



Teacher Incentive Allotment Handbook
2025-2026 School Year

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Fredericksburg ISD

Teacher Incentive Allotment Handbook

Overview of the Teacher Incentive Allotment

The Teacher Incentive Allotment (TIA) was funded in House Bill 3 (HB 3) by the 86th Texas Legislature in June 2019. HB 3 established the Teacher Incentive Allotment (TIA) to recognize effective teachers on three different levels: Recognized, Exemplary and Master. These teacher designations generate additional teacher-focused allotment funding to districts for them to reward their top performers.

For each teacher with a teacher designation under TEC Section 21.3521 employed by a school district, the teacher's campus is entitled to an allotment based on a base amount and then increased dependent on the percentage of high needs students and whether the campus is designated as rural.

- Master Teacher: \$12,000, or an increased amount not to exceed \$36,000.
- Exemplary Teacher: \$9,000, or an increased amount not to exceed \$25,000.
- Recognized Teacher: \$5,000, or an increase amount not to exceed \$15,000.
- Acknowledged Teacher: \$3,000, or an increase amount not to exceed \$9,000.

High needs and rural factors are determined by a point value 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 and for 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 a 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 amount per teacher designation at each campus.

Master Teacher

The Master Teacher designation indicates that the teacher has achieved a performance level that places them at a level commensurate to the top 5% of teachers across the state.

Exemplary Teacher

The Exemplary Teacher designation indicates the teacher has achieved a performance level that places them at a level commensurate to the top 20% of teachers across the state.

Recognized Teacher

The Recognized Teacher designation indicates the teacher has achieved a performance level that places them at a level commensurate to the top 33% of teachers across the state.

Acknowledged Teacher

The Acknowledged Teacher designation indicates the teacher has achieved a performance level that places them at a level commensurate to the top 50% of teachers across the state.

There are two pathways for teachers to be designated under the Teacher Incentive Allotment:

1. Through the district's teacher designation system; and
2. Through National Board Certification.

Beginning in 2025-2026, a teacher with National Board Certification will automatically receive a separate designation of Nationally Board Certified by the state. The designation will expire the July following expiration of the teacher's National Board Certification. NBCT candidates will earn a designation and generate an allotment for their district in April following their successful certification. Teachers in eligible teaching assignments of a district's local optional teacher designation system can obtain a designation of Recognized, Exemplary, or Master.

National Board Certification

National Board Certification 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 standards set by the National Board for Professional Teaching Standards (NBPTS). More than 125,000 teachers across all 50 states have achieved National Board Certification.

National Board Certification provides teachers an opportunity to hone their practice, demonstrate their professional knowledge and reinforce their dedication to their students and their careers. National Board Certification opens doors for teachers to make an impact on student learning in their own classroom, and to influence teaching and learning improvements beyond their four walls. The State of Texas and several districts across the state offer financial benefits for board-certified teachers.

To be eligible for the Nationally Board Certified Teacher Incentive Allotment designation, NBCTs must:

- Be listed as a Texas teacher in the NBCT directory. NBCTs with an out of state directory listing must update their information by January 31st to be eligible for a designation that school year.
- Be employed as a teacher by a Texas school district or public charter (coded as 087 Role ID in PEIMS/TSDS).
- Hold an active National Board certificate.
- Teachers with a Nationally Board Certified designation must be employed as a Texas teacher (087 role ID in PEIMS) and complete a creditable year of service to generate funding for that year. The Nationally Board-Certified designation generates anywhere from \$3,000 to \$9,000 for the NBCT's district. The total amount depends on the socioeconomic status of the campus's students and the campus's rural status.

Staff who possess a National Board Certificate should contact the district's Human Resources Department to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the National Board for Professional Teaching standards at www.nbpts.org for additional information. National Board-Certified teachers may increase their designation to Master, Exemplary, or Recognized through the district's local designation system.

TIA Eligibility Requirements

To be eligible for the Teacher Incentive Allotment, teacher must be coded as 087 per the Public Education Information Management System (PEIMS) description of codes for 90 school days at 100% of the day or 180 school days at 50-99% of the day and compensated for that employment.

Any teacher, in any role, is eligible if they are coded as 087 in PEIMS. School administrators, for example, are not eligible as they are not coded as 087 in PEIMS. Designated teachers who move to a Role ID in PEIMS other than 087 will maintain their designation as long as their teacher certificate remains valid. However, they will not generate annual allotment funding if they are not in an 087-teaching role for that year of service.

