

Sanger
ISD

TEACHER
INCENTIVE
ALLOTMENT
GUIDEBOOK



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Sanger ISD Teacher Incentive Allotment Handbook

District Mission Statement

The mission of Sanger ISD, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences.

TIA Vision Statement

Sanger ISD's vision for the Teacher Incentive Allotment is to recognize and reward effective educators who positively impact student learning outcomes and to promote a culture of instructional excellence that ensures every student succeeds.

Introduction to the Teacher Incentive Allotment (TIA)

The Teacher Incentive Allotment (TIA) is a state program designed to recognize, reward, and retain highly effective classroom teachers. By providing performance-based designations and additional funding, TIA supports districts in attracting and keeping outstanding educators, especially in high-need campuses and hard-to-staff roles. This system benefits both teachers and students by creating a more equitable, high-quality learning environment.

TIA works by evaluating teachers using multiple measures, including student growth, professional practices, and classroom observations. Teachers who meet the established criteria can earn formal designations such as Recognized, Exemplary, Master, or the new Acknowledged tier. These designations come with state-funded allotments that districts can use to enhance teacher compensation, support professional growth, or implement retention strategies.

The 89th Texas Legislative Session (House Bill 2) introduced the Enhanced TIA pathway, which allows districts implementing approved strategic, performance-based compensation systems to access additional funding. These updates also expanded designation eligibility, increased funding levels, and added new tiers, ensuring that more teachers have the opportunity to be recognized for their contributions.

For students, the TIA system supports higher-quality instruction by incentivizing effective teaching practices and ensuring that teachers are evaluated fairly and consistently across the district. When teachers receive meaningful recognition and resources, they are better equipped to meet students' needs, leading to stronger academic growth and improved outcomes for all learners.

For districts, TIA provides a framework for transparent, equitable teacher evaluation and compensation. Oversight committees ensure the integrity of the system, while clear guidelines help maintain fairness in designation decisions, data submission, and fund allocation. Through TIA, districts can strategically invest in their educators, creating a culture of excellence that benefits the entire school community.

In short, the Teacher Incentive Allotment is a tool that recognizes teacher excellence, rewards high-quality instruction, and ultimately enhances student achievement, helping Sanger ISD continue its mission of providing outstanding education to every learner.

TIA Design Committee

The Sanger ISD TIA Committee is composed of district and campus administrators, as well as classroom teachers who serve as representatives of various instructional areas throughout the district.

Responsibilities include:

Developing the local designation system

Selecting eligible teaching assignments

Establishing observation and student growth measures

Teacher Eligibility Criteria

To be considered for TIA designation, teachers must meet the following:

- **Assignment:** The teacher must serve in a TEA-eligible teaching position for at least 75 percent of the instructional days and be in the eligible position at the Winter PEIMS submission.
- **Appraisal:** The teacher must have a full T-TESS evaluation, hold valid teacher-of-record status, and provide direct instruction to students.
- **Student Growth Data:** The teacher must have valid BOY and EOY assessment scores to support student growth calculations.
- **Attendance:** The teacher must be present for at least 90 percent of their contracted days. FMLA-approved or school-related absences are excluded from this calculation.
- **Certification:** The teacher must hold a valid Texas teaching certificate appropriate for their assignment or have a local teaching permit (CTE only) approved by the superintendent.

Teachers with Multiple Subjects

Student growth will be calculated for each eligible course and section. The course with the highest recommended designation will be submitted for validation.

Phase-In Plan and Eligible Assignments

The TIA rollout in Sanger ISD will occur over three years to ensure accuracy, equity, and fidelity of implementation. Only teachers of record providing direct instruction are eligible.

Phases	Subjects/Grade Levels
Phase 1	2-8 Math; Algebra I; PK-8 Reading; English I & II; 5th & 8th Science; Biology; 8th Social Studies; U.S. History
Phase 2	6th-12th Non-STAAR Core (Reading, Math, Science and Social Studies); 2nd-4th Science and Social Studies for any teacher not providing instruction for Math or Reading
Phase 3	Fine Arts; CTE; Foreign Language; PE; Dyslexia; Interventionists; Resource/Inclusion/Self-Contained SpEd; Gifted and Talented

* There is no plan to phase in AP, Dual Credit or OnRamps courses.

See the Appendix for the complete course listing.

Designation System Overview

Teachers may earn one of four designation levels recognized by the Texas Education Agency (TEA): Acknowledged, Recognized, Exemplary, and Master. Designations are based on a combination of teacher observation scores and student growth data.

Designation Level	Approx. Allotment Range (Rural District)
Acknowledged	\$3,000 - \$9,000
Recognized	\$5,000 - \$15,000
Exemplary	\$9,000 - \$25,000
Master	\$12,000 - \$36,000

Note: Allotment amounts are determined by TEA each year based on the current school year demographics and the rural status of each campus.

