



TEACHER INCENTIVE ALLOTMENT

2025-2026 Guidebook

Updated December 2025



Always Innovating

**South
Texas ISD**

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This Guidebook is intended to provide an overview of the implementation of the Teacher Incentive Allotment Local Designation System in South Texas ISD.

Note: This is a working document; details are subject to change

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Teacher Incentive Allotment Handbook

2025-2026 School Year

TEACHER INCENTIVE ALLOTMENT

Introduction

In 2019, the 86th Texas Legislature established the Teacher Incentive Allotment (TIA) as part of House Bill 3 (HB3) with a stated goal of a six-figure salary for teachers to help school systems reward, retain, and recruit highly effective teachers while prioritizing high-needs and rural campuses.

TIA elevates the education profession by recognizing and rewarding effective teaching and incentivizing outstanding teachers to remain in the classroom and improve student outcomes. Districts use TIA funds to retain their best teachers, recruit promising new teachers, and incentivize teachers to work in high-needs schools and difficult-to-staff positions.

TIA Teacher Designations and Allotments

Designations are distinctions awarded to highly effective teachers. There are three levels of designation: Recognized, Exemplary, and Master. Designations are awarded to teachers through the district's local optional teacher designation system. South Texas ISD local designation system can designate teachers at any level. Teachers with an active National Board certification may be designated as Recognized by the Texas Education Agency (TEA).

South Texas ISD will receive an annual allotment for each eligible designated teacher they employ. Allotments are based on the teacher's designation level and campus of employment, with greater funding for high-needs and rural campuses.

TIA recognizes teachers on three different designation levels:



\$3K-\$9K

Recognized Designations represent the top 33% of Texas teachers



\$6K-\$18K

Exemplary Designations represent the top 20% of Texas teachers



\$12K-\$32K

Master Designations represent the top 5% of Texas teachers

The school district is entitled to a state allotment for each classroom teacher with a designation to reward their top performers. This is not a merit-pay approach to compensation and will not

replace the current district's pay structure. Teacher designations have a base allotment amount and a multiplier based on high needs and rural factors.

The exact designated teacher allotment per campus at each state school district can be found at <https://tiatexas.org/funding/>

Teacher designations must align with the performance and validity standards outlined in TAC §150.1012. At a minimum, teacher performance data must be based on data from teacher observation and student growth performance standards to determine which teachers qualify for a designation. TIA also requires the districts to set up valid and reliable performance standards to ensure that the identification of highly effective teachers under the three designations produces results comparable to other districts across the state.

There are two pathways for teachers to receive a TIA Designation:

1. Through their district's TIA locally designed Designation System. Teachers in eligible teaching assignments included in the district's locally designed TIA Designation System have the opportunity to obtain a Designation of *Recognized*, *Exemplary* or *Master*.
2. Through National Board Certification. Teachers with a National Board Certification automatically receive a *Recognized* designation by the state.

National Board Certification- NBCT Recognized Designations

National Board Certification is available in 25 certificate areas across 16 disciplines in Pre-K through 12th grades. Teachers interested in pursuing National Board Certification are encouraged to consult the National Board for Professional Teaching Standards at <https://www.nbpts.org/> for more information. TIA offers financial incentives by reimbursing Texas teachers for the approximately \$2,000.00 in fees associated with achieving National Board Certification. The reimbursement is contingent upon the teacher achieving National Board Certification by passing all four exams. National Board-Certified Teachers will. Maintain their *Recognized* Designation as long as they keep their National Board Certification active.

TEA oversees the designation process for Texas NBCTs; no application is required from the NBCT or their employing district. NBCTs must meet the following criteria to earn a Recognized designation in a given school year: (1) Holds an active certificate issued by the National Board for Professional Teaching Standards (NBPTS) (2) Employed as a public-school teacher and reported with a 087 Role ID in the Class Roster Winter Submission. Alignment with the National Board certificate area is not required. (3) Listed as a Texas teacher in the NBCT Directory as of January 31st. NBCTs moving to Texas from out of state must update their information to reflect Texas employment. (4) Does not have a Texas teaching certificate in revoked, suspended, or voluntary surrender status. (5) Is not listed on the Texas Do Not Hire registry.

TIA Eligibility Requirements

Teachers are eligible to earn a designation through a local designation system if they meet the following eligibility criteria

- Employed and compensated by the recommended districts in a teacher role (087 role ID in PEIMS).
- Met or will meet the creditable year of service requirement by the end of the school year (50% or more of the day for a minimum of 180 days; or, 100% of the day for a minimum of 90 days, or the equivalent of one semester) .
- Employed in an eligible teaching assignment.
- Minimum score of “proficient” in every T-TESS dimension of Domains 2 & 3 during the data capture year.
- Not currently designated by a local designation system unless being recommended for a higher designation or in the last year of a teacher designation.
- Does not have a Texas teaching certificate in revoked, suspended, voluntary surrender, or permanent surrender status.
- Is not listed on the Texas Do Not Hire registry.

