

Sharyland ISD



TIA Guidebook

Teacher Incentive Allotment

2026-27 School Year

TIA Overview

Background Information

House Bill (HB) 3 was passed by the 86th Texas Legislature and was signed into law by Governor Abbott on June 11, 2019. The bill established the Teacher Incentive Allotment (TIA) program. TIA's stated goal is to offer highly competitive salaries for teachers, with a focus on prioritizing teaching in high-needs areas and on rural district campuses. The program is dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, particularly in high-need and rural schools. Districts, if they choose, can develop a local designation system to recognize high-performing teachers (Master, Exemplary, Recognized, or 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 establishing “performance and validity standards” to ensure that the identification of highly effective teachers across the four designation categories—Master, Exemplary, Recognized, and Acknowledged—yields reliable and comparable results statewide.

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

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. Sharyland ISD will provide competitive compensation and align district and campus goals to create a unified support system for teacher retention and recruitment.

Plan Development

Stakeholders & Feedback

SISD formed a TIA Committee to create the local teacher designation system, aligned with statewide performance standards. The committee included over 50 district leaders, campus-based leaders, and teachers representing different grade levels, campuses, and content areas. Campus and Teacher representation were the majority of the committee. The engagement started in December 2023, and multiple stakeholder meetings were held during the 2023-24 school year. Between meetings, committee members shared information with the campuses and departments they represented to gather input and feedback. This input and feedback were transferred through a collaborative digital document and reviewed and discussed at each committee meeting. Other feedback was gathered from surveys. The TIA Committee incorporated stakeholder input into the design of the local designation system. During the 2024-25 school year, the TIA Committee was asked to provide feedback and insights on the system to inform continuous improvement and potential modifications or expansions.

Critical Decisions for Local Designation Systems

1. Who can earn a designation?
 - a. Eligible campuses and teaching assignments
 - b. If not all teachers, will we expand in future years?
2. How will we designate?
 - a. Observations, student growth measures, and optional components
 - b. Performance standards and weighting/teacher categories
3. How and when will we compensate?
 - a. Distribution of funds
 - b. Timing and mode of compensation

Pathways to Designation in Sharyland ISD

National Board Certification

- Individual teacher achieves National Board Certification
- Districts may choose to support cohorts of National Board candidates

Local Optional Teacher Designation System

- District-created system
- District system is approved
- District determines and issues teacher designations

National Board Certified Teacher (NBCT)

NBCT is a voluntary advanced professional certification for PreK–12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. Teachers are certified based on the National Board for Professional Teaching Standards (NBPTS) standards.

National Board Certified Teachers (NBCTs) are eligible to earn a designation if they meet the following criteria:

- Hold an active lifetime, one-year, or standard Texas certification issued by the State Board for Educator Certification (SBEC) in a teacher, reading specialist, or Legacy Master Teacher class of certification. Teachers with an interim or probationary certificate are not eligible.
- Hold an active National Board certification.
- The NBCT directory listing reflects Texas's residency and employment.
- Reported by the above Texas school system under role ID 087 during that year's Class Roster Winter Submission in February.
- Once earned, the designation will remain active until July following the expiration of the National Board certificate.

Sharyland ISD is committed to supporting teachers who wish to pursue National Board Certification. SISD's first TIA focus will be on developing and implementing our Local Designation System.

Who can earn a designation?

Eligibility for TIA Designation and Phased-in Approach

Sharyland ISD's goal is for all teachers to be eligible to earn a designation over multiple years with a phased-in approach. Note: The timeline for the phases is subject to change due to factors within Sharyland ISD, and teachers will be notified of any updates.

[Click Here to View our TIA Pretest and Posttest Timeline](#)

Eligible for a TIA Designation:

1. A teacher must be coded as a teacher (code 087) within our local student information system, Skyward, which is reported to TEA through the Public Education Information Management System (PEIMS)
 - a. There are no certification requirements as long as the person is coded as 087 and in a TIA-eligible teaching assignment.
2. A teacher must receive district salary compensation that mirrors PEIMS teacher coding for at least half of the school year, at 100% of the day, or for the whole school year, at 50-99% of the instructional day.
3. Teachers employed in a TIA-eligible teaching assignment before October 1st of each school year and who remain employed through the end of the school year can submit data for the current data capture year (for High School block courses in the Spring, the date is January 15th).
 - a. This applies to teachers who are moved within the district to another campus after this date. If the district determines that an FTE or teacher needs to be reassigned, 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.

