



TIA GUIDEBOOK

2023-2024

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This is a working document and is subject to change

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TEACHER INCENTIVE ALLOTMENT

Overview



The Texas Education Agency's Teacher Incentive Allotment (TIA) was established by House Bill 3 (HB 3), which was passed by the 86th Texas Legislature in 2019 and signed into law by Governor Abbott on June 11, 2019. The goal of the TIA is to provide a realistic pathway to a six-figure salary for teachers in order to help recruit, support, and retain highly effective teachers in all schools, particularly in high-needs and rural schools.

HB 3 established the TIA to recognize 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 (<http://tiatexas.org>).

Teachers earn designations through two different routes:

- National Board Certification (automatic Recognized designation)
- Local Teacher Designation System (TEC Sec. 21.3521)

Fabens ISD's implementation begins during the 2021-2022 school year. The TIA provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work of Fabens ISD's teachers.

This **will not** replace the district's current pay structure. A stipend, paid with funds received from TEA, will be issued to those who are eligible for compensation under TIA. The TIA payment is credited in the Teacher Retirement System (TRS) and will be used in retirement benefit calculations.

TIA IN FABENS ISD

Why is Fabens ISD Participating in the TIA?

Fabens ISD is located about 25 miles east of El Paso. Most teachers commute to work in Fabens ISD, many drive over an hour each way. We already have a competitive salary; however we still struggle to recruit and retain teachers in high need areas such as Special Education, Bilingual Education, Dual Credit, and High School English/ ESL. The Teacher Incentive Allotment would provide an additional incentive to work in Fabens ISD. Fabens ISD has a 90.25 Economically Disadvantaged population with 48% English Learners. Highly effective teachers are essential to our goals to improve student outcomes at all levels and ensure students leave ready for college and career opportunities at a level commensurate to more affluent areas of Texas. Highly effective and qualified teachers are needed to support the three designations at Fabens High School that open doors to opportunities beyond High School. These include our Early College, T-STEM Academy, and P-TECH programs. Through the Teacher Incentive Allotment and Local Grow our Own initiatives, Fabens ISD hopes to elevate the teaching profession and encourage more students to go into teaching and see that as a lucrative career. Our board goals include elevating student achievement in reading and math by third grade to set a strong foundation and increasing the CCMR percentage upon graduation as a summative measure of success. This can only be achieved by attracting and retaining highly effective

teachers and rewarding their efforts appropriately. Participation in the Teacher Incentive Allotment(TIA) allows Fabens ISD to continue its history of *attracting and retaining high quality teachers*.

DESIGNATIONS

What is a Designation?

House Bill 3 (HB 3) established the Teacher Incentive Allotment (TIA) to recognize effective teachers at three distinct levels: Master, Exemplary, and Recognized. These teacher designations generate additional teacher-focused allotment funding for districts to reward and retain their most effective teachers.

Master Teacher

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

Exemplary Teacher

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

Recognized Teacher

Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide. The Recognized Designation can be earned through the Local Teacher Designation System or through National Board Certification.



Pathways to Designation

The Recognized designation may be earned through National Board Certification. National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from PK through 12th grade. Fabens ISD staff who possess a National Board Certification should contact the Human Capital Management Department to provide the necessary documentation.

National Board Certification

National Board Certification **automatically qualifies** any teacher for Recognized designation regardless of teaching assignment, but the teacher must be PEIMS-coded as 087. Staff interested in pursuing National Board Certification are encouraged to consult the [National Board for Professional Teaching Standards site](#) for more information.

National Board Certified Teachers (NBCTs) are eligible to earn a Recognized designation if they meet the following criteria:

- Hold an active National Board certification.
- NBCT directory listing reflects Texas residency and/or employment.
- Reported by the Texas school system in a role ID coded as 087 during that year's Class Roster Winter Submission in February.
- Once earned, the designation will remain active until the July following the expiration of the National Board certificate.
- NBCTs are eligible for higher designations through the Local Teacher Designation System.

