Red Oak ISD

TIA Guidebook

Teacher Incentive Allotment

School Year: 2026-27

TIA Overview

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

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

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

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

Pathways to Designation in Red Oak ISD



National Board Certification (NBC)

National Board Certification (NBC) is a voluntary, advanced credential that recognizes accomplished PreK–12 educators through a rigorous, performance-based assessment aligned to National Board for Professional Teaching Standards (NBPTS) standards.

Teachers may earn the Texas National Board Certified Teacher (NBCT) designation if they hold an active Texas teaching certificate, maintain active National Board Certification, and meet state reporting requirements. Once earned, the designation remains active until July after the National Board certificate expires.

Red Oak ISD supports educators pursuing National Board Certification as a pathway for professional growth and teacher recognition. Certification is available across multiple content areas and grade levels (PreK–12). Interested educators should visit www.nbpts.org for information and contact Human Resources regarding certification documentation.

Through the Teacher Incentive Allotment (TIA), Texas reimburses eligible teachers for National Board Certification fees upon successful completion of certification requirements. Districts also receive additional TIA funding for teachers who earn and maintain the National Board Certified Teacher designation. In accordance with House Bill 2, the State Board for Educator Certification (SBEC) was required to review the National Board Certified Teacher designation by December 31, 2026, and determine whether to reauthorize or revoke the designation under Texas Education Code §21.3521(c). If SBEC does not reauthorize the designation, authorization for the National Board Certified Teacher designation will be discontinued.

Who can earn a designation?

Eligibility for TIA Designation and Phased-in Approach
Red Oak ISD's goal is for all teachers to be eligible to earn a designation over multiple years through a phased-in approach. The table below shows the courses and grade levels included in the current school year.

Grade Level/Course
Pre-K
SPED: Life Skills/ECSE (PK-3)
4th-8th Math and Reading, Algebra I, English I, and English II (including SPED Resource)
5th Science, 8th Science, 8th SS, US History, Biology (including SPED Resource)
K-3 Reading/Math (including SPED Resource)
3rd-4th Science, 6th-7th Science, 6th-7th Social Studies (including SPED Resource)
SPED: Life Skills (Grades 4-11)

Eligible for a TIA Designation:

1. A teacher must be coded as a teacher (code 087) within our local student information system, Skyward, which is reported to TEA through the Public Education Information Management System (PEIMS)
    a. There are no certification requirements, provided the person is coded as 087 and is in a TIA-eligible teaching assignment (Appendix B).
2. A teacher must receive district salary compensation that mirrors PEIMS teacher coding for at least half of the school year, at 100% of the day, or for the whole school year, at 50-99% of the instructional day. Contracted teachers are not eligible for a designation in ROISD.
3. Teachers employed in a TIA-eligible teaching assignment before October 1st of each school year and who remain employed through the end of the school year may submit data for the current data-capture year.
    a. This applies to teachers who are moved within the district to another campus after this date. If the district determines that an FTE or teacher needs reassignment, the teacher will be excluded from the current year's data capture.
    b. Teachers who move due to performance issues and/or student learning concerns can be eliminated from the current year's data collection if they move from a TIA-eligible assignment.
4. Must be tied to an approved TIA service ID for the courses/content they teach. The list of approved service IDs is located in *Appendix B*.
    a. Any teacher who meets the requirements above and is assigned to one of these service IDs must participate in the TIA process and submit all teacher observation data and student growth deliverables. There are no opt-outs for

teachers with a TIA-eligible service ID. The district will submit all observation and growth data for eligible teachers, regardless of whether they are employed in the district the following year.

5. Teachers who move due to performance issues and/or student learning concerns can be eliminated from the current year's data collection if they move from a TIA-eligible assignment.

TIA Teacher Eligibility Outlined:

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

- All eligible teachers must be linked to an approved Service ID in PEIMS and documented in the TIA Eligibility Spreadsheet.
    - This spreadsheet is created annually based on the teachers connected to our approved Service IDs. Each fall, the district works to ensure that teachers not associated with an approved Service ID are added to the appropriate Service ID, as defined by the Course Master, which is linked to each campus's Master Schedule.
    - Teachers who do not have a traditional schedule in the Course Master are connected to at least one approved Service ID for the courses they support, ensuring eligibility for TIA. This could include a variety of teachers, such as those in Special Education (including Inclusion, Co-Teach, and Behavior), Intervention, Gifted and Talented (GT), and Dyslexia.
    - Due to their various grade levels and subjects, Life Skills teachers have unique Service IDs for TIA. The Service IDs approved for Life Skills are outlined in the district's TIA application.
    - The Eligible Teacher List, part of TIA, is NOT connected to student rosters. The process for connecting students with a teacher for TIA is outlined in the Student Growth section of our system.
- Each year during the Data Submission, TEA/TIA compares the number of people associated with the Service ID to the number of teachers submitted in the Data Submission File.
    - Teachers tied to Approved Service IDs who are not TIA-eligible could HURT our validation process.
    - On the other hand, we will get pinged for ineligible teachers tied to Service IDs, and we won't be able to submit their observation and student growth data.
    - Every May, the state shares the list of teachers on record, tied to the approved service IDs, in the ETL (Eligible Teacher List).
- Campus Principals, along with District Leaders, must review the initial Teacher Eligibility List at the beginning of the year to ensure all teachers who should be accounted for are listed, determine who is missing and what course they should be tied to (Service ID), and make updates to the list with changes (people not included, resignations, new hires, etc.).