TIA Teacher Eligibility Outlined:

To participate in TIA, a teacher must be associated with an approved TIA Service ID for their courses or content and 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 from the teachers associated with 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, as the system and schedule allow, 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 they are eligible for TIA, as the system and schedule allow. This could include a variety of teachers, such as Intervention and Dyslexia Teachers.
 - Due to their various grade levels and subjects, SPED Self-Contained teachers have unique TIA Service IDs. The Service IDs approved for SPED Self-Contained 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 individuals associated with the Service ID to the number of teachers listed 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 be notified about ineligible teachers associated with Service IDs, and we will not be able to submit their observations and student growth data.

- Every May, the state shares the list of teachers on record, linked to approved service IDs, on the ETL (Eligible Teacher List).
- Campus Principals, along with District Leaders, must review the initial Teacher Eligibility List at the beginning of the year to ensure all teachers who should be accounted for are listed, determine who is missing and what course they should be tied to (Service ID), and make updates to the list with changes (people not included, resignations, new hires, etc.).

How will we designate?

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 Sharyland ISD's Teacher Incentive Allotment rollout, the Texas Teacher Evaluation and Support System (T-TESS) will be used to determine the observation requirements for eligible teachers under TIA. SISD will incorporate the statutory requirement to utilize Domains 2 and 3 of T-TESS.

Domains 2 and 3 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

Sharyland ISD conducts a thorough review of 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 precisely understand what is being asked in each dimension's indicators and which classroom behaviors (student and teacher) align with each indicator. Appraisers are required to recertify every three years.

T-TESS Observations for TIA-Eligible Assignments

- One 45-minute observation following the pre-conference. A post-conference will be scheduled after the observation. This observation should be made during the TIA-eligible course.
- 10 unscored walkthroughs for the school year (minimum)
- The teacher's T-TESS TIA score is based on the Summative Evaluation at the end of the year.
- No opt-outs or waivers are allowed for teachers in a TIA-eligible teaching assignment.
- Appeals can only be made for the formal observation after the district's T-TESS appeals process has been completed.

*Note: The recommendation is for at least 10 unscored walkthroughs per teacher; however, extenuating circumstances, such as maternity leave, FMLA, or other situations, may necessitate adjustments to the timeline and quantity of observations and walkthroughs. Likewise, teachers may have a multitude of walkthroughs, including unscored, campus-based walkthroughs.

How will teacher observations be used to determine designations?

Sharyland 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 shows the minimum average scores across T-TESS domains 2 and 3 to achieve each designation level (Acknowledged, Recognized, Exemplary, and Master). 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 SISD.

Designations and Teacher Observation	
Designation	Average T-TESS Score Domains 2 & 3
Acknowledged	3.5 or 70% of possible points
Recognized	3.7 or 74% of possible points
Exemplary	3.9 or 78% of possible points
Master	4.5 or 90% of possible points

*These values are baselines determined by the State Performance Standards. These scores will be compared to an overall cut score for each designation. Therefore, scores slightly lower or higher than the corresponding designation will be acceptable when earning that designation.

T-TESS Composite Score

The T-TESS score is the average of the summative scores for Instruction (Domain 2) and Learning Environment (Domain 3). Each of the five performance levels of distinguished, accomplished, proficient, developing, and improvement needed is scored on a 1-5 scale, with five being the highest. Teachers must receive at least a 3 (Proficient) on the average of all scores for each dimension in Domains 2 and 3 to earn the designation.

Scale

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5	4	3	2	1

Student Growth Measures

Student Growth Instrument

The instrument used to measure student growth depends on the grade level and subject area. These assessments will be used for the 2025-26 school year and in subsequent years.

[Click Here to View our TIA Pretest and Posttest Assessments](#)

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 $\geq 10\%$ 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	Place 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.

