Teacher Incentive Allotment Glossary of Terms

Allotment - The funding available from the Teacher Incentive Allotment (TIA) varies by designation and campus where the designated teacher works. The exact amount of allotment funding per teacher is determined by the Texas Education Agency (TEA) formula that considers the level of socioeconomic need at a campus and whether the campus is rural. Please visit the TIA TEA Funding Map website for more information regarding TIA allotments.

Calibration - Calibration is a process in the Texas Teacher Evaluation and Support System (T-TESS) where appraisers align their understanding of the T-TESS rubric and evaluation criteria to ensure fair, consistent, and reliable assessments. It involves using calibration exercises to practice evidence collection and refine scripting skills, with the goal of achieving consistent application of the evaluation system across all appraisers. This process helps ensure objectivity and foster professional development.

Class Roster Winter Submission - A data report (including course offerings, teacher demographics, teacher class assignments, student demographics, and student class enrollments) is provided by the district to TEA each February. Class Roster Winter Submission is used to annually confirm if teachers with a pending or existing designation meet TIA eligibility requirements. Teachers who meet eligibility requirements will generate an annual allotment for their district based on their campus(es) of employment as reported in the Class Roster Winter Submission. The submission reflects the status of staff and students on the last Friday in February.

Correlation - In the context of our TIA data validation, a positive correlation means that there is a significant relationship between a district's teacher observation scores and student growth scores. A positive correlation would mean that overall, teachers with higher observation scores have more students who meet or exceed expected growth, and teachers with lower observation scores have fewer students who meet expected growth.

Data Capture Year - The school year in which a district collects T-TESS and student growth data in accordance with their local designation system is called the data capture year.

Data Validation - Once data has been submitted and passed the Technical and System Alignment Review, Texas Tech begins the data validation process. TEA then studies the data validation results and conducts a holistic system review before issuing full system and/or designations approval. The validation process checks for the following:

- The validity and reliability of the district's teacher performance data including observation data for all teachers in eligible assignments and student growth data for all teachers in eligible assignments.
- The fairness and accuracy of the district's proposed designation decisions, including alignment with TIA performance standards, alignment with statewide value-added data, alignment with campus performance data, and consistency across campuses and eligible teaching categories

Designation - A designation is a distinction displayed on the teacher's Texas educator certificate (if applicable) and can be located through the TEA-maintained public Designated Teacher Registry. The three levels of designation are Recognized, Exemplary, and Master.

Designated Teacher Registry - TEA maintains a public Designated Teacher Registry. For certified teachers, the designation is also displayed on their SBEC Texas teaching certificate (if applicable).

Eligible Teaching Categories - Any teaching role that is included in the data collection process toward a possible recommendation for designation. Eligible assignments are determined using the PEIMS ServiceID for teachers.

Expansion and Modification - The process by which school districts have the opportunity to add, change, or remove eligible teaching assignments, eligible campuses, weighting, and spending. Each year, districts have the ability to submit an expansion and modification application.

Local Designation System (LDS) - The LDS is the mechanism through which districts determine the top third, quarter, and five perc by which districts determine the top third, quarter, and 5% percent of teachers based on student growth, teacher observation, and other possible local criteria. The teaching assignments evaluated, the weight used for teacher observation, and student growth are used to propose teacher designations to TEA.

Local Designation System (LDS) Requirements - House Bill 3, passed during the 86th legislative session, provides districts with local control and flexibility in choosing how to evaluate teachers and assign designations. At a minimum, the designation system must include both a teacher observation and a student growth component.

National Board Certified Teacher (NBCT) - National Board Certification is a voluntary, advanced professional certification for PreK–12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. National Board Certification (NBC) was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide. Holding an NBC along with your Texas teaching certificate automatically generates a Recognized designation if coded in a Teacher Role ID of 087.

PEIMS Code 087 - A professional employee who is employed as a teacher. Districts may only submit teachers for designations if they are coded in a Public Education Information Management System (PEIMS) Teacher Role ID of 087.

