individual username and password on each student desk
- Separate desks as much as possible and/or provide dividers for privacy and sound quality.

Specific Testing Directions: (Whole group, small group, individual administration)

Whole group assessment that can be administered in a classroom or auditorium environment

Script

Follow Directions for [National Latin Exam](#)



Teacher Incentive Allotment Guidelines (2024-2025)

Local Pre and Post Tests

[Aware User's Guide](#)

Description of Assessment: The local pre and post tests in Aware are designed and created by teachers to encompass the TEKS or Standards covered in each particular course. Students will complete the test online using a locked browser through the Chromebook app. The test will be completed within the class period.

Assessment Materials Needed:

- District-issued fully charged and updated Chromebook
- Headset, compatible with the Chromebook (Students using text-to-speech)
- [Student Testing Directions to Project](#)
- Separate desks as much as possible and/or provide dividers for privacy and sound quality.
- Scratch paper (optional)
- Dictionaries (optional)

Specific Testing Directions: (Whole group, small group, individual administration): This exam may not exceed the time of one class period (unless permitted by accommodations). Teachers must collect all personal tech devices prior to administering instructions.

Prior to testing: Remember to apply allowable accommodations for students with an IEP, 504, or linguistic accommodations for assessments in Aware.

Prompt (script for testing to say to students):

Read aloud **WORD FOR WORD** the material printed in bold type and preceded by the word "SAY." You may repeat the directions as many times as needed. The material in italics is information meant for you and should not be read aloud to students.

SAY: Today you will complete the [pre/post] [SUBJECT] assessment. You will take this test on the computer. It is important that you do your best.

For Math Tests:

SAY: You may use the reference materials provided and scratch paper when you are taking this test.

For Tests That Allow a Dictionary:

SAY: You may use a dictionary during this test.

SAY: Now, we will log in to the test. I will read the instructions, and you will follow along on the computer. If you have any questions, let me know, and I will help you.

<Project this [slide](#) so students can see what to do as you read.>

- Open your Chromebook, but do not login to the Chromebook.
- Click "Apps" at the bottom of the Screen.
- Select "Eduphoria LockDown Browser."
- In the "Username" box, enter your 6-digit student ID.
- Your Password is Mules2024! (This must be entered exactly as it is shown).
- Select the [SUBJECT] assessment



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SAY: I cannot help you answer any test questions. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If you need help using any of the online tools, let me know.

Answer any questions before continuing.

SAY: When you are ready to start your test, select “Start Test” on the Test Information screen. When you have completed your test, raise your hand so I can help you close the test and collect any testing materials. Do not click the Submit Test button until you are sure you are done. If there are no additional questions, you may begin. On the new screen, select the correct available test and then click “Start Test.”



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Physical Education Courses: Fitnessgram

[Fitnessgram Resource Hub](#)

Interrater Reliability: During the testing window, 25% of the students in the class will be co-monitored by the teacher, plus a different teacher, teaching assistant, administrator, or instructional coach when the test is administered or 25% of the students will be tested by another professional.

Assessment Description: FitnessGram is the leading evidence-based physical fitness assessment and reporting tool that measures student physical fitness levels; think of it as a report card for student fitness.

Materials Needed:

- Teacher Chromebook for data entry or clipboard with printed copies
- Projector and screen to watch Fitnessgram “How To” Student Videos

Specific Testing Directions

- The test should be given in a whole group setting in the PE class periods within the testing window.
- Small group or individual testing is allowable, but students must be working independently and strictly adhere to the testing window.
- Students may NOT count for one another during testing.
- Use the Fitnessgram Tests Information and Procedures for each of the activities below:
 - 20 meter PACER
 - Curl up
 - Trunk lift
 - Push up

Prompt

SAY Today we will take a beginning of the year / end of the year test to give an indicator of fitness in your physical education course. It is important that you listen carefully, follow the instructions and do your very best!

