



Teacher Incentive Allotment (TIA)
Committee Meeting #1
October 30, 2023

Agenda

- Opening Rituals & TIA Refresher
- Committee Roles and Goals
- Application Review
- Systems to Leverage
- Next Steps

Objective: Provide an overview to the TIA Committee to launch the work of creating the Local Designation System and applying for TIA in April 2024.

Committee Norms

- Focus & Engage
- Growth Mindset
 - *Be curious, not concerned*
- Success Driven
 - *For teachers and (most importantly) students*

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House Bill 3

In 2019, in the 86th Texas Legislature overhauled the school finance system as part of House Bill 3 (HB 3).

- **HB 3, 86th Legislature**, included a massive increase in teacher pay. The Teacher Incentive Allotment (TIA) was established with a stated goal of a six-figure salary for teachers. TIA allotment funds help Texas school systems reward, retain and recruit highly effective teachers. The funding formula prioritizes high needs and rural campuses.
- Districts can now create compensation plans based on teacher effectiveness and student equity. This new model creates a path for outstanding teachers to earn a six-figure salary—thus, reducing the desire for highly effective teachers to leave the classroom.

TIA's Vision

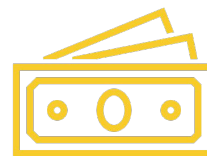
To support districts in independently **building and sustaining strategic compensation systems** that differentiate teacher effectiveness. These systems will **incentivize teachers to stay, support more robust recruitment**, and **make the profession more desirable**.



Recruit



Retain



Reward

How Designations are Earned: Two Pathways

National Board Certification

- Individual teacher achieves National Board Certification
- Districts may choose to support cohorts of National Board candidates
- Recognized Designation Only



Local Teacher Designation System

- District-created system
- District determines and issues teacher designations
- All three designations are achievable



How TIA Works



Three Levels of Designation

Recognized
Exemplary
Master



\$3,000 to \$32,000

Annual additional
funding for each
designated
teacher



Prioritizes Hard-to-Staff Positions

Greater funding
for high-needs
and rural
campuses



Teacher Focused Funding

90% of all TIA
funds go towards
teacher pay



Five Year Validity

Teachers retain
designations for 5
years regardless
of placement



\$7,730



\$15,459



\$27,765

RCISD Anticipated Funding

Allotments are based on teacher designation level, campus socioeconomic level, and campus rural status. Each campus may produce a unique allotment value.

At Its Core, A Local Designation System is Comprised of Three Major Components

ELIGIBLE ASSIGNMENTS & CAMPUSES

All teaching assignments can be eligible for TIA as long as they have valid and reliable data from teacher observation scores and student growth data. Some districts choose to start with a subset of eligible assignments and then expand their system later.

