



Fort Stockton ISD Teacher  
Incentive Allotment  
Handbook

2022-2023

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# District Information

The Fort Stockton Independent School District is a rural 4A Texas school district located in West Texas 312 miles NW of San Antonio, 240 miles SE of El Paso, Texas. Although the district's five main campuses and alternative school are all located within the City of Fort Stockton, geographically the district is one of the largest in the State of Texas and brings 2,295 students from within Fort Stockton, Coyoanosa, and other small areas and communities throughout Pecos County. The campuses include:

- Fort Stockton High School (9-12)
- Fort Stockton Middle School (6-8)
- Fort Stockton Intermediate (4-5)
- Alamo Elementary School (2-3)
- Apache Elementary (PK-1)
- Butz Education Center (Alternative School/DAEP)

Fort Stockton Independent School District's 2,295 students are broke down into the following demographics:

- 88.5% Hispanic
- 9.3% White
- 2.2% other
  
- 52.8% Male
- 47.2% Female
  
- 66.6% Economically Disadvantaged
- 11.9% English Language Learners
- 10.2% Special Education

# Teacher Incentive Allotment Overview

The Teacher Incentive Allotment (TIA) was created by the Texas Legislature as part of House Bill 3 to provide a realistic pathway for top teachers to earn six-figure salaries and to help attract and retain highly effective teachers at traditionally hard-to-staff schools. There are two pathways to earning a designation, National Board Certification and the Local Designation System.

## TIA Designations

Fort Stockton ISD (FSISD) is in phase I of the TIA implementation of the Local Designation System. A teacher can receive additional compensation in the amounts of \$3,000-\$32,000 per year while continuing to apply your skills in the classroom. The TIA designation system is calculated based on the weighted combination of the Texas Teacher Evaluation and Support System (T-TESS) teacher appraisal system (40% of the composite score) and student growth outcomes (60% of the composite score). Based on the final TIA score, teachers can earn a TIA designation of *Master*, *Exemplary*, or *Recognized*.

### **Master Teacher**

Designation awards between \$12,000-\$32,000 additional funding to eligible teacher salary

### **Exemplary Teacher**

Designation awards between \$6,000-\$18,000 additional funding to eligible teacher salary

### **Recognized Teacher**

Designation awards between \$3,000-\$9,000 additional funding to eligible teacher salary

## National Board Certified Teacher (NBCT)

Grounded in the NBCT's *Five Core Propositions* that describe what teachers should know and be able to do, the certification process is designed to collect standards-based evidence of accomplished practice. Teachers are certified based on standards set by the NBCT. NBCT is a voluntary advanced professional certification for PK-12 educators created by teachers for teachers. Teachers who hold an active NBCT automatically earn a *Recognized* TIA designation. FSISD is committed to supporting a cohort of educators throughout their journey to obtain the NBCT. FSISD has created a cohort to support teachers through the process. Teachers may consider joining the FSISD NBCT cohort to gain guidance and support in completing the certification. If you are interested in joining FSISD's NBCT cohort, please apply at [Fort Stockton ISD Personnel Department](#).

*Note: TIA is a state funded initiative; therefore, the funding of any designation is contingent upon state appropriations and approval through the State's TIA review process. FSISD will not be responsible for funding the TIA initiative if State funds become unavailable. FSISD will provide written notice to teachers upon learning of any lapse, reduction, or discontinuation of TIA funds from the State.*

# Teacher Incentive Allotment Implementation

FSISD will submit the TIA application in 2022. The application is scheduled to be approved in the summer of 2022, which places FSISD in TIA Cohort E with a data capture year of 2022-2023. The District will implement the TIA program in phases. FSISD will be in phase I of the TIA implementation during 2022-2023.

## Teacher Incentive Allotment Eligibility

Teachers are **eligible** to earn a designation by meeting the requirements detailed below:

- teaching in an eligible teaching assignment at the time of snapshot and at the winter class roster submission;
- remaining in an eligible teaching assignment the following school year at the time of data submission;
- earning a creditable year of service in FSISD in a position with a Public Education Information Management (PEIMS) role ID code of 087 for at least 90 days at 100% of the day or 180 days at 50-99% of the day; and
- being appraised by T-TESS and scoring a rating of proficient (3) or higher across all dimensions in Domain 2: Instruction and Domain 3: Learning Environment.

A list of TIA designated eligible courses is provided in Appendix B. Teachers working at a TIA eligible assignment will **NOT be eligible for the Less Than Annual Appraisal option (LTAA)**. Teachers working at a TIA-designated campus must participate in T-TESS and the student growth measurement component, regardless of whether they opt-in or opt-out of the TIA program.

Teachers who qualify for a TIA designation while in an eligible teaching assignment will maintain their designation of *Master*, *Exemplary*, or *Recognized* for five continuous years. Teachers who achieve one of the three TIA designations and meet performance standards and District qualifications may be put forth a new designation within the five-year period. Once the designation expires, it will be removed from the SBEC certificate and TIA funding will stop. TIA designations will be placed on the teacher's SBEC certificate and will not specify a certification area subject/grade level. A teacher may change teaching assignments and still generate the allotment funding. The same applies to NBCT's.

**Positions not eligible for TIA designations include** any position that does not have a PEIMS coding of 087, including paraprofessionals and administrators.

# Performance Standards-Weighting

## Teacher Observation: T-TESS

To implement TIA, House Bill 3 required the setting of performance and validity standards to ensure that the identification of highly effective teachers under the three designation categories Master, Exemplary, and Recognized yielded reliable and comparable results across the state. TIA designations are determined based on the TIA score, a weighted combination of the teacher appraisal composite score and student growth composite score. The two domains that TIA evaluates are Domain 2, Instruction, and Domain 3, Learning Environment of the T-TESS evaluation system. The following table shows the average summative scores across T-TESS Domain 2 and Domain 3 to achieve each level of designation (Master, Exemplary, and Recognized). For a teacher to be eligible to be submitted for a new or higher designation, that teacher must have a rating of proficient, (3), or higher across all reported dimensions in Domain 2: instruction and Domain 3: Learning Environment. *\*Note: the average summative scores for each designation level will vary for each data capture year, depending on the baseline data gathered for teacher summative scores throughout the State. More information can be found in TEA's Teacher Observation Performance Standards (See Appendix C).*

<b>Percentile</b>	<b>Average Summative Scores for Domain 2 and Domain 3</b>
<b>95<sup>th</sup> (Master)</b>	4.5
<b>80<sup>th</sup> (Exemplary)</b>	3.9
<b>67<sup>th</sup> (Recognized)</b>	3.7

## Student Growth Performance Standards

The District will use performance standards along with the District teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures. In addition to the students being enrolled on the snapshot date (the last Friday in October), they must also participate in both the pretest and the posttest with the same teacher and be assessed within the STAAR/mCLASS testing window to be calculated in the student growth measurement score. The District has elected to adjust the States student growth performance measures accordingly.

<b>Master Teacher</b>	<b>Exemplary Teacher</b>	<b>Recognized Teacher</b>
<u>80%</u> of students meet or exceed expected growth	<u>70%</u> of students meet or exceed expected growth	<u>60%</u> of students meet or exceed expected growth

# Teacher Observation Component

TIA local designation system requirements must include a teacher observation component. In FSISD, teachers are appraised using the Texas Teacher Evaluation & Support System (T-TESS). T-TESS is the state-approved teacher evaluation instrument, which is tied to TEA's [Educator Standards](#). FSISD's T-TESS comprises four domains and 17 dimensions, T-TESS is a model for providing teachers with ongoing, timely feedback and establishing a culture of continuous improvement. Detailed information can be found on the [T-TESS website](#).

Among T-TESS requirements, FSISD policy requires at least one formal observation, a minimum of 45 minutes in length. Teachers who work in designated TIA assignments will also have a minimum of three walkthrough observations, each a minimum of 10 minutes in length and focusing on Domain 2 or Domain 3, or both Domains 2 and 3. All appraisers will utilize the District walkthrough forms from Lead Your Schools Power Walks. These data, along with additional T-TESS performance data captured throughout the school year, are used to determine T-TESS summative scores.

## Teacher Observation and TIA Designation

For the purposes of TIA, the District will focus on Domain 2, Instruction, and Domain 3, Learning Environment, because these domains correspond with observable teacher and student behaviors for which appraisers can look for during teacher observations and walkthroughs. Within Domains 2 and 3, each dimension is rated on a scale of 1-5: 1 (Improvement Needed), 2 (Developing), 3 (Proficient), 4 (Accomplished), and 5 (Distinguished). These numerical values from Domain 2 and 3 are averaged to determine the T-TESS weighted composite score.

*Master* teacher designations require an average summative score in the 95<sup>th</sup> percentile of T-TESS scores across the State. *Exemplary* teacher designations require an average summative score in the 80<sup>th</sup> percentile across the State. *Recognized* teacher designations require an average summative score in the 67<sup>th</sup> percentile of scores across the State. An explanation and examples at the State level are available on the State's [TIA website](#). The total average summative score accounts for 40% of the TIA score that will be used to determine teacher eligibility for TIA designation. As an example, using state summative T-TESS data gathered from the 2019-2020 school year, the following average summative scores\* were identified by the State:

<b>Percentile</b>	<b>Average Summative Scores for Domain 2 and Domain 3</b>
<b>95<sup>th</sup> (Master)</b>	<b>4.5</b>
<b>80<sup>th</sup> (Exemplary)</b>	<b>3.9</b>
<b>67<sup>th</sup> (Recognized)</b>	<b>3.7</b>

*\*Note: the average summative scores for each designation level will vary for each data capture year, depending on the baseline data gathered for teacher summative scores throughout the State.*



Teachers who are working in designated TIA assignments must have both a teacher observation score and a student growth score. That is, **teachers working in assignments must be observed every school year and are not eligible for the Less Than Annual Appraisal option (LTAA)**. Teachers who are not assigned to a TIA eligible position, provided they meet LTAA qualifications, may still qualify for LTAA.