Other Eligibility Considerations:

- Paraprofessionals and campus administrators are not eligible for a TIA designation.
- Designated teachers who moved to a different position with a PEIMS code **other than** 087 will not generate an annual allotment for that specific year of service.
- Designated Teachers generate an allotment for the Texas school system reporting the Designated teacher in a teaching role (087 role ID in PEIMS) during that year’s Class Roster Winter Submission in February.
- National Board-Certified Teachers (NBCT) are automatically eligible for a *Recognized* Teacher Designation if they hold an active National Board certification and the NBCT directory listing reflects Texas residency in a teacher role (087 role ID in PEIMS).

TIA Eligibility Term

Teacher designations of *Recognized*, *Exemplary*, or *Master* are valid for five years. The designation cannot be revoked or lowered during the five-year period. Within the five-year period, teachers may be put forth for a higher designation if their performance qualifies them, but they cannot be submitted for a lower designation.

The opportunity for a Designated teacher to move to a higher designation level during the five-year period is dependent upon the teacher's performance qualification under the district’s local designation system and the state approval of the new designation. If the higher designation is approved, the five-year period restarts for the new teacher designation. Teachers changing teaching assignments or moving to another district maintain their designation. Designated teachers who move to a Role ID other than 087 will maintain their designation. However, they will not generate annual allotment funding if they are not in a 087-teaching role for that year of

service. If a teacher moves back to a teacher position within the five-year period, the TIA allotment funds will be sent to the district in Texas where the teacher is currently teaching.

The TIA designation will be displayed in the right-hand corner of the State Board of Education Certification (SBEC) teaching certificate and will not specify a certification area or subject/grade level. Designated teachers will be assigned a Designated Teacher ID and listed in the Designated Teacher Public Search Registry. A teacher may change teaching assignments and will still generate allotment funding. The same applies to National Board-Certified Teachers (NBCTs). Designated teachers who meet performance standards and district qualifications can be put forth for a new designation in their final year of designation. Once the designation expires, it will be removed from the SBEC certificate (if applicable) and allotment funding will no longer be generated.

STATE REQUIREMENTS FOR TIA LOCAL DESIGNATED PLANS

At a minimum, a TIA local designation system must include both a **teacher observation and a student growth measure determined by the district** and a **Spending Plan** that complies with TIA statute. Districts can also use additional components such as student surveys, teacher leadership responsibilities, teacher mentor responsibilities, teacher peer surveys, and contributions to the broader school community. Texas school districts must use at least 90 percent of each allotment for compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed. The remaining 10% of funds can be retained at the district level and used for costs associated with administration of the locally designed designation system.

The systems must be submitted to TEA for approval and undergo a data-validation process, which will be conducted by Texas Tech University. Once a local designation system is approved, districts may recommend their effective teachers for designation.

Teacher Observation Measures

Districts are required to use a research-based teacher observation rubric that complies with TEC 21.3521. The Texas-Teacher Evaluation & Support System (T-TESS) is the state-adopted teacher appraisal instrument. TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. In order to be eligible for a TIA designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3. Districts should have detailed plans to implement the observation system with fidelity. The district should ensure the reliability of teacher appraisers within and across campuses by calibrating among appraisers at least once a year. Correlations between teacher observation and student growth data should be reviewed and plans to address any issues developed.

Student Growth Measures

Districts are required to use valid and reliable student growth measures as part of their locally designed TIA designation system and implement protocols for secure administration and scoring. Student growth measures may include:

- Pre and Post-test;
- Value-added Modeling (VAM),
- Student Learning Objectives (SLO's);
- and Student Portfolios.

Districts can utilize student growth on STAAR or vendor-based assessments as the Student Growth Measure for TIA. When selecting growth measures for TIA, the district should consider how accurately the resulting data will delineate teacher effectiveness for each particular teaching assignment. To ensure clear, timely, and transparent communication, South Texas ISD will provide annual training, guidance, and protocols for the scoring of each student growth measure used to calculate student growth data for all the eligible teaching assignments. District should ensure there are clear and published procedures for how student growth data is calculated for all eligible teacher groups. The district should also share individual teachers' student growth results with teachers in a clearly communicated and timely manner. The district should ensure that all student growth measures used are aligned to the state standards for the course.

Spending Plan

TIA is a Tier 1 allotment through the Foundation School Program (FSP), the system through which the state provides funding to districts. This system, grounded in the Texas Education Code, creates a sustainable funding source for districts implementing TIA. The allotment formula is campus-based, with increased allotments for high-needs and rural campuses.



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

All TIA teacher compensation is TRS eligible. The specific allotment amounts for each campus on the state of Texas can be found on the state TIA website at www.tiatexas.org

The funding available from the Teacher Incentive Allotment (TIA) varies by the designation of and campus where the designated teacher works. The exact amount of allotment funding per teacher is determined by a formula that considers the level of socioeconomic need at a campus and whether the campus is rural. District allotment amounts for each designation level change

across different socioeconomic tiers for teachers working at rural and non-rural campuses. As the Tier designation increases, there is more need for funding.

Optional Performance for Determining TIA Designations

Districts have the option to incorporate data from other sources into the design of their TIA Locally Developed Designation System (LOI). Examples may include results from student surveys, teacher leadership responsibilities, teacher mentoring, family surveys, teacher peer surveys, and contributions to the broader community.

South Texas ISD opted for the exclusion of optional components as these prerequisites may exclude teachers from designation consideration, even if their performance otherwise qualifies.