How Are Designations Determined?

All teachers serving in a TIA-eligible teaching assignment must participate in the Teacher Incentive Allotment (TIA) data collection process. This includes submitting T-TESS observation and Student Growth data, which are combined to calculate each teacher's composite score.

Participation is required for teachers in TIA-eligible assignments and courses; teachers may not opt out of the designation process. Our district collects and submits data for all eligible teachers to ensure a fair, consistent, and comprehensive evaluation system that supports high-quality teaching and learning. Based on their composite score, teachers may earn an Acknowledged, Recognized, Exemplary, or Master designation.

Teacher Observation Instrument

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

Only T-TESS Domains 2 and 3 are considered when calculating the TIA score. These two domains focus on instruction and the learning environment. To be eligible to earn a designation, the teacher must have a minimum score of Proficient in each dimension for Domains 2 and 3 on the final average scores.

- Instruction (Domain 2)
    - Achieving Expectations (Dimension 2.1)
    - Content Knowledge and Expertise (Dimension 2.2)
    - Communication (Dimension 2.3)
    - Differentiation (Dimension 2.4)
    - Monitor and Adjust (Dimension 2.5)
- Learning Environment (Domain 3)
    - Classroom Environment, Routines, and Procedures (Dimension 3.1)
    - Managing Student Behavior (Dimension 3.2)
    - Classroom Culture (Dimension 3.3

T-TESS Training

Red Oak ISD reviews our teacher observation rubric at the beginning of each school year for both appraisers and teachers. The goal is for everyone involved in the appraisal process to understand precisely what is being asked in each dimension's indicators and to clearly understand which classroom behaviors (student and teacher) align with which indicators. Appraisers are required to recertify every three years after their first three years.

T-TESS Observation and Scoring Process

- Red Oak ISD will use T-TESS formal observations and walkthroughs to determine each teacher's summative observation score.
- Each eligible teacher will receive:
    - One formal 45-minute observation.
    - A pre-conference prior to the observation.
    - A one-week notification window before the observation.
    - A minimum of two walkthroughs, typically lasting 10–15 minutes each.
- Note: Extenuating circumstances, such as maternity leave, FMLA leave, or other situations, may affect the timeline for observations and walkthroughs.

TIA Scoring Methodology

- For Teacher Incentive Allotment (TIA) purposes, ratings from the eight dimensions in T-TESS Domains 2 and 3 will be converted to a numerical score:
    - Distinguished = 5
    - Accomplished = 4
    - Proficient = 3
    - Developing = 2
    - Needs Improvement = 1
- All dimension scores from observations and walkthroughs will be weighted equally.
- Scores will be averaged to produce a final summative score ranging from 1.00 to 5.00.
- Final scores will be rounded to the nearest hundredth (e.g., 2.87, 3.66).

Final Summative Rating

- At the end of the school year, the campus principal will review all observation and walkthrough data and assign the teacher's final summative T-TESS score.

TIA Requirement

- In accordance with Texas Education Agency requirements, all teachers serving in grades and subjects included in the district's TIA plan must participate in the T-TESS evaluation process during the 2026–2027 school year.
- Teachers in TIA-eligible assignments may not waive participation in T-TESS,

How will teacher observations be used to determine designations?
Red Oak ISD's designation system will ensure that teacher observation ratings are aligned with the Texas State Performance Standards for the Teacher Incentive Allotment. The following table shows the performance standards for T-TESS domains 2 and 3 for each designation level. The minimum average scores were derived from an analysis of T-TESS observations across the state, ranging from 1 to 5. These performance standards have guided the development of our TIA Scorecard and composite scores; however, they are not used as cut-off scores for designation determinations in ROISD.

