



Rice CISD

TIA Guidebook

Teacher Incentive Allotment

School Year: 2025-26

*PLEASE NOTE: This is a working document; details are subject to change.
Last Updated 12/18/2025*

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 a highly competitive salary for teachers, 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 to, can develop a local designation system and designate high-performing teachers (Master, Exemplary, Recognized, and Acknowledged). Districts will receive additional funding (\$3,000- \$32,000 per year) for each designated teacher they employ.

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

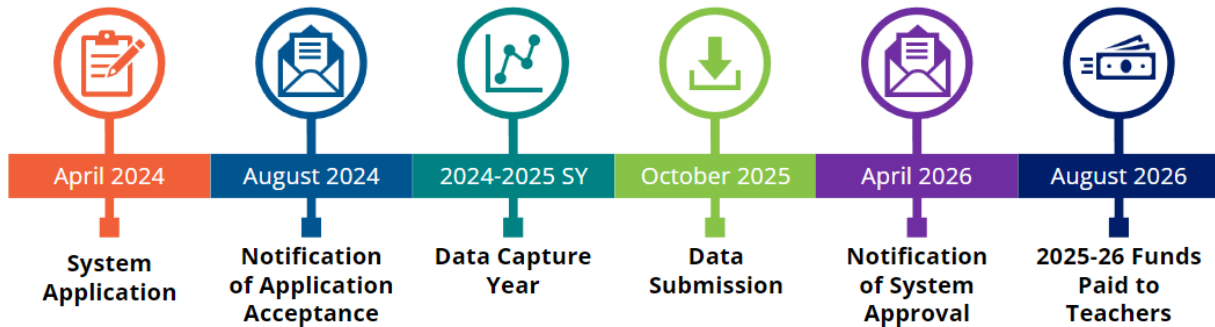
All cohort applicants must use performance standards, teacher observation, and student growth data to determine which teachers qualify for designations. Part of the data validation process includes reviewing the accuracy with which district systems align their designations with the statewide performance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

Rice CISD created a TIA Committee consisting of teachers, campus, and district leadership, who met monthly during the 2023-24 school year. Teacher feedback was solicited throughout the school year on topics such as buy-in, teaching assignments, student growth tools, teacher observation measurements, and spending plans. The district submitted the first application as part of Cohort G in April 2024 and a modification and expansion application in April 2025.

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. Rice CISD will provide competitive compensation and align district and campus goals for a strategic support system to retain teachers.

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Initial Designation Timeline (Cohort G: 2023-24 Application):



Plan Development

Stakeholders & Feedback

RCISD formed a TIA Committee to create the local teacher designation system in alignment with statewide performance standards. The committee included 28 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 committee met starting in October 2023 and held six meetings. 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 using a collaborative digital document and reviewed/discussed at each committee meeting. The TIA Committee incorporated stakeholder input into the design of the local designation system.

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

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Pathways to Designation in Rice CISD

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)

NCB 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:

- 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.

Rice CISD is committed to helping teachers who want to complete the National Board Certification.

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Who can earn a designation?

Eligibility for TIA Designation and Phased-in Approach

Rice CISD's goal is that all teachers will be eligible to earn a designation over multiple years with a phased-in approach. Note: The timeline for the phases is subject to change based on numerous factors within Rice CISD, and teachers will be updated when changes occur.

Grade Level/Teaching Assignment
PHASE 1
Pre-K
4th-8th Math and Reading, Algebra I, English I, and English II (including SPED)
3rd Reading, 3rd Math, 5th Science, 8th Science, 8th SS, US History, Biology (including SPED)
K-2 Reading/Math (including SPED)
CTE: Intro to Culinary, Principles of Ag/Food/Natural Resources, Principles of Health Sci, Principles of Arts/Audio/Visual Tech
SPED: Life Skills (Grades 4-11)
PHASE 2
BIM
Cosmetology, Physics, Spanish I, Chemistry, Algebra II, and Geometry

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 is in a TIA-eligible teaching assignment (Appendix B).
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.
 - 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.