TEACHER PERFORMANCE DATA

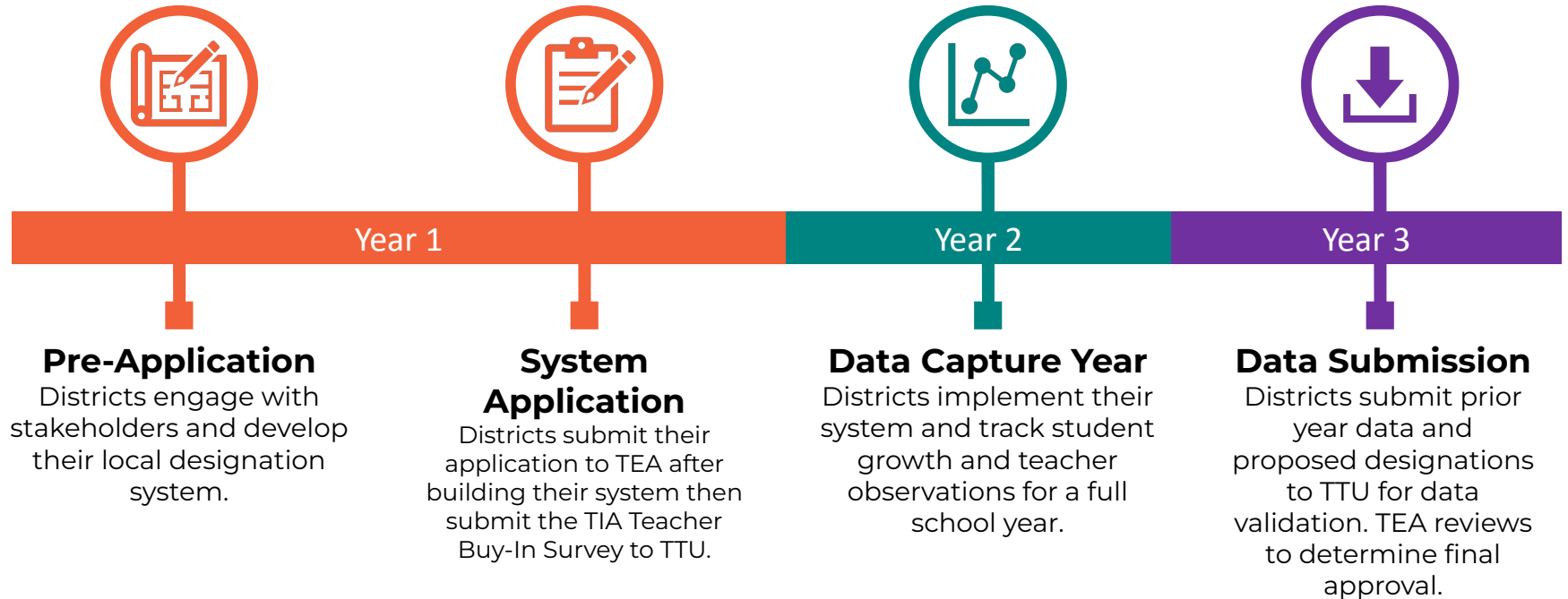
Teacher observation data, student growth data, and data from optional components the district chooses to include in their system make up teacher performance data. Districts use the performance data to determine teacher designations.

COMPENSATION PLAN

Districts are required to spend at least **90% of their allotment funds on teacher compensation** on the campus where the designated teacher works. Districts may use up to 10% for costs associated with implementing a local designation system or supporting teachers in earning a designation.

Three-Year, Two-Step Approval Process

There is a two-step approval process to building an approved local designation system that spans three years.



Estimated Timeline



April 2024

**System
Application**



August 2024

**Notification
of Application
Acceptance**



2024-2025 SY

**Data Capture
Year**



October 2025

**Data
Submission**



April 2026

**Notification
of System
Approval**



August 2026

**2025-26 Funds
Paid to
Teachers**

TIA: What it's NOT

- Quick and Easy
 - Systems take time to build and can be messy during design
- One-size fits all approach
- Static
- Meant to cause internal competition and jealousy

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- Timeline and Application Review
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Role of TIA Committee Members

- Learn about TIA and **actively participate** in the process
- Talk about TIA on your campus and **engage colleagues**
- **Share** input and feedback from your campus/colleagues with the committee*
- **Gather** input and feedback from your campus/colleagues with the committee*
- **Develop consensus** around the recommendations for our system