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

Student Growth Measures

Student Growth Instrument

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

Grade Level/Course	TIA Student Growth (Pre-/Post-Tests)	Who sets the Expected Growth Target?
2026-27 Data Capture		
Pre-K	Circle (CLI)	District
SPED: LifeSkills/ECSE (PK-3)	Unique Learning System	District
4th-8th Math & ELAR, Algebra I, English I, & English II (including SPED Resource)	STAAR	STAAR (Transition Tables)
5th Science, 8th Science, 8th Social Studies, Biology, US History (including SPED Resource)	Pre-Test: STAAR Released Post-Test: STAAR	District
Kinder, First, Second, and Third Reading and Math (including SPED Resource)	iReady	iReady
3rd-4th Science, 6th-7th Science, 6th-7th Social Studies (including SPED Resource; only administered if non-Math or Reading)	TEKSready	District
SPED: Life Skills (Grades 4-11)	STAAR-Alt	STAAR (Transition Tables)

*Students in middle school who take high school courses will be evaluated using the growth tool assigned to that specific high school subject. For example, the STAAR Algebra I Transition Tables Progress Measure will determine growth for middle school students enrolled in Algebra I.

Student Roster Management

- *Procedural Steps:*
    - Campus leaders (or designee) will input PEIMS-derived data into the Student Roster Spreadsheet for every teacher eligible for TIA. A master template is

available within the spreadsheet for campuses to duplicate for individual teacher tabs. Rosters must include student names, IDs, and the specific class periods or subjects for each educator.
    - Verification must occur digitally via the shared spreadsheet at both midyear (MOY) and year-end (EOY). It is recommended that these spreadsheets be updated monthly to maintain precise records. This digital tracking facilitates a smoother data collection process once growth results are finalized.
    - Teachers without standard PEIMS rosters (such as those in Dyslexia, GT, SPED, or Intervention) must manually enter their student lists into their designated tabs. While these lists can span different subjects and grades, educators must specify the grade and subject for each student to ensure accurate alignment of growth data.
    - Campus-level administrators are responsible for reviewing and submitting these verified rosters during the MOY and EOY cycles. All eligible educators must undergo this verification process twice annually. Teachers working at several locations must ensure their full roster is duplicated across every campus where they are listed as eligible.
    - In exceptional circumstances, teachers have the right to appeal the addition or removal of students. Such requests are handled by a TIA Student Roster Appeal Committee appointed by District Leadership.
- *Inclusion Requirements:*
    - A student will be factored into a teacher's growth calculation only if they satisfy these three requirements:
        - The teacher is the instructor of record during the initial growth assessment (August–September).
        - The teacher is the instructor of record according to the PEIMS winter roster (January–February).
        - The teacher is the instructor of record according to the post-test (April-May).

Roster Clarification

Category	Condition at Checkpoint	Roster Impact	Counted?
Chronic Absenteeism	Absent ≥10% of enrolled days; addressed via MTSS	Remains on the teacher roster as the teacher of record	**YES**
Homebound	Enrolled but NOT in membership	Excluded — not in campus membership at checkpoint	**NO**
DAEP < 45 school days	Placed at DAEP for fewer than 45 school days in the school year	Remains on sending the teacher's roster	**YES**
DAEP 45+ school days	Placed at DAEP ≥45 school days cumulative for the school year	Excluded — receiving instruction from DAEP staff	**NO**

Key Notes

- Chronic absenteeism should be addressed through MTSS — the teacher remains the teacher of record, and the student stays on their roster.
- Homebound students are considered enrolled but not in membership — they do not count at the checkpoint (e.g., student absent due to a serious health condition).
- The DAEP 45-school-day threshold applies within a single semester and/or cumulatively throughout the year. A student who returns before the checkpoint should be verified with the campus principal.
- For semester courses, if a student is placed at DAEP for 23 days, they should be excluded from the roster.

Teachers with Multiple Subjects

- Student growth will be calculated based on all tests for each eligible course.
- If a teacher has a student in two separate courses in the same content area that use the same growth measure, the student will count only once. (For example, a teacher has the same student in English II and Practical Writing.)
- For example:
    - If a teacher teaches English I and II, the growth measure would include all students in both courses.
    - If a teacher is self-contained in Kindergarten, the growth measure would consist of all students' scores in Math and Reading.

Minimum Number of Scores

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

Student Growth Performance Standards

Red Oak ISD's designation system will ensure student growth measures align with the Texas State Performance Standards for Teacher Incentive Allotment. These performance standards have guided the development of our TIA Scorecard and composite scores; however, they are not used as cut-off scores for designation determinations in ROISD. The student growth score is calculated for all teachers with student growth results from students who meet enrollment criteria. The percentage is calculated as the sum of students who meet growth expectations

across content areas, divided by the total number of students tested. Percentages are rounded to the nearest whole percent (no decimals).