National Board teachers are eligible to generate an allotment for their district if they meet the following criteria:

- Employed and compensated by a Texas school system 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.
- Reported by the Texas school system in a role ID coded as 087 during that year's Class Roster Winter Submission in February.

Local Teacher Designation System

Teachers are eligible to earn a designation through a local designation system if they meet the following criteria:

- Employed by the recommending district in a role ID coded as 087
- Employed and compensated by the recommending district 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.
- Not currently designated by a local designation system unless being recommended for a higher designation or in the last year of a teacher designation.

All designated teachers are eligible to generate an allotment for their district if they meet the following criteria:

- Employed and compensated by a Texas school system 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.
- Reported by the Texas school system in a role ID coded as 087 during that year's Class Roster Winter Submission in February.

Local Designation System Requirements

House Bill 3 provides districts with local control and flexibility in choosing how to evaluate teachers and assign designations.

The designation system must include both a teacher observation and a student performance component:

- **Teacher Observation based on T-TESS Domains 2 and 3**
- **Student Growth Measures Determined by the District.** These can include pre- and post-tests, value-added measures, student learning objectives (SLOs), and portfolios. District application must show evidence of validity and reliability.

The systems must be submitted to TEA for approval and undergo a data-validation process, which will be conducted by Texas Tech University. As part of the validation process, Texas Tech will:

- Review alignment between teacher observation ratings and student performance ratings.
- Review alignment between student performance ratings and value-added ratings for applicable teachers.
- Review data validity by appraiser/rater, by campus, across campuses in a district, and by teaching assignment.
- Compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance.

Fabens ISD's Local Designation System

The designation system in Fabens ISD includes the following components:

Teacher Observation based on T-TESS: Teachers in the TIA Eligibility Band will receive a full evaluation, including a formal observation. The results of the End of Year conference in domains 2 and 3 will be used to fulfill this component. Fabens ISD also includes domain 4.

Student Growth Measures: In 2023-2024, the growth measures used will be

- Kinder – 2nd Reading and Math: Renaissance STAR 360. Teachers in the eligibility band administer Renaissance STAR 360 to all their students. If a teacher has students who takes more than one content or language, all growth scores will be used in the factoring of the designation components.
- Prekindergarten: CIRCLE: Teachers in eligibility band administer CIRCLE as scheduled by the district. The district calculates individual student growth.
- 3rd Reading and Math, 5th and 8th Science, 8th Social Studies, Biology, US History: District Created/STAAR. Teachers in the eligibility band administer a STAAR aligned district created pre-test in the Fall. Teachers administer STAAR/STAAR EOC as scheduled by the state. The district calculates student growth.
- 4th – 8th Reading and Math, Algebra I, English I, English II: STAAR. Teachers in eligibility band administer EOY STAAR to all their students. The district uses the student's prior year STAAR result alongside the state's STAAR tables to calculate individual student growth.
- AP Courses: AP exams. Teachers administer a practice AP exam in BOY. Students participate in AP exams in Spring. The district uses the student's performance at BOY and EOY to calculate individual student growth.

- Band, Guitar: Portfolio. Teachers in eligibility create portfolios that include multiple examples of student work to be scored against rubrics for band and guitar. The district calculates individual student growth based on student progress over the year.
- 6th, 7th Science, Chemistry, Physics, Geometry, Algebra II, 6th Social Studies, 7th Tx History, World Geography, World History, English III, English IV: District Created. Teachers in the eligibility band administer a district created pre-test in the Fall. Teachers administer a district created post-test in the spring. The district calculates student growth.
- CTE: BIM II: Precision Exams. Teachers in the eligibility band administer a pre-test in the Fall. Students take the Industry Certification exam in the spring. The district calculates student growth.
- Physical Education: Portfolio. Teachers in the eligibility band administer Fitnessgram in the Fall and in the Spring. The district calculates student growth.