TEA's Statewide Performance Standards for TIA

The statewide performance standards serve as a guide and reference when developing a designation system and when making designation decisions. TEA has released Statewide Performance Standards for the two required TIA measures. TEA will study the overall alignment of district designations to the statewide performance standards. Part of the data validation process conducted by Texas Tech University (TTU) will include a review of the accuracy of how district systems align their designations to the statewide performance standards. Exact alignment is not required.

The Teacher Incentive Allotment performance standards established teacher observation and student growth ratings for each level of designation using statewide teacher performance data. For teacher observation, the performance standards were determined using statewide T-TESS observation data. Student growth performance standards were determined through a value-added model using STAAR data across five years. Each level of designation represents teacher performance relative to all Texas teachers.

Designation Level	Statewide Percentages	Teacher Observation Performance Standards*	Student Growth Performance Standards
Recognized	Top 33%	3.7 or 74% of possible points	55% met or exceeded
Exemplary	Top 20%	3.9 or 78% of possible points	60% met or exceeded
Master	Top 5%	4.5 or 90% of possible points	70% met or exceeded

**Represents average of all dimensions in T-TESS Domains 2 and 3*

Teachers must have a minimum average score of Proficient across Domain 2 and 3 on all dimensions to be eligible for a new designation.

SOUTH TEXAS ISD TIA LOCAL DESIGNATION SYSTEM

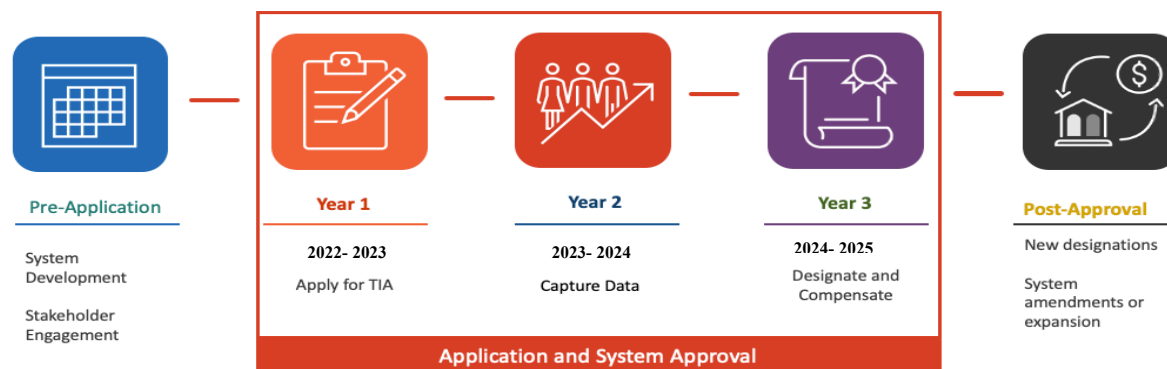
TIA System Development and Approval Timeline

The District Approval Process includes two steps: (1) Submission of the TIA application for approval to the Texas Education Agency, which includes narrative and artifacts, and (2) Submission of evidence of teacher effectiveness to Texas Tech University (TTU) for a data validation process to ensure the relative accuracy and reliability for **eligible teaching assignments**.

The validation process conducted by TTU includes the correlation between teacher observation and student growth, the correlation between student growth percentages and value-added ratings for all applicable teaching assignments, review of the validity and reliability by appraiser, by campus, across campus in a district, and by teaching assignment as well as the alignment of district data to state data by comparing the percentage of teachers a district submits for designations to overall district performance.

Once the data validation is completed, TTU provides a final report to TEA, who will make the final determination to approve or deny the district's recommended designations. No funds are provided to teachers unless the agency approves the district's TIA teacher designations.

The district's current application and approval timeline (TIA Cohort F) is as follows:



South Texas ISD Local Designation System Development

South Texas ISD engaged stakeholders including teachers representing all campuses and teaching assignments, campus leadership, and district administrators as a planning committee to provide input and feedback in the design of its TIA Locally Designed Designation System (LDS). The district stakeholder committee met to develop an in-depth understanding of the critical success factors to be considered in the design of the district's TIA local designation system. Teachers were afforded the opportunity to provide input and the feedback was brought back to the committee to either refine or finalize the designation system.

There are three main components the committee needed to consider in developing South Texas ISD local designation system:

1. Eligible teaching assignments and campuses: who will be eligible to earn a designation? Will the system expand to include additional assignments in future years?
2. Teacher performance data and designation criteria: How will the district measure teacher effectiveness and determine which teachers qualify for each level of designation?
3. Teacher compensation plan: How will the district spend the allotment to align with goals for recruitment and retention and prioritize high-needs campuses?

Decisions for each component require time, investment of stakeholders, and thoughtful consideration of current systems and practices. The feedback and analysis of the validity and reliability of current data as well as administration protocols and scoring of student growth, were incorporated in the key decision of the district's local designation system development. Therefore, the decision was made to include only teaching assignments for which the district currently has the methodology, administration, and scoring protocols in place that can produce valid and reliable student growth measures.

South Texas ISD will be implementing the Teacher Incentive allotment in multiple phases. Phase 1, referred as Cohort F, included selected core teachers with STAAR data during the 2023-2024 school year. During the 2023-2024 school year, the district applied for additional teaching assignments to be eligible for the following school year and thereafter.

