

The Teacher Incentive Allotment Program Handbook

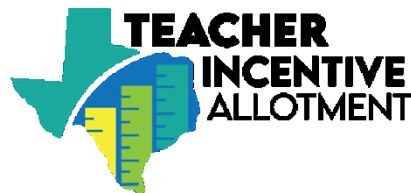


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Teacher Incentive Allotment Background

The Teacher Incentive Allotment (TIA) originated in Texas House Bill 3 (HB 3) in 2019. HB 3 established TIA and local, optional designation systems. TIA is based in two sections of the Texas Education Code (TEC), §21.3521 (Local Optional Teacher Designation System) and §48.112 (Teacher Incentive Allotment). TIA is not a grant. TIA focuses on recruiting, rewarding, and retaining highly effective teachers in all schools. It emphasizes high-need and rural schools. The core component of TIA is a designation system for high performing teachers identified with ratings of Recognized, Exemplary, or Master. Additional state funding is assigned to a District for every designated teacher (\$3,000 - \$32,000) per year through the Foundation School Program (FSP). [FSP](#). Greater funding is assigned for designated teachers who serve in rural or high-need schools. At least 90% of the funds must be used for compensation on the campus where the designated teacher serves. The Texas Education Agency (TEA) and Texas Tech University must approve the designation system and designations that are proposed by the District each year. The higher the designation level, the higher the funding that is provided to the District by TIA. All designation systems must include a teacher observation measure and a student growth measure for determining teacher designations. Teachers who hold National Board Certification earn an immediate Recognized designation due to holding that credential. School Districts have some discretion in the design of their designation system and have the liberty to propose system revisions each year. Once a teacher earns a designation, they retain that credential for five years. The designation is placed on the educator's certificate located on the Texas Education Agency website. [Designated Teacher Search](#)

Eligibility Requirements

- Teachers who are the Teacher of Record (TOR) or Support Teacher (ST) in an eligible area(s) during the data capture school year are eligible for a designation submission.
- Teachers must be in the role as the TOR and/or ST continuously for the data capture year and have an attendance of at least 90% during the 187 day contracted data capture year.
- A teacher who transfers from a TIA eligible position during a data capture year or during the data submission year to a non-teaching position is not eligible for TIA designation submission, designation, or compensation.
- Teachers must be identified with a PEIMS role ID of 087 (TOR or ST) in ECISD in both the PEIMS October Snapshot and the PEIMS February Winter Class Roster submission during the data capture and data submission year to be eligible for a data submission, designation, and compensation.
- Teachers must be supervised and appraised on the T-TESS evaluation system by the principal or other designated appraiser of the Campus/District where he/she instructs students.
- All students enrolled in an eligible teacher's class must take the appropriate assessment(s) during the testing window established by ECISD Testing Guidelines.
- Missing data from enrolled students could jeopardize a teacher's eligibility for designation submission and compensation. An irregularity report must be filed regarding the situation and the reason(s) for an enrolled student not testing appropriately, reason(s) for irregularity and corrective action taken.
- A review of an eligible teacher's testing irregularities, which could include missing data from enrolled students, may jeopardize the teacher's eligibility for designation and result in a disqualification of designation submission and/or allotment disbursement.
- Reports of testing irregularities that impact the validity of data will be reviewed by a District committee. Disciplinary actions up to and including termination and/or disqualification from TIA may be administered.
- Designated teachers must be in good standing at the time of payout. Therefore, a designated teacher under investigation or reassigned pending investigation is not eligible for TIA compensation until he or she is cleared of any allegation. If the investigation is concluded with a confirmation of misconduct, the teacher will not be eligible to receive TIA compensation. A designated teacher is not eligible to receive TIA compensation if his/her contract is terminated or non-renewed during the school year or at the end of the school year.
- If a designated teacher meets all eligibility requirements for strategic compensation and then retires or resigns from the District effective at the completion of the teacher's contract, the teacher will receive the allotment payout as scheduled. The teacher will be responsible for providing the District with correct forwarding information in Employee Self Service (ESS) so the strategic compensation can be successfully remitted, if needed.
- Teachers who take leave of any kind remain eligible for TIA strategic compensation as long as he/she completes all required components of the eligibility requirements and designation rubric, including the 90% attendance threshold. Beginning April 2023, in the event that an allotment is generated by TEA for a teacher who does not meet the eligibility requirements of attendance, due to leave, in an allotment accruing year, he/she will receive the strategic compensation. The teacher will receive notification of a onetime probationary status for the following school year. If the teacher fails to meet the attendance criteria during the probationary year or any subsequent year while the designation is active the allotment generated will be distributed to the campus per TIA guidelines.