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. National Board certification is available in 25 certificate areas across 16 disciplines, with emphasis on grade levels from PreK through 12th grade, and is certified based on standards set by the National Board for Professional Teaching Standards (NBPTS). A teacher must have completed three years of successful teaching in one or more early childhood, elementary, middle, or secondary schools. National Board Certified Teachers (NBPTS) are eligible to earn a designation if they meet the following criteria:

1. 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 intern or probationary certification are not eligible.
2. Hold an active National Board certification.
3. NBCT directory listing reflects Texas residency and/or employment.
4. Reported by the above Texas school system in a role ID coded as a 087 in PEIMS during that year's Class Roster Winter Submission in February.
5. Once earned, the designation will remain active until July following the expiration of the National Board certificate.

Teacher Observation and Appraisal System (T-TESS)

Observation Requirements

To support accurate and meaningful evaluation of instructional practices, the Teacher Incentive Allotment (TIA) system includes structured observation requirements for all participating teachers. Teachers will receive two formal walkthrough observations annually. These will be conducted during the designated observation windows in the fall and spring, to monitor instructional progress and provide timely feedback aligned with professional growth goals. In addition, every teacher will participate in one formal observation annually, which will be conducted during a TIA-eligible course.

Teachers, including those who are designated or working in TIA-eligible assignments at eligible campuses, must have both a teacher observation score and a student growth measure to be considered for a designation. All eligible teachers, including designated teachers on eligible campuses teaching TIA-eligible assignments, must be observed each school year and are not eligible for the T-TESS waiver option. Teachers who are not assigned to a TIA-eligible campus or position may still qualify for a T-TESS waiver. The T-TESS composite score is calculated using the T-TESS summative score.

Appraiser Calibration

To maintain the integrity of the system, a strong emphasis is placed on the calibration of T-TESS appraisers. Ensuring that scores assigned by appraisers are accurate and comparable helps to maintain the reliability and validity for all teachers observed. Creating accurate and fair assessments of teacher practices and instituting measures for evaluating the ongoing quality of the T-TESS appraisal process contribute to the fidelity of the instrument.

After completing the initial three-day T-TESS appraiser training, appraisers are required to take and successfully pass the T-TESS appraiser certification exam, which requires appraisers to calibrate to the T-TESS rubric and the state standards. T-TESS appraisers must recertify every year for three years. After three consecutive years of certification, the appraiser is required to take and pass the T-TESS appraiser certification exam once every three years to maintain certification. All District-level personnel who are at the “administrative” level are required to complete and maintain appraisal certification and to maintain Board approval as certified T-TESS appraisers. Note: If a second appraisal is requested, the second appraiser is not required to be recalibrated.

All evaluators conducting observations must hold current T-TESS certification and participate in annual calibration training to ensure observation ratings remain valid, reliable, and consistent across the district. This structured approach promotes fair evaluation practices and supports continuous improvement in teaching and learning.

Student Rosters

- Students must meet all of the criteria listed below to be included in a teacher's student growth calculation:
 - The student must have a BOY and EOY assessment score.
 - The student must be in the teacher of record's class for at least 75% of the year.
 - The student's attendance must be 75% or higher.
 - The student must be in the teacher of record's class at PEIMS winter roster (last Friday in February).
 - Students in DAEP or homebound settings for more than 25% of the school year will not be included in growth calculations.
- Teachers will be asked to verify their roster of students to be included in the TIA Growth Calculation at the middle and end of the year.
- Semester-based courses would use a beginning and end-of-the-semester growth measure. The calculation would count any student on the teacher's roster for both.

Student Growth

Calculating Growth

Growth will be measured using the Sanger ISD's Gap Closure Model, comparing pre- and post-test scores to determine student progress. Validity is ensured through consistent testing procedures. Expected growth will be calculated as follows:

Expected Growth Score Calculation

$$= \text{BOY Score} + (100 - \text{BOY score}) \div 2$$

Example:

BOY Score	Expected Growth Score	EOY Score	Met Growth?
26	$26 + ((100 - 26) \div 2)$ $26 + (74 \div 2)$ $26 + 37$ 63 expected growth score	65	Yes

Student Growth Measure Instruments

Phase 1				
Grade Level/ Teaching Assignment	Assessment Window	Pre-Test	Post-Test	Who sets Expected Growth Goals? How?
PreKindergarten	BOY- Weeks 3 & 4 EOY- May	District-created	District-created	District- Gap Closure Model
Kindergarten	BOY- Weeks 3 & 4 EOY- May	District-created	District-created	District- Gap Closure Model
1st grade	BOY- Weeks 3 & 4 EOY- May	District-created	District-created	District- Gap Closure Model
2nd grade	BOY- Weeks 3 & 4 EOY- May	District-created	District-created	District- Gap Closure Model
3rd grade	BOY - Weeks 3 & 4 EOY - STAAR window	District-created	District-created	District- Gap Closure Model
4th grade	BOY - Weeks 3 & 4 EOY - STAAR window	District-created	District-created	District- Gap Closure Model
5th grade	BOY - Weeks 3 & 4 EOY - STAAR window	District-created	District-created	District- Gap Closure Model
6th grade	BOY - Weeks 3 & 4 EOY - STAAR window	District-created	District-created	District- Gap Closure Model
7th grade	BOY - Weeks 3 & 4 EOY - STAAR window	District-created	District-created	District- Gap Closure Model
8th grade	BOY - Weeks 3 & 4 EOY - STAAR window	District-created	District-created	District- Gap Closure Model
Algebra 1	BOY - Weeks 3 & 4 EOY - STAAR EOC window	District-created	District-created	District- Gap Closure Model
English I	BOY - Weeks 3 & 4 EOY - STAAR EOC window	District-created	District-created	District- Gap Closure Model
English II	BOY - Weeks 3 & 4 EOY - STAAR EOC window	District-created	District-created	District- Gap Closure Model
Biology	BOY - Weeks 3 & 4 EOY - STAAR EOC window	District-created	District-created	District- Gap Closure Model
US History	BOY - Weeks 3 & 4 EOY - STAAR EOC window	District-created	District-created	District- Gap Closure Model

