



The University of Texas
University Charter School System

UT-University Charter School Teacher Incentive Allotment Handbook



2026-2027 School Year

Teacher Incentive Allotment Handbook
THE UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL
2026-2027

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Introduction, Rationale and Description

Introduction

The Teacher Incentive Allotment (TIA) program was created by the Texas Legislature as part of House Bill 3 to provide a realistic pathway for top teachers to earn top salaries and to help attract and retain highly effective teachers at traditionally hard-to-staff school (Teacher Incentive Allotment, 2021). This handbook details the Teacher Incentive Allotment program implemented by The University of Texas University Charter School (UT-UCS). This handbook is published for the 2026-2027 school year. This handbook is subject to change and will be updated as needed.

Rationale for Participation

The University of Texas University Charter School is unique, even among charter schools. UT-UCS is a charter school composed entirely of campuses serving students across the state in a wide variety of instructional settings, including hospitals, rehabilitation facilities, and shelters. Most UT-UCS students transition in and out of UT-UCS quickly, as the facilities in which UT-UCS campuses are located often provide short-term services for students struggling with behavior or psychiatric problems, addiction, or abuse. While most often not a permanent school choice option, UT-UCS is committed to providing the best for students during their most challenging times in life and hopes to incorporate TIA into our plan to recruit and retain the best available talent best suited to serve our student population.

Description

The UT-UCS TIA for the 2026-2027 school year involves both a Teacher Observation and a Student Growth component. This handbook is published annually and made available to all teachers prior to the beginning of each school year. Teachers receive an annual TIA training as a part of the beginning-of-year pre-service training.



Teacher Eligibility and Weighting

Teacher Eligibility

Only teachers who meet the criteria below are eligible for TIA designation. To be eligible teachers must:

- Have a current Standard Teaching Certificate issued by the State Board of Educator Certification in good standing;
- Be employed by UT-UCS as a classroom teacher (PEIMS Role code 087) prior to the 2026- 2027 Snapshot date;
- Be assigned to at least 5 students who take both the pre/post-tests; and
- For electives, be assigned to at least 5 students who submit a portfolio
- Have a completed Texas Teacher Evaluation and Support System (T-TESS) observation (as defined in the T-TESS section of this handbook) per the T-TESS Implementation Dates published in Appendix A of this handbook.

Weighting

In the calculation of the UT-UCS TIA, the Teacher Observation component is weighted 50% and the Student Growth component is weighted 50%.



Teacher Observation Component

Observation Overview

UT-UCS employs the Texas Teacher Evaluation and Support System (T-TESS) as the teacher observation tool for the teacher observation component of the TIA. UT-UCS implements the T-TESS per the [T-TESS Implementation Guidebook](#) posted on teachfortexas.org. Additionally, UT-UCS sends all teaching staff an implementation calendar, complete with action items, due dates, and detailed information on each component of T-TESS (See Appendix A). Each year, teachers must have a minimum of four full-scored observations: 2 formal and 2 informal walkthroughs. Additional unscored observations can be conducted as needed. UT-UCS requires a total of four scores for each dimension of the rubric. There will be no appraisal waivers for any TIA-eligible teachers. UT-UCS's T-TESS appraisal system complies with Texas Education Code §21.351 and §21.352.

Though the T-TESS has a total of four domains, only Domain 2 (Instruction) and Domain 3 (Learning Environment) are considered for the TIA teacher observation score. After the final T-TESS scores have been calculated for each teacher, Domain 2 and Domain 3 scores will be averaged to create a Teacher Observation Score for each eligible teacher.

The UT-UCS TIA is aligned with the Texas Education Agency's required performance standards for teacher designations. Per the TEA, to receive a designation, teachers must have a minimum average domain score and a minimum rating for each dimension in Domain 2 and Domain 3. The table below displays the minimum scores for each.

Designation Level	Minimum Average Score Across Domains 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
Acknowledged	3.5 (70% of possible points)	At least 3 (proficient) on all dimensions
Recognized	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
Exemplary	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

Appraisers

Campus appraisers are required to be T-TESS certified and are required to recertify every three years. Additionally, the district T-TESS Coordinator oversees certification compliance, training, and calibration of all appraisers. Training requirements for each appraiser include:

- Attend Region XIII training;
- Participate in two Appraiser Refresh trainings that review T-TESS domains, dimensions, scripting, feedback, and calibration exercises; and
- Perform calibration exercises prior to scheduling formal observations.

