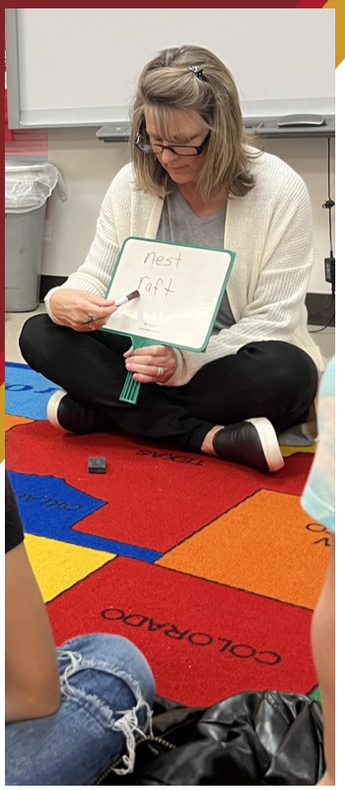
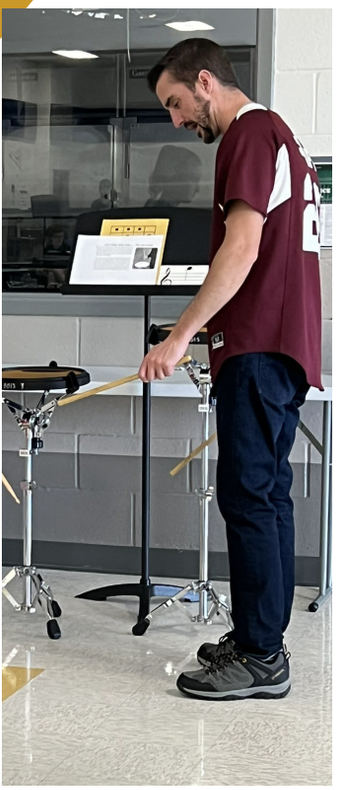
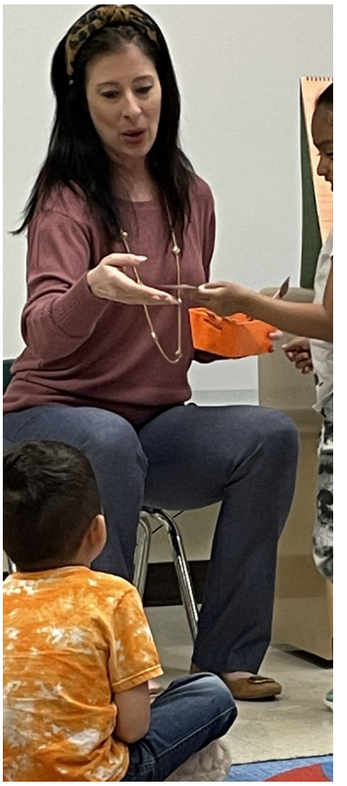



MAGNOLIA
INDEPENDENT SCHOOL DISTRICT

TEACHER INCENTIVE ALLOTMENT HANDBOOK

TEACHER INCENTIVE ALLOTMENT OVERVIEW

The Teacher Incentive Allotment (TIA) was established out of House Bill 3, 86th Legislature. TIA allotment funds are intended to help Texas school systems reward, retain, and recruit highly effective teachers. The funding formula prioritizes high needs and rural campuses. TIA recognizes effective teachers on three different levels: Recognized, Exemplary, and Master. These teacher designations generate additional teacher-focused allotment funding for districts in order for them to reward their top performers.

All information in this handbook is intended for informational purposes and will be updated as needed. This handbook does not supersede information from TEA.

TEA ELIGIBILITY REQUIREMENTS

In order to be eligible for a Teacher Incentive Allotment (TIA) designation, TEA has established specific criteria and minimum performance standards.

TEA Requirements

- A teacher must have a valid SBEC certificate. Eligible types of certificates include: Standard, Professional, Provisional. Eligible classes of certificates include: Classroom Teacher (Chapter 233), Reading Specialist (Chapter 239), Legacy Master Teacher. Additional information can be found here: https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/texas-administrative-code-title-19-part-7
- A 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.

Designation Information

Teachers can earn designations through two different routes: National Board Certification and/or through the MISD Local Designation. A National Board teacher is eligible to earn a Recognized designation. An eligible teacher designated through the MISD Local Designation can earn a Recognized, Exemplary, or Master designation.

According to TEA, the following are achievement indicators for the three locally designated teacher types:

Master Teacher: Indicates the teacher has achieved an appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide.
Exemplary Teacher: Indicates the teacher has achieved an appraisal and student growth performance that places them in a level commensurate with the top 20% of teachers statewide.
Recognized Teacher: Indicates the teacher has achieved an appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide.

According to TEA, an alternative path to TIA-recognized designation is through National Board Certification for Professional Standards. Staff interested in becoming National Board certified are encouraged to explore the https://www.nbpts.org/ webpage. In an effort to support teachers becoming National Board certified, Magnolia ISD is offering additional support. Please refer to the National Board Certification section for more information.

Teacher Observation Performance Standards

The following shows the minimum average scores across T-TESS Domains 2 (Instruction) and Domain 3(Learning Environment) to achieve each level of designation (Recognized, Exemplary, and Master).

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

More information can be found in TEA's Teacher Observation Performance Standards document.

Student Growth Minimums

To be eligible for a TIA designation, teachers must earn a minimum student growth outcome. Based on statewide performance expectations, TEA established minimum expectations as follows:

- Recognized ≥ 55%
- Exemplary ≥ 60%
- Master ≥ 70%

More information can be found on TEA's TIA Student Growth Performance Standards document.

Designated Teacher

Once a teacher is approved for a designation by TEA, the appropriate level designation is added to the teacher's SBEC certificate by TEA given the certificate is active with no sanctions. The duration of the designation is five years.

Spending

State Requirement 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.

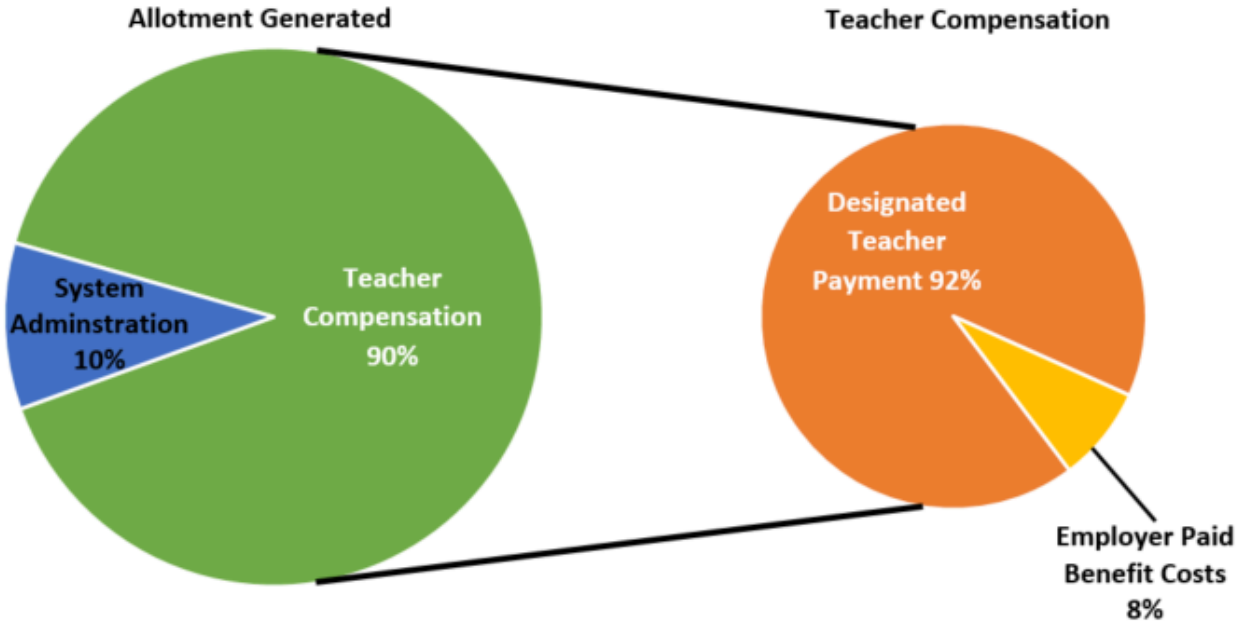
Teacher Designation Award Amount Determinations

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. Magnolia ISD currently does not have any campuses designated as rural. Funding for a Master designation ranges from $13,300-$18,400, Exemplary designation ranges from $6,800-$9,850, and Recognized designation ranges from $3,400-$4,900. 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.

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. Magnolia ISD 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.



This is a working document, details are subject to change.
Updated 2/8/2024

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 and appraisal. If a teacher is in the TIA process and moves campuses after the beginning of the year student data is assessed, they are ineligible for TIA funds. 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 2022-2023 will be paid to designated teachers during the summer of 2024.

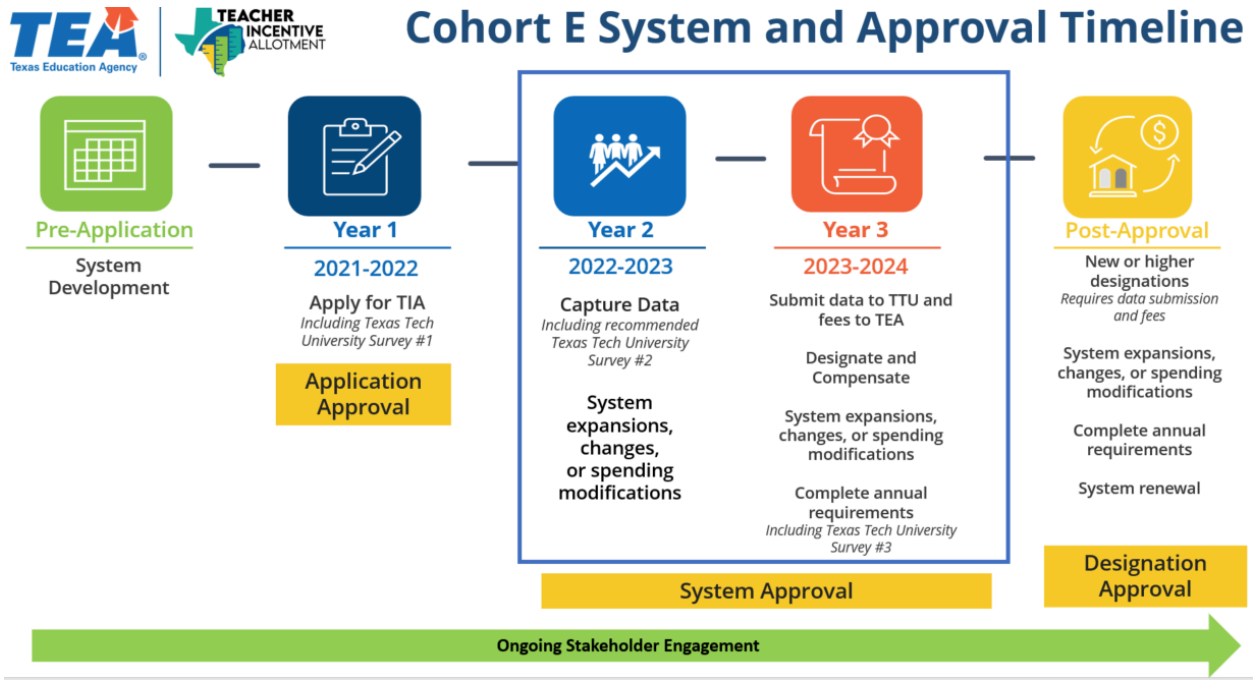
Impact of Compensation

TIA compensation allotments 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.

MISD LOCAL DESIGNATION SYSTEM DETAILS

Cohort E Information

It is the intention of Magnolia ISD to participate in Cohort E and follow all required timelines below.



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Data Submission

Magnolia ISD collected data to determine teacher TIA designations during the 2022-23 data capture year as indicated on the Cohort E Timeline above. Per our board-approved TIA policy, it is the responsibility of the teacher to inform Human Resources they have become National Board certified. For new hires, it is the responsibility of the applicant to indicate they are a designated teacher and which designation they qualify under at the time of application.

Year One Eligible Teaching Assignments

- K-8 Reading and Math
- Elementary Reading/Math Interventionists
- 5th Science
- 8th Science and History
- English I and II
- Algebra I
- Biology
- US History

Year Two Eligible Teaching Assignments

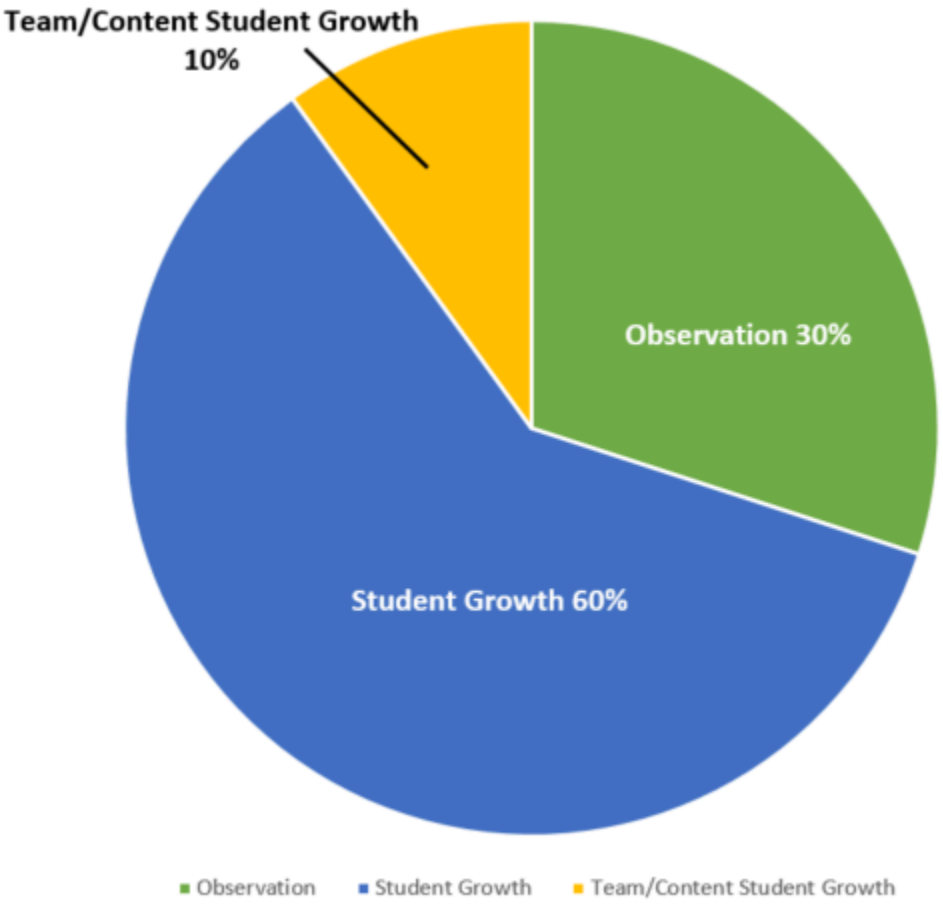
- All of year-one eligible teaching assignments
- 5th Social Studies, 6th Social Studies, 6th Science
- 7th Social Studies, 7th Science, 8th Spanish
- Geometry, Algebra II, PreCal, Statistics, Chemistry, Physics, English III, Spanish 1, 2, 3 & NS, French 1, 2 & 3, World Geography, World History, US Government, Economics
- College Prep Math, College Prep English IV
- DC PreCal, DC Algebra, DC Calculus, DC English 1301, 1302, 2332 & 2333, DC Government, DC Economics
- AP Calculus AB, AP Calculus BC, AP Statistics,
- AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1, AP Physics 2, AP Physics C
- AP Human Geography, AP World History, AP US Government, AP Macroeconomics, AP Psychology
- AP English Language and Composition, AP Literature and Composition,
- AP Spanish IV, AP Spanish V, AP Spanish for NS, AP French IV
- IB Biology SL, IB Biology HL, IB Chemistry SL, IB Chemistry HL, IB Environmental Systems, IB Physics 1, IB Physics 2,
- IB Math Applications and Interpretations, IB Math Analysis and Approaches

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- IB History of the 20th Century, IB History of the Americas, IB Psychology SL, IB Psychology HL, IB Philosophy SL, IB Philosophy HL, IB Economics
- IB English III, IB English IV
- Spanish Ab Initio 1 IB, Spanish Ab Initio 2 IB, IB Spanish IV, IB Spanish V, French Ab Initio 1 IB, French Ab Initio 2 IB, IB French IV

**Must be Teacher of Record for at least two periods in eligible groups*

Components of MISD Local Designation System



Teacher Observation

General Information

A teacher observation component must be included in the TIA local designation system. In Magnolia ISD, 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. Magnolia ISD's T-TESS consists of four domains and 16 dimensions. T-TESS is a process that seeks to develop habits of continuous improvement leading to appraisers and teachers focusing on evidence-based feedback and making professional development decisions based on that feedback through ongoing dialogue and collaboration. Detailed information can be found on the T-TESS website.

Magnolia ISD requires at least one formal observation, a minimum of 45 minutes in length, and a minimum of two walkthrough observations, each a minimum of 10 minutes in length. Walkthroughs for teachers who are working in designated TIA assignments will focus on Domain 2 or Domain 3, or both Domains 2 and 3. All appraisers will utilize the district walkthrough forms in Eduphoria Strive. These data, along with additional T-TESS performance data captured throughout the school year, are used to determine T-TESS summative scores.

Observation and Designation

For the purposes of TIA, the district will focus on Domain 2, Instruction, and Domain 3, Learning Environment, as 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
5 - Distinguished

These numerical values from Domains 2 and 3 are averaged to determine the T-TESS weighted composite score. Each dimension's score will be added together and divided by 8 to determine the average score across the dimensions.

Domain 2 - Instruction	Domain 3 - Learning Environment
Dimension 2.1: Achieving Expectations **Dimension 2.2**: Content Knowledge & Expertise **Dimension 2.3**: Communication **Dimension 2.4**: Differentiation **Dimension 2.5**: Monitor & Adjust	**Dimension 3.1**: Classroom Environment, Routines, & Procedures **Dimension 3.2**: Managing Student Behavior **Dimension 3.3**: Classroom Culture

Teachers who work in designated TIA assignments must have both a teacher observation score and a student growth score. Teachers working in TIA-designated assignments must be observed to be considered for a TIA designation and are not eligible for the Less Than Annual Appraisal option (LTAA) during the data capture year for which they are being considered. Teachers who do not work in an assigned TIA-eligible position, provided they meet LTAA qualifications, may still qualify for LTAA. Teachers who are Teacher of Record for eligible teaching areas on more than one campus will be evaluated on the campus where their assigned appraiser is located.

Appraiser Calibration

A strong emphasis is placed on the calibration of T-TESS appraisers to maintain the integrity of the system. 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. 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. Magnolia ISD requires appraisers to calibrate once per semester at Leadership meetings using state-provided videos to ensure all appraisers are calibrated. At any point, if it is determined that appraisers are not calibrated, additional training will be provided by the district.

Student Growth Measures

General Information

The student growth component comprises 60% of a teacher's designation. The District will be utilizing the following student growth performance measures from the Commissioner's approved list: STAAR, STAAR EOC, mCLASS Early Literacy inventory, and pre-tests/post-tests either selected or made by the district. Students must be enrolled on the snapshot date, participate in both the pre-test and the post-test, 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 meet specific student growth performance standards. The District has elected to follow TEA's statewide student growth performance standards to the following measures:

- Recognized 55%
- Exemplary 60%
- Masters 70%

Magnolia ISD 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 pre-test and the post-test and be assessed within the appropriate assessment window in order to be calculated in the student growth measurement score.

Growth Calculations

Student Growth on mCLASS

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 above average or well above average on the Composite-Year Growth indicator are considered to have made progress. The number of students rated 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 pre/post-tests must be administered within the District's assigned testing assessment window in order to count toward the student growth calculation score

Student Growth for K-2 Math, Pre/Post-Test, and STAAR Tests
Graduated Percent Increase Model
Students are put into quintiles based on their pre-test scores. Higher growth is required of the lowest-performing quintiles while higher-performing quintiles require less growth.
Student Growth for Grades & Subjects with a Current and Previous Year's STAAR Assessment
STAAR Transition Tables will be used to determine if a student met growth on the STAAR exam.

- STAAR tested subjects that **do not** have a previous year's STAAR exam will use a STAAR release pre-test and the graduated percent increase model to assess student growth.

Elementary Tier III Interventionists
Any student who is in intervention for a 6-week cycle is included in the student growth measure for that individual. If an interventionist works with students from multiple grade levels, team growth will be determined by the grade level with the highest number of students on the interventionist's roster submitted for TIA. Growth measures for each will mirror grade-appropriate assessment measures. (K-2 = mCLASS, 3-4 = STAAR)

Integrity
To guarantee 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/SST, etc., documentation.

Throughout the school year, teachers will 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. Magnolia ISD 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 and Interims. All student growth measures are aligned to the State standards and follow the accountability cut points and targets. All pre/post-tests 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, participate in both the pre/post-test rostered under the same teacher, and be assessed within the STAAR/mCLASS testing window to be calculated into the student growth measurement score.

Weighting

In order to be eligible for a Teacher Incentive Allotment (TIA) designation, MISD has established minimum performance standards for T-TESS and student growth outcomes. The MISD TIA annual evaluation consists of three components:

- ***Teacher Performance 30%*** (T-TESS rubric based on observations of practice)
  **The two domains that MISD evaluates are Domain 2 and Domain 3 of the T-TESS evaluation system.*
- ***Student Growth 60%*** (Student growth for the teacher of record)
- ***Content Specific Team Growth 10%*** (Student growth for the content-specific team)

The two domains that MISD evaluates are Domain 2 and Domain 3 of the T-TESS evaluation system. Each dimension's score will be added together and divided by 8 to determine the average score across the dimensions.

Domain 2 - Instruction	Domain 3 - Learning Environment
Dimension 2.1: Achieving Expectations **Dimension 2.2**: Content Knowledge & Expertise **Dimension 2.3**: Communication **Dimension 2.4**: Differentiation **Dimension 2.5**: Monitor & Adjust	**Dimension 3.1**: Classroom Environment, Routines, & Procedures **Dimension 3.2**: Managing Student Behavior **Dimension 3.3**: Classroom Culture

T-TESS SCORING RUBRIC

5	4	3	2	1
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**

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Updated 2/8/2024

TIA Designation Category	Total TTESS Points	Average Score Across 8 Dimensions
Master	40	5.0
	39	4.88
	38	4.75
	37	4.63
	36	4.50
Exemplary	35	4.38
	34	4.25
	33	4.13
	32	4.0
Recognized	31	3.88
	30	3.75
No Designation	<29	<3.74

T-TESS CALCULATION EXAMPLE:

Total score of the dimension within Domains 2 & 3 divided by 8 equals 3.88 which meets the minimum threshold for a designation of Recognized. Student Growth would also need to be at least 55% to earn this designation.

Dimension Description	Rating	Points
2.1 Achieving Expectations	Accomplished	4
2.2 Content Knowledge & Expertise	Accomplished	4
2.3 Communication	Distinguished	5
2.4 Differentiation	Proficient	3

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2.5 Monitor & Adjust	Proficient	3
3.1 Classroom Environment, Routines & Procedures	Accomplished	4
3.2 Managing Student Behavior	Accomplished	4
3.3 Classroom Culture	Accomplished	4
		3.88 AVG

10% Content-Specific Team Growth

MISD defines *content-specific teams* as groups of educators who teach the same course with a minimum of 2 classes and share a common planning time.

Team Growth will include all TIA growth assessments of students enrolled on the Fall snapshot and the End of the Year roster on the same content-specific team.

Designations for teachers without a team will be determined by 70% student growth and 30% TTESS.