Instruct the students to work independently and to quietly raise their hands if they need assistance.

SAY This is a test so stay focused and try your best. If you need help or have a question, raise your hand.

Observe and monitor student performance to ensure validity and reliability of test results.

1. 20 Meter PACER:

1. Overview - The Progressive Aerobic Cardiovascular Endurance Run (PACER) test is a variation of the Beep Test, and is part of the FitnessGram test batteries. It is a maximal aerobic fitness test, where the participants run 20m shuttles at increasing speeds.
2. Equipment Required - Flat non-slip surface, marking cones, up to 20m measuring tape, PACER test cd (or digital PACER test soundtrack), cd player, recording sheets.
3. Pretest - Explain the test procedures to the student. Perform screening of health risks and obtain informed consent. Prepare forms and record basic information such as age, height, body weight, gender and test conditions (indoors/outdoors, weather, running surface). Measure and mark out the course. Perform a standard warm-up.
4. Procedure - The test involves continuous running between the two lines (20 meters apart) in time to recorded beeps. The initial speed is 8.5km/hr, which increases by 0.5km/hr each level (approximately



Teacher Incentive Allotment Guidelines (2024-2025)

every minute). The time between recorded beeps decreases each minute (level) requiring an increase in pace. The students continue until they are unable to keep pace with the beeps.

5. Scoring - The score is the total number of shuttles reached before the athlete was unable to keep up with the recording for two consecutive ends. The test scores can be entered into the FitnessGram software for analysis.

2. Curl up:

1. Overview - Good strength and endurance of the abdominal muscles are important in promoting correct posture and pelvic alignment. The curl-up abdominal fitness test requires the participants to perform as many curl-ups as possible following a cadence of one every three seconds.
2. Equipment Required - A flat, clean, cushioned surface, Fitnessgram online sit-up metronome or a sit up beep test mp3 which uses the same cadence, 4.5" Curl-Up Measuring Strip. If the manufactured measuring strips are not available, you can mark the floor with some tape, or use a piece of cardboard cut to the right dimensions.
3. Pretest - Explain the test procedures to the subject. Perform screening of health risks and obtain informed consent. Prepare forms and record basic information such as age, height, body weight, gender, test conditions. Perform an appropriate warm-up.
4. Procedure - The student begins by lying on their back, knees bent at approximately 140 degrees, feet flat on the floor, legs slightly apart, arms straight and parallel to the trunk with palms of the hands resting on the mat. The fingers are stretched out and the head is in contact with the mat. The measuring strip is placed on the mat under the students legs so that their fingertips are just resting on the nearest edge of the measuring strip. The feet cannot be held or rested against an object. Keeping heels in contact with the mat, the student curls up slowly, sliding their fingers across the measuring strip until the fingertips reach the other side, then curls back down until their head touches the mat. Movement should be smooth and at the cadence of 20 curl-ups per minute (1 curl-up every 3 seconds).
5. Scoring - Record the total number of curl ups. The test is continued until exhaustion (e.g. the subject cannot maintain the set rhythm), or until they complete 75 curl-ups. The test is also stopped if the student has two technique warnings - if the heels come off the floor, the head does not return to the mat, or the fingertips do not reach the far side of the measuring strip.