*Phase 2 pre and post test decision will be made during the 26-27 school year and Phase 3 pre and post test decisions will be made during the 27-28 school year.

Student Growth Measure Security and Confidentiality

The campus testing coordinator and campus principal are responsible for ensuring all assessments are conducted in a secure testing environment.

Student Assistance

Test administrators may answer questions about assessment directions or procedures. Test administrators are not allowed to answer any questions related to the content of the assessment. If a student asks a question that a test administrator is not permitted to answer, the test administrator may respond, "I cannot answer that for you; just do the best that you can." Unless specifically directed to do so by test administration procedures, test administrators and campus personnel are NOT allowed to do the following:

- translate assessment questions or passages into another language (except sign language)
- rephrase or add information to test questions

Test Security and Confidentiality

Maintaining the security and confidentiality of the Sanger ISD TIA Pre/Post Assessment is critical for ensuring fair and equal testing opportunities for all students. Test security involves accounting for all secure material before, during and after each test administration.

Campuses must ensure that all personnel participating in TIA Pre/Post Assessment or handling secure test materials meet the eligibility requirements detailed in the appropriate test administration materials, be trained, and sign an Oath of Test Security and

Confidentiality. Discussing or disclosing secure test content or responses is prohibited for both students and teachers.

All secure test materials must be handled in strict accordance with the instructions contained in the TIA manual. Each person participating in the TIA Pre/Post Assessment is required to maintain and preserve the confidentiality of all secure test content. Teachers should collect any scratch materials used by students during testing.

Training Requirements

Testing personnel are required to receive annual training in test security and administration procedures and are responsible for complying with district assessment requirements. In addition, testing personnel must receive training in testing policies and procedures specific to each administration. By signing the appropriate oath, participants affirm that they have been trained and understand their obligation to properly implement the TIA Pre/Post Assessment.

Serious Student Growth Measure Testing Violations

The following educator actions constitute serious violations of student growth measure security and confidentiality requirements:

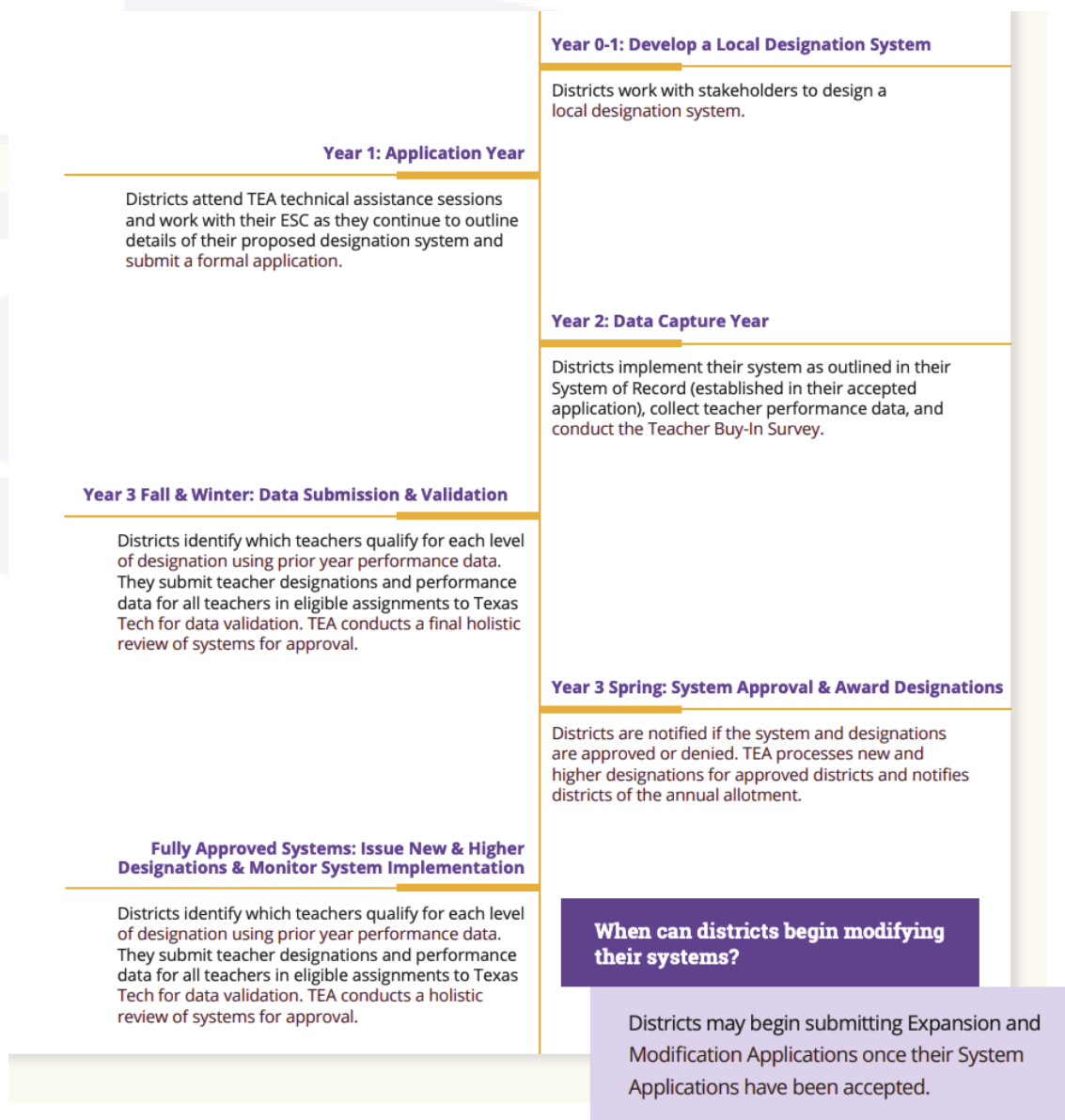
- Providing direct or indirect assistance to students in answering test questions.
- Altering, manipulating, or falsifying student responses.

