

Santo ISD



Teacher Incentive Allotment

2026-2027 Guidebook

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Introduction: What is TIA?

This document serves as a comprehensive guide to the Santo ISD Teacher Incentive Allotment (TIA) program. Established through House Bill 3 (HB 3) by the 86th Texas Legislature in 2019, the TIA aims to enhance teacher compensation by providing additional funding to highly effective educators. The program prioritizes teaching in high-need areas and rural school districts while recognizing and rewarding outstanding teacher performance.

Teachers who demonstrate exceptional effectiveness may receive one of four designations: **Acknowledged, Recognized, Exemplary, or Master**. These designations are added to the teacher's SBEC certification and remain valid for five years.

The Teacher Incentive Allotment (TIA) is a Tier 1 allotment through the Foundation School Program (FSP), the system through which the state provides funding to districts. This system, grounded in the Texas Education Code, creates a sustainable funding source for districts implementing TIA. Unlike previous state incentive programs, there is no cap on TIA allotment funds or the number of teachers who may earn a designation.

- TAC §150.1012(g)(2) "A school district that receives teacher incentive allotment funding must comply with the requirements of TEC, §48.112, including the requirement that at least 90% of each allotment must be used for compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed."
- TEC § 21.3521(f) "A teacher has no vested property right in a teacher designation assigned to the teacher under this section."

The designations and funding are contingent upon approval through the Texas Education Agency (TEA), TIA validation, and the allotment process. Santo ISD will not be responsible for funding TIA initiatives if state funds become unavailable.

For each designated teacher at **Santo Elementary School**:

70% of Teacher Incentive Allotment (TIA) funds received by the district will be distributed to the designated teacher as a one-time annual stipend. **20% of Teacher Incentive Allotment (TIA)** funds received by the district will be distributed to other student-facing instructional roles on campus. In alignment with the TIA funding cycle, stipends will be paid in August, which occurs after the school year in which the performance data were collected. The remaining **10% of the funds** will be utilized to support TIA initiatives and taxes for designated teachers.

For each designated teacher at **Santo High School**:

90% of Teacher Incentive Allotment (TIA) funds received by the district will be distributed to the designated teacher as a one-time annual stipend. In alignment with the TIA funding cycle, stipends will be paid in August following receipt of funds by the district, which occurs after the school year in which the performance data were collected. The remaining **10% of the funds** will be utilized to support TIA initiatives and taxes for designated teachers.

TAC §150.1012(g)(2) “A school district that receives teacher incentive allotment funding must comply with the requirements of TEC, §48.112, including the requirement that at least 90% of each allotment must be used for compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed.”

Tex. Educ. Code § 21.3521(f) “A teacher has no vested property right in a teacher designation assigned to the teacher under this section.”

Santo ISD is committed to ensuring that **100% of the TIA funds** received from the state are dedicated to teacher allotments and the continuous improvement of our TIA designation system. Please visit our [SISD Compensation Plan](#) document at the bottom of the page for more details.

TIA System Overview and Teacher Categories

What components will be part of the overall rating system?

The **Teacher Incentive Allotment (TIA) rating evaluation** comprises two key components:

- **Teacher Performance** – Assessed using the T-TESS dimensions and rubric.
- **Student Growth** – Measured through specific student growth assessments.

This structured evaluation ensures a comprehensive assessment of teacher effectiveness, aligning with the standards set by the TIA program.

How do the evaluation components vary for different teachers?

All teachers in a TIA eligible teaching position will be evaluated based on the two components of the **Teacher Incentive Allotment (TIA) system: teacher performance and student growth.**

Important: To be eligible for consideration under TIA, all components of the T-TESS evaluation system must be completed. It is the responsibility of both the appraiser and the teacher to review the summative evaluation for accuracy before signing it.

