



# FORT STOCKTON ISD

## TEACHER INCENTIVE ALLOTMENT (TIA) GUIDEBOOK



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# Fort Stockton ISD Overview

# FSISD Stakeholders

Stakeholder	Campus	Role
Roy Alvarado	District	TIA Lead
Myra Matta	Intermediate	Classroom Teacher
Catherine Estrada	Intermediate	Classroom Teacher
Rebekah Huffman	Intermediate	Curriculum Director
Julian Castillo	Intermediate	Administrator
Branson Stork	Alamo	Classroom Teacher
Angela Lujan	Alamo	Classroom Teacher
Crystal Payne	Apache	Administrator
Karina Pacheco	Alamo	Administrator
Tara Sanchez	FSHS	Classroom Teacher
Tatiana Vidal	FSHS	Administrator
Zachary Jones	FSHS	Classroom Teacher
Melissa Montoya	FSHS	Classroom Teacher
Timothy Carter	FSHS	Curriculum Director
Amanda Urias	District	Administrator
Gabe Espino	Apache	Administrator
LaMar Johnson	Apache	Classroom Teacher
Corina Sanchez	Apache	Classroom Teacher
Kay Griffith	District	School Board Member
Jennifer Gonzales	District	School Board Member

# FSISD Overview

## FSISD Mission Statement

The mission of the Fort Stockton Independent School District is to remain totally committed to the development of students as life-long learners and productive, self-sustaining contributors to society.

## Board Goals

### **Academics**

The Fort Stockton ISD will engage students in active learning by providing innovative and creative curriculum and instruction that is designed to prepare the students for college or entry into a career. The classroom environment should be a safe, positive place where students are encouraged to achieve their goals and are supported by their teachers and parents. Fort Stockton ISD campuses will focus their efforts on meeting and exceeding their mastery and progress in all grades and in all subjects.

### **Career and Technology**

The Fort Stockton ISD will prepare students to attend college upon their graduation. Students who have participated in dual credit courses will earn college credit hours in addition to the credit hours required for their graduation from high school. These students will be recognized for their achievements at the annual awards ceremony. Students who choose to enter the workplace will be trained in career and business courses that are required in furtherance of their chosen vocation. These students who, at the time of their graduation from high school, have achieved sufficient credit hours to qualify for certification in their chosen field will be recognized for their achievements at the annual awards ceremony.

### **Communication**

The Fort Stockton ISD will maintain open lines of communication with the Administration, parents, teachers, student body and the community via social media, correspondence and the Superintendent's Blog. Notification of upcoming events, student activities and Board Meetings will be publicized with attendance by the community encouraged.

### **Financial Management**

The Fort Stockton ISD will monitor and manage finances in order to sustain educational program priorities over the long term. This is accomplished through annual external audits and mandatory budget workshops for board members and staff.

### **Participation**

The Fort Stockton ISD will promote a positive climate for student participation in extra-curricular activities, including but not limited to, sports, the arts and other competitive games resulting in increased student, parent and community support and attendance.

# House Bill 3: Teacher Incentive Allotment (TIA)

# TIA Overview

## 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 allocation are recalculated each year:

- Designation level assigned to the teacher (Recognized, Exemplary, or Master)
- Socio-economic level of the students on the campus where the designated teacher works
- Rural Status of the campus where the designated teacher works

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.



FSISD is eligible to receive between \$4,898 and \$20,388 for each designated teacher that is employed in the district.



At least 90% of TIA funds must be used for teacher compensation on the campus where the designated teacher works. Up to 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.

## Sample Allotment Amounts for FSISD

TIA 2024-25 Funding Examples*			
Campus	Recognized Designation	Exemplary Designation	Masters Designation
Alamo ES	\$5,516	\$11,033	\$20,388
Apache ES	\$5,408	\$10,816	\$20,026
Fort Stockton Int	\$5,252	\$10,504	\$19,507
Fort Stockton MS	\$4,944	\$9,887	\$18,479
Fort Stockton HS	\$5,041	\$10,082	\$18,803

\*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](#).