## Appraiser Calibration

To maintain the integrity of the system, a strong emphasis is placed on the calibration of T-TESS appraisers. Ensuring that scores assigned by appraisers are accurate and comparable helps to maintain the reliability and validity for all teachers observed. Creating accurate and fair assessments of teacher practices and instituting measures for evaluating the ongoing quality of the T-TESS appraiser process contributes to the fidelity of the instrument. As such, minimum calibration procedures have been built into the T-TESS appraiser certification process.

After completing the initial three-day T-TESS appraiser training, appraisers are required to take and successfully pass the T-TESS appraiser certification exam, which requires appraisers to calibrate to the T-TESS rubric and the state standards. T-TESS appraisers must recertify every year for three years. After three consecutive years of certification, the appraiser is required to take and pass the T-TESS appraiser certification exam once every three years to maintain certification. All District-level personnel who are at the “administrative” level are required to complete and maintain appraisal certification and to maintain Board approval as certified T-TESS appraisers.

*Note: If a second appraisal is requested, the second appraiser is not required to be recalibrated.*

In addition to the minimum calibration procedures required by the T-TESS system, the District has implemented additional calibration procedures to ensure ongoing calibration among appraisers and among campuses. FSISD requires appraisers to conduct at least two walkthrough evaluations alongside two different appraisers at their campus to ensure that the appraisers are calibrated across appraisers. Additionally, every teacher is ensured that they will receive at least one walkthrough appraisal conducted by an appraiser who is not their assigned appraiser, to ensure that appraisers remain calibrated across appraisers, content areas, and grade levels. Furthermore, appraisers are required to conduct at least two walkthrough observations alongside two different appraisers to ensure that appraisers remain calibrated across campuses. At any point, if it is determined that appraisers are not calibrated, additional training will be provided by the District.

Additionally, three times a year, District and campus administrators collaborate with teachers during Professional Learning Community (PLC) meetings to compare student growth data with teacher observation data, checking for positive correlation, as well as skew by appraiser, campus, subject, and grade level. After analyzing the data, district and campus administrators will determine strategic areas of focus and possible professional learning opportunities that ensure teacher observation data positively correlates with student growth data.

# Student Growth Measure

## Student Growth Instrument

The student growth component comprises 60% of a teacher’s designation. FSISD has chosen assessments which have been found by the State to be both valid and reliable. The District will be utilizing the following student growth performance measures: STAAR, STAAR EOC, and mCLASS Early Literacy inventory test data which are all on the Commissioner’s approved list of student growth measures. Students must be enrolled on snapshot date, participate in both the pretest and the posttest with the same teacher, and be present on the day of STAAR administration to be calculated in the student growth measurement score.

## Student Growth Performance Standard

To be eligible for a TIA-designation, teachers must earn a student growth performance standard. The District has elected to adjust TEA’s statewide student growth performance standards to the following measures:

<b>Master Teacher</b>	<b>Exemplary Teacher</b>	<b>Recognized Teacher</b>
<u>80%</u> of students meet or exceed expected growth	<u>70%</u> of students meet or exceed expected growth	<u>60%</u> of students meet or exceed expected growth

More information can be found in TEA’s Student Growth Performance Standards document, refer to Appendix D. FSISD will maintain the metric used by TEA to calculate a teacher’s students’ growth using the number of students who meet or exceed student growth expectations divided by the number of students with an expected growth score. In addition to the students being enrolled on the snapshot date (the last Friday in October), they must also participate in both the pretest and the posttest with the same teacher and be assessed within the STAAR/mCLASS testing window to be calculated in the student growth measurement score.

For non-STAAR tested subjects, metrics are in place to verify if students have made the necessary growth. The District uses the STAAR student progress measure determined by the State and the end of the year STAAR results to determine the end-of-year growth levels. A grade appropriate measure will be used to determine the number of students who meet or exceed growth expectations.

## Student Growth Instruments and Methodologies

### **mCLASS Early Literacy Inventory (ELI)**

Applicable Grades and Subjects:

- Kindergarten and Reading
- 1<sup>st</sup> Grade Reading
- 2<sup>nd</sup> Grade Reading

### Progress Calculation Methodology

Students are assessed using the mCLASS early literacy inventory testing window at the beginning, middle, and end of the year. Students who were assessed at both the beginning and the end of the year will be included in the student growth calculation.

Students who are rated in mCLASS as average, above average, or well above average on the Composite-Year Growth indicator are considered to have made progress. The number of students rated average, above average, and well above average in the Composite Year Growth indicator will be divided by the total number of students with a Composite Year Growth indicator. This percentage will be used to determine the eligibility for a designation. All pretests and posttests must be administered within the District's assigned testing assessment window in order to count toward the student growth calculation score.

### **STAAR Tests without Student Progress Measure**

Released STAAR/Released STAAR EOC score and a valid STAAR/STAAR EOC score

#### Applicable Grades and Subjects:

- 3<sup>rd</sup> Grade Reading
- 3<sup>rd</sup> Grade Mathematics
- 5<sup>th</sup> Grade Science
- 8<sup>th</sup> Grade Science
- 8<sup>th</sup> Grade Social Studies
- English I
- Biology
- U.S. History

### Progress Calculation Methodology

Students who take both a released STAAR test as a part of the pretest window and who receive a valid STAAR score for the posttest will be included in the student growth calculation.

Student progress will be calculated by comparing a student's STAAR scale score to the student's pretest scale score. After taking the pretest, all students will be assigned a "gain score" that is needed to demonstrate progress. The "gain score" is the increase that is expected from the pretest to the STAAR test scale score. All pretests and posttest must be administered within the District's assigned testing assessment window in order to count toward the student growth calculation score.

The calculation of the gain scores will be based on percentile of students that achieve that average scale score on the pretest to a similar group of testers with the same percentile on the state administered STAAR test. The total number of students who reach the scale score will be divided by the total number of eligible students. This percentage will be used to determine the eligibility for a designation.

## STAAR Tests with Student Progress Measure

Prior Years STAAR/EOC score

Applicable Grades and Subjects:

- 4<sup>th</sup> Grade Reading
- 4<sup>th</sup> Grade Mathematics
- 5<sup>th</sup> Grade Reading
- 5<sup>th</sup> Grade Mathematics
- 6<sup>th</sup> Grade Reading
- 6<sup>th</sup> Grade Mathematics
- 7<sup>th</sup> Grade Reading
- 7<sup>th</sup> Grade Mathematics
- 8<sup>th</sup> Grade Reading
- 8<sup>th</sup> Grade Mathematics
- Algebra I
- English II

### Progress Calculation Methodology

Students assessed on STAAR in the above grades and subjects receive a Student Progress Measure on the STAAR test. Students can achieve one of three levels: *Limited Progress*, *Expected Progress*, or *Accelerated Progress*. The number of students receiving either expected or accelerated progress will be divided by the total number of students with a valid STAAR Progress Measure. This percentage will be used to determine the eligibility for a designation.

## STAAR Growth Measure Integrity

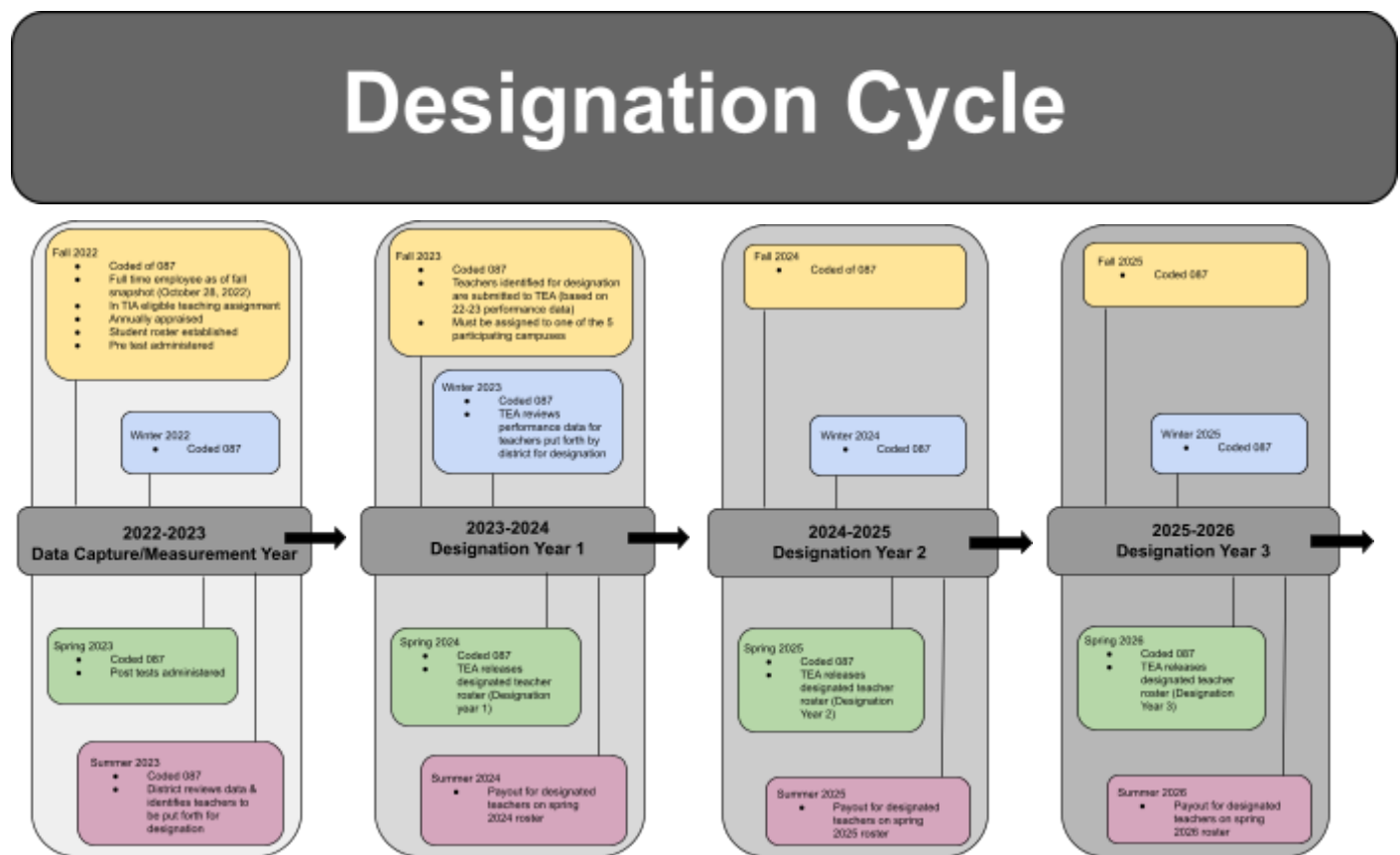
To ensure that all students have the opportunity to perform to their full capacity on the student growth measures, all testing will be treated as state standardized testing. All teachers will participate in a campus state security training which will cover testing irregularities, active monitoring, distribution of test materials, and proper handling of secure materials. Students will receive the allowable accommodations, as required by Admissions Review Dismissal (ARD), Language Proficiency Assessment Committee (LPAC), 504, Dyslexia, RtI/EIT, etc., documentation. Throughout the school year, teachers use the initial measures to ensure that students are making the needed progress. The District ensures that the growth measure standards are aligned by adhering to the guidance from TEA. FSISD ensures that teachers are aware of the standards that are used to measure student growth. Metrics are used to track and monitor student growth on all District assessments. All student growth measures are aligned to the State standards and follow the accountability cut points and targets. All pretests and posttest must be administered within the District's assigned testing assessment window in order to count toward the student growth calculation score. Students must be enrolled on the snapshot date (the last Friday in