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- 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.
5. 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.

TIA Teacher Eligibility Outlined:

To participate in TIA, a teacher must be tied to an approved TIA Service ID for the courses/content they teach and must 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 those in Special Education (including Inclusion, Co-Teach, and Behavior), Intervention, Gifted and Talented (GT), and Dyslexia.
 - Due to their various grade levels and subjects, Life Skills teachers have unique Service IDs for TIA. The Service IDs approved for Life Skills 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 Data Submission, TEA/TIA compares the number of people tied to the Service ID with the teachers submitted in the Data Submission File.

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- Teachers tied to Approved Service IDs who are not TIA-eligible could HURT our validation process.
- On the other hand, we will get pinged for ineligible teachers tied to Service IDs, and we won't be able to submit their observation and student growth data.
- Every May, the state shares the list of teachers on record, tied to the approved service IDs, in 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?

Rice CISD will use the State's performance standards for teacher observation and student growth. All teaching assignments in a TIA-eligible program must submit T-TESS and Student Growth Data. We will also collect each teacher's attendance data to calculate a teacher's total composite score. The teacher cannot opt out of the process unless they have previously been designated. Our district will continue to collect data on all teachers in a TIA-eligible position to ensure high-quality teaching and learning.

Teacher Observation Instrument

For all phases of Rice CISD's Teacher Incentive Allotment rollout, the Texas Teacher Evaluation and Support System (T-TESS) will be used to determine designations for eligible teachers' observation requirements of TIA. RCISD will include the statutory requirement of using Domains 2 and 3 of T-TESS.

Only T-TESS Domains 2 and 3 are considered when calculating the TIA score. These two domains 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)

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- Managing Student Behavior (Dimension 3.2)
- Classroom Culture (Dimension 3.3)

T-TESS Training

Rice CISD does a deep dive into 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 behaviors) align with which indicators. Appraisers are required to recertify every three years.

T-TESS Observations for TIA-Eligible Assignments

- One unannounced 45-minute observation following the pre-conference during a 3-week window in the Fall. A post-conference will be scheduled after the observation. This observation should be made during the TIA-eligible course.
- One TIA Walkthrough in the Fall and Spring (2 @ a minimum) by the Campus Administrator
- One TIA Walkthrough per year by another District or Campus Administrator
- At least one informal (non-scored) walkthrough for the first nine weeks
- No opt-outs or waivers are allowed for teachers in a TIA-eligible teaching assignment.
- For all required data points, teachers must have scores for each dimension
 - For the deliverables required, teachers must have at least 32 data points (3 walk-throughs plus one observation and eight dimensions during each)
- Appeals can only occur for the formal observation following the district's T-TESS appeals process.

*Note: The recommendation is for at least three scored walkthroughs per teacher; however, extenuating circumstances such as maternity leave, FMLA, or other situations could cause the timeline for observations and walkthroughs to shift or adjust. Teachers can also receive more than one TIA walkthrough per semester. Likewise, teachers may have a multitude of walkthroughs that focus on one or more dimensions of the T-TESS Rubric.

How will teacher observations be used to determine designations?

Rice CISD's designation system will ensure that teacher observation ratings are aligned with the Texas State Performance Standards for the Teacher Incentive Allotment. The following table shows the performance standards for T-TESS domains 2 and 3 for each designation level. 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

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composite scores; however, they are not used as cut-off scores for designation determinations in RCISD.

Designations and Teacher Observation	
Designation	Average T-TESS Score Domains 2 & 3 *Minimum of 3 on all dimensions
Acknowledged	3.5
Recognized	3.7
Exemplary	3.9
Master	4.5

*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.