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

These values are baselines determined by the State Performance Standards. The percentage of students meeting or exceeding growth expectations for eligible teachers will be used to calculate a weighted score. Considering teacher observation ratings, these scores will be compared to an overall cut score for each designation. As a minimum eligibility requirement for designation consideration, teachers must demonstrate at least 50% student growth on the district's approved student growth measure. Teachers who do not meet this threshold will not be eligible to earn a TIA designation.

Setting Expected Growth Targets

Red Oak ISD uses the Statewide Student Growth Performance Standards to calculate a teacher's end-of-year student growth percentage, determined by dividing the number of students who met or exceeded growth expectations by the total number of students with an expected growth score. The Guidebook outlines the procedures and is shared with teachers when they receive their BOY assessment data. Each student's growth performance will be calculated once the post-test is administered for these specific courses. Students who exceed their predicted scores will be recognized for achieving the expected growth outlined in the district-created growth targets. Each test in our Local Designation System for each teacher category uses a different method to determine whether a student shows growth. Refer to EDpact's TIA Student Growth Guide for more information. TEA requires that the assessments used to determine growth be valid and reliable. Thus, determining each student's growth from BOY to EOY must be approved by

TIA, our system application.

Red Oak ISD will use a Graduated Percent Increase Model to determine whether students meet expected growth targets and to calculate a teacher's end-of-year Student Growth score for Teacher Incentive Allotment (TIA) purposes when a third-party assessment vendor does not provide established growth targets.

Following the administration of baseline assessments (e.g., released STAAR assessments, TEKSready, CLI, and other approved measures), students will be grouped into performance categories based on their pre-assessment scores, ranked from lowest to highest. Each category is assigned a specific expected growth target. Students in lower-performing categories are expected to demonstrate higher rates of growth, while students in higher-performing categories are assigned lower percentage growth targets that reflect the challenge of maintaining high levels of achievement. For students in the highest-performing category, maintaining high performance may constitute meeting the expected growth target.

The growth target table and associated category ranges are reviewed annually to ensure they produce valid, reliable, and meaningful measures of student growth. As a result, category cut points, expected growth percentages, and growth target tables may be revised if district analyses indicate that the current targets do not accurately reflect student growth or fail to meet validity and reliability standards. Any adjustments will be made prior to final growth calculations and communicated to affected teachers.

ROISD Graduated Percent Increase Model		
Category	**Pre-Test Score**	**Category Growth Points** *(required amount increase)*
Category 1	0-20%	25%
Category 2	20+%-40%	20%
Category 3	40+%-60%	15%
Category 4	60+%-80%	10%
Category 5	80+% or higher	Maintain or higher

For the CLI/Circle assessment used in Pre-Kindergarten, ROISD will calculate the average score for each overall band in Reading and Math for the Circle Wave 1 test, then calculate the average score on the Circle Wave 3 test. For Reading, ROISD will

use scores from Rapid Letter Naming, Rapid Vocabulary, and the Composite Score for Phonological Awareness. For Math, ROISD will use the Total Composite Score. To be considered for meeting or exceeding growth, students must meet or exceed the expected growth targets for Reading and Math.

For STAAR assessments that use Transition Tables (Grades 4–8 Mathematics and Reading, Algebra I, and English I and II), teachers should review each student's prior-year STAAR performance to determine the performance level required this year to demonstrate growth. For TIA purposes, Red Oak ISD defines a student as having met growth if the student earns at least **1 growth point** on the STAAR Transition Table measure.

Annual Growth						
Prior Year	Current Year					
	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	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Calculating the TIA Composite Score

Weighting

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

Component	Weighting
Student Growth Measure	50%
Teacher Observation (T-TESS)	50%

Scoring and Designation Determination

Teacher Incentive Allotment (TIA) designations are determined by a TIA Composite Score, a weighted combination of two performance measures: teacher observation data and student growth data.

To determine annual eligibility for a TIA designation, the district completes the following processes each year:

- Mid-Year (MOY) and End-of-Year (EOY) roster verification
- Collection and verification of student growth data using approved growth measures and verified student rosters
- Collection of T-TESS observation data from the eight dimensions within Domains 2 and 3, using all required appraisal data points
- Calculation of the TIA Composite Score and designation recommendation

Once the Composite Score is calculated, teachers are placed within established designation ranges. Teachers whose scores meet the criteria for an Acknowledged, Recognized, Exemplary, or Master designation will be included in the district's annual TIA data submission to the Texas Education Agency (TEA) for review and validation.

