

A program to help  
**RECRUIT, SUPPORT and RETAIN**  
effective teachers in Gainesville ISD



**GAINESVILLE ISD TIA  
LOCAL DESIGNATION SYSTEM HANDBOOK**

Teacher Incentive Allotment  
Rewarding Teacher Excellence in Texas



The Texas Education Agency's Teacher Incentive Allotment (TIA) program is dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, with particular emphasis on high-needs campuses. Passed by the 86<sup>th</sup> Texas Legislature in June 2019 through House Bill 3, this program provides a pathway to financially recognize top teachers. The TIA program creates great opportunities to honor the teaching staff's hard work and proven success at Gainesville ISD.

The Teacher Incentive Allotment (TIA) was funded in House Bill 3 (HB 3) by the 86th Texas Legislature in June 2019. HB 3 established an optional Teacher Incentive Allotment with a stated goal of a six-figure salary for teachers who prioritize teaching in high-needs areas and rural district campuses. The state hopes to recruit, retain, and reward exceptional teachers through TIA. For each classroom teacher with a teacher designation under TEC Section 21.3521 employed by a school district, the school district is entitled to an allotment equal to the following applicable base amount increased by the high needs and rural factor as determined below:

- \$12,000, or an increased amount not to exceed \$32,000, for each Master Teacher.
- \$6,000, or an increased amount not to exceed \$18,000, for each Exemplary Teacher; and
- \$3,000, or an increased amount not to exceed \$9,000, for each Recognized Teacher.

The high needs and rural factors are determined by multiplying a point value (0.5, 1.0, 2.0, 3.0, or 4.0) assigned to each student at a district campus, from least to most severe economic disadvantage according to the census block in which the student resides, for a student from whom the district receives a compensatory education allotment under TEC 48.104(b). If the campus at which a student is enrolled is classified as a rural campus, a student is assigned the point value two tiers higher than the student's point value. Each year, the Commissioner of Education will provide the public with a list of campuses with projected allotment amounts per teacher designation at each campus. The state has indicated that the purpose of this initiative is to provide TIA designations and, therefore, increase compensation to approximately the top 33% of teachers across the state of Texas.

This TIA Handbook is intended to provide an overview of the implementation of TIA in Gainesville ISD. GISD's implementation will begin during 2025 -2026 as the first data collection year.

## **Teacher Eligibility**

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By law, in order to participate in the TIA program, a teacher must hold a valid SBEC teaching certification or a local DOI qualification and be coded as a teacher (code 087) within our local student information system (Ascender), as reported to TEA through the Public Education Information Management System (PEIMS). Intern, probationary, waivers, and emergency certifications will not qualify for TIA. Additionally, the teacher must teach 50% or 3 class periods in an eligible class and have a minimum of 10 students to obtain growth measure data.

Positions such as librarians, counselors, and instructional coaches are not coded as "087" teachers and are therefore ineligible to generate funding through TIA.

## Designations

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Teacher access to additional compensation is based on the local identification of teachers as Master, Exemplary, or Recognized. The district creates its own system to designate teachers but must submit this plan for approval to the Texas Education Agency.

According to state targets...

- A **Master Teacher** is one whose abilities place them in the top 5% of teachers statewide.
- An **Exemplary Teacher** has achieved levels of success commensurate with the top 20% of teachers statewide.
- A **Recognized Teacher** has achieved levels of success commensurate with the top 33% of teachers statewide.

An alternate path to a TIA “Recognized” designation is through **National Board Certification**. National Board Certification is available in 25 certificate areas across 16 disciplines, emphasizing grade levels from PK through 12th grade. Any staff member interested in becoming a National Board Certified Teacher (NBCT) is encouraged to consult the site below for more information.

<https://www.nbpts.org/national-board-certification/>

Once earned, teacher identification is applied to an individual’s teaching certificate and is valid for a five-year period. The designated teacher has the opportunity to move to a higher designation level during the five-year period if their performance qualifies them under a district’s local optional teacher designation system (and the state approves the new designation). If this occurs, the five-year clock restarts for the teacher’s designation. The designation is not tied to a specific grade, subject, or campus. Teachers can change their teaching assignment or move to another district and maintain their designation. If a teacher moves to a position in a district that is ineligible for TIA allotment funding (for example: assistant principal or district instructional coach position), then the teacher will maintain their designation for the five-year period, but the state will generate no TIA funds. If the teacher were to move back to a TIA-eligible position within the five-year period, then the TIA allotment funds would flow from the state to the district and campus where the teacher is currently teaching.