Duration of TIA Designations

Teachers who qualify for a designation under a district's Local Optional Teacher Designation System will have their TIA designations placed on their SBEC certificates and will maintain their designation of Acknowledged, Recognized, Exemplary, or Master for five years. The designation cannot be revoked or lowered by a district during that five-year period.

The designated teacher can move to a higher designation level during the five-year period if their performance qualifies them under the district's Local Optional Teacher Designation System, and the state approves the new designation. If this occurs, the five-year time period restarts for the teacher's new designation. Designations are not tied to specific grade levels, subjects, or campuses. 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, then the teacher will maintain their designation for the five-year period, but TIA funds will not be generated by the state. If the teacher moves back into a TIA-eligible position within the five-year period, then the TIA allotment funds will once again flow from the state to the district and campus where the teacher is currently assigned.

State Requirements for Locally Designed Teacher Incentive Allotment Plans

By law, there are two measures that must be used as part of the locally designed Teacher Designation System:

1. Teacher Observations
2. Student Growth Measures

Districts may choose to include additional weighting factors when creating their locally designed Teacher Designation System.

Texas school districts must use at least 90 percent of each allotment for compensation of teachers working at the campus where the teacher receiving the allotment is employed. The remaining funds can be retained at the district level and used for costs associated with the administration of the local designation system.

Teacher Observation Measures

Districts are required to use a research-based teacher observation rubric that complies with TEC 21.3521. In addition, the appraisals must comply with TEC 21.351 and TEC 21.352, and the district's TIA application must show evidence of validity and reliability. The teacher observation measure can be based on:

1. Texas Teacher Evaluation and Support System (T-TESS);
2. A third-party rubric (e.g. NIET TAP, Marzano, or Danielson rubric, etc.); or
3. A locally developed rubric.

The district's TIA application must show evidence of validity and reliability of the teacher observation instrument. Districts should have detailed plans to implement the observation system with fidelity. All appraisers should be thoroughly trained and certified appraisers. Recertification is required every three years at the minimum. The district should ensure reliability of teacher appraisers within and across campuses by calibrating among appraisers at least once a year. Principals and principal supervisors should review campus-based teacher observation trends at least quarterly by grade or subject, and by appraiser. Districts should review correlations between teacher observation scores and student growth

data and develop plans to address any issues. All teachers eligible for TIA should receive at least one 45-minute observation or multiple observation that aggregate to 45 minutes during the year in which the data is captured to determine a teacher’s designation.

Student Growth Measures

Districts are required to use valid and reliable student growth measures as part of the locally designed TIA designation system. This includes using state approved or nationally normed, standards-aligned student growth measures for all eligible teacher groups. Student growth measures selected by a district for their local TIA designation system may include any, or all, of the following:

- Texas SLOs
- Portfolios
- Value Added Measures
- Pre-Test/Post-Test

The district should have rigorous protocols in place to ensure the validity and reliability of each student growth measure used. Districts should use best practices to ensure high fidelity of implementation of each measure used. Districts should ensure validity and reliability in the administration and scoring of each student growth measure used for each eligible teacher group. The district should provide annual training on the administration of all student growth measures used. The district should have protocols in place to ensure the security of student growth measure documents. The district should provide guidance, protocols, and rubrics for the administration and scoring of each district-created student growth measure used. The district should ensure all student growth measures used are aligned to the state standards for the course.

Districts should ensure there are clear and published procedures for how student growth data is calculated for all eligible teacher groups. The district should also share individual teachers’ student growth results with teachers in a clearly communicated, and timely, manner.

Additional Factors for Determining Teacher Incentive Allotment Designations

Districts have the option to include additional factors when designing their local TIA designation system. For example, districts may choose to use student or family surveys, teacher attendance, contributions to the broader school community, or scores from Domains 1 or 4 of the T-TESS rubric.

Statewide Performance Standards for Teacher Incentive Allotment

TEA has shared statewide performance standards for the teacher observation and student growth metrics required by TIA. Stakeholder groups reviewed these performance standards when developing the district’s criteria for earning TIA designations. However, if a teacher meets the minimum requirements for designation on T-TESS and Student Growth, the total points earned will be used to determine local designation.