More information about the calculation of student growth measures is included [here](#)

2023-2024 TIA Eligible Courses

Service ID	Service Description (Content/Grade-Level)
03100500	Algebra I
03100600	Algebra II
A3440100	AP Language and Culture Spanish
A3440200	AP Literature and Culture Spanish
A3100101	AP Calculus AB
A3580120	AP Computer Science A - LOTE
A3580300	AP Computer Science Principles
A3220200	AP English Literature And Composition
A3020000	AP Environmental Science
A3340200	AP European History
A3360100	AP Human Geography (World Geography)
A3330100	AP U.S. Government and Politics
A3340100	AP United States History
A3370100	AP World History
03010200	Biology
13011500	Business Information Management II
03040000	Chemistry

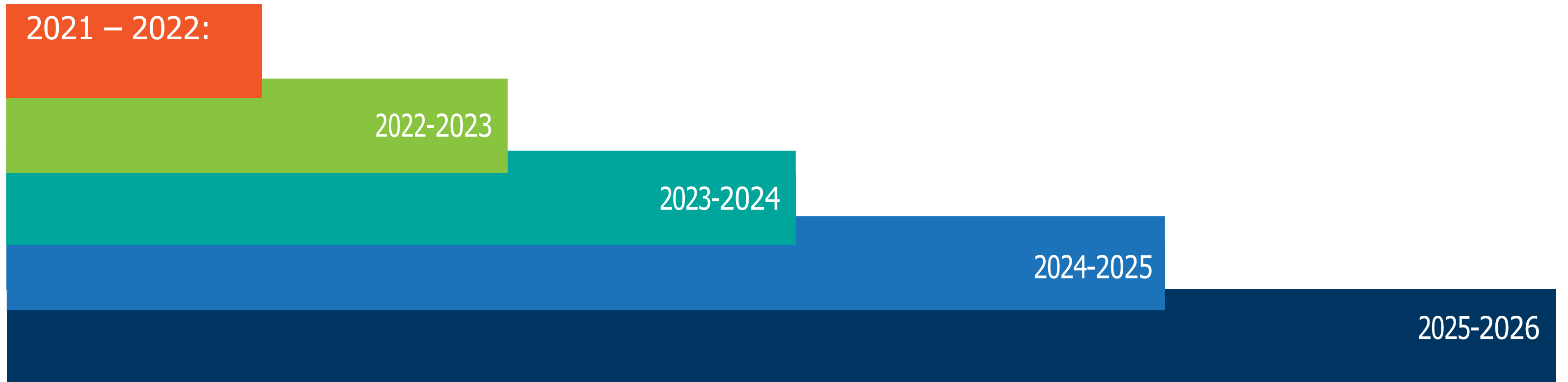
03210530	English As A Second Language, Grade 6
03200400	English As A Second Language, Grade 7
03200500	English As A Second Language, Grade 8
03220100	English I
03200600	English I For Speakers Of Other Languages
03220200	English II
03200700	English II For Speakers Of Other Languages
03220300	English III
02625010	English Language Arts and Reading, Grade 1
02625020	English Language Arts and Reading, Grade 2
02625030	English Language Arts and Reading, Grade 3
02625040	English Language Arts and Reading, Grade 4
02625050	English Language Arts and Reading, Grade 5
03200510	English Language Arts And Reading, Grade 6
03200520	English Language Arts And Reading, Grade 7
03200530	English Language Arts And Reading, Grade 8
02625001	English Language Arts and Reading, Kindergarten
03100700	Geometry
80200XXX	Local-Credit Course - Kindergarten
02640010	Mathematics, Grade 1
02640020	Mathematics, Grade 2
02640030	Mathematics, Grade 3
02640040	Mathematics, Grade 4
02640050	Mathematics, Grade 5
02640060	Mathematics, Grade 6
03103000	Mathematics, Grade 7
03103100	Mathematics, Grade 8
02640005	Mathematics, Kindergarten
03150100	Music I, Band I
03154600	Music I, Guitar I
03153800	Music I, Mariachi I
03150200	Music II, Band II
03150300	Music III, Band III
03150400	Music IV, Band IV
03154130	Music, Middle School 1, Band
03154133	Music, Middle School 1, Instrumental Ensemble
03154230	Music, Middle School 2, Band
03154233	Music, Middle School 2, Instrumental Ensemble
03154235	Music, Middle School 2, Jazz Ensemble
03154330	Music, Middle School 3, Band
PES00000	PE Substitution Athletics 1
PES00001	PE Substitution Athletics 2
PES00002	PE Substitution Athletics 3
PES00003	PE Substitution Athletics 4
02850000	Physical Education, Departmentalized Grade 6
02530004	Physical Education, Grade 1
02530005	Physical Education, Grade 2