- *Specific Teacher Examples and Scenarios:*
 - Semester-based courses would use a beginning- and end-of-semester growth measure, and a roster for each semester-eligible course would be submitted.
 - If the district needs to relocate a teacher to a new teaching assignment (it must be TIA-eligible) after the BOY assessment, resulting in a new set of students, the teacher and district will collaborate to determine the TIA student roster for growth calculation. This provision is void if the teacher is reassigned from a TIA-eligible position due to performance concerns or other circumstances, at the discretion of campus or district leaders.
 - Teaching positions that use STAAR for student growth will still be included on the roster if a student lacks prior-year data. Still, they will not contribute to the teacher's final growth percentage because the student will not have a final score.

Teachers with Multiple Subjects

- Student growth will be calculated based on all tests for each eligible course.
- If a teacher has a student enrolled in two separate courses within the same content area that use the same growth measure, the student will be counted only once. (For example, a teacher has the same student in English II and Creative Writing.)

Minimum Number of Scores

To calculate a teacher's student growth score, there must be at least **five** growth measure scores.

Student Growth Performance Standards

Sharyland ISD's designation system will ensure student growth measures align with the Texas State Performance Standards for the 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 SISD. The student growth score is calculated for all teachers whose students meet the enrollment criteria. The percentage is calculated as the number of students who meet growth expectations across all 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 eligible teachers who meet or exceed growth expectations will be used to calculate a weighted score. Considering teacher observation ratings, these scores will be compared to an overall cut score for each designation. Therefore, students with slightly lower or higher student growth scores may earn the corresponding designation.*

Setting Expected Growth Targets (District-set Growth Targets)

Sharyland ISD uses the Statewide Student Growth Performance Standards to calculate a teacher's end-of-year student growth percentage, which is the number of students who met or exceeded growth expectations divided 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. TEA requires the assessments used to measure growth to be valid and reliable. Thus, determining each student's growth from BOY to EOY must be approved by TIA in our system application.

SISD will use the 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 (STAAR-released, TEKSready, District-created, etc.), 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.

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

Calculating the TIA Composite Score

Weighting

For all phases of Sharyland 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%
T-TESS Domains 2 and 3 (avg)	50%

Scoring

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

The TIA Composite Score is calculated using the following weights:

- **50% Student Growth**
- **50% Teacher Observation (T-TESS)**

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. If a teacher teaches more than one TIA-eligible subject, the subject with the highest overall score will be submitted for evaluation.

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.

There is no separate appeal process for the final TIA Composite Score. However, teachers may utilize existing district processes 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 information used in TIA calculations.

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 because a higher multiplier is applied to students due to socioeconomic factors.
- Funds or allotments change **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 90% of TIA funds be distributed directly to teachers, and up to 10% may be spent at the district level to support TIA. Sharyland ISD's TIA Committee updated our spending plan for their local designation system in Spring 2026.

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

The district will use the 10% of funds reserved at the district level to support the comprehensive implementation of the local designation system. Planned expenditures include a position (Coordinator of TIA/Campus Improvement) to support system implementation, professional development, data management and analysis, and certification and designation support. Specifically, funds will be used to provide ongoing professional development and training opportunities for staff to ensure effective implementation of the designation system. In addition, these funds will support certification and designation-related requirements, including training for appraisers to remain calibrated.

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 before the Winter Roster Verification (generally in February each school year), the Designated Teacher will not receive any TIA funds because the state will not generate any for the district.
 - Suppose a Designated Teacher moves campuses within Sharyland ISD during the school year. In that case, SISD will fund the Designated Teacher based on the campus where the Designated Teacher worked at the time of the Winter Class Roster Submission, which is submitted annually (generally in February).
 - Funding is not based on where you were employed during the data capture year in which you earned the designation, but rather on where the Designated Teacher is employed during the Winter Class Roster submission each year (generally February).
 - If a Designated Teacher moves to the district before Winter Roster Verification, they will receive the state-generated allotment for

the campus where they are teaching at that time. The spending plan will be the same for newly hired Designated Teachers.

