

# ROMA INDEPENDENT SCHOOL DISTRICT



## TEACHER INCENTIVE ALLOTMENT GUIDEBOOK

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# Roma ISD

## Mission Statement

Roma ISD's Mission is to Graduate every student college, career, and/or military ready.

## Vision Statement

Roma I.S.D., a dynamic community committed to the achievement of student excellence.

## Teacher Incentive Allotment Development

At Roma ISD, we created an initial task force made up of the Superintendent, Deputy Superintendent, and six district directors. We selected key members by department based on the different components of the system. These members have expertise in various areas including Personnel, Curriculum, Special Populations, Assessment, Evaluation, Business & Budget, Policies, and School Leadership. The task force also selected 3 principals to represent elementary, middle school, and high school levels. Teacher participants were then selected by their principals following guidance to include diverse representation of subjects and grade levels.

## District Profile

Roma I.S.D. is located on the Texas-Mexico border in the heart of Starr County and is a leading provider of Pre-Kinder to 12th Grade education for more than 6,000 students. With its headquarters in Roma, Texas, Roma ISD is comprised of 10 campuses including six elementary schools, two middle schools, one high school and one alternative learning center. Students are provided a full range of services, educational options and extracurricular activities to meet their diverse needs.

At Roma ISD, our academic record demonstrates to the quality education students earn at our nine schools. With six Texas Honor Roll Schools, 2 Blue Ribbon Schools, top-ranking secondary schools and multiple regional and state qualifiers in academic UIL, there is no doubt that our Gladiators prove time and again that the education they earn makes them highly competitive in

college and in the work force.

Roma ISD offers a variety of activities to ensure our students have a well-rounded academic experience. Our fine arts and sports programs are some of the finest in the Rio Grande Valley and are available to all students starting in the 6th grade, resulting in a legacy of state championships, state qualifiers and even national championships.

Roma ISD offers a variety of programs that allow students to engage in hands-on, technical training that not only lead to regional and state accolades, but also ensure students leave our doors career-ready.

2018-19 Overall Accountability Rating: A

Total students: 6,113

Average Teacher Experience: 13.2 years (Statewide: 11.1 years)

Average Teacher Salary: \$54,880



# What is TIA?

## Teacher Incentive Allotment Information

The Teacher Incentive Allotment (TIA) is part of House Bill 3 that allows districts to create a pathway for increased annual salaries for teachers. These systems should help recruit and retain the most effective educators and encourage them to teach at high needs campuses.

Three factors determine the funding allocations for designated teachers and the allocations are recalculated each year. The first factor is the level of designation assigned to the teacher (Recognized, Exemplary, or Master). The second factor addresses the socio-economic level of the students on the campus. The third factor increases funding for districts that are deemed rural. The funding changes each year so teacher allocations will also adjust each year.

There are several key points to TIA:



Districts have the option to create a local designation system to recognize high performing teachers as Recognized, Exemplary, or Master, based on performance standards in teacher evaluation and student growth.



Roma ISD is eligible to receive between \$6,861 and \$24,869 for each designated teacher that is employed in the district.



90% of TIA funds must be used for teacher compensation on the campus where the designated teacher works. 10% may be used by the district to implement the system or assist teachers in obtaining designations.



Eligible National Board Certified Teachers (NBCT) will be designated as Recognized.

## Why are we applying for TIA?

Our district provided the following rationale in our application for TIA:

Roma ISD's vision statement "We are a dynamic community committed to the achievement of student excellence". Part of this commitment entails developing and sustaining a community of highly effective educators in order to realize our vision. By participating in the Teacher Incentive Allotment, Roma ISD will be able to better attract educators with a passion for learning and a passion for excellence. We want to remain competitive, especially when retaining and recruiting teachers is such a delicate process due to a teacher shortage.

## Sample Allotment Amounts for Roma ISD

TIA 2021-22 Funding Examples*			
Campus	Recognized Designation	Exemplary Designation	Masters Designation
Veterans Memorial Elementary	\$7,252	\$14,503	\$26,172
Roma Middle School	\$6,903	\$13,807	\$25,011
Roma High School	\$6,600	\$13,199	\$23,999

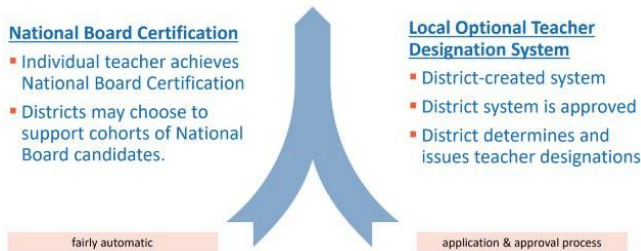
\* These sample allotment amounts are provided at <https://tiatexas.org/teacher-incentive-allotment-funding-map/>. Allotments are calculated annually by TEA using rural/non-rural status and SES of students at the campus where the designated teacher works. Average allotments generated by designated teachers are determined by annual eligibility requirements in each district and campus. Allotments are updated every April.

