TEACHER INCENTIVE ALLOTMENT FIELD GUIDE

2023-2024

EDGEWOOD

INDEPENDENT ◇ SCHOOL ◇ DISTRICT

San Antonio

PROFESSIONALISM ◇ ACCOUNTABILITY ◇ COMMUNICATION
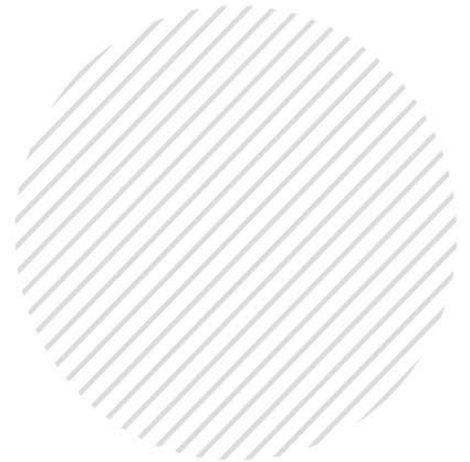
EISD.NET/TIA

The Teacher Incentive Allotment (TIA) passed by the 86th Texas Legislature in June 2019 through House Bill 3, TEC §48.112 set a goal that Texas classroom teachers would have access to a six-figure salary. The state Teacher Incentive Allotment (TIA) provides additional financial distributions directly to districts based on teacher identification, student need as identified by compensatory education allotment (see TEC §48.104), and campus location (i.e., rural vs. non-rural). The statute requires that ninety percent of TIA funds are used for compensating teachers employed at campuses with TIA-designated teachers.

Based on a locally developed teacher designation system detailed in TEC §21.3521, teacher access to additional compensation is based on the local identification of teachers as master, exemplary, or recognized. The local system must consider teacher evaluation and student growth outcomes. Once earned, teacher identification is applied to an individual's teaching certificate and valid for a five-year period.

This field guide, initially released on February 2, 2021, was revised on October 21, 2021 and is intended to provide an overview of the implementation of the TIA in Edgewood ISD.

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Letter from the Superintendent

Our award-winning Edgewood ISD team is often recognized across the state and nation for innovation and success in closing achievement gaps. In June 2019, the Texas Education Agency launched the Teacher Incentive Allotment (TIA) program, creating the opportunity for districts to offer monetary incentives for educators. I am excited to announce that EISD is taking advantage of this available state funding to financially reward our highest performing teachers.

Edgewood ISD students deserve the best and most committed teachers in Texas. The TIA program will help us recruit and retain top-tier educators, while also bringing well-deserved recognition to this noble profession. Our teachers' dedication is not only seen through the exceptional teaching and learning that takes place every day; but also, through the relationships that are built with students, the mentoring and support that is offered, and the daily encouragement that leads to student success. TIA provides a standard evaluation to measure the impact of teachers across the state, and I know ours will lead the way.

While teachers did not choose this profession for the salary they would earn, it is exciting to be able to supplement their earnings and award their commitment. I am honored to work among more than 584 of the very best educators in our state and nation. I look forward to celebrating EISD staff members as they benefit from this program.

Respectfully,

Dr. Eduardo Hernández
Superintendent of Schools
Edgewood ISD

Teacher Incentive Allotment Overview

The Texas Education Agency's Teacher Incentive Allotment (TIA) program is dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. Our implementation will begin during the 2021-2022 school year. This program provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work and proven success of our Edgewood ISD teaching staff.

This is not a merit-pay approach to compensation, and it will not replace the district's current pay structure. For those who earn a distinction based on both teacher observation and student growth data, it will be an **additional state stipend** separate from the current Edgewood ISD pay structure. However, this stipend is credited in the Teacher Retirement System and will be used in retirement benefit calculations.

Master Teacher
Master-level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide.

Exemplary Teacher
Exemplary level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 20% of teachers statewide.

Recognized Teacher
Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide.

What Is a National Board Certification?

An alternate path to a TIA recognized designation is through **National Board Certification**. National Board Certification is available in 25 certificate areas across 16 disciplines with an emphasis on grade levels from PK through 12th grade. EISD staff that possess a National Board Certification should contact EISD's Human Resource Department to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the *National Board for Professional Teaching Standards site* for more information.

National Board Certification is a voluntary advanced professional certification for PreK–12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. Teachers are certified based on standards set by the National Board for Professional Teaching Standards (NBPTS). More than 125,000 teachers across all 50 states have achieved National Board Certification. National Board Certification provides teachers an opportunity to hone their practice, demonstrate their professional knowledge and reinforce their dedication to their students and their careers. National Board Certification opens doors for teachers to make an impact on student learning in their own classroom, and to influence teaching and learning improvements beyond their four walls. The State of Texas and several districts across the state offer financial benefits for board-certified teachers.

National Board Fee Reimbursement through TIA

The Teacher Incentive Allotment will reimburse districts up to $1,900 for initial certification, up to $1,250 for renewal and up to $495 for Maintenance of Certification (MOC). Fees are eligible if the certification or recertification was achieved following the passage of House Bill 3 in summer 2019. Districts may apply for fee reimbursement through TIA for NBCTs who certified or recertified in 2019 or later. Districts must provide documentation of fees paid directly to the National Board \and/or reimbursed to the NBCT. The annual reimbursement request window runs from January 1-March 31.