## Why Did FSISD Apply for TIA?

Fort Stockton Independent School District (FSISD) is a rural school district in West Texas, dedicated to promoting excellence in education and retaining highly effective teachers. Our application to the Teacher Incentive Allotment (TIA) program is a strategic step that aligns with our district's core values and innovative approach to teacher pay. FSISD believes that educator pay should reflect a person's skills, the tangible impact they have on student learning, and their professional certifications, rather than just years of experience. TIA offers a strong framework for recognizing and rewarding our most effective teachers—those who consistently demonstrate excellent instructional practices and achieve notable student growth. This performance-based pay system will help us attract and keep top talent, ensuring our students receive the highest quality instruction.



# TIA Overview

## Local Role

All interested LEAs will be expected to, among other things:

- Identify or develop a designation system to use with input from stakeholders.
- Identify which teacher observation and student growth measures will be used.
- Decide whether to include additional components to the designation system (ex.: Student surveys, family surveys, teacher leadership, mentoring, etc.).
- Decide how to use TIA funding, ensuring that at least 90% of funding is used for teacher compensation on campuses where the designated teacher works.

## State Role

The state has the responsibility for:

- Setting performance and validity standards for teacher designations and to ensure that there is a mathematical possibility that all teachers could earn a designation.
- Approving district designation systems, based on validity and relative accuracy.
- Monitoring the quality and fairness of the local optional teacher designation system across the state of Texas.
- Providing technical assistance to any district developing and implementing designation systems.

## Timeline

FSISD applied to TEA for the 23-24 TIA Cohort and has received approval for the local designation system, as well as data validation for a fully TIA designation system. In order for TIA funds to continue to flow to FSISD, data must validate after annual validation checks have been completed by Texas Tech University. For more detailed information, please see the TEA's [Data Capture Year](#).

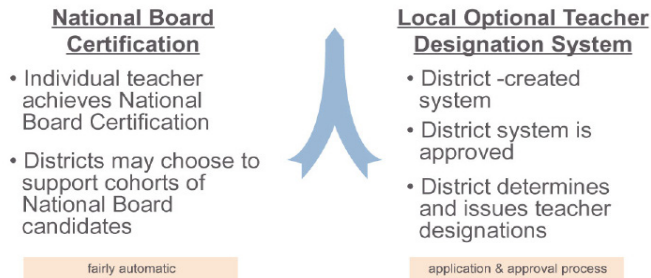


# TIA Designation System

# Designation System

## Two Paths to a TIA Designation

As districts begin their work on a TIA application, there are two paths to earning a TIA designation. One way is to create a local designation system, which is what FSISD has opted to do. The second path is via the National Board Certification (NBC).



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.

When 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. In the fall each year, FSISD will submit designation data to Texas Tech University (TTU) to complete the step 2 data validation process.

Once TTU has validated the data, FSISD can 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](#).

## 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 FSISD campuses, there are two components with specific weights assigned that will be used to determine designations:

FSISD TIA Designation Components 25-26	
Component	Weight
Evaluation*	40%
Student Growth Measures (SGMs): Pre/Post Assessment	60%

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

## Eligibility

In FSISD, the following categories of teachers (coded as 087, and meeting minimum year of service requirements for providing student facing instruction) are considered TIA eligible in the 25-26 school year.

FSISD TIA Designation Components 25-26	
Category	Description
1	All K & 1st Grade Reading and Math Teachers; All Reading/ELA and Dyslexia Teachers in Grades 2-8 and English I and English II; All Math Teachers in Grades 2-8 and Algebra I; and All Science Teachers in Grades 4-8 and Biology I
2	Social Studies, Grade 8; US History Studies Since 1877



# 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 (allotment amounts 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 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 (\$1900 for 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.

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. Texas Education Agency will reimburse districts that pay NBCT fees for their teachers. For additional information on NBC, please visit TEA's resources on [National Board Certification](#).

For additional information on NBC, please visit TEA's resources on [Understanding and Planning for National Board Certification](#).



# TIA System Requirements

# TIA Requirements

## Statutory vs. Non-Statutory Requirements

When a district applies for TIA, their application will undergo a dual review. The qualitative review of the system application will be conducted by the Texas Education Agency (TEA) and the quantitative data review will be conducted by Texas Tech University (TTU).