- Sharing or discussing test content or student responses, except when necessary for data analysis or instructional planning.
- Copying, photographing, recording, or electronically capturing test content or student responses without authorization from the test provider.
- Excluding or preventing a student from participating in a student growth measure.
- Failing to establish or enforce adequate procedures to prevent student cheating.
- Aiding, encouraging, or enabling another individual to engage in any of the above actions.
- Failing to report known or suspected instances of any of the conduct described above.

*If a teacher is found to be in violation of testing procedures, he/she will have their student scores excluded from TIA designation.

**If a student is found to have violated testing procedures, his or her score will not be submitted for the student growth measure.

TIA Development & Implementation Timeline



Annual TIA Cycle

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, the following evaluation cycle provides the structure necessary for an efficient feedback structure:

Process Step	Timeline	Description
Training	August	• Training on TIA, new system and T-TESS observation instrument • Principal communicates school and district goals to inform teacher goal setting.
Student BOY Assessment	August-September	• Students administered pretests
Goal Setting Conference	September	• Evaluator and teacher review and agree on goals and professional learning plan
Two T-TESS Walkthrough Observations	September - May	• At least 10-15 minute observation • Focus on T-TESS Domains 2 & 3 • Written feedback required
Extended Observation with Conference	October - April	• One 45 minute observation • Includes review of Domains 1, 2 & 3 with a focus on Domains 2 & 3 • Written feedback and conference required
Summative Evaluation	March - May	• Includes review of all four T-TESS domains with a focus on T-TESS Domains 2 & 3 • Written feedback and conference required
Student EOY Assessment	April - May	• STAAR Assessments • District EOY Assessments
End of Year Data Review	May - July	• Teachers review and reflect on student growth goals and student growth outcomes • The district compiles data for final TIA evaluation process.
Evaluation Rating & TIA	June - July	• District analyzes T-TESS and student growth data • District finalizes TIA scores and determines TIA designation eligibility

Timeline of Implementation

Action	Date
TIA Committee Formation	Fall 2025
Data Collection & Validation	2026 -2027
Submission to TEA	Summer 2027
TEA Validation & Approval	Spring 2028
First Designations & Payments	Fall 2028

Teacher Incentive Allotment: Data Validation and Submission Process

The Data Validation and Submission Process ensures that all information used to determine teacher designations is accurate, complete, and compliant with TEA requirements. This process includes multiple layers of verification and review to maintain the integrity and credibility of the district's TIA system.

1. Verification of Teacher Assignment and Roster Accuracy

Campus and district leaders collaborate to confirm that all teacher assignments, course codes, and rosters accurately reflect teaching responsibilities during the data collection period. This includes verifying that teachers are correctly linked to the students whose growth data will be used in their designation calculations.

2. Review of T-TESS Scoring Distribution

All T-TESS evaluation data are reviewed to ensure alignment with calibration expectations and to identify potential inconsistencies or anomalies in scoring patterns. This review helps maintain reliability across evaluators and ensures ratings accurately represent teacher performance as measured by the T-TESS rubric.

3. Statistical Analysis of Student Growth

The district conducts a detailed statistical analysis of student growth outcomes to verify data accuracy and identify any irregularities. Growth results are compared against district and state benchmarks to confirm validity, reliability, and alignment with the approved TIA student growth measures.

4. Submission to TEA via the TIA Data Portal for Validation

Once all validation steps are complete, finalized data are submitted to the Texas Education Agency (TEA) through the TIA Data Portal. TEA conducts a final validation of all submitted data, including teacher assignments, observation scores, and student growth measures, to determine eligibility and designation outcomes.