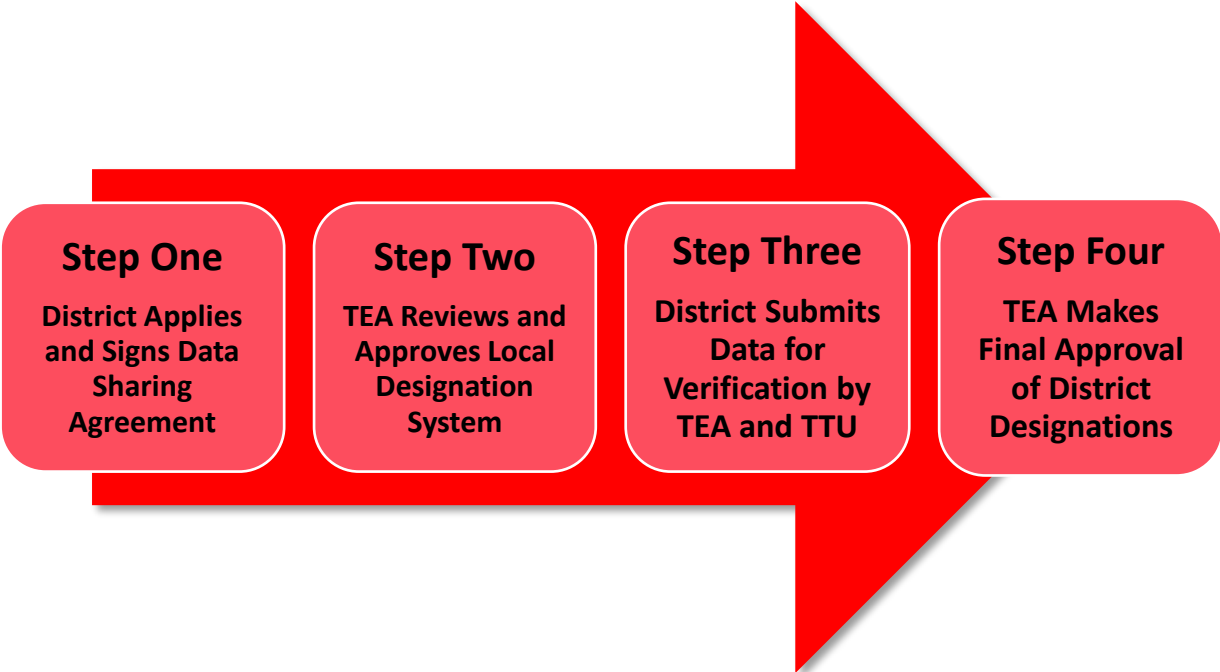
Teacher Observation Minimum Average Ratings		
Designation Level	Minimum Average Score Across Domains 2 and 3	Minimum Rating Required for each Dimension in Domains 2 and 3
Acknowledged	3.5 (70% of possible points)	Proficient for all dimensions
Recognized	3.7 (74% of possible points)	Proficient for all dimensions
Exemplary	3.9 (78% of possible points)	Proficient for all dimensions
Masters	4.5 (90% of possible points)	Proficient for all dimensions

Student Growth Minimums			
Acknowledged Teacher	Recognized Teacher	Exemplary Teacher	Master Teacher
At least 50% of students meet or exceed expected growth	At least 55% of students meet or exceed expected growth	At least 60% of students meet or exceed expected growth	At least 70% of students meet or exceed expected growth

State Timeline for Determining Teacher Incentive Allotment Designations

The state approves TIA designations using a 4-step process. First, the district must submit a TIA application for approval to the Teacher Education Agency. Upon approval of the district’s application by TEA, the district will collect data to determine TIA designations according to their approved TIA plan. Following the school year that the TIA data is collected, the district is required to submit all requested data sources on TIA measures, including designations, to Texas Tech University (TTU) for data validation. As part of the data validation process, TTU will:

- Review the alignment between teacher observation ratings and student performance ratings;
- Review alignment between student performance rating and value-added ratings for applicable teachers;
- Review data validity by appraiser, by campus, across campuses in the district, and by teaching assignment; and
- Compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance.



<p>Step One</p> <p>District Applies and Signs Data Sharing Agreement</p>	<p>Step Two</p> <p>TEA Reviews and Approves Local Designation System</p>	<p>Step Three</p> <p>District Submits Data for Verification by TEA and TTU</p>	<p>Step Four</p> <p>TEA Makes Final Approval of District Designations</p>
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State Requirements for Teacher Incentive Allotment Funding

Funding for teachers designated as Acknowledged, Recognized, Exemplary, and Master under TIA will flow from the state to districts. The statute requires 90 percent of funds earned through the district’s locally designed designation system be spent on teacher compensation on the campuses where the designated teacher works. TEC Section 48.114(i)(1)(A) states, “A district shall annually certify that funds

received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed.”