The system application will be a district's qualitative description of the local designation system including the teacher observation component, the student growth component, the local designation planning process, responses to the teacher survey, and communication, spending, and district long-term support plans.

The data review will review alignment data between teacher observation ratings and student performance ratings, alignment between student performance ratings and value-add ratings for applicable teachers, review data validity by appraiser/rater, by campus, across campuses in a district, and by teaching assignment, and will compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance.

The initial system application review will be based on 6 elements:

- System Weighting\*
- Teacher Observation\*
- Student Growth\*
- Spending Plan\*
- Stakeholder Engagement
- District Support

Items with a \* must be implemented at Full Readiness, while the other requirements can be in the process of reaching Full Readiness.

To review all requirements, see the [System Application Rubric](#).

## 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 - Master, Exemplary, and Recognized – yield reliable and comparable results across the state. When released, cohort applicants will be expected to use performance standards along with district teacher observation and student growth data 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.

Click these links for [teacher observation performance standards](#) and [teacher's student growth performance standards](#).

FSISD will use both teacher observation and student growth measures to determine which teachers will be set forth for a TIA designation. All teachers who hold a National Board Certification will also be submitted.



# TIA Requirements

## Teacher Evaluation

Fort Stockton ISD uses the Texas Teacher Evaluation & Support System (T-TESS) as its evaluation process. T-TESS is comprised of two components:

- 1) Observations
- 2) Professional Development, Self-Assessment, and 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.

### ***T-TESS Required Components***

- T-TESS Orientation
- Teacher Self-Assessment and Goal Setting
- Regular Walkthroughs
- Ongoing review of teacher and student data, goals and professional development
- T-TESS formal observation with pre/post conference, including signatures and TIA required scoring of Dimensions 2-3
- Teacher Self-Assessment and End-of-the-Year Goal Setting
- End-of-Year Summative Conference

### ***Observation Details***

- All T-TESS appraisers must be certified in the T-TESS process.
- Appraisers must re-certify every 3 years.
- Appraisers recalibrate to the T-TESS Rubric at least twice per year.
- All teachers who will be appraised will receive training on the T-TESS instrument and the appraisal

process, including classroom walkthroughs and informal observations.

- All teachers will complete teacher self-assessment and goal setting using the forms in Eduphoria. 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. An effective principal is regularly in the classroom. The FSISD system requires a minimum of 3 walkthroughs per teacher, and one formal observation.
- **The score for the Teacher Observation Component will be calculated at the end of the year by taking the average of all scored dimensions in Domains 2 and 3 taken over the course of the year, including scores on all of the scored walkthrough observations as well as scores on the formal evaluation.**
- End of the Year (Summative) 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 the Professional Development Plan.

# TIA Requirements

- **Teacher in Need of Improvement:** Currently 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.
- District Leadership and Principals will assign teacher appraisers.
- All T-TESS and other appraisal data will be documented in TEEMS.
- **The T-TESS comprises 40% of the weight for the Teacher Incentive Allotment.**
- The T-TESS rubric and additional information can be found [here](#). The Four Domains and the dimensions are

## 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

# TIA Requirements

## 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 observation 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
<i>Recognized</i>	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
<i>Exemplary</i>	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
<i>Master</i>	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

## Student Growth

### Student Growth Measures (SGMs)

Student Growth Measures (SGMs) are the second statutory component of the locally developed TIA System. **In FSISD, SGMs account for 60% of the designation score.** The type of SGM used is determined by the district. SGMs can include pre/post tests, value added measures, student learning objectives (SLOs), and portfolios. District applications must show evidence of validity and reliability of the SGMs that are selected by the district. FSISD has chosen 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:

**FSISD Assessment Selection**

Category	Description	Assessment
1	All K & 1st Grade Reading and Math Teachers; All Reading/ELA and Dyslexia Teachers in Grades 2-8 and English I and English II; All Math Teachers in Grades 2-8 and Algebra I; and All Science Teachers in Grades 4-8 and Biology I	Pre-Test: <i>NWEA MAP</i> Growth Target: <i>Vendor Created</i> Post-Test: <i>NWEA MAP</i>
2	Social Studies, Grade 8; US History Studies Since 1877	Pre-Test: <i>Exploros</i> Growth Target: <i>District Created</i> Post-Test: <i>Exploros</i>