TIA Designation Evaluation and Frequency

Evaluation of teacher eligibility for a TIA Designation is considered annually. This means that every year a teacher receives a T-TESS evaluation and has available student growth measure data, the teacher's TIA score will be calculated, and the teacher has an opportunity to meet TIA eligibility:

- Teachers with an existing TIA designation will not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level- for example, a teacher who earned an Exemplary TIA designation during 2025–2026 would not be submitted to maintain their TIA Exemplary designation in 2026–2027.
- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation - example, a teacher that earned a Recognized TIA designation during 2025–2026 could be submitted in 2026–2027 for a Master TIA designation if they earn a qualifying Master TIA score and meet the teacher appraisal and student growth component minimums.
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.
- Teachers with an existing TIA designation who move to a Role ID other than PEIMS coded 087 (Teacher) will maintain their designation if their SBEC certificate is valid; however, they will not generate annual allotment funding if they are no longer in a PEIMS coded 087 teaching role for that year of service.

TIA Campus Allotment Factors

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 campus location:

- Schools with greater student needs based on socioeconomic factors generate more TIA funds per TIA designated teacher.
- Rural schools generate more TIA funds per TIA designated teacher based on a higher multiplier applied to students based on socioeconomic factors.

For more information about the TIA allotment calculations, see TEA's [Teacher Incentive Allotment](#) page. For more information about the specific amount of TIA funds generated by TIA designated teachers at every campus across the state, see TEA's [Teacher Incentive Allotment Funding Map](#). Allotment amounts are recalculated by TEA every April.

Funding

Distribution of Compensation

Statute requires that 90% of TIA funds be distributed to teachers employed at the campus where the designated teacher works and up to 10% to be used for costs associated with administering the TIA program. In Sanger ISD, 90% of TIA funds will be distributed to the individual TIA-designated teacher.

Any district-paid benefit costs associated with TIA compensation, such as Medicare tax, workers' compensation, and Teacher Retirement System (TRS) contributions, will be deducted from the portion of the allotment allocated to the designated teacher. Please note that employee-paid costs, such as federal taxes and TRS contributions, are separate from employer-paid benefits and will also be deducted from the incentive stipend.

Ten percent of TIA funds will be collected at the district level to support district oversight of the implementation of TIA and ongoing development of TIA resources.

Frequency of Compensation

TIA compensation is an annual allotment provided by the State of Texas and is dependent on state funding allocations. Sanger ISD teachers who hold a TIA designation will receive their TIA compensation in a single stipend issued each July. The stipend amount is determined by the teacher's designation level and the TIA state funding generated by the campus where the teacher was assigned during the applicable year.

Extenuating Circumstances

In rare and unexpected situations that affect a teacher's employment status, Sanger ISD follows both state requirements and local guidelines to ensure that Teacher Incentive Allotment funds are managed fairly, consistently, and transparently. The following procedures outline how allotment funds are handled in cases of retirement, resignation, termination, and death.

Retirement- Resignations, Terminations, and Death

- Retirement- The teacher will receive their allotment funds.
 - Resignation- The district maintains the funds for that year.
 - Termination- The district maintains the funds for that year.
 - Death- Eligible funds will be paid to the estate.
-
- If a teacher is transferred to another campus or transfers into a position that is not a PEIMS coded 087 (within the district) after the winter submission, they will receive the allotment.
 - Reallocation of funds of resignations and terminations
 - Funds will be distributed to teachers serving in ineligible roles (PEIMS Code 087) on the campus where the funds were generated, provided they have been employed for at least one year and maintained a minimum of 90% attendance during the year in which the designated funds were received.

TRS Considerations

All TIA compensation is Teacher Retirement System (TRS) eligible. TRS has limits of 10% or \$10,000 increase per year on eligible salary increases in the last 3 or 5 years prior to retirement. This could limit the extent to which the TIA compensation paid in those years is TRS eligible. A member can “work out of the limit” – the member will need to contact a TRS benefit counselor when they are ready to retire to determine if this limit will impact their retirement annuity calculation. Districts should be prepared to assist teachers with a TRS creditable compensation determination. Districts may pay employee and employer contributions from the 90% portion of the allotment or the 10% since those benefit payments are considered included in overall compensation. Note: TIA compensation is subject to the statutory minimum contribution, or state contribution, in addition to other TRS contributions. The reporting employer payment of the state contribution is due for salary paid above the state minimum salary. See the TRS Payroll Manual for more information.

Designation Levels and Funding

Designations are valid for five years and are portable across the state of Texas. Funding for each designation is recalculated annually according to TEA formulas. For example, a Master Teacher designation provides \$18,000 in funding, with 90% allocated directly to the teacher (after required district and employee-paid benefits such as TRS, Medicare, and federal taxes are deducted) and 10% retained by the district.

Maintaining Designation and Teacher Mobility

Teachers retain their designation if moving within SISD. The funding will be based on the campus on which the teacher is serving on the last Friday in February.