Role of TIA Committee Members

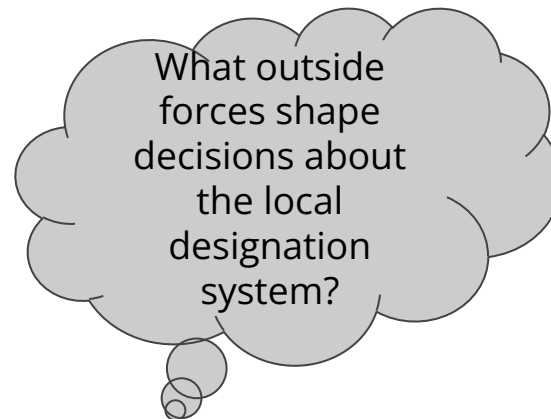
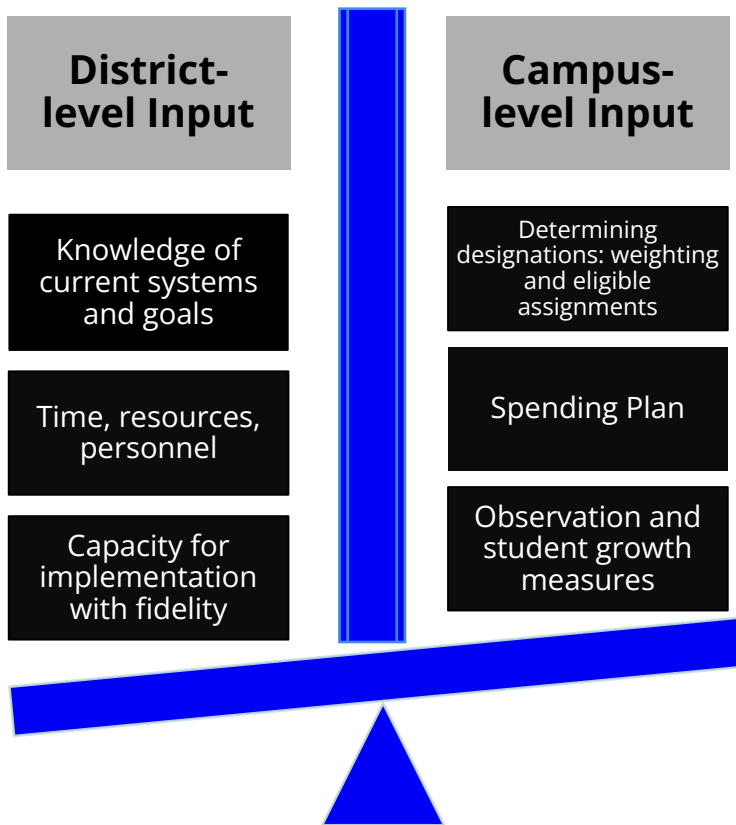
- Understand the **requirements, non-negotiables, and flexibilities** within an approved TIA system
- Design a system that **aligns with our goals** for student achievement, teacher recruitment and teacher retention
- Establish **who should be eligible** to earn a designation in our initial and long term plans
- Agree on **how we will measure** teacher performance and student growth
- Understand how the measurements will be **weighted** in our system
- Determine how and when we will **distribute funds**

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Balancing Stakeholder Input



Balancing Stakeholder Input

- Campuses: All (including Challenge Academy)
- Teaching Assignments: Reading (PreK-Eng 2) & Math (PreK-Alg)
 - Future Phases: 5th Sci, 8th Sci/SS; US History; Biology; CTE
- Teacher Observation: T-TESS (observations & walkthroughs); need to have ongoing learning with teachers on the rubric and rate based on evidence

TIA Application Process

The Big Three:

Critical Decisions for Local Designation Systems



1. **Who can earn a designation?**

- Eligible campuses and teaching assignments
- If not all teachers, will we expand in future years?



2. **How will we designate?**

- Observations, student growth measures, and any optional components
- Performance standards and weighting for all components



3. **How and when will we compensate?**

- Distribution of funds
- Timing and mode of compensation

Application: A Reflection of the District's System

Building a System



Filling out an application





TEACHER INCENTIVE ALLOTMENT COHORT F APPLICATION

[DIRECTIONS](#)[DISTRICT INFO](#)[WEIGHTING](#)[ELIGIBLE TEACHERS](#)[ELIGIBLE CAMPUSES](#)[TEACHER OBSERVATION](#)[SLOS](#)[PORTFOLIOS](#)[VAM](#)[PTPT](#)[Stakeholder Engagement](#)[SPENDING](#)[DISTRICT SUPPORT](#)

DIRECTIONS FOR COMPLETING THIS APPLICATION

[Only open and complete this application in EXCEL, version 2007 or later. Do NOT add, hide, or delete any columns in this application. Such changes may corrupt or invalidate your application.](#)

Step 1 Save this file to your computer or local network drive. Click "File" then "Save As" to choose the drive and folder in which to save it. If a message appears that this file opened in Protected View, click "Enable Editing."

Step 2 Complete the **District Info & Weighting** sections **first** before moving on to the other sections

Weighting Tab Instructions :

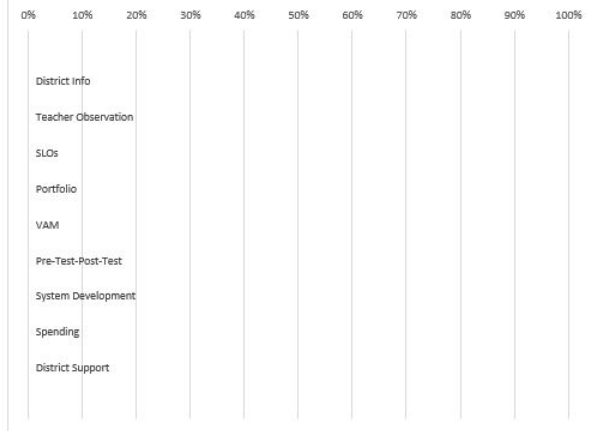
Step 3 In the box provided for each "Eligible Teacher Category" include all teaching assignments that use the same student growth measure and the same teacher observation rubric at the same weight. Note: when using a pre-test/post-test, this means including only teaching assignments THAT USE THE SAME ASSESSMENT AT THE SAME WEIGHT in each respective Eligible Teaching Category.