The statute states that allotment funds are not considered a property right. The district should spend no more than 10 percent of TIA funds at the district level to support rollout and implementation of TIA. The state will calculate rural and socio-economic tier funding status annually based on student enrollment. Allotment funds will be based on the campus and not the individual students assigned to the designated teacher. If a designated teacher moves campuses from one school year to another, the allotment that teacher generates will be recalculated based on the new campus’s rural and socio-economic tier funding status.

The state will calculate the TIA Allotment annually at the campus level, based on student economic status and rural/non-rural classification. The specific allotment amounts for each campus in the state of Texas can be found on the state’s TIA website: <https://tiatexas.org/>.

Development of the Teacher Incentive Allotment Plan for Fredericksburg ISD

Fredericksburg ISD engaged stakeholders for their feedback and input on the locally designed designation system. The district wanted a variety of stakeholder input on the design of the TIA plan. Stakeholders from key areas of the district were selected based on their knowledge and skill sets related to instruction, assessment, recruitment and hiring, teacher evaluation, compensation, budget, and campus and district processes. These stakeholders included teachers and principals, along with district leadership from Human Resources, Communications, Curriculum and Instruction, Finance, and Accountability. As the committee developed the work, ongoing feedback was gathered from a broad range of stakeholders. The planning team made decisions about the TIA plan for the district and were the primary architects of the system. The district’s TIA Planning Team met numerous times during the 2023-2025 school years to discuss decision points on the design of the system.

Key decisions were made over the course of the year, including:

1. How will the district ensure the validity and reliability of the district’s teacher observation data?
2. How does the district currently measure student growth? Is the data valid and reliable?
3. Which teachers will be eligible to earn a designation during the first year of implementation?
4. How will the district expand the designation system to include more campuses, grade levels and subjects in the future?
5. How will the district determine who receives a designation?
6. Will the district use additional factors beyond teacher appraisal data and student growth measures to determine designations?
7. What weight will the district assign to the measures included in the plan?
8. How and when will the district provide TIA funding to teachers?

All feedback and input were considered when making key decisions for the district’s TIA plan including what measures to incorporate, how the measures will be weighted, and what the cut scores will be for each designation.

Fredericksburg ISD’s Locally Designed Teacher Incentive Allotment Designation System

Fredericksburg ISD will utilize the state-adopted teacher appraisal system (T-TESS) for their local designation system for TIA to ensure a valid and reliable teacher observation instrument. CIRCLE, mClass, Imagine Math (will change to NWEA MAP for 2026-27 data capture) and NWEA MAP, STAAR/EOC, TEKSready, and Music First assessments were selected to measure student growth for eligible grade levels on eligible campuses.

Eligible Campuses

- Fredericksburg Elementary
- Fredericksburg HS
- Fredericksburg Middle
- Fredericksburg Primary
- Stonewall Elementary

PreK will use CIRCLE to determine student growth.

Kindergarten will use Imagine Math to determine student growth in mathematics, while K-1st will utilize mClass for reading language arts. NWEA MAP will be used to measure student growth in 1st math and 2nd grade reading and math.

STAAR will be used in 3rd-8th reading and math, English I and II, algebra 1, 5th and 8th science and biology, and 8th social studies and U.S. History.

TEKSready assessments will be used for 3rd, 4th, 6th and 7th science, English III and English IV, geometry, math models, algebra 2, statistics, PreCal, algebraic reasoning, IPC, chemistry, physics, environmental systems, 6th and 7th social studies, world history, world geography, economics, government, psychology, Spanish II, medical terminology, anatomy and physiology, principles of agriculture, food, and natural resources, human growth and development, graphic design and illustration 1, audio visual production 1, principles of applied engineering, principles of business, marketing, and finance, introduction to culinary arts, and professional communications.

Music First assessments will be used for 1st and 4th music, middle school band, middle school art 2, middle school theater 2, varsity choir, high school art 2 and high school theater one act play.

2025-2026 Teacher Incentive Allotment Funding for Designated Campuses by Teacher Designation

Campus	Acknowledged	Recognized	Exemplary	Master
Fredericksburg Elementary	TBD	\$4,465	\$8,929	\$16,882
Fredericksburg HS	TBD	\$4,095	\$8,190	\$15,650
Fredericksburg Middle	TBD	\$4,258	\$8,517	\$16,195
Fredericksburg Primary	TBD	\$4,834	\$9,669	\$18,115
Stonewall Elementary	TBD	\$6,047	\$12,094	\$22,156

*These amounts are subject to change annually based on campus rural status, student demographics, and state funding.