Appraisers meet collaboratively with the T-TESS Coordinator each quarter to evaluate teacher observation data, specifically looking for any skew in the data. Data will be reviewed by the appraiser, grade level, and content area. The T-TESS Coordinator will facilitate this analysis and share all information with campus-based teacher appraisers. Instances of perceived skew may result in second appraisals being conducted on some teachers.

Appraiser Training, Certification and Recertification Deadlines

- Proof of certification (or recertification every three years) is due to the T-TESS coordinator prior to August 1 of each school year.
- Annual T-TESS training, including recalibration to the scoring rubric, is due prior to the Self-Assessment Goal Setting Due Date for Teachers.
- Appraiser Refresh training due by November 1 and February 1 of each school year. Appraiser Refresh training includes: training, reviewing T-TESS domains, dimensions, scripting, and feedback and calibration exercises.
- Prior to scheduling formal observations, appraisers meet to complete calibration exercises.

Observation Data

Observation data is collected by appraisers and uploaded into the T-TESS System with data points that allow for effective disaggregation by grade level, subject, and teacher demographics. The UT-UCS appraiser supervisor reviews teacher observation data at least three times per school year. Observation data is compared 1) among raters to ensure raters are calibrated, 2) to the previous year's data to identify outliers in observation, and 3) to student performance data to identify any non-congruence and to all other teachers. Skewed data presents itself as significantly or consistently higher or lower data points.

Because UT-UCS has utilized T-TESS for several years, it has a repository of teacher observation data to be used for annual comparison. Because this data has been reviewed by the UT-UCS T-TESS Coordinator and appraisers, previous skew and other areas of concern in

observation have been well documented. After each observation, data is compared to the repository observation data and reviewed by all of the trends identified above and by individual teachers. If the distribution of scores in any of the areas is higher or lower than previous trends, the data is examined and discussed so that the root causes of the skew can be identified. If the root cause of the skew is related to the scores of one particular appraiser, that particular appraiser is provided additional support. If the root cause is identified to be a malalignment to the rubric, improper collection of evidence, or lack of calibration among appraisers, all appraisers are provided additional support.

When the root cause is identified and discussed to consensus among the T-TESS Coordinator and appraisers (i.e., one appraiser is not calibrated to the rubric), additional training and support are provided by campus T-TESS experts, as well as additional calibration and training exercises from Region XIII.

Observation Data and Student Growth Data

UT-UCS reviews the correlation between teacher observation and student growth data at the end of each school year. Specifically, student growth is calculated for each teacher and the teacher's observation scores are compared. For an easy visual comparison, teacher-student growth scores are graphed against teacher observation scores using a scatterplot graph. On top of the scatterplot, a line of best fit is overlaid and the teacher observation and growth scores that are farthest from the line of best fit are reviewed. When reviewing, T-TESS coordinator and appraisers are looking for trends in outliers in the appraiser, subject, grade level, instructional style, and teacher demographic.

The root cause of a lack of correlation between teacher observation data and student growth data is identified by the T-TESS Coordinator and appraisers. At the end of each school year, the scatterplot of teacher observation and student growth data allows for the teachers with weakest and strongest correlation to be identified. Then, trends in appraiser, grade level, subject area, and demographic are examined so that root cause can be identified. Key to the root cause determination is external validation of student growth scores to STAAR scores and progress measures. In the student growth calculation procedures, the T-TESS coordinator and appraisers compare STAAR performance to student performance on the pre/post-test. If there is a weak correlation, the Architect Team is tasked with implementing an improvement plan.

The lack of correlation is addressed in multiple ways depending on the root cause. If the root cause is test validity, the test is reviewed and improved per the procedures in the Student Growth section. If the root cause is a problem with appraiser scores being skewed by instructional practices, a lack of appraiser calibration, or another observational issue, the T-TESS coordinator and appraisers formulate a plan for additional training and calibration exercises over the summer and additional training and exercises within the school year to improve observation scoring.



Student Growth

Student Growth Component

Beginning with the 2026-2027 school year when TIA adjustments were presented to our stakeholder group, the *Edgenuity MyPath* pre/post-tests were seen as a way to seamlessly transition into use for TIA while still supporting student growth for reading and math. IXL® was selected as the most effective tool for monitoring student progress in science and social studies. IXL® has been recognized as a valid and reliable measure of student growth. Its extensive test bank has supported teachers in enhancing student performance and strengthening instructional practices. Proven to be both a valid and reliable measure of student growth, *Edgenuity MyPath* test bank have assisted teachers in improving student performance and have assisted in supporting teacher instruction. Teachers, administrators, and stakeholders selected the pre/post-test approach for math, reading, science, and social studies due to its strong alignment with TEKS and its proven effectiveness in tracking student progress and supporting teacher development.