Testing Protocol Requirements

Teachers must follow all State, District, and Campus policies, regulations, and procedures outlined in ECISD District Policy, Employee Handbook, Campus Handbook, TIA Handbook and/or departmental handbook/guidelines.

Student Growth Measure Security and Confidentiality

Maintaining security and confidentiality of student growth measures is the responsibility of the teachers, Campus Testing Coordinator, and Campus Administration.

To maintain student growth measure security and confidentiality:

- Student growth measure test content shall not be shared/discussed.
- Student growth measure test administration procedures shall be followed exactly as provided by the test provider and/or according to ECISD District Testing Guidelines.
- 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 measure assessments beyond what is allowable by the test provider and/or ECISD District Testing Guidelines

Serious Student Growth Measure Testing Violations

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

- Failure to follow all ECISD District Testing Guidelines.
- Failure to ensure all students enrolled in an eligible teacher's class take the appropriate assessment(s) to measure Student Growth during the Fall and Spring of the data capture years.
- Failure to report testing irregularities per the ECISD District Testing Guidelines.
- 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.
- Failure to implement sufficient procedures to prevent student cheating.
- Failure to report an individual that has engaged in or is suspected of engaging in any conduct described above.
- Encouraging or assisting an individual to engage in any conduct described above.

Response to Testing Violations

- Suspected educator misconduct must be reported in a timely manner to the Campus Test Coordinator and/or Campus Principal and the District Testing Department.
- Suspected educator or administrator misconduct will be investigated by a District committee. A finding of misconduct could lead to disciplinary actions up to and including termination.

Texas Education Agency (TEA) Performance Standards

In order to be eligible for Teacher Incentive Allotment (TIA) designation, TEA has established minimum performance standards for T-TESS and student growth outcomes. Refer to <https://tiatexas.org/>

Teacher Observation Minimums

Domain 2 (Instruction) and Domain 3 (Learning Environment) have been established as priority areas of emphasis by TIA. Based on statewide observations data, TEA has also identified minimum score averages as measured across both domains of T-TESS using a five-point scale.

- Recognized designation ≥ 3.7
- Exemplary designation ≥ 3.9
- Master designation ≥ 4.5

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 designation $\geq 55\%$
- Exemplary designation $\geq 60\%$
- Master designation $\geq 70\%$

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

Designation Overview

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.

National Board Certification

An alternative path to a TIA Recognized designation is through **National Board Certification for Professional Teaching Standards**. National Board Certification is available in 25 certificate areas across 16 disciplines. To find out more, visit <https://www.nbpts.org/>. Staff interested in becoming National Board certified can contact the ECISD Talent Development Department to receive guidance and support in the pursuit of this certification.

Designated Teacher Certificate

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 certification is five years. **Designated teachers will receive the allotment for the duration of the designated certification as long as they are a teacher of record in a public school in Texas and met local eligibility requirements.**

Frequency of TIA Evaluation

Teachers with an existing TIA designation will not be resubmitted for designation within their five-year valid TIA designation period if they continue to perform at the same level of designation. Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation. Teachers **will be submitted for a higher designation** within the five-year period if their performance indicates a higher designation level. This new designation adds another year to the allotment payout.

ECISD SPENDING PLAN

Allotment

TEA Statute requires that 90% of TIA funds be distributed directly to teachers.

TEA Statute allows 10% of the TIA funds to be retained by the District for program implementation.

ECISD will retain 10% of the total allotment.

Pursuant to Texas Education Code (TEC) Section 48.112(i)(1)(A)(B), 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 on the campus at which the teacher for whom the District received the allotment is employed and any other funds received under this section were used for costs associated with implementing Section 21.3521(Local Optional Teacher Designation System), including efforts to support teachers in obtaining designations.

Allotment Payout Timeline

TEA notifies the District in February if the data submission from the previous October has been fully accepted or not. If full acceptance of the data submission is granted, teachers will receive the allotment in one lump sum in June. The allotment is TRS eligible and subject to Federal, State, local fees and taxes.

If a designated teacher meets all eligibility requirements for strategic compensation and then retires or resigns from the District effective at the completion of the teacher's contract, the teacher will receive the allotment payout as scheduled. The teacher will be responsible for providing the District with correct forwarding information in Employee Self Service (ESS) so the strategic compensation can be successfully remitted, if needed.