*HB 2 requirements will add the Acknowledged amounts and adjust all other designation amounts for the 2026-27 submission (2025-26 data collection).

Weights and Measures for Fredericksburg ISD's Teacher Incentive Allotment Designation System

The district will use teacher scores for the teacher observation and student growth components of the system and apply the percentages below to determine the final score based on a point system.

TIA Measures for the 2024-2025 School Year	
Teacher Observation	Classroom Student Growth
40%	60%

Determining the Summative T-TESS Score

T-TESS is a process of continuous improvement. Appraisers and teachers focus on evidence-based feedback and make professional development decisions based on ongoing dialogue and collaboration. Determining the effectiveness of teachers requires a constant focus on how students respond to their teacher's instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students, and what they say and do during formal observations.

The T-TESS rubric includes four domains and 16 dimensions and includes detailed descriptors of each observable practice. There are five performance levels a teacher can achieve for each dimension: Distinguished, Accomplished, Proficient, Developing, and Improvement Needed. The 16 dimensions with the four T-TESS domains are as follows:

- Domain 1, Planning
 - Standards and Alignment (Dimension 1.1)
 - Data and Assessment (Dimension 1.2)
 - Knowledge of Students (Dimension 1.3)
 - Activities (Dimension 1.4)
- Domain 2, Instruction
 - 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)
- Domain 3, Learning Environment
 - Classroom Environment, Routines, and Procedures (Dimension 3.1)
 - Managing Student Behavior (Dimension 3.2)
 - Classroom culture (Dimension 3.3)
- Domain 4, Professional Practices and Responsibilities
 - Professional Demeanor and Ethics (Dimension 4.1)
 - Goal Setting (Dimension 4.2)
 - Professional Development (Dimension 4.3)
 - School Community Involvement (Dimension 4.4)

Fredericksburg ISD appraisers will conduct at least one 45-minute formal observation for each eligible teacher. There will be a pre-conference for these observations as per T-TESS guidelines. The district will also utilize data collected through a minimum of two walkthroughs to determine the final T-TESS score. For the purposes of TIA, FISD will convert the individual ratings on each of the eight dimensions in Domains 2 and 3 of the T-TESS rubric to a numerical score:

5	4	3	2	1
Distinguished	Accomplished	Proficient	Developing	Needs Improvement

The numerical scores will be equally weighted and averaged together to determine a final numerical score. This number will be rounded to the nearest hundredths of a decimal place. At the end of the school year, the campus principal will utilize the scores on all observations and walkthroughs to assign a summative T-TESS score for the teacher. To be eligible for a designation, teachers must earn an average score of 3.5 or above in Domains 2 and 3 and have no dimension scored less than proficient.

Average Score Across Domains 2 & 3	Total TIA T-TESS Points Earned
5	40
4.875	39
4.75	38
4.625	37
4.5	36
4.375	35
4.25	34
4.125	33
4	32
3.875	31
3.75	30
3.625	29
3.5	28
<3.5	0

TEA requires all teachers in grades/subjects included in a district's TIA plan to be evaluated during the school year. A teacher who is eligible for a TIA designation cannot waive the T-TESS process during a year they are eligible for a designation even if the teacher does not wish to be considered for a TIA designation.

Determining the Classroom Student Growth Score

Fredericksburg ISD selected Circle, mClass, Imagine Math, STAAR/EOC, TEKS Ready, Music First, and NWEA MAP to calculate classroom student growth scores for TIA teacher designation. The district will calculate student growth from the beginning of year (BOY) to the end of year (EOY) for all eligible teaching assignments.

