



GUIDEBOOK

UPDATED 3.18.24

This is a working document and is subject to change.

TABLE OF CONTENTS

TEACHER INCENTIVE ALLOTMENT 3

TIA IN Huffman ISD 4

DESIGNATIONS 5

 What is a Designation? 5

 Master Teacher.....5

 Exemplary Teacher.....5

 Recognized Teacher.....5

 Pathways to Designation.....6

 National Board Certification.....6

 Local Teacher Designation System 6

 Huffman ISD’s 2023-24 Local Designation System 7

TEA PERFORMANCE STANDARDS 8

 Requirements for Designations 8

 Teacher Performance.....8

 Student Growth 8

TEACHER EVALUATION.....9

 Dimension Scores..... 9

STUDENT GROWTH MEASURE..... 10

 Student Growth Instrument.....10

 Calculating Student Growth.....10

 Student Growth Measure Integrity 11

SCORING AND ELIGIBILITY..... 12

 TIA Designation Score Chart 13

 Annual Score Card.....14

 Evaluation Frequency.....14

CAMPUS ALLOTMENT FACTORS & COMPENSATION.... 15

 Distribution of Funds 16

 Huffman Distribution Plan.....17

 Frequency of Compensation 17

 TRS Retirement Impact of Compensation 17

 Deduction Information 17

 Spending Plan- Movement 18

TIA TIMELINES 19

TEACHER INCENTIVE ALLOTMENT



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)

Huffman ISD's implementation begins during the 2022-2023 school year. The TIA provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work of Huffman 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 Huffman ISD

Why is Huffman ISD Participating in the TIA?

Huffman ISD has a unique opportunity to reward our highest-performing teachers for their effectiveness by creating a TIA Local Designation System. These higher-performing teachers are able to move students to achieve thus allowing our teachers to earn distinction for their positive impact on our student's lives. By offering a higher designated teacher amount at the most challenged campuses, this will encourage teachers to want to work at these more challenging campuses within our district and provide a balanced distribution of effective educators.

As part of the district's strategic plan, tying all initiatives at Huffman ISD to the Balanced Scorecard is a top priority and TIA will help to address Priority 1 and Priority 2 of the Balanced Scorecard. Priority 1 works to help increase all student performance in the areas of reading and math and Priority 2 strives to increase staff satisfaction and increase retention rates of highly effective faculty and staff.

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. Huffman ISD staff who possess a National Board Certification should contact the Human Resources 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**
- **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.

Huffman ISD ISD's 2023-24 Local Designation System

The designation system in Huffman 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.

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

- 4th -8th Reading and Math: STAAR Transition Tables. Teachers in the eligibility band administer STAAR as scheduled by the state. Self-contained elementary teachers will have student growth calculated based on Reading and Math scores. The STAAR transition tables are used to compare the student's prior year STAAR to current year STAAR performance to determine if the student met growth.
- Algebra I, English I, English II: STAAR Academic Measure. Teachers in the eligibility band administer STAAR EOC as scheduled by the state. The state calculates and provides Huffman ISD with the STAAR Academic Measure.

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

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 ≥ 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

To be eligible for a TIA-designation, teachers must earn a student growth outcome during the data capture year. To reflect the student growth measures used in Huffman, we project using the following Student Growth targets:

- Recognized designation $\geq 50\%$
- Exemplary designation $\geq 65\%$
- Master designation $\geq 80\%$

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), Huffman 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

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.

Student Growth Instrument

The instrument used to measure student growth is as follows:

- STAAR Academic Measure is used for 4th – 8th ELAR and Math; Algebra I, English I, English II

Calculating Student Growth

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.

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 Huffman 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 Huffman 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. To determine annual teacher eligibility for a TIA designation, the following steps are completed at the district-level end-of-year analysis:

1	The TIA score is calculated based on the weighted combination of teacher appraisal and student growth outcomes: • T-TESS Domains 2 and 3 weighted composite score component is 20% of TIA score • Student growth composite score component is 80% of TIA score
2	Overall TIA Designation score chart used to identify three levels of designations of teachers.
3	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: • 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 a period of 5 years. • If performance criteria is not met, TIA designation is not submitted to the State.