# TIA Requirements

## NWEA MAP Assessments

Fort Stockton ISD has used NWEA MAPS to evaluate the academic growth of students in ELAR, Math, and Science since 2022. The program is user-friendly, and the teaching staff has been very pleased with its operation and effectiveness. It is based on the programs approved by the Texas Commissioner of Education. It is the ideal measure to assess our instructional program and teachers participating in the Teacher Incentive Allotment. The NWEA MAPS has “validity of content,” meaning that it meets both State and District Guidelines, has Rigor and Stretch, and is aligned with the content being taught. It is also valid and reliable by having a testing window similar to the STAAR exam that the test administration follows state and district guidelines (aligns to STAAR protocols); training has been and will continue to be provided for teachers and administrators; assessment has been vetted for validity and reliability. We also wanted a test scored by a 3rd party to ensure validity. Training is also being provided to all test proctors and test administrators.

The district will use NWEA MAPS (Reading/ELA) for Kindergarten & First Grade; NWEA MAPS (Reading/ELA) for Second Grade through Eighth Grade Reading/ELA, English I and English II; NWEA MAPS (Math) for first Grade through Eighth Grade Math, and Algebra I. NWEA MAPS (Science) for Fourth Grade through Eighth Grade Science and Biology I.

All educators administering the NWEA MAP assessments will adhere to the assessment protocols outlined by the vendor, and the assessment administration will also align with STAAR assessment protocols.

The 3rd Party Vendor (NWEA MAPS) sets the expected growth target. NWEA MAPS will be used as the pre-test, middle of the year test, and post-test. The district will compare students’ end of course/year (EOY) test results to the expected growth target scores set for students at the beginning of the year by the 3rd party vendor (NWEA MAPS) to determine the percent of a teacher’s students who met or exceeded their expected growth targets.

## Exploros Assessments

The third party, Exploros Social Studies, offers TEKS-based pre and post-tests that can be used to assess student growth. Exploros is on TEA’s approved list of third-party providers. Exploros offers a pre-test that evaluates students’ understanding of the TEKS, specifically focusing on course readiness standards and those most commonly tested on the STAAR. The assessment emphasizes focus TEKS to provide a solid foundation for tracking student progress.

All educators administering the Exploros assessments will adhere to the assessment protocols outlined by the vendor, and the assessment administration will also align with STAAR assessment protocols.

Since the Exploros assessments do not come with vendor set targets, the district will set the growth targets to indicate students have demonstrated growth over the course of the year. FSISD will use the Common Percent Growth (Flat Rate) Model to set students’ growth targets.

**For school year 25-25, FSISD has set the Common Percent of growth at 50%.** In this model, all students are expected to grow by a specific percentage. This percent is applied to the difference between their pre-test score and the total possible score.

*Common Percent Example:*

Let’s say students are expected to grow by 50% over the year. A student scores an 18 on the pretest. To calculate 50% growth, you would subtract 18 from 100 (total score available) = 82. Then, you take  $82 \times 50\%$  (the expected growth) and add back the original 18.  $82 \times 0.50 + 18 = 41$ . So, you would target a student moving from an 18 to a 41 by the end of instruction to meet a goal of 50% growth.

## Assessments to Determine Percent of Students Grown

All FSISD teachers will only utilize one assessment (according to the category of teacher) to determine end of year growth.

# TIA Requirements

## Calculating Student Growth

In order to calculate the teacher's end of year student growth, FSISD has adopted the statewide performance standards. Districts will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures. The percentages below are the statewide performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.

### Statewide Student Growth Performance Standards

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	60% of students meet or exceed expected growth	70% of students meet or exceed expected growth

In order to calculate the percentage of a teacher's students who met or exceeded expected growth, the raw number of students who met or exceeded the target growth score in the classroom must be calculated first. Once the number of students who met or exceeded expected growth has been determined, it can be divided by the total number of students with an expected growth score who completed the final assessment to determine the percent of a teacher's students who met or exceeded growth.