- 2023 National Board Fee Reimbursement (PPT)>
- 2023 TIA National Board Fee Reimbursement Request Form (Excel)>
- National Board Fee Reimbursement Assurances (PDF)>

Eligibility for TIA Designation

To be eligible for a TIA designation, a teacher must hold a valid SBEC teaching certificate and be coded as a teacher (code 087) within our local student information system which is reported to TEA through the Public Education Information Management System (PEIMS). Additionally, district salary compensation should mirror PEIMS teacher coding for a minimum of 90 days at 100% of the day or 180 days at 50-99% of the day.

Eligible teachers include:

- ✓ **English Language Art/Reading Teachers**: All Pre-K-Grade 8 ELAR/SLAR and English 1-4 Teachers
- ✓ **Mathematics Teachers:** All Pre-K through Algebra 1, Geometry and Algebra 2 Teachers
- ✓ **Science:** Teachers: All Kinder-Biology Teachers

2021-2022 TIA Designation

Sorted alpha by PEIMS course name. PEIMS course Service-ID code is provided in parenthesis.

LANGUAGE ARTS	MATHEMATICS
Pre-Kindergarten (01010000)	Pre-Kindergarten (01010000)
English Language Arts and Reading: Kindergarten (02625001)	Mathematics: Kindergarten (02640005)
English Language Arts and Reading: Grade 1 (02625010)	Mathematics: Grade 1 (02640010)
English Language Arts and Reading: Grade 2 (02625020)	Mathematics: Grade 2 (02640020)
English Language Arts and Reading: Grade 3 (02625030)	Mathematics: Grade 3 (02640030)
English Language Arts and Reading: Grade 4 (02625040)	Mathematics: Grade 4 (02640040)
English Language Arts and Reading: Grade 5 (02625050)	Mathematics: Grade 5 (02640050)
Spanish Language Arts and Reading: Kindergarten (02562005)	Mathematics: Grade 6 (02640060)
Spanish Language Arts and Reading: Grade 1 (02562010)	Mathematics: Grade 7 (03103000)
Spanish Language Arts and Reading: Grade 2 (02562020)	Mathematics: Grade 8 (03103100)
Spanish Language Arts and Reading: Grade 3 (02562030)	Algebra I: (03100500)
Spanish Language Arts and Reading: Grade 4 (02562040)	Algebra II: (03100600)
Spanish Language Arts and Reading: Grade 5 (02562050)	Geometry: (03100700)
English Language Arts and Reading: Grade 6 (03200510)	Science: Kindergarten (02650000)
English Language Arts and Reading: Grade 7 (03200520)	Science: Grade 1 (02650100)
English Language Arts and Reading: Grade 8 (03200530)	Science: Grade 2 (02650200)
English I: (03220100)	Science: Grade 3 (02650300)
English II: (03220200)	Science: Grade 4 (02650400)
English III: (03220300)	Science: Grade 5 (02650500)
English IV: (03220400)	Science: Grade 6 (03060600)
English I for Speakers of Other Languages: (03200600)	Science: Grade 7 (03060700)
English II for Speakers of Other Languages: (03200700)	Science: Grade 8 (03060800)

English Language Development and Acquisition: First time taken (03200800)	Biology: (03010200)
English Language Development and Acquisition: Second time taken (03200810)	The Service-ID codes listed will be used to determine if a course is eligible for TIA designation. Contact your campus administration if you have any questions related to TIA course eligibility.
English Learners Language Arts (ELLA), Grade 7 (03200531)	
English Learners Language Arts (ELLA), Grade 8 (03200532)	

TIA Scoring & Eligibility

TIA designations are determined based on the TIA score, a weighted combination of the Educator Evaluation Component - 50%, Student Growth Component - 30%, School-Wide Student Growth Component - 10%, and the Professional Responsibilities Component -10%.

- 50% • Teacher Evaluation Component
  • T-TESS Domains 2 and 3
- 50% • Student Growth Component
  • CIRCLE, GOLD, mCLASS, IDEL, MAP
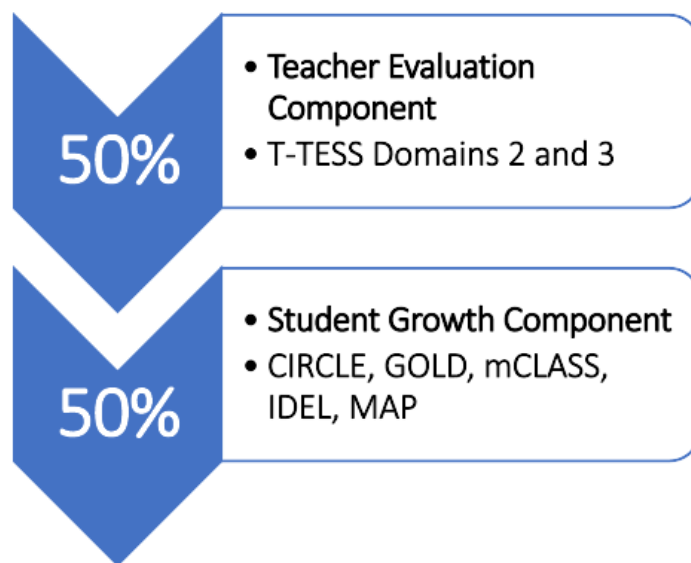
Teacher Evaluation: T-TESS - 50% TIA Score

The Texas Teacher Evaluation & Support System (T-TESS) is the state adopted teacher appraisal instrument. T-TESS includes two components aimed at capturing the holistic nature of instruction and learning.