October), they must also participate in both the pretest and the posttest with the same teacher and be assessed within the STAAR/mCLASS testing window to be calculated in the student growth measurement score.

## Designation System

### Cohort E Designation Cycle and Scoring

For a first-year participant in the District’s local designation system, the designation cycle is a two-year process. The first year is referred to as the data capture year in which teacher performance and student performance data will be collected. Based on scoring models outlined in the local designation system, if the teacher is deemed to have earned a designation, they will then move on to the second year of the cycle. During the second year, designations will be submitted to TEA for review. Once approved, allotment funding will be distributed. There are specific set points throughout the designation process where certain criteria/eligibility must be maintained in order to receive allotment funding. Below is a graphic of the FSISD designation cycle. A full-page pdf is available in the Appendix.



TIA designations are determined based on the final TIA score. The final TIA score is calculated based on the weighted combination of the T-TESS (Domain 2 & Domain 3) which is 40% of the composite score and the student growth measurement which is 60% of the composite score. To determine annual teacher eligibility for a TIA designation, the following will be completed at the district-level end-of-year data analysis:

- The classroom roster will be determined based on assignments at the time of the TEA submission during the month of February.
- The District will collect summative T-TESS data.
- The District will determine the student growth composite score, which will be based upon students enrolled as of the fall snapshot date. Students must be enrolled on the snapshot date (the last Friday in October), they must also participate in both the pretest and the posttest with the same teacher and be assessed within the STAAR/mCLASS testing window to be calculated in the student growth measurement score.
- The teacher designation will be recommended based on the final TIA score calculated by the District in accordance with the local designation system.

*Note: If a teacher qualifies in multiple eligible teaching assignments in the same eligible teacher assignment category with the same growth measures used, the District will aggregate the student growth data from the different grade levels or subject areas to determine the student growth measurement score. In the event that a teacher qualifies in multiple eligible teaching assignments that fall under more than one eligible teacher category, the District will select the highest student growth measurement rating out of the eligible teaching categories.*

If performance criteria are met, a TIA designation is submitted to TEA for data review; pending TEA data validation, TIA designation is attached to the teacher's Texas teaching certificate for a period of five years. If performance criteria are not met, a TIA designation is not submitted to TEA.

**Designation Calculation & Score Cut Points**

The final TIA score for designation is calculated using 40% of the T-TESS composite score and 60% of the student growth composite score. Once the TIA score is calculated, the designation is determined by the overall calculated score. T-TESS ranges from 1-5 and Pretest and Posttest ranges from 0 to 100.

Observation Weight		Growth Measure Weight	
40%		60%	
Teacher Observation Performance Standards	Average Summative Scores for Domains 2 & Domains 3	Student Growth Performance Standards	% of students meeting or exceeding growth targets
Master	4.5	Master	80%
Exemplary	3.9	Exemplary	70%
Recognized	3.7	Recognized	60%

**Determining cut points for Master, Exemplary, and Recognized designation:**

Designation Level	Overall Points Needed
Master	84.0
Exemplary	73.2
Recognized	65.6

Teacher Observation	Student Growth
<p><b>Master</b> cut point based on performance standards</p> $\frac{4.5}{5} = \frac{x}{40}$ <p>Highest possible points based on performance standards</p>	<p><b>Master</b> cut point based on performance standards</p> $\frac{80}{100} = \frac{x}{60}$ <p>Highest possible points based on performance standards</p>
<p>Percentage of component that district is using for teacher observation</p> <p><b>X = 36.0</b></p>	<p>Percentage of component that district is using for student growth target</p> <p><b>X = 48.0</b></p>
<p><math>36.0 + 48.0 = 84.0</math></p> <p><b>84.0 Master Designation Cut Point</b></p>	

Teacher Observation		Student Growth	
<p><b>Exemplary</b> cut point based on performance standards</p>		<p><b>Exemplary</b> cut point based on performance standards</p>	
$\frac{3.9}{5} = \frac{x}{40}$	$=$	$\frac{70}{100} = \frac{x}{60}$	$=$
<p>Highest possible points based on performance standards</p>	<p>Percentage of component that district is using for teacher observation</p>	<p>Highest possible points based on performance standards</p>	<p>Percentage of component that district is using for student growth target</p>
	<p><b>X = 31.2</b></p>		<p><b>X = 42.0</b></p>
$31.2 + 42.0 = 73.2$			
<p><b>73.2 Exemplary Designation Cut Point</b></p>			

Teacher Observation		Student Growth	
<p><b>Recognized</b> cut point based on performance standards</p>		<p><b>Recognized</b> cut point based on performance standards</p>	
$\frac{3.7}{5} = \frac{x}{40}$	$=$	$\frac{60}{100} = \frac{x}{60}$	$=$
<p>Highest possible points based on performance standards</p>	<p>Percentage of component that district is using for teacher observation</p>	<p>Highest possible points based on performance standards</p>	<p>Percentage of component that district is using for student growth target</p>
	<p><b>X = 29.6</b></p>		<p><b>X = 36.0</b></p>
$29.6 + 36.0 = 65.6$			
<p><b>65.6 Recognized Designation Cut Point</b></p>			



## Data Submission

The District will collect data to determine teacher TIA designations during the 2022-2023 data capture year. TIA data and designation recommendations will be submitted to TEA for validation of all eligible TIA teachers in November following the data collection year. To have TIA data and a designation recommendation submitted to TEA, the teacher must continue to be employed in a teaching role (087) position in FSISD and remain in an eligible teaching assignment at the time of data submission. For a teacher to be eligible to be submitted for a new or higher designation, that teacher must have a rating of proficient (3) or higher across all reported dimensions in Domain 2: instruction and Domain 3: Learning Environment. After receiving TEA approval, TEA will notify the District in the spring of 2024 of the specific allotment amounts by designation level at each campus in the District. The District will notify the teachers if their recommended designations have been approved or denied by the State in the spring of 2024. TIA compensation will be awarded to teachers in the summer of 2024. NBCT data will be tracked by the District as well. TEA will provide a list of NBCT's in the spring of 2024. NBCT's will automatically receive the designation of *Recognized*, unless the teacher reaches a higher designation level under the District's locally designed system.

The District will request that teachers currently employed with the District notify Human Resources upon completion of NBC. The teacher will be required to show proof of active NBCT certification and must teach in an eligible position at the time of submission to be recommended for a designation.

## Appeals

Formal complaints regarding the implementation, application, or interpretation of the TIA must be filed in accordance with Local Board Policy DGBA. This policy requires that complaints be filed within 15 District business days of the time the employee first knew or should have known of the event or circumstance prompting the complaint. Information about the complaint process is available on the [FSISD webpage](#).

Staff members are encouraged to work with their campus principal to resolve concerns prior to filing a formal complaint. However, pursuing informal resolution will not impact the filing requirements established Local Board Policy DGBA.

Any data from the State that TEA releases with regard to the designation of teachers cannot be appealed. All appeals must be submitted by the deadline. Appeals submitted after the deadline will not be considered.

## Spending

### State Requirements for TIA Funding

Funding for teachers designated as *Master*, *Exemplary*, or *Recognized* under TIA will flow from the State to Texas school districts. The statute requires that 90% of the funds earned through the District's local designation system be spent on teacher compensation on the campus where the designated teacher works. TEC Section

48.114 (i)(1)(A) states that: “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.”

The statute states that TIA funds are not considered a property right. The district should spend no more than 10% of TIA funds at the district level to support rollout and implementation of TIA. The State will calculate rural and socio-economic tier funding status annually based on student enrollment. Allotment funds will be based on the socioeconomic status of the campus and not the individual students assigned to the designated teacher. If a designated teacher moves campuses from one school year to another, the allotment that designated teacher generates will be recalculated based on the new campus rural and socio-economic tier funding status.

## Teacher Designation Award Amount Determinations

The State’s funding available from the TIA varies by designation. The exact amount of state funding per teacher is determined by a formula that takes into account the designation earned, the level of socio-economic need at the teacher’s assigned campus, and whether the campus is rural. Funding for a *Master* designation ranges from \$12,000-\$32,000, *Exemplary* designation ranges from \$6,000-\$18,000, and *Recognized* designation ranges from \$3,000-\$9,000. For more information about the specific amount of TIA funds generated by TIA designated teachers at every campus across the State, see TEA’s, [Teacher Incentive Allotment Funding Map](#). Allotment amounts are recalculated by TEA every April. For more information about the TIA allotment calculations, see TEA’s, [Teacher Incentive Allotment webpage](#).