Because TIA designations are awarded only after TEA validates the district's submitted data, all composite score calculations, growth targets, designation cut scores, and related methodologies are subject to annual review. The district may make reasonable adjustments to calculations, growth target tables, scoring methodologies, and composite score ranges as necessary to ensure that submitted data meet TEA requirements for validity, reliability, and successful system-level data validation. Any such adjustments will be applied consistently across the system. A designation is not considered official until the district's data submission has been reviewed and approved by TEA. Once approved, a teacher's designation is placed on the educator certificate and remains valid for five years, provided all applicable state requirements continue to be met.

If a teacher's Composite Score does not meet the minimum threshold for a designation, no recommendation for that designation will be submitted for that year. Teachers will have the opportunity in subsequent years to improve student growth and/or observation performance measures and earn a designation through future data submissions. Because designation recommendations are contingent upon state review and approval, preliminary designation levels, projected scores, or estimated outcomes should not be considered final and may not be discussed as official results until TEA validation is complete. To be considered for a TIA designation in Red Oak ISD, teachers must demonstrate at least 50% student growth as measured by the district's approved student growth component. This requirement serves as a minimum eligibility threshold for all designation levels.

There is no separate appeal process for the final TIA Composite Score. However, teachers may use existing district processes, in accordance with DGBA (LOCAL), to appeal T-TESS observation ratings and verify the accuracy of student rosters. Teachers are provided opportunities throughout the year to review and verify roster and attendance information used in TIA calculations.

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

Teacher Observation Cut Points		
TIA Designation	**Performance Standards**	**Points for Observation**
Acknowledged	3.5	3.5 * 10 = 35
Recognized	3.7	3.7 * 10 = 37
Exemplary	3.9	3.9 * 10= 39
Master	4.5	4.5 * 10 = 45

Student Growth + Teacher Observation		
Acknowledged	25 + 35	60
Recognized	27.5 + 37	64.5
Exemplary	30 + 39	69
Master	35 + 45	80

Composite Score Cut Points	
Acknowledged	60 - 64.99
Recognized	64.5 - 68.99
Exemplary	69 - 79.99
Master	80 - 100

Example TIA Scorecard

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

Teacher Observation Points			
Average Observation Score		**8 Dimensions (T-TESS)**	**Teacher Observation Points**
Formula: _____	x	_____	= _____
Example: *3.6*	x	10	= 36

Student Growth + Teacher Observation		
Example	34+36=	**70**
Designation:	***Exemplary***	

Spending Plan

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

- Schools with more significant student needs (based on socioeconomic factors) generate more TIA funds per TIA-designated teacher.
- Rural schools generate more TIA funds per TIA-designated teacher, with a higher student multiplier applied based on socioeconomic factors.
- The amount of funds/allotments changes yearly based on enrollment and rural status.

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

Distribution of TIA Compensation
The statute requires that at least 90% of TIA funds be distributed directly to teachers, and up to 10% may be spent at the district level to support TIA elements. Red Oak ISD developed its Teacher Incentive Allotment (TIA) spending plan through a collaborative stakeholder process that included the Superintendent, district leaders, principals, and teachers. Through stakeholder feedback and discussion, the committee prioritized teacher retention and recognition of instructional excellence. As a result, the stakeholders recommended that the majority of TIA funds be directed to the teachers who earn a designation, ensuring that those whose performance generates the allotment receive the greatest benefit.

Allotment Going Toward Designated Teacher	Allotment Going Toward District
90%	10%

To support the successful implementation and long-term sustainability of the Teacher Incentive Allotment (TIA), Red Oak ISD will allocate 10% of TIA funds to district-level implementation costs. These funds will support activities such as program administration, teacher observation and calibration, data management, training, communication, and continuous improvement. This investment ensures the district can maintain a fair, reliable, and compliant Local Designation System while maximizing benefits for participating teachers.