Designated teachers who meet performance standards and district qualifications can be put forth for a new designation in their final year of designation. Once the designation expires, it will be removed from the SBEC certificate and allotment funding will no longer be generated.

## Components

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As detailed in TEC §21.3521, the local designation system must consider these two components:

- **teacher evaluation**, and
- **student growth** outcomes.

## Teacher Evaluation: T-TESS

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The Texas Teacher Evaluation & Support System (T-TESS) is the state-adopted teacher appraisal instrument. Aimed at capturing the holistic nature of teaching and developing teacher habits of continuous improvement, T-TESS includes:

- Goal setting and a professional development plan
- An evaluation cycle comprised of a pre-conference, observation, and post-conference

For the purpose of TIA, teacher evaluations will focus only on the “observable” domains of T-TESS, listed below, as reported on a teacher’s final formal appraisal.

- 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)

Each of these eight dimensions is scored on a scale of 1-5:

- 1 = Improvement Needed
- 2 = Developing
- 3 = Proficient
- 4 = Accomplished
- 5 = Distinguished

Access the T-TESS rubric linked below for a complete list of descriptors for each dimension and score.

[https://www.teachfortexas.org/Resource\\_Files/Guides/T-TESS\\_Rubric.pdf](https://www.teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf)

For use in TIA designations, a teacher’s scores on each of these eight dimensions are totaled and converted to an **evaluation percentage** by dividing by 40 (the maximum possible number of points).

Gainesville ISD will conduct at least one full observation for each eligible teacher, during which the teacher will have a pre- and post-conference. The district will also utilize data collected through a minimum of three walkthroughs to determine the final T-TESS score.

Here's an example. Suppose a teacher's evaluation had this breakdown.

Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations	●					5
2.2 Content Knowledge		●				4
2.3 Communication			●			3
2.4 Differentiation			●			3
2.5 Monitor and Adjust		●				4
3.1 Routines, Procedures			●			3
3.2 Managing Behavior		●				4
3.3 Classroom Culture	●					5

The scores for these eight dimensions total up to 31, so the *evaluation percentage* would be  $31/40 = 77.5\%$ .

Of course, greater evaluation percentages increase the likelihood of earning a higher designation. This process is described later in this document in the section titled "TIA Scoring." Note: By state guidelines, to earn a designation, a teacher must score at least "Proficient" in each of these eight dimensions (2.1 - 3.3).

### Appraisal Calendar (dates are approximate)

The T-TESS evaluation cycle will be critical to ensure that teachers are provided sufficient support in achieving and maintaining high levels of instructional effectiveness. Therefore, teachers and administrators will be aware of the important events in this appraisal calendar.

Date(s)	Task
*August 27, 2025 through May 1, 2026	<b>Formal Teacher Observation Period</b>
*No later than first three weeks of school and at least two weeks prior to a formal observation	<b>T-TESS Orientation for all teachers and then teachers hired after the beginning of school</b>
*August 27, 2025 (Two weeks after the beginning of instruction)	<b>Formal T-TESS Observations May Begin (walk-thru observations allowed beginning first day of school)</b>
By September 12, 2025 (Within the first six weeks of instruction)	<b>T-TESS Goal Setting and Professional Development Plan due to appraiser [Must be appraiser-approved DNA (LEGAL)]</b>
By December 5, 2025	<b><u>T-TESS 45-minute Observations</u> for <u>ALL New Hires</u> should be complete</b>

By February 13, 2026	<b>T-TESS 45-minute Observations</b> for <b>ALL Teachers</b> should be complete
By March 8, 2026	T-TESS 45-minute <b>observations for teachers who may be considered for nonrenewal/termination</b> at the end of the school year should be complete
*By May 1, 2026	<b>T-TESS Summative Conferences Complete</b> <ul style="list-style-type: none"> <li>These conferences may be conducted throughout the year, but <b>must</b> be complete by <b>May 1, 2026</b></li> </ul>

## Student Growth Measures

The TIA program allows for various ways to measure student growth outcomes. Gainesville ISD utilizes the growth method of **Pre- and Post-tests for the first cycle of our program implementation**. In future expansion years, we will explore other growth measurement methods.

In the initial data collection year 2025-2026, GISD will offer fall and spring assessments for the following groups:

- STAAR transition table for Grades 4-6 Math and Reading

In order to be eligible for a TIA designation, teachers must earn a minimum student growth outcome. TEA established these minimum expectations based on statewide performance expectations:

- Recognized designation > 55%
- Exemplary designation > 60%
- Master designation > 70%

Additional information can be found in TEA's [Student Growth Performance Standards](#).