## Calculating the Teachers Final TIA Score

After compiling the summative T-TESS scores and classroom student growth scale scores, the District will then calculate a final TIA score for each eligible teacher. The teacher will then utilize the following table to determine whether a teacher reaches a score for a TIA designation. The composite score for a designation is calculated using 40% of the annual appraisal T-TESS composite score and 60% of the student growth composite score. Once the TIA Score is calculated, the designation is determined by the score listed below.

### Determining cut points for Master, Exemplary, and Recognized designation:

Designation Level	Overall Points Needed
Master	84.0
Exemplary	73.2
Recognized	65.6

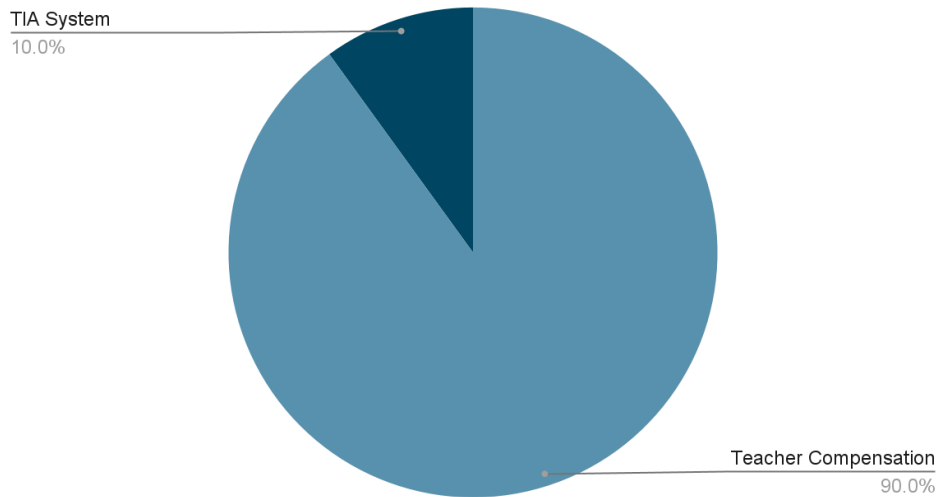
## Distribution of Compensation

Statute requires that 90% of TIA funds be distributed directly to teachers at the campus in which the designated teacher is employed at the time the TIA funds are allotted. FSISD will distribute the required 90% to TIA

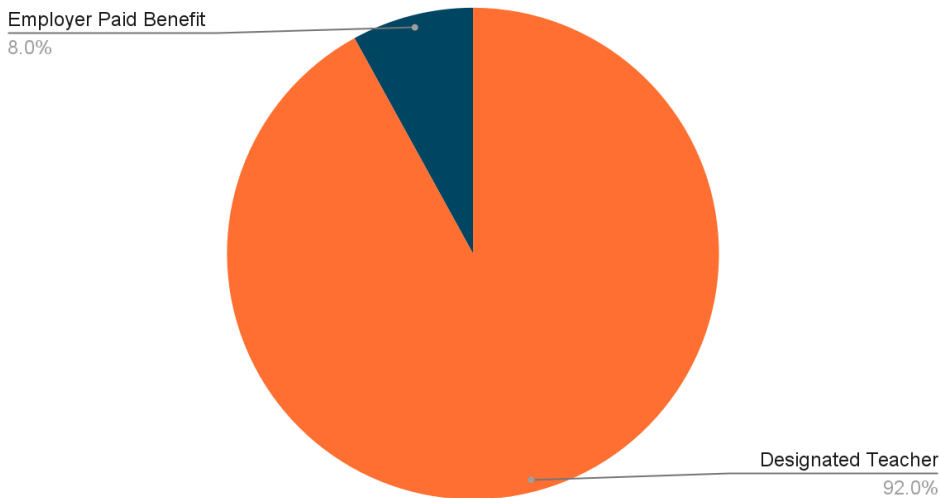
designated teachers. The remaining 10% of TIA allotment funds generated will be used for training and support, expansion of the system, administrative expenses, and professional development. Of the 90% required to be spent on teacher compensation, TIA designated teachers will receive a direct payment equal to 92% of the 90% required to be spent on teacher compensation. The remaining 8% will be used to cover employer paid benefit costs related to the TIA compensation. Actual TIA compensation amounts distributed will include deductions for federal income tax, Medicare tax, workers' compensation, and Teacher Retirement System (TRS) contributions as part of an employee's annual wages reported to the state and federal governments, as well as TRS.

### Compensation Distribution

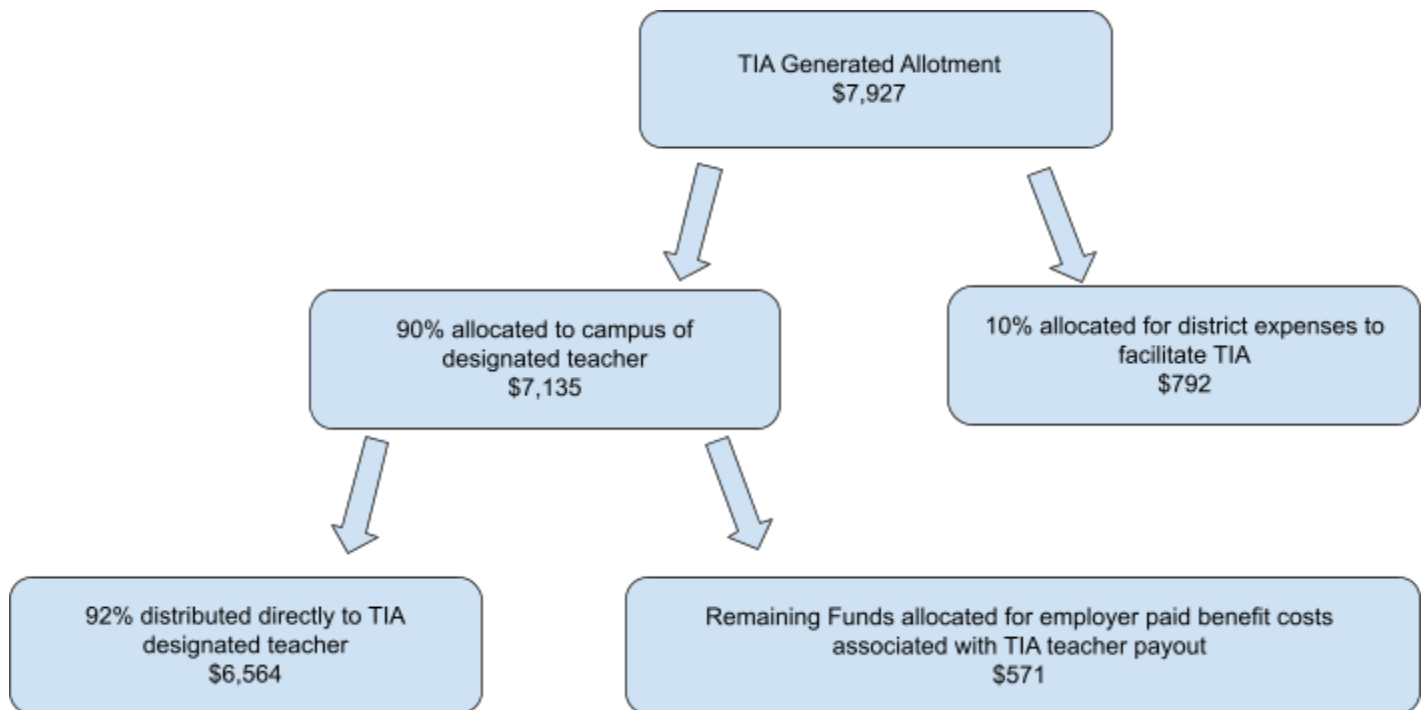
Allotment Generated



Teacher Compensation



## Designated Teacher Payment Example



## Frequency of Compensation

TIA compensation is an annual allotment provided by the State and is subject to availability of funding at the state level. TIA designated teachers will receive TIA compensation **annually** based on their TIA designation. Funding for their designation will be determined based on their campus of assignment at the time of Winter Class Roster. Compensation will be paid at the end of the fiscal year in which the designation was awarded. For example, designations awarded for the school year 2023-2024 will be paid to designated teachers during the summer of 2024.

## Impact of Compensation

TIA compensation stipends will be included in the annual wages reported to TRS and will be used when calculating retirement benefits. TRS benefits are subject to TRS rules and regulations.

## District Support

FSISD has collaborated with district leaders, campus leaders, and teachers to communicate the Teacher Incentive Allotment designation system. At the beginning of each school year, FSISD will conduct faculty presentations about the TIA plan and share the eligibility requirements, eligibility assignments, the required T-TESS teacher appraisal system observations, and the student growth measures that will comprise the final TIA score for designation. The final TIA score for designation is calculated using 40% of the T-TESS score and 60% of the student growth score. Once the TIA Score is calculated, the designation is determined by the

State's average score. Any updates to the District's TIA plan will be communicated to stakeholders throughout the school year.

The Fort Stockton ISD District Improvement Committee and the TIA Steering Committee will ensure that there is a system of ongoing support through the Human Resources Department for the TIA plan. The District is committed to ensuring district appraisers remain calibrated across the District. In addition, the District's Finance team will play a role in the TIA system to ensure the budget is aligned with managing the allotment of funds the district receives from the State. The Technology Department will play an integral part in the communication process. The TIA Steering Committee will ensure a tracking system is in place to track the teacher observation data along with the student growth measurement data. The District's goals are to recruit, retain, and reward the best teachers at our campuses with the highest needs and to encourage the professional growth and development of teachers. The District will continue to meet regularly with the District Improvement Committee and the TIA Steering Committee members to reflect upon the yearly participation and to progress monitor TIA implementation. The District plans to phase in and expand the TIA system to additional teaching assignments and campuses in the future. FSISD values each educator within the District and will continue to provide opportunities for stakeholders input. FSISD thanks all educators for the continued dedication to the teaching profession and to the students in FSISD.