For additional information on funding for TIA, please visit the [TIA Texas Funding Page](#).

# Designation System

## Two Paths to a TIA Designation

As districts begin their work on a TIA application, there is a choice of two paths that may be used to earn a TIA designation. One way is to create a local designation system, which is what Roma ISD has opted to do. The second path is via the National Board Certification (NBC).



## Local Designation System Components

House Bill 3 allows districts to have local control and autonomy in choosing how to evaluate teachers and assign designations. Once a local system is approved, districts can recommend their effective teachers for designation. There is no cap on the number of teachers a district can designate, as long as the district's designation criteria and the eligibility requirements set forth by TEA are met.

For Roma ISD campuses, there are two components with specific weights assigned that will be used to determine designations:

Roma TIA Designation Components 22-23	
Component	Weight
Evaluation*	50%
Student Growth Measures (SGMs): Pre-/Post-assessment	50%

\* Evaluation scores will come from the average of all dimension scores for domains 2&3 on the T-TESS observation rubric.

All local designation systems will undergo a two-step approval process. Initially, districts will create their local designation system with the support of their stakeholder committee. Once the local system is created, it is sent to TEA for approval.

Once the local system is approved, the district will begin to collect data on the designation components in their data capture year, which for Roma is the 22-23 SY. In the fall of 2023, Roma will submit designation data to Texas Tech University (TTU) to complete step 2 data validation process. Once TTU has validated the data, the district will earn full approval of their local designation system, and they may continue to submit data for subsequent years.

For additional support on the approval of the local designation system, please visit TEA's [Local Designation System page](#).

## Eligibility

At Roma ISD, all teachers are eligible to participate in TIA. For the purposes of the TIA applications, all teachers employed at Roma ISD fall into the following categories which include ALL students, including all Special Programs.

Roma TIA Teacher Categories 25-26			
Category	Description	Observation Instrument	SGM
1	9-12th CTE	TTESS	YouScience CTE Precision Exams
2	K-8th Reading 6-8th Math & Science Algebra I, II, Geometry & Biology	TTESS	NWEA MAP Growth
3	6-12th SS 9-12th ELA MMA Chemistry, Physics, Env Sys and Anatomy & Physiology	TTESS	Study Island/ Edmentum
4	K-12 PE, Adaptive PE	TTESS	Fitnessgram
5	8-12th Spanish	TTESS	AAPPL
6	PK, Hmbnd, VI, Art, Fine Arts, Pre-Calculus, 6-8th Tech Apps, Lifeskills, Env Awareness & Journalism	TTESS	District Created
7	4th Grade Music, Performing Arts (Conjunto, Choir, Band, Orquestra and Mariachi)	TTESS	MusicFirst

# Designation System

## Designation

A teacher who achieves a TIA designation will have it placed on their Texas Educator Certificate for five years from the date of designation. Teachers will be awarded the allotment appropriate for their designation for 5 years (allotments will be re-calculated by TEA annually). If a teacher earns a higher designation in a subsequent year, they will be submitted to TEA in the data validation period to determine their new allotment amount, and provided a new TIA expiration date, five years after the new designation is earned.

## National Board Certification

Teachers with at least 3 years of classroom experience can earn a Recognized designation by achieving National Board Certification. National Board Certification automatically designates a teacher at the recognized level.

National Board for Professional Teaching Standards (NBPTS) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates. National Board believes higher standards for teachers means better learning for students. National Board Certification validly and reliably identifies when teachers meet the standards for accomplished teaching, that were developed by teachers with the NBPTS. The National Board Certification process consists of four components:

**Component 1: Content Knowledge** – A computer based assessment asks you to demonstrate your understanding of content knowledge and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area.

**Component 2: Differentiation in Instruction** – This portfolio entry requires that candidates gather and analyze information about individual students' strengths and needs and use that information to design and implement instruction to advance student learning and achievement. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional

choices.

**Component 3: Teaching Practice and Learning Environment** – This portfolio entry requires video recordings of interactions between you and your students. You will also submit a written commentary in which you describe, analyze, and reflect on your teaching and interactions with students.

**Component 4: Effective and Reflective Practitioner** – This portfolio entry requires you to demonstrate evidence of your abilities as an effective and reflective practitioner in developing and applying knowledge of your students; your use of assessments to effectively plan for and positively impact your students' learning; and your collaboration to advance students' learning and growth.

### *Standards and Certificate Areas*

[25 Certificate areas](#) representing 16 different disciplines and four developmental levels

Certification is based on the 5 Core Propositions:

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience
5. Teachers are members of learning communities

# Designation System

## *Timeline*

The four components can be submitted in any order. Candidates can complete from one to four components a year. Candidates must submit all four components within the first three years of their candidacy. While it is possible to complete the process in as little as one year, there is a five-year window to achieve certification. Please note that all purchased components must be completed during the assessment cycle in which they are purchased.