Educator Evaluation Component – 50% - Calculated for each eligible teacher evaluated with the T-TESS instrument for Domains 2 and 3 on a 5-point scale. Domain 2 will comprise 50% of the final score and Domain 3 will comprise 50% of the final score. The final Educator Evaluation Component will count towards 50% of the Final TIA Score.

TEA Minimum Performance Standards

To be eligible for a TIA designation, TEA has established minimum performance standards for Educator Evaluation, T-TESS Teacher Observation*, and Student Growth components.

T-TESS Teacher Observation Minimums

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. 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. If a teacher scores lower than a 3.0 in any dimension, they cannot receive a score for that Domain; therefore, do not qualify for the Teacher Incentive Allotment. In addition, based on an analysis of statewide T-TESS observation data, TEA has identified minimum score averages across Domains 2 and 3 of T-TESS:

- Recognized designation $\geq$ 3.7
- Exemplary designation $\geq$ 3.9
- Master designation $\geq$ 4.5

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

Domain & Dimension Scores

There are eight dimensions on the T-TESS instrument:

Instruction (Domain 2)

    Dimension 2.1 – Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

    Dimension 2.2 – Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.

    Dimension 2.3 – Communication: The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.

    Dimension 2.4 – Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

    Dimension 2.5 – Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Learning Environment (Domain 3)

    Dimension 3.1 – Classroom Environment, Routines, and Procedures: The teacher organizes a safe, accessible, and efficient classroom.

    Dimension 3.2 – Managing Student Behavior: The teacher establishes, communicates, and maintains clear expectations for student behavior.

    Dimension 3.3 – Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Each dimension is scored on a scale of 1-5 based on T-TESS scoring:

    1– Improvement Needed
    2– Developing
    3– Proficient
    4– Accomplished
    5– Distinguished

Domains are scored based on the average scoring of the dimensions within the domain, rounded to the nearest hundredth (two decimal places).

Total T-TESS Weighted Composite Score

The total T-TESS score is a weighted calculation. The Instruction (D2) and Learning Environment (D3) Domains are the identified dimensions to address the total weighted composite score. Domains are weighted as follows:

Domain 2 – Instruction 50%
Domain 3 – Learning Environment......................50%

Student Growth Measure – 50% TIA Score

Student Growth Minimums

To be eligible for a TIA-designation, teachers must earn a minimum student growth outcome. TEA established minimum expectations based on statewide performance expectations.

- Recognized designation > 55%
- Exemplary designation > 60%
- Master designation > 70%

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

Student Growth Instrument

Student Growth will count towards 50% of the overall TIA score. Student growth will be calculated for all students that have a designated fall and spring assessment. Student growth performance will be associated with teachers based on the following PEIMS criteria:

- Unique ID of the teacher of record as of October snapshot date
- Main Service ID(s) for Observation and Growth
- Main Content Area(s) for Observation and Growth
- Main Grade Level(s) for Observation and Growth

Student Growth Component – 50% - Calculated for each eligible teacher with student growth results for students meeting enrollment criteria of at least ten (10) unique student growth records across assigned students and content areas. The percentage is calculated based on the sum of students meeting

growth expectations in reading and/or mathematics divided by the sum of students tested in the reading and/or mathematics content areas. Percentages are rounded to the nearest whole percent (no decimals). The instrument used to measure student growth depends on the grade level and subject area taught. For teachers to receive a student growth measure, there must be at least ten (10) unique student growth records across assigned students and content areas. For information about which courses will have an eligible student growth measure during the 2021-2022 school year, see Appendix A in this field guide.
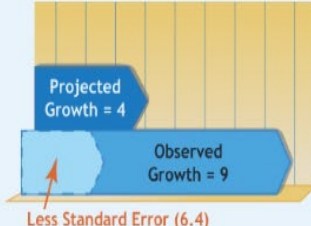
Calculating Student Growth

For Prekindergarten CIRCLE assessments, student growth is calculated as the percentage of students that meet or exceed expected CIRCLE growth from the fall/ BOY administration to the spring/EOY administration.

For MAP Growth, student growth is calculated as the percentage of students that meet or exceed their MAP projected growth from the fall/BOY administration to the spring/EOY administration.

Achievement Status					Growth							
Fall 2015		Winter 2016				Student					Comparative	
RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
208-**211**-214	57-**67**-75	217-**220**-223	72-**78**-84	215	4	9	4.3	5	Yes	1.0	84
204-**207**-210	45-**54**-62	212-**215**-218	57-**66**-73	211	4	8	4.23	4	Yes‡	0.8	80
210-**213**-216	62-**70**-77	214-**217**-220	63-**71**-78	216	3	4	4.21	1	Yes‡	0.2	56
198-**201**-204	29-**37**-45	204-**207**-210	33-**42**-51	206	5	6	4.18	1	Yes‡	0.3	61
203-**206**-209	43-**51**-60	210-**213**-216	51-**60**-68	210	4	7	4.38	3	Yes‡	0.6	76
208-**211**-214	57-**65**-73	211-**214**-217	54-**63**-71	214	3	3	4.32	0	Yes‡	-0.1	46
207-**210**-213	54-**62**-70	209-**212**-215	48-**57**-66	214	4	2	4.28	-2	No ‡	-0.3	38

Growth – Student			
Observed Growth	**Observed Growth SE**	**Growth Index**	**Met Projected Growth**
Difference between the RIT in the first term and the end term.	Provides an estimate of the Observed Growth precision by incorporating the standard error of measurement (SEM) from each term. If it is unusually high, a footnote (†) indicates you should qualify the results with data from other terms or other sources.	Difference between the Observed Growth and Projected Growth. A zero (0) indicates the student exactly met projection. Inappropriate for *comparing* students (use Conditional Growth Index).	Indicates whether students met growth projections (Yes) or fell short (No). A ‡ mark indicates the Observed Growth Standard Error (SE) could be large enough to put the outcome in question, and you should qualify these results with other points of data. Consider this example: In this case, the Standard Error (6.4) is large enough to potentially drop Observed Growth (9) below what was projected (4):

The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are calculated to determine the collective percentage of students meeting growth.