The district will be using the state-adopted teacher appraisal instrument, the Texas Teacher Evaluation & Support System (T-TESS), for the teacher observation portion of its TIA system.

Student growth will be calculated for all students who have qualifying assessment scores. Assessments that will be included in student growth include:

- 1) 6-8 Math, 6-8 ELAR, English I, English
- 2) 8 Science, 8 Social Studies, Biology, US History, IB US History, AP United States History
- 3) 6 Science, Environmental Systems, Chemistry, Physics, 6 Social Studies, 7 Social Studies, Psychology, Personal Finance Lit/Eco, World Geography, World History, US Government, English 3, English 4, Statistics, Geometry, Algebra 2, Pre-Calculus
- 4) Practicum in Audio/Video Production (First Time Taken), Practicum in Graphic Design and Illustration (First Time Taken), Practicum in Business Management (First Time Taken), Practicum in Marketing (First Time Taken), Kinesiology II, Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken), Computer Science III, Engineering Design and Development (PLTW), Civil Engineering and Architecture (PLTW), AP Computer Science A-LOTE, Cybersecurity Capstone, Health Science Theory/Health Science Clinical-Pharmacy, Health Science Theory/Health Science Clinical- Dental, Practicum in Health Science (First Time Taken) - EKG, Practicum in Health Science (First Time Taken) - Dental, Practicum in Health Science (First Time Taken) -Ophthalmology, Practicum in Health Science (Second Time Taken)-EKG, Practicum in Health Science (Second Time Taken) -Dental, Practicum in Health Science (Second Time Taken) -Ophthalmology, Practicum in Health Science (First Time

- Taken) -Pharmacy, Practicum in Health Science (Second Time Taken) -Pharmacy, Pharmacy II, Practicum in Entrepreneurship
- 5) AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1: Algebra Based AP Human Geography (World Geography), AP World History, AP Psychology, AP U.S. Government and Politics, AP English Language And Composition, AP English Literature And Composition, AP Calculus AB, AP Calculus BC, AP Statistics
 - 6) IB Biology Standard Level, IB Sports, Exercise, and Health Science Higher Level, IB Psychology Higher Level, IB Language Studies A: Language and Literature Higher Level, IB Language Studies A: Language and Literature Standard Level, IB Mathematics: Applications and Interpretations Standard Level
 - 7) Special Education: Dyslexia (6-8 ELAR, English I, English II, English III, English IV)
 - 8) Special Education: Self-Contained (Core: English, Math, Science, Social Studies)

Note: A teacher must have at least 10 unique student growth records across assigned students and content areas in order for a student growth component score to be calculated. Teachers without at least 10 student growth scores will not be eligible for a TIA designation.

Weights and Measures

Category	Teacher Observation Rubric	TO Rubric Weight	Student Growth Assessment	SGM Weight
1	T-TESS	35%	STAAR/EOC	65%
2	T-TESS	35%	STAAR RELEASE /EOC	65%
3	T-TESS	35%	DISTRICT CREATED/ DISTRICT CREATED	65%
4	T-TESS	35%	CTE THIRD-PARTY VENDOR/ EOC CERTIFICATION EXAM	65%
5	T-TESS	35%	AP RELEASE TEST/ EOC AP EXAMS	65%
6	T-TESS	35%	IB RELEASE TEST /EOC IB EXAM	65%
7	T-TESS	35%	iREADY PRE-ASSESSMENT/ iREADY POST-ASSESSMENT	65%
8	T-TESS	35%	TEACHTOWN PRE-ASSESSMENT/ TEACHTOWN POST-ASSESSMENT	65%

The *Teacher Observation* and *Student Growth* scores will be used to apply the weight using the percentages above to determine a final score based on the cut-off point system.

Teacher Evaluation: T-TESS Score

South Texas ISD will utilize the Texas Teacher Evaluation and Support System (T-TESS) appraisal district to measure teacher effectiveness. The T-TESS is the Texas-recommended appraisal process designed to evaluate teachers and establish a system of support. The comprehensive T-TESS rubric includes specific dimensions, descriptors, and performance levels. Ongoing, systematic processes and exposure to the rubric are critical to ensure that teachers have an opportunity to 'unwrap' the dimensions, create a pool of shared meaning, and personally gather data to move from the current to desired levels of performance.

T-TESS is designed as a continuous improvement process based on evidence-based feedback and ongoing dialogue and communication. T-TESS gauges the effectiveness of teachers by capturing the holistic nature of teaching and the effect of the teacher's instructional practices on student outcomes.

There are 4 domains and 16 dimensions on the T-TESS instrument:

- **Planning (Domain 1)**
 - Standards and Alignment (Dimension 1.1)
 - Data and Assessment (Dimension 1.2)
 - Knowledge of Students (Dimension 1.3)
 - Activities (Dimension 1.4)
- **Instruction (Domain 2)**
 - Achieving Expectations (Dimension 2.1)
 - Content Knowledge and Expertise (Dimension 2.2)
 - Communication (Dimension 2.3)
 - Differentiation (Dimension 2.4)
- **Monitor and Adjust (Dimension 2.5)**
 - Learning Environment (Domain 3)
 - Classroom Environment, Routines and Procedures (Dimension 3.1)
 - Managing Student Behavior (Dimension 3.2)
 - Classroom Culture (Dimension 3.3)
- **Professional Practices and Responsibilities (Domain 4)**
 - Professional Demeanor and Ethics (Dimension 4.1)
 - Goal Setting (Dimension 4.2)
 - Professional Development (Dimension 4.3)
 - School Community Involvement (Dimension 4.4)

Each dimension is scored on a scale of 1-5: 1 (Improvement Needed), 2 (Developing), 3 (Proficient), 4 (Accomplished), and 5 (Distinguished).