3. Trunk Lift:

1. Overview - The Trunk Lift back extensor strength test requires the participant to lift the upper body off the floor using the muscles of the back, and hold that position while the height is measured.
2. Equipment Required - gym mat, measuring device (e.g. yardstick, ruler, tape measure), marker.
3. Pretest - Explain the test procedures to the subject. Perform screening of health risks and obtain informed consent. Prepare forms and record basic information such as age, height, body weight, gender, test conditions. Perform an appropriate warm-up.
4. Procedure - The aim of the test is to lift the upper body off the floor using the muscles of the back and hold the position to allow for the measurement. The subject lies on the mat in a face-down position, with toes pointed back behind the body and hands placed under the thighs. Place a marker on the floor in line with the eyes (a coin or other marker), which they must maintain focus on throughout the movement (to help keep head in alignment). When ready, the upper body is lifted off the floor, in a very slow and controlled manner, to a maximum height of 12 inches. The head should be maintained in a straight alignment with the spine. The position must be held long enough for a measurement to be made of the distance - from the floor to the chin. Once the measurement has been made, the participant returns to the starting position. Two trials are allowed, with the best score recorded.
5. Scoring - This test will be assessed as the distance from the floor to the chin. The maximum score on this test is 12 inches, anything over this distance is recorded as 12 inches.



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4. Push up:

1. Overview - The push-up test measures upper body strength and endurance. In this test, the maximum number of push-ups performed at a rate of one every three seconds is recorded (20 push-ups per minute).
2. Equipment Required - floor mat, a method of indicating the desired pace of 20 per minute (simply, you can call out at the set cadence using a stopwatch). Other options are using a metronome or a free online push-up metronome.
3. Pretest - Explain the test procedures to the subject. Perform screening of health risks and obtain informed consent. Prepare forms and record basic information such as age, height, body weight, gender and test conditions. Perform a standard warm-up.
4. Procedure - Start in the push-up position - with the hands and toes touching the floor, the body and legs are in a straight line, feet slightly apart, the arms at shoulder width apart, extended and at a right angle to the body. Keeping the back and knees straight, the subject lowers the body until there is a 90-degree angle at the elbows, with the upper arms parallel to the floor. A partner holds their hand at the point of the 90-degree angle so that the subject being tested goes down only until their shoulder touches the partner's hand, then back up. The push-ups are done in time to a metronome or similar device with one complete push-up every three seconds (1.5 seconds down and 1.5 seconds up, 20 complete push-ups per minute). The subject continues until they can do no more in rhythm (has not done the last three in rhythm) or has reached the target number of push-ups.
5. Scoring - Record the number of correctly completed push-ups that were performed in time to the rhythm.



Teacher Incentive Allotment Guidelines (2024-2025)

Special Education Life Skills Classes: STAAR and STAAR Alt.

Description of Assessment: STAAR Alternate 2 is a paper assessment created by TEA for students identified with the most significant cognitive disability. Students eligibility for this assessment is determined through a participation requirement rubric with stringent guidelines for qualification.

[STAAR Alternate 2 Participation Requirements](#)

Interrater Reliability: This assessment is administered 1:1 with the student and a trained teacher. During the testing window, 25% of the students in the class will be co-monitored by the teacher, plus a different teacher, teaching assistant, administrator, or instructional coach when the test is administered or 25% of the students will be tested by another professional.

Materials Needed:

- STAAR Alternate 2 Materials provided by TEA, such as display cards, text booklet, etc.
- Supplies for allowable accommodations as noted in the IEP (ex. Highlighter, textured material, etc)
- The [STAAR Alternate 2 administration manual](#).
- Testing space with minimal distractions.

Specific Testing Directions

- Utilize the [STAAR Alt 2 Administration Manual](#) to read the prompts as scripted.
- Present materials and stimuli as directed in the testing manual
- Student forms will be administered in the ACE class periods via Chromebooks/IPAD within the testing window.
- Ensure security of the testing materials by confirming training of all staff present in the testing room, or ensuring a separate space for test administration.
- The test and testing materials all must be stored in a highly secured designated space within the school

Scoring

- Answer selections are compiled on a paper answer document during the assessment. Once complete, the scores are transferred to a state assigned platform to be scored by TEA.



Teacher Incentive Allotment Guidelines (2024-2025)

Special Education Behavioral Support: BASC-3

ACE - BASC-3 Flex Monitoring Assessment

Description of Assessment: The BASC-3 Flex Monitor enables professionals in a school setting to monitor and track behavioral and emotional functioning over time. It includes teacher, parent, and self-report forms that can be administered digitally using a smartphone, tablet device, or computer.