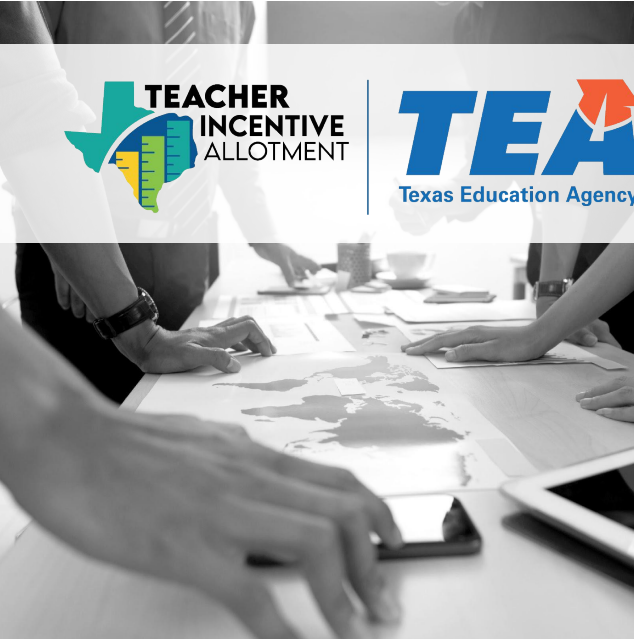
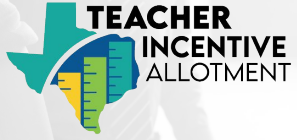
Step 4 Once the application is complete, save the file as "District Name_District Number" File type should be an Excel workbook (xlsx). Ex: Flower_ISD_123456

Step 5 Submit your district's completed application along with your attestations document through the Qualtrics link below.
[Attestations document requires signature from the district superintendent.](#)

Submission Link: https://tea.co1.qualtrics.com/ife/form/SV_ahes7IEbfr1fCoS

Completion Tracking

[Directions](#)[District Info](#)[Weighting](#)[Eligible Teachers](#)[Eligible Campuses](#)[Teacher Observation](#)[SLOs](#)[Portfolio](#)[VAM](#)[Pre-Test-Post-Test](#)[Stakeholder Engagement](#)[Spending](#)[District Support](#)



Weighting Tab Overview

Weighting Tab Purpose



- Identify eligible teaching categories
- For all eligible teaching categories:
 - Identify teacher observation rubric used, and at what weight
 - Identify student growth measure used, and at what weight
- Identify any additional, optional components your district wants to use (or not)
- Provide an “at a glance” description of your overall system

Categories of Eligible Teaching Assignments



Definition: A category of teachers is the group of eligible teaching assignments that have:

- a. The same teacher observation rubric at the same weight
AND
- b. The same student growth measure at the same weight
(including the *same assessment* if using a pre-test/post-test as the growth measure)

Example Teaching Categories



Teaching Category	Eligible T. Assn.	T.O. Rubric	T.O. Wt.	S. Growth Measure	Assessment	SGM Wt.
1	1 st -3 rd Reading and Math, 4 th -5 th Reading	T-TESS	60	3 rd party pre-test/post-test	MAP	40
2	4 th -5 th Math	T-TESS	60	3 rd party pre-test/post-test	Renaissance STAR	40
3	6 th -8 th ELAR	T-TESS	60	3 rd party pre-test/post-test	iReady	40
4	6 th -8 th Math	T-TESS	60	3 rd party pre-test/post-test	iStation	40



Student Growth, Teacher Observation, and Spending Tabs

Student Growth Measure Options



- Portfolios
- Pre-test/Post-test (there are 4 different options)
- Student Learning Objectives
- Value Added Measures