The allotment generated for a teacher who resigns after the Winter Class Roster and before the end of the contract year will be distributed to the campus to support other TIA eligible teachers.

Allotment Amount

The allotment amount generated for a designated teacher is determined by TEA based on the campus location of the Teacher of Record (TOR/ST) at Winter Class Roster submission in February. TEA generates the amount according to the TIA funding website at <https://tiatexas.org/funding/#>.

Allotment Payout and Calculation

The “net” allotment amount received by the teacher in June is approximately 56% of the total allotment generated by the designation after Federal, State, and local taxes and fees are applied.

The taxes and fees amount that total to approximate 44% are:

- 12% is deducted from 90% of the total allotment. The 12% is known as employer fees. This 12% is deducted before the new total amount is entered for the employee.

The new total is the amount shown on the employee’s pay stub titled “Bonus-Other”. Personal employee taxes and fees are then deducted in the approximate amounts:

- 8.00% TRS
- 0.65% TRS Care (Insurance)
- 1.45% Medicare
- 22.0% Federal withholding

Therefore, by adding 12% + 8.65% + 1.45% + 22% = approximately 44% of the total generated allotment.

EXAMPLE of actual allotment:

+ \$7,827.00 Total Award Amount from State TIA
- 782.70 10% retained by District
= 7044.30 Total Amount Awarded to campus
- 752.35 12% Employer Fees
= 6,291.95 Total gross awarded to employee on pay stub titled “Bonus-Other”

From the pay stub, the employee will see:

+ \$6,291.95 Bonus-Other
- 91.25 Medicare (1.45%)
- 1,273.49 Federal Tax (22.00%)
- 503.36 TRS (8.00%)
- 40.90 TRSINS (0.65%)
= \$1,908.99 TOTAL deductions in employee taxes and fees

Therefore:

\$6,291.95 - \$1908.99 = **\$4,382.96 TOTAL NET** received by the employee which is approximate 56% of \$7,827.00.

ECISD Local System Performance Standards

Components of the TIA evaluation designation submission

The ECISD TIA annual evaluation consists of three components:

- **Teacher Performance 30%** (T-TESS rubric based on observations of practice)
- **Student Growth 60%** (Student growth for the teacher of record)
- **Campus Growth 10%** (Student growth for the campus)

Each component is assigned a score on a distributed **100-point scale**:

- Teacher Performance: **0-30 points**
- Student Growth: **0-60 points**
- Campus Growth: **0-10 points**

TIA Designation Submission

Designation cut scores, points and percentages will be determined in October of the data submission year to ensure appropriate data distribution and submission based on the State's recommended standards distribution: top 5% Master, 20% Exemplary, and 33% Recognized. All rubrics shown in this document are examples of scoring that may determine designation levels.

Teachers who score in the Total Points Range for a Designation are submitted for designation in the Fall following a data capture year based on the following parameters to ensure the appropriate distribution of District data submitted to the state for analysis and acceptance.

Designation Submission Parameters

- A teacher may not be submitted for a designation if the total points scored is below 69, even if both T-TESS and Student Growth points are in the designation rating range.
- A teacher may only be submitted for a designation whose total points earned fall into the appropriate range.
- A teacher whose total points equate to a designation can only be submitted for the lowest designation rating listed in either T-TESS or Student Growth.
- A teacher who does not meet all State and Local eligibility requirements will not be submitted for a designation.
- Submission of data and/or a designation does not guarantee a teacher will receive the designation or allotment. TEA notifies the district in February following the Fall submission whether the data and submission are approved, or not. If the data is approved, the teacher will receive the designation and allotment the following June.

T-TESS Evaluation of Teacher Performance

T-TESS Scoring (1-5 point scale)

Student Centered  Teacher Centered

5	4	3	2	1
Distinguished	Accomplished	Proficient	Developing	Needs Improvement

T-TESS Domains and Dimensions rated

DOMAIN 2

1. Dimension 2.1: Achieving Expectations
2. Dimension 2.2: Content Knowledge & Expertise
3. Dimension 2.3: Communication
4. Dimension 2.4: Differentiation
5. Dimension 2.5: Monitor & Adjust

DOMAIN 3

1. Dimension 3.1: Classroom Environment, Routines, & Procedures
2. Dimension 3.2: Managing Student Behavior
3. Dimension 3.3: Classroom Culture

EXAMPLE T-TESS Scoring Rubric

TIA Designation Category	Average Score Across 8 Dimensions	Points Earned
Master	5.0	30
	4.9	29
	4.8	28
	4.6 - 4.7	27
Exemplary	4.4 - 4.5	26
Recognized	4.2 - 4.3	25
	4.0 - 4.1	24
	3.8 - 3.9	23
	3.7	22
No Designation	<3.7	0

Example T-TESS Scores: Total score of 8 dimensions divided by 8 equals 3.9. That number will be correlated to the appropriately distributed scoring scale when established.