## *Scoring*

Scoring of components occurs each summer and component scores are released by the end of that year. Board-certified teachers or teaching professionals are responsible for the scoring in each certificate area; they are trained extensively. The scoring system is an indication of the degree to which assessors are able to locate clear, consistent, and convincing evidence that a candidate has met the National Board Standards in the specific certificate field.

## *Becoming a Candidate*

Cost: \$75 for each assessment cycle and \$475 for each component (\$1,900 total for the four components). Retake attempts require an additional fee.

Review the [Guide to National Board Certification](#) for more information.

Register: Create an account in the National Board Candidate Management System. This is where you purchase the components you would like to complete for the assessment cycle. The 21-22 window is open from June 2, 2021 – February 28, 2022. Component selection must be made by February 28, 2022.

Reimbursement: TIA will reimburse districts up to \$1,900 for initial certification, up to \$1,250 for renewal, and up to \$495 for maintenance of certification. Districts must reimburse teachers who paid out of pocket prior to submitting request through TIA. Fees paid toward certification and renewal are eligible if the certification or renewal was achieved following the passage of House Bill 3 in summer 2019. Texas Education Agency will reimburse districts that pay NBCT fees for their teachers.



# Designation System

## T-TESS (Local Designation System)

Roma ISD uses the Texas Teacher Evaluation and Support System (T-TESS) to annually evaluate teacher effectiveness and support professional growth. The rubric covers 16 dimensions across 4 domains of practice. For the designation system, only domains 2 (Instruction) and 3 (Learning Environment) will be used for the calculation. Domains are scored using five performance levels of distinguished, accomplished, proficient, developing, and improvement needed.

The overall system is comprised of three components 1) Observations, 2) Professional Development, and 3) Self-Assessment/Goal Setting. The intent of T-TESS is to provide a process that seeks to develop habits of continuous improvement using evidence-based feedback and professional development decisions based on that feedback.

### Required Components

- T-TESS Orientation
- Teacher Self-Assessment and Goal Setting
- Regular Walkthroughs (minimum of 6)
- Ongoing review of teacher and student data, goals and professional development
- 2 T-TESS formal evaluations with post-conference
- Teacher Self-Assessment and End of the Year Goal Setting
- End of Year Conference

### Observation Details

- All T-TESS appraisers must be certified in the T-TESS process.
- All teachers who will be appraised will receive training on the T-TESS instrument and the appraisal process.
- All teachers will complete teacher self-assessment and goal setting using the forms provided at the beginning of the year. Goals must be developed using the SMART criteria with particular attention

paid to the likelihood of accomplishing the goals set. Principals should strongly encourage the use of the T-TESS rubrics when defining professional development goals. Principals may consider having teachers score themselves using components of the T-TESS rubrics.

- Campus administrators will do walkthroughs throughout the year as additional formative feedback on classroom instruction.
- All teachers will have at least two formal T-TESS observations. District or campus administrators may require additional observations. Principals or appraisers will have a post-conference with the appraisee according to the T-TESS guidelines.
- End of the Year Conference: The end of the year conference must take place 15 days prior to the last day of school. At the conference, the appraiser will discuss final scores for Domains 1 – 3 and review evidence for Domain 4. ALL documentation and evidence of teacher growth should be used to make final scoring decisions. The conference will also include a discussion about next year's goals and Professional Development Plan.
- Initial Annual Appraisal Effectiveness Rating is completed during the End of Year conference. This includes the T-TESS Observation Summative Score and the PD/Goal Attainment Score.
- Teacher in Need of Improvement: At this time the T-TESS system does not include a formal improvement documentation process. The T-TESS process is viewed as a teacher growth process. However, circumstances may arise where formal documentation and development of individual growth plans become necessary for teachers that are at risk of not being rated as Effective. Keep in mind that failure to meet individual growth plan goals in a timely manner can impact contract renewals.
- Principals will assign appraisers.
- Additional 20 minute observations and administrative walkthroughs by external observers may be scheduled if warranted.

# Designation System

The T-TESS rubric and additional information can be found [here](#).

*The Four Domains and the dimensions are shown below.*

*Only domains 2 and 3 are used for TIA designations.*

## Planning

### *Domain*

- 1.1 Standards and Alignment
- 1.2 Data and Assessment
- 1.3 Knowledge of Students
- 1.4 Activities

## Instruction

### *Domain*

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

## Learning Environment

### *Domain*

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

## Professional Practices

### *Domain*

- 4.1 Professional Demeanor and Ethics
- 4.2 Goal Setting
- 4.3 Professional Development
- 4.4 School Community Involvement

# Designation System

## Teacher Observation Minimum Performance Standards

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 – Recognized, Exemplary and Master – yields reliable and comparable results across the state. Districts will be expected to use performance standards along with district teacher observations and student performance standards to determine which teachers qualify for designations. Part of the data validation process will include a review of the accuracy of how district systems align their designations to the statewide performance standards.