# Calculating the Designation

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

FSISD has adopted the statewide performance standards for both Educator Evaluation and SGMs in addition to the district determined component weights to calculate cut points for each designation level (Recognized, Exemplary and Master). To earn a designation, educators must earn the minimum performance measure in each of the statutory components. If an educator is split between two designation levels, the final designation will be determined by the designation of the statutory component that scored lower. Please refer to Figure 1 for examples.

### *Educator Observation*

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

### *Student Growth Measures*

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	60% of students meet or exceed expected growth	70% of students meet or exceed expected growth

Calculating:

$$\text{Percentage of students} = \frac{\text{Number of students who met or exceeded growth expectation}}{\text{Total number of students with an expected growth score (who completed the final assessment)}}$$



# Calculating the Designation

Figure 1

Teacher	Ave. T-TESS Score (Designation)	% of Students Meeting Growth	Overall Designation
1	3.75 (Recognized)	56% (Recognized)	Recognized
2	4.0 (Exemplary)	68% (Exemplary)	Exemplary
3	3.5 (No Designation)	50% (No Designation)	No Designation
4	4.5 (Master)	80% (Master)	Master
5	3.9 (Exemplary)	59% (Recognized)	Recognized
6	3.8 (Recognized)	72% (Master)	Recognized
7	3.68 (No Designation)	58% (Recognized)	No Designation
8	3.91 (Exemplary)	54% (No Designation)	No Designation

## FSISD Policies

Educators with questions regarding TIA should contact Roy Alvarado ([roy.alvarado@fsisd.net](mailto:roy.alvarado@fsisd.net)).



# Distribution of TIA Funds

# Distribution of TIA Funds

## Spending Plan

FSISD will distribute the required 80% to TIA designated teachers. The remaining 20% of TIA allotment funds will be distributed to the other certified non-designated student facing instructional teachers on that same campus as follows:

- **Apache Elementary** (Grades EE-1) will distribute the remaining 20% of TIA Allotment Funds evenly split to all of the certified student facing instructional teachers at Apache Elementary equally regardless of subject taught or grade-level. Apache Elementary works as a team with each student facing instructional teacher assisting all of the other teachers on campus. The Pre-Kindergarten and Special Education teachers on this campus are “student facing instructional teachers”. The district’s Dyslexia teachers will not be included with this campus because their program only identifies Dyslexia students in first grade, but does not start serving those students until second grade (which is on the Alamo Elementary campus). Campus Administrators, Counselors, Curriculum Directors, Instructional Coaches, office workers, substitutes, nurses, hourly employees, and instructional aides will not be counted as “student facing instructional teachers” on this campus.
- **Alamo Elementary** (Grades 2-3) will distribute the remaining 20% of TIA Allotment Funds equally (evenly split) to all of the certified student facing instructional teachers on that campus who teach the same subject and grade-level as the designated teacher(s). The Special Education teachers on this campus are counted as ‘student-facing instructional teachers’ since they teach core subjects. The district’s Dyslexia teachers will be considered part of the Reading teachers at grades 2 and 3. They are not part of the Math teachers at those grade levels. Campus Administrators, Counselors, Curriculum Directors, Instructional Coaches, office workers, substitutes, nurses, hourly employees, and instructional aides will NOT be counted as “student facing instructional teachers” on this campus.
- **Intermediate School** (Grades 4-5) will distribute the remaining 20% of the TIA Allotment Funds equally (evenly split) to all the certified student facing instructional teachers on that campus who teach the same subject and grade-level as the designated teacher(s). The Special Education teachers on this campus are counted as ‘student-facing instructional teachers’ since they teach core subjects. The district’s Dyslexia teachers will be considered part of the Reading teachers at grades 4 and 5. They are not part of the Math teachers at those grade levels. Campus Administrators, Counselors, Curriculum Directors, Instructional Coaches, office workers, substitutes, nurses, hourly employees, and instructional aides will NOT be counted as “student facing instructional teachers” on this campus.
- **Middle School** (Grades 6-8) will distribute the remaining 20% of the TIA Allotment Funds equally to all the certified student facing instructional teachers on that campus who teach the same subject and grade-level as the designated teacher(s). The Special Education teachers on this campus are counted as ‘student-facing instructional teachers’ since they teach core subjects. The district’s Dyslexia teachers will not be included with this campus because of the few numbers of dyslexia students enrolled on this campus. Campus Administrators, Counselors, Campus Curriculum Directors, Instructional Coaches, office workers, substitutes, nurses, hourly employees, and instructional aides will NOT be counted as “student facing instructional teachers” on this campus.
- **High School** (Grades 9-12) will distribute the remaining 20% of the TIA Allotment Funds equally to all the certified student facing instructional teachers on that campus who teach the same subject and grade-level as the designated teacher(s). The Special Education teachers on this campus are counted as ‘student-facing instructional teachers’ since they teach core subjects. A teacher must teach at least two sections each semester to count as a “student facing instructional teacher”. The district’s Dyslexia teachers will not be included with this campus because of the few numbers of dyslexia students enrolled on this campus. Campus Administrators, Counselors, Instructional Coaches, office workers, substitutes, nurses, hourly employees, and instructional aides will NOT be counted as “student facing instructional teachers” on this campus.