Eligibility for TIA Compensation

- Active designation, employed as a teacher, coded as an 087 in Winter Roster Verification (generally in February of each school year),
- Met or will meet the creditable year of service requirement by the end of the school year
    - Creditable Year of Service: the teacher was employed and compensated (or will be by the end of the school year) in a teaching role (087 role ID) for 50% or more of the day for the school year or 100% of the day for a minimum of half the days, or the equivalent of one semester.
- Designated Teachers:
    - If a Designated Teacher leaves the district prior to Winter Roster Verification (generally in February of each school year), the teacher will not receive any Teacher Incentive Allotment (TIA) funds because the state will not generate any TIA funds for the district.
    - If a Designated Teacher transfers to another campus within Red Oak ISD during the school year, the teacher's TIA allotment will be associated with and distributed based on the campus where the teacher was assigned during Winter Roster Verification.
    - If a Designated Teacher joins Red Oak ISD prior to Winter Roster Verification, the teacher will receive the state-generated allotment for the campus to which they are assigned during Winter Roster Verification. The district's approved TIA spending plan will apply to all newly hired Designated Teachers.
    - If a Designated Teacher retires or otherwise leaves Red Oak ISD after Winter Roster Verification, the district will provide the teacher's TIA allotment in accordance with the district's approved spending plan, with the final payment included in the July paycheck.
    - If a Designated Teacher is terminated after Winter Roster Verification, the teacher will not receive any unpaid portion of their TIA allotment. Any TIA funds already paid will not be recouped by the district.
- Red Oak ISD may recommend a teacher for a TIA designation only if the teacher remains employed in a teaching position during the year following the data capture year.
- To receive TIA compensation generated through Red Oak ISD, a designated teacher must be employed by the district on the TEA winter roster date (typically in February). If a designated teacher is no longer employed by Red Oak ISD at that time, the district will not receive TIA funding for that teacher and, therefore, will not be responsible for providing TIA compensation.
- Teachers who transfer to another Texas school district or charter school before the winter roster date may be eligible to receive TIA compensation through their new employing district. In such cases, compensation will be determined according to the new district’s TIA spending plan and the state allotment

generated based on the characteristics of the campus where the teacher is employed.

Frequency of TIA Compensation
Teacher Incentive Allotment (TIA) compensation is funded through annual state allotments and is contingent upon the availability of state funding. Eligible teachers who generate TIA funding through an approved designation will receive their compensation once per year.

Red Oak ISD will distribute TIA funds as a lump-sum payment, either through the district payroll system or via a separate electronic funds transfer (EFT). Payments will be issued no later than August of each year in which the teacher's designation generates TIA funding for the district.

Employee Payroll Deductions

Teacher Incentive Allotment (TIA) compensation is considered TRS-eligible compensation for eligible employees and may be included in the calculation of retirement benefits.

Under the district's TIA compensation plan, 90% of the total TIA allotment generated is designated as the employee's TIA compensation award. This compensation is subject to all applicable payroll deductions and employer payroll costs. Employees are responsible for both the employee-paid deductions and the employer payroll costs associated with their TIA compensation. As a result, the net amount received by the employee will be less than the 90% compensation award.

Typical deductions and costs applied to the employee's 90% TIA compensation award include:

- **TRS Retirement Contribution:** Approximately **8.25%**
- **TRS-Care Contribution:** Approximately **0.65%**
- **Medicare Tax:** Approximately **1.45%**
- **Federal Income Tax Withholding:** Generally **10–15%**, depending on the employee's IRS Form W-4 elections
- **Employer Payroll Costs:** Approximately **12.45%**, though this may vary based on the employee's circumstances

Combined, these employee deductions and employer payroll costs typically total **approximately 33–38% of the employee's 90% TIA compensation award**. The remaining balance is paid to the eligible employee through the district's payroll system.

National Board Certified Teachers Compensation

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

Data Submission and Validation

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

To have TIA data and designation submitted to Texas Tech and TEA, the teacher must remain employed in a Teaching (087) position in Red Oak ISD.

ROISD will submit a complete data file and any supplemental information used in the validation process. The file contains unique teacher identifiers, teacher performance data, designation decisions, appraisal information, and subject/grade-level information. The Texas Tech Data Validation Process includes four domains, ten scored checks, and one supplemental check. The overall approval of a district's system will be based on the scoring of the ten different checks.

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

TIA Designation Evaluation and Frequency

Teacher eligibility for a TIA designation is evaluated annually. This means that every year, if a teacher receives a T-TESS evaluation and has approved student growth measure data, the teacher's TIA score will be calculated, and the teacher will have an opportunity to meet the TIA eligibility criteria.

- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation if their performance in a subsequent year earns a higher TIA designation.
    - Example: A teacher who earned a Recognized TIA designation during 2024-2025 could be submitted in 2025-2026 for a Master TIA designation if they earn a qualifying Master's score and meet the scorecard requirements.
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation.

Ensuring a Successful System

T-TESS Calibration and Training

Red Oak ISD will re-train all staff, including teachers and leaders, in August 2026 to ensure a common language and understanding of the rubric. ROISD will also conduct calibration coaching and professional learning throughout the 2026-27 school year. The T-TESS rubric will align with the campus instructional expectations and with TIA.