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
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
		3.9 AVG

Student Growth Performance

Student Growth Measures used for TIA

MAP, CIRCLE, and/or other District designated growth measure assessments will be used to determine student growth for both the teacher student growth score and the campus student growth score of the composite TIA score. STAAR growth measure will be used in addition to MAP growth measures beginning in the 2022-2023 Data Capture Year for eligible teacher groups. Other assessments may include: Portfolios, and Pre and Post-Tests as approved by TEA. The 60% Student Growth will remain the same.

Student growth performance will be associated with a teacher based on the following enrollment criteria:

- Teacher of Record at PEIMS snapshot date (October)

AND

- Teacher of Record at end of year assessment date enrollment (April-May)

Student Growth Instrument

The instrument used to measure student growth depends on the grade level, subject area, and Cohort implementation timeline. STAAR growth is averaged with MAP growth in areas where STAAR growth is attributed by the state.

NWEA MAP	K-8 ELAR/Math, Algebra I, Algebra II, Geometry, Math Models, 3-8 Science, Biology, Sped Resource, Sped Co-Teach
CIRCLE	Pre-Kinder 4 Reading and Mathematics
STAAR/EOC	4-8 ELAR, Math, US History 8th/EOC
ADVANCED PLACEMENT	English Literature, English Language, US History, Government, Macroeconomics, Chemistry, Physics, Biology, Human Geography, World History, Calculus, Statistics, Spanish Language, Spanish Literature, Latin, Psychology, Environmental Science, Music Theory, Art History, and Computer Science A
DISTRICT-CREATED PRE AND POST TESTS	Spanish I, Spanish II, 6th Social Studies, 7th Social Studies, World Geography, World History, IPC, Chemistry, Physics
FITNESS GRAM	3-8 Physical Education
TSIA2	College Prep Math and College Prep English
PORTFOLIOS	Welding I, II, and Practicum in Manufacturing

STAAR growth measure is used in addition to MAP in STAAR tested areas. Growth will be an average of MAP and STAAR growth from Domain 2, therefore, each count 50%. STAAR growth is awarded for students who qualify with a “yes” in the chart below.

TIA STAAR Growth

ANNUAL GROWTH		STAAR Year 2					
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
STAAR Year 1	Low Does Not Meet Grade Level	NO	YES	YES	YES	YES	YES
	High Does Not Meet Grade Level	NO	YES	YES	YES	YES	YES
	Low Approaches Grade Level	NO	NO	YES	YES	YES	YES
	High Approaches Grade Level	NO	NO	NO	YES	YES	YES
	Meets Grade Level	NO	NO	NO	NO	YES	YES
	Masters Grade Level	NO	NO	NO	NO	NO	YES

Calculating Student Growth

All students in eligible teachers' classes must take the assessment if enrolled and present during the testing and make up window as determined by the ECISD District Testing Guidelines. *See eligibility page 4 and testing protocol requirements page 5.*

Student growth will be calculated at the teacher level. Student growth will be combined across ELAR and/or Math which the teacher has assigned teaching responsibilities, i.e. in a 2nd grade self-contained classroom only ELAR and Math are used. Student growth for a departmentalized classroom setting will only be used for the content assigned to the teacher, i.e. 5th grade science teacher. Growth for both assessments are used for teachers who teach 2 subjects - ELAR and Science, or Math and Science.

For Kinder and 1st grade Bilingual classes, all MAP assessments given are used for student growth and weighted equally, therefore, Spanish Reading, Math, and English Reading count equally.

MAP Growth is calculated as the percentage of students that meet or exceed their MAP projected growth either from the Spring to Spring administration or the Fall to Spring administration in appropriate circumstances. If student data is not available from the previous Spring, then the Beginning of Year and End of Year assessment will be used.