# Distribution of TIA Funds

## Allotment Payment Timeline

FSISD allotment payment will be made in one lump sum to student-facing instructional teachers on or before August 25th following the data capture year. The plan for designated teachers and the other teachers on campus who will be receiving part of the allotment is the same.

The School Board will approve a budget each year by August 31, for the following fiscal year. For example, designations awarded for the school year 2024-2025 will be paid to designated teachers during the summer of 2025, but no later than August 30, 2025. Thus requiring that the FSISD budget funds for this purpose prior to approving the 2024-25 school budget. The FSISD School Board must approve the 2024-25 school budget prior to August 31, 2024. Since we will not know the exact amount needed in this fund prior to receiving the funds later in the year, we will have to budget some funds into this account as a “place holder” and later move the exact amount of money into this account with an authorized budget amendment.

All TIA funds reserved for compensation will go to teachers on the campus where the funds were generated. If a designated teacher leaves the district before winter roster submission, the district understands that no allotment will be generated, and no compensation will be given to the teacher. Teachers who transfer to another campus within Fort Stockton ISD prior to class roster winter submission will receive their TIA funds for their new campus. In FSISD’s plan, 80% of the teacher’s allotment is given directly to the teacher who earned the designation. The district will only pay out funds to designated teachers based on the funds received from TIA.

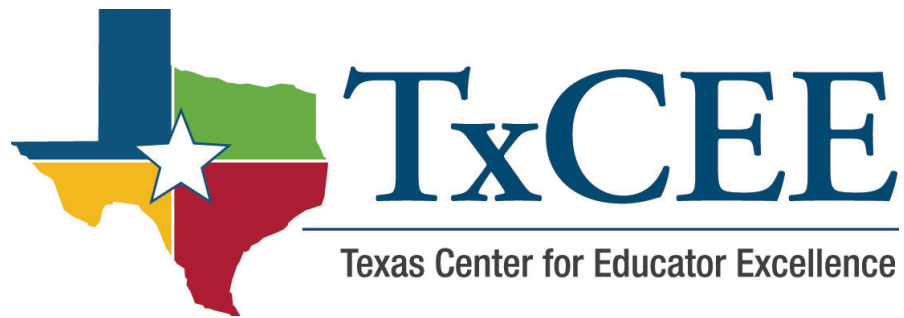
## Movement of Teachers

TIA allotments are based on the campus of a designated teacher. As part of their System Application, districts should develop a plan for allocating funds when a designated teacher moves to another district.

Allotment values are determined by each designated teacher’s campus as of the last Friday in February. Funds do not follow designated teachers in real time, and allotments are not prorated between campuses or school districts. If a designated teacher moves districts mid-year, the timing is paramount to determining which district, if any, receives the funds. Districts must outline how the spending plan will adjust when teachers move into or out of the district before and after the February snapshot date. As a best practice, districts should have a plan to adjust or account for actual allotments received, which are finalized in April each year.

1. Designated teachers who retire and complete the school year will receive the payout in August.
2. Designated teachers who leave after their contract ends, will receive the payout in August.
3. Designated teachers who break their contract or retire before the end of the school year (but after winter roster) will not receive their allotment payout and the district will redistribute the allotment they generated to other designated teachers (in 087 roles) on the campus where the departing designated teacher worked.





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