- If a Designated Teacher leaves SISD after the Class Roster Winter Submission, the following will happen based on their leave:
 - Resignation: If a teacher leaves SISD without completing their contract, they will not receive their allotment as outlined in the Spending Plan. If the designated teacher has already received any part of their stipend, the district will not attempt to recoup stipend amounts already paid. If the designated teacher resigns and leaves the district before the stipend payout, their share of the allotment will be distributed equally among the other designated teachers at the teacher's campus.
 - Termination: A designated teacher who leaves the district after the Class Roster Winter Submission and is terminated before the August payout will not receive their stipend. If the designated teacher has already received any part of their stipend, the district will not attempt to recoup stipend amounts already paid. If the designated teacher is terminated before the stipend payout, their share of the allotment will be distributed equally among the other designated teachers at the terminated teacher's campus.
- Sharyland ISD can only recommend a teacher for a TIA designation if the teacher remains in a teaching position the year following the data capture year.
- Suppose Sharyland ISD does not employ a TIA-designated teacher during the winter snapshot (typically in February of each year). In that case, Sharyland ISD will not be responsible for paying the TIA funds to the designated teacher. For a designated teacher to receive funds under the TIA in this instance, they will need to reference their previous district's spending plan and work with both districts to determine funding payments.
- The district will forward TIA-generated funds only to designated teachers who retire after the Winter Class Roster Submission, provided they leave the district in good standing and fulfill all contractual obligations through their retirement date.. Retiring teachers meeting these conditions will receive the allotment funds they generated in accordance with the district's TIA compensation plan.

- For all other designated teachers who leave the district after the Winter Class Roster Submission, including those who resign, have their contracts terminated, or otherwise separate, the district will retain the allotment funds generated. Retained funds will be redistributed in accordance with the district's approved TIA spending and distribution plan and all applicable TIA requirements.

Frequency of TIA Compensation

TIA compensation is an annual allotment provided by the State and is subject to the availability of state funding allocations. SISD Annual payout is scheduled for June of each year.

Compensation Amounts

TIA Designated Teachers earn a designation, and the district generates the allotment. The allotment is spent in accordance with the District's TIA Spending Plan. The allotment amount is calculated annually based on numerous factors, including student demographics and the campus's rural status. The amounts for the current year's allotments are released every April. If a teacher earns an allotment at one campus and then changes campuses, the allotment is based on the campus used in the Winter Class Roster Submission process (generally in February). The teacher allotment amount is never based on where the teacher was during the data-capture year in which their data earned them a designation. If a teacher works at multiple campuses, the allotment is generated on the campus identified in the Winter Class Roster Submission as their 'home' campus. For more information about TIA Funding, visit the [TIA website](#).

Related TIA Compensation Calculations

TIA compensation stipends will be eligible when calculating retirement benefits for TRS-eligible staff. The employee's net payment will be less than the sum of all associated employee and employer-related benefits and taxes. Actual TIA compensation amounts will include deductions for federal income tax, Medicare tax, and TRS contributions as part of an employee's annual wages reported to the state and federal governments and the Teacher Retirement System (TRS).

National Board Certified Teachers Compensation

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

Data Submission and Validation

TIA data and designation recommendations will be submitted to Texas Tech to validate eligible TIA teachers by October following the Data Collection Year (refer to the timeline). By February (following the October data submission), TEA will notify SISD of approving or denying the district's recommended teacher designations. If the district's recommended TIA designations are approved, TEA will notify the district by April of the specific allotment amounts, by designation level, for each campus in Sharyland ISD. The district will inform teachers in May if the state has approved or denied their recommended designations. If the district's recommendations are approved, SISD will provide the TIA payments to teachers through the SISD spending plan. The state will then reimburse the district for the TIA expenditures at the start of the next fiscal year, beginning in September.

To have TIA data and designation submitted to Texas Tech and TEA, the teacher must remain employed in a Teaching (087) position in Sharyland ISD during the year following the data capture.

SISD will submit a main data file, along with other 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. Overall approval of a district's system will be based on the scores of the ten checks.