Only students on the TOR/ST roster at October Snapshot date and the Spring during the assessment will be calculated for the TOR/ST student growth. Students who are enrolled in different teacher rosters on the October Snapshot date and Spring test date will be attributed to the campus growth, not the individual teacher.

A District developed student expected growth measure will be calculated using a quintile/quartile statistical method along or with the addition of the cut score method for assessments such as Pre-K (4) CIRCLE that do not have a nationally normed projected student growth measure. Using the BOY data, the scores are sorted into quintiles/quartiles placing students in their respective range. The average score for each quintile/quartile is determined. The EOY scores are entered, students who demonstrated at or above the average score for the respective quintile/quartile will have met expected growth. The total student growth is calculated as the percentage of students meeting expected growth either from the Spring to Spring or the Fall to Spring administration in appropriate circumstances.

Portfolio Calculation

At the end of the year, each student portfolio of work will be assessed to determine the skill level on the skill progression rubric to which their work most closely aligns. Once the end of year skill level has been established, based on the portfolio of student artifacts, a comparison will be made to the expected skill level that was set for students at the beginning of the year. Students whose portfolio of work reflect that the skill level was met as determined at the beginning of the year will be deemed to have met expected growth. Teacher student growth percent will be calculated based on the percent of the validated number of students on the teachers' roster at the October snapshot and end of year final portfolio evaluation.

Advanced Placement (AP) Test Threshold

TOR in an eligible AP category must have an enrollment record of no less than 12 students at the October Snapshot and EOY test to qualify for student growth to be calculated. The twelve students must be the same in October and EOY. Single semester AP classes' snapshot is at the beginning of the semester, Fall (October) or Spring (February) and EOY.

EXAMPLE AP Student Growth Rubric

BOY "mock" Test Score	EOY Actual Test Score	Growth Attributed
0,1,2	0,1,2	NO
3	3	NO
4	4	NO
5	5	YES
≤ 2	3	YES
3	4 OR 5	YES
4	5	YES
5	5	YES

EXAMPLE Total Student Growth Rubric

TIA Designation Category	Student Growth Percentage	TIA Teacher Student Growth Points Earned
Master	90% - 100%	60
	85% - 89%	58
	80% - 84%	56
	75% - 79%	55
	70% - 74%	54
Exemplary	65% - 69%	51
	60% - 64%	49
Recognized	57% - 59%	45
	55%-56%	41
No Designation	< 55%	0

Campus Student Growth Performance

Campus Growth Calculation

Campus growth will include all TIA growth assessments of students enrolled on the October snap shot and the end of the year roster on the same campus. The same student growth percentage as it relates to designation level for Teacher Student Growth is used for Campus Student Growth.

EXAMPLE Campus Growth Rubric

TIA Designation Category	Student Growth Percentage	Student Growth Points Earned
Master	90% - 100%	10
	80% - 89%	9
	65% - 79%	8
Exemplary	60% - 64%	7
Recognized	55% - 59%	6
No Designation	< 55%	0

Summary TIA Designation Ranges

EXAMPLE Summary TIA Designation Ranges

Designation Level	Campus Student Growth Points Range	Teacher Student Growth Points Range	T-TESS Points Range
Master	8 - 10	54 - 60	27 - 30
Exemplary	7	49 - 53	26
Recognized	6	41 - 48	22 - 25

Designation Level	Total Combined Points range across Campus Student Growth, Teacher Student Growth and T-TESS
Master	89-100
Exemplary	82-88
Recognized	69-81

ECISD - TIA Teacher Report Card

TIA eligible teachers will be provided an annual **report card** of the data collection year in the Fall of the data submission year. The report cards provide teachers with the TIA outcomes based on their performance, student growth and campus growth. Teachers will review the data for accuracy and report any concerns to the TIA office immediately upon receipt. New scales will be released at the same time the report cards are distributed. The purpose of the report card is to provide transparency of ECISD's TIA system. The report card is not required by the State. Scored data elements will include:

- T-TESS performance averaged score across Domains 2 and 3, points earned, and rating
- Teacher's Student growth percentage, points earned, and rating
- Campus growth percentage, points earned, and rating
- Whether Teacher met TIA Eligibility Requirements (including attendance)
- Total TIA designation score out of 100 total points
- TIA proposed designation submission level, if appropriate

Employee ID: 99999
Teacher Name: White, Snow
2022-2023 Campus: HAPPY ELEM
2023-2024 Campus: KINGDOM MIDDLE SCHOOL