Test Creation

Edgenuity MyPath assessments used for pre/post-tests. *Edgenuity* has conducted research studies to show that *MyPath* assessments are aligned to STAAR performance. The studies showed a strong correlation between *Edgenuity* and STAAR across grade levels and subject areas, thus the two tests measure the same knowledge and skills. Similarly, IXL® has conducted research demonstrating that IXL® assessments are aligned with STAAR performance standards.

The district has established an assessment development team composed of both instructional staff and district-level professionals. Teachers are nominated by district principals and members of the Professional Development Advisory Committee, and must have a minimum of three years of instructional experience in their respective content area or grade level to be eligible. Final selection of team members is subject to approval by the Superintendent and the Director of Academics and Professional Development, to ensure appropriate teacher assignment and experience.

Once the team submits a district-developed assessment, it undergoes a multi-phase review process led by the Director of Academics & Professional Development. This process includes a thorough evaluation by a committee composed of campus administrators and content-area specialists. The review focuses on ensuring alignment with the Texas Essential Knowledge and Skills (TEKS), verifying the accuracy and clarity of each test item, and assessing the overall validity and reliability of the assessment. Additionally, the committee evaluates the assessment's cognitive rigor and ensures that it includes a sufficient range of difficulty to appropriately challenge students across performance levels. Feedback from the committee is documented and used to make necessary revisions before the assessment is finalized for

district-wide implementation.

Physical Education

Physical Education: The FitnessGram® by The Cooper Institute is a comprehensive fitness assessment tool used to evaluate students' physical fitness levels. It is an evidence-based assessment used statewide that evaluates students' health-related fitness. For student growth, the student's aerobic capacity using the PACER test will be used as the student growth measure because it provides a clear, quantifiable measure of aerobic fitness that can be tracked over time.

Test Security

The *Edgenuity MyPath®* and *IXL® Diagnostic Assessments* are not released to the public, nor do teachers or students have access to the tests outside of the secure testing platform.

Testing Window

See Appendix B for the full Assessment Calendar.

Electives

Portfolios are especially pertinent for teacher certification in two areas: Art and Career and Technical Education (CTE) courses, particularly in Agricultural Mechanics and Metal Technologies. These courses are ideal for portfolios as they assess student growth through performance and tangible products, such as art pieces, mechanical projects, and metalwork creations. Skill proficiency can be determined by assessing a collection of the student's academic work. Reviewers will be trained and calibrated on the use of the rubric. With the assistance of the local education service centers, calibration exercises will be developed to ensure that multiple reviewers, trained in the content and review the protocol. Training will commence in the summer of 2026, with field experts providing support on portfolio calibrations for art and agricultural, and mechanics courses. Every 6 weeks, a team of educators throughout the district will review student data and calibrate on the ratings for course projects.

The district will follow a set of criteria and guidelines:

1. **Clear Criteria:** The district will establish clear criteria for selecting artifacts, including specific types of work, such as projects, lab reports, or art pieces, that best demonstrate student learning and growth.
2. **Reflection and Self-Assessment:** Students might be asked in certain courses to reflect on their chosen artifacts, explaining why they selected them and how these pieces demonstrate their learning and progress.
3. **Diverse Representation:** The portfolio will include a variety of artifacts to represent different skills and areas of learning. This ensures a comprehensive view of the student's abilities and achievements.
4. **Consistency Across Grades:** The district will require certain types of artifacts to be included at each grade level to maintain consistency and allow for longitudinal assessment of student growth. For example, 3rd-grade art may require that students create a collage made from different materials like paper, fabric, and natural items as one of their submissions.

To ensure security, the district will adhere to the following guidelines:

1. Access Control: Limit access to the portfolios to authorized personnel only, such as teachers, students, and administrators. Use secure login credentials and multi-factor authentication to enhance security.
2. Data Encryption: Encrypt data to protect sensitive information from unauthorized access. Use secure, reputable platforms for creating and storing digital portfolios. Platforms will comply with data protection regulations and offer robust security features.
3. Regular Audits: Conduct regular security audits and assessments to identify and address potential vulnerabilities in the system.
4. Privacy Policies: Develop and enforce clear privacy policies that outline how student data will be collected, stored, and shared. Ensure all stakeholders are aware of these policies.
6. Training: Provide training for teachers, students, and staff on best practices for data security and privacy.