Performance Standards - To implement TIA, 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 Texas. Districts will be expected to use performance standards along with district teacher observation and student performance standards to determine which teachers qualify for designations.

Rural – Designated teachers who work on rural campuses will generate greater allotments. Campuses are designated as rural by TEA. For the purposes of TIA, TEC §48.112 and TAC §150.101 defines a rural campus as: A campus within a school district with fewer than 5,000 enrolled students in an area that is not designated as an urbanized area or urban cluster by the United States Census Bureau; or a campus within a school district with fewer than 5,000 enrolled students that is categorized as a rural, non-metropolitan: stable, or non-metropolitan: fast growing district type by TEA; or a campus within a school district with fewer than 5,000 enrolled students categorized as rural by the National Center for Education Statistics.

Skew - Skew between T-TESS and student growth data refers to a noticeable mismatch or inconsistency between T-TESS observation score and the student growth data. For example, a teacher might have high T-TESS scores but show low student growth, or vice versa. This skew

can indicate a need to review alignment between instructional practices and student outcomes.

Socio-Economic Status - The campus's socioeconomic tier will be recalculated annually by TEA, given that a school's student enrollment changes yearly. Allotment funds for each designated teacher will be based on the campus and not the individual students assigned to the designated teacher. Teacher designations each have a base allotment amount and a multiplier rate based on each specific designation level: Recognized, Exemplary, and Master. Each student at the designated teacher's campus is assigned a tier by the State, as determined by the census block of the student's home address. Each tier carries a point value. Those point values are 0, .5, 1.0, 2.0, 3.0, and 4.0 (from least to most severe economic disadvantage). As the Tier designation increases, so does the need. This is different than how the campus's economically disadvantaged students are counted in the state assessments accountability. For more information on how the TIA allotment fund is calculated, visit the TEA Teacher Incentive Allotment Funding webpage.

Student Growth Measure - TIA requires districts to identify effective teachers using student growth data. Districts are not required to use STAAR data or other standardized assessments for the local designation system. Effectiveness is measured by the impact teachers have on all students by setting growth at the individual student level. This method allows more equitable access to designation for effective teachers, regardless of their student population.

Student Growth Performance Standards - Student growth performance standards were determined through a value-added model using State of Texas Assessments of Academic Readiness (STAAR) data. These performance standards serve as guidelines for districts when evaluating teacher effectiveness and setting designation criteria. Each level of designation represents teacher performance relative to all Texas teachers. More information can be found in the TEA Student Growth Performance Standards document.

Teacher Incentive Allotment (TIA) - House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, established an optional TIA with a stated goal of a six-figure salary for teachers who prioritize teaching in high-needs areas and rural district campuses.

TIA Funding - Teacher designations will generate annual allotment funds. Allotments are recalculated annually by TEA. The allotment generated by a designation is tied to the

designated teacher's campus assignment and is calculated based on the level of socioeconomic need and rural status.

Allotment ranges for each level of designation are:

- Recognized: $3,000K-$9,000K
- Exemplary: $6,000K-18,000K
- Master: $12,000K-$32,000K

Teacher Observation Performance Standards - For teacher observation, the performance standards were determined using statewide T-TESS observation data. These performance standards serve as guidelines for districts when evaluating teacher effectiveness and setting designation criteria. More information can be found in the TEA Teacher Observation Performance Standards document.

Texas Teacher Evaluation and Support System (T-TESS) - Districts must use an approved appraisal rubric and implement observation protocols to ensure valid and reliable data for teacher observation. The T-TESS appraisal system used in Pearland ISD incorporates all the requirements needed for appraiser certification, recertification, and calibration, with teachers also receiving training on a yearly basis.

Weighting - In the TIA context, weighting refers to the relative amount that each component counts towards the overall teacher score that determines designations. In Pearland ISD, the system is weighted at 30% for Teacher Observation and 70% for Student Growth.