02530006	Physical Education, Grade 3
02530007	Physical Education, Grade 4
02530008	Physical Education, Grade 5
02530003	Physical Education, Grades 1-6
03823000	Physical Education, Grades 7-8
02530002	Physical Education, K
03050000	Physics
01010000	Pre-Kindergarten
02650500	Science, Grade 5
03060600	Science, Grade 6
03060700	Science, Grade 7
03060800	Science, Grade 8
02660060	Social Studies, Grade 6
03343000	Social Studies, Grade 7
03343100	Social Studies, Grade 8
02562040	Spanish Language Arts and Reading, Grade 4
02562050	Spanish Language Arts and Reading, Grade 5
03340100	United States History Studies Since 1877
03320100	World Geography Studies
03340400	World History Studies

ELIGIBILITY

Phased-in Approach

Fabens ISD envisions every teacher to ultimately be eligible for this additional funding. However, Fabens ISD does not currently have growth measures in all grades and subjects. The phased-in approach provides the District time to develop growth measures in other subject areas and to pilot them to ensure validity and reliability. Once a teacher's eligibility band is added, it is part of the designation system indefinitely.



2021-2022: Data Capture Year for the eligibility band. Data capture will happen every year a new eligibility band is added.



Teaching assignments will be added annually to include eligibility for most teachers. The phased-in approach is subject to change.

TEA PERFORMANCE STANDARDS

Requirements for Designations

To implement the Teacher Incentive Allotment, 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. The performance standards for T-TESS evaluations and student growth are listed below.

Teacher Performance

TIA establishes a **priority emphasis** on Domains 2 and 3 (Instruction and Learning Environment) of the T-TESS rubric. To be eligible for a TIA-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3 during the data capture year.

Based on an analysis of statewide T-TESS observation data, TEA has identified **score averages** across Domains 2 and 3 of T-TESS:

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

More information can be found in TEA’s [Teacher Observation Performance Standards document](#).

Student Growth

To be eligible for a TIA-designation, teachers must earn a student growth outcome during the data capture year. TEA established these expectations based on statewide performance expectations:

- **Recognized designation \geq 55%**
- **Exemplary designation \geq 60%**
- **Master designation \geq 70%**

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

Final District Standards subject to change.

The District’s Teacher appraisal and student growth outcomes are reviewed alongside the State’s Performance Standards as well as available State and National Data to determine the district’s final TIA decisions for Observation and Growth, as well as the inclusion of minimum performance requirements. Once analysis is complete, information is made publicly available.

TEACHER EVALUATION

Requirements for Designations

The Texas Teacher Evaluation & Support System (T-TESS) is the state-adopted teacher appraisal instrument. T-TESS includes three components aimed at capturing the holistic nature of teaching and developing teacher habits of continuous improvement:

1. Goal setting and professional development plan;
2. Pre-conference, observation, and post-conference (i.e., appraisal cycle); and
3. Student growth

For the Texas Incentive Allotment (TIA), Fabens ISD calculates T-TESS dimension scores and an average score for the 8 Dimensions in Domains 2 and 3 of T-TESS.

Dimension Scores

There are eight dimensions in Domains 2 and 3 on the [T-TESS rubric](#):

Instruction (Domain 2)

- Dimension 2.1 Achieving Expectations
- Dimension 2.2 Content Knowledge and Expertise
- Dimension 2.3 Communication
- Dimension 2.4 Differentiation
- Dimension 2.5 Monitor and Adjust

Learning Environment (Domain 3)

- Dimension 3.1 Classroom Environment, Routines, and Procedures
- Dimension 3.2 Managing Student Behavior
- Dimension 3.3 Classroom Culture

Each dimension is scored on a scale of 1-5 in the order as follows:

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

TEA Evaluation Frequency

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

- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.