Test Administration

To administer the pre/post-tests with fidelity, UT-UCS uses STAAR testing protocols for our pre/post-test administrations to ensure valid administration. Training is provided prior to each test for all staff.

Scoring

Testing occurs online and scoring is completed within the *Edgenuity MyPath and the IXL®* system. After administration of the pre and post-tests, the TIA Architect Team reviews scores to ensure score distributions per grade level and subject area are similar to the distribution of previous years. Where there is a concern, the TIA Architect Team reviews the results with the teacher(s) to determine the root cause and takes action.

Using the pretest scores, the district will sort the scores into quartiles for all of the students who took the pretest. After the post-test, we will sort the scores into quartiles for all of the students in the district who took the post-test. The average score for each quartile would be determined. Students who scored at or above the average for their group will be noted as having expected progress.

Note - students receiving special education services are assigned to inclusion teachers based upon the classes in which they are providing services.

Within one week of completion of each test, the district team reviews the test scores to identify possible skew, inconsistent testing data, or other abnormalities. If none are found, the data are dated, marked final, and saved on the UT-UCS server.

If there is a scoring issue, the tests can be rescored up to one month after testing. After the pre/post-testing window is complete, the student scores are downloaded into a spreadsheet. Student scores are assigned to a teacher using the class rosters and marked as included or excluded from teachers' TIA scores.

To be included in the Student Growth Score for a teacher, students must:

- Be enrolled in a teacher’s classroom for at least 60 days;
- Complete the pre-test before the end of the published testing window with a valid test score; and
- Complete the post-test before the end of the published testing window with a valid test score.

If abnormalities are found in testing, students are either excluded from the calculation (if a one or two student incident) or are retested if a larger interruption occurred (power outage, etc.). After investigation of the incident (including discussion with affected teacher) and within one week of administration of tests, the TIA Architect Team will make a recommendation to exclude student scores, retest students, or make a teacher ineligible for a school years’ TIA program. If retests are recommended and approved, the retests must occur within one week of the final decision. The Superintendent has final approval authority over the TIA Architect Team’s decision. The Superintendent will communicate final approval of the decision with the affected teachers within two days of the TIA Architect Team’s decision and the affected teachers have two days to appeal the decision.

Growth Standards

The TIA statewide performance standards for student growth were adopted as the performance standards for UT-UCS's student growth standards, so our plan is 100% aligned to the TIA statewide performance standards. The table below outlines the state performance standards UT-UCS has adopted:

Growth Standard Group	% Of students meeting or exceeding growth targets
Acknowledged	50%
Recognized	55%
Exemplary	60%
Master	70%

Growth Targets

The amount of growth necessary for each grade level and subject area to be demonstrated in order for a student to meet a growth standard is determined each year by the TIA Architect Team. The TIA Architect Team triangulates the amount of growth required for each grade level and subject area using multiple analyses. The expertise of the administrators, content experts,

and teachers on this team combines to ensure the best possible determination of growth targets for each subject area and grade level. For both types of pre/post-tests, the team presents findings and recommendations to be approved by the Superintendent each year.



Designation Score Calculation

The TIA Architect Team, including the Director of Academics and Professional Development is responsible for collecting, analyzing, and finalizing the data. The Architect Team will recommend teachers for designation based upon the data and the Superintendent will give final approval to designations.

The Student Growth is 50%, and the Teacher Observation component is 50% in the UT-UCS TIA. Once the data has been finalized by the TIA Architect Team and the Superintendent, the data will be used to calculate each teacher's designation score. Once designation scores are calculated and designations recommended, the results are presented to the Superintendent. The Superintendent finalizes the recommendations. The teachers are then notified of their designation score and their recommended designation annually in September, if any. Teachers have one week after notification to appeal the decision to the TIA Architect Team.

Teachers can submit an email describing the need for an appeal to their campus Principal, who will then share it with the TIA Architect Team. The TIA Architect Team will consider all appeals and make a recommendation to the Superintendent one week following receipt of the appeal. The Superintendent will notify the TIA Architect Team and the teacher of the final appeal decision.



Spending Plan

The following section ensures UT-UCS's compliance with Texas Education Code §48.112.