Values for each Dimension

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5	4	3	2	1

Rice CISD requires: a) 1 formal (45-minute) scored observation in the Fall; b) 3 scored walkthrough (15-minute minimum) observations; c) Administrators will visit every classroom at least once informally during the first nine weeks; d) Each teacher will have at a minimum four scores for each dimension of Domain 2 and 3 and the total

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scores for each dimension will be the average of those four scores from the one formal observation and three scored walkthroughs (if more walkthroughs are conducted, they will be averaged as well). Some teachers might not have the outlined number of observations and data points for unforeseen situations. These situations could be due to FMLA, other protected leave, or other circumstances.

The following table is an *example* of a T-TESS Composite score calculation.

T-TESS Dimension	Walk #1	Walk #2	Formal Obs.	Walk #3	Walk #4	Avg
2.1 Achieving Expectations	3	2	4	3	3	3
2.2 Content Knowledge	4	3	4	3	3	3.4
2.3 Communication	4	3	4	3	3	3.4
2.4 Differentiation	3	2	3	4	3	3
2.5 Monitor & Adjust	3	3	4	4	3	3.4
3.1 Classroom Environment	4	3	4	4	3	3.6
3.2 Managing Behaviors	4	3	4	3	3	3.4
3.3 Classroom Culture	5	3	4	4	3	3.8
Total ratings on all dimensions divided by 40 dimension scores	135/40=			3.375		

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Student Growth Measures

Student Growth Instrument

The instrument used to measure student growth depends on the grade level and subject area:

Grade Level/Teaching Assignment	Teacher Observation	Who sets the Expected Growth Target? How?	Student Growth (Pre-/Post-Tests)
PHASE 1			
Pre-K	T-TESS	District (Graduated Percent Increase)	Circle/CLI
4th-8th Math and Reading, Algebra I, English I, and English II (including SPED)	T-TESS	TEA	STAAR
3rd Reading, 3rd Math, 5th Science, 8th Science, 8th SS, US History, Biology (including SPED)	T-TESS	District (Graduated Percent Increase)	BOY Released STAAR/EOY STAAR
K-2 Reading/Math (including SPED)	T-TESS	mCLASS	mCLASS
Intro to Culinary, Principles of Ag/Food/Natural Resources, Principles of Health Sci, Principles of Arts/Audio/Visual Tech	T-TESS	District (Graduated Percent Increase)	YouScience/ Precision Exams
SPED: Life Skills (Grades 4-11)	T-TESS	TEA	STAAR-ALT
PHASE 2			
BIM	T-TESS	District (Graduated Percent Increase)	YouScience/ Precision Exams
Cosmetology, Physics, Spanish I, Chemistry, Algebra II, and Geometry	T-TESS	District (Graduated Percent Increase)	District-created

*Middle school 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 Transition Tables Progress Measure.

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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. Teachers who do not have a PEIMS roster (Intervention, Dyslexia, SPED, GT, etc.) will copy and paste their list of students on their assigned tab. They can include students from multiple grade levels and subjects on the same sheet, but would have to identify each student's grade and subject to ensure the correct growth data is matched.
 - 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:*
 - 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 (August-September)
 - teacher of record at PEIMS winter roster (January-February)
 - teacher of record at the end-of-year student growth assessment (April-May)
- *Specific Teacher Examples and Scenarios:*
 - Special Education Co-teachers and Inclusion teachers will use rosters from the courses, which include pre- and post-tests aligned with the RCISD phased-in timeline. Their roster will consist of the Special Education students they support in class. If

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the Special Education teacher has resource sections aligned to the RCISD phased-in timeline and their students take the approved pre- and post-tests, those students will be included in the calculation of their student growth.

- Example: Teacher A supports four math inclusion sections in 6th and 7th grade. Students in each section identified as receiving special education will be included on the SPED teacher's roster and also listed on the General Education teacher's roster.
- For other teaching positions without a PEIMS roster, teachers list the students they serve in TIA-eligible courses from the beginning of the year (BOY) to the end of the year (EOY) on the same tab. The teacher would list the student's name, ID, grade level, and the course they support. Some examples of teachers in this situation include Intervention, Dyslexia, and gifted and talented (GT) teachers.
- 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.
- For teaching positions that use the STAAR test for student growth, if a student does not have data from a previous year, they will still be included on the roster but will not contribute to the teacher's final growth.