## Glossary

**Allotment** - The funding available from the Teacher Incentive Allotment (TIA) varies by designation and campus where the designated teacher works. The exact amount of allotment funding per teacher is determined by a Texas Education Agency (TEA) formula that considers the level of socioeconomic need at a campus and whether the campus is rural. Please visit the [TIA TEA website](#) for more information regarding TIA allotments.

**Cohort E Designation Cycle** - FSISD is a part of Cohort E designation cycle. The first year is referred to as the data capture year in which teacher performance and student performance data will be collected. Based on scoring models outlined in the local designation system, if the teacher is deemed to have earned a designation, they will then move on to the second year of the cycle. During the second year of the cycle, designations will be submitted to TEA for review and approval.

**Data Capture Year** - The school year in which a district collects teacher effectiveness data in accordance with their local designation plan is called the data capture year.

**Local Designation System Requirements** - House Bill 3 provides districts with local control and flexibility in choosing how to evaluate teachers and assign designations. At minimum, the designation system must include both a teacher observation and a student performance component.

**National Board Certified Teacher (NBCT)** - National Board Certification is a voluntary, advanced professional certification for PreK-12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. National Board Certification was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide. Holding a NBCT on your Texas teaching certificate automatically generates a *Recognized* designation if coded in a Teacher Role ID of 087.

**PEIMS Code 087** - A professional employee who is required to hold a valid teacher certificate or permit in order to perform some type of instruction with students. Districts may only submit teachers for designations if they are coded in a Public Education Information Management System (PEIMS) Teacher Role ID of 087.

**Performance Standards** - To implement TIA, House Bill 3 also requires the setting of “performance and validity standards” to ensure that the identification of highly effective teachers under the three designation categories - *Master*, *Exemplary*, and *Recognized* - yields reliable and comparable results across the State. Districts will be expected to use performance standards along with district teacher observation and student performance standards to determine which teachers qualify for designations.

**Rural** - Designated teachers who work on rural campuses will generate greater allotments. Campuses are designated as rural by the State. All FSISD campuses are designated as rural by the State of Texas.

**Snapshot** - The PEIMS Fall snapshot (as-of) date is an annual submission required by TEA to report all students served and staff employed on the designated date. The PEIMS Fall snapshot date is designated as the last Friday in October.

**Socio-Economic Status** - The campus's socio-economic tier will be recalculated annually by TEA, given that a school's student enrollment changes yearly. As a reminder, this calculation uses the home address of the student who attends 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. Teacher designations each have a base allotment amount and a multiplier rate based on each specific designation level: *Master*, *Exemplary*, or *Recognized*. Each student at the designated teacher's campus is assigned a tier by the State, as determined by the census block of the student's home address. Each tier carries a point value. Those point values are 0, .5, 1.0, 2.0, 3.0, and 4.0 (from least to most severe economic disadvantage). As the Tier designation increases, so does the need. This is different than how the campus's economically disadvantaged students are counted in the state assessments accountability. For more information on how the TIA allotment fund is calculated, visit the [TEA Teacher Incentive Allotment website](#).

**Student Growth Measure** - Assessments approved on the State Commissioner's list to measure how much progress students make from year to year.

**Student Growth Performance Standards** - The percentages below are the District's performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.

- *Master* teacher - 80% of students reaching expected or accelerated growth
- *Exemplary* teacher - 70% of students reaching expected or accelerated growth
- *Recognized* teacher - 60% of students reaching expected or accelerated growth

**Teacher Designation** - A designation is a distinction displayed on the teacher's Texas educator certificate. The three levels of designation are *Master*, *Exemplary*, and *Recognized*.

**Teacher Incentive Allotment (TIA)** - House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, established an optional TIA with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses.

**Teacher Incentive Allotment Funding** - Teacher designation will generate annual allotment funds. Allotments are recalculated annually by the State. The allotment generated by a designation is tied to the designated teacher's campus assignment and is calculated based on the level of socioeconomic need and rural status. Allotment ranges for each level of designation are:

- Master: \$12,000K-\$32,000K
- Exemplary: \$6,000K-\$18,000K
- Recognized: \$3,000K-\$9,000K

**Teacher Observation Performance Standards** - District's will be expected to use performance standards along with the District's teacher observation data to determine which teachers qualify for designations.

Percentile	Average Summative Scores for Domain 2 and Domain 3
95 <sup>th</sup> (Master)	4.5
80 <sup>th</sup> (Exemplary)	3.9
67 <sup>th</sup> (Recognized)	3.7

**Texas Education Agency (TEA)** - The TEA is the state agency that oversees primary and secondary public education. It is headed by the Commissioner of Education. TEA improves outcomes for all public school students in the State by providing leadership, guidance, and support to school systems.

**Texas Teacher Evaluation & Support System (T-TESS)** - Texas recommended appraisal process designed to evaluate classroom teachers and establish a system of ongoing support. FSISD’s T-TESS consists of 4 domains and 17 dimensions.

**Winter Roster Submission Data** - Winter Roster Collection is used to report data about course offerings, teacher demographics, teacher class assignments, student demographics, and student class enrollments.



# Frequently Asked Questions

## General

### **What is the Teacher Incentive Allotment Program?**

In 2019, the 86th Texas Legislature created the Teacher Incentive Allotment (TIA) as a part of House Bill 3 (HB 3) to provide additional funding for highly effective teachers. The focus of the TIA is to prioritize teaching in high needs areas and rural school districts and reward high performing teachers.

### **How does FSISD anticipate implementing TIA?**

In order to qualify for the TIA, TEA requires valid and reliable teacher observation systems and student growth measures. In FSISD, the teacher observation component utilized is T-TESS, which meets the TEA requirement for teacher observation performance standards within TIA. Student growth measures may include a combination of measures such as pretest and posttest and student learning objectives (SLOs), depending on the grade level and subject. For TIA, student growth is the percentage of students who met or exceeded their growth expectations, regardless of the measure used. A teacher can earn a designation in one of the levels, *Master*, *Exemplary* or *Recognized*.

### **How will a teacher qualify for the TIA?**

The teacher must be employed by FSISD in a PEIMS role ID coded of 087 for at least 90 days at 100% of the day or 180 days at 50-99% of the day. The teacher must be assigned to a TIA eligible course. The teacher must be reported by the school's information system during the snapshot date and the winter class roster submission date and remain in the eligible teaching assignment until all spring post data scores have been submitted. In addition, the teacher must maintain all eligibility requirements through the date the designations are submitted to TEA for review. The designation system relies upon teacher observation and student growth measures. National Board Certified teachers currently classified in a PEIMS role ID coded as 087 classroom teacher automatically receive a *Recognized* designation.

### **What are the three types of designations that a teacher can earn on their Texas teaching certificate?**

There are three designations a teacher can earn on their Texas teaching certificate. Highly effective teachers, as determined by the local designation system, will receive a designation of *Master*, *Exemplary*, or *Recognized*. Once the designation is earned, the designation will remain on the teacher's Texas teaching certificate for five continuous years, as long as the certificate remains valid.

### **What if I am a National Board Certified Teacher (NBCT)?**

National Board Certification is one of the pathways to earning a TIA designation. Teachers serving in a role ID of 087 with this certification automatically qualify for participation in TIA with a *Recognized* designation. It is an automatic designation not tied to the District's local designation system.

### **What are the benefits of becoming a National Board Certified Teacher?**

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. Board Certification

opens doors for teachers to make an impact on student learning in their own classrooms 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.

**Why does FSISD want to participate in the TIA?**

FSISD wants to recruit, retain, and reward teachers at campuses with the highest needs. In addition, FSISD would like to encourage the professional growth and development of teachers.

**Which campuses will be a part of the TIA program?**

All five (5) main campuses (Fort Stockton High School, Fort Stockton Middle School, Fort Stockton Intermediate, Alamo Elementary, and Apache Elementary) will be included.

**Will additional campus teaching assignments become eligible to participate in the TIA program?**

Yes. The 2022-2023 school year is phase I of the program. In the future, the goal is to implement additional phases of the TIA program which may include more eligible teaching positions so that more teachers have the opportunity to participate in the TIA program.

**Which school year is the data capture year?**

The initial data capture school year will be the 2022-2023 school year.

**Are teachers in eligible TIA teaching assignments able to opt out of TIA requirements?**

A teacher may opt out of receiving a TEA designation and will not generate any TIA funding; however, a teacher assigned to a TIA designated course will be required to participate in the teacher observation and student growth requirements. The teacher may only opt out of receiving a designation from TEA, which will require the teacher to forfeit their opportunity to receive TIA funding. *Teachers assigned to TIA designated courses, are NOT eligible for a Less Than Annual Appraisal.*

**Can a teacher not eligible for TIA still ask for a Less Than Annual appraisal this school year?**

Yes, if you are eligible for a TIA assignment, you may still qualify for **the Less Than Annual Appraisal option (LTAA)**. Teachers teaching in a TIA eligible assignment will **NOT be eligible for the LTAA option.**

**Are all appraisers at eligible TIA campuses required to calibrate for the TIA process?**

Yes. Appraisers are required to calibrate through T-TESS every year.

**What positions do not qualify for the TIA?**

Any position not assigned a PEIMS role ID of 087 are not eligible for TIA designations.

**How long is a TIA designation valid?**

The designation will remain on the teacher's certification continuously for five years. Once the five years have passed, the designation will be removed from the Texas certification, and the teacher must re-qualify for a designation based upon the TIA local designation system.

**Can a teacher’s designation level change over the five-year span?**

Yes. A teacher’s designation remains valid for five continuous years. During the five years, a teacher may earn a higher designation level, which will replace the original designation on the Texas teaching certificate and the five-year period will restart. While the teacher may earn a higher designation during the five-year period, the teacher cannot earn a lower designation during the five-year period.

**What happens after the five-year designation expires?**

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 Texas teaching certificate, and allotment funding will no longer be generated. Teachers are eligible to earn another designation based upon the TIA local designation system.