South Texas ISD will require at least one 45 formal minute observation for each eligible teaching assignment. The district will also use data collected through walkthroughs to inform and determine the final T-TESS score. Domains are scored based on the average scoring of the dimensions within the domain, rounded to the nearest hundredth (two decimal places) for a final numerical score between 1 and 5.

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3). **Domains 1 & 4 are excluded from TIA calculations.**

Therefore, the total T-TESS score for TIA designations is a calculation based on the average of the individual ratings for each of the 8 indicators of the T-TESS Domains 2 & 3 converted to a summative numerical score. In order to be eligible for a TIA designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3.

In addition, based on an analysis of statewide T-TESS observation data, TEA has identified minimum score averages across Domains 2 and 3 of T-TESS:

- Recognized designation > 3.7
- Exemplary designation > 3.9
- Master designation > 4.5

TEA requires that all teachers in the teaching assignments (subject and grade) included in the district's TIA plan be evaluated. Therefore, no T-TESS waivers are allowed for the eligible teachers regardless of their scores.

Student Growth Score

For eligible teaching assignments, districts must use a valid and reliable student growth measure and implement protocols for secure administration and scoring.

TIA performance standards for each designation level align with teacher effectiveness based on the teacher's percentage of students who meet or exceed an expected growth target over the course of a single school year. Rather than using the magnitude of growth, effectiveness is measured by the impact teachers have on all students by setting individualized growth targets. This method allows more equitable access to designation for effective teachers, regardless of their student population.

South Texas ISD will be utilizing Pre-Test and Post-Test as the student growth measure. Student growth will be calculated for all students who have qualifying assessment scores for each eligible teaching assignment included in the approved TIA plan.

	<i>Eligible Teaching Assignments</i>	<i>Student Growth Measures</i>
	6 th -8 th ELAR and Math	% of students who met or exceeded expected growth using STAAR progress measure utilizing Transition Tables.
	English I and English II	% of students who met or exceeded expected growth using STAAR EOC progress measure utilizing Transition Tables.
	Algebra I	% of students who met or exceeded expected growth using STAAR EOC progress measure utilizing Transition Tables.
	8 th Science, 8 th Social Studies, Biology, US History, IB US History, AP US History	% of students who met or exceeded expected growth. District will calculate individual student expected growth utilizing the STAAR release as a Pre-test and the EOY STAAR result as Post-test utilizing the Quintile Method.
	Science: 6 Science, Environmental Systems, Chemistry, Physics Social Studies: 6 Social Studies, 7 Social Studies, Psychology, Personal Finance Lit/Eco, World Geography, World History, US Government ELA: English 3, English 4 Mathematics: Statistics, Geometry, Algebra 2, Pre-Calculus	% of students who met or exceeded expected growth. District will calculate individual student expected growth utilizing a district-created assessment as a Pre-test and the EOY district-created assessment result as Post-test utilizing the Quintile Method.
	CTE: (1) Practicum in Audio/Video Production (First Time Taken), (2) Practicum in Graphic Design and Illustration (First Time Taken), (3) Practicum in Business Management (First Time Taken), (4) Practicum in Marketing (First Time Taken), (5) Kinesiology I/Kinesiology II, Practicum in Practicum in Entrepreneurship, (6) Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken), (7) Computer Science III,	% of students who met or exceeded expected growth. District will calculate individual student expected growth utilizing an industry-based certification assessment as a Pre-test and the EOY industry-based certification assessment result as Post-test utilizing the Quintile Method.

<p>(8) Engineering Design and Development (PLTW), (9) Civil Engineering and Architecture (PLTW), (10) AP Computer Science A - LOTE, (11) Cybersecurity Capstone, (12) Health Science Theory/Health Science Clinical, (13) Health Science Theory/Health Science Clinical - [STISD Dental], (14) Practicum in Health Science (Science (First Time Taken) - EKG, (15) Practicum in Health Science (Science (First Time Taken) - Dental, (16) Practicum in Health Science (Science (First Time Taken) – Ophthalmology, (17) Practicum in Health Science (Second Time Taken) EKG, (18) Practicum in Health Science (Second Time Taken) - Dental, (19) Practicum in Health Science (Second Time Taken) – Ophthalmology, (20) Practicum in Health Science (First Time Taken) - Pharmacy, (21) Practicum in Health Science (Second Time Taken) – Pharmacy, (22) Pharmacy II, (23) Practicum in Entrepreneurship</p>	
<p>Science: AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1: Algebra Based Social Studies: AP Human Geography (World Geography), AP World History, AP Psychology, AP U.S. Government and Politics ELA: AP English Language & Composition, AP English Literature & Composition Mathematics: AP Calculus AB, AP Calculus BC, AP Statistics</p>	<p>% of students who met or exceeded expected growth. District will calculate individual student expected growth utilizing an AP Release Test assessment as a Pre-test and the AP Exam assessment result as Post-test utilizing Transition Tables.</p>
<p>Science: IB Biology Standard Level, IB Sports, Exercise, and Health Science Higher Level Social Studies: IB Psychology Higher Level ELA: IB Language Studies A: Language and Literature Higher Level,</p>	<p>% of students who met or exceeded expected growth. District will calculate individual student expected growth utilizing an IB Release Test assessment as a Pre-test and the IB Exam assessment result as Post-test utilizing the Quintile Method.</p>