Teachers with Multiple Subjects

- Student growth will be calculated based on all tests for each eligible course.
- If a teacher has a student in two separate courses in the same content area that use the same growth measure, the student will count only once. (For example, a teacher has the same student in English II and Practical Writing.)
- For example:
 - If a teacher teaches English I and II, the growth measure would include all students in both courses based on our phased-in timeline.

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- If a teacher is self-contained in Kindergarten, the growth measure would consist of all students' scores in Math and Reading.

Minimum Number of Scores

- To calculate a teacher's student growth score, there must be at least **ten** growth measure scores.
 - If multiple tests are taken in that setting to reach a minimum of ten test scores, this could come from as few as five students.
 - In most cases, there will be ample student growth scores to calculate; however, in some specialized settings, there may be only a small number of students (e.g., Special Education, Dyslexia).
 - The rosters for these teachers will come from all the students they support throughout the instructional day.

Student Growth Performance Standards

Rice CISD's designation system will ensure student growth measures align with the Texas State Performance Standards for 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 RCISD. The student growth score is calculated for all teachers with student growth results for students meeting enrollment criteria. The percentage is calculated as the sum of students meeting growth expectations across content areas divided by the sum of tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).

Student Growth Performance Standards	
Designation	% of Students Meeting or Exceeding Growth Measure
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

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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

Rice CISD 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 our Local Designation System uses a different method to determine whether a student shows growth. Refer to [EDpact's TIA Student Growth Guide](#) for more information. 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.

Rice CISD 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, TEKSready, Frogstreet, 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 calculating 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, following RCISD's roster verification process.

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RCISD Graduated Percent Increase Model		
Category	Pre-Test Score	Corresponding Assigned % Points Growth for EOY
Category 1	0-20%	25%
Category 2	20+%-40%	20%
Category 3	40+%-60%	15%
Category 4	60+%-80%	10%
Category 5	80+% or higher	Maintain or higher

For the CLI/Circle assessment used in Pre-Kindergarten, RCISD will calculate the average score for each overall band in both Reading and Math for the Circle Wave 1 test and then calculate the average score on the Circle Wave 3 test. For Reading, RCISD will use scores from Rapid Letter Naming, Rapid Vocabulary, and the Composite Score for Phonological Awareness. For Math, RCISD will use the Total Composite Score. To be considered for meeting or exceeding growth, students must meet or exceed the expected growth targets for Reading and Math.

Teacher Attendance

Teacher attendance has a significant influence on student success. At this time, there is a shortage of qualified teachers and substitutes in our state. The committee decided to limit teacher attendance to reduce teachers' discretionary time off during the school year, resulting in a loss of instructional time for their classes and others when there are no substitutes to cover. Teachers with higher attendance in the current school year will earn the percentage points allocated to the number of days missed under the Teacher Incentive Allotment (TIA), based on the number of days missed and the corresponding attendance percentage points. The table below outlines the points earned for missed days. Attendance accounts for 10% of the designation points. Attendance verification will occur at a minimum at the end of each semester. School business absences (attending professional development, student extracurriculars, etc.) are not counted toward the teacher's attendance. FMLA, Court Appearances, and other protected leave as defined in local policy are excluded.

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Number of Days Absent	Attendance Percentage Points
0-2 days	10%
3-4 Days	8%
5-6 days	6%
7 days	4%
8 days	2%
More than 8 days	No percentage points

Calculating the TIA Composite Score

Weighting

For all phases of Rice CISD'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%
Teacher Observation (T-TESS)	40%
Teacher Attendance	10%

Scoring

TIA designations are determined based on the TIA composite score, a weighted combination of the teacher observation dimensions (the eight dimensions of Domains 2 and 3), the student growth score, and the teacher's attendance.