TIA Eligible Teaching Categories:

CATEGORY	SUBJECT(S)	Year Implemented
CATEGORY A	Pre-Kindergarten (General Education and Special Education)	2026-2027
CATEGORY B	K-8th Reading and Math (General Education and Special Education)	2026-2027
CATEGORY C	5th Music, Music 1, Art 1, Social Studies Grade 6, Social Studies Grade 7, Social Studies Grade 8, Science Grade 6, Science Grade 7, Science Grade 8, LOTE Level 1-Spanish, World Geography Studies, United States History Studies Since 1877, World History Studies, English I, English II, English III, Algebra I, Algebra II, Biology, Chemistry, Principles of Agriculture, Food, and Natural Resources, Floral Design, Agricultural Mechanics & Metal Technologies, Principles of Arts, Audio/Video Technology, and Communications, Principles of Health Science, Forensic Science	2026-2027

The **TIA evaluation categories** and their corresponding weight distributions are outlined below.

TEACHER PERFORMANCE

What evaluation system will be used to measure the Teacher Performance component?

The Texas Teacher Evaluation and Support System (T-TESS) serves as a framework for assessing effective teaching practices. Designed to capture the comprehensive nature of instruction, T-TESS emphasizes the continuous feedback loop between teachers and students. Evaluating teacher effectiveness requires a sustained focus on student responses to instructional practices. To align with this approach, each observable domain within T-TESS integrates both teachers and students rather than assessing them separately. Ultimately, T-TESS fosters a culture of continuous improvement by encouraging appraisers and teachers to engage in ongoing, evidence-based feedback and professional learning. This collaborative process ensures meaningful growth and development in instructional effectiveness.

To ensure consistent calibration of campus appraisers across scoring, evidence, content areas, grade levels, and campuses, the district will implement the following strategies:

1. Regular Calibration Meetings: Campus appraisers will meet with district leadership at least once per semester, with a minimum of one meeting before the school year starts, to align on scoring and evidence expectations.
2. ESC Partnership: Partner with the district's ESC (Educational Service Center) to provide ongoing support and professional development for campus appraisers.
3. Annual Calibration: Annually, campus appraisers will participate in a calibration activity where they score and document evidence individually, then review and discuss scores as a team with district leadership to ensure alignment.
4. Review of TTESS Rubric: Campus appraisers will specifically review and utilize the TTESS rubric, with particular emphasis on identifying "look fors" for each dimension to ensure alignment with district expectations.
5. Ongoing Feedback and Training: Provide continuous feedback and training to campus appraisers throughout the year to maintain consistency and improve scoring accuracy.

What specific areas of my T-TESS observation will be included in the TIA system?

A teacher's overall evaluation is determined by their performance across all four domains of the T-TESS rubric. However, at SISD the Teacher Incentive Allotment (TIA) will specifically focus on Domains 2 and 3 and their respective dimensions. Domains 2 and 3 collectively account for 40% of the overall weight of the teacher's Teacher Incentive Allotment score.

Domain 2 encompasses five dimensions—Achieving Expectations, Content Knowledge and Expertise, Communication, Differentiation, and Monitor and Adjust. This domain focuses on the instructional strategies used to structure and deliver lessons, ensuring that students achieve mastery of learning objectives.

Domain 3 includes three dimensions—Classroom Environment, Routines and Procedures, Managing Student Behavior, and Classroom Culture. This domain addresses the physical and cultural structure of the learning environment, ensuring it is conducive to both teaching and learning. A safe, respectful, inclusive, and well-managed classroom supports students' social-emotional readiness and enhances their ability to meet academic learning goals. Students who feel valued, connected, and inspired are more likely to develop a positive attitude toward learning.

What types of observations will be used for this component?