	IB Language Studies A: Language and Literature Standard Level Mathematics: IB Mathematics: Applications and Interpretations Standard Level	
	Special Education: Dyslexia (6-8 ELAR, English I, English II, English III, English IV)	% of students who met or exceeded expected growth. District will calculate individual student expected growth utilizing the iReady release as a Pre-test and the and the EOY iReady assessment result as Post-test utilizing the Quintile Method.
	Special Education: Self-Contained (Core: English, Math, Science, Social Studies)	% of students who met or exceeded expected growth. District will calculate individual student expected growth utilizing the TeachTown release as a Pre-test and the and the EOY TeachTown assessment result as Post-test utilizing the Half the Gap Method.

South Texas ISD will use the growth targets established by TEA for which STAAR Progress Measure is available to determine teacher designations. Based on the end-of-the-year data, the district will use the STAAR progress measure to determine the percentage of students with “expected progress” (met target) or accelerated growth progress (exceeded target).

For teaching assignments without a STAAR progress measure, the district will use a pre-posttest methodology for calculating individual student expected growth. The STAAR release, AP release test, IB release test or district-created test for the subject/grade level will be administered at the beginning of the year as a pre-test. Based on the pre-test, students will be placed into five equally sized groups based on their quartile/quintile on the BOY assessment (peer groups). The post-test will be the Subject/Grade STAAR exams, EOC AP exams or EOC IB exams that are taken in the Spring semester. In order to determine if a student meets their growth goal, the average growth of all students in a peer group from the pre-test to the post-test will be calculated. Any student whose growth equals or exceeds the average growth for their peer group will meet their growth target.

The district will use the TIA student growth performance standards as guidance to determine a teacher's end-of-the-year student growth percentage. For each assessment where a student growth score is calculated, a teacher's score will be the percentage of students who meet or exceed expected student growth.

In order for a student to be included in Pre-Posttest calculations, they must meet the following criteria:

- Student took the state BOY STAAR assessment
- Student takes the STAAR exam
- Student was enrolled in the teacher's class at PEIMS October snapshot date

- Student was enrolled in the teacher's class at the beginning of the spring STAAR administration window

Additionally, the following criteria will be utilized for the student growth calculation in order to ensure fairness and consistency

- There must be at least ten (10) unique student growth records across assigned students and content areas
- For teachers with multiple subjects, student growth will be calculated based on all tests taken for each eligible course. For example, consider a 6th-grade teacher who teaches 28 students in both ELA and Math. Out of the 28 students in ELA, 20 students met or exceeded their expected growth on STAAR ELAR and 19 students met or exceeded their expected growth in STAAR Math. To calculate the % of students who met or exceeded expected growth, the district will use the following calculation:

$\frac{\text{Total \# of students who met expected growth}}{\text{Total \# of students included in the calculation}}$

Thus, the computation would be $(20 + 19)$ divided by $(28 + 28) =$ % of students who met or exceeded growth, or $39/56 = 69.6\%$.

Teacher's Final TIA Score

To calculate the Teacher's final TIA score, the district will utilize a weighted combination of the teacher's Domain 2 & 3 summative T-TESS score and the Student Growth scale score for each eligible teacher. The district will utilize the weights and measures included in the local designation system to calculate the final TIA score (35% T-TESS composite score and 65% Student Growth).

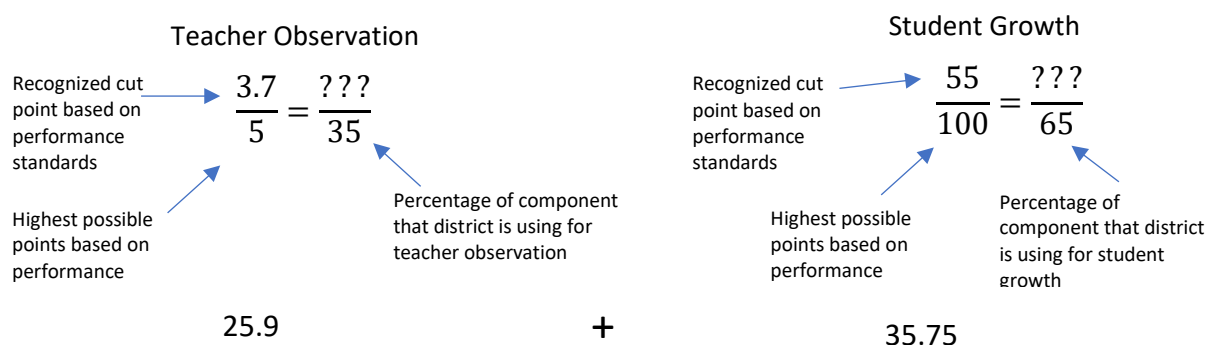
South Texas ISD will analyze and compare scores across teachers, content areas, and campuses to identify three tiers of teachers aligned to the state distribution:

- Masters - top 5% of teachers across the district
- Exemplary - top 20% of teachers across the district
- Recognized - top 33% of teachers across the district

Using the performance standards along the district's weights and measures, the district calculated the cut scores for each of the TIA Designation levels. A teacher must meet or exceed the following TIA cut score to be considered for designation.