Determining the annual teacher eligibility for a TIA designation, the following steps are completed for the end-of-year analysis:

- 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)

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- 4) Collection & Verification of Teacher Attendance Data
- 5) 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, 40% of the Teacher Observation (T-TESS) score, and 10% of Teacher Attendance. 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 three 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. Suppose the data does not meet the threshold for any ranges in the composite score. In that case, 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 before state approval. There are no appeals to the TIA composite score since teachers can appeal their T-TESS observation following the district's T-TESS observation appeal process and student rosters. Teachers also verify their yearly rosters and attendance records in a TIA-eligible teaching position.

Student Growth Cut Points		
TIA Designation	Performance Standards	Student Growth Points
Acknowledged	50%	50% * 50 points = 25
Recognized	55%	55% * 50 points = 27.5
Exemplary	60%	60% * 50 points = 30
Master	70%	70% * 50 points = 35

Teacher Observation Cut Points		
TIA Designation	Performance Standards	Points for Observation
Acknowledged	3.5	3.5 * 8 = 28
Recognized	3.7	3.7 * 8 = 29.6
Exemplary	3.9	3.9 * 8 = 31.2
Master	4.5	4.5 * 8 = 36

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Teacher Attendance		
Minimum TIA Teacher Attendance %	# of Points	Points based on the Attendance Chart
95%	10	10 possible points

Student Growth + Teacher Observation + Teacher Attendance		
Acknowledged	25 + 28 + 10	63
Recognized	27.5 + 29.6 + 10	67.1
Exemplary	30 + 31.2 + 10	71.2
Master	35 + 36 + 10	81

Composite Score Cut Points	
Acknowledged	63 - 67
Recognized	67.1- 71.19
Exemplary	71.2 - 80.99
Master	81 - 100

Example TIA Composite Scorecard

Student Growth Points			
% of students who met/exceeded projected growth		Category Weight	Student Growth Points
<i>Formula:</i> _____ (percent as decimal)	x	50	= _____
<i>Example:</i> .68 (68%)	x	50	= 34

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Teacher Observation Points			
Average Observation Score		8 Dimensions (T-TESS)	Teacher Observation Points
<i>Formula:</i> _____	x	_____	= _____
<i>Example:</i> 3.55	x	8	= 28.4

Teacher Attendance		
Minimum TIA Teacher Attendance %	# of Points	Points based on the Attendance Chart
0-5 Days	10	10 points

Student Growth + Teacher Observation + Teacher Attendance		
Example	34+28.4+10=	72.4
Designation:	Exemplary	

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, with a higher multiplier applied to students based on socioeconomic factors.
- The amount of funds/allotments changes 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.

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Distribution of TIA Compensation

The statute requires that, at a minimum, 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. Rice CISD's TIA Committee created a spending plan for their local designation system. Stakeholder input was gathered on developing Rice CISD's TIA Spending Plan by surveying teachers in February 2024.

Allotment Going Toward Designated Teacher	Allotment Going Toward District
92%	8%

The 8% allotment going toward the district will be used to pay stipends to district and campus staff who support the implementation of TIA in Rice CISD.

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:
 - Suppose a Designated Teacher leaves the district before Winter Roster Verification (generally in February of each school year). In that case, the Designated Teacher will not receive any TIA funds because the district would not generate any TIA funds from the state.
 - Suppose a Designated Teacher moves campuses within Rice CISD during the school year. In that case, RCISD will provide the funding to the Designated Teacher based on the campus where the Designated Teacher worked during the Winter Roster (generally in February).
 - Suppose a Designated Teacher moves to the district before Winter Roster Verification. In that case, the Designated Teacher will receive the state-generated allotment of funds for the campus where the teacher teaches during Winter Roster Verification. The spending plan will be the same for newly hired Designated teachers.
 - If a Designated Teacher leaves Rice CISD after the Class Roster Winter Submission, the following will happen based on their leave:

