The Teacher Incentive Allotment Program Handbook
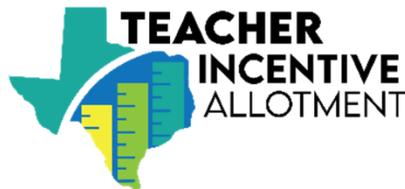
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Teacher Incentive Allotment Background

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). 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

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Eligibility Requirements

- To be eligible for designation submission and compensation, teachers must serve as the Teacher of Record (TOR) or Special Education Support Teacher (ST) for at least half of the school day in an eligible area for the entire data capture year, maintain at least 90% attendance during the 187-day contract, and be identified with a PEIMS role ID of 087 in both the October Snapshot and February Winter Class Roster for the data capture and submission years.

- A teacher is not eligible for TIA designation submission, designation, or compensation if they transfer from a TIA-eligible teaching position to a non-teaching role before or during the Data Capture or Submission Year, or if they leave the district after the October snapshot and before the end of the contract year.

- 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 student data or testing irregularities may jeopardize a teacher's eligibility for designation and compensation. An irregularity report must be submitted by the campus testing coordinator with details of the issue, reasons, and corrective actions taken. Reports will be reviewed by a District committee, and violations may result in disqualification from TIA and/or disciplinary actions up to termination.

- 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/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 retires or resigns from the District effective at the completion of the teacher's contract, the teacher **will** receive the allotment payout as scheduled.

- A designated teacher **will not** receive the allotment payout as scheduled if he/she resigns, retires, or employment is terminated before the completion of the teacher's contract.

- A teacher may not be submitted for an initial or higher designation if he/she does not meet the 90% attendance rule during the Data Capture Year. Personal, local, sick, and loss of pay days count towards the 90%. Ten percent of a 187-day contract is 18.7, therefore, teachers are allowed 19 absences per school year without penalty.

- If a designated teacher does not meet the 90% rule in any year after receiving an allotment, they are granted the allotment once as a "grace year." The teacher is then placed on probation for the remainder of their TIA designation on their SBEC certificate. If the teacher fails to meet the 90% rule again in a subsequent year, they will no longer receive the allotment. Instead, the allotment will be distributed to the campus.

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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.

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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 ≥ 55%
- Exemplary designation ≥ 60%
- Master designation ≥ 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

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becoming National Board certified can contact the ECISD Talent Development Department to receive guidance and support in the pursuit of this certification.
* HB2 passed 2025: NBCT certification within TIA is subject to review by SBOE

Designated Teacher Certificate

Once approved by TEA, a teacher's designation level is added to their active, sanction-free SBEC certificate in late May. The designation remains valid for five years. During this period, designated teachers will receive the annual allotment as long as they serve as a Teacher of Record in a Texas public school and continue to meet local and state eligibility requirements.

Frequency of TIA Evaluation

Teachers with an active TIA designation will not be resubmitted for designation during their five-year validity period if their performance is lower than their current level. If a teacher's performance qualifies for a higher designation within the five years, they may be resubmitted as long as they meet all local and state eligibility requirements. In this case, the five-year clock restarts and the lower designation becomes inactive.

ECISD SPENDING PLAN

Allotment

The TIA Spending Plan is included as part of the District's compensation plan adopted each year according to the Board calendar.

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.

100% of generated funds are paid by August 31st each year according to the TEA Guidebook Spending Requirements.

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 90% of the generated 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.

If a designated teacher resigns or employment is terminated after the Winter Class Roster and before the end of the contract year the generated allotment will be distributed to the campus.

If a designated teacher does not meet ECISD local eligibility of 90% attendance after a grace year, the generated allotment is distributed to the campus.

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If a designated or a NBCT moves to the district, the same eligibility and guidelines are used for allotment distribution as with current designated teachers in the districts.

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 dependent upon changes in tax statutes:
- 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.

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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, point values, and percentages will be finalized in October of the Data Submission Year to ensure appropriate data distribution and submission to align with the State's recommended distribution: top 5% for Master, 20% for Exemplary, 33% for Recognized. Rubrics included in this document serve as examples to reflect how designation levels may be determined.

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. *This parameter is used to ensure data correlation and validation, if needed.*

- 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 as long as eligibilities are met.

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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

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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

Student Growth Instruments 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.

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

- Teacher of Record at the October PEIMS Snapshot date AND the EOY assessment date enrollment

- Roster of special education students served by Support Teacher on both the October PEIMS Snapshot and EOY assessment date

- For semester (1/2 year) courses, enrollment at the beginning and end of each semester based on the teacher's roster.

Note: Assessments required through the District are not necessarily used for TIA purposes. Proposed assessments for TIA purposes undergo a thorough vetting process by the District and TEA for validation and approval to use to measure student growth.