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

Teacher Observation Minimum Average Ratings

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

## Student Growth Measures

Student Growth Measures (SGMs) are the second statutory component of the locally developed TIA System. The type of SGM used is determined by the district. SGMs can include pre- and post-tests, value-added measures, student learning objectives (SLOs), and portfolios. District applications must show evidence of validity and reliability of the SGM that was selected by the district.

After numerous stakeholder engagement meetings, Roma ISD chose to adopt the Pre-/Post-Test model for SGMs. The assessments selected for the Pre-/Post-Tests

are as follows for each of the teaching categories listed:

Roma TIA Teacher Categories 25-26			
Category	Description	Observation Instrument	SGM
1	9-12th CTE	TTESS	YouScience CTE Precision Exams
2	K-8th Reading 6-8th Math & Science Algebra I, II, Geometry & Biology	TTESS	NWEA MAP Growth
3	6-12th SS 9-12th ELA MMA Chemistry, Physics, Env Sys and Anatomy & Physiology	TTESS	Study Island/ Edmentum
4	K-12 PE, Adaptive PE	TTESS	Fitnessgram
5	8-12th Spanish	TTESS	AAPPL
6	PK, Hmbnd, VI, Art, Fine Arts, Pre-Calculus, 6-8th Tech Apps, Lifeskills, Env Awareness & Journalism	TTESS	District Created
7	4th Grade Music, Performing Arts (Conjunto, Choir, Band, Orchestra and Mariachi)	TTESS	MusicFirst

## 3rd Party Pre-Assessments, 3rd Party Growth Targets, and 3rd Party Post-Assessments

Roma ISD Teachers who teach K-8th Reading & Dyslexia, 6-8th Math & Science, Algebra I,II, Geometry and Biology will use NWEA MAP Growth assessments for the SGM. NWEA MAP Growth is a state approved assessment which TEA has validated. During the month of March, a cadre of principals and assistant principals were selected to attend an online presentation provided by the NWEA to determine if this particular vendor was a valid and reliable measure to assess the majority of the content covered in the course of the eligible teaching assignment. This cadre of individuals determined that it was as evidenced by their selection to use this 3rd party vendor.

Each respective campus testing coordinator/T-TESS appraiser will train their respective departments on test security protocols on an annual basis. In addition, the respective administrator will review the Teacher Incentive Guidebook to ensure a general standard of practice across all campuses.

# Designation System

Professional development, technical support, and training will be provided by NWEA Map Growth training to ensure the security of test administration. In addition, district/campus T-TESS appraisers will review the testing protocols as outlined in the Teacher Incentive Allotment Guidebook. These procedures include stressing the importance of the reliability and validity of pre-test and post-test assessments.

Roma ISD will be using the NWEA Map Growth for the pre-tests and post-tests. Students will take the pre- test during the beginning of the school year. NWEA calculates a RIT score based on grade-level norms, and individual student growth targets are set. Upon completion of the post-test, the percentage of students who met or exceeded growth expectations are divided by the total number of students with an expected growth score to determine the percentage of students meeting the growth target. If 55% of students meet or exceed the expected growth, the teacher may be eligible to receive a recognized designation. If 60% of students meet or exceed expected growth, the teacher may receive an exemplary designation. If 70% of students meet or exceed expected growth, the teacher may receive a master designation.

## **3rd Party Pre-Assessments, District Created Growth Targets, and 3rd Party Post-Assessments**

Roma ISD teachers who teach CTE Courses, PE, 8-12th Spanish and Music First will use the assessments described in this section for their respective courses.

## CTE Courses

### **YouScience CTE Precision Exams/District/ Other**

CTE Precision exams is a state approved assessment which TEA has validated. CTE teachers and respective T-TESS campus appraisers will utilize a third party vendor, YouScience, to create and review pre-tests which will be aligned to the corresponding post-tests. All Pre and Post Tests are aligned to the criteria standards of each course. As a result, campus representatives determined that Precision Exams would be used for the student growth measure. District/campus T-TESS appraisers will review the testing protocols as outlined in the Teacher Incentive Allotment Guidebook. These procedures include stressing the importance of the reliability and validity of pre-test and post-test assessments.

Campus administrators will provide security training for their respective departments. Students will be administered the Precision Exams during the beginning of the school year. Students will utilize a student code in order to access the online test. Neither students nor teachers will be able to view the exam prior to the testing window.

# Designation System

## PE

### **Fitness Gram/District/Fitness Gram**

Fitness Gram is a state approved assessment which TEA has validated. Fitness Gram has been used in Roma ISD for several years. Physical education teachers are very familiar with this platform, and it addresses the Texas Education Knowledge and Skills completely. Therefore, it is a valid and reliable measure to use for the pre-test and post-test.

District/campus T-TESS appraisers will review the testing protocols as outlined in the Teacher Incentive Allotment Guidebook. These procedures include stressing the importance of the reliability and validity of pre-test and post-test assessments

Campus administrators will provide security training for their respective departments. Students will be administered the Fitness Gram during the beginning of the school year. Although physical education teachers will be administering the activities, administrators will be monitoring the event.