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. Once analysis is complete, information is made publicly available

TIA Performance Standards for Student Growth
(Percentage of students who meet or exceed growth)
Recognized designation ≥ 50%
Exemplary designation ≥ 65%
Master designation ≥ 80%

TIA Performance Standards for Teacher Observations from TEA
(Average of the 8 Dimensions of Domains 2 and 3 of T-TESS Summative)
Recognized designation ≥ 3.0
Exemplary designation ≥ 3.9
Master designation ≥ 4.5

TIA Cut Points, must be met to earn the TIA designation.
for exemplar purposes only

TIA Score	TIA DESIGNATION LEVEL
65.0 +	MASTER
52.7 - 64.9	EXEMPLARY
40.6 - 52.6	RECOGNIZED
0 - 40.5	NOT DESIGNATED

Teacher Observation Cut Points (Domains 2 and 3)		
TIA Level	TIA Perf. Std.	TIA Observation Points
Recognized	3.0	3.0 x 20% = .6 points
Exemplary	3.9	3.9 x 20% = .78 points
Master	4.5	4.5 x 20% = .9 points

STAAR Growth Measure Cut Points (Domains 2 and 3)		
TIA Level	TIA Perf. Std.	TIA STAAR Growth Points (80 points possible)
Recognized	50%	50 x 80% = 40 points
Exemplary	65%	65 x 80% = 52 points
Master	80%	81 x 80% = 64 points

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 Huffman 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**
 - » Number of students meeting enrollment criteria across classes, course, and content areas
 - » Number of students meeting student growth
 - » 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:

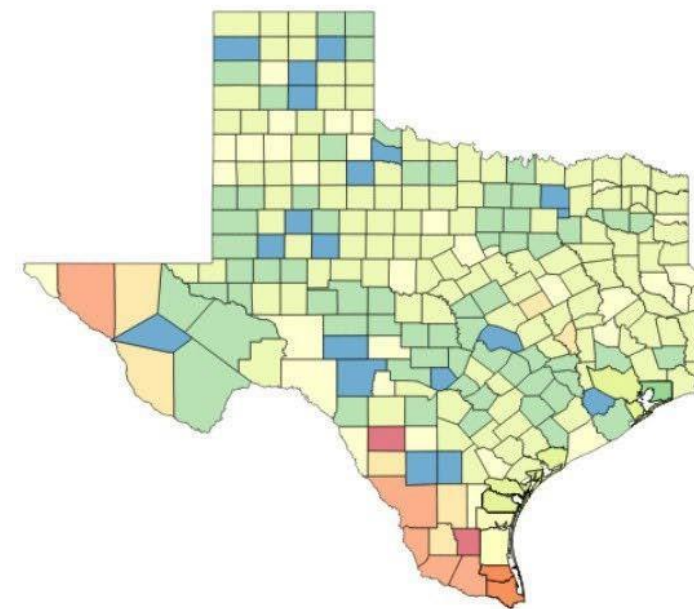
- Schools with greater student need based on socioeconomic factors generate more TIA funds per TIA designated teacher.
- Rural schools generate more TIA funds per TIA designated teacher based on a higher multiplier applied to students based on socioeconomic factors.