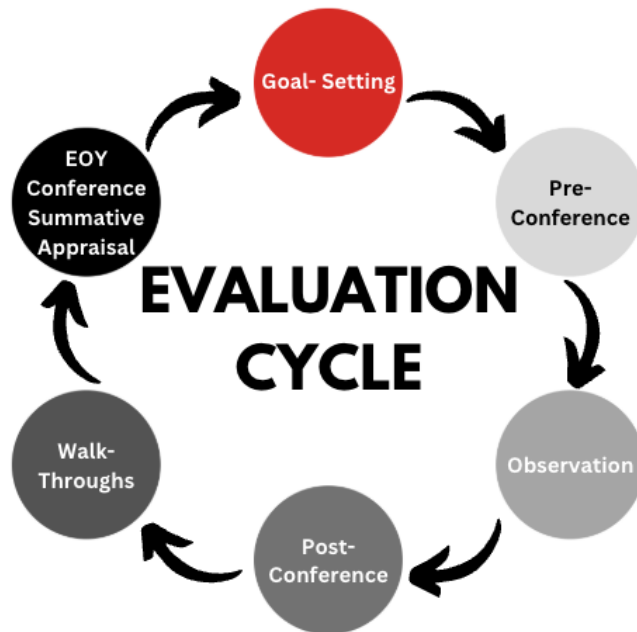
Throughout the standard teacher evaluation cycle, both formal and informal observations will be utilized to assess this component. Each teacher will receive a minimum of one **45-minute formal observation** and at least **two unannounced walk-throughs** as part of the evaluation process.

Informal Observations/Walk-Throughs

An informal observation or walk-through consists of a **10- to 15-minute** classroom visit conducted by a certified evaluator, typically a principal. These observations focus on the **eight Indicators from Domains 2 and 3** and provide administrators with valuable insights to offer targeted, specific feedback aimed at enhancing instructional delivery.

Formal Observations

A formal observation, which may be either announced or unannounced, must be conducted for a **minimum of 45 continuous minutes** and cannot be split into multiple shorter observations. During this evaluation, all indicators in **Domains 2 and 3** will be assessed to ensure a comprehensive review of instructional effectiveness.



How will evaluators be held accountable for accurately assessing teacher performance?

Appraisers will undergo comprehensive training, practice, and calibration to ensure that administrators conducting formal and informal observations provide targeted, actionable feedback that supports teacher growth and improves student outcomes.

To promote inter-rater reliability in Domains 2 and 3, campus administrators will engage in calibration exercises through campus-level walk-throughs. Additionally, the Superintendent will oversee and support the implementation of high-quality calibration practices, ensuring consistency and alignment with district expectations.

What if I disagree with my summative evaluation?

Refer to [current board policy](#)

How do we ensure that all summative evaluations are complete and accurate at the end of the year?

Both the appraising administrator and the teacher are responsible for ensuring that all components of T-TESS are scored and completed before signing the summative evaluation in Eduphoria. If any aspect of the evaluation is incomplete, the administrator

and teacher must collaborate to finalize all components before the T-TESS window closes.

Incomplete T-TESS summative evaluations, including missing components or scores, may impact a teacher's eligibility for a TIA designation or allotment. Therefore, it is essential that both administrators and teachers verify the accuracy and completion of the evaluation before finalizing and signing.

How will teacher performance be calculated?

In order for a teacher to qualify for a component score, the teacher must meet the minimum criteria for Acknowledged for each dimension and domain. This includes having a minimum average score of 3.5 across domains 2 and 3 and scoring at least 3 (proficient) on all dimensions.

Designation Level	Minimum Average Score (Domain 2 and 3)	Minimum Rating Required (Each Dimension in Domains 2 and 3)
ACKNOWLEDGED	3.5	At least 3 (proficient) on all dimensions
RECOGNIZED	3.7	At least 3 (proficient) on all dimensions
EXEMPLARY	3.9	At least 3 (proficient) on all dimensions
MASTER	4.5	At least 3 (proficient) on all dimensions

STUDENT GROWTH

The primary indicator of student performance within this system is demonstrated student growth.

What measures of student growth will be included in the TIA system?