## 8-12th Spanish

### **ACTFL-AAPPL Assessments/District/ACTFL-AAPPL Assessments**

ACTFL/AAPPL is a state approved assessment which TEA has validated. Teacher representatives from the Spanish department, and respective administrators, were selected for an online review of this particular vendor.

They determined that the pre-test and post-test assessed a majority of the content in their subject area; therefore, it was a valid and reliable assessment. It was also fully aligned to the standards of their course.

District/campus T-TESS appraisers will review the testing protocols as outlined in the Teacher Incentive Allotment Guidebook. These procedures include stressing the importance of the reliability and validity of pre-test and post-test assessments

Campus administrators will provide security training for their respective departments. Students will be administered the ACTFL/AAPL exams during the beginning of the school year. Students will utilize a student code in order to access the test. Neither students nor teachers will be able to view the exam prior to the testing window.

## Determining Individualized Growth Targets

Roma ISD is currently using the Texas Educator Excellence Management System (TEEMS) as their platform for the implementation of the Teacher Incentive Allotment. In the TEEMS platform, each teacher is able to view the pre-test and the post-test scores, and the platform reflects the uploaded prescores, post instruction target scores and the post scores. It then calculates growth for each student. The Half the Gap Model is used to determine the individual growth.

## 4<sup>th</sup> Grade Music and Performing Arts

### **MusicFirst/District/MusicFirst**

MusicFirst is a state approved assessment which TEA has validated. MusicFirst has been used in Roma ISD for the past school year by 4<sup>th</sup> Grade Music teachers. Music teachers are very familiar with this platform, and it addresses the Texas Education Knowledge and Skills completely. Therefore, it is a valid and reliable measure to use for the pre-test and post-test.

District/campus T-TESS appraisers will review the testing protocols as outlined in the Teacher Incentive Allotment Guidebook. These procedures include stressing the importance of the reliability and validity of pre-test and post-test assessments and teacher training is being provided.

# Designation System

This growth target takes into account how the individual student scored in the pre-test and it calculates the percentage of growth which is dependent on how the student scores in the post-test. For example, if a student scored a 66 on the pre-test, the student is 34 points away from a 100. So, the gap is 34 points. Half of 34 is 17. Therefore, the growth target would be 66 (pre-test score) + 17 (Half the gap) = 82. The number 82 represents what the student should be able to score at the end.

Upon completion of the post-test, the percentage of students who met or exceeded growth expectations is divided by the total number of students with a pre-test score to determine the percentage of students meeting the growth target. If 55% of students meet or exceed the expected growth, the teacher may be eligible to receive a recognized designation. If 60% of students meet or exceed expected growth, the teacher may be eligible to receive an exemplary designation. If 70% of students meet or exceed expected growth, the teacher may be eligible to receive a master designation.

## **District Created Pre-Assessments, District Created Growth Targets, and District Created Post-Assessments**

Roma ISD teachers who teach Fine Arts courses not detailed in the previous sections, PK, Homebound, VI, Art, Pre-Calculus, 6-8<sup>th</sup> Tech Apps, Lifeskills, Env Awareness, Journalism 6-12<sup>th</sup> Social Studies, 9-12<sup>th</sup> ELA & Dys, MMA, Chemistry, Physics, Conceptual Physics, Environmental Systems, Anatomy and Physiology, will use District Created Pre-/Post-Assessments and District Created Growth Targets.

Respective T-TESS appraisers/administrators will train teachers annually on the valid administration of the district-created assessments. A standardized testing will be utilized to ensure the validity of the pre-tests and post-tests. Testing windows will be reviewed and tests will be administered accordingly. Prior to testing, Individualized Education Plans will be reviewed in order to ensure that students are provided with the appropriate accommodations. TxCEE training on writing assessments for those teachers who will be creating their own pre-tests and post-tests has taken place.

Campus administrators will be providing training on test security at each respective campus. Students will not be able to view the exam prior to the testing window. In addition, teachers will not review the test after the exam has been administered. Procedures established through the respective training will ensure that there is no breach in security. If a breach were to occur, then the proper procedures would be established as defined by the training.

Teachers are considered content level experts; therefore, if a third party assessment was not purchased, teachers will need to create a pre-test and a post-test for their respective subject area such as fine arts. Teachers and their respective T-TESS administrators attended a seven hour assessment writing training in June 2022. Each respective T-TESS appraiser will approve the teacher created tests. In addition, each principal will review and give the final approval of the pre-test and the post-test.

Teachers are tasked with the creation of the pre-test and post-test for their respective subject area. Through the process of creating these tests, they will be sharing their tests with their respective T-TESS appraiser. The T-TESS appraiser will be guiding the teacher to ensure that it meets criteria as set forth by the assessment writing training. Upon completion of the pre-test and post-test, the T-TESS appraiser will be reviewing the pre-test and post-test. The final approval will be made by the campus principal.