The T-TESS training and certification process is required for teacher appraisal in Red Oak ISD. Appraisers in ROISD are required to recertify every three years after the first three years. Quarterly, teacher appraisers must calibrate to the scoring rubric to ensure it is used with fidelity. After each semester, the principal, other campus appraisers, and district leaders will use Eduphoria to analyze the congruence between teacher observation data and available student growth data. For example, they will compare individual student growth measures in the Fall/Winter to the available teacher observation data. They will follow the same procedure in the spring, using the MOY and EOY for student growth measures and analyzing the congruence between teacher observation data. At the district level, leaders review correlation data for all campuses at least twice a year to identify trends across campuses and the district.

In biannual district TIA monitoring meetings with the district leadership team and campus leaders, teacher appraisals and walkthroughs will be analyzed alongside

student growth data. The following is the process ROISD will use to identify and address the need for greater correlation between teacher observation data and student growth data.

- First, identify the lack of correlation between teacher observation and student growth data:
    - After the first set of formal observations and student middle-of-year assessment data is available in January or February, an analysis will examine the correlation between teacher observation data and student growth data. (This process will be repeated after the end of the year when student post-test data is available.) The data will be compiled into campus and district scatter plots to show the correlation between teacher observation data and student growth data.
- Address the lack of correlation between teacher observation and student growth data:
    - Determine if the lack of correlation results from appraiser practice, teacher practice, issues with student growth measure (such as lack of alignment to what is being taught, administration or security issues, etc.), or some other cause. For example, the lack of correlation is due to the student growth data. In that case, the district will review the alignment of student growth measures with the curriculum being taught, the rigor and relevance of any district-created assessments, and the protocols for the security and administration of the student growth measures. If the lack of correlation is due to teacher instructional practice, teachers will receive additional coaching and mentoring. If the lack of correlation is due to appraisers needing calibration, they will receive additional calibration coaching and support and be partnered with a highly calibrated appraiser.

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

Student Growth Assessment Administration

- **Purpose of Assessments**
    - TIA Pre- and Post-Assessments provide campuses and teachers with data to ensure each student's learning experiences align with where they are and where they need to be.

    - Data from Pre-Tests should be used for LEARNING and GROWTH. The data from these assessments are used for TIA, but that is not the purpose of the tests.
        - A test should never be labeled or referred to as a 'TIA Test.' They are Pre- and Post-Assessments for learning purposes.
    - Teachers should review and analyze pre-test growth targets and disaggregated data to determine how best to support every student's learning and growth. The TIA Growth Target set may not be the same target for campus-based goals and accountability. To share growth target data, refer to the campus administrator for instructions on how best to proceed.
- **Assessment Timeline**
    - The district determines the testing calendar for each year, which includes TIA Pre- and Post-Assessments.
        - Districts must set a date by which pre- and post-assessments must be completed to allow the TIA windows to comply.
        - All assessments must be given in accordance with the district assessment calendar.
    - TIA Pre-Tests must be given in the first nine weeks of school or at the end of the previous school year.
        - If the test was given at the end of the previous year, new students would have to take it at the beginning of the new year.
        - Although pre-tests must be completed within the first nine weeks of the school year, the growth target must be set and provided to teachers during this timeframe. Therefore, testing administration should consider the time required to collect all data and set growth targets for each student.
        - Sometimes the EOY test serves as the student's pre-test, as approved by the district's TIA System. Therefore, a student would not take a test at the BOY. For example, a student takes a STAAR test in April and then again the following April to measure growth.
- **Student Participation**
    - All students must participate in the TIA assessments unless approved by campus/district leaders or the campus decision-making team (ARD Committee).
        - For example, Life Skills students enrolled in elective or general education courses do not have to take the TIA tests if deemed inappropriate for the student.
    - Participation rates can affect a teacher's eligibility to submit data if students are not tested for reasons that may be tied to a testing

irregularity.
    - If a student doesn't have an EOY score for a test administered only during the EOY (STAAR), they won't count toward a teacher's TIA score because the student won't have a growth score.
- **Administration**
    - Tests must be administered in accordance with security procedures, but the district and campus can decide how to administer those assessments.
        - It is not required that campuses shut down or implement alternate testing schedules for every TIA assessment.
    - Test accommodations for TIA assessments are allowable if required by the district, campus, and/or decision-making committees (ARD).