Spending Plan Development

After the first year of implementation, the TIA distribution was reviewed by teachers and other stakeholders. They were represented on the TIA Architect Team, participated in TIA information and feedback sessions, and participated in a teacher survey where they indicated their personal preferences for the distribution. The district agreed that the funds should be distributed in a timely manner if a teacher resigns within the subsequent year. The 10% of district funds will be spent on professional development. District-level human resources and the Chief Financial Officer were involved in the development of the spending plan. The resulting Spending Plan is communicated in this section.

Distribution of Funds

Per Texas Education Code, UT-UCS uses 10% of the designation allotment to pay for professional development to support instructional staff. Teachers earning a designation receive 90% of the allotment. UT-UCS will determine the total campus TIA allotment after determinations have been made in April of each year. At that time, UT-UCS determines the teachers who are eligible for the TIA distribution: local TIA-designated teachers, incoming TIA-designated teachers who earned their designation at a previous district, and current National Board-Certified teachers. UT-UCS distributes the funds to the teachers at the stated 90%. The TIA allotment funds will be paid to eligible staff as a stipend and will not be part of the teacher's base pay. Teachers are notified in April of their designation. The stipend is paid to TIA-designated teachers in one payment each summer prior to August 1st.

Teacher Mobility

If a teacher leaves the district after Winter Roster submission but prior to the end of the working school year, the payment to the teacher will be prorated based on the number of days worked during that school year. The remaining funds from the teacher's 90% allotment will be distributed equally to the certified teachers who remain on the campus by August 1st. The district's 10% will be used according to the Texas Education Code for professional development related to the TIA.

TIA-designated teachers who have moved from one UT-UCS campus to another before the Winter PEIMS submission will receive the payment earned at their previous campus and payment will be made according to the TIA Handbook. If a teacher leaves after the Class Roster Winter Submission but before the end of the school year, pay will be prorated based on the number of days worked. The TIA stipend will be treated similarly.

National Board Certification

UT-UCS will encourage National Board Certification (NBC) teachers to notify the district as soon as they receive their certification. Then the district will verify the NBC is listed on their Texas Teacher Certificate. Such teachers will be automatically eligible for the Recognized status according to our TIA Plan and eligible for distribution.



Support for Teachers

Support for Teachers

UT-UCS provides all new teachers a pre-service orientation where they are assigned a teacher mentor. Throughout the year, UT-UCS provides formal opportunities for the mentor and mentee teachers to meet during professional development days. In addition to the induction and mentoring plan for all new teachers, UT-UCS also plans to provide TIA cohort meetings for designated teachers directly with the campus principal at least each six weeks. Additionally, the Director of Academics and Professional are available to provide additional, specific support to TIA teachers as needed.

Recruitment and Retention

UT-UCS will use the availability of TIA funds to recruit highly effective teachers who are either already TIA designated, or who have the talent to become designated after arriving at UT-UCS. UT-UCS will market our TIA program through all our digital media, including social media. UT-UCS plans to include information on TIA in our teacher recruiting materials and highlight existing TIA-designated teachers through the district's webpage and through our annual report. In addition to being placed on the TIA "map" as a TIA school, UT-UCS will aggressively market our TIA program when hiring teachers. We will display our status as a TIA school on our webpage and digital media. Recruiting materials will include information on our TIA program.

Retention of the best teachers is critical to UT-UCS. The current plan for teacher retention includes: providing a competitive compensation plan for teachers, promoting the amazing professional climate at our school, effective use of Professional Learning Communities (PLC) to provide support to teachers, and high-quality professional development and growth opportunities for teachers. Specifically, for TIA-designated teachers, we will also provide group/cohort support from district and campus leadership and opportunities for designated teachers to build a PLC specific to them.

UT-UCS leverages the experience and expertise of TIA-designated teachers in a number of ways that may lead to increased responsibility and authority. Designated teachers could be used as PLC leads and/or grade-level chairs. Designated teachers will be encouraged to submit professional development at regional, state, and national conferences. Designated teachers could serve as campus and district leaders if desired.



System Improvement and Evaluation

System Improvement

UT-UCS will conduct a rigorous analysis of designated teachers, including but not limited to evaluating their educational background, certification type, and completed training. The idea is to use that information to help identify common indicators of teacher effectiveness and use that to inform future teacher recruitment efforts. Additionally, staffing assignments may be changed to place the most effective teachers with the students at the highest risk or in need of the most support. UT-UCS will conduct an annual internal TIA program evaluation that will consist of teacher performance data, student growth data, and internally developed teacher surveys to monitor TIA's impact on the district. UT-UCS will require teachers and staff to participate in the TIA program evaluation surveys.