5-Point Student Growth Composite Score

The total percentage of students meeting/exceeding student growth across all assigned classes and content areas is translated to a 5-point rating conversion scale. For information about the student growth outcome translation, see Appendix B in this field guide.

Final TIA Score – To determine annual teacher eligibility for a TIA designation, the following end-of-year data analysis steps will be completed at the district-level. Calculated based on the sum of the weighted calculations of the following four components:

- Educator Evaluation Component - 50%
- Student Growth Component - 50%

Score Correlations – TIA scores in Educator Evaluation and Student Growth will be correlated across all teachers, evaluators, reading and mathematics content areas, and campuses to identify scores for each TIA designation: Recognized, Exemplary and Masters.

Verification of Rubric – The Educator Evaluation Component and Student Growth Component, calculations will be entered into a TIA Teacher Scorecard and shared with each eligible teacher to verify the component scores and the final TIA calculation:

- If minimum performance criteria are not met for Educator Evaluation and Student Growth, a TIA designation is not submitted to the State.

- If the minimum performance criteria are met for Educator Evaluation and Student Growth, a TIA designation may be submitted to the State.

- A review of district Teacher Evaluation and Student Growth data by TEA and Texas Tech University for data validation will influence the approval of the TIA Designation(s).

- Approved TIA designations are attached to the teacher's teaching certificate for five years.

Special Note Regarding National Board Certification:

EISD staff that possess a National Board Teacher Certification should contact EISD's Human Resources Department to provide the necessary documentation. Staff with National Board Certification will automatically be submitted for a TIA Recognized designation.

TIA Annual Scorecard

Each year of the TIA evaluation cycle, teachers will be provided an annual scorecard. The scorecard's purpose will be to provide transparency within EISD's TIA system. TIA scorecards will give teachers an individualized report of the annual TIA outcomes based on their performance and performance aggregated at the campus and district level. Scorecard data elements will include:

- Potential TIA designation level, as appropriate

- T-TESS performance by dimension, domain, and T- TESS weighted score for Domains 2 and 3

- Student growth outcomes
  - number of students meeting enrollment criteria across classes, course, and content areas
  - number of students meeting student growth in comparison of students assessed

Sample of a Scorecard

Evaluation Score and 2023-2024 Evaluation Rating

Designation Categories	Recognized	Exemplary	Master			
Teacher Evaluation	**≥ 3.7**	**≥ 3.9**	**≥ 4.5**			
	1.85	1.95	2.25	**50%**		
Student Growth	**≥ 55%**	**≥ 60%**	**≥ 70%**			
	.275	.30	.35	**50%**		
	2.125	**2.25**	**2.6**	**Total**		
TEACHER EVALUATION 50%						
Evaluation Standards	Needs Improvement	Developing	Proficient	Accomplished	Distinguished	
Assigned Score	1.0	2.0	3.0	4.0	5.0	
	DOMAIN II: Instruction	Standard	Score	**DOMAIN III: Learning Environment**	Standard	Score
	Dimension 2.1	Accomplished	4.0	**Dimension 3.1**	Distinguished	5.0
	Dimension 2.2	Proficient	3.0	**Dimension 3.2**	Proficient	3.0
	Dimension 2.3	Distinguished	5.0	**Dimension 3.3**	Accomplished	4.0
	Dimension 2.4	Accomplished	4.0			
	Dimension 2.5	Proficient	3.0		TOTAL PTS	12.0/3
		TOTAL PTS	19.0/5		**OVERALL Domain III**	**4.0**
		OVERALL Domain II	**3.8**			
	CALCULATION			WEIGHT	**TOTAL**	
		DOMAIN II	3.8	50%	1.9	
		DOMAIN III	4.0	50%	2.0	
				OVERALL SCORE	**3.9**	
		Designation Categories	**Recognized**	**Exemplary**	**Master**	
		Teacher Evaluation	≥ 3.7	≥ 3.9	≥ 4.5	
STUDENT GROWTH 50%						
			READING	MATH	TOTAL	
	# STUDENTS MEETING GROWTH		25	13	38	
	# STUDENTS ENROLLED		33	21	54	
	CALCULATION	% OF STUDENTS MEETING GROWTH = 38/54 =			70%	
		Designation Categories	**Recognized**	**Exemplary**	**Master**	
			≥ 55%	≥ 60%	≥ 70%	
COMBINED OVERALL SCORE						
			Score	Weight	Total	
		Techer Evaluation	3.9	50%	1.95	Exemplary
		Student Growth	70%	50%	.35	Master
			OVERALL SCORE		**2.3**	**Exemplary**

TIA Evaluation Frequency

Evaluation of teacher eligibility for a TIA designation is considered annually. This means every year a teacher receives a T-TESS Domain 2 and 3 evaluation and has available student growth measure data, the teacher's TIA score will be calculated, and the teacher can meet TIA eligibility.