Designation Level	Points Needed
Recognized	61.65
Exemplary	66.3
Master	77

Example of TIA Final Calculation using weights and performance standards



61.65 Cut Points for Recognized Teacher Designation

Note: Weights and performance standards may be adjusted in the event that the data does not accurately identify the top tiers aligned to the state TIA designation distribution.

The district will analyze teacher appraisal and student growth outcomes to ensure their alignment to the state's minimum performance standards. If the performance criteria are met, the TIA teacher designation roster is submitted to the state for data review and validation. Teachers that have a National Board Certification will automatically be submitted for a TIA Recognized Designation

Example of a Final TIA Score calculation

A teacher has the following data:

T-TESS score of 3.7 and 63% of the student meeting expected growth

T-TSS score = $3.7 \times 35\% = (25.90 \text{ points})$

Student growth = 63% of student meeting expected growth $\times 65\%$ of total weight for student growth $/100 = 40.95$

$25.90 + 40.95 = 68.85$

Final score = 68.85

Proposed Teacher Designation Submission for Validation = Exemplary

ENSURING VALIDITY AND RELIABILITY OF TIA METRICS

Teacher Observation (T-TESS) Measure #1

South Texas ISD is committed to ensuring validity and reliability of teacher observation scores. The district requires yearly T-TESS training to ensure appraisers understand the rubrics and complete a recertification process. Teacher appraisers are required to recalibrate annually by conducting multiple in-person observations or video scoring to ensure everyone norms on scoring using the T-TESS rubric. Campus administrators observe teachers and score them individually and then come together to discuss the evidence they collected during the observation that supports the ratings given and ensures interrater reliability. To address areas of skew, the district leadership utilizes a protocol to identify possible root causes, current practices, and the next steps to address the identified gap.

In addition to T-TESS training and calibration sessions, data is extracted at least quarterly to monitor ratings and analyze skew for teachers and appraisers across campus, subject, and grade levels. The district team will analyze all campuses' teacher observation and walk-through trends at least quarterly by content and grade level including informal walkthroughs reports. The district along campus-based team will address any issues of skew and provide support as needed.

All the teacher observation data, including walk-throughs, are used by the campus appraiser to calibrate and inform the final summative rating given to the teacher in the data management and reporting system

Additionally, the district leadership will review the correlation between the teacher observation at the campus level and the student growth data at least once a semester. The comparison data will be used to determine if the skew is caused by an appraiser or by teacher deficiencies. When negative correlations between appraisal scores and student growth data are discovered by the leadership team, action will be taken to address the issues. Those actions could come in the form of appraisers being required to participate in calibration practices with other appraisers, adjusting professional development to address the needs of teachers, or other actions as deemed necessary by district and campus leaders. If the skew is related to the administrator's effectiveness or lack of experience of the appraiser, then the district will provide training on the T-TESS rubric, assignment of a mentor, and opportunities to re-calibrate with other appraisers or co-observations. Finally, if irregularities in the data are related to teacher effectiveness, additional teacher support will be provided with a mentor, coaching support, opportunities for teachers to observe other teachers, and professional development.

Student Growth Measure #2

South Texas ISD selected student growth measures that are already in place and proven to ensure validity and reliability to the student growth measure process. Teachers' input was obtained through surveys and district/campus committees to discuss the validity and reliability of growth measures for each eligible teaching assignment. All assessments were chosen because they are TEA-approved and aligned to the state standards.

South Texas ISD is committed to implementing the student growth measure process with fidelity to ensure validity and reliability of student growth data. The assessment team at our district is responsible for ensuring that all assessments across the district are executed with fidelity.

The district implements the assessments according to state and vendor guidelines to ensure integrity to the data collection process. During the district-designated window, teachers will administer the assessments consistently and with integrity. Oversight is provided by the Testing Coordinator, TIA Coordinator, Executive Director for Academic Excellence and the Assistant Superintendent for Human Resources. Scoring of all assessments included in the student growth measure occurs electronically through an online data system. The district has protocols in place to ensure the security of all student assessments.

At the end of the year the district will calculate the percentage of students meeting or exceeding expected growth for each teacher and convert the percentages to scale scores as describe previously.

Additionally, the district and campus personnel are trained in testing procedures and protocols. To ensure testing validity and reliability, campus and district personnel are trained on all STAAR/EOC testing procedures and protocols delineated by TEA guidelines. Training sessions are conducted yearly and before any state or local assessment. District and campus administration attend mandatory training sessions and are required to sign a Test Security and Confidentiality Oath.

South Texas ISD will use the STAAR/EOC Student Progress Measure reports from the state to calculate each teacher's end-of-the-year student growth in alignment with the TIA expected student growth performance standards. The STAAR progress measure is calculated based on a student gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year.