- Domain A, Check #1, includes the correlation check between teacher observation and student growth scores.
- Domain B, Checks #2-3, compares district designations with VAM designations.

- Domain C, Checks #4-7, 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 the same as that on other campuses with the same Domain 2A rating.

TIA Designation Evaluation and Frequency

Teacher eligibility for a TIA designation is evaluated annually. If a teacher receives a T-TESS evaluation and has approved student growth measure data each year, their TIA score will be calculated, and they will be eligible for TIA.

- Teachers with an existing TIA designation will not be required to resubmit for designation annually within their five-year valid TIA designation period if they continue to meet the same designation level.
 - Example: A teacher who earned an Exemplary TIA designation during the 2024-2025 year would not need to be resubmitted to maintain their TIA Exemplary designation in 2025-2026, provided they continue to earn an Exemplary qualifying TIA score based on their teacher appraisal and student growth component scores.
- 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 an Exemplary TIA designation during the 2024-2025 year would be eligible for the TIA Master designation in 2025-2026, provided their data qualifies for a TIA score that meets the requirements for a Master's designation based on their teacher observation and student growth component scores.
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation.

Ensuring a Successful System

T-TESS Calibration and Training

Sharyland ISD will retrain all staff, including teachers and leaders, in August 2025 to ensure a common language and understanding of the rubric. SISD will also conduct calibration coaching and professional learning throughout the 2025-26 school year. The T-TESS rubric will align with the campus instructional expectations and with TIA.

The T-TESS training and certification process is required for teachers who wish to become teacher appraisers in Sharyland ISD. Appraisers in SISD are required to recertify every three years. Teacher appraisers must calibrate their scoring to the rubric to ensure it is used with fidelity. After each set of formal observations, the principal, other campus appraisers, and the Chief of Administrative Leadership use Eduphoria Strive 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 and winter with the teacher observation data. They will follow the same procedure in the spring, using MOY and EOY for student growth measures and analyzing the congruence between teacher observation data and these measures. At the district level, district instructional and data team leaders review correlation data for all campuses at least twice a year to identify trends across campuses and the district.

In the biannual district TIA monitoring meetings with executive leadership team members and campus leaders, teacher appraisals and walkthroughs will be analyzed alongside student growth data. The following is the process SISD 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 mid-year assessment data are available in January and February, an analysis will examine the correlation between teacher observation data and student growth data. (This process will be repeated at the end of the year when student post-test data is available.) The data will be compiled into campus scatter plots and a district

scatter plot 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 student growth data show no correlation. In that case, the district will review the alignment of the student growth measure to the curriculum being taught, the rigor and relevance of any district-created assessments, and the protocols for the security and administration of the student growth measures being used. If the lack of correlation is due to teacher instructional practice, teachers will receive additional coaching and mentoring. If the lack of correlation is due to appraisers needing calibration, they will receive additional coaching and support to calibrate and will be paired with a highly calibrated appraiser.

The Administrative Services Department will maintain data review logs to determine the support needed based on the identified desired outcomes. Support will be coordinated with all SISD departments. If an overall trend across the district is identified during the biannual TIA data monitoring meetings, district-wide professional learning will train school administrators and teachers to assess 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 that students' learning experiences align with where they are and where they need to be.
 - The data from Pre-Tests should be used for learning and growth. Although the data from these assessments are used for TIA, 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 the pre-test growth targets and disaggregated data to determine the most effective ways to support students' 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 each year, including TIA Pre- and Post-Tests.
 - Districts must set a date by which pre- and post-assessments must be completed to allow the TIA windows to comply.
 - Data must be submitted to the TIA point of contact according to the district timeline to ensure it can be organized and analyzed to support student growth.
- TIA Pre-Tests must be taken during the first nine weeks of school or at the end of the previous school year.
 - If the tests were given at the end of the previous year, new students would have to take them at the beginning of the new year, depending on the test and situation.
 - Although pre-tests must be completed within the first nine weeks of the school year, the growth target must be set and provided to teachers during this timeframe. Therefore, testing administration should consider the time required to collect all data and set growth targets for each student.
 - Sometimes, the EOY test is the student's pre-test as approved by the district's TIA System. Therefore, a student would not take a test at the BOY. For example, a student takes a STAAR test in April and then again the following April to measure growth.