Teachers with an existing TIA designation will not be annually resubmitted for designation within their valid TIA five-year designation period if they continue to meet the same designation level. For example, a teacher that earned an Exemplary TIA designation during 2021-2022 would not be submitted to maintain their TIA Exemplary designation in 2022-2023, if they continue to meet teacher appraisal and student growth component minimums.

Teachers with **an existing TIA designation will be resubmitted to TEA for a higher designation** within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation. For example, a teacher that earned a Recognized TIA designation during 2021-2022 could be submitted in 2022-2023 for a Master TIA designation, if they meet the qualifying Master TIA designation score.

Teachers with an existing TIA designation will not be resubmitted for a lower TIA designation within their five-year valid TIA designation period.

Annual TIA Evaluation Cycle

The T-TESS evaluation cycle will be critical to ensure that teachers are provided sufficient support in achieving and maintaining high levels of instructional effectiveness. Therefore, the following evaluation cycle provides the structure necessary for an efficient feedback structure:

Process Step	Timeliness	Description
Teaching & Orientation	August	- Training on the TIA plan and the T-TESS observation instrument - Principal communicates school & district goals to inform teacher goal setting
Beginning of Year (BOY) Student Assessment - Fall	August-September	- CIRCLE: Pre-K - GOLD: Pre-K - MAP Growth: K-8 English Language Arts and Reading and English I-IV - MAP Growth: K-8 Mathematics, Algebra 1, Geometry, and Algebra 2 - MAP Growth: K-8 Science, Biology 1
Middle of Year (MOY) Student Assessment – Winter	January	- CIRCLE: Pre-K - GOLD: Pre-K - MAP Growth: K-8 English Language Arts and Reading and English I-IV - MAP Growth: K-8 Mathematics, Algebra 1, Geometry, and Algebra 2 - MAP Growth: K-8 Science, Biology 1
T-TESS Walkthrough Observations	September-May	10–15-minute observation, increased frequency based on prior year evaluation (min of six observations for developing teachers of lower)

		• Focus on T-TESS Domains 2 & 3 and their eight dimensions • Written feedback required
Extended Observations with Conference	October-April	• One 45-minute observation • Focus on T-TESS Domains 2 & 3 and their eight dimensions • Written feedback conference required
Summative Evaluation	March-May	• Include a review of all four T-TESS domains • Focus on T-TESS Domains 2 & 3 and their eight dimensions • Written feedback and conference required
End of Year (EOY) Student Assessment – Spring	April-May	• CIRCLE: Pre-K • GOLD: Pre-K • MAP Growth: K-8 English Language Arts and Reading and English I-IV • MAP Growth: K-8 Mathematics, Algebra 1, Geometry, and Algebra 2 • MAP Growth: K-8 Science, Biology 1
Conduct Teacher TIA Calculations and Ratings	July - September	• District analysis T-TESS and student growth data • District finalizes TIA scores and determines TIA designation eligibility • Teachers receive final TIA scores and designation eligibility
Data Verification Audit	October	• Teachers may request a data verification audit and provide corresponding documentation to support review

TIA Campus Allotment Factors

The TIA program is available to all Texas school districts and open-enrollment charter schools. The amount of TIA funds generated is determined by a formula that considers campus characteristics, including student socioeconomic status and campus location:

- Schools with greater student needs based on socioeconomic factors generate more TIA funds per TIA designated teacher.

- Rural schools generate more TIA funds per TIA designated teacher based on a higher multiplier applied to students based on socioeconomic factors.

For more information about TIA funds generated by designated teachers in 2020-2021 at every campus across the state, visit TEA's Teacher Incentive Allotment Funding Map.

Compensation

Distribution of Compensation

State statute requires that 90% of TIA funds be distributed directly to the teachers as follows:
- ✓ 90% of TIA funds must be used for Designated Teachers.
- ✓ TIA dollars will be distributed directly to the individual TIA Designated Teacher.
- ✓ The district shall retain 10% of the TIA dollars.

Compensation

TIA compensation is an annual allotment provided by the State and subject to availability of state funding allocations. TIA-designated teachers will receive TIA compensation annually based on their TIA designation and TIA state funding for their campus of assignment at the time TIA funds are disbursed which is usually the subsequent academic year. Given that a school's student enrollment changes yearly, the campus' socioeconomic tier will be recalculated annually using the home address of the student that attends a particular campus. There will be set points in time at which TEA will calculate the allotment for ateacher based on the teacher's designation and school characteristics (socioeconomic tiers and rural status).

Impact of Compensation

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

Texas Tech University Data Validation	November 2023 to May 2024	EISD TIA Data is submitted to the Texas Education Agency (TEA) and Texas Tech University (TTU) to conduct the Data Validation of TIA system.
Teacher Payout	By August 31, 2024	Designated teachers will receive their TIA Designation payout by August 31, 2024.