Communication Plan

Information regarding the TIA program will be communicated through multiple channels to ensure staff and stakeholders are well-informed. Updates will be shared via the district website, staff portal, and newsletters. Additionally, key information will be provided during campus faculty meetings, and annual TIA information sessions will be held to review program details and address questions.

Teacher Incentive Allotment: Sustainability and Continuous Improvement

To ensure the long-term success, fairness, and quality of the Teacher Incentive Allotment (TIA) program, the district will implement an annual review process focused on continuous improvement and sustainability. This system ensures that TIA remains aligned with instructional priorities, supports teacher growth, and improves student learning outcomes over time.

Annual Review of T-TESS Interrater Reliability

The district will conduct yearly calibration and scoring reviews to verify that T-TESS ratings are consistently and accurately applied across campuses. This ensures scoring reliability, supports evaluator training needs, and protects the integrity of the designation process.

Student Growth Distribution Analysis

Student growth data will be reviewed annually to ensure that growth measures are equitable, valid, and appropriately distributed across grade levels, campuses, and student populations. Trends will be monitored to confirm the accuracy and fairness of outcomes.

Teacher Retention Rates

Retention data will be monitored closely, particularly for highly effective teachers who earn Acknowledged, Recognized, Exemplary, or Master designations, to evaluate the program's impact on recruiting and retaining high-quality educators. The information gathered will help guide future talent development and staffing strategies.

Equity of Access to High-Performing Teachers

The district will review staffing patterns to ensure students across all campuses and demographic groups are benefiting from access to top-performing educators. If patterns of inequity emerge, the district will develop and implement plans to address them.

Committee-Approved, Data-Driven Adjustments

All modifications to TIA systems, supports, and processes will be reviewed and approved by the TIA Oversight Committee. Changes will be grounded in data, stakeholder feedback, and emerging best practices to strengthen program effectiveness and fairness year over year.

Weighting for TIA Designation

TIA Score Calculation

- 60% Student Growth
- 40% T-TESS Domains 2 and 3

Only Domains 2 and 3 are used to calculate the TIA score. These domains assess instructional quality and the learning environment. According to TEA, teachers must earn a minimum rating of **Developing** in every dimension within Domains 2 and 3 on walkthroughs and observations to be eligible for a designation.

Domain 2: Instruction

Dimension 2.1: Achieving Expectations

Dimension 2.2: Content Knowledge and Expertise

Dimension 2.3: Communication

Dimension 2.4: Differentiation

Dimension 2.5: Monitor and Adjust

Domain 3: Learning Environment

Dimension 3.1: Classroom Environment, Routines, and Procedures

Dimension 3.2: Managing Student Behavior

Dimension 3.3: Classroom Culture

Values for each Dimension:

Distinguished	Accomplished	Proficient	Developing	Needs Improvement
5	4	3	2	1

Calculating for Designation

Calculating the Ratings with TEA-Provided Scores

	T-TESS Average	T-TESS Score	T-TESS Composite	Student Growth Score	Student Growth Composite	Composite Score to Determine Designation
Explanation of Each Component Score	TEA's Statewide Performance Standard	The sum of all eight scores in the dimensions of domains 2 & 3.	The T-TESS score multiplied by 40%.	The number of students meeting expected growth divided by the total number of students included in the class calculation.	The student growth score multiplied by 60%	T-TESS Composite + Student Growth Composite
Acknowledged	3.5	28	11.2	50	30	41.2
Recognized	3.7	29.6	11.8	55	33	44.8
Exemplary	3.9	31.2	12.5	60	36	48.5
Master	4.5	36	14.4	70	42	56.4

* All scores are rounded to the nearest tenth.

Designation Points

Designations	
Acknowledged	41.2 - 44.7
Recognized	44.8. - 48.4
Exemplary	48.5 - 56.3
Master	56.4 - 76.0

Appeals Process

Teachers may appeal within 10 business days of receiving designation results. Appeals will be reviewed by the TIA Oversight Committee, and decisions will be communicated in writing within 30 days.

The TIA Oversight Committee will consist of the following roles within the district:

- District Leaders
- Campus Leaders
- Human Resources
- Classroom Teachers

The committee is structured to ensure balanced perspectives and representation from all groups within Sanger ISD.

Frequently Asked Questions (FAQ)

Q: Do I have to participate in TIA?

A: Yes, if your teaching assignment is eligible for a TIA designation, you must participate in the TIA program.

Q: If I receive a TIA designation, how long does it apply?

A: Your designation lasts for five years. You are eligible for a higher designation if you meet the criteria during that five-year period.

Q: Can I be designated in more than one Teacher Category?

A: No. If you are eligible in more than one approved category, the designation will defer to the category with the highest relative designation score.

Q: I am a digital learning platform facilitator. Am I eligible for TIA?

A: No. It is required that the TIA eligible teacher plans lessons and implements face-to-face, direct instruction. Edmentum facilitators do not meet the criteria.

Q: Can teachers appeal their designation?

A: Yes. Appeals must be submitted in writing within 10 business days of designation notification.

Q: How many class sections at the secondary level must be taught to be eligible for a TIA allotment?

A: At least one eligible class period must be taught to be eligible for a TIA allotment.

Q: What is the minimum number of students required to be on an eligible teacher's roster?

A: There is no set minimum number of students required to be on an eligible teacher's roster.

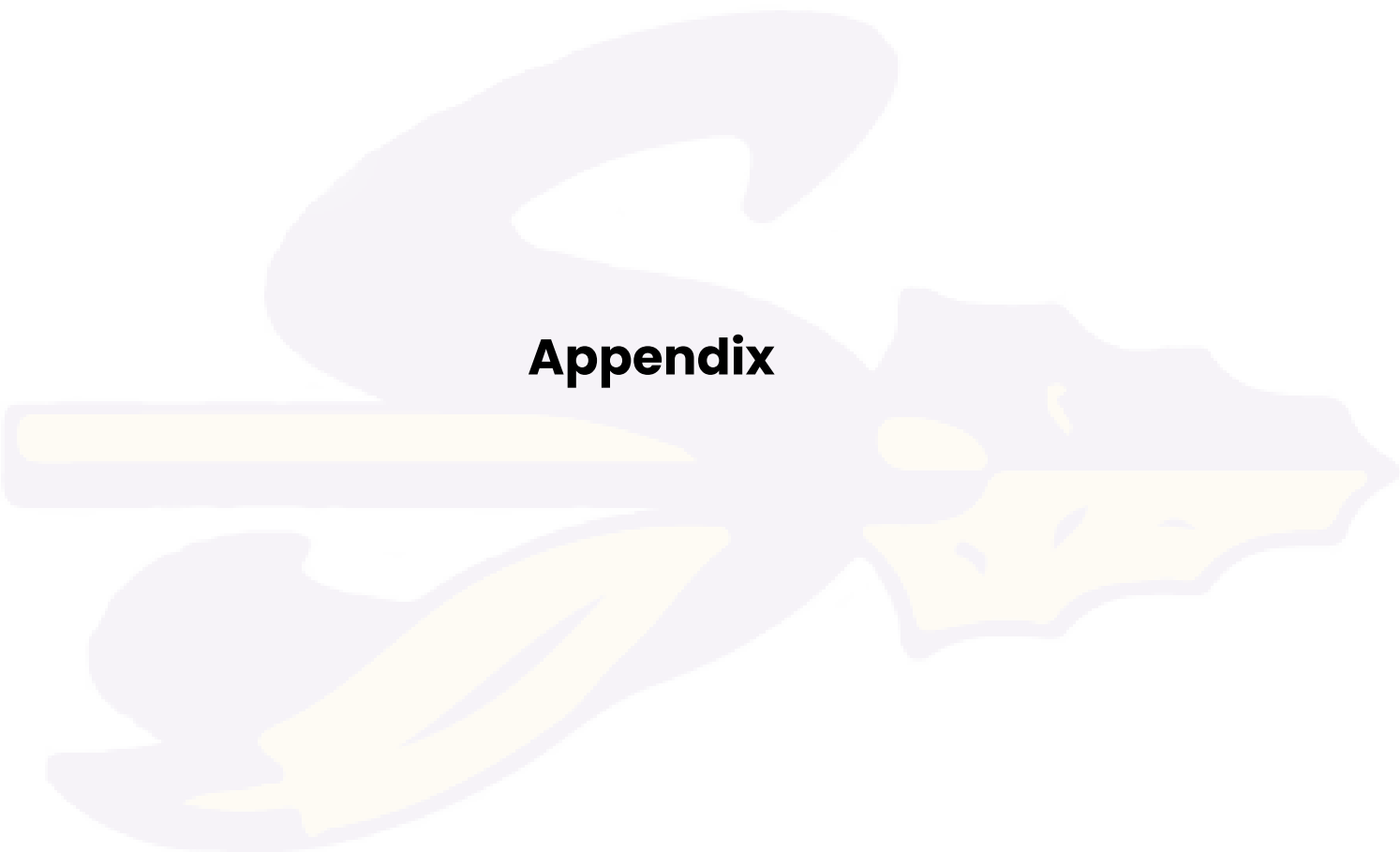
Q: If I am designated in an eligible teaching position and the next year I am teaching in an ineligible teaching position, will I continue to receive the TIA funds?

A: No, you must be teaching in a TIA eligible position to receive the funds. If you are not in an eligible position for a given year, the funds are not generated for that year and therefore are not issued. However, your TIA designation remains valid for five years. If you return to a TIA eligible teaching position within that time, your TIA funds will resume and be generated again for the remainder of the designation.

Q: Does my T-TESS evaluation need to be conducted during the TIA-eligible course/content area?

A: Yes, T-TESS observations will be conducted during the instructional time of a TIA-eligible course or content area.

Sanger Independent School District is an equal opportunity educational provider and employer does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in educational programs or activities that it operates or in employment matters. The District is required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, as amended, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, as well as Board policy not to discriminate in such a manner. For information about Title IX rights or Section 504/ADA rights, contact the Title IX Coordinator or the Section 504/ADA coordinator at 409 N. 5th Street, Sanger, Texas 76266; (940) 458-7438.