For the teaching assignments with no STAAR Progress measure, the district has decided to use the STAAR Release test, AP release test, and the IB release test as a pre-test and determine the individualized growth target making sure that protocols for training, administration, and scoring used for these administrations are in place. The individualized student expected growth targets will be determined within the first 9 weeks of school. Individualized student historical data will be reviewed to inform and validate the expected growth target. The district will be using a valid and reliable methodology to determine individualized student growth targets making sure that individual student growth targets are set for each student based on the data available. The campus leaders will share with teachers the individualized expected student growth targets following the pre-test administration.

TIMELINE FOR TIA DESIGNATIONS 2025-2026

South Texas ISD TIA Local Designation System application was approved by TEA. The district will collect data to determine teacher designation during the 2025-2026 school year. The data calculation will be used to determine TIA teacher designations recommendations that takes place during the summer of 2026 followed by submission of teacher designations to Texas Tech

University (TTU) in the Fall of 2026. TTU will conduct the data validation and determine the approval/denial of the district's recommended teacher designation by February 2026. If the district's recommended teacher designations are approved based on the data validation process, TEA will notify the district in April 2026 including specific allotment amounts by each designation at each campus in the district. Once the districts receive a formal report and correspondence indicating that the data validation process was approved, the district and campus leaders will meet with each designated teacher to inform them of their designation. South Texas ISD the district will provide payment to the designated teachers no later than August 30th, 2026.

*All TIA compensation payments to designees are subject to and governed by TEA statutes, guidance, and updates. The funding for any designation is contingent upon state appropriations and approval through the state's review process.

Note: National Board-Certified teachers will be included and recommended as TIA Designations of Recognized unless the teacher reaches an Exemplary or Master Designation under the district's local designation system (LOI). National Board-Certified teachers will automatically receive a Recognized Designation even if the district's recommended designations under the locally developed system are denied.

SPENDING PLAN FOR TIA COMPENSATION

South Texas Local Designation System was developed based on engagement with district and campus-level stakeholders aligned to the district's goals for teacher retention, teacher recruitment, and teacher recognition. The development of the district's TIA spending plan was informed through the feedback gathered from The TIA Spending Plan Committee which was composed of teachers from different teaching assignments from each campus in the district, district and campus leadership, and finance/Payroll personnel. All committee members received detailed training on the spending plan resources found on the TIA.org website. The committee members provided feedback for the development of the spending plan based on the TIA best practices, the feedback received from teachers at their respective campuses, and the context of the district. All teachers were provided an opportunity for feedback through surveys at the end of each staff meeting visit. The feedback was brought back to the committee to either refine or finalize the designation system. To improve the retention of highly effective teachers, the stakeholders decided to provide the highest percentage allowable in statute to the teacher earning the designation.

Distribution of Compensation

From the total allotment generated by teachers, the district will provide 90% of TIA funds to the teachers who earned the designation and will retain 10% of the TIA dollars to use to support district oversight of TIA and implementation. The same percentages and considerations will be applicable for teachers earning a designation through the national Board Certification

The district will provide the TIA compensation through a lump sum in August of each year to the teacher who generates an allotment based on the Winter PEIMS Submission.

The following are important considerations impacting the movement of designated teachers designed to improve the retention of highly effective teachers:

- Designated teachers who retire and complete the school year will receive the payout in May
- Designated teachers who leave after their contract ends, will receive a one-time payout in May
- 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.

**Note:* Designated teacher allotments provided to each campus by the Teacher Incentive Allotment can be found at <https://tiatexas.org/teacher-incentive-allotment-funding-map/>

Frequency of Compensation

TIA compensation is an annual allotment provided by the State and subject to the availability of state funding allocations. TIA-designated teachers will receive TIA compensation annually based on their TIA designation and TIA state funding for their campus of assignment at the time TIA funds are disbursed.

DISTRICT SUPPORT OF TIA PLAN IMPLEMENTATION

The TIA Leadership Committee will monitor all data including teacher observation, administrator calibration, and student growth while evaluating the systems. Additionally, the TIA leadership team will conduct an annual program evaluation to evaluate and monitor the impact of the program including recruitment and retention of highly effective teachers, equitable distribution of effective teachers across the district, and data from TIA surveys. The annual TIA outcomes including T-TESS distribution, student growth measures, and TIA designation outcomes will be shared with the school board making the summary information publicly available.

In addition to teacher observation and student growth data, overall student achievement data will be monitored by campus administrators to ensure improvement in student academic outcomes. The district will monitor professional development, the mentor program, designated teacher growth, and non-designated teachers to identify trends and areas to improve the system and increase teacher participation. To support teacher effectiveness growth, the district will provide individual coaching and mentoring, professional learning communities, and differentiated professional development. Additionally, new designated teachers to the district will be provided mentoring to ensure they are as effective as they were at the campus where they earned their designation. The support is intended to have more teachers earning a designation as well as designated teachers to be able to move up in their designation level.

****All teachers in the district are highly encouraged to seek National Board Certification**

Helpful Resources

[TEA HB3: Teacher Incentive Allotment Details](#)

[TEA HB3: Teacher Incentive Allotment FAQ](#)

[TEA Teacher Incentive Allotment Website](#)

[TEA Teacher Incentive Allotment Funding Allotment Map](#)