- ***Student Participation***

- All students must participate in the TIA assessments unless approved by campus or district leaders or the campus decision-making team (ARD Committee).
 - For example, Life Skills students enrolled in elective or

general education courses are exempt from taking 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 due to a testing irregularity.
- If a student doesn't have an EOY score for a test administered only during the EOY (STAAR), it 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 may determine how to administer them.
 - It is not required that campuses shut down or implement alternate testing schedules for every TIA assessment.
- Test accommodations for assessments that measure TIA growth are allowable if required by the district, campus, and/or decision-making committees (e.g., ARD, LPAC).

Student Growth Measure Integrity

It is essential to the integrity of Sharyland 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 to ensure that student performance is accurately measured as a part of Sharyland ISD's TIA system. To maintain student growth measure security and confidentiality:

- Student growth measure test content should not be shared/discussed
- Student growth measure test administration procedures should be followed strictly as provided by the test provider
- Student growth measure test materials or products shall be maintained securely before, during, and after test administration.
- Students must be actively monitored during student growth measure test administrations.

- Students may not receive assistance with student growth measures beyond what is allowable by the test provider or prescribed by a governing student committee, as applicable to standardized assessment programs (e.g., STAAR, ARD, LPAC, 504, etc.).
- Suspected educator misconduct must be reported promptly and thoroughly.

- ***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 SISD 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 it includes a violation of student growth measure testing.
- Credible student growth measure testing violations are reported to the district's Administrative Services Department for further investigation. This could include interviews with campus staff and students, the

compilation of signed statements, and the collection of any relevant evidence.

Local Penalties for Tampering With Student Growth Measure Integrity

Any person who violates, assists in the violation of, or solicits another to violate or assists in the violation of student growth measure integrity, as well as any person who fails to report such a violation or fails to cooperate in an investigation, is subject to local penalties, such as:

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

Support for Teachers and Local Designation Plan

SISD has ensured a support system for the TIA plan. The support system includes the SISD plan for teacher recruitment and retention, as well as budget and finance support to manage the district's annual funds and distribute them. SISD ensures that teaching and learning support is tied to valid and reliable measures of student growth. The district will also provide professional development support for earning TIA designations, reviewing and using student growth data, testing procedures, and T-TESS rubric alignment. The district's technology department will support the software for tracking student growth measures and teacher observation data, and look for more efficient and effective ways to interact with the data. SISD is committed to ensuring that teachers receive exceptional and ongoing support to improve their teaching practices and that all students learn. SISD will continue to implement teacher growth by implementing:

- Targeted and Relevant Professional Development
- Professional Learning Communities led by Campus Administrators and Teacher Leaders
- Coaching and mentoring are provided through the Mentor Allotment Program and supported by various support systems, including Instructional Coordinators, Campus Admin, and Consultants.

Sharyland 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 participation in the TIA Committee, surveys, and feedback loops. At the beginning of the year, staff will receive updates, alignment training, and constant communication. The campus principal will also email staff with communications and updates. Resources will be posted on the district's TIA subpage on the website.

Based on the continued engagement and stakeholder feedback, SISD is committed to continuously improving the TIA plan. Systems must be updated and enhanced to ensure they're fair and effective at reaching their intended outcomes. SISD 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 necessary to the plan.

Appendix A: Timeline for Designation Evaluation & Submission

Process Step	Timeline	Description
PD & Orientation	August	Training on TIA, Test Security, 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
Goal Setting Conference	September	The evaluator and teacher review and agree on goals and a professional learning plan
T-TESS Walkthrough/ Observations	September-May	T-TESS Walkthrough(s) focused on T-TESS Domains 2 & 3
Formal Observations with Conference	Due by: January 29, 2027	- One formal observation - Written feedback and conference required
MOY Roster Verification	January-February	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
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
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	- The 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 Sharyland ISD TIA Spending Plan

PLEASE NOTE: This is a working document; details are subject to change.
Last Updated 8/14/2026

Appendix B: TIA Service IDs

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