T-TESS

Average Domains 2&3	Points Earned	Rating Assigned
4.8	28	Master

Student Growth

% Student Met Growth MAP/CLI/AP/PPT	Total % Growth	Points Earned	Rating Assigned
63	59	45	Recognized
% Student Met Growth STAAR			
55			

Campus Growth

% Campus Met Growth	Points Earned	Rating Assigned
60	7	Exemplary

Summary

District Eligibility (including attendance)	2022-2023 TOTAL Points Earned	2022-2023 Preliminary Designation Submission
Met	80	Recognized

ECISD DRAFT Implementation Timeline of TIA Eligible Groups

COHORT	C	D	E	F	G	H	I	J
APPLICATION SUBMITTED	2020 APRIL	2021 APRIL	2022 APRIL	2023 APRIL	2024 APRIL	2025 APRIL	2026 APRIL	2027 APRIL
ASSESSMENT USED	MAP/CIRCLE	MAP	MAP	PRE-POST TESTS	PRE-POST TESTS / portfolios	PRE-POST TESTS / portfolios	PRE-POST TESTS / portfolios	PRE-POST TESTS / portfolios
BENCHMARK ASSESSMENTS	N/A	N/A	N/A	STAAR/AP released and actual test	2023-2024 MAP / Pre-Post Tests	2024-2025 Pre-Post Tests, portfolios for baseline	2025-2026 Pre-Post Tests, portfolios for baseline	2026-2027 Pre-Post Tests, portfolios for baseline
DATA CAPTURE YEAR	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
DATA SUBMISSION	OCT - 2021	OCT - 2022	OCT - 2023	OCT - 2024	OCT - 2025	OCT - 2026	OCT - 2027	OCT - 2028
ALLOTMENT PAYOUT	2022 JUNE	2023 JUNE	2024 JUNE	2025 JUNE	2026 JUNE	2027 JUNE	2028 JUNE	2029 JUNE
ELIGIBLE GROUP(S)	3-8 ELAR	3-8 SCIENCE	BIOLOGY	US HISTORY 8TH (STAAR)	WELDING I, II, III	AP PRECALCULUS	CTE - CAMPUS BASED	
	3-8 MATH			US HISTORY HS (EOC)	3-8 PHYS. EDUCATION	ANAT & PHYSIOLOGY	CTE - ATC BASED	
	ALG I			AP BIOLOGY	SPED Co-TEACH/INCLUSION	AQUATIC SCIENCE	DYSLEXIA	
	ENG I			AP CHEMISTRY	ALG. II, GEOM, CP MATH	ENV. SYSTEMS	GIFTED & TALENTED	
	ENG II			AP ENGLISH III (LANG)	ENGLISH III, IV, CP ENG	ASTRONOMY	ASL I, II	
	PK-4			AP ENG IV (LIT)	SPANISH I, II	MUSIC - ELEM/MS/HS	LATIN I, II	
				AP GOVERNMENT	6TH & 7TH SOC STUDIES	DANCE -MS/HS	FRENCH I, II	
				AP MACROECONOMICS	WORLD GEO, W. HISTORY	THEATRE -MS/HS	PSYCHOLOGY	
				AP PHYSICS	IPC, CHEMISTRY, PHYSICS		SOCIOLOGY	
				AP US HISTORY	AP ART HISTOSRY		INTERNATIONAL BACC	
					AP CALCULUS		AVID	
					AP COMPUTER SCI A			
					AP ENVIRON. SCIENCE			
					AP HUMAN GEOG.			
					AP LATIN			
					AP MUSIC THEORY			
					AP PSYCHOLOGY			
					AP SPANISH LANG.			
					AP SPANISH LIT.			
					AP STATISTICS			
					AP WORLD HISTORY			

Any questions or comments regarding the contents of this handbook should be submitted to:

Robin Fawcett

HR Director – TIA Lead

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432-456-0714

HANDBOOK REVIEW COMMITTEE - TEACHER	
Clark, Myranda	Fly Elem
Diaz, Myrna	Zavala Elem
Olivas, Monica	Bowie Middle School
Tijerina, Amanda	Buddy West Elem
Watson, Christi	Permian High School
HANDBOOK REVIEW COMMITTEE - ADMIN	
Boyer, Keeley	Chief of Schools
Sorola, Anthony	Assoc. Supt. HR, Operations, Athletics
Spivy, Matthew	Executive Director HR
Trejo, Robert	Executive Director Testing/Accountability
Wilson, Cheryl	Director Testing