### STAAR Results with Previous Year STAAR for Pre-Test

Specific grade levels and subject areas will use **STAAR results with released STAAR for Pre-test** to measure student progress.

Eligible Teacher Group	T-TESS Observation	Student Growth Measure	Total
Teachers of Grades 4-6 STAAR Reading Teachers of Grades 4-6 STAAR Math.	40%	60%	100%

Eligible Teacher Group	Pre-Test	Post-Test	Growth Measure
Teachers of Grades 4-6 STAAR Reading Teachers of Grades 4-6 STAAR Math	Previous Year STAAR Results	STAAR assessment results	Adequate growth will be determined by scoring a ½ point or 1 point on the STAAR Transition Table.

### TEA Academic Growth Transition Table

Prior Year Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	½	1	1	1	1
Low Approaches Grade Level	0	0	½	1	1	1
High Approaches Grade Level	0	0	0	½	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

### Student Growth

A performance level accompanies student STAAR results. To count as reaching projected growth, students must earn a ½ point or 1 point on the STAAR Growth Transition Table when comparing the previous year's STAAR performance level to the end-of-year STAAR results performance level.

Student	Previous Year STAAR Performance Level	Spring STAAR Performance Level	Point on the Transition Table	Met Projected Growth
Sam	Low Did Not Meet	Low Did Not Meet	0	No
Jarrett	Meet	Masters	1	Yes
Kate	Meet	Meet	1	Yes
Addie	High Did Not Meet	High Approaches	1	Yes
Elizabeth	---	Meets	-	Excluded
Bob	Master	Meets	0	No
Juan	Low Approaches	Low Approaches	1/2	Yes

## Student Growth Percentage

For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

For example, the above chart compares the previous year's STAAR/EOC performance level to the current level for seven students. One student, Elizabeth, did not have a score for the fall administration, so she is excluded from the growth percentage. Of the remaining six students, four "met projected growth." So, the student growth percentage would be  $4/6 = 66.7\%$ .

## Assessment Calendar- See [GISD Testing Calendar](#) for Specific Dates

The table below outlines some important dates in the assessment process regarding STAAR tests.

Timeline (When)	Event (What)
Early September	<b>Training:</b> Review processes and procedures for testing.
February	<b>Benchmark Testing (MOCK)</b>
April - May	<b>Testing Window:</b> End-of-Year testing (STAAR)
Summer	<b>Results:</b> Scores arrive from end-of-year testing.
August	<b>Verification:</b> Confirm student data.

## Student Growth Measures (continued)

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Pre-and post-tests, we will use the following processes:

### Student Eligibility

For a student's growth data to be associated with a specific teacher, the student's enrollment should meet the following criteria:

- Participated in beginning-of-year (fall) testing in the teacher's content area or had previous year's STAAR/EOC score.
- Participated in end-of-year (spring) testing in the teacher's content area
- Was enrolled in the teacher's class at the beginning of the year in PEIMS (late-September)
- District-level TIA personnel will consult with the district PEIMS coordinator and campus administrators to complete a documentation process to ensure that class enrollment lists are accurate. Students who do not meet eligibility criteria will be removed from (and will not count toward) a teacher's student growth percentage.

### Gainesville ISD Minimum Size for Student Growth for teacher to be eligible for TIA:

Student growth data on at least 6 student records must be available for the district to calculate a teacher's classroom student score. In most cases, there will be ample student growth scores to calculate a teacher's classroom student growth percentage; however, in some specialized settings, there may be a smaller number of students, and approval for TIA will need to be considered.

### **Gainesville ISD Teacher student growth requirements to be eligible for TIA:**

In an effort to ensure fairness and consistency of the classroom student growth calculations, the district will utilize the following criteria and practices to calculate the % of students who met or exceeded expected growth for each eligible teaching assignment.

- Elementary and Intermediate Teaching Requirements—To be eligible for a TIA designation, an elementary teacher must teach in an eligible class at least 50% of the day.