6-12th Social Studies, 9-12th ELA & Dys, MMA, Chemistry, Physics, Conceptual Physics, Env Sys, & Ana & Physiology

Study Island/District/Study Island

Teacher representatives from the social studies and physics department, and respective administrators, were selected for an online review of this particular vendor. They determined that this was a valid and reliable instrument to use for the pre-test and the post- test because not only did it align to the standards of the course, but it also assessed the Texas Essential Knowledge and Skills in their respective teaching area.

District/campus T-TESS appraisers will review the testing protocols as outlined in the Teacher Incentive Allotment Guidebook. These procedures include stressing the importance of the reliability and validity of pre-test and post-test assessments.

Campus administrators will provide security training for their respective departments. Students will be administered the Study Island during the beginning of the school year. Students will utilize a test name in order to access the online test. Neither students nor teachers will be able to view the exam prior to the testing window.

# Calculating the Designation

## Calculation for Designations Cut-Points in the Local Designation System

Roma ISD has used the performance standards alongside the component weights to determine the cut-points for designations. The calculations are outlined below.

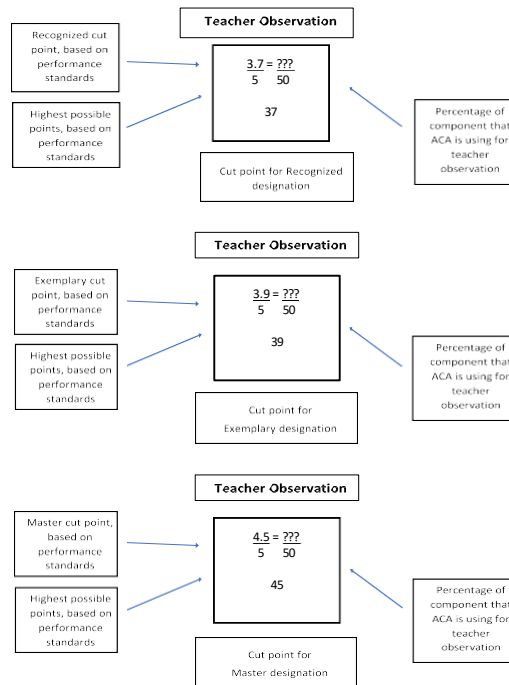
The overall scoring will be based on a 100 point scale with teacher observation having a max of 50 points and student growth having a max of 50 points.

### Teacher Observation

Teacher Observation is weighted at 50% and has a max of 50 points for calculating the designation. For teacher observation, the performance standard for recognized is 3.7 out of 5.  $3.7/5$  gives us the ratio of .74.  $50 \times .74$  gives us the cut-point for recognized as 37. See Figure 1 for an illustration.

Exemplary would have a cut-point of 39 using the performance standard of 3.9. Master would have a cut-point of 45 using the 4.5 performance standard.

Figure 1



### Teacher Observation Cut-Points

Designation	Cut-Point
Recognized	37
Exemplary	39
Master	45

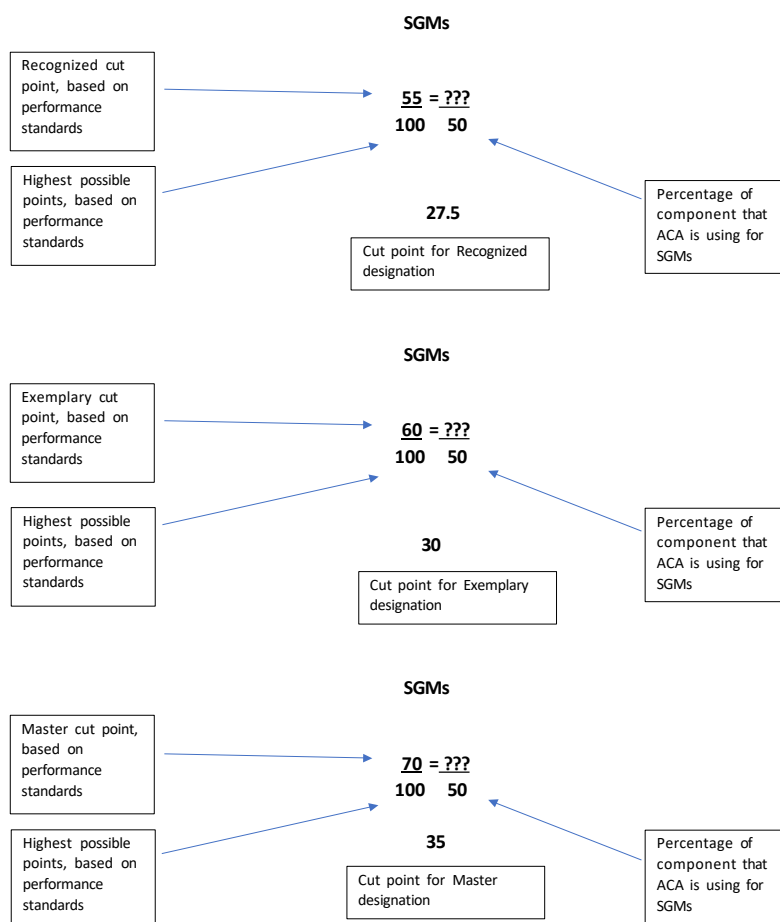
# Calculating the Designation

## Student Growth

Student Growth is weighted at 50% and has a max of 50 points for calculating the designation.

