



TEACHER INCENTIVE ALLOTMENT

2026-2027

A Guide to La Vega ISD's TIA System



REWARD



RECRUIT



RETAIN



ABOUT THIS GUIDE

Important information & Disclaimer

01 PURPOSE OF THIS GUIDE

This guide is intended as an overview of some important Teacher Incentive Allotment (TIA) policies, procedures, guidelines, and other related items.

02 POLICIES & PROCEDURES

This guide does not create any legal obligation on the part of the district or legal rights on behalf of employees. Exceptions to these policies, procedures, and guidelines may be made by the Texas Education Agency (TEA) and/or the district, in its sole discretion, as circumstances may warrant.

03 SUBJECT TO CHANGE

The topics discussed in this guide are subject to change by the TEA and/or district at any time, without advance notice. If changes, improvements, or deletions occur, communication will be made as soon as possible.

04 EMPLOYMENT DISCLAIMER

Nothing in this guide should be read as a guarantee of employment or changing in any way the employment relationship between LVISD and its employees.

05 QUESTIONS & CLARIFICATION

In the event of any conflict in meaning, the language of Federal, State, and local laws or Board policies shall be controlling. Clarification of items in this guide may be addressed by the LVISD Human Resources Department or referred to other areas of the LVISD for further guidance.



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VISION & MISSION

The Foundation of La Vega ISD



OUR VISION

“**Making
Excellence
a Tradition.**”



OUR MISSION

To provide a needs-satisfying environment where everyone can produce successfully, with the understanding that learning adds quality to life. Preparing each student to contribute to an ever-changing, interdependent society is our commitment.



ENVISIONED STUDENT EXPERIENCE

EVERY STUDENT. EVERY DAY.



Every day, each student will **experience an environment that is physically, socially, and emotionally safe and supportive**; guided by passionate, caring, and effective