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- Resignation/Retirement: If a designated teacher resigns/retires after the Class Roster Winter Submission and after the end of the school year, they will receive their allotment per the spending plan. If a designated teacher resigns/retires after the Winter Roster Submission, but before the end of the school year, the designated teacher will not receive their stipend. Their share of the allotment will be equally distributed to the remaining teachers and instructional staff at the campus where the resigning/retiring teacher is located. If a designated teacher resigns/retires after the Class Roster Winter Submission and after the last day to quit in the summer, the designated teacher will not receive the stipend. Their share of the allotment will be equally distributed to the remaining teachers and instructional staff at the campus where the resigning/retiring teacher is located.
- Termination: A designated teacher leaving the district after the Class Roster Winter Submission due to termination will not receive their stipend. If the designated teacher has already been paid any part of their stipend, the district will not try 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 remaining teachers and instructional staff at the terminated teacher's campus.
- Rice CISD 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 Rice CISD does not employ a TIA-designated teacher at the time of the winter snapshot (typically in February of each year). In that case, Rice CISD 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, the designated teacher 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:

- For Year 1, Rice CISD will provide TIA compensation to teachers as a lump-sum payment (as a separate check) on or before August 31st of the year in which initial designations are awarded. Therefore, a teacher earning a designation in Phase 1 of Rice CISD's TIA rollout will receive payment before August 31, 2026.

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- For all subsequent years, Rice CISD will provide a lump-sum payment in June as part of each teacher's paycheck for each year a teacher generates funding for a TIA designation.
- This cycle repeats itself every year when we have newly designated teachers.

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 total of all associated employee/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 as 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 will be required to provide proof of active National Board Certification status.

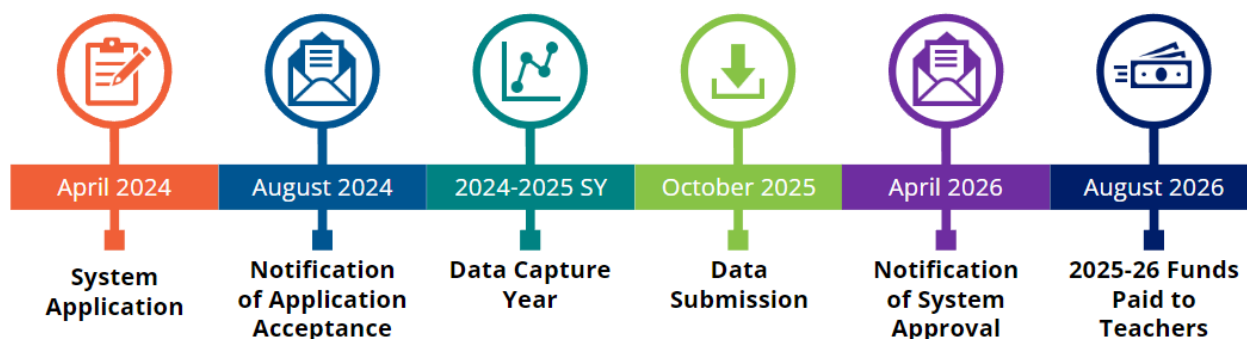
Data Submission and Validation

TIA data and designation recommendations will be submitted to Texas Tech to validate eligible TIA teachers by October following the Data Collection Year (every year after the initial year). By April (after October data submission), TEA will notify RCISD of approval/denial of the district's recommended teacher designations. If the district's recommended TIA designations are approved, TEA will notify the district of the specific allotment amounts by designation level at each campus in Rice CISD. In April or May (depending on when TEA communicates system approval), the district will notify teachers if their recommended designations have been approved/denied by the state. If the district's recommendations are approved, Rice CISD will make TIA payments to teachers in accordance with the RCISD spending plan. The state will then reimburse the district for the TIA expenditures beginning in September at the beginning 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 Rice CISD.