Eligible Teaching Assignment	Classroom Student Growth Measure
Pre-Kindergarten Math and Reading	CIRCLE
K-1 Language Arts	mClass
Kindergarten Math	Imagine Math (NWEA MAP for 2026-2027)
1 Math, 2 nd Reading and Math	NWEA MAP
3-8 Reading and Math, English I, English II, Algebra 1, 5 th and 8 th Science, Biology, 8 th Social Studies, U.S. History	STAAR/EOC
3, 4, 6, 7 Science, English III, English IV, Geometry, Math Models, Statistics, PreCal, Algebraic Reasoning, IPC, Chemistry, Physics, Environmental Studies, W. History, W. Geography, Economics, Government, Psychology, Spanish II, Medical Terminology, Anatomy and Physiology, Principles of Ag/Food/Natural Resources, Human Growth and Development, Graphic Design and Illustration 1, Audio Visual Production 1, Principles of Applied Engineering, Principles of Business, Marketing, Finance, Introduction to Culinary Arts, Professional Communications	TEKSready
1, 4 Music, Middle School Band, Middle School Art 2, Middle School Theater 2, High School Choir, High School Art 2, High School Theater One Act Play	Music First

To determine an eligible teacher’s classroom student growth score, the district will use the following formula for teachers whose classroom student growth percentage is 50% or greater: Percentage of Students Meeting Growth Goal x .60 = TIA Student Growth Points Earned. For example, if the class of students meeting their growth goal for a teacher eligible for a designation equals 67%, we would use the equation $67 * .60 = 40.2$ to determine the teacher’s classroom student growth score of 40.2. Teachers whose classroom student growth percentage is less than 50% receive zero points in the classroom student growth category.

Points Chart for the Student Growth Score

Percent of Students Meeting or Exceeding Expected Growth	Points Earned
100	60
98-99	59
96-97	58
95	57
93-94	56
91-92	55
90	54
88-89	53
86-87	52
85	51
83-84	50
81-82	49
80	48
78-79	47
76-77	46
75	45
73-74	44
71-72	43
70	42
68-69	41
66-67	40
65	39
63-64	38
61-62	37
60	36
58-59	35
56-57	34
55	33
53-54	32
51-52	31
50	30
<50	0

Final TIA Score Calculation

A teacher may not be submitted for a designation if the **total** points scored (teacher observation plus student growth) is below 58, even if the T-TESS or Student Growth points are in the designation rating range. A teacher will be submitted for designation according to the total points range. A teacher who does not meet all eligibility requirements will not be submitted for a designation. Submission of data and/or a designation does not guarantee a teacher will receive the designation or allotment.

The TIA annual review consists of two different components:

1. Teacher performance using T-TESS Domains 2 and 3
2. Student growth results by classroom for the teacher of record

T-TESS Evaluation	Possible Points Toward the Total Designation Score	Teacher's Classroom Student Growth Tool	Possible Points Toward the Total Designation Score	Total Possible Points
YES	40	All Eligible Assessments	60	100
Yes	40	CIRCLE	60	100
Yes	40	Imagine Math	60	100
Yes	40	mClass	60	100
Yes	40	NWEA MAP	60	100
Yes	40	STAAR	60	100
Yes	40	TEKSready	60	100
Yes	40	Music First	60	100

Designation Rubric	
Designation	Total Points Range
Master	78 - 100
Exemplary	67 – 77.9
Recognized	62 – 66.9
Acknowledged	58 - 61.9
No Designation	<58

Ensuring Validity and Reliability of TIA Measures

T-TESS

Fredericksburg ISD is committed to implementing T-TESS with fidelity to ensure validity and reliability of teacher observation scores. FISD ensures that all appraisers have been thoroughly trained and certified. In addition, teacher appraisers are recalibrated annually through the recertification process. District personnel meet with campus appraisers to reflect on-campus data. Reflective conferences are held disaggregating student performance and how it aligns with teacher observation scores. Appraisers recalibrate scores and reflect on the rubric to ensure accurate alignment. Adjustments to practices and changes in understanding are communicated with teachers. The T-TESS rubric is reviewed before school starts to readjust scoring. Historic data is shared and goals for the upcoming year are set. Semi-annual meetings are held with appraisers to readjust and reflect on misaligned scores when necessary. District leaders review correlation data for all five campuses two times each year to understand trends across campuses and across the district.

The district analyzes observation data within a campus and across the district at least once during the school year and looks for trends by grade level, content area, and by campus. The district will support appraisers to align with the T-TESS rubric and to other appraisers. Support will be identified in various areas, including co-observations, professional development, and practice calibrations. Teacher support will include additional walkthroughs, teacher conferences for feedback, instructional coaching, and professional development as needed. Testing fidelity will be reviewed and adjusted as needed. When looking at invalid or unreliable student growth measures, the district will provide support for appraisers to align with the T-TESS rubric and other appraisers.