The performance standard for recognized is 55% out of 100%. 55/100 gives us the ratio of .55. 50 X .55 gives us the cut-point for recognized as 27.5. See Figure 2 for an illustration.

Figure 2



Exemplary would have a cut-point of 30 using the performance standard of 60%. Master would have a cut-point of 35 using the 70% performance standard.

Student Growth Cut-Points

Designation	Cut-Point
Recognized	27.5
Exemplary	30
Master	35

# Calculating the Designation

## Calculation for Designations

Using the cut-points identified below, the two are combined for an overall point total identified in the table below. In order to be considered for a designation, teachers must reach the cut-point total identified.

Designation	Teacher Observation	Student Growth	Total
<i>Recognized</i>	37	27.5	<b>64.5</b>
<i>Exemplary</i>	39	30	<b>69</b>
<i>Master</i>	45	35	<b>80</b>

## Housing TIA Scores

All teacher evaluations and SGM scores will be housed in the Texas Educator Excellence Management System (TEEMS). TEEMS will include all T-TESS evaluations (announced and unannounced), as well as all pre-/post-conferences, goal setting, and classroom walkthroughs. Teachers and campus/district level administration will have access to all observation components through the TEEMS data management system.

TEEMS will also house all SGM data associated with TIA. This includes teacher rosters, SGM assessments (district created), pre-/post-assessment scores, and student growth targets.

The benefit of working within the TEEMS data management system is that it allows teachers and administrators with one system to see all components of TIA. TEEMS will utilize SGM scores and teacher evaluation to create TIA designation, with forward facing math, so that calculations to determine the TIA designation are transparent. To log into the TEEMS system, please visit: <https://teems.txcee.org/login?0>.



# Spending Plan

## Spending Plans

Funding for teachers designated as Recognized, Exemplary, and Master under the Teacher Incentive Allotment (TIA) will flow from the state to Texas school districts. The statute requires that 90 percent of the funds earned through the district's local designation system be spent on teacher compensation on the campus where the designated teacher works. TEC Section 48.114 (i) (1)(A) states that: "A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed."

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

## Teacher Designation Award Amount Determinations

The State's funding available from the TIA varies by designation. The exact amount of state funding per teacher is determined by a formula that takes into account the designation earned, the level of socio-economic need at the teacher's assigned campus, and whether the campus is rural. Funding for a Master designation ranges from \$12,000-\$32,000, Exemplary designation ranges from \$6,000- \$18,000, and Recognized designation ranges from \$3,000-\$9,000. For more information about the specific amount of TIA funds

generated by TIA designated teachers at every campus across the State, see TEA's Teacher Incentive Allotment Funding Map. Allotment amounts are recalculated by TEA every April. For the most current funding determinations, please visit: <https://tiatexas.org/funding/>.

## Roma ISD Campus Teacher Designation Amounts (Based on 20-21 Allotment Funding Map)

School	Recognized	Exemplary	Master
Roma HS	\$6110	\$12,220	\$22,367
Roma MS	\$6721	\$13,442	\$24,404
R. Barrera MS	\$6310	\$12,621	\$23,035
DGG ES	\$5775	\$11,550	\$21,250
E Vera ES	\$5905	\$11,811	\$21,685
FJ Scott ES	\$7509	\$15,018	\$27,029
RC Saenz ES	\$6894	\$13,788	\$24,981
RT Barrera ES	\$6670	\$13,339	\$24,232
Veterans Memorial ES	\$7283	\$14,566	\$26,276

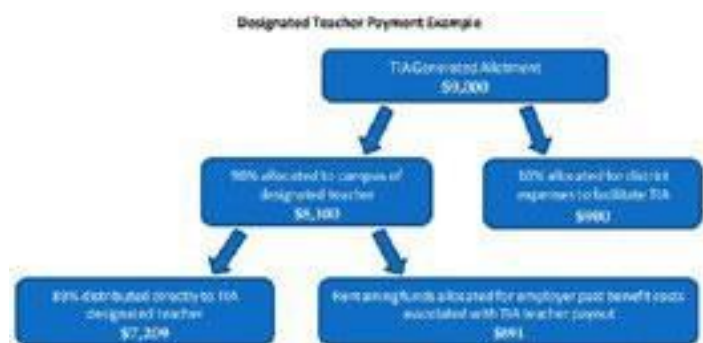
## Distribution of Compensation

Statute requires that 90% of TIA funds be distributed directly to teachers at the campus in which the designated teacher is employed at the time the TIA funds are allotted. Roma ISD will distribute the required 90% to TIA designated teachers. The remaining 10% of TIA allotment funds generated will be used for training and support, expansion of the system, administrative expenses, and professional development.