Appendix

Phase 1 Eligible Courses

Grade Level	Course	Grade Level	Course
Pre-Kindergarten	Reading	7th Grade	Reading, Advanced
Kindergarten	Reading	7th Grade	Reading, Resource
1st Grade	Reading	8th Grade	Math
2nd Grade	Reading	8th Grade	Algebra I
2nd Grade	Math	8th Grade	Math, Resource
3rd Grade	Reading	8th Grade	Reading
3rd Grade	Math	8th Grade	Reading, Advanced
4th Grade	Reading	8th Grade	Reading, Resource
4th Grade	Math	8th Grade	Science
5th Grade	Reading	8th Grade	Science, Advanced
5th Grade	Math	8th Grade	Social Studies
5th Grade	Science	8th Grade	Social Studies, Advanced
6th Grade	Math	High School	Algebra I
6th Grade	Math, Advanced	High School	Algebra I, Honors
6th Grade	Math, Resource	High School	Algebra I, Resource
6th Grade	Reading	High School	Biology
6th Grade	Reading, Advanced	High School	Biology, Resource
6th Grade	Reading, Resource	High School	Biology, Honors
7th Grade	Math	High School	English I, English II
7th Grade	Math, Advanced	High School	English I, English II (Honors)
7th Grade	Math, Resource	High School	English II, Resource
7th Grade	Reading	High School	US History

Phase 2 Eligible Courses

Grade Level	Course	Grade Level	Course
2nd Grade	* Science	High School	Anatomy and Physiology
2nd Grade	* Social Studies	High School	Forensic Science
3rd Grade	* Science	High School	Advanced Animal Science
3rd Grade	* Social Studies	High School	Geometry
4th Grade	* Science	High School	Geometry, Honors
4th Grade	* Social Studies	High School	Geometry, Resource
5th Grade	* Social Studies	High School	Algebraic Reasoning
6th Grade	Science	High School	Algebraic Reasoning, Resource
6th Grade	Social Studies	High School	Algebra II
7th Grade	Science	High School	Algebra II, Honors
7th Grade	Social Studies	High School	Algebra II, Resource
High School	English III	High School	Precalculus
High School	English III, Resource	High School	Precalculus, Honors
High School	English IV	High School	Statistics
High School	English IV, Resource	High School	World Geography
High School	IPC	High School	World Geography, Honors
High School	Chemistry	High School	World History
High School	Chemistry, Honors	High School	World History, Honors
High School	Physics	High School	Government
High School	Physics, Honors	High School	Economics
High School	Environmental Systems	High School	Personal Financial Literacy

* Only for any teacher not providing instruction in math or reading.

Phase 3 Eligible Courses

Grade Level	Course
Elementary	Special Education, Resource
Elementary	Music, Kindergarten and 5th Grade
All Level	PE
All Level	Special Education, Inclusion
All Level	Special Education, Self-contained
All Level	Special Education, Dyslexia
All Level	Interventionist
All Level	Gifted & Talented
Middle School	Art
Middle School	Drama
Middle School	Band
Middle School	Choir
Middle School	Health
Middle School	Tech Applications
Middle School	Principles of Agriculture, Food & Natural Resources
Middle School	Principles of Law
Middle School	Spanish I
Middle School	Medical Terminology
High School	Agriculture Mechanics & Metal Technologies
High School	Art I
High School	Automotive Technnology

Phase 3 Eligible Courses Cont.

Grade Level	Course
High School	Band
High School	Certified Nursing Assistant
High School	Choir
High School	Computer Science
High School	Cosmetology
High School	Engineering Design & Presentation I
High School	Entrepreneurship
High School	Introduction to Culinary Arts
High School	Kinesiology I
High School	Music Appreciation
High School	Principals of Agriculture, Food & Natural Resources
High School	Principles of Arts, Audio Video Technology & Communications
High School	Principles of Business, Marketing & Finance
High School	Principles of Exercise Science & Wellness
High School	Principles of Health Science
High School	Principles of Human Services
High School	Principles of Transportation Systems
High School	Professional Communications
High School	Psychology
High School	Spanish I
High School	Technical Theatre I

Sanger ISD Teacher Incentive Allotment (TIA) Annual Scorecard

Teacher Name:

Campus:

Academic Year:

Grade Level:

Subject:

Current TIA Designation:

Student Growth Score		
Number of Students in Growth Calculation		
Number of Students that Met Expected Growth		
Student Growth= $\frac{\text{\# Students Met Growth}}{\text{\# Students in Growth Calculation}}$		
Student Growth Composite Score= $\text{Student Growth} \times .60$		
T-TESS Score		
Total T-TESS Points in Dimensions 2 & 3		
T-TESS Composite Score= $\text{Total Points} \times .40$		
Designation Score		
Growth Composite		
T-TESS Composite		
Designation Score= $\text{Growth Composite} + \text{T-TESS Composite}$		
Designations By Points		Recommended Designation
Acknowledged	41.2 - 44.7	
Recognized	44.8. - 48.4	
Exemplary	48.5 - 56.3	
Master	56.4 - 76.0	

*All scores are rounded to the nearest tenth.