Before each formal observation, the appraiser will hold a pre-conference with the teacher. After each formal observation, the appraiser holds a post-conference with the teacher being observed. Formal observations typically last approximately 45 minutes. Informal observations (e.g., walkthroughs), are generally 15 minutes in length. At the end of the school year, the campus principal assigns final summative ratings to the teachers, which are used for designation purposes.

Student Growth

Fredericksburg ISD is using CIRCLE, NWEA MAP, Imagine Math, STAAR, TEKS Ready, Music First, and mClass to ensure validity and reliability of the process to measure student growth. The assessment team at the district level is responsible for ensuring all assessments across the district are executed with fidelity. Oversight is provided by the campus testing coordinator and district assessment office. The district has protocols in place to ensure the security of all student assessments.

At the end of the year the district will calculate the percentage of students meeting or exceeding expected growth for each teacher, per eligible subject, and convert the percentages to scale scores as described in the sections, “Determining the Classroom Student Growth Score” and “Final TIA Score Calculation.” At the end of each school year the district and campus leaders will also review data from both measures and compare the outcomes for correlation.

2024-2026 Timeline for Teacher Incentive Allotment Designations

Fredericksburg ISD’s Teacher Incentive Allotment application was approved in May 2024. The district will collect data to determine teacher designations for the locally designed TIA system during the 2025-2026 school year. The district will calculate TIA designations based on the data analyzed during the summer of 2026. The district will notify teachers if they qualify for a designation by October of 2026 and provide them with written communication that indicates their summative T-TESS score, the classroom student growth score, their final TIA score, and proposed designation.

Using the state’s validation process, the district will submit a list of teachers and their recommended designation levels, as well as the teacher observation and student growth data for all eligible teachers, to Texas Tech University (TTU) by November 2026. Once TTU completes their analysis of FISD’s data set, Texas Tech will send the final report to the Texas Education Agency (TEA). By February 2027, TEA will notify Fredericksburg ISD of the approval or denial of the district’s recommended teacher designations. If the district’s recommended TIA designations are approved, TEA will notify the district in April 2027 of the specific allotment amounts, by designation level, at each eligible campus in the district. By May of the same year, the district will notify teachers if their recommended designations have been approved or denied by the state. If the district’s recommendations are approved, Fredericksburg ISD will distribute initial compensation to teachers in the form of a one-time payment by August 31, 2027.

The district’s Human Resources Department will track National Board Certification data. When FISD submits recommendations for designated teachers to TTU, the district will also pull the list of National

Board-Certified Teachers (NBCT) and recommend a TIA designation of Recognized unless the teacher reaches a designation level under the district's locally designed designation system. NBCTs will automatically receive the designation of Nationally Board Certified regardless of whether the district's recommended designations under the locally developed system are approved or denied.

Note: As a state funded initiative, TIA funding is contingent upon state appropriations and approval through the state's TIA review process. Fredericksburg Independent School District is not responsible for funding the initiative if state funds to support the Teacher Incentive Allotment are unavailable. FISD will provide written notice to teachers if TIA funds from the state lapse, are reduced, or are discontinued.

Spending Plan for Teacher Incentive Allotment Funding

During the district's TIA stakeholder committee meetings, input was gathered regarding the development of Fredericksburg ISD's TIA spending plan. The district included stakeholders at all levels in the decision-making process. To retain and recruit top talent to the district, planning team members elected to provide the majority of TIA funds to teachers who earn designations. Therefore, FISD will provide 95% of Teacher Incentive Allotment funds to the teachers who earn the designations. The remaining 5% of funding will be used to support TIA initiatives at the district level by providing professional learning to teachers who wish to earn a designation, along with TIA administration and associated costs. TIA compensation to designated teachers will be made via a lump sum payment in August the first year of funding. In subsequent years, designated teachers will be paid in the form of a one-time stipend in the May paychecks. The district's design for the distribution of funds aligns with the district's strategic plan goal of "highly engaged staff."

Additional Spending Considerations

- TIA funds reserved for compensation will go to the teacher on the campus where the funds were generated. If a designated teacher leaves before Winter Roster Submission, the district understands that no allotment will be generated, and no compensation will be given to the teacher.
- Designated teachers who resign/retire after Class Roster Winter Submission and leave after the end of the school year will receive the allotment per the spending plan.
- Designated teachers who resign/retire after the Class Roster Winter Submission but leave before the end of the school year will not receive their stipend. Their share of the allotment will be equally disseminated to the remaining designated teacher at the campus of the resigning/retiring teacher by August 31st.
- Designated teachers who resign/retire after the Class Roster Winter Submission, and after the last day to resign in the summer, will not receive their stipend. Their share of the allotment will be equally disseminated to the remaining designated teacher at the campus of the resigning/retiring teacher by August 31st (1st year designation only).
- Any designated teacher leaving the district after 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 prior to the stipend payout, their share of the allotment will be equally disseminated to the remaining designated teachers at the campus of the terminated teacher by August 31.