You can use different options for different teaching categories

Flower ISD, a pre-K-8th district



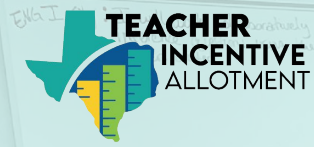
Eligible Teacher Category	T. Observation Rubric	Student Growth Measure
Pre-K teachers	T-TESS (60%)	Circle (40%)
K-2 Reading and Math	T-TESS (60%)	mClass (40%)
3-8 Reading, Math and Science	T-TESS (50%)	NWEA MAP (50%)
6-8 World Languages	T-TESS (40%)	District-created tests (60%)
K-8 Physical Education	T-TESS (40%)	Student Learning Objectives (60%)
K-8 Art	T-TESS (30%)	Portfolios (70%)

4 different ways to use pre-test/post-test



- There are 4 different options & they differ by:

Who creates the pre-test	Who sets the expected growth targets	Who creates the post-test
District, or 3 rd party?	District or 3 rd Party?	District, or 3 rd Party?

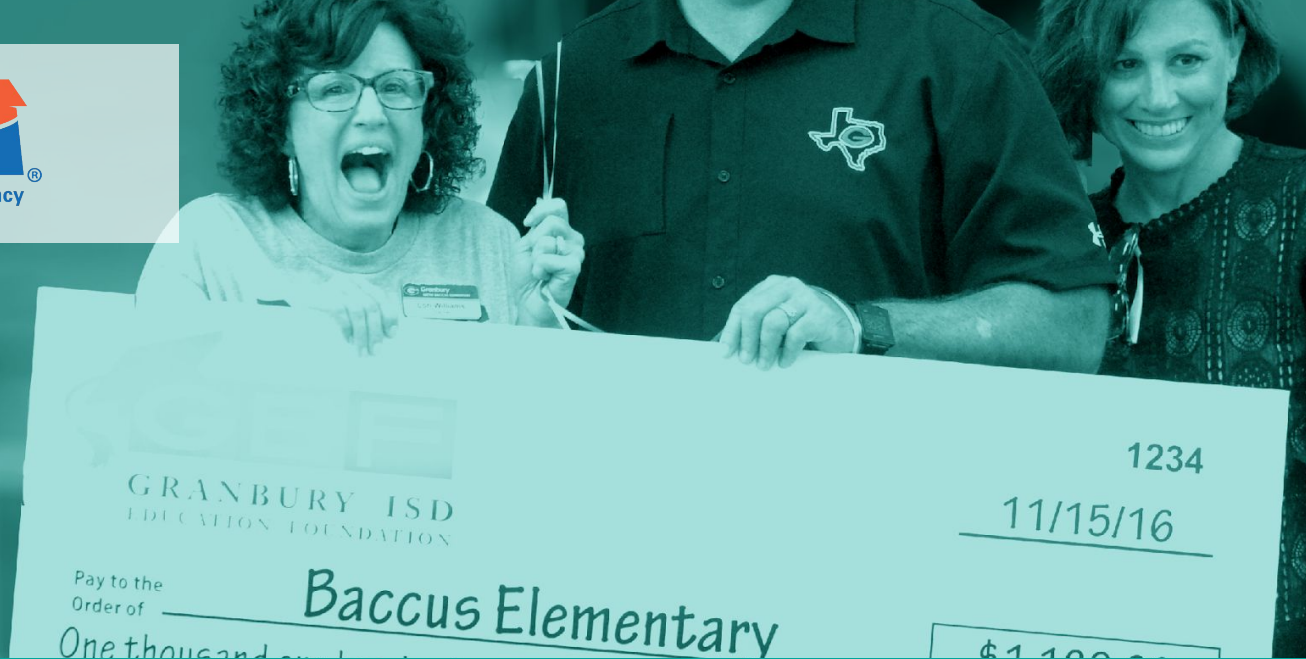


Teacher Observation Tab

Teacher Observation Tab: Purpose

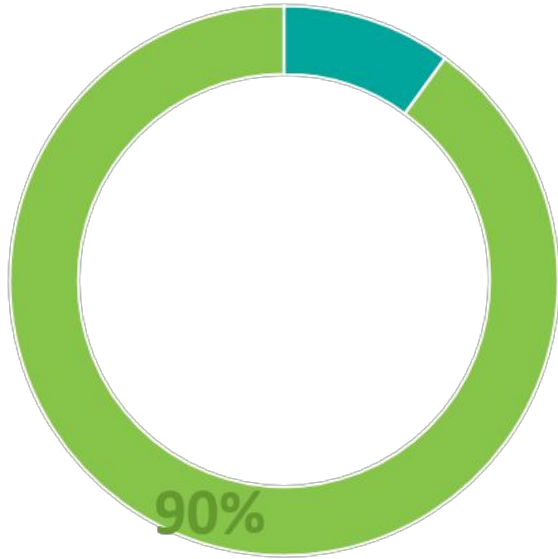


- Clarify teacher observation rubric complies with statute
- Describe district calibration processes
- Identify process for reviewing trends in teacher observation data*
- Identify process for comparing teacher observation data to student growth data*
- Provide details on teacher observation and feedback schedule



Spending Plan Tab

Allotment Funding Distribution



90% *must* go to teacher compensation on the campus the designated teacher works.

10% *may* be used to implement a local designation system or to support teachers in earning a designation.

Spending Tab: Statutory (Part A)



Content Questions	Required for Full Readiness
How will the district spend funds?	Clear description of how the district is spending: a. At least 90% of TIA funds on student-facing instructional staff on the campus where the designated teacher works b. Up to 10% to support the local teacher designation system/support teachers in earning designations
By when will the district expend funds?	Clear plan for payouts prior to August 31 st each year



Stakeholder Engagement Tab

Stakeholder Engagement Tab: Purpose



- Confirms best practices for system development and planning
- Ensures long-term sustainability of the local designation system
- Prepares stakeholders for future communications and training
- Provides transparency in the process

Importance of Stakeholder Engagement



- TIA is new and there are a lot of moving parts
- Buy-in from teachers is critical
- This represents a big change in teacher compensation
- How districts will determine teacher effectiveness is a big question and needs a lot of input