If you have any questions, please email TIAQuestions@eisd.net or visit
EISD Teacher Incentive Allotment site

% MET GROWTH	COMPOSITE SCORE TRANSLATION	COMPOSITE RATING
100%	5.00	**DISTINGUISHED** — TEA: T-TESS - D2 and D3 average = 4.5 (Master)
99%	4.96	
98%	4.92	
97%	4.88	
96%	4.84	
95%	4.80	
94%	4.76	
93%	4.73	
92%	4.69	
91%	4.65	
90%	4.61	
89%	4.57	
88%	4.53	
87%	4.49	
86%	4.45	
85%	4.40	**ACCOMPLISHED** — TEA: T-TESS - D2 and D3 average = 3.7 (Recognized); 3.9 (Exemplary) — TEA: Student Growth = 70% (Master)
84%	4.34	
83%	4.29	
82%	4.24	
81%	4.19	
80%	4.13	
79%	4.08	
78%	4.03	
77%	3.98	
76%	3.92	
75%	3.87	
74%	3.82	
73%	3.77	
72%	3.71	
71%	3.66	
70%	3.61	
69%	3.56	
68%	3.50	
67%	3.45	

% MET GROWTH	COMPOSITE SCORE TRANSLATION	COMPOSITE RATING
66%	3.42	**PROFICIENT** — TEA: Student Growth = 55% (Recognized); 60% (Exemplary)
65%	3.39	
64%	3.36	
63%	3.33	
62%	3.30	
61%	3.27	
60%	3.24	
59%	3.21	
58%	3.18	
57%	3.15	
56%	3.12	
55%	3.09	
54%	3.06	
53%	3.03	
52%	3.00	
51%	2.97	
50%	2.93	
49%	2.90	
48%	2.87	
47%	2.84	
46%	2.81	
45%	2.78	
44%	2.75	
43%	2.72	
42%	2.69	
41%	2.66	
40%	2.63	
39%	2.60	
38%	2.57	
37%	2.54	
36%	2.51	
35%	2.48	
34%	2.45	

% MET GROWTH	COMPOSITE SCORE TRANSLATION	COMPOSITE RATING
33%	2.40	**DEVELOPING**
32%	2.34	
31%	2.29	
30%	2.24	
29%	2.19	
28%	2.13	
27%	2.08	
26%	2.03	
25%	1.98	
24%	1.92	
23%	1.87	
22%	1.82	
21%	1.77	
20%	1.71	
19%	1.66	
18%	1.61	
17%	1.56	
16%	1.50	
15%	1.45	
14%	1.35	**NEEDS IMPROVEMENT**
13%	1.26	
12%	1.16	
11%	1.06	
10%	0.97	
9%	0.87	
8%	0.77	
7%	0.68	
6%	0.58	
5%	0.48	
4%	0.39	
3%	0.29	
2%	0.19	
1%	0.10	
0%	0.00	

Released 2022 Scores will be used to calculate final 2021-2022 student growth measures.

Appendix B: National Board Certification Areas

Texas Categories for Board Certification

CERTIFICATE					
DISCIPLINE	DEVELOPMENTAL LEVEL	STUDENT AGE RANGE			
		3-8	7-12	11-15	14-18+
Art	Early and Middle Childhood	🟢	🟣		
	Early Adolescence through Young Adulthood			🔴	🟡
Career and Technical Education	Early Adolescence through Young Adulthood			🔴	🟡
English as a New Language	Early and Middle Childhood	🟢	🟣		
	Early Adolescence through Young Adulthood			🔴	🟡
English Language Arts	Early Adolescence			🔴	
	Adolescence and Young Adulthood				🟡
Exceptional Needs Specialist	Early Childhood through Young Adulthood	🟢	🟣	🔴	🟡
Generalist	Early Childhood	🟢			
	Middle Childhood		🟣		
Health Education	Early Adolescence through Young Adulthood			🔴	🟡
Library Media	Early Childhood through Young Adulthood	🟢	🟣	🔴	🟡
Literacy: Reading-Language Arts	Early and Middle Childhood	🟢	🟣		
Mathematics	Early Adolescence			🔴	
	Adolescence and Young Adulthood				🟡
Music	Early and Middle Childhood	🟢	🟣		
	Early Adolescence through Young Adulthood			🔴	🟡
Physical Education	Early and Middle Childhood	🟢	🟣		
	Early Adolescence through Young Adulthood			🔴	🟡
School Counseling	Early Childhood through Young Adulthood	🟢	🟣	🔴	🟡
Science	Early Adolescence			🔴	
	Adolescence and Young Adulthood				🟡
Social Studies-History	Early Adolescence			🔴	
	Adolescence and Young Adulthood				🟡
World Languages	Early Adolescence through Young Adulthood			🔴	🟡

Certificate Area	Developmental Level
ART	EMC (ages 3–12) / EAYA (ages 11–18+)
CAREER & TECHNICAL EDUCATION	EAYA (ages 11–18+)
ENGLISH AS A NEW LANGUAGE	EMC (ages 3–12) / EAYA (ages 11–18+)
ENGLISH LANGUAGE ARTS	EA (ages 11–15) / AYA (ages 14–18+)
EXCEPTIONAL NEEDS SPECIALIST	ECYA (ages birth–21+)
GENERALIST	EC (ages 3–8) / MC (ages 7–12)
HEALTH EDUCATION	EAYA (ages 11–18+)
LIBRARY MEDIA	ECYA (ages 3–18+)

AYA: Adolescence and young Adulthood
EC: Early Childhood
ECYA: Early Childhood through Young Adult

Certificate Area	Developmental Level
READING-LANGUAGE ARTS	EMC (ages 3–12)
MATHEMATICS	EA (ages 11–15) / AYA (ages 14–18+)
MUSIC	EMC (ages 3–12) / EAYA (ages 11–18+)
PHYSICAL EDUCATION	EMC (ages 3–12) / EAYA (ages 11–18+)
SCHOOL COUNSELING	ECYA (ages 3–18+)
SCIENCE	EA (ages 11–15) / AYA (ages 14–18+)
SOCIAL STUDIES–HISTORY	EA (ages 11–15) / AYA (ages 14–18+)
WORLD LANGUAGES	EAYA (ages 11–18+)

EAYA: Early Adolescence through Young Adulthood
EMC: Early and Middle Childhood
MC: Middle Childhood

Designation Systems FAQs

The Texas Education Agency and Texas Tech University are here to help all districts plan and implement a local designation system. See our frequently asked questions below.