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Student Growth Instrument

The instrument(s) 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. Blue indicates newly added eligible subjects assessed.

NWEA MAP	K-8 ELAR/Math, Rdg Lab & Math Lab, Algebra I, Algebra II, Geometry, Math Models, 3-8 Science, Biology, Sped Resource, Sped Co-Teach and Inclusion
CLI (CIRCLE)	Pre-Kinder 4 Reading and Mathematics
STAAR/EOC	4-8 ELAR & Rdg Lab, Math & Math Lab, US History 8th/EOC with MAP where appropriate
ADVANCED PLACEMENT	English Literature, English Language, US History, Government, Macroeconomics, Chemistry, Physics, Biology, Human Geography, World History, Calculus, Precalculus, Statistics, Spanish Language, Spanish Literature, Latin, Psychology, Environmental Science, Music Theory, Art History, and Computer Science A
DISTRICT-CREATED PTPT	Spanish I
FITNESS GRAM	3-8 Physical Education
TSIA2	College Prep Math and College Prep English
PORTFOLIOS	Welding I, II, and Practicum in Manufacturing
TEKSready PTPT	Spanish II, 6th Social Studies, 7th Social Studies, World Geography, World History, IPC, Chemistry, Physics, Anatomy & Physiology, Precalculus, AV Production, BIM, Fundamentals of Comp Sci, Medical Terminology, Principles of Ag, Principles of Applied Engineering (MS), Principles of Business, Marketing, & Finance, Principles of Hospitality & Tourism, Professional Communications

TIA STAAR Growth Transition Table

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

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Calculating Student Growth

<u>All</u> 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.

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 on different teacher rosters on the October Snapshot date and Spring test date will be attributed to the campus growth, not the individual teacher.

MAP and/or STAAR Growth Instrument Calculation

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 (Fall-to-Spring) will be used.

> **Kinder and 1st grade Bilingual classes:** Spanish Reading, Math, and English Reading MAP assessments are used for student growth and weighted equally.

> **2nd – 5th grade Bilingual Classes:** Only English Reading, and Math are used for TIA purposes.

STAAR Growth measure is used for subjects who have STAAR measure, but do not have MAP growth. In this case, the STAAR transition table is used to determine growth. In areas where STAAR and MAP are both measured, growth will be an average of MAP and STAAR growth therefore, each count 50%. STAAR growth is awarded for students who qualify with a "yes" in the transition table above.

STAAR Growth is averaged with MAP Growth in ELAR and Math in grades 4-8, Alg I, Eng I & II.

Elementary: Student growth will be combined across ELAR and/or Math which the teacher has assigned teaching responsibilities, for example: in a 2nd grade self-contained classroom only ELAR and Math are used. Student growth for a departmentalized classroom setting will use for the content assigned to the teacher, for example 5th grade science teacher. Growth for both ELAR and Science, or Math and Science assessments are used for departmentalized teachers of two subjects.

NON- MAP or STAAR Growth Instrument Calculation

The district will use the Quartile/Quintile measure to determine student growth or one of TEA's other recommended statistical models that yield the most appropriate data.

Pre-K Bilingual classes: Only Spanish CLI (Circle) assessments are used for TIA purposes.

Quartile/Quintile Process:

1. BOY raw scores for the district are grouped into quartile/quintiles (four or five score ranges).
2. BOY raw scores are subtracted from EOY raw scores to obtain a value reflecting the difference.
3. The difference values for each quartile/quintile are averaged.
4. Growth is attributed for students in a quartile/quintile if a student scores at or above the average score for the respective quartile/quintile.
5. The overall student growth is the percentage of students who met expected growth, measured either from Fall-to-Spring or Spring-to-Spring, depending on the situation.

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Advanced Placement (AP) Test Threshold

A Teacher of Record (TOR) in an eligible AP category who only teaches AP course(s) must have at least 12 students enrolled at both the October Snapshot and end-of-year (EOY) testing to qualify for student growth calculations. The same 12 students must be present at both checkpoints. For single-semester AP courses, the snapshot occurs at the start of the semester and end of semester.

If the teacher also teaches other eligible courses, student growth from AP classes will be added to the total student count of rostered students to calculate student growth. For example: if a teacher has 100 students in a regular class, and 20 students in an AP class, the total number students who showed growth is divided by 120 and multiplied by 100 to get the overall percentage growth.

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

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.