STUDENT GROWTH MEASURE

Requirements for Designations

Student growth is calculated for all students that have a TIA-designated fall and spring assessment. Student growth performance is associated with individual teachers based on the following enrollment criteria:

- **Teacher of record at beginning of year (October snapshot date)**
- **Teacher of record at end-of-year assessment (April/May)**

Student growth will be calculated at the teacher level, combined across all assessed content areas for which the teacher has assigned teaching responsibilities.

In order for teachers to receive a student growth measure, there must be at least ten (10) unique student growth records across assigned students and content areas.

Student Growth Instrument

The instrument used to measure student growth depends on the grade level and subject area:

- CIRCLE is used for prekindergarten
- Renaissance STAR 360 Growth is used for K – 8th ELAR and Mathematics
- District Created Pre-Test/STAAR and STAAR EOC is used for 3rd ELAR and Mathematics, 5th and 8th Science, 8th Social Studies, US History, Biology
- Prior Year STAAR/End of Year STAAR is used for 4th – 8th ELAR and Mathematics,

English I, English II, Algebra I.

- District Created Pre-Test/Post-Test is used for 6th, 7th Science, Chemistry, Physics, Geometry, Algebra II, 6th and 7th History, World Geography, World History, English III, English IV.
- AP exams is used for AP courses.
- Precision Exams is used for select CTE courses.
- Portfolios are used for Band and Guitar.
- FitnessGram is used for Physical Education.

Calculating Student Growth

For CIRCLE growth, student growth is calculated as the percentage of students who **meet or exceed their locally determined projected growth** from the fall (BOY) administration (October snapshot of students in a teacher's class) to the spring (EOY) administration. The district will use local historical data, alongside feedback from stakeholders and district leaders, as well as the national data on this assessment, to set the growth target point increase from Wave 1 to Wave 3 for CIRCLE.

For Renaissance STAR growth, student growth is calculated as the percentage of students whose **SGP is greater than 50** from the fall (BOY) administration (October snapshot of students in a teacher's class) to the spring (EOY) administration.

For District Created, student growth is calculated by the district as the percentage of students who **meet or exceed their projected growth** from the fall administration

(October snapshot of students in a teacher's class) to the spring (EOY) administration.

For District Created Pre-Test and STAAR Post Test, student growth is calculated with the district establishing target growth for students, to determine the percentage of students who **meet or exceed their projected growth** from the fall (BOY) administration (October snapshot of students in a teacher's class) to the spring (EOY) administration.

For STAAR Academic Measure, student growth is calculated by the state as the percentage of students who **meet or exceed their projected growth** from the prior year STAAR administration (October snapshot of students in a teacher's class) to the spring (EOY) administration.

For Precision Exams, student growth is calculated with the district establishing target growth for students, to determine the percentage of students who **meet or exceed their projected growth** from the fall (BOY) administration (October snapshot of students in a teacher's class) to the spring (EOY) administration.

For AP exams, student growth is calculated with the district establishing target growth for each student to determine the percentage of students who **meet or exceed their projected growth** from the fall (BOY) administration to spring AP exams (EOY).

For Fitness Gram, student growth is calculated with the district establishing target growth for each student, to determine the percentage of students who **meet or exceed their projected growth** from the fall (BOY) administration (October snapshot of students in a teacher's class) to the spring (EOY) administration.

The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are combined to determine the **collective percentage** of students meeting (or exceeding) growth.

Student Growth Measure Integrity

It is important to the integrity of Fabens ISD's TIA System that student growth measures are administered fairly and consistently throughout the organization. In order to ensure that all students can demonstrate their full potential on student growth measures, the following conditions must be met.