**How much additional money can a teacher gain?**

A teacher can receive additional compensation in the amount of \$3,000-\$32,000 per year. For each designated teacher, the District will receive additional funding, 90% of which must be used on teacher compensation where that teacher works at the time of designation. The designation moves with the teacher.

**If a non-designated teacher transfers to a campus after the winter roster submission date, will that teacher be eligible for TIA funds?**

The non-designated teacher will not be eligible for TIA compensation if the non-designated teacher transfers campuses or districts throughout the school year due to not meeting the TIA eligibility requirements.

**If a teacher is no longer employed with FSISD, can the teacher still earn a designation?**

If a teacher does not complete the full-service year contract and is not employed with FSISD at the time of data submission, the teacher is not eligible to earn a designation. Therefore, the teacher would not receive any TIA allotment compensation.

**If a teacher retires at the end of the school year, will the teacher receive a designation?**

- To receive a designation, the eligible teacher must be employed with FSISD at the time of data submission to receive the designation.

**Eligibility**

**If a designated teacher transfers from one campus to another between school years, will the allotment that teacher generates be recalculated?**

Yes. If a designated teacher moves campuses from one school year to another, the allotment that designated teacher generates will be recalculated based on the new campus rural and socio-economic tier funding status.

**What if a designated teacher leaves the district prior to the winter roster verification?**

If a designated teacher leaves the district prior to the winter roster verification, then the designated teacher will not receive any TIA funds because no TIA funds will be generated to the district from the state.

**What if a designated teacher moves campuses within FSISD during the school year?**

If a designated teacher moves campuses within FSISD during the school year, then FSISD will provide the funding to the designated teacher based on the campus where the designated teacher worked during the winter roster.

**What if a designated teacher moves to the district prior to the winter roster verification?**

If a designated teacher moves to the district prior to the winter roster verification the designated teacher must be employed and compensated by FSISD in a role ID coded as 087 for at least 90 days at 100% of the day or 180 days at 50-99% of the day. If the designated teacher meets the percentage of time employed, the designated teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during the winter roster verification. The district's spending plan will be the same for newly hired designated teachers.

**What if a designated teacher moves to a non-teaching role, such as a curriculum director, counselor, or administrator?**

Designated teachers who have already earned a designation on their SBEC teaching certificate who move to a Role ID other than 087 will maintain their designation if their teacher SBEC certificate is valid for the remaining five years; however, they will not generate annual allotment funding if they are not in a 087-teaching role for that year of service.

**If I earned a designation at another school district, do I have to earn a designation in FSISD?**

If you earned a designation in another district, your designation would remain on your Texas Educator Certificate until five years have passed from the date you received it. 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 five-year designation period will restart if you receive a higher designation. You will receive compensation for your designation; however, the amount of compensation will change based on the socio-economic status of your assigned campus and district.

**A teacher qualifies for a designation in the spring, but the teacher moves to another campus next year. Is the teacher still eligible to receive funding at the next campus, or do they need to remain at the same campus?**

The teacher must maintain all eligibility requirements through the date the designations are submitted to TEA for review. For example, if a teacher's performance earns them a designation as a result of data collected during the 2022-2023 school year, however the teacher is no longer in an eligible teaching assignment in the 2023-2024 school year, the district will not put that teacher forth for designation in the fall of 2023 as they have not maintained the eligibility requirements through the date the designations are submitted to TEA.

**What happens if a teacher qualifies for a designation during the data capture year and then moves into a non-teaching assignment?**

The district cannot recommend a teacher to the state for a TIA designation if they do not remain in an eligible teaching position the year following the data capture year. For example, if a teacher's performance earns them a designation as a result of data collected in the 2022-2023 school year, however the teacher then moves into an Assistant Principal position in the 2023-2024 school year, the state will not approve the TIA designation as they are no longer in TIA eligible teaching assignment.

**How many days does a designated teacher need to be present in order to continue receiving TIA funding?**

The designated teacher must be employed and compensated by FSISD in a role ID coded as 087 for at least 90 days at 100% of the day or 180 days at 50-99% of the day.

**How many class sections at the secondary level must be taught to be eligible for a TIA allotment?**

At least \*ONE eligible class period must be taught to be eligible for a TIA allotment.

**What if a teacher teaches in more than one eligible teaching assignment?**

The student growth will be calculated based on all tests taken for each eligible course. The growth measure would consist of all students in all eligible teaching courses.

**What is the minimum number of students required to be on an eligible teacher's roster?**

There is no set minimum number of students required to be on an eligible teacher's roster.

**Can a student take a pretest after the District's TIA assessment window closes?**

If a student takes a pretest after the District's TIA assessment window closes the student will not count in the teacher's student growth calculation. However, the student can take a pretest after the District's TIA assessment window closes for the teacher to gather individual data on that student to determine intervention as needed.

**What if a teacher teaches special education inclusion, resource, or life skills classes? Which students are accountable for growth?**

**Special Education Inclusion Teachers**

Special education inclusion teachers coded in a role of 087 who work with an eligible general education teacher coded in a role of 087 in an eligible TIA assignment can be linked to the eligible general education teacher and qualify for TIA funds. These students are eligible to be calculated in student growth measures.

**Resource Teachers**

Resource teachers who are coded in a role of 087 and in an eligible TIA assignment are eligible for TIA funds. These students are eligible to be calculated in student growth measures.

**Life Skills Teachers**

Life skills teachers coded in a role of 087 and in an eligible TIA assignment are eligible if the special education students are taking an identified pretest and posttest assessment within an eligible TIA course. Special education students who receive a STAAR progress measure who take STAAR ALT 2 will be included in a teacher's growth measure. Special education life skills teachers whose students take STAAR ALT 2 and who teach students in grades 4 and above are eligible to be calculated in the teacher's growth measure, because there is a STAAR progress measure for those grades. There is no STAAR progress measure available for students taking the STAAR ALT 2 in 3<sup>rd</sup> grade. Special education life skills teachers whose students take STAAR ALT 2 and who teach 3<sup>rd</sup> grade are not currently eligible to be calculated in the teacher's growth measure.

**Are teachers in grades Kindergarten-2<sup>nd</sup> grade eligible?**

Only second grade reading and math teachers are eligible for a TIA allotment. The students must take the identified pretest and posttest identified assessments during the assigned district assessment window. Please refer to the designation eligible courses in Appendix B to review all eligible teaching assignments.

**If a student does not have any prior years STAAR testing data, will the student count toward the TIA student growth measure calculation?**

If the student does not have any prior years STAAR testing data in a student progress measure tested assessment due to not being in FSISD, you can reach out to your testing coordinator to pull the students prior year's STAAR assessment data in the statewide testing database. If the student does not have any prior years STAAR testing data in a student progress measure tested assessment due to not testing at all the year before due to a circumstance, the student will not be eligible to be counted in the student growth measurement.

**If a teacher only teaches social studies and science, are they eligible?**

At this time only 5<sup>th</sup> grade science, 8<sup>th</sup> grade science, and 8<sup>th</sup> grade social studies are eligible for TIA teaching assignments. Please refer to Appendix B for a listing of eligible TIA teaching assignments.

**What if an eligible teacher is self-contained and meets criteria in Math but not Reading, would the teacher still qualify for a TIA allotment?**

If a self-contained teacher meets qualifications for one specific subject area, the teacher can meet eligibility for that one class. If the self-contained teacher is eligible for two subject area classes both classes will be included in the student growth score.

**Can the role ID coding 087 code be interchangeable for teacher of record?**

No, to be eligible for TIA you must be coded in a role ID of 087 Teacher only.

**What method will verify teachers' student rosters?**

Students must present at the date of snapshot, students must take both the pretest and posttest, and be present on the day of STAAR/mCLASS administration to be eligible in the student growth calculations, TEA utilizes the winter class roster submission to determine the teacher allotment amount.

**Can ESL teachers be included into the TIA system?**

Yes, specific ESL classes are eligible for TIA. Please refer to Appendix B to see which ESL courses are eligible for the TIA system.

**In mCLASS early literacy skills testing, can a student take the pretest in Spanish and take the end of the year posttest in English and still count toward the teacher's student growth measure?**

Students who test in Spanish on the pretest in mCLASS and test in English on the posttest in mCLASS will count towards the student growth measure calculation. Please ensure you are following the testing and accountability state guidelines as it relates to testing in allowable languages. The higher score on the mCLASS early literacy test will be taken.

**Students who take the STAAR test for the first time will not be eligible for a STAAR progress measure, will those students count toward the student growth measure?**

Students in the third grade (considered first time STAAR takers) will take a released STAAR test that will serve as their pretest. The EOY 3rd grade STAAR test will serve as their posttest and will be used to calculate student growth using a district developed metric. Students who are in a grade that has a STAAR progress measure, can only use a STAAR progress measure for the pretest to be calculated in the student growth measure. For grades where STAAR does not provide student progress measure data, this value will be developed locally.

**If students switch testing languages from Spanish to English, or English to Spanish on the STAAR test which do not have a progress measure, are those students eligible to be calculated in the student growth measure calculation?**

The language a student takes on any assessment which does not have a progress measure will not affect the students' progress measure. The District will still calculate the progress measure regardless of which language the assessment was taken in.

**If the students switch testing languages from Spanish to English, or English to Spanish on the STAAR test which do have a progress measure, are those students eligible to be calculated in the student growth measure calculation?**

The available grade level STAAR tests which are available in English and Spanish are 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade tests only. If a student switches languages on the Reading STAAR test who is in a grade that has a STAAR progress measure, those students will not be eligible for a STAAR progress measure. Students who switch testing languages in mathematics who do have a progress measure will not be affected due to the scale score being the same as the progress measure.

**What determines which students will be calculated in the student growth measure score?**

For a student to be attributed to a teacher in the student growth measure calculation, the student must have been present on snapshot date, participated in both the pretest and posttest data collection for that school year with the same teacher, and be present on the day of STAAR/mCLASS administration.

**If a student is enrolled after the snapshot date, does that student count on my roster toward student growth?**

If the student is not present on the fall snapshot date, the student will not be included in the TIA calculations.