Additionally, Fredericksburg ISD cannot recommend a teacher to the state for a TIA designation if they do not remain in an eligible teacher position the year following the data capture year. For

example, if a teacher is designated because of data collected in the 2025-2026 school year, but the teacher moves into an Assistant Principal position during the 2026-2027 school year, the state will not approve the TIA designation.

Fredericksburg ISD has a board-approved plan for Teacher Incentive Allotment payments. The school board will approve the expenditure of TIA funds as part of the annual budgeting process. The TRS contributions and fringe benefits will be deducted from the 95% payout to ensure TIA compensation is considered creditable compensation under TRS. Below is an example of a teacher's TIA payout:

Sample calculation: A teacher receives a TIA designation of Exemplary and the allotment amount provided to the district by the state is \$10,172. According to the FISD TIA spending plan, the district will provide 95% of the funds to the teacher who earned the designation ($\$10,172 \times 95\% = \$9,663$). The district will deduct the TRS contribution and fringe benefits, which are calculated at \$1,678 from this specific teacher's 95% TIA payout. *These numbers will vary by teacher based on several factors.* This example teacher's payout would then be $\$9,663 - \$1,678 = \$7,985$.

To review the TIA allotment provided to each campus under this initiative, please visit <https://tiatexas.org/>.

District Support

Fredericksburg ISD has ensured there is a system of support in place for the Teacher Incentive Allotment plan. This includes Human Resources support for teacher recruitment and retention, budget, finance, and payroll support tied to the managing the allotment funds received by the district each year, including planning for potential changes to the allotment funds the district might receive from year to year. FISD ensures that there is curriculum, instruction and assessment support tied to valid and reliable student growth measures. There is also professional development support tied to earning TIA designations, reviewing, and using student growth data, etc. The district's payroll system provides a system of payment to teachers as well as clear communication of that system. The district has a plan for ensuring there is support for tracking student growth measures and teacher observation data.

Legal support and overall implementation of TIA is ensured by district policy and guidelines are legally sound and followed.

Fredericksburg ISD will ensure teachers receive support to improve their practice and increase their potential to earn a designation. To support teacher professional growth, the district will continue to provide ongoing professional development (PD) support, training, calibration, and will work with principals to deliver high-quality PD for teachers. FISD will also continue to facilitate the development of training materials for teachers and provide ongoing PD support based on regular data review for areas of focus.

The district will use teacher observation and student growth data to adjust professional development and staffing plans by customizing professional development, by campus, based on teacher observation and student growth data. Designated teachers new to the district will receive new teacher orientation during summer in-service and meet with HR and payroll personnel to verify designations and allotment earnings.

Prior to the start of the data capture year, district and campus leaders will meet to ensure all are aware of which teachers on each campus are in an eligible teaching assignment. It will be determined during campus meetings who the primary appraiser will be for each eligible teacher and this information will be shared with Human Resources.

District and Campus leadership will meet monthly to work together and discuss the systems and processes in place for the data year. Screening data will be analyzed at the beginning and end of the year to ensure validity and reliability. District administrators will look for correlations between T-TESS observations and student growth measures. Data will be shared with campus administration to support the fidelity of universal screening and valid student results.

Next Steps

Fredericksburg ISD is committed to providing an opportunity for all teachers in the district to eventually earn a TIA designation. To meet this goal the district is actively working to expand the locally designed TIA designation system and put reliable student growth measures in place in every grade and content area on every campus. Once the district can ensure validity and reliability to the student growth data in additional grades, content areas, and campuses, the district will expand the TIA plan to include additional teaching assignments. Fredericksburg ISD values the work of all educators in the district and will continue to provide opportunities for stakeholder input as the district's TIA plan evolves.

Fredericksburg ISD TIA Contact

Lori Maxcey, Assistant Superintendent for Curriculum and Instruction

Email: lorim@fisd.org

Phone: (830) 997-9551



Fredericksburg Independent School District

110 W. Travis

Fredericksburg, TX 78624

Website: <https://www.fisd.org/>

Phone: (830) 997-9551

Fax: (830) 997-6164