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Application and Approval Timeline: Cohort G



RCISD will submit a complete data file and any 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. This means that every year, if a teacher receives a T-TESS evaluation and has approved student growth measure data, the teacher's TIA score will be calculated, and the teacher will have an opportunity to meet TIA eligibility.

- 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 a Recognized TIA designation during 2024-2025 could be submitted in 2025-2026 for a Master TIA designation if they earn a qualifying Master's score and meet the scorecard requirements.

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- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation.

Ensuring a Successful System

T-TESS Calibration and Training

Rice CISD will re-train all staff, including teachers and leaders, in August 2025 to ensure a common language and understanding of the rubric. RCISD 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 to be a teacher appraiser in Rice CISD. Appraisers in RCISD are required to recertify every three years. Quarterly, teacher appraisers must calibrate to the scoring rubric to ensure it is used with fidelity. After each semester, the principal, other campus appraisers, and district leaders will use DMAC 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/Winter to the available 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. At the district level, leaders review the correlation data for all campuses at least twice a year to identify trends across campuses and district-wide.

In biannual district TIA monitoring meetings with the district leadership team and campus leaders, teacher appraisals and walkthroughs will be analyzed alongside student growth data. The following is the process RCISD 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 middle-of-year assessment data is available in January or February, an analysis will examine the correlation between teacher observation data and student growth data. (This process will be repeated after 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, showing the correlation between teacher observation data and student growth data.

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

The district C&I Department will maintain data review logs to determine the support needed based on the identified outcomes. Support will be coordinated with all leaders/departments in RCISD. 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 identify 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 each student’s learning experiences align with where they are and where they need to be.
 - Data from Pre-Tests should be used for LEARNING and GROWTH. The data from these assessments is used for TIA, but 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 pre-test growth targets and disaggregated data to determine how best to support every student's 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

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best to proceed.

- **Assessment Timeline**

- The district determines the testing calendar for each year, which includes TIA Pre- and Post-Assessments.
 - 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 the data can be organized and analyzed for student growth.
- TIA Pre-Tests must be given in the first nine weeks of school or at the end of the year from the previous school year.
 - If the test were given at the end of the previous year, new students would have to take it 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/district leaders or the campus decision-making team (ARD Committee).
 - For example, Life Skills students enrolled in elective or general education courses do not have to take the TIA tests if deemed inappropriate for the student.
- Participation rates can affect a teacher's eligibility for data submission if students are not tested for a reason that may be tied to a testing irregularity.
- If a student doesn't have an EOY score for a test administered only during the EOY (STAAR), they 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 TIA assessments are allowable if required by the district, campus, and/or decision-making committees (ARD).

Student Growth Measure Integrity

It is essential to the integrity of Rice CISD'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 ensure that student performance is accurately measured as part of Rice CISD's 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

- **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 RCISD 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 or not the report includes a student growth measure testing violation
- credible student growth measure testing violations are reported to the district's Student Services for further investigation
- Student Services coordinates with Human Resources (HR) to continue the investigation, which could include interviews of campus staff and students, assembly of signed statements, and collection of any 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

RCISD has ensured a support system for the TIA plan. The support system includes the RCISD's focus on teacher recruitment and retention, budget, and finance support tied to managing the district's funds each year and supporting how they will distribute them. RCISD 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. RCISD commits to ensuring teachers receive exceptional, ongoing support to improve their teaching practices and

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ensure that all students learn.

Rice CISD 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 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 of the year, staff will receive updates, alignment training, and constant communication. The campus principal will also email communications and updates to staff and post them on the district's website.

Based on the continued engagement and stakeholder feedback, RCISD 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. RCISD 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 needed to the plan. Any updates will be communicated to all stakeholders.

Appendix A: Timeline for Designation Evaluation & Submission

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

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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](#).