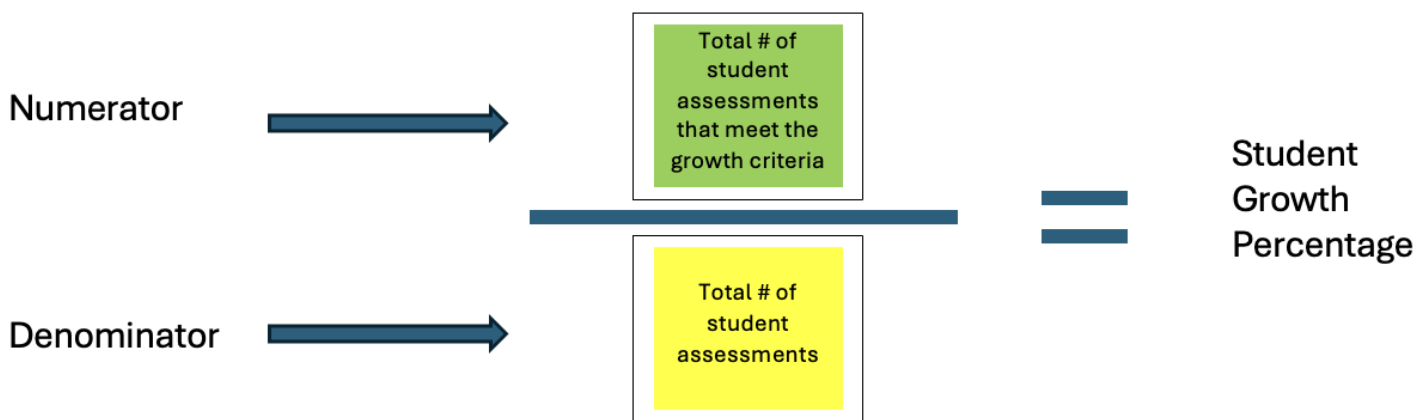
### **Teachers with Multiple Subjects:**

Classroom student growth will be calculated based on all tests taken for each eligible course. For example, if a teacher teaches both math and reading the growth measure will consist of all students in both courses.

### **Student Growth Percentage**

For each eligible teacher, a **student growth percentage** is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

The total number of student assessments will be used to calculate a teacher's TIA student growth measure score. For teachers who teach more than one subject with a TIA assessment, the total number of student assessments that meet the growth criteria will be used. For instance, a second-grade teacher who teaches both math and reading with 21 students in his/her class will have a total of 42 assessments. If a teacher has more than one eligible course, all student assessments are included in the calculation.



Of course, greater student growth percentages increase the likelihood of a teacher earning a higher designation. This process is described later in this document in the section titled "TIA Scoring."

### **Secure Testing Environment**

BOY, MOY, and EOY assessments are part of the GISD-aligned curriculum and assessment strategy. As such, the campus testing coordinator and the building administrators are responsible for ensuring all assessments are conducted in a secure testing environment. Test administrators must attend annual training and sign an oath of test security and confidentiality.

## State Performance Standards

The District's local TIA designation system must be based on performance standards set by the state of Texas. Based on statewide analysis of teacher observations and student growth measures, the Texas Education Agency recommends the following guidelines for designations.

Designation	Percent of Teachers (statewide)	T-TESS Evaluations (Domains 2 and 3)	Student Growth Percentage
Master	Top 5%	Average $\geq 4.5$ (90%)	At least 70% of students
Exemplary	Top 20%	Average $\geq 3.9$ (78%)	At least 60% of students
Recognized	Top 33%	Average $\geq 3.7$ (74%)	At least 55% of students

These measures were used to determine the criteria for the district's local designation system, described below.

## TIA Scoring (GISD)

In Gainesville ISD, TIA designations are based on the **TIA score**, which is a 100-point scale-weighted combination of the *evaluation percentage* (EP) and *student growth percentage* (SGP).

$$\text{TIA Score} = 40(\text{EP}) + 60(\text{SGP})$$

In other words, the evaluation percentage (from T-TESS) accounts for 40% of the TIA score, and the student growth percentage accounts for 60% of the score. The exclusion to this is for Category 5 teachers, where the evaluation percentage (from T-TESS) accounts for 60% of the TIA score, and the student growth percentage accounts for 40%.

For teachers to qualify for a designation, a teacher's TIA score must be at or above the levels listed in this chart.

Designation	TIA Score	Calculation Method EP-40% SGP- 60%	Connection to State Performance Standards
Master	<b>78</b>	$40(90\%) + 60(70\%)$	T-TESS 4.5/5 = 90%, with 70% growth
Exemplary	<b>67.2</b>	$40(78\%) + 60(60\%)$	T-TESS 3.9/5 = 78%, with 60% growth
Recognized	<b>62.6</b>	$40(74\%) + 60(55\%)$	T-TESS 3.7/5 = 74%, with 55% growth

Note: By state guidelines, to earn a designation, a teacher must score at least "Proficient" in each of the eight dimensions in Domains 2-3 on T-TESS.