Student growth will be assessed using multiple data sources and will be based on teacher classification and student participation. **Formative assessments**, which may include assessments such as **CIRCLE**, **NWEA MAP**, and **TEKS Ready** will be administered at various points throughout the year (**BOY**, **MOY**) to track progress. **End of year assessments** will provide a comprehensive measure of student achievement.

How do the growth measures differ between teacher groups?

The student growth will be different for each teacher category according to the appropriate measures for that category.

CATEGORY	TEACHERS	ASSESSMENT
CATEGORY A	Pre Kindergarten Reading and Math	CLI Engage Circle Progress
CATEGORY B	K-8th Reading and Math (General Education and Special Education)	NWEA Map
CATEGORY C	5th Music, Music 1, Art 1, Social Studies Grade 6, Social Studies Grade 7, Social Studies Grade 8, Science Grade 6, Science Grade 7, Science Grade 8, LOTE Level 1-Spanish, World Geography Studies, United States History Studies Since 1877, World History Studies, English I, English II, English III, Algebra I, Algebra II, Biology, Chemistry, Principles of Agriculture, Food, and	TEKS Ready
CATEGORY C Continued		

	Natural Resources, Floral Design, Agricultural Mechanics & Metal Technologies, Principles of Arts, Audio/Video Technology, and Communications, Principles of Health Science, Forensic Science	TEKS Ready
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How will student growth be calculated?

Student growth calculations will align with the **Student Growth Performance Standards** established by **TEA**. For each assessment instrument, a student's **end-of-year performance** will be compared to a **previous data point** to measure progress. The difference between these scores will be used to determine **student growth**. To ensure alignment with TEA performance standards, Santo ISD will monitor the distribution of growth percentages attributed to teachers. The district will evaluate outcomes to ensure performance data does not deviate significantly from state-recommended thresholds.

The percentages below are the statewide performance standards for student growth in each of the four teacher designation levels, regardless of the student growth measure used.

Acknowledged	50% of students meet or exceed expected growth
Recognized	55% of students meet or exceed expected growth
Exemplary	60% of students meet or exceed expected growth
Master	70% of students meet or exceed expected growth

Teachers must meet the Acknowledged level of growth in order to qualify for a student growth score. The total points earned for each portion of the student growth component will be calculated by multiplying the percentage of students showing growth by the assigned weight (60%) for the teacher category.

What factors will be used to determine students eligible for calculations?

Students will be assigned to teachers based on **class schedules** and **campus assignments** as determined by snapshot dates in the **Fall and Spring**.

To be included in the growth calculation:

- A teacher must have a minimum of **3 total growth records** within the eligible subject area(s).
- A student must be assigned to the teacher and have an **attendance rate of at least 80%** of school days.

What if I teach multiple TIA eligible content areas?

If a teacher is assigned to teach multiple subjects, the **student growth calculation** will incorporate **all** relevant **BOY and EOY assessments** for the students assigned to that teacher in the eligible content areas.

How do we ensure that we have enough students tested in our data set?

All assessments used to measure **student growth for TIA** are administered within a designated **testing window of 2 to 3 weeks**. To ensure the highest possible student participation before the window closes, it is essential for campuses to **begin testing early** in the window.

Delaying testing until the end of the window reduces flexibility in case of **inclement weather, special events, or school closures** and limits opportunities for **make-up testing** for absent students. **Campus administrators** are responsible for ensuring that assessments begin promptly and are not postponed until the **second week** of the testing window.

Are there additional measures for test security on TIA growth measure assessments?

Yes, see the following sections regarding test security measures and accountability for the different types of assessments we use for TIA growth measures.

Oaths for Test Accountability = Guidebook Receipt

By signing the [TIA Guidebook Receipt](#), you acknowledge your commitment to adhering to the **test security guidelines** outlined in both the **TIA Guidebook**, **Santo ISD Assessment Guidelines**, and **TEA regulations**. **Failure to comply** with these guidelines may result in the **invalidation of student results** and/or the **loss of eligibility** for a **TIA designation or allotment**. For further details on assessment protocols, refer to the [SISD Assessment Guidelines](#) document.