Local Teacher Designation Systems Questions

Q: Can a district phase in groups of teachers over time?
A: Yes. Districts have local flexibility to develop their local designation systems. For example, a district may choose to include only math and reading teachers in year one, and then expand to include science and social studies teachers in year two, etc. System expansion will require the district to submit and be approved through the two-step application process.

Q: Can a district apply for TIA only at specific campuses in its district and not others?
A: Yes. Districts specify the campuses on which they want to designate teachers under TIA. However, any campus in the district that has designated teachers working on it will generate TIA funding to be spent on teacher compensation on that campus.

Q: Can 1882 partners apply for a local designation system?
A: Yes, 1882 partners may apply for a local designation system. 1882 partners and their districts must work together to ensure that the funding is transferred from district to campus. All system applications will require the district superintendent's signature.

Stakeholder Engagement Questions

Q: When should districts begin communicating with teachers about their local designation systems?
A: Districts are encouraged to communicate with teachers early in the process and throughout the development and implementation of their local designation systems. The TIA Readiness Checklist includes a section on community and teacher communication. The Readiness Checklist is available here>.

Additional TIA resources can be found on this TIA Resources page.

Q: What stakeholder groups should be included in developing the local teacher designation system?
A: Best practices indicate that including teachers, campus leaders, district leaders, and community members in planning and reviewing a local teacher designation system result in a stronger system with more buy-in. In addition, school board input and approval are recommended. Please refer to the TIA Readiness Checklist for additional best practices in stakeholder engagement.

System & Data Submission Review

Q: What is the time frame to apply, and what happens after a district's local designation system is submitted for review?
A: Time frames to apply are based on the data capture year a district plans to use when submitting the teacher observation and student growth data for the purposes of TIA. Please note there will be a two-step review process: (1) local designation system review by TEA and (2) data submission review by Texas Tech University. For details on the timelines and next steps for each cohort, please review the Cohort Next Steps and Timelines documents on the TIA website.

Q: What student growth measures can be used for teachers in non-tested subjects?
A: Districts can use locally developed student growth measures, as long as they are valid and reliable. Examples include SLOs, pre- and post-tests, and student portfolios. Districts may find the T-TESS Guidance on Student Growth Measures (PDF)> helpful as they consider different student growth measures. For more information, visit texasslo.org.

Q: How will TEA know if Student Learning Objectives (SLOs) are measuring growth effectively?

A: During the System Review process, districts will be required to explain in detail their procedures and protocols for SLO implementation, including procedures for setting student preparedness levels at the beginning of the year, protocols for collecting the body of evidence of student work and rubrics/protocols used to approve SLOs at the end of the year. TTU will review SLO growth measure data during step two of the system approval process.

Q: Once approved districts submit their data in the fall following their data capture year, will they be required to submit teacher observation and student growth data for all teachers in eligible teaching assignments for the next four years, or can they submit only some teacher observation and student growth data and have other teachers in eligible teaching assignments on appraisal waivers?

A: After the data capture year, districts are encouraged to submit as much teacher observation and student growth data as possible for every year during which they want to put forth new teachers for designations or designated teachers for higher designations. For TEA/TTU to verify data submission, we recommend there be teacher observation and student growth data for as many teachers in eligible teaching assignments as possible.

Q: Many districts allow eligible teachers to waive an annual appraisal. Will an annual appraisal be required for teachers to earn a designation?

A: Districts must have observation and student data from the data capture year for all teachers in the district's system. If fully approved, teachers not submitted for designation are not required to have an annual observation although if a teacher is put forth for a higher designation, teacher effectiveness data is required. Once a teacher has earned a designation, opting out of his/her annual appraisal will be a local decision. Appraisals must comply with §21.351 and §21.352.

Q: Exactly what data will schools be required to submit for the data review process?

A: At minimum, districts will be required to submit data on teacher effectiveness, which will include teacher observation data and the teacher's student growth rubric rating. TEA will communicate specifics around what other data might need to be submitted as part of the data review and approval process.

Q: What will Texas Tech be checking during the data review process?

A: Texas Tech University will be reviewing the data that districts provide to verify the validity and reliability of the data. More guidance on the data validation process can be found here on our Resources page: https://tiatexas.org/resources/

Q: Will districts have to submit data every year?

A: Districts will submit data for all teachers in eligible teaching assignments each year that they put forth new teachers for designation.

Q: What if a system is not approved? Can a district resubmit the following year?

A: TEA will work with districts throughout the step one system review with the goal of approving systems with a high likelihood of passing the step two data validation. Systems that fail to pass the system review or data validation may resubmit the following year.