## Funding

**How often will TIA designated teachers be paid?**

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.

**How will the allotment funds work in conjunction with the current district salary schedule?**

The allotment funds will not replace the current district salary schedule. TIA compensation will be in addition to the District's salary schedule.

**How will TIA compensation affect my TRS wages?**

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

**How will TIA funds be distributed?**

Statute requires that 90% of TIA funds be distributed directly to teachers at the campus in which the designated teacher is employed at the time the TIA funds are disbursed. The remaining 10% will be used for training and support of the system, expansion of the system, administrative expenses, and professional development. Of the 90% that is required to be spent on teacher compensation, 92% of this amount will be paid directly to designated teachers, the remaining 8% will be used to cover employer paid benefit costs.

**Will the campus socioeconomic tier data be recalculated every year?**

Yes. Given that a school’s student enrollment changes yearly, the campus’s socio-economic tier will be recalculated annually by the State. 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.

**Is TIA allotment funding tied to free lunches?**

No, TIA funding comes from the state census blocks and Geo codes. Geographic codes are tied to the census blocks (2010 or 2020 census) and State Comp Ed also.

*Note: If a TIA Designated Teacher is not employed by FSISD at the time of the data submission to TEA, then FSISD will not be responsible for paying TIA compensation to the Designated Teacher. In order for a designated teacher to receive TIA compensation the designated teacher will need to work with their new Texas school district or charter school to be compensated under TIA. In this case, the amount of funds earned under TIA would follow the new district’s TIA spending plan and allotments provided by the state for the particular campus based on “rural/non-rural” and “economically disadvantaged” Tier status.*



# Appendix

## Appendix A: List of TIA Campuses

<b>Campus</b>	<b>% Economically Disadvantaged</b>
Fort Stockton High School	69.54%
Fort Stockton Middle School	75.95%
Fort Stockton Intermediate School	76.81%
Alamo Elementary School	77.35%
Apache Elementary School	79.20%

## Appendix B: TIA Designation Eligible Courses

Course Name	TEA PEIMS Course #	Student Growth Measure (60%)	Notes
English Language Arts and Reading, Kindergarten	02625001	MClass - ELI	
Kindergarten	01020000	MClass - ELI	
Physical Education, Kindergarten	02530002	MClass - ELI	
Mathematics, Kindergarten	02640005	MClass - ELI	
Physical Education, Grade 1	02530003	MClass - ELI	
Mathematics, Grade 1	02640010	MClass - ELI	
English Language Arts and Reading, Grade 1	02625010	MClass - ELI	
PCD, Grade 1	SE000007	MClass - ELI	
Mathematics, Grade 2	02640020	MClass - ELI	
English Language Arts and Reading, Grade 2	02625020	MClass - ELI	
Math, Grade 2	02640020	MClass - ELI	
Mathematics, Grade 3	02640030	STAAR	
English Language Arts and Reading, Grade 3	02625030	STAAR	
Mathematics, Grade 4	02640040	STAAR	
English Language Arts and Reading, Grade 4	02625040	STAAR	
Mathematics, Grade 5	02640050	STAAR	
Science, Grade 5	02650500	STAAR	
Visual Learning, Grade 5	SE000001	STAAR	
English Language Arts and Reading, Grade 5	02625050	STAAR	
English Language Arts and Reading, Grade 6	03200510	STAAR	
Mathematics, Grade 6	02820000	STAAR	
English Language Arts and Reading, Grade 6	03200510	STAAR	
ESL Lab, Grade 6	03210530	STAAR	
Dyslexia, Grade 6	03273410	STAAR	
Mathematics, Grade 6	02640060	STAAR	
English Language Arts and Reading, Grade 6	02060000	STAAR	
English Language Arts and Reading, Grade 7	03200520	STAAR	
Mathematics, Grade 7	03103000	STAAR	
English as a Second Language Lab, Grade 7	03200400	STAAR	
English Language Arts and Reading, Grade 8	03200530	STAAR	
Social Studies, Grade 8	03343100	STAAR	
Mathematics, Grade 8	03103100	STAAR	

Science, Grade 8	03060800	STAAR	
English as a Second Language Lab, Grade 8	03200500	STAAR	
Spanish I	03440100	STAAR	
English I, English as a Second Language	03220100	STAAR EOC - ENG 1	
Panther, English as a Second Language I	03270700	STAAR EOC - ENG 1	
Panther, English as a Second Language II	03270800	STAAR EOC - ENG 1	
English I	03220100	STAAR EOC - ENG 1	
English I For Speakers of other Languages (ESOL I)	03200600	STAAR EOC - Eng 1	
English II	03220200	STAAR EOC - Eng 2	
English II For Speakers of other Languages (ESOL II)	03200707	STAAR EOC - Eng 2	
Algebra I	03100500	STAAR EOC - ALGEBRA 1	
Biology	03010200	STAAR EOC - BIOLOGY 1	
US History	03340100	STAAR EOC - US HISTORY	
Dyslexia	85000DYS	STAAR EOC - Eng 1	
Algebra I T	03100507	STAAR EOC - ALGEBRA 1	
Biology I T	03010207	STAAR EOC - BIOLOGY 1	
English I T	03220100	STAAR EOC - Eng 1	
English II T	03220207	STAAR EOC - Eng 2	
English II	03220200	STAAR EOC - Eng 2	
US History T	03340107	STAAR EOC - US HISTORY	
Algebra 1 EOC	03102540	STAAR EOC - ALGEBRA 1	
Biology 1 EOC	03020000	STAAR EOC - BIOLOGY 1	
US History EOC1	03380002	STAAR EOC - US HISTORY	
Reading I	03270700	STAAR EOC - Eng 1	
Reading II	03270800	STAAR EOC - Eng 2	

## Appendix C: Teacher Observation Performance Standards

### Teacher Observation Performance Standards

The document describes the teacher observation performance standards. Cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. The data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures. The statewide performance standards are aligned with T-TESS. For districts using rubrics other than T-TESS, Texas Tech University will work with districts to develop a performance standards crosswalk during the system application process prior to district data submission.

### Overall Average Scores

The following shows the average scores across T-TESS domains 2 and 3 to achieve each level of designation (*Master, Exemplary, and Recognized*). The average scores were derived from an analysis of T-TESS observations from across the state with scores on a 1 to 5 scale. The average for a Master teacher shows the 95<sup>th</sup> percentile score, the average for an Exemplary teacher shows the 80<sup>th</sup> percentile score, and the average for a Recognized teacher shows the 67<sup>th</sup> percentile score. These overall average scores will be reflected in commissioner rules.

Scores derived from equivalent domains on approved observation rubrics should reflect the percent of possible points earned. Teachers in each of the three designated categories tend to have scores above these averages, however, the overall holistic review may allow for scores that are nominally lower than these stated averages in some cases.

### Teacher Observation Average Ratings

Percentile	Average Summative Scores for Domain 2 and Domain 3
95 <sup>th</sup> (Master)	4.5
80 <sup>th</sup> (Exemplary)	3.9
67 <sup>th</sup> (Recognized)	3.7

## Appendix D: Student Growth Performance Standards

### Student Growth Performance Standards

Cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures.

The document describes the student growth performance standards. Teachers in each designation category will generally exceed these averages, however, the overall holistic review may allow for student growth ratings that are nominally lower than these stated averages in some cases.

### Statewide Student Growth Performance Standards

The percentages below are the statewide performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.

<b>Master Teacher</b>	<b>Exemplary Teacher</b>	<b>Recognized Teacher</b>
<u>80%</u> of students meet or exceed expected growth	<u>70%</u> of students meet or exceed expected growth	<u>60%</u> of students meet or exceed expected growth

Calculating:

$$\text{Percentage of students} = \frac{\text{Number of students who met or exceeded growth expectation}}{\text{Total number of students with an expected growth score (who completed the final assessment)}}$$

### Predicted Score

Consider all students who took English II in a given year. Those students are connected to their prior testing history (across grades, subjects, and years), and the relationship between the observed English II scores with all prior test scores is examined. It is important to note that some prior test scores will have a greater relationship to the score in question than others. For example, it might be that prior English language arts tests will have a greater relationship with English II than prior math or social studies scores. However, the other scores do still have a statistical relationship.

Once the relationship with students across the state with similar prior testing histories has been defined, a predicted score can be calculated for each individual student. Predicted scores for individual students can be aggregated to the district, campus, or teacher level.

## **Expected Growth**

The measure of growth is a function of the difference between the final assessment scores and predicted scores of students associated with each teacher. This generates a growth score. For example, a student whose final assessment score is the same as her predicted score would receive a growth score of zero. This means that the student met exactly their expected level of growth.

## **The Percentage of a Teacher's Students Meeting or Exceeding Expected Growth.**

To calculate the percentage of a teacher's students who met or exceeded expected growth, the raw number of students who met or exceeded the predicted score in the classroom must be calculated first. Once the number of students who met or exceeded expected growth has been determined, it can be divided by the total number of students with an expected growth score who completed the final assessment to determine the percent of a teacher's students who met or exceeded growth.