CLI Engage- CIRCLE (Category A Teachers)

All components of **CLI Engage**—including the **CIRCLE assessment** for **Pre-K** will be administered by the **classroom teacher**. **Campus administrators** are responsible for ensuring the implementation of this accountability process.

MAP and TEKS Ready BOY (Categories B and C Teachers)

MAP and **TEKS Ready** assessments may be administered by the **classroom teacher**. All **teachers and staff** are expected to follow **district testing protocols** in accordance with **TEA test administration guidelines** to ensure proper testing procedures and compliance.

Are accommodations, such as small-group testing, allowed on assessments used to measure growth for TIA?

Yes, students who receive accommodations on **district assessments** or **STAAR** may also receive accommodations on assessments used for the **TIA growth measure**, provided these accommodations are documented and necessary. Accommodations must be explicitly outlined in the student's **504 plan, IEP, or LPAC documentation**.

Additionally, students identified by the **campus RTI team** as having a reading difficulty may also receive accommodations on **STAAR** where applicable. **All other students** are required to complete the assessment in a **whole-group setting**.

Is a student allowed to retest on an assessment used to measure growth for TIA?

Students are not permitted to **retest** on any assessment used for **TIA**. However, in cases of **extenuating circumstances**, teachers may submit a request using the [designated form](#). The **campus administrator** will review the request and determine whether a reassessment is appropriate.

OVERALL RATING

The process for determining an overall rating involves several steps based on the four key components, a method that is consistently applied across all teacher categories.

STEP 1: Identify the ratings for each component

In order for a teacher to qualify for an overall system rating, they must achieve the minimum score required for each component of the system. If the teacher does not meet the minimum score for any component, they will not be eligible for an overall rating and will not qualify for a designation for that year.

STEP 2: Calculate a score for each component

As outlined in a previous section, each component (teacher observation and student growth) is assigned a different percentage or weight.

STEP 3: Add the component scores to create an overall score

After calculating each score, the scores for both components are summed to determine the overall score. In this system, the minimum possible score is 0, and the maximum possible score is 100.

STEP 4: Determine the system rating based on the overall score

System ratings are assigned by comparing the overall score to the designated range for each rating:

OVERALL SYSTEM RATING	OVERALL SCORE THRESHOLDS:
ACKNOWLEDGED	72-74
RECOGNIZED	75-78
EXEMPLARY	79-86
MASTER	88-100

Summary of Evaluation Process (Data Collection Year)

The following provides a summary of the T-TESS evaluation process within TIA:

Process Step	Component	Timeline	Description
Training and Orientation	- All components	July/August	- Training on systems - School goals are communicated to inform teacher goal- setting
Goal Setting Conference/PD Plan	- Teacher Observation - Student Growth - Professional Learning	September	- Evaluator and teacher agree on PD plan to support growth
Walkthroughs	- Teacher Observation - Professional Practices & Responsibilities	September - April	- Smaller observations throughout year (Minimum of two) - Focused on Domain 2 & Domain 3 (8 indicators)
Extended Observation with Conference	- Teacher Observation - Professional Practices & Responsibilities	October - April	- One 45-min observation - Focused on Domain 2 & Domain 3 (8 indicators)
Summative Performance Evaluation with Conference	- Teacher Observation - Professional Practices & Responsibilities	April	- T-TESS process is completed by evaluator

Assessments	- Student Growth	BOY, MOY (when applicable), EOY	- Assessments are administered and scored
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Data Reviews	- All components	May – October	- All collected data is reviewed and validated
System Validation	- All components	November-December	- System is validated based on data collected during the prior school year.

Teacher Incentive Allotment FAQ

Which campuses participate in the Teacher Incentive Allotment (TIA)?

- Santo Elementary School
- Santo High School

I have been notified that I will be put forth for a designation. What happens next?