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



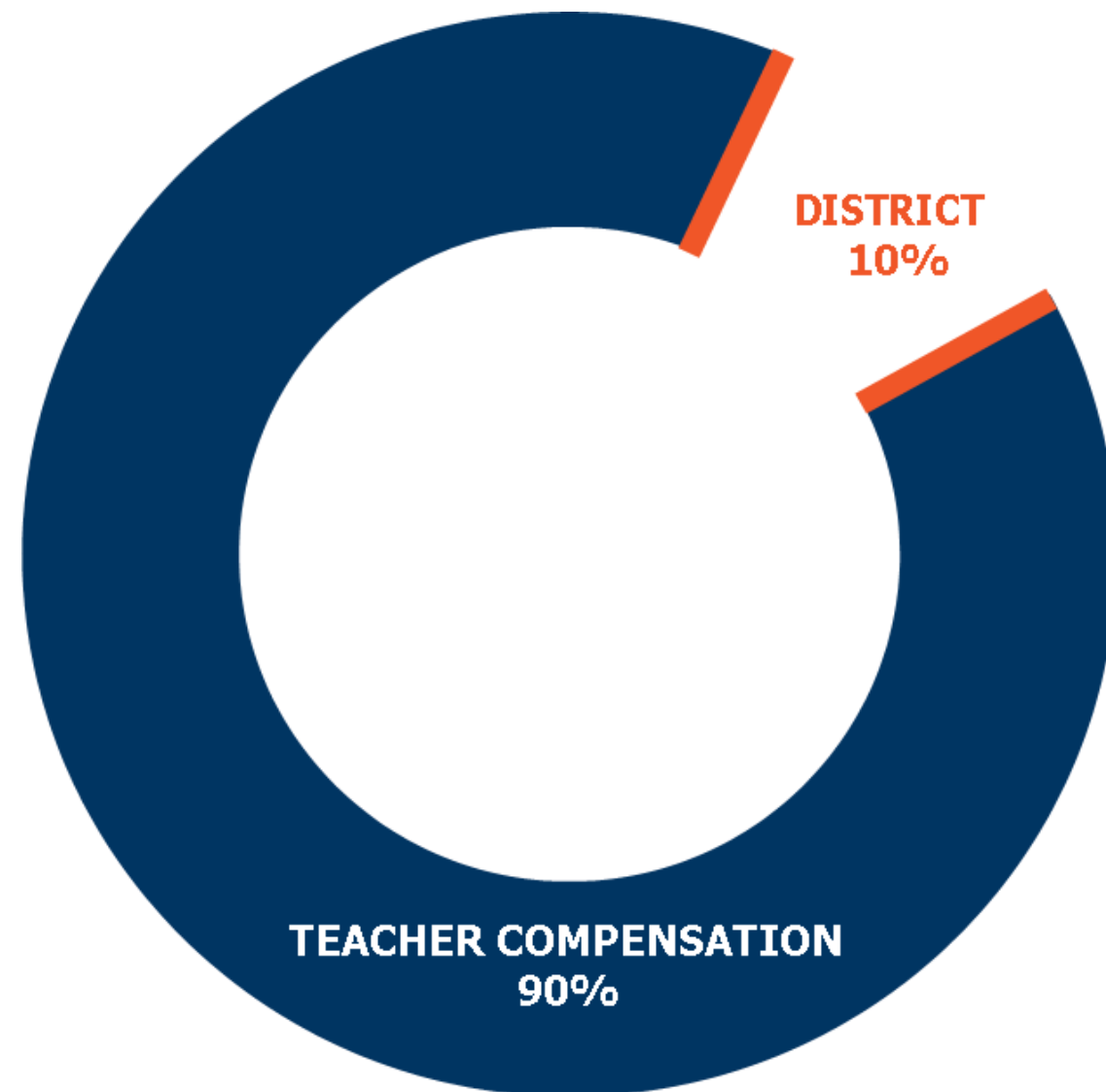
Rural Status

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

Huffman Distribution Plan

- **TIA-designated teachers in Huffman 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 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.

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 refer to the Huffman ISD Employee Compensation Handbook for more information.

Huffman ISD TIA Spending Plan Policy: Designated Teacher Departure

TIA allotment funding is calculated annually for designated teachers based on a set point in the spring of each year known as the Winter Class Roster.

- If a Designated Teacher leaves the district prior to Winter Class Roster Verification (generally in February of each school year) then the Designated Teacher will not receive any TIA funds because no TIA funds will be generated to the district from the state.

- If a Designated Teacher moves campuses within Huffman ISD during the school year, then Huffman ISD will provide the funding to the Designated teacher based on the campus where the Designated Teacher was assigned during the Winter Class Roster.

- If a Designated Teacher moves into the district prior to Winter Roster Verification, the Designated Teacher will receive the TIA compensation based on the campus where the Designated Teacher was assigned during Winter Class Roster. The spending plan will be the same for newly hired Designated teachers.

As part of Huffman ISD’s commitment to honoring the impact of high-performing teachers and maintaining transparency in the allocation of Teacher Incentive Allotment (TIA) funds, the following policy outlines how TIA payouts will be handled in cases where a designated teacher departs the district.
Payout for Departing Designated Teachers

Huffman ISD will issue the TIA payout to a designated teacher even if they depart the district or at the conclusion of the school year in which the designation was earned for the first year after departing Huffman ISD.

- There will not be any adjustment to the distribution of funds for Designated Teachers who leave the district after Winter Roster submission. If the teacher leaves the district prior to the August payout, then the district will provide the payout to the teacher with their last paycheck. If the teacher retires after Winter Roster submission, then the TIA funds would be provided to the Designated teacher prior to his/her last date of service. If the Designated Teacher retires before Winter Roster submission, then no TIA funds will be provided to the teacher.

This applies to the following circumstances:

- A teacher does not return for the following school year
The departing teacher will receive the TIA payout associated with their designation, as long as they were employed in Huffman ISD at the time the designation was earned and earned creditable service for the designation year.

Use of Remaining TIA Funds Post-Departure

In the event a designated teacher leaves the district and residual funds from their TIA allotment remain after their first-year payout, Huffman ISD will convene a TIA Spending Review Committee to determine the best use of the remaining funds in accordance with TIA guidelines.

The committee may consider options such as:

- Distributing the remaining funds to other TIA-designated teachers on the same campus
- Allocating funds to other high-performing teachers or paraprofessionals who supported the designated teacher’s success
- Applying funds toward hiring or retention incentives to attract and retain talent at the departing teacher’s campus

All spending decisions will be aligned to Huffman ISD’s core mission of supporting student achievement and honoring instructional excellence.

Transparency & Staff Communication

As a best practice, Huffman ISD will include this policy and all other relevant TIA spending details in a district-specific TIA Handbook, which will be shared annually with all designated staff members. This handbook will outline the district’s complete TIA implementation process, spending plan, and appeal procedures

TIA TIMELINES



TIA Contacts:
Dr. Angeles Perez