Of the 90% required to be spent on teacher compensation, TIA designated teachers will receive a direct payment equal to 89% of the 90% required to be spent on teacher compensation. The remaining 11% will be used to cover employer paid benefit costs related to the TIA compensation. Actual TIA compensation amounts distributed will include deductions for federal income tax,

# Spending Plan

Medicare tax, workers' compensation, and Teacher Retirement System (TRS) contributions as part of an employee's annual wages reported to the state and federal governments.



## Teacher Qualifications and Spending Plan

The district engaged teachers, principals, and the District's TIA Committee to determine the amount and timing of the allotment funds. The teacher must be employed by Roma ISD in a PEIMS role ID code of 087, currently teaching for a creditable year of service, and meet the Roma ISD TIA standards for designation. The virtual program is not eligible for the TIA program. The initial data capture school year will be the 2022-2023 school year. The teacher must be reported by the school's information system during the snapshot date and the Winter Class Roster Submission date and remain in the eligible teaching assignment until all spring post data scores have been submitted. If a teacher is not employed with Roma ISD at the time of Winter Class Roster Submission, the teacher is not eligible to earn a designation. In addition, the teacher must maintain all eligibility requirements through the date the designations are submitted to TEA for review. The designation system relies upon teacher observations and student growth measures.

Designated teachers who move from one campus to another during the year will receive the compensation amount from the campus where they are working during the PEIMS Class Roster Winter Submission collection.

There will not be any adjustment to the distribution of funds for designated teachers who leave the district after Winter Submission collection. If the teacher leaves the district after the Winter Submission, then the district will provide the payout to the teacher based on the district's TIA payment schedule. If the designated teacher leaves before Winter Submission, then no TIA funds will be provided to the teacher.

## Frequency of Compensation

TIA compensation is an annual allotment provided by the state and is subject to availability of funding at the state level. TIA designated teachers will receive TIA compensation annually based on their TIA designation. Funding for their designation will be determined based on their campus of assignment at the time of Winter Class Roster. Compensation will be paid at the end of the fiscal year in which the designation was awarded based on the data from the previous year. For example, designations awarded based on data submitted for school year 2022-2023 will be paid to designated teachers during the summer of 2024.

The TIA funds will be paid as supplemental compensation aside from the teacher salary schedule. In the best interest of the designated teacher, the TIA earnings will be considered Teacher Retirement System (TRS) creditable compensation; however, designated teachers planning for retirement in the near future should contact TRS for guidance.

Given that a school's student enrollment changes yearly, the campus's socio-economic tier will be recalculated annually by the state. As a reminder, this calculation uses the home addresses of students who attend a particular campus. Allotment funds for each designated teacher will be based on the campus, and not the individual students assigned to the designated teacher.

# TIA Policy & Procedures

## Frequently Asked Questions

### *How much of the TIA will I receive?*

The district does incur costs related to implementing the TIA system and submitting teachers to TEA for designation. Designated teachers will receive 90% of the allotment amount and staff who are identified as a team member for that designated teacher will receive 10% of the allotment. Please keep in mind that all taxes and retirement will also be part of the allotment. The remaining 10% will be used by the district for implementation costs including professional development.

### *When will I receive my TIA allotment?*

Designated teachers and their teams will receive a one-time payment by August 31st of each year.

### *Is the TIA compensation Teacher Retirement System (TRS) eligible?*

The district has decided to make the allotment TRS eligible and will include the TIA compensation a teacher receives into their TRS contribution.

### *Can my TIA compensation ever go down?*

The TIA compensation amount a teacher receives will change every year based on the three funding factors and TIA calculation previously described. The TIA funds received will be recalculated by TEA every single year. This means a teacher could receive more or less TIA compensation each year based on the new funding amounts.

### *Will my TIA compensation ever go away?*

A teacher's designation will be placed on their Texas Educator Certificate for five years. If a teacher does not earn a new designation and their designation expires, the teacher will no longer receive TIA compensation.

TEA has assured us that the TIA system is sustainable.

However, if at any time, the TIA state funding ends, the TIA compensation plan will no longer continue.

## Roma Policies & Procedures

- Eligibility: All Roma teachers on all campuses are eligible for a TIA designation.
- All eligible teachers will receive an evaluation rating each year. All teachers will receive scored observations for domains 2 and 3.
- All eligible teachers will have data for student growth.
- All eligible teachers will be trained on the administration protocols for SGMs each year.
- Teachers are put forward for designations based on the prior year's performance. Once designated, teachers may earn higher designations if they are recognized or exemplary.
- TIA compensation is based on the allotment amount prescribed by the state.





# ROMA

INDEPENDENT SCHOOL DISTRICT