If we get this right...

- We will retain our most effective teachers
- We will recruit effective teachers
- We will provide our students with the best possible teachers

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Stakeholder Engagement

- SHARE [District Webpage about TIA](#) with your campus/colleagues
- SEEK Input on Leveraging Current Systems:
are there systems that currently exist for teacher performance and student growth we missed?



[Teacher Incentive](#) » Teacher Incentive Allotment

Teacher Incentive Allotment

What is the Teacher Incentive Allotment?

Recognition and Reward for Excellence in Teaching

The Texas Legislature created the Teacher Incentive Allotment (TIA) as part of House Bill 3 to provide a realistic pathway for top-performing teachers to earn higher salaries and help retain and attract highly effective teachers.

Rice CISD is part of Cohort G and will submit our TIA application in April 2024. RCISD will work with a committee to develop the local designation system to be approved by the Texas Education Agency. If Rice CISD's application is approved, the district will spend the 2024-2025 school year gathering eligible teacher performance and student growth data to submit to Texas Tech University, TEA's partner in this statewide project. By Spring 2026, TEA will notify Rice CISD of the final designation and allotment. By August 2026, funds will be issued to eligible teachers.

- Teacher Incentive Allotment
- FAQ
- RCISD TIA Committee & Meetings

The amount of increased compensation available to each teacher depends on a formula determined



TIA Committee Meetings

Date	Time	Activity
October 30th (virtual)	4:00-5:00	Meeting #1: Overview and Review Work Plan/Application Requirements; Leverage Current Systems
November 8th (in-person)	4:00-5:15	Meeting #2: Student Growth Measures
December 4th (virtual)	4:00-5:00	Meeting #3: Teacher Observation and Other District Models
February 1st (in-person)	4:00-5:15	Meeting #4: Decision Point on Assignments, SGM, Teacher Observation; Review Cut Scores/Weights
February 15th (virtual)	4:00-5:00	Meeting #5: Decisions Point on Cut Scores/Weights; Review Spending Plan
March 4th (in-person)	4:00-5:15	Meeting #6: Decision Points: Spending Plan; Review Draft Guidebook

Prepare for Next Meeting

- Wednesday, November 8th
 - *In-person @ RHS Staff Development Room*
 - *Time: 4:00-5:15 pm*
- Focus:
 - *Discovery: Student Growth Measures*
- Prep:
 - *Prepare the input and feedback solicited on Leveraging Current Systems*



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