Interrater Reliability: While the self-assessment can be completed independently, in the event that the student needs the form read to them, the following interrater reliability process will be followed. During the testing window, 25% of the students in the class will be co-monitored by the teacher, plus a different teacher, teaching assistant, administrator, or instructional coach when the test is administered or 25% of the students will be tested by another professional.

Materials Needed:

- Digital device (computer, Chromebook, tablet, smartphone) to complete the questionnaire
- Access to email to receive questionnaire link (teacher and parent forms)
- A printed copy of the assessment for the administrator to read the directions orally to the group, and to use if oral administration of questions is needed for the student.

Specific Testing Directions

- Prior to distribution of the assessments, Parents and Teachers will receive an introductory email from the Director of Special Education, explaining the process and importance of completing the assessment. One week following the distribution, a reminder flier will be sent out via email by the campus ACE teacher. If an assessment still is not complete within a week of the closing of the, personal phone calls will be made to families and teachers who have not completed the assessment for their student(s).
- Teacher and parent forms will be emailed at the start of the testing window. All instructions are provided within the introduction to the questionnaire.
- If the forms are not received within one week, a reminder email will be sent to teacher/parent offering additional assistance if needed.
- Student forms will be administered in the ACE class periods via Chromebooks/IPAD within the testing window.
- The administrator will read the directions as written to all students from a printed copy of the questionnaire prior to starting the administration.
- Should a student require accommodations in reading and completing the questionnaire, an administrator may read aloud the questions and answer choices. The administrator will read from their printed copy out of view of the students' responses in order to assure confidentiality.

Scoring

The assessment platform automatically scores online completed questionnaires and provides *T*-score norms based on a nationally representative sample. These scores are used to evaluate behavioral and emotional changes over time.



Teacher Incentive Allotment Guidelines (2024-2025)

Oath of Integrity for Teacher Incentive Allotment

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the administration of Teacher Incentive Allotment (TIA) assessment. I will administer the assessment with fidelity for ALL students. Failure to comply will prohibit me from becoming eligible for a Teacher Incentive Allotment Designation for this school year.

Initial each statement below. Section 1 of this document must be completed BEFORE participating in any administration of the Teacher Incentive Allotment pretests and posttests. Section 2 of this document must be completed at the end of the year.

Initials	Statements
	I understand the responsibilities and requirements concerning the administration of TIA tests.
	I understand I must prepare and maintain a proper testing environment.
	I understand I must administer this assessment in accordance with a student’s Individualized Education Program (IEP), 504 or linguistic accommodations.
	I understand I must NOT provide accommodations or designated support to students without legal documentation.
	I understand I am required to actively monitor during the test administration.
	I understand I must NOT fraudulently exempt or prevent a student from participating in an assessment. All students must be assessed during the district assessment window.
	I understand I must NOT influence or tamper with student responses.
	I understand a portion of students may be randomly selected and administered the assessment again by another test administrator to ensure all assessments were administered with fidelity.

Section 1- Beginning of the Year Oath of Confidentiality and Integrity

Signature of Test Administrator	Printed Name of Test Administrator
School Name	Grade and Subject/Subjects Taught

Section 2- End of the Year Attestation of Integrity

<p>I do hereby certify, warrant, and affirm that I have fully complied with all the requirements governing the administration of the TIA assessment. I have not divulged, duplicated, photographed, or recorded secure test content. I have not aided or assisted students with test responses, nor have I instructed students to change responses. I have administered the assessment in accordance with the direction and instructions provided. As the teacher of record, I have verified that all of my students’ test results are accounted for within the assessment platform. I have reported suspected violations of test security or confidentiality to my campus administrators.</p>	
Signature of Test Administrator	Date



Teacher Incentive Allotment Guidelines (2024-2025)

NOTES: