

# Sharyland ISD



## **TIA** Guidebook

Teacher Incentive Allotment

**2025-26 School Year**

# TIA Overview

## Background Information

House Bill (HB) 3 was passed by the 86th Texas Legislature and was signed into law by Governor Abbott on June 11, 2019. The bill established the Teacher Incentive Allotment (TIA) program. TIA's stated goal is to offer highly competitive salaries for teachers, with a focus on prioritizing teaching in high-needs areas and on rural district campuses. The program is dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, particularly in high-need and rural schools. Districts, if they choose, can develop a local designation system to recognize high-performing teachers (Master, Exemplary, Recognized, or Acknowledged). Districts will receive additional funding (\$3,000- \$36,000 per year) for each designated teacher they employ.

To implement the Teacher Incentive Allotment, House Bill 3 requires establishing “performance and validity standards” to ensure that the identification of highly effective teachers across the four designation categories—Master, Exemplary, Recognized, and Acknowledged—yields reliable and comparable results across the state.

All cohort applicants must use performance standards, teacher observation, and student growth data to determine which teachers qualify for designations. Part of the data validation process includes reviewing the accuracy with which district systems align their designations with the statewide performance standards.

The TIA program intends to recruit, support, and retain highly effective teachers in all schools. The district and campuses will recruit highly effective teachers through strategic staffing, hiring, and marketing. Once hired, teachers will receive quality professional development, career pathways, mentoring, and coaching to support their growth. Sharyland ISD will provide competitive compensation and align district and campus goals to create a unified support system for teacher retention and recruitment.

## Plan Development

### Stakeholders & Feedback

SISD formed a TIA Committee that created the local teacher designation system in alignment with statewide performance standards. The committee included over 50 district leaders, campus-based leaders, and teachers representing different grade levels, campuses, and content areas. Campus and Teacher representation were the majority of the committee. The engagement started in December 2023, and multiple

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stakeholder meetings were held during the 2023-24 school year. Between each meeting, committee members shared information with the campuses and departments they represented to seek input and feedback. This input and feedback were transferred through a collaborative digital document and reviewed and discussed at each committee meeting. Other feedback was gathered from surveys. The TIA Committee incorporated stakeholder input into the design of the local designation system. During the 2024-25 school year, the TIA Committee was asked to provide feedback and insights on the system to inform continuous improvement and potential modifications or expansions.

### **Critical Decisions for Local Designation Systems**

1. Who can earn a designation?
  - a. Eligible campuses and teaching assignments
  - b. If not all teachers, will we expand in future years?
2. How will we designate?
  - a. Observations, student growth measures, and optional components
  - b. Performance standards and weighting/teacher categories
3. How and when will we compensate?
  - a. Distribution of funds
  - b. Timing and mode of compensation

## **Pathways to Designation in Sharyland ISD**

### **National Board Certification**

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



### **Local Optional Teacher Designation System**

- District-created system
- District system is approved
- District determines and issues teacher designations



### **National Board Certified Teacher (NBCT)**

NBCT is a voluntary advanced professional certification for PreK-12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. Teachers are certified based on the National Board for Professional Teaching Standards (NBPTS) standards.

National Board Certified Teachers (NBCTs) are eligible to earn a designation if they meet the following criteria:

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- Hold an active lifetime, one-year, or standard Texas certification issued by the State Board for Educator Certification (SBEC) in a teacher, reading specialist, or Legacy Master Teacher class of certification. Teachers with an interim or probationary certificate are not eligible.
- Hold an active National Board certification.
- The NBCT directory listing reflects Texas's residency and employment.
- Reported by the above Texas school system in a role ID coded 087 during that year's Class Roster Winter Submission in February.
- Once earned, the designation will remain active until July following the expiration of the National Board certificate.

Sharyland ISD is committed to supporting teachers who wish to pursue National Board Certification. SISD's first TIA focus will be on developing and implementing our Local Designation System.

## Who can earn a designation?

### Eligibility for TIA Designation and Phased-in Approach

Sharyland ISD's goal is for all teachers to be eligible to earn a designation over multiple years with a phased-in approach. Note: The timeline for the phases is subject to change due to factors within Sharyland ISD, and teachers will be notified of any updates.

Grade Level/Teaching Assignment
<b>PHASE 1</b>
4 - 8 Math & ELAR, Algebra I, English I, and English II
<b>PHASE 2</b>
4-5 SLAR
Pre-K
Kindergarten
1st Grade and 2nd Grade ELAR/SLAR
3rd RLA/SLAR, 3rd Math, 5th Science, 8th Science, 8th Social Studies, 9 Biology EOC, 11 US History EOC, MMA - EOC Algebra retester class, Reading 1, 2, 3
English I-III, AP English Language, English 4, AP English Literature, College Prep ELA, Algebra I, Geometry, Algebra II, AQR, PreCalculus, College Prep Math

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### **Eligible for a TIA Designation:**

1. A teacher must be coded as a teacher (code 087) within our local student information system, Skyward, which is reported to TEA through the Public Education Information Management System (PEIMS)
  - a. There are no certification requirements as long as the person is coded as 087 and in a TIA-eligible teaching assignment.
2. A teacher must receive district salary compensation that mirrors PEIMS teacher coding for at least half of the school year, at 100% of the day, or for the whole school year, at 50-99% of the instructional day.
3. Teachers employed in a TIA-eligible teaching assignment before October 1st of each school year and who remain employed through the end of the school year can submit data for the current data capture year (for High School block courses in the Spring the date is January 16th) .
  - a. This applies to teachers who are moved within the district to another campus after this date. If the district determines that an FTE or teacher needs to be shifted, the teacher will be eliminated from participating in the current year's data capture.
  - b. Teachers who move due to performance issues and/or student learning concerns can be eliminated from the current year's data collection if they move from a TIA-eligible assignment.
4. Must be tied to an approved TIA service ID for the courses/content they teach. The list of approved service IDs is located in *Appendix B*.
  - a. Any teacher who meets the requirements above and is assigned to one of these service IDs must participate in the TIA process and submit all teacher observation data and student growth deliverables. There are no opt-outs for teachers with a TIA-eligible service ID. The district will submit all observation and growth data for eligible teachers, regardless of whether they are employed in the district the following year.

### **TIA Teacher Eligibility Outlined:**

To participate in TIA, a teacher must be associated with an approved TIA Service ID for their courses or content and have all required data components. The information below outlines how our district will ensure that teachers are correctly identified for TIA eligibility based on the approved Service IDs from our TIA application (Appendix B).

- All eligible teachers must be connected to an approved Service ID on PEIMS and documented on the TIA Eligibility Spreadsheet.
  - This spreadsheet is created annually based on the teachers connected to our approved Service IDs. Each fall, the district works to ensure that teachers not associated with an approved Service ID are added to the appropriate Service ID based on the Course Master, which is linked to each campus's Master Schedule.

- Teachers who do not have a traditional schedule in the Course Master are connected to at least one approved Service ID for the courses they support, ensuring eligibility for TIA. This could include a variety of teachers, such as Intervention and Dyslexia Teachers.
- Due to their various grade levels and subjects, SPED Self-Contained teachers have unique Service IDs for TIA. The Service IDs approved for SPED Self-Contained are outlined in the district's TIA application.
- The Eligible Teacher List, part of TIA, is NOT connected to student rosters. The process for connecting students with a teacher for TIA is outlined in the Student Growth section of our system.
- Each year, during the annual Data Submission, TEA/TIA compares the number of individuals associated with the Service ID to the teachers listed in the Data Submission File.
  - Teachers tied to Approved Service IDs who are not TIA-eligible could HURT our validation process.
  - On the other hand, we will be notified about ineligible teachers associated with Service IDs, and we will not be able to submit their observations and student growth data.
  - Every May, the state shares the list of teachers on record, linked to approved service IDs, on the ETL (Eligible Teacher List).
- Campus Principals, along with District Leaders, must review the initial Teacher Eligibility List at the beginning of the year to ensure all teachers who should be accounted for are listed, determine who is missing and what course they should be tied to (Service ID,) and make updates to the list with changes (people not included, resignations, new hires, etc.).

## How will we designate?

Sharyland ISD will use the State's performance standards for teacher observation and student growth to guide our TIA Scorecard and Composite Points. All teaching assignments in a TIA-eligible program must submit T-TESS and Student Growth Data. There is no option to opt out of the process unless the teacher has been previously designated as such. Our district will continue to collect data on all teachers in TIA-eligible teaching positions to ensure high-quality teaching and learning.

## Teacher Observation Instrument

For all phases of Sharyland ISD's Teacher Incentive Allotment rollout, the Texas Teacher Evaluation and Support System (T-TESS) will be used to determine the designations for eligible teachers' observation requirements under TIA. SISD will incorporate the statutory requirement to utilize Domains 2 and 3 of T-TESS.

Domains 2 and 3 focus on instruction and the learning environment. Per TEA, to be eligible to earn a designation, the teacher must have a minimum score of Proficient in each dimension for Domains 2 and 3 on the final average scores.

- 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)

### **T-TESS Training**

Sharyland ISD conducts a thorough review of our teacher observation rubric at the beginning of each school year for both appraisers and teachers. The goal is that everyone involved in the appraisal process understands precisely what is being asked in each dimension's indicators and clearly understands which classroom behaviors (student and teacher) align with each indicator. Appraisers are required to recertify every three years.

### **T-TESS Observations for TIA-Eligible Assignments**

- One 45-minute observation following the pre-conference. A post-conference will be scheduled after the observation. This observation should be made during the TIA-eligible course.
- 10 unscored walkthroughs for the school year (minimum)
- The teacher's T-TESS score for their TIA score comes from the Summative Evaluation at the end of the year.
- No opt-outs or waivers are allowed for teachers in a TIA-eligible teaching assignment.
- Appeals can only occur for the formal observation after the district's T-TESS appeals process has been followed.

\*Note: The recommendation is for at least 10 unscored walkthroughs per teacher; however, extenuating circumstances, such as maternity leave, FMLA, or other situations, may necessitate adjustments to the timeline and quantity of observations and walkthroughs. Likewise, teachers may have a multitude of walkthroughs, including unscored, campus-based walkthroughs.

### **How will teacher observations be used to determine designations?**

Sharyland ISD's designation system will ensure that teacher observation ratings are aligned with the [Texas State Performance Standards](#) for the Teacher Incentive Allotment. The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each designation level (Acknowledged, Recognized, Exemplary,

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and Master). The minimum average scores were derived from an analysis of T-TESS observations across the state, ranging from 1 to 5. These performance standards have guided the development of our TIA Scorecard and composite scores; however, they are not used as cut-off scores for designation determinations in SISD.

<b>Designations and Teacher Observation</b>	
<b>Designation</b>	<b>Average T-TESS Score Domains 2 &amp; 3 *Minimum of 3 on all dimensions</b>
Acknowledged	3.5 or 70% of possible points
Recognized	3.7 or 74% of possible points
Exemplary	3.9 or 78% of possible points
Master	4.5 or 90% of possible points

\*These values are baselines determined by the State Performance Standards. These scores will be compared to an overall cut score for each designation. Therefore, scores slightly lower or higher than the corresponding designation will be acceptable when earning that designation.

### **T-TESS Composite Score**

The T-TESS score averages the summative scores for the Instruction (Domain 2) and Learning Environment (Domain 3). Each of the five performance levels of distinguished, accomplished, proficient, developing, and improvement needed is scored on a 1-5 scale, with five being the highest. Teachers must receive at least a 3 (Proficient) on the average of all scores for each dimension in Domains 2 and 3 to earn the designation.

#### *Scale*

<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

## **Student Growth Measures**

### **Student Growth Instrument**

The instrument measuring student growth depends on the grade level and subject area. These assessments will be used for the 2025-26 school year and in subsequent years.

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Grade Level/Teaching Assignment	TIA Student Growth	Who sets the Expected Growth Target? How?
<b>Phase 1</b>		
4 - 8 Math & ELAR, Algebra I, English I, and English II	STAAR	TEA/Transition Tables

\*Junior High students participating in high school courses should be assessed using the student growth instrument corresponding to the high school course. For example, student growth for middle school Algebra I students will be calculated using the STAAR Algebra I test, STAAR Growth Transition Tables.

<b>PHASE 2</b>		
Including Sped & intervention teachers for all of PHASE 1	STAAR	TEA/Transition Tables
4-5 SLAR (Including Sped & intervention teachers)	STAAR	TEA/Transition Tables
Pre-K (Including Sped & intervention teachers)	CLI	District/Graduated Increase Percent
Kindergarten (Including Sped & intervention teachers)	KPM	District/Graduated Increase Percent
1st Grade and 2nd Grade ELAR/SLAR (Including Sped & intervention teachers)	TPRI/Tejas LEE	District/Graduated Increase Percent
3rd RLA/SLAR, 3rd Math, 5th Science, 8th Science, 8th Social Studies, 9 Biology EOC, 11 US History EOC, MMA - EOC Algebra retester class, Reading 1, 2, 3 (Including Sped & intervention teachers)	STAAR-released/EOY STAAR	District/Graduated Increase Percent
English I-III, AP English Language, English 4, AP English Literature, College Prep ELA, Algebra I, Geometry, Algebra II, AQR, PreCalculus, College Prep Math (Including Sped & intervention teachers)	TSI	District- Half-the-Gap/Passing Score

**Student Rosters**

- *Process:*
  - Campuses will use the Student Roster Spreadsheet to insert the PEIMS-based roster for each TIA-eligible teacher. The sheet has a template for campuses to copy and make a tab for each teacher. This roster should include each student’s first and last name, ID, and each teacher's class/period/subject. The document should be done digitally, and the MOY and EOY verification should be conducted digitally on the shared sheet. Once student growth data is collected to compare the rosters to the data lists, this allows for an efficient data process.

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- Teachers will be asked to verify student rosters for inclusion in the TIA Growth Calculation at the middle and end of the year. Campus Administrators will review, verify, and submit the rosters at the MOY and EOY.
  - Rosters must include the student's name, ID, grade level, and course.
  - Teachers may appeal to have a student(s) added or removed from their roster based on extenuating circumstances. District Leadership would assign a TIA Student Roster Appeal Committee and a designee.
  - Every eligible teacher must have a roster verified at MOY and EOY.
  - Teachers on multiple campuses should copy/paste their complete roster on every campus where they teach or are listed on the teacher eligibility list.
- *Criteria:*
    - Teachers will add a student to their roster whom they have supported throughout the year in learning.
    - Students who meet all three criteria will be included in a teacher's student growth calculation:
      - teacher of record at the beginning of the year, student growth assessment (typically August-September)
      - teacher of record at PEIMS winter roster (January-February)
      - teacher of record at the end-of-year student growth assessment (typically April-May)
  - *Specific Teacher Examples and Scenarios:*
    - Semester-based courses would use a beginning- and end-of-semester growth measure, and a roster for each semester-eligible course would be submitted.
    - If the district needs to relocate a teacher to a new teaching assignment (it must be TIA-eligible) after the BOY assessment, resulting in a new set of students, the teacher and district will collaborate to determine the TIA student roster for growth calculation. This provision is void if the teacher is reassigned out of a TIA-eligible position due to performance concerns or other circumstances at the discretion of campus or district leaders.
    - Teaching positions that use the STAAR test for student growth will still be included on the roster if a student does not have data from a previous year. Still, they will not contribute to the teacher's final growth percentage because the student will not have a final score.

### **Teachers with Multiple Subjects**

- Student growth will be calculated based on all tests for each eligible course.

- If a teacher has a student enrolled in two separate courses within the same content area that use the same growth measure, the student will be counted only once. (For example, a teacher has the same student in English II and Creative Writing.)

### Minimum Number of Scores

To calculate a teacher's student growth score, there must be at least **five** growth measure scores.

### Student Growth Performance Standards

Sharylands ISD's designation system will ensure student growth measures align with the Texas State Performance Standards for the Teacher Incentive Allotment. These performance standards have guided the development of our TIA Scorecard and composite scores; however, they are not used as cut-off scores for designation determinations in SISD. The student growth score is calculated for all teachers with student growth results for students who meet the enrollment criteria. The percentage is calculated as the number of students meeting growth expectations across all content areas divided by the total number of students tested across all content areas. Percentages are rounded to the nearest whole percent (no decimals).

Student Growth Performance Standards	
Designation	% of Students Meeting or Exceeding Growth Measure
Acknowledged	50%
Recognized	55%
Exemplary	60%
Master	70%

*\*These values are baselines determined by the State Performance Standards. The percentage of students meeting or exceeding growth expectations for eligible teachers will be used to calculate a weighted score. Considering teacher observation ratings, these scores will be compared to an overall cut score for each designation. Therefore, students with slightly lower or higher student growth scores may earn the corresponding designation.*

### Setting Expected Growth Targets (District-set Growth Targets)

Sharyland ISD utilizes the Statewide Student Growth Performance Standards to calculate a teacher's end-of-year student growth percentage, which is determined by dividing the number of students who met or exceeded growth expectations by the total number of students with an expected growth score. The Guidebook outlines the procedures and is shared with teachers when they receive their BOY assessment data. Each student's growth performance will be calculated once the post-test is administered for these specific courses. Students who exceed their predicted scores will be recognized for achieving expected growth, as outlined in the district-created growth targets. Each test used for each category of teachers in

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our Local Designation System uses a different method to determine whether a student shows growth. TEA requires that the assessments used to determine growth be valid and reliable. Thus, determining each student's growth from BOY to EOY must be approved by TIA, our system application.

Sharyland ISD will use the 'graduated percent increase model' to determine if students met desired growth targets and to calculate the teacher's end-of-year student growth total. After the pre-tests (released STAAR, district-created tests, etc.) are administered, each teacher's students will be placed into categories by organizing all scores from least to greatest. A different percentage of expected growth is set for each respective category. For lower categories, a higher percentage growth is set as expected growth; for higher categories, a lower percentage is set as expected growth. Maintaining high performance is the desired growth target for students in the highest-performing category. These results will be shared with teachers within three weeks of the district receiving the assessment data from the 3rd-party provider and after the district has calculated them. The teacher's end-of-year student growth percentage will then be calculated and used as part of the qualifying factors for TIA designation eligibility, along with their teacher observation scores. Additionally, teachers can verify rosters to confirm students' presence for the pre- and post-tests, which will be counted toward their overall scores, in accordance with SISD's roster verification process. For TSI, we use the Half-the-Gap or passing score.

## Calculating the TIA Composite Score

### Weighting

For all phases of Sharyland ISD's Teacher Incentive Allotment rollout, all eligible teachers will receive a performance score based on the weighted components listed below.

Component	Weighting
Student Growth Measure	50%
T-TESS Domains 2 and 3 (avg)	50%

### Scoring

TIA designations are determined by the TIA composite score, a weighted combination of the teacher observation dimensions (the eight dimensions of Domains 2 and 3) and the student growth score. Determining the annual teacher eligibility for a TIA designation, the following steps are completed for the end-of-year analysis:

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- 1) MOY & EOY Roster Verification
- 2) Collection of student growth measure data by the teacher using a verified student roster
- 3) Collection of T-TESS data for Domains 2 & 3 (average of all TIA required data points)
- 4) Calculation of TIA composite score (designation recommendation based on the total score)

The TIA composite score for designation is calculated using 50% of the student growth score and 50% of the T-TESS score. The Scorecard was developed using the Statewide Performance Standards for Teacher Observation and Student Growth; however, they are not used as cut-off scores for designation determinations in SISD. Once the TIA Score is calculated, the designation will be determined in the ranges below. If a teacher's composite score meets the levels of the designations in any of the four composite score ranges, the TIA designation is submitted to the State for data review. Pending TEA data validation, the TIA designation is attached to the teacher's teaching certificate for five years. If the data does not meet the threshold for any ranges in the composite score, the TIA designation is not submitted to the state, and the teacher has the following year to increase student growth and teacher observation scores. Since designation determination depends on state approval of system data, no designation levels will be discussed, shared, or reviewed until state approval is obtained. There are no appeals to the TIA composite score, as teachers can appeal their T-TESS observation using the SISD T-TESS appeals process and student rosters, following the process outlined in the Guidebook. If a teacher teaches more than one TIA-eligible subject, the subject with the highest overall score will be submitted for evaluation.

## Spending Plan

### TIA Allotments per Campus

The TIA program is available to all Texas school districts and open-enrollment charter schools. The amount of TIA funds generated is determined by a formula that considers campus characteristics, including student socioeconomic status and location:

- Schools with more significant student needs (based on socioeconomic factors) generate more TIA funds per TIA-designated teacher.
- Rural schools generate more TIA funds per TIA-designated teacher, based on a higher multiplier applied to students due to socioeconomic factors.
- Funds or allotments change **yearly** based on enrollment and rural status.

See TEA's Teacher Incentive Allotment page for more information about the [TIA allotment calculations](#). Allotment amounts are recalculated by TEA every April.

## Distribution of TIA Compensation

The statute requires that 90% of TIA funds be distributed directly to teachers, and up to 10% can be spent at the district level on supporting elements of TIA. Sharyland ISD's TIA Committee updated our spending plan for their local designation system in Spring 2024.

Allotment Going Toward Designated Teacher	Allotment Going To Campus eligible teachers	Allotment Going Toward District
70%	20%	10%

The 10% allotment going toward the district will be used for costs associated with professional development for teachers to earn a designation and leaders in teacher evaluation, system expansion for additional teaching assignments, and new or enhanced designations for teachers. Additionally, the district will utilize the allocation to cover the costs associated with the student growth assessment software for pre- and post-tests. The district will also use the allocations to manage and organize data, certifications, designations, and consultant costs related to implementing and continuously improving the SISD TIA Local Designation System.

## Eligibility for TIA Compensation

- Active designation, employed as a teacher, coded as an 087 in Winter Roster Verification (generally in February of each school year),
- Met or will meet the creditable year of service requirement by the end of the school year
  - Creditable Year of Service: the teacher was employed and compensated (or will be by the end of the school year) in a teaching role (087 role ID) for 50% or more of the day for the school year or 100% of the day for a minimum of half the days, or the equivalent of one semester.
- Designated Teachers:
  - If a Designated Teacher leaves the district before the Winter Roster Verification (generally in February of each school year), the Designated Teacher will not receive any TIA funds because the state would not generate any TIA funds for the district.
  - Suppose a Designated Teacher moves campuses within Sharyland ISD during the school year. In that case, SISD will fund the Designated Teacher based on the campus where the Designated Teacher worked during the Winter Class Roster Submission annually (generally in February).
  - Funding is not based on where you were employed during the data capture year you earned the designation, but rather where the Designated Teacher is employed during the Winter Class Roster submission each year (generally February).
  - If a Designated Teacher moves to the district before Winter Roster Verification, they will receive the state-generated allotment for the campus where they are

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teaching at that time. The spending plan will be the same for newly hired Designated teachers.

- If a Designated Teacher leaves SISD after the Class Roster Winter Submission, the following will happen based on their leave:
  - **Resignation:** If a teacher leaves SISD without completing their contract, they will not receive their allotment as outlined in the Spending Plan. If the designated teacher has already received any part of their stipend, the district will not attempt to recoup stipend amounts already paid. If the designated teacher resigns and leaves the district before the stipend payout, their share of the allotment will be distributed equally among the other designated teachers at the teacher's campus.
  - **Termination:** A designated teacher leaving the district after the Class Roster Winter Submission due to termination will not receive their stipend if they are terminated before the August payout. If the designated teacher has already received any part of their stipend, the district will not attempt to recoup stipend amounts already paid. If the designated teacher is terminated before the stipend payout, their share of the allotment will be distributed equally among the other designated teachers at the terminated teacher's campus.
- Sharyland ISD can only recommend a teacher for a TIA designation if the teacher remains in a teaching position the year following the data capture year.
- Suppose Sharyland ISD does not employ a TIA-designated teacher during the winter snapshot (typically in February of each year). In that case, Sharyland ISD will not be responsible for paying the TIA funds to the designated teacher. For a designated teacher to receive funds under the TIA in this instance, they will need to reference the spending plan of their previous district and work with both districts to determine funding payments.

### **Frequency of TIA Compensation**

TIA compensation is an annual allotment provided by the State and is subject to the availability of state funding allocations.

### **Compensation Amounts**

TIA Designated Teachers earn a designation, and the district generates the allotment. The allotment is spent in accordance with the District's TIA Spending Plan. The allotment amount is calculated annually based on numerous factors, including student demographics and the campus's rural status. The amounts for the current year's allotments are released every April. If a teacher earns an allotment at one campus and changes campuses, the allotment generated is based on the campus employed in the Winter Class Roster Submission process (generally in February). The teacher allotment amount is never based on where the teacher was during the data capture year when their data earned them a designation. If a teacher works at multiple campuses, the allotment is generated on the campus identified in the

Winter Class Roster Submission as their 'home' campus. For more information about TIA Funding, visit the [TIA website](#).

### **Related TIA Compensation Calculations**

TIA compensation stipends will be eligible when calculating retirement benefits for TRS-eligible staff. The employee's net payment will be less than the sum of all associated employee and employer-related benefits and taxes. Actual TIA compensation amounts will include deductions for federal income tax, Medicare tax, and TRS contributions as part of an employee's annual wages reported to the state and federal governments and the Teacher Retirement System (TRS).

### **National Board Certified Teachers Compensation**

Compensation for Recognized National Board Certified Teachers (NBCTs) will follow the same spending plan for Recognized teachers who earn a designation through the district's local designation system. The district will request that teachers currently employed with the district notify Human Resources upon completing the National Board Certification process. This question will be asked during the intake process for new hires. The teacher must provide proof of active National Board Certification status.

### **Data Submission and Validation**

TIA data and designation recommendations will be submitted to Texas Tech to validate eligible TIA teachers by October following the Data Collection Year (refer to the timeline). By February (following the October data submission), TEA will notify SISD of approving or denying the district's recommended teacher designations. If the district's recommended TIA designations are approved, TEA will notify the district by April of the specific allotment amounts by designation level at each campus in Sharyland ISD. The district will inform teachers in May if the state has approved or denied their recommended designations. If the district's recommendations are approved, SISD will provide the TIA payments to teachers through the SISD spending plan. The state will then reimburse the district for the TIA expenditures, beginning in September, at the start of the next fiscal year.

To have TIA data and designation submitted to Texas Tech and TEA, the teacher must remain employed in a Teaching (087) position in Sharyland ISD during the year following the data capture.

SISD will submit a main data file, along with other supplemental information used in the validation process. The file contains unique teacher identifiers, teacher performance data, designation decisions, appraisal information, and subject/grade-level information. The Texas Tech Data Validation Process includes four

domains, ten scored checks, and one supplemental check. The overall approval of a district's system will be based on the scoring of the ten different checks.

- Domain A, Check #1, includes the correlation check between teacher observation and student growth scores.
- Domain B, Checks #2-4, compares district designations with VAM designations.
- Domain C, Checks #5-8, examines the effect of campus, teacher category, or assignment on designations.
- Domain D, Checks #8-10, compares the designated teacher's observation and growth scores to the statewide performance standards. The proportion of teachers on district campuses designated as Acknowledged, Recognized, Exemplary, or Master is roughly equivalent to that of other campuses with the same Domain 2A rating.

## **TIA Designation Evaluation and Frequency**

Teacher eligibility for a TIA designation is evaluated annually. If a teacher receives a T-TESS evaluation and has approved student growth measure data each year, their TIA score will be calculated, and they will meet TIA eligibility.

- Teachers with an existing TIA designation will not be required to resubmit for designation annually within their five-year valid TIA designation period if they continue to meet the same designation level.
  - Example: A teacher who earned an Exemplary TIA designation during the 2024-2025 year would not need to be submitted to maintain their TIA Exemplary designation in 2025-2026, provided they continue to earn an Exemplary qualifying TIA score based on their teacher appraisal and student growth component scores.
- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation if their performance in a subsequent year earns a higher TIA designation.
  - Example: A teacher who earned an Exemplary TIA designation during the 2024-2025 year would be eligible for the TIA Master designation in 2025-2026, provided their data qualifies for a TIA score that meets the requirements for a Master's designation based on their teacher observation and student growth component scores.
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation.

## **Ensuring a Successful System**

### **T-TESS Calibration and Training**

Sharyland ISD will re-train all staff, including teachers and leaders, in August 2025 to ensure a common language and understanding of the rubric. SISD will also conduct

calibration coaching and professional learning throughout the 2025-26 school year. The T-TESS rubric will align with the campus instructional expectations and with TIA.

The T-TESS training and certification process is required for teachers who wish to become teacher appraisers in Sharyland ISD. Appraisers in SISD are required to recertify every three years. Teacher appraisers must calibrate their scoring to the rubric to ensure it is used with fidelity. After each set of formal observations, the principal, other campus appraisers, and the Chief of Administrative Leadership use Eduphoria Strive to analyze the congruence between teacher observation data and available student growth data. For example, they will compare individual student growth measures in the fall and winter with the teacher observation data. They will follow the same procedure in the spring, using the MOY and EOY for student growth measures and analyzing the congruence between teacher observation data and student growth measures. At the district level, district instructional and data team leaders review correlation data for all campuses at least twice a year to identify trends across campuses and the district.

In bi-annual district TIA monitoring meetings with executive leadership team members and campus leaders, teacher appraisals and walkthroughs will be analyzed with student growth data. The following is the process SISD will use to identify and address the need for more correlation when comparing teacher observation data to student growth data.

- First, identify the lack of correlation between teacher observation and student growth data:
  - After the first set of formal observations and student mid-year assessment data are available in January and February, an analysis will examine the correlation between teacher observation data and student growth data. (This process will be repeated at the end of the year when student post-test data is available.) The data will be compiled into campus scatter plots and a district scatter plot to show the correlation between teacher observation data and student growth data.
- Address the lack of correlation between teacher observation and student growth data:
  - Determine if the lack of correlation results from appraiser practice, teacher practice, issues with student growth measure (such as lack of alignment to what is being taught, administration or security issues, etc.), or some other cause. For example, the student growth data show no correlation. In that case, the district will review the alignment of the student growth measure to the curriculum being taught, the rigor and relevance of any district-created assessments, and the protocols for the security and administration of the student growth measures being used. If the lack of correlation is due to teacher instructional practice,

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teachers will receive additional coaching and mentoring. If the lack of correlation is due to appraisers needing calibration, appraisers will receive further coaching and support for calibration and will be paired with a highly calibrated appraiser.

The Administrative Services Department will maintain data review logs to determine the support needed based on the identified desired outcomes. Support will be coordinated with all departments in SISD. Should an overall trend across the district be identified during bi-annual TIA data monitoring meetings, district-wide professional learning will train school administrators and teachers to determine congruence. Incongruencies will be addressed by utilizing strategies that teachers and school administrators can implement to strengthen congruence.

## **Student Growth Assessment Administration**

- **Purpose of Assessments**

- TIA Pre- and Post-Assessments provide campuses and teachers with data to ensure students' learning experiences align with where they are and need to be.
- The data from Pre-Tests should be used for learning and growth. Although the data from these assessments is used for TIA, that is not the intent or purpose of the tests.
  - A test should never be labeled or called a 'TIA Test.' They are pre- and Post-Assessments for learning purposes.
- Teachers should review and analyze the pre-test growth targets and disaggregated data to determine the most effective ways to support students' learning and growth. The TIA Growth Target set may not be the same target for campus-based goals and accountability. To share growth target data, refer to the campus administrator for instructions on how best to proceed.

- **Assessment Timeline**

- The district determines the testing calendar each year, including TIA Pre- and Post-Tests.
  - Districts must set a date by which pre- and post-assessments must be completed to allow the TIA windows to comply.
  - Data must be submitted to the TIA point of contact according to the district timeline to ensure it can be organized and analyzed to support student growth.
- TIA Pre-Tests must be taken during the first nine weeks of school or at the end of the previous school year.
  - If the tests were given at the end of the previous year, new students would have to take them at the beginning of the new

year.

- Although pre-tests must be completed within the first nine weeks of the school year, the growth target must be set and provided to teachers during this timeframe. Therefore, testing administration should consider the time required to collect all data and set growth targets for each student.
- Sometimes, the EOY test is the student's pre-test as approved by the district's TIA System. Therefore, a student would not take a test at the BOY. For example, a student takes a STAAR test in April and then again the following April to measure growth.

- **Student Participation**

- All students must participate in the TIA assessments unless approved by campus or district leaders or the campus decision-making team (ARD Committee).
  - For example, Life Skills students enrolled in elective or general education courses are exempt from taking the TIA tests if deemed inappropriate for the student.
- Participation rates can affect a teacher's eligibility to submit data if students are not tested for a reason that may be related to a testing irregularity.
- If a student doesn't have an EOY score for a test administered only during the EOY (STAAR), it won't count toward a teacher's TIA score because the student won't have a growth score.

- **Administration**

- Tests must be administered in accordance with security procedures, but the district and campus can decide how to administer those assessments.
  - It is not required that campuses shut down or implement alternate testing schedules for every TIA assessment.
- Test accommodations for assessments that measure TIA growth are allowable if required by the district, campus, and/or decision-making committees (e.g., ARD, LPAC).

## **Student Growth Measure Integrity**

It is essential to the integrity of Sharyland ISD's TIA System that student growth measures are administered fairly and consistently throughout the organization. To ensure that all students have the opportunity to demonstrate their full potential on student growth measures, the following conditions must be met:

- **Student Growth Measure Security and Confidentiality**

Maintaining the security and confidentiality of student growth measures helps to ensure that student performance is accurately measured as a part of Sharyland ISD's TIA system. To maintain student growth, measure security and confidentiality:

- Student growth measure test content should not be shared/discussed
- Student growth measure test administration procedures should be followed strictly as provided by the test provider
- Student growth measure test materials or products shall be maintained securely before, during, and after test administration.
- Students must be actively monitored during student growth measure test administrations.
- Students may not receive assistance to complete student growth measures beyond what is allowable by the test provider or prescribed by a governing student committee, as applicable to standardized assessment programs (e.g., STAAR, ARD, LPAC, 504, etc).
- Suspected educator misconduct must be reported promptly and thoroughly.

- **Serious Student Growth Measure Testing Violations**

The following educator conduct represents serious student growth measure testing violations to security and confidentiality:

- Directly or indirectly assisting students with responses to test questions
- Tampering with or falsifying student responses
- Discussing or disclosing test content or student responses, except as needed for data analysis and/or instructional decision-making
- Duplicating, recording, or electronically capturing test content or student responses, unless authorized to do so by the test provider
- Exempting or preventing a student from participating in student growth measures
- Failing to implement sufficient procedures to prevent a student from cheating
- Encouraging or assisting an individual in engaging in any conduct described above
- Failing to report an individual who has engaged in or is suspected of engaging in any conduct described above.

### **Reporting Suspected Student Growth Measures Testing Violations**

Any SISD employee should take the following steps to report suspected student growth measure testing violations:

- Immediately report the alleged violation to their Campus Administrator
- The Campus Administrator will review the information to determine the report's credibility and whether it includes a student growth measure testing violation.
- Credible student growth measure testing violations are reported to the district's Administrative Services Department for further investigation. This

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could include interviews with campus staff and students, the compilation of signed statements, and the collection of any relevant evidence.

### **Local Penalties for Tampering With Student Growth Measure Integrity**

Any person who violates, assists in the violation of, or solicits another to violate or assists in the violation of student growth measure integrity, as well as any person who fails to report such a violation or fails to cooperate in an investigation, is subject to local penalties, such as:

- placement of a reprimand letter in the personnel file,
- suspension of local TIA designation eligibility for a period of up to three (3) school years,
- employment dismissal.

### **Support for Teachers and Local Designation Plan**

SISD has ensured a support system for the TIA plan. The support system includes the SISD plan for teacher recruitment and retention, as well as budget and finance support to manage the district's annual funds and distribute them. SISD ensures that teaching and learning support is tied to valid and reliable measures of student growth. The district will also provide professional development support for earning TIA designations, reviewing and using student growth data, testing procedures, and T-TESS rubric alignment. The district's technology department will support the software for tracking student growth measures and teacher observation data, and look for more efficient and effective ways to interact with the data. SISD is committed to ensuring that teachers receive exceptional and ongoing support to improve their teaching practices and that all students learn. SISD will continue to implement teacher growth by implementing:

- Targeted and Relevant Professional Development
- Professional Learning Communities led by Campus Administrators and Teacher Leaders
- Coaching and mentoring are provided by and supported through the Mentor Allotment Program and by various support systems, including Instructional Coordinators, Campus Admin, and Consultants.

Sharyland ISD will work with campus leaders (including teacher leaders) to create a plan to support teachers who don't receive a designation in the first year of data capture. Working with teachers who have received a designation ensures they continue the practices that have earned them the designation and grow to increase their designation level.

Communication is critical to the success of designing and implementing the system. The district will continue to engage stakeholders, primarily teachers, through ongoing TIA Committee engagement, surveys, and feedback loops. At the beginning

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of the year, staff will receive updates, alignment training, and constant communication. The campus principal will also email communications and updates to staff. Resources will be posted on the district's TIA subpage on the website.

Based on the continued engagement and stakeholder feedback, SISD is committed to continuously improving the TIA plan. Systems must be updated and enhanced to ensure they're fair and effective at reaching their intended outcomes. SISD will encourage participation in TIA feedback opportunities and use the feedback to update the TIA plan and processes as needed. Annually, the district will review data from surveys, T-TESS, and student growth to determine if changes, updates, and enhancements are necessary to the plan.

## Appendix A: Timeline for Designation Evaluation & Submission

Process Step	Timeline	Description
<b>PD &amp; Orientation</b>	August	<ul style="list-style-type: none"> <li>Training on TIA, Test Security, and the T-TESS observation instrument</li> </ul>
<b>Student Fall Assessment BOY</b>	August-September	<ul style="list-style-type: none"> <li>Administer pre-tests (according to phased-in timeline)</li> <li>Student Expected Growth Targets set after BOY administration</li> </ul>
<b>Goal Setting Conference</b>	September	<ul style="list-style-type: none"> <li>The evaluator and teacher review and agree on goals and a professional learning plan</li> </ul>
<b>T-TESS Walkthrough/Observations</b>	September-May	<ul style="list-style-type: none"> <li>T-TESS Walkthrough(s) focused on T-TESS Domains 2 &amp; 3</li> </ul>
<b>Formal Observations with Conference</b>		<ul style="list-style-type: none"> <li>One formal observation</li> <li>Written feedback and conference required</li> </ul>
<b>MOY Roster Verification</b>	January-February	<ul style="list-style-type: none"> <li>Teachers will verify a roster that includes all students who will be part of the student growth calculation and submit it to the campus admin</li> </ul>
<b>Summative Evaluation</b>	April-May	<ul style="list-style-type: none"> <li>Includes review of all four T-TESS domains</li> <li>Written feedback and conference required</li> </ul>
<b>EOY Roster Verification</b>	April-May	<ul style="list-style-type: none"> <li>Teachers will verify a roster that includes all students who will be part of the student growth calculation and submit it to the campus admin</li> </ul>
<b>Student Spring Assessment EOY</b>	April-May	<ul style="list-style-type: none"> <li>Administer post-tests (according to phased-in timeline)</li> <li>Determine if each student met their expected growth targets</li> </ul>
<b>End-of-Year Data Review</b>	May-June	<ul style="list-style-type: none"> <li>Campuses and departments compile data for the final TIA evaluation process</li> </ul>
<b>Evaluation Rating &amp; TIA</b>	June- October	<ul style="list-style-type: none"> <li>The district analyzes T-TESS and student growth data</li> <li>The district finalizes TIA scores and determines TIA designation eligibility</li> </ul>
<b>Data Submission</b>	October	<ul style="list-style-type: none"> <li>Data submitted to TEA/Texas Tech for validation</li> </ul>
<b>Notification of Data/System Approval</b>	February- April	<ul style="list-style-type: none"> <li>TEA notifies the district of data review results</li> <li>Teachers to receive notification of designation</li> </ul>
<b>TIA Designation Payout</b>	By August 31st	<ul style="list-style-type: none"> <li>Payments as outlined by the Sharyland ISD TIA Spending Plan</li> </ul>

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## **Appendix B: TIA Service IDs**

All approved Service IDs aligned with the assessment used to determine student growth are linked [here](#).