Teacher Designations and Eligibility

Q: Who is eligible to earn a designation through a local designation system? What about charter school teachers who are not required to be SBEC certified?

A: LEAs must verify that each teacher meets the following eligibility requirements before submitting them for a designation:

• The teacher must be coded as 087 (Teacher) per the Public Education Information Management System (PEIMS) description of codes for 90 days at 100% of the day (equivalent to four and one-half months or a full semester) or 180 days required at 50–99% of the day and

compensated for that employment.

Q: Can interventionists or inclusion teachers earn designations?
A: This will depend on how a teacher is coded in district PEIMS reporting. Role ID 087 includes teachers of record, assistant teachers, and support teachers. Interventionists, reading specialists, inclusion teachers, etc., are generally coded as 087. Districts must check with their PEIMS specialists and payroll personnel to ensure that teachers meet eligibility requirements before submitting them for designation.

Q: What if a designated teacher moves to a non-teaching role, such as an instructional coach, counselor, or administrator?
A: Designated teachers who move to a Role ID other than 087 will maintain their designation. However, they will not generate annual allotment funding if they are not in a 087-teaching role for that year of service.

Q: Are designations attached to a particular grade level or subject area?
A: Unlike certificates, designations are general. The designation will be placed on the teacher's SBEC certificate and will not specify a certification area or subject/grade level. A teacher may change teaching assignments and will still generate allotment funding. The same applies to National Board-Certified Teachers (NBCTs).

Q: What if a designated teacher's performance level changes within the five-year period? Can their designation level change?
A: Teacher designations are valid for five years. 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. Some district spending plans may include variability based on continued performance levels.

Q: What happens after the five-year designation expires?
A: Designated teachers who meet performance standards and district qualifications can be put forth for a new designation in their final year of designation. Once the designation expires, it will be removed from the SBEC certificate (if applicable) and allotment funding will no longer be generated.

Allotment & Spending Questions

Q: Is the allotment for the teacher or the campus?
A: Funding for teachers designated as Recognized, Exemplary, and Master under TIA will flow to districts, which in turn must spend at least 90% of the funds on teacher compensation on the campuses where the designated teachers work. Statute states that allotment funds are not considered a property right. During the system review process, districts will submit their spending and communication plans for TEA review.

TEC Section 48.114 (i)(1)(A): *A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed.*

Q: What is the funding schedule?
A: For the first year of a teacher's designation, districts will be notified of funding amounts by designation level and campus in the spring, and funds will arrive the following September in settle-up. Following the initial payment, districts will receive regular funds based on projections according to their regular FSP payment schedule, with settle-up each September.

Q: Will there be spending codes for TIA funds?
A: There will not be PIC codes for TIA funds. Funding and reimbursement of fees will each be a separate line item in FSP payments.

Q: If a district does not have a local designation system as part of the Teacher Incentive Allotment, but employs designated teachers, will the district receive allotment funds for those teachers?

A: Yes. Districts that employ teachers who have earned designations will receive funding for those teachers based on the TIA formula, even if the district does not have an approved designation system in place. For example, a district that does not have a designation system in place could employ a teacher that earned a designation in another district or a teacher who automatically earned a Recognized designation for having achieved National Board Certification. Districts will need to develop a plan for how to spend allotment dollars that they receive, in accordance with the rules of HB 3.

Q: Will the campus socioeconomic tier data be recalculated every year?

A: Yes. Given that a school's student enrollment changes yearly, the campus's socioeconomic tier will be recalculated annually. As a reminder, this calculation uses the home addresses of students who attend a particular campus. Allotment funds for each designated teacher will be based on the campus, and not the individual students assigned to the designated teacher

Q: If a designated teacher moves campuses from one school year to the next, will the allotment that teacher generates be recalculated? What if a teacher leaves in the middle of the year?

A: While designations are tied to the teacher and not their employing district or campus, allotment funds are awarded to the district where the teacher was employed in late February. The district employing the teacher in February will receive funds for that school year and must spend the allotment funds by August 31. The percentage of allotment awarded to the designated teacher varies by district. Districts are not required to forward funds if the teacher resigns or retires before August 31. If a designated teacher moves to a new district or campus between school years, the allotment for the next school year will be recalculated in April based on the new campus's rural status and level of socioeconomic need.

Q: Will the agency monitor district compliance?

A: The agency will utilize authority found in TEC §48.004, §48.270, and §48.272 to audit districts in their compliance with Texas Education Code and Texas Administrative Code.

Fees & Reimbursements

Q: Will districts need to submit fees and how will those fees, and reimbursements, work?

A: Districts will pay a $500 processing fee per teacher put forth for designation at the time of data submission. All fees will be reimbursed in the following year through Foundation School Program (FSP) September settle-up. See TEC 21.3521(i) and TEC 48.114(g). You can learn more about National Board Certification fees & reimbursements here: https://tiatexas.org/national-board-fees-and-reimbursement/

Q: Will districts be required to follow the 90/10 spending requirement for reimbursed fees?

A: Fee reimbursements are not subject to the 90/10 spending requirements.

Q: Will fees be reimbursed if a system is not approved after the data review?

A: Yes. Fees will be reimbursed in the following year through Foundation School Program (FSP) September settle-up.

Q: Can generated Teacher Incentive Allotment funds be used to pay for fees associated with the Teacher Incentive Allotment?

A: Up to 10% of the allotment funds can be used towards supporting teachers in earning designations. This may include fees for submitting new teachers for designations.