In addition to the teacher observation and student growth data required for designating TIA teachers, UT-UCS will also administer teacher surveys to both designated and non-designated teachers. We will evaluate teacher retention stats, satisfaction surveys, and campus and district accountability data to perform a well-rounded, thorough program evaluation. The district will evaluate planning practices, organizational tools used by the teacher, curriculum resources used, and other instructional tools used by TIA-designated teachers to assist in the development of future professional development plans for the entire staff.

Program Evaluation

UT-UCS will encourage each teacher to participate in the TIA Annual program survey. The information provided in this survey will help UT-UCS understand the impact of TIA on the school. In addition to the teacher observation and student growth data required for designating TIA teachers, UT-UCS will also administer teacher surveys to both designated and non-designated teachers. The district will evaluate teacher retention stats, satisfaction surveys, and campus and district accountability data to perform a well-rounded, thorough program evaluation.



Appendix A

T-TESS Implementation Calendar

T-TESS Implementation Dates 2026-2027

Action	Due Date	Details
Self-Assessment Goal Setting Completed	September 18, 2026	Documentation submitted in DMAC.
1-Formal Observation 1-Walkthrough (minimum of 2)	December 18, 2026	1 Formal Announced Observation with Pre and Post Conference 1 informal observation
1-Formal Observation 1-Walkthrough (minimum of 2)	April 30, 2027	1 Formal Unannounced Observation 1 Walkthrough (minimum)
Final Observation/ Summative Evaluation	May 14, 2027	Summative Evaluation completed in DMAC.
Final Evaluation Conference with Signed Evaluation	May 21, 2027	Final Observation Conference Completed. Print and Sign Final Evaluation
Final Observation Summaries due to Human Resource	May 26, 2027	Send to HR (Bob Micks) by EOD.



Appendix B-Assessment Calendar

Assessment Dates	Instrument	Who	Due Date	Reporting Timelines
August 12- October 20, 2026	IXL/MyPath: Diagnostic #1 (Reading and Math) IXL Diagnostic #1 (Science and Social Studies)	All Students	October 20, 2026	Baseline Data
August 24- September 4, 2026	DIBELS	BOY K-2	September 4, 2026	Ongoing
October 19-23, 2026	TSIA2 Math & Reading	Seniors	Ongoing as Needed	Ongoing
October 21, 2026- January 15, 2027	IXL/MyPath: Diagnostic #2 (Reading and Math) IXL Diagnostic #2 (Science and Social Studies)	All students	January 15, 2027	Ongoing
December 1- 11, 2026	DIBELS (MOY)	All K-2	December 11, 2026	December 11, 2026
November 30- December 11, 2026	STAAR EOC	E1, E2, UH, BIO, A1	December 11, 2026	Early Results: 4 weeks
January 19- April 6, 2027	IXL/MyPath: Diagnostic #3 (Reading and Math) IXL Diagnostic #3 (Science and Social Studies)	All Students	April 6, 2027	Ongoing
February 1-5, 2027	STAAR Stand-Alone Field	Requested by TEA	February 5, 2027	TBD
February 15- March 26, 2027	TELPAS	All EB Students	March 26, 2027	Early Results: 8 weeks
February 15- March 26, 2027	TELPAS ALT	All EB Students	March 26, 2027	Early Results: 2 weeks
February 22-26, 2027	TSIA2 Math & Reading	Seniors	Ongoing as Needed	Ongoing
April 7- June 9, 2027	IXL/MyPath: Diagnostic #4 (Reading and Math) IXL Diagnostic #4 (Science and Social Studies)	Year-round campuses	June 9, 2027	June 22, 2026
March 15 - April 16, 2027	STAAR ALT 2	ALT Students	April 16, 2027	Early Results: 8 weeks
April 5-16, 2027	STAAR ELA	Grades 3-8 RLA, English I, English II	April 16, 2027	<u>Grades 3-8 Assessments</u> Early Results:

April 12-23, 2027	STAAR Science and SS	Science 5 and 8 SS 8 US History, Biology	April 23, 2027	4-5 weeks
April 19 -April 30, 2027	STAAR Math	Grades 3-8 & Algebra I	April 30, 2027	EOC Assessments
				Early Results: 2- 3 weeks
May 3-May 14, 2027	DIBELS (EOY)	EOY K-2	May 14, 2027	Ongoing
June 14-25, 2027	STAAR EOC	All EOCs	June 25, 2027	Early Results: 4 weeks