- Santo ISD will receive information from TEA in late spring.
- The verification process will be completed.
- Once verified, teachers receiving an allotment will be notified by the district.
- Financial allotment is provided in August of the corresponding school year.

I have an Acknowledged designation on my certificate. Will I be able to earn a higher designation through Santo ISD?

- Teachers in TIA-eligible teaching positions may earn a higher designation.
- If a higher designation is earned, it will supersede the previous designation.
- Once a teacher earns a TIA designation, it remains valid for the full five-year designation period and cannot be reduced during that time. A designation may only be lowered after the five-year validity period has expired.
 - However, to receive the full TIA payout, the designated teacher must maintain a student growth score of at least 50% and a summative evaluation average of 3.5. Teachers who do not meet these requirements will receive a one-year grace period before their TIA payout is reduced by 50%.

If a teacher teaches multiple subjects, do they receive the best scores from the higher-performing subject?

- **No.**
- All applicable subjects and corresponding assessments taught by the teacher are included in the overall calculation of student performance.

Are other staff members at TIA campuses eligible for a TIA designation or allotment?

- No. The Teacher Incentive Allotment is only available to classroom teachers of record with a PEIMS job code of 087, as per TEA guidelines.

The following roles are not eligible for generating a TIA designation:

- Principal
- Instructional Coach
- Counselor
- Nurse

Am I able to continue generating an allotment if I change roles?

To **continue a previously earned allotment** after changing roles, the new role must:

- Remain coded as a **PEIMS 087** teacher
- Continue working **directly with students at least 50% of the time**

A teacher's designation remains active for five years and will continue to generate an allotment during that period, regardless of role changes. However, to renew the designation after those 5 years, the teacher must be actively teaching in an eligible content area during the data capture year.

To earn a **new allotment**, a teacher must:

- Be in a PEIMS 087 role
- Be appraised using the T-TESS tool
- Be appraised by the leadership at that TIA campus
- Work directly with students at least 50% of the time

Is student growth for TIA measured from year to year or from the beginning to the end of the year?

- Yes. Growth is measured from the beginning to the end of the year, with ongoing monitoring throughout the year.

- Growth for semester-long courses will be measured from the beginning of the semester to the end of the semester.

How is student growth measured for bilingual students who take assessments in both Spanish and English?

- Will not count for year 1

Disclaimers:

- *To ensure data validity and system reliability, districts may establish minimum thresholds and requirements when calculating performance data and determining designation cut points.*
- *Santo ISD conducts an annual review to evaluate how statewide recommended minimum performance standards are integrated into its designation criteria. Before finalizing cut points or performance minimums, Santo ISD analyzes teacher performance data in comparison to statewide trends.*
- *Santo ISD retains the right to modify the recommended minimum performance thresholds and adjust performance requirements for student growth and observation data necessary to earn a TIA designation.*
- *The methodology for determining TIA designations may require annual adjustments to account for data variability from the previous school year, ensuring continued validity and reliability in the local designation system.*



Designation Determination Adjustment Guidelines

Allowable Exceptions

- ✓ Changes to component weighting
- ✓ Removing optional local system components, such as attendance or student surveys
- ✓ Consolidating eligible teaching assignments with the same student growth measures and weighting into a single category

Prohibited Exceptions

- ✗ Removing observation or student growth as weighted components
- ✗ Adding or removing a student growth measure
- ✗ Administrator(s) failed to conduct or complete formal appraisals
- ✗ Removing eligible teaching assignments or categories

Distribution of Compensation

Per state statute, a minimum of **90% of TIA funds** received by Santo ISD must be allocated to teacher compensation at the designated teacher's campus.