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

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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

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TIA Report Card Components

Employee ID: 99999
Teacher Name: Snow White
2024-2025 Campus: **Goofy Elementary School**
2025-2026 Campus: **Happy Elementary School**

T-TESS

Average Domains 2&3	Points Earned	Rating Assigned
4.0	24	Recognized

Student Growth

% Student Met Growth MAP ONLY	Total % Growth	Points Earned	Rating Assigned
55	60	49	Exemplary
% Student Met Growth STAAR/Cli/PTPT/AP			
65			

Campus Growth

% Campus Met Growth	Points Earned	Rating Assigned
55	6	Recognized

Summary

District Eligibility (including attendance)	202X-202X TOTAL Points Earned	202X-202X Preliminary Designation Submission
Met	79	Recognized

DESIGNATION SUBMISSION PARAMETERS (see TIA Handbook)

1. **Teacher info:** Employee ID#, Teacher full legal name in Munis, Data Capture Year and Data Submission Year
2. **T-TESS:** Average of Domains 2 and 3
3. **Points earned** for T-TESS average per example chart in Handbook
4. **Rating assigned** per example chart in Handbook
5. **MAP % Student Met Growth**. If no MAP growth is collected, the value will be n/a.
6. **% Student Met Growth** for either STAAR or other assessment instrument. If no STAAR or other assessment instrument is collected, the value will be n/a.
7. **Total % Growth:** Averaged growth % if MAP and STAAR are calculated. If only one instrument is used then that % is the Total Growth %.
8. **Points earned** for Total Growth % per example chart in Handbook
9. **Rating Assigned** per example chart in Handbook
10. **% Campus Met Growth** Combination of all student growth used for TIA
11. **Rating Assigned** per example chart in Handbook
12. **District Eligibility**, including attendance noted as "met" or "not met". If "not met" then teacher is not submitted for a "new or higher designation."
13. **Total points** earned by adding all values of points earned in three categories: T-TESS, Student Growth, and Campus Growth
14. **Preliminary Designation Submission**. This is the "new or higher" designation earned per the example summary points chart and designation parameters in the Handbook. Teachers whose designation levels are the same or lower level from a previous designation will be reflected as "no designation". This does not mean a teacher does not hold a current designation.

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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 TEST-POST TESTS (PTPT)	PTPT / Portfolio	PTPT / Portfolio	PTPT / Portfolio	PTPT / Portfolio
BENCHMARK ASSESSMENTS	N/A	N/A	N/A	STAAR/AP released and actual test	2023-2024 PTPT	2024-2025 PTPT	2025-2026 PTPT	2026-2027 PTPT/Portfolios
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	WELDING I, II, III	AP PRECALCULUS	ALGEBRAIC REASON	Dyslexia
	3-8 MATH			US HISTORY HS	3-8 PHYS. EDUCATION	AQUATIC SCIENCE	FORENSICS	Gifted&Talented
	ALG I			AP BIOLOGY	SPED Co-TEACH/INC	ENV. SYSTEMS	ASL I, II	AVID
	ENG I			AP CHEMISTRY	ALG II, GEOM, CPMath	ASTRONOMY	LATIN I, II	ROTC
	ENG II			AP ENGLISH III (LANG)	MATH MODELS	PRECALCULUS	FRENCH I, II	Construction
	PK-4			AP ENG IV (LIT)	ENGLISH III, IV, CP ENG	STATISTICS	ELEM MUSIC	Fashion
				AP GOVERNMENT	SPANISH I, II	ECONOMICS	ELEM ART	Teaching
				AP MACROECON	6TH & 7TH SOC STUDIES	GOVERNMENT	MS/HS BAND	Oil & Gas
				AP PHYSICS	WORLD GEO, W. HIST	PSYCHOLOGY	MS/HS CHOIR	Add'l Health Sci
				AP US HISTORY	IPC, CHEM, PHYSICS	SOCIOLOGY	MS/HS ORCHESTRA	Culinary (NTO)
					AP ART HISTOSRY	ANAT & PHYSIOLOGY	MS/HS THEATRE	Auto Tech
					AP CALCULUS	AV PRODUCTION	MS/HS ART	Auto Collision
					AP COMPUTER SCI A	BIM	MS/HS DANCE	BiomedSci (PLTW)
					AP ENVIRON. SCIENCE	FUND COMP SCI		Robotics&Eng
					AP HUMAN GEOG.	GRAPHIC DESIGN & ILL	SPED SC - ALT /non-testers	Add'l Business
					AP LATIN	MEDICAL TERM		Plant Science
					AP MUSIC THEORY	AGRICULTURE		Animal Science
					AP PSYCHOLOGY	APPLIED ENGINEERING		
					AP SPANISH LANG.	BUS/MKTN/FINANCE		
					AP SPANISH LIT.	HOSP & TOURISM		
					AP STATISTICS	PROF COMM		
					AP WORLD HISTORY			

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

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