# Appendix E: TIA Teacher Timeline 2022-2023

## 2022-2023 Fort Stockton ISD TIA Teacher Timeline for TIA Eligible Campuses

### Semester 1

#### August 2 - September 1

- Training on TIA and T-TESS Orientation
- Teacher check TIA eligibility

#### August 16 - September 10

- BOY pretest Early Literacy Testing in mCLASS administered K-2<sup>nd</sup> grade Reading

#### September 10

- BOY pretest Early Literacy Testing in mCLASS K-2<sup>nd</sup> grade Reading data entered

#### September 13 - September 24

- 3<sup>rd</sup>-8<sup>th</sup> grade STAAR/EOC Released pretest administered

#### September 27

- 3<sup>rd</sup>-8<sup>th</sup> grade STAAR/EOC Released pretest data scanned into Eduphoria Aware

#### October 29

- Fall Snapshot date

### Semester 2

#### February

- Anticipated TEA roster submission of eligible teachers

#### April 19 - May 13

- EOY posttest Early Literacy Testing in mCLASS administered K-2<sup>nd</sup> grade Reading

#### May 13

- EOY posttest Early Literacy Testing in mCLASS K-2<sup>nd</sup> grade Reading data entered

#### April 5 - May 20

- 3<sup>rd</sup>-8<sup>th</sup> grade STAAR/EOC posttest administered

#### June - July

- District analyzes T-TESS and student growth data
- District finalizes TIA scores and determines TIA designation eligibility
- Teachers receive the final TIA scores and designation eligibility

#### Fall 2023

- Anticipated data submitted to TEA for validation
- Must still be employed by the District when data submission is sent to TEA
- Must remain in an eligible teaching assignment and coded in a role of 087
- Must be assigned to one of the 15 participating campuses

#### February 2024 - April 2024

- TEA notifies district of data review results and NBCT designations (Anticipated)
- Teacher receives notification of designation

#### Summer 2024

- Payout for designated teachers on spring 2024 roster

*Note: Students must be enrolled on snapshot date, take both the pretest and the posttest with the same teacher, and be present on the day of STAAR/mCLASS administration to be calculated in the TIA score. For STAAR tested subjects without a student progress measure, the district will calculate a student growth based on the use of a pretest. This pre-test will be a released STAAR test. For STAAR tested subjects with a progress measure, the prior year's STAAR test will serve as the pre-test for all subjects and grades where students receive a student progress measure. (4th-8th Grade Reading and Math, Algebra I, and English II have student progress measures.)*

## Appendix F: TIA Assessment Timeline

Applicable Grade Levels & Subjects	Prior School Year	Current School Year	Current School Year		Current School Year	
	4 <sup>th</sup> Grading Period	1 <sup>st</sup> Grading Period	2 <sup>nd</sup> Grading Period	3 <sup>rd</sup> Grading Period	4 <sup>th</sup> Grading Period	
Kindergarten Reading 1 <sup>st</sup> Gr. Reading 2 <sup>nd</sup> Gr. Reading		<b>BOY Early Literacy Testing in mCLASS</b>  <u>Window</u> 8/16/22 to 9/10/22		<b>MOY Early Literacy Testing in mCLASS</b>  <u>Window</u> 1/5/23 to 1/31/23	<b>EOY Early Literacy Testing in mCLASS</b>  <u>Window</u> 4/19/23 to 5/13/23	mCLASS
3 <sup>rd</sup> Gr. Reading 3 <sup>rd</sup> Gr. Math 5 <sup>th</sup> Gr. Science 8 <sup>th</sup> Gr. Science 8 <sup>th</sup> Gr. Social Studies English I Biology U.S. History		<b>2019 STAAR Released Pre-Test</b>  <u>Window</u> 9/13/22 to 9/24/22	<b>Interim Assessment Opportunity 1</b> 3 <sup>rd</sup> Grade Reading, 3 <sup>rd</sup> Grade Math, and English I only  <u>Window</u> 11/1/22 to 11/12/22	<b>Interim Assessment Opportunity 2</b>  <u>Window</u> 2/2/23 to 2/17/23	<b>STAAR or STAAR EOC</b>  <u>Window</u> 5/10/23 to 5/20/23* HS Eng: 4/5/23 - 4/7/23*	Released STAAR to STAAR
4 <sup>th</sup> Gr. Reading & Math 5 <sup>th</sup> Gr. Reading & Math 6 <sup>th</sup> Gr. Reading & Math 7 <sup>th</sup> Gr. Reading & Math 8 <sup>th</sup> Gr. Reading & Math Algebra I English II	<b>Prior Year STAAR Testing</b>		<b>Interim Assessment Opportunity 1</b>  <u>Window</u> 11/1/22 to 11/12/22	<b>Interim Assessment Opportunity 2</b>  <u>Window</u> 2/7/23 to 2/17/23	<b>STAAR or STAAR EOC</b>  <u>Window</u> 5/10/23 to 5/20/23* HS Eng: 4/5/23 - 4/7/23*	STAAR Progress
	The STAAR test given in the prior school year will serve as the pre-test for all subjects and grades where students receive a “student progress measure.”	For K-2, student growth will be measured based on BOY to EOY mCLASS inventories.  For STAAR tested subjects without a student progress measure, the district will calculate a student growth based on the use of a pre-test. This pre-test will be a 2019 released STAAR test.	Interim Assessments can help teachers look at how their student’s progress throughout the school year.  <b><u>The results of the Interim Assessment are not part of the TIA calculations.</u></b>	Interim Assessments and MOY mCLASS can help teachers look at how their students’ progress throughout the school year.  <b><u>The results of the Interim Assessment are not part of the TIA calculations.</u></b>  <b><u>The MOY mCLASS data is not part of the TIA calculations.</u></b>	Students must take both the pre-test and the post-test as well as be enrolled in the teacher’s class at snapshot to be part of the group used to calculate student growth.  <i>Snapshot students who made progress all snapshots students</i>	

Snapshot Date - Last Friday in October

\*STAAR windows will depend on whether the campus is testing on paper, online, or both.



# Appendix G: TIA Inclusion and Formulas

## TIA Inclusion and Formulas

	Which teachers are included?	Which students are included?
<b>mCLASS</b>	<ul style="list-style-type: none"> <li>Kindergarten Reading/ELA Teachers</li> <li>1<sup>st</sup> Grade Reading/ELA Teachers</li> <li>2<sup>nd</sup> Grade Reading/ELA Teachers</li> </ul> <p>If there is a teacher in K-2 who does not teach Reading/ELA, they will not be a part of the 2022-2023 TIA Cohort.</p>	<ul style="list-style-type: none"> <li>Enrolled in the teacher’s class on Snapshot Day which is Friday, October 28, 2022</li> <li>Assessed using mCLASS BOY inventory</li> <li>Assessed using the mCLASS EOY inventory</li> <li>Enrolled in the teacher’s class during the EOY mClass inventory window</li> </ul>
<b>Released STAAR to STAAR</b>	<ul style="list-style-type: none"> <li>3<sup>rd</sup> Grade Reading/ELA Teachers</li> <li>3<sup>rd</sup> Grade Math Teachers</li> <li>5<sup>th</sup> Grade Science Teachers</li> <li>8<sup>th</sup> Grade Science Teachers</li> <li>8<sup>th</sup> Grade Social Studies Teachers</li> <li>English I Teachers</li> <li>Biology Teachers</li> <li>U.S. History Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Enrolled in the teacher’s class on Snapshot Day which is Friday, October 28, 2022</li> <li>Assessed using the 2019 Released STAAR during the Pre-Test Window</li> <li>2019 Released STAAR Data entered into DMAC</li> <li>Assessed using the STAAR summative assessment</li> <li>Enrolled in the teacher’s class on the day of STAAR</li> </ul>
<b>STAAR Progress</b>	<ul style="list-style-type: none"> <li>4<sup>th</sup> Grade Reading/ELA Teachers</li> <li>4<sup>th</sup> Grade Math Teachers</li> <li>5<sup>th</sup> Grade Reading/ELA Teachers</li> <li>5<sup>th</sup> Grade Math Teachers</li> <li>6<sup>th</sup> Grade Reading/ELA Teachers</li> <li>6<sup>th</sup> Grade Math Teachers</li> <li>7<sup>th</sup> Grade Reading/ELA Teachers</li> <li>7<sup>th</sup> Grade Math Teachers</li> <li>8<sup>th</sup> Grade Reading/ELA Teachers</li> <li>8<sup>th</sup> Grade Math Teachers</li> <li>Algebra I Teachers</li> <li>English II Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Enrolled in the teacher’s class on Snapshot Day which is Friday, October 28, 2022</li> <li>Eligible to receive a STAAR Progress Measure</li> <li>2019 Released STAAR Data entered into Eduphoria</li> <li>Assessed using the STAAR summative assessment</li> <li>Enrolled in the teacher’s class on the day of STAAR</li> </ul> <p>Remember that students who switch testing languages from Spanish to English on the Reading STAAR are not eligible for a STAAR Progress Measure. Students who are taking the STAAR test for the first time are not eligible for a STAAR Progress Measure.</p>
<b>Summary</b>	<p>Any teachers who are the teacher of record for one or more of these courses will be included in TIA during the 2022-2023 Cohort.</p>	<p>Students must take both the pre-test and the post-test, whichever test is used. The student must be enrolled at snapshot in the teacher’s classroom and on the day of the post-test.</p>

# Appendix H: TIA Designation Cycle

## Designation Cycle

### 2022-2023 Data Capture / Measurement Year

#### Fall 2022:

- Coded 087
- Full-time employee as of fall snapshot (October 28, 2022)
- In TIA eligible teaching assignment
- Annually appraised
- Student roster established
- Pre-test administered

#### Winter 2022:

- Coded 087

#### Spring 2023:

- Coded 087
- Post tests administered

#### Summer 2023:

- Coded 087
- District reviews data & identifies teachers to be put forth designation

### 2023-2024 Designation Year 1

#### Fall 2023:

- Coded 087
- Teachers identified for designation are submitted to TEA (based on 22-23 performance data)
- Must be assigned to one of the 15 participating campuses

#### Winter 2023:

- Coded 087
- TEA reviews performance data for teachers put forth by district for designation

#### Spring 2024:

- Coded 087
- TEA releases designated teacher roster (Designation year 1)

#### Summer 2024:

- Payout for designated teachers on spring 2024 roster

### 2024-2025 Designation Year 2

#### Fall 2024:

- Coded 087

#### Winter 2024:

- Coded 087

#### Spring 2025:

- Coded 087
- TEA releases designated teacher roster (Designation year 2)

#### Summer 2025:

- Payout for designated teachers on spring 2025 roster

### 2025-2026 Designation Year 3

#### Fall 2025:

- Coded 087

#### Winter 2025:

- Coded 087

#### Spring 2026:

- Coded 087
- TEA releases designated teacher roster (Designation year 3)

#### Summer 2026:

- Payout for designated teachers on spring 2026 roster