Student Growth Measure Security and Confidentiality

Maintaining security and confidentiality of student growth measures helps to ensure that student performance is accurately measured as a part of Fabens ISD's TIA system. In order to maintain student growth measure security and confidentiality:

- Student growth measure test content should not be shared/discussed
- Student growth measure test administration procedures should be followed exactly as provided by the test provider
- Student growth measure test materials or student products shall be maintained in a secure location before, during, and after test administration
- Students must be actively monitored during student growth measure test administrations
- Students may not receive assistance to complete student growth measures, beyond what is allowable by the test provider or prescribed by a governing student committee as applicable to standardized assessment programs (e.g., STAAR, ARD, LPAC, 504, etc.).
- Suspected educator misconduct must be reported in a timely manner

Serious Student Growth Measure Testing Violations

The following educator conduct represents serious student growth measure testing violations to security and confidentiality:

- Directly or indirectly assisting students with responses to test questions
- Tampering with or falsifying student responses
- Discussing or disclosing test content or student responses, except as needed for data analysis and/or instructional decision-making
- Duplicating, recording, or electronically capturing test content or student responses, unless authorized to do so by test provider
- Exempting or preventing a student from participating in student growth measures
- Failing to implement sufficient procedures to prevent student cheating
- Encouraging or assisting an individual to engage in any conduct described above
- Failing to report an individual that has engaged in or is suspected of engaging in any conduct described above.

SCORING AND ELIGIBILITY

District Process

TIA designations are determined based on the TIA score, a weighted combination of the teacher observation dimensions (the 8 dimensions of domains 2 and 3) and the student growth score, and Teacher Leadership as measure by T-TESS domain 4. To determine annual teacher eligibility for a TIA designation, the following steps are completed at the district-level end-of-year analysis:

1	<p>The TIA score is calculated based on the weighted combination of teacher appraisal and student growth outcomes:</p> <ul style="list-style-type: none">• T-TESS Domains 2 and 3 weighted composite score component is 50% of TIA score• Student growth composite score component is 40% of TIA score• T-TESS Domain 4 weighted composite score component is 10% of TIA score
2	<p>TIA Designation score chart used to identify three levels of designations of teachers.</p>
3	<p>The District's Teacher appraisal and student growth outcomes are reviewed alongside the State's Performance Standards as well as available State and National Data to determine the district's final TIA cut points. Once analysis is complete, information is made publicly available. Individual teacher data is then verified to ensure that the component scores meet the District's performance criteria:</p> <p>If performance criteria is met, TIA designation is submitted to the State for data review; pending TEA data validation, TIA designation is attached to teacher's teaching certificate for period of 5 years.</p>

TIA Designation Score Chart *For exemplar purposes only:*

Final District Standards subject to change

The District's Teacher appraisal and student growth outcomes are reviewed alongside the State's Performance Standards as well as available State and National Data to determine the district's final TIA cut points.

Participation Eligibility Checklist

Employee Role is 087 PEIMS-Coded Classroom Teacher	
Eligible Teaching Assignment - Completed full school year	
Completed T-TESS Observation Cycle	
Met Minimum Number of Students for Growth Calculation	
Does the teacher meet the eligibility requirements?	

PERFORMANCE COMPONENTS			
TEACHER OBSERVATION COMPONENT Weight = 50%	Performance Standards: Recognized - 3.7, Exemplary - 3.9, Master - 4.5		
	SCORE	POINTS POSSIBLE	POINTS EARNED
T-TESS Average of Domains 2 & 3		50	
STUDENT GROWTH COMPONENT Weight = 40%	Performance Standards: Recognized - 55%, Exemplary - 60%, Master - 70%		
	SCORE	POINTS POSSIBLE	POINTS EARNED
Percentage met Student Growth		40	
TEACHER LEADERSHIP COMPONENT Weight = 10%			
	SCORE	POINTS POSSIBLE	POINTS EARNED
T-TESS Average of Domain 4		10	

Minimum thresholds – must meet all three:

	TOTAL SCORE	OBSERVATION SCORE	STUDENT GROWTH SCORE
Recognized	65	3.3	50%
Exemplary	70	3.6	60%
Master	80	4	70%

Annual Score Card

Each year of the TIA evaluation cycle, TIA-eligible teachers will be provided an annual score card. The purpose of the score card is to provide transparency within Fabens ISD's TIA system. TIA score cards will provide teachers with an individualized report of the annual TIA outcomes based on their performance. Score card data elements will include:

- **TIA designation level, as appropriate**
- **T-TESS performance by dimension, domain, and a weighted score of domains 2 and 3**
- **Student growth outcomes: Percentage of students meeting student growth**

Evaluation Frequency

Evaluation of teachers eligible for a TIA designation is considered **annually**.

Teachers in an eligible-TIA band will receive T-TESS evaluations and have student growth measures calculated annually.

- **Teachers with an existing TIA designation will not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level.**
- **Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation.**
- **Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.**

CAMPUS ALLOTMENT FACTORS & COMPENSATION

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

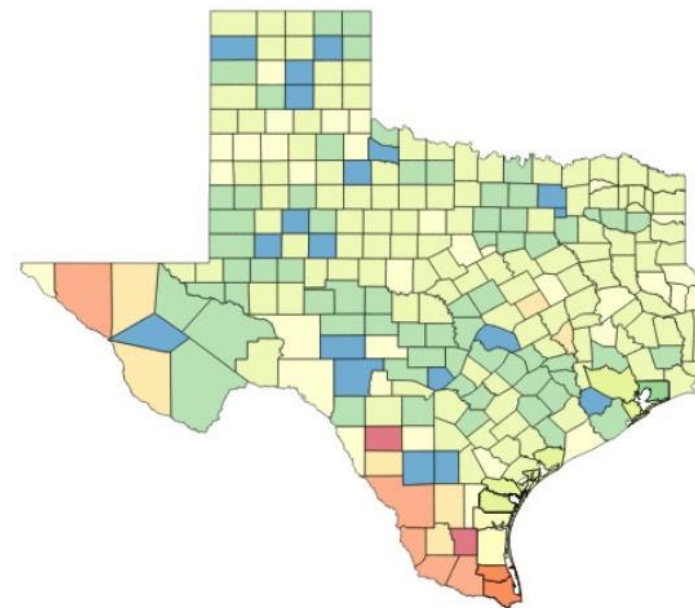
- Schools with greater student need based on socioeconomic factors generate more TIA funds per TIA designated teacher.
- Rural schools generate more TIA funds per TIA designated teacher based on a higher multiplier applied to students based on socioeconomic factors.

For more information about the TIA allotment calculations, see [TEA's Teacher Incentive Allotment page](#). 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](#).

Designation Level



Socio-Economic Level



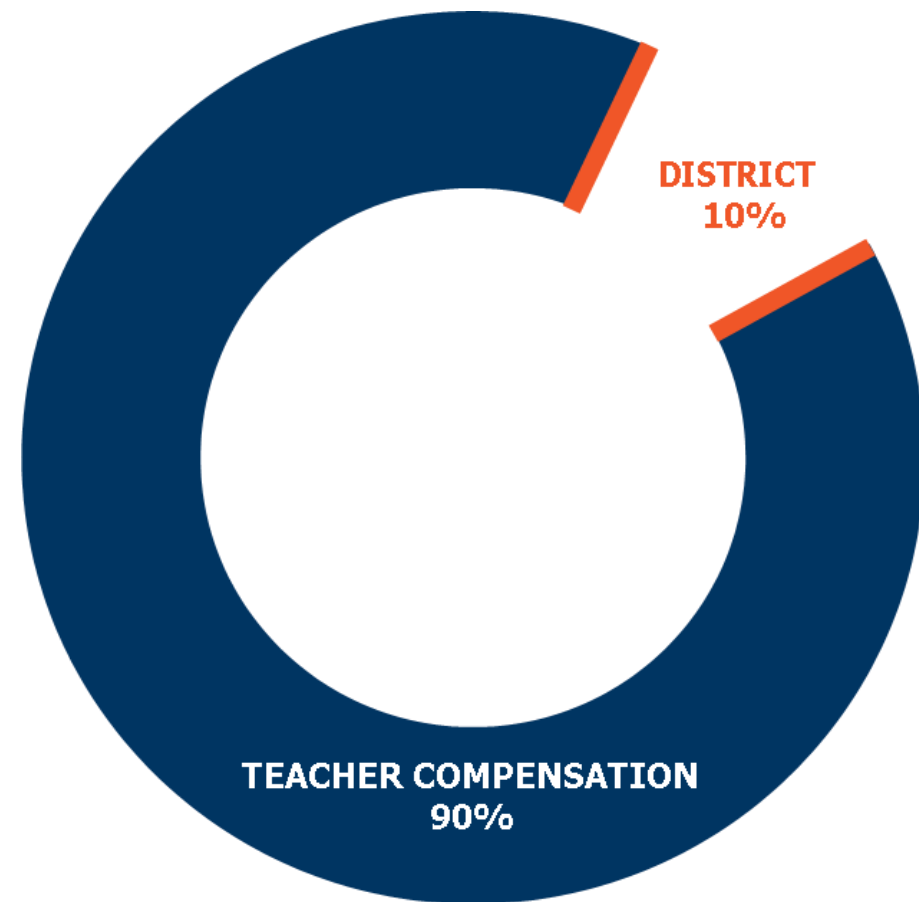
Rural Status

Rural

or

Not Rural

Distribution of Funds



The District has a clear, written plan to abide by the spending requirements in TEC 48.112, including spending at least **90%** of the TIA funds awarded to the district on **teacher compensation** on the campus where the designated teacher works, a maximum of **10%** of the district's allotment on implementing TIA and/or supporting teachers in earning designations.

COMPENSATION

Fabens ISD Distribution Plan

- **TIA-designated teachers in Fabens ISD receive 90% of TIA funds.**
- The District shall retain 10% of the TIA dollars to use as follows:
 - To support district oversight of the implementation of TIA and ongoing development of resources for TIA.
 - To provide professional development to support teachers in obtaining TIA Designations

Frequency of Compensation

TIA compensation is an annual allotment provided by the State and subject to availability of state funding allocations. TIA compensation must be distributed toward teacher compensation on the campus where a TIA teacher is designated.

- **TIA-designated teachers will receive TIA compensation annually based on their TIA designation and TIA state funding for their campus of assignment at the Winter snapshot date.**
- **Compensation will be distributed prior to August 31st**

TRS Retirement Impact of Compensation

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

Movement of Teachers

- If a teacher moves campuses within the district during the school year, the teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during Winter Roster Verification.
- If a teacher leaves Fabens ISD prior to Winter Roster Verification, they will not receive TIA funds from Fabens ISD.
- If a TIA designated teacher retires from Fabens ISD or resigns after the end of the contracted school year, the teacher will receive the funding amount allocated to them based on the TIA approved by TEA. These funds will be paid prior to August 31st.
- If a TIA designated teacher leaves Fabens ISD before the end of the contracted school year, the teacher will not receive the funding amount allocated to them based on the TIA approved by TEA. The TIA funds will be re-distributed at the campus where the TIA designated teacher was employed at Class Roster Winter Submission.

Deduction Information

TIA compensation stipends are eligible for use when calculating retirement benefits for TRS-eligible staff. Employees are responsible to pay both the employee and employer benefit and tax costs. Actual TIA compensation amounts distributed will include deductions for federal income tax, Medicare tax, and TRS contributions as part of an employee's annual wages reported to the state and federal governments, as well as the Teacher Retirement System (TRS).

Please make an appointment with HR staff to review individual deductions as needed.

TIA COHORT F TIMELINES





District TIA Contacts

Michele B. Gonzalez, Assistant Superintendent L.A.C.I.

Marlene Bullard, District Testing Coordinator

Denise Peña, ELAR Coordinator/ National Board Certification Contact

Aide Polanco, Human Resources Director



[Fabens ISD TIA Website](#)

