

How to Use This Document

1. Start with the Instructions Page

Familiarize yourself with the template and action plan components

2. Access and Analyze Data Submission Information

Log into the portal to access the following: Data submission file, specifically the Teacher Discrepancy section and Additional Information, Submitted Teacher Report, and Staff Reported in Eligible Teaching Assignments List
You may also use the Data Hub Root Cause Analysis process guide and feedback from System Alignment Review

3. Build Your Action Plan

Review your implementation practices and data submission documents identify issues, patterns, and root causes
District should only complete the components that are blue at this time

1. Create problem statements for each identified issue. (What is the gap with data collection? Where is the problem occurring? Why is it occurring? Who is it affecting? When does it cause difficulties?)

2. Root cause analysis

- a. Collect and analyze evidence as to why the district could not collect complete data.
- b. Use RCA guidance and tools

3. Create goals for your 2025-26 data collection

- a. Goals should be specific, measurable, achievable, relevant, and time-bound
- b. The goal should be aligned to the problem and the root cause

4. Develop action steps that would remedy the problem statement, address the root cause, and get the district to the

a. Action steps should be specific, not vague

Example: The administrative team will create a central tracker in Google Sheets of all teachers in eligible assignments and share with campus administrators. Administrators will provide monthly progress updates to the TIA lead on walkthroughs and appraisal completion, and status of student growth measures. The TIA lead will monitor complete administration of pre-tests and post-tests in Eduphoria and ensure campus admins train

b. Action steps should include singular, actionable steps

5. Timeline for action steps including start and end dates

- a. Timeline should be enough time to implement, but also focus on urgency of implementation

6. Resources for action steps

- a. Include training, materials, tools, time, money, etc.

7. Person responsible

- a. Who will lead?
- b. Who will monitor?
- c. Who will be in charge of collecting data?

8. Stakeholders to engage

- a. Who is affected?
- b. Who supports?

e desired outcome

Data Collection Issue during System Alignment Review	Almost thirty percent of eligible classroom teach data on time during the school year to ensure it were removed with our April 2025 system modi
Root Cause	Common understanding of administration of pr identifying who is responsible for verifying teach NOTE: for 2025-2026 data capture year, portfoli
Evidence to Support Root Cause	Data was not collected and/or verified at BOY, M
Desired Outcome	Collect data on time during the school year to e portfolios were removed with our April 2025 sy:
Potential Barriers/Challenges	Time management, some teachers need to mon
Action Step/Activity	
Strengthen the communication regarding deadlines to collect data stated in testing calendars pacing guides, lessons plans, staff development trainings, etc	
Streamline the data collection & tracking of district student growth data. NOTE: for 2025-2026 data capture school year, portfolios were removed with our April 2025 system modification application.GOAL: Campus administrators are	
On going monitoring and early intervention of identyfing the missing documentation and/or pre/post tests	
Common understanding amongst administrators to inlcude TIA participation as an expectation when rating Domain 4 of T-TESS	

Problem Statement 1

ers did not complete portfolio and/or the pre-post test component. Collect : has been completed. NOTE: for 2025-2026 data capture school year, portfolios ification application.

ocedures and systems to collect data during BOY, MOY and EOY, including hers completed pre/post tests in accordance with district testing calendars. ios were removed from our TIA system.

MOY, and/or EOY

nsure it has been completed. NOTE: for 2025-2026 data capture school year, stem modification application.

itor more than one class due to the small numbers per class.

Related Problem Statement	Timeline (Start Date/End Date)	Resources Needed
P.S. 1 & P.S. 2	July-May	Testing calendars, pacing guides, lesson plans
P.S.1	July-May	Updated TIA Data Template
P.S. 1 & P.S. 2	July-May	Testing calendars, pacing guides, lesson plans
P.S.2	July-May	T-TESS Rubric, Updated TIA Manual

TIA Data Validation Appeals Action Plan Template

Problem Statement 2

Teacher misconception that participation in the process is a choice, not being aware that it is teachers who may already hold a MASTER level TIA designation.

Lack of dissemination of information during the TIA presentation to teachers and administrat

High percentaje of teachers opted out to participate in the process

One hundred percent of teacher participation

Teacher reluctance to participate. Extended leaves running into data point checks.

Action plan-Milestones

Person(s) Responsible	Stakeholders to Engage	Evidence used to Measure Progress
Classroom teachers, appraisers and program directors	Lead teachers, TIA district coordinator	Training agendas, sign-in sheets, checklists
TIA district coordinator	All teachers, campus and district administration	Training agendas, sign-in sheets,
Appraisers, classroom teachers	All teachers, campus and district administration	Individual conferences, checklists
Appraisers, TIA district coordinator, classroom teachers	All teachers, campus and district administration	Informal T-TESS observations, T-TESS formal observation

Table 1: Progress Monitoring Data

as a collective effort, especially for	
tion	

Table 2: Progress Monitoring Data

Frequency of Progress Monitoring	Final Evidence Collection Date	Data Analysis Results
BOY,MOY,EOY	May-26	100% of teachers administered BOY testing
BOY, MOY, EOY	May-26	As of Feb 26, District leadership has reviewed individual campus data
On going	May-26	100% of teachers administered BOY testing
On going	May-26	Not complete - summative deadline is later in the spring



Problem Statement 3



**Necessary Adjustments /
Next Steps**

will continue to send additional communication regarding EOY testing to ensure full participation in testing.
Common gap was identification and tracking of teachers who serve as inclusion, dyslexia and/or SPED unit teachers
will continue to monitor for EOY testing completion
district leadership will include domain 4 reminders in spring t-tess summative communication reminders