- **Santo Elementary TIA Designated Teacher:** 70% of TIA funds will be distributed directly to the designated teacher. 20% will go to other student-facing staff. The teacher will be responsible for all employee taxes, fees and benefit contributions.
- **Santo High School TIA Designated Teacher:** 90% of TIA funds will be distributed directly to the designated teacher. The teacher will be responsible for all employee taxes, fees and benefit contributions.
- **District Allocation (10%):** Retained by the district to support the implementation and oversight of TIA, professional development, and purchase of assessments utilized by TIA.

This same compensation plan will apply to designated teachers entering Santo ISD with a designation from another district, as well as **National Board-Certified Teachers (NBCTs)**, with funds distributed according to their campus assignment.

Frequency of Compensation

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

- Compensation is based on the teacher's TIA designation and the **state funding** allocated to their campus during the **Class Roster Winter Submission** in February.
 - **Payout Date:** There will be a separate supplemental payroll for TIA given in August to teachers who designate and generate an allotment.
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Timeline for TIA Compensation

Key dates for the **first cohort** of TIA implementation (subsequent cohorts will follow the same timeline annually):

- **August 2027** – TIA Designated Teacher Stipend Payout
- **August 31, 2027** – Deadline for Santo ISD to spend retained 10% of TIA funds
- **September 2027** – Santo ISD receives TIA funding from the state for the prior year during the **settle-up process**

TRS Retirement Impact

TIA stipends will be reported to the **Teacher Retirement System (TRS)** and included in the calculation of retirement benefits.

Deduction Information

TIA stipends will be subject to **mandatory deductions**, including:

- TRS contributions
 - Medicare
 - Workers' compensation
 - Other applicable deductions
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Teacher Movement & TIA Fund Distribution

Teacher movement during the school year impacts TIA compensation and will be addressed as follows:

1. Teachers Transferring Within or Into Santo ISD Before Class Roster Winter Submission

- Designated teachers who **transfer campuses within Santo ISD** before the **Class Roster Winter Submission** will receive TIA funds based on their new campus's allotment.
- Teachers new to Santo ISD before **Winter Roster Verification** will receive **TIA funds based on their assigned campus** at the time of verification.
- If a teacher leaves the district **before Winter Roster Verification**, they will **not receive TIA funds**, as no allotment will be generated for Santo ISD.

2. Teachers Separating from Santo ISD After Class Roster Winter Submission

Resignation/Retirement/Termination

- If a **designated teacher retires** after **Class Roster Winter Submission** (last Friday in February), **completes their contractual obligations**, and **submits their official TRS retirement paperwork** to the district, they will receive their final payment.
- If a teacher **separates from Santo ISD at any time during the course of their contract**, they **will not receive their designation** allotment stipend. This includes, but is not limited to, resignation, termination, or non-renewal. The TIA funds that would have been allocated to that teacher will be redirected to their campus and the district in alignment with the overall goals of the Teacher Incentive Allotment (TIA).

Campus-Level Reallocation:

- The majority of the remaining funds will be used at the campus level to support instructional quality and student achievement through the following strategies:
 - Instructional Paraprofessionals – Providing additional financial support to essential classroom staff in that grade level who support daily instruction and student engagement.
 - Instructional Support Staff – Investing in personnel who directly contributed to student learning outcomes and teacher effectiveness in that grade level.
 - Signing Bonuses for New Hires – Offering financial incentives to attract high-quality educators to fill critical vacancies and maintain continuity of instruction.

District-Level Reserve (10%)

Additionally, 10% of the total TIA funds will be reserved at the district level to sustain and support the TIA initiative. These funds will be used for:

- Professional Development – Offering training and calibration sessions for appraisers and staff to ensure ongoing alignment with TIA requirements and instructional best practices.
- TIA-Related Costs – Covering expenses associated with maintaining the local designation system, including essential assessments such as NWEA MAP.

- This allocation structure ensures that all TIA funds are used strategically to support teacher effectiveness, student growth, and long-term sustainability of the TIA program within the district.

This policy ensures compliance with **state guidelines** while supporting **teacher compensation and district-wide instructional initiatives**. Please reach out with any questions regarding TIA fund distribution.