Student Growth Measure Integrity

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

- ***Student Growth Measure Security and Confidentiality***
  Maintaining the security and confidentiality of student growth measures helps ensure that student performance is accurately measured.
    - Student growth measure test content should not be shared/discussed
    - Student growth measure test administration procedures should be followed strictly as provided by the test provider
    - Student growth measure test materials or products shall be maintained securely before, during, and after test administration.
    - Students must be actively monitored during student growth measure test administrations.
    - Students may not receive assistance in completing student growth measures beyond what is allowed by the test provider or prescribed by a governing student committee, as applicable to standardized assessment programs (e.g., STAAR, ARD, LPAC, 504, etc.).
    - Suspected educator misconduct must be reported promptly.
- ***Serious Student Growth Measure Testing Violations***
  The following educator conduct represents serious student growth measure testing violations to security and confidentiality:
    - Directly or indirectly assisting students with responses to test questions
    - Tampering with or falsifying student responses
    - Discussing or disclosing test content or student responses, except as needed for data analysis and/or instructional decision-making

- Duplicating, recording, or electronically capturing test content or student responses, unless authorized to do so by the test provider
- Exempting or preventing a student from participating in student growth measures
- Failing to implement sufficient procedures to prevent a student from cheating
- Encouraging or assisting an individual in engaging in any conduct described above
- Failing to report an individual who has engaged in or is suspected of engaging in any conduct described above.

Reporting Suspected Student Growth Measures Testing Violations
Any ROISD employee should take the following steps to report suspected student growth measure testing violations:

- Immediately report the alleged violation to their campus administrator
- The campus administrator will review the information to determine the report's credibility and whether or not the report includes a student growth measure testing violation
- Credible student growth measure testing violations are reported to the district's Testing Coordinator for further investigation
- The District Testing Coordinator works with Human Resources (HR) to continue the investigation, which could include interviews of campus staff and students, assembly of signed statements, and collection of any evidence

Local Penalties for Tampering With Student Growth Measure Integrity
Any person who violates, assists in the violation of, or solicits another to violate student growth measure integrity, as well as any person who fails to report such a violation or fails to cooperate in an investigation, is subject to local penalties, such as:

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

Support for Teachers and Local Designation Plan

ROISD has ensured a support system for the TIA plan. The support system includes ROISD's focus on teacher recruitment and retention, as well as budget and financial support for managing and distributing the district's funds each year. ROISD ensures that teaching and learning support is tied to valid and reliable measures of student growth. The district will also provide professional development support for earning TIA designations, reviewing and using student growth data, testing procedures, and T-TESS rubric alignment. The district's

technology department will support the software for tracking student growth measures and teacher observation data, and seek more efficient and effective ways to interact with the data. ROISD commits to ensuring teachers receive exceptional, ongoing support to improve their teaching practices and ensure that all students learn.

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

Communication is critical to the success of designing and implementing the system. The district will continue to engage stakeholders, primarily teachers, through ongoing TIA Committee engagement, surveys, and feedback loops. At the beginning of the year, staff will receive updates, alignment training, and constant communication. Updates will be posted on the district's website. The campus principal will also email communications and updates to staff.

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

Appendix A: Timeline for Designation Evaluation & Submission

Process Step	Timeline	Description
PD & Orientation	August	• Training on TIA and the T-TESS observation instrument
Student Fall Assessment BOY	August-September	• Administer pre-tests (according to phased-in timeline) • Student Expected Growth Targets set after BOY administration
T-TESS Walkthrough/ Observations	August- May	• T-TESS Walkthrough(s) focused on T-TESS Domains 2 & 3
Formal Observations with/ Conferences	September-February	• One formal observation • Written feedback and pre/post conference required
MOY Roster Verification	December-January	• Teachers will verify a roster that includes all students who will be part of the student growth calculation and submit it to the campus admin • Teachers can appeal if they want a student included/removed from the roster
Summative Evaluation	April-May	• Includes review of all four T-TESS domains • Written feedback and conference required
EOY Roster Verification	April-May	• Teachers will verify a roster that includes all students who will be part of the student growth calculation and submit it to the campus admin • Teachers can appeal if they want a student included/removed from the roster
Student Spring Assessment EOY	April-May	• Administer post-tests (according to phased-in timeline) • Determine if each student met their expected growth targets
End-of-Year Data Review	May-June	• Campuses and departments compile data for the final TIA evaluation process
Evaluation Rating & TIA	June-October	• District analyzes T-TESS and student growth data • The district finalizes TIA scores and determines TIA designation eligibility
Data Submission	October	• Data submitted to TEA/Texas Tech for validation
Notification of Data/System Approval	February-April	• TEA notifies the district of data review results • Teachers to receive notification of designation
TIA Designation Payout	By August 31st	• Payments as outlined by the Red Oak ISD TIA Spending Plan in the TIA Guidebook

PLEASE NOTE: This is a working document; details are subject to change.
Last Updated 07/16/2026

Appendix B: Approved TIA Service/Course IDs

All approved Service IDs aligned with the assessment used to determine student growth are linked here.