Example: A teacher has the following data:

TTESS average is 3.9 (31/40=78%), and Student Growth is 62%

TTESS Score = 78% x 40% of evaluation weight = 31.2

Student Growth Score = 62% of student meeting expected growth x 60% of total weight for student growth = 37.2

31.2 + 37.2 = 68.4

Final score = 68.4

Proposed Teacher Designation Submission for Validation = Exemplary

Note that this data is collected **at the District level**. In order to determine annual teacher eligibility for a TIA designation, the following steps are completed by district-level administrators during end-of-year data analysis (May - July):

- Pull T-TESS data from Eduphoria, which lists dimension ratings (Distinguished, Accomplished, Proficient) on a 1-5 scale.
- Compute a total for the eight dimensions in Domain 2 and Domain 3.
- Convert this total to a percentage out of 40 (EP = evaluation percentage).
- Pull STAAR data from the Cambium Assessment website
- Validate student lists.
- For each eligible teacher, calculate the SGP (student growth percentage).
- Align teacher's percentages in each category.
- Compute a TIA score for each teacher.
- The committee will assign preliminary designations based on the criteria above.

Teachers in Cycle 1 the 25-26 data collection year will receive notification of their preliminary designations in August (2027), at the beginning of the school year. All designations are preliminary until submitted to the Texas Education Agency (October 2026) for final validation (February 2027).

## TIA Annual Scorecard

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The purpose of the TIA Annual Scorecard is to transparently communicate the overall TIA calculation based on the scoring guidelines for each component (T-TESS and Student Growth).

**Scorecard Distribution Target Date: Late September through Snapshot Day in October.**

### What if a teacher disagrees with their scorecard?

Step 1: Within three weeks of receiving a scorecard, a teacher may submit a request for review.

Step 2: The district-level TIA personnel will meet with the teacher to review the scorecard and listen to the concerns within 15 days of receiving the review request.

Step 3: The district-level TIA personnel will notify the teacher in writing of the response.

## **ENSURING VALIDITY AND RELIABILITY OF TIA**

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### **Teacher Observation (T-TESS) Measure**

Gainesville ISD is committed to implementing T-TESS with fidelity to ensure the validity and reliability of teacher observation scores. Gainesville ISD ensures that all teacher appraisers have been thoroughly trained and certified. In addition, teacher appraisers are recalibrated annually through the recertification process. Teacher appraisers are required to norm on scoring, using T-TESS either by conducting in-person observations or video scoring multiple times during the school year. District and campus administrators observe teachers and score them individually. They then come together to discuss the evidence they collected during the observation and the final scores given. If the observation scores of individual raters are vastly different, then the district continues to practice this process until there is agreement, or interrater reliability, among evaluators.

The district analyzes observation data within a campus and across the district multiple times during the school year and looks for trends by grade level, content area, and by campus. If there are irregularities in the data that are related to teacher deficiencies, then the district provides additional professional development and support to the teacher(s) in order to help them grow their practice. Following observations, teachers are supported for specific rubric components by working with a mentor teacher or being placed in a coaching cycle with an instructional coach. If there are irregularities in the teacher observation data related to an appraiser issue, then the district provides additional training and support to the evaluator to ensure that the observation process is being implemented with fidelity.

The campus principal completes a teacher observation schedule at the beginning of the school year. After each observation, the appraiser holds a post-conference with the teacher to review evaluation results and provide feedback. Walkthroughs are generally 15 minutes in length, and the teacher will receive a minimum of three.

At the end of the school year, the campus principal assigns the final summative rating to the teacher in a data management system using evidence from the observation and walkthroughs.

### **Student Growth Measure**

The assessment team (district and campus testing coordinators), along with campus administrators at our district, is responsible for ensuring that all assessments across the district are executed with fidelity.

Each campus will participate in safety and security training to cover testing procedures and protocols prior to administering any TIA assessment. The teacher will also receive guidance and training on the correct administration of the assessment. The district has protocols in place to ensure the security of all student assessments, and a Test Security and Confidentiality Oath will be signed annually.

At the end of the year, the district will calculate the percentage of students meeting or exceeding expected growth for each teacher to get a student growth percentage. Also, the district and campus leaders will review data from both T-TESS and student growth measures and compare the outcomes for correlation.

## Earning a Designation: It's a 2-year process

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By state rules, earning a designation through TIA is a **two-year process**. The first year is for **data collection**, and the second year is for submitting and confirming **designations**. In the designation year (year 2 of the process), the district must submit data to the Texas Education Agency for review by an October deadline. All designations are preliminary until final validation occurs in the following February.

In efforts to achieve transparency and to check data, information collected through this process will be shared with teachers on a teacher scorecard. Then, in the fall of the designation year (August-September), teachers will hear from the campus principal on whether a designation is being recommended. Once these are approved by the state, teachers will receive notification in February.

In accordance with state policies, for GISD to issue a designation, that person must have been **employed as a teacher by the district** during **BOTH years** in this process. In other words, we can only propose designations for teachers who work for us based on data collected (the year before) while working with our students.

### TIA Cycle

YEAR ONE	The <b>data collection</b> year	A teacher must work in GISD in one of the eligible categories where student growth data is collected using an approved student growth measure.
YEAR TWO	The <b>designation</b> year	A teacher must still be employed in GISD and coded as a teacher (087) in PEIMS. The teacher does not need to be working on the same campus or in the same category (grade level or content) as the data collection year.

## Timeline

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Following the initial approval of our local designation system, each year, the district must complete specific steps in a continuous, overlapping cycle:

### YEAR ONE: Data Collection

- Collect data (T-TESS for teacher evaluations, pre-and post-tests for student growth)

### YEAR TWO: Designation

- October 2026: Submit data to TEA, along with a list of proposed teacher designations.
- February 2027: TEA approves (hopefully) the district's data and designations.
- April 2027: TEA posts final TIA annual allotment.
- August 2027: Expend funds. (Get paid!)

These overlapping cycles are described in the chart below.

School Year	Cycle 1 - Cohort A	
2025-2026	Collect Data	
2026-2027	Collect Data	Oct: Submit Feb: Verify August: Pay
2027-2028	Collect Data	Oct: Submit Feb: Verify August: Pay
2028-2029	Collect Data	Oct: Submit Feb: Verify August: Pay

Timeline of work to be done for each Cycle to be approved.

MONTH	Task that is completed for each Cycle/Cohort/Expansion Application
September	Initial meeting teachers regarding the next year's cycle/cohort/expansion application
October	Teacher groups meet to discuss ways to measure student growth (pre/post-test, portfolios, etc.)
December	Teacher groups meet to discuss methods for setting student growth goals
January-February	Finalization of a district plan to expand or modify
April	Submission to TEA of the District's expansion/modification application
June/August	Approval from TEA

## Campus Factors

Once approved, a teacher's designation level relates directly to the amount of the allotment received by the district. Student need, as identified by compensatory education allotment (see TEC §48.104), is the other factor in determining this amount. In other words, teachers generate greater allotment when they work at schools with more significant economic needs.

District	Recognized	Exemplary	Master
Gainesville ISD	\$7,224	\$14,447	\$26,079

The [TIA Funding Map Link](#) can be used to find the latest allotment amounts per school. \*Note that allotments are recalculated annually in April. The above amounts were from April 2025.

## **Spending Plan (Gainesville ISD TIA Spending Plan)**

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### **Distribution of Compensation**

At least 90% of TIA funds are distributed directly to teachers at the campus in which the designated teacher is employed at the time the TIA funds are awarded.

- TIA-designated teacher = 80% of the teacher TIA dollars will be distributed directly to the individual TIA-designated teacher
- Support teachers on TIA teachers designated campus =10% of the teacher TIA dollars will be distributed to additional support teachers

The district shall retain 10% of the TIA dollars to use as follows:

- The remaining 10% will be collected at the district level to support district oversight of the implementation of TIA and the ongoing development of TIA resources. Gainesville ISD will utilize the ten percent funding to support teacher professional development for teacher and student growth, curriculum/testing resources, continued calibration efforts, and expansion of TIA.

### **Frequency of Compensation**

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

- TIA-designated teachers will receive TIA compensation in one lump payment beginning by August 31, 2027.

\*\* This payment will not replace the district's current pay structure. For those who earn a distinction and generate allotment funding, the payment will be an additional state stipend completely separate from a teacher's salary. Because the stipend will be included in payroll, it is subject to taxes. However, this stipend is credited to the Teacher Retirement System and will be used in retirement benefit calculations.

The link above provides details of the Gainesville ISD Spending Plan, and there will be a Q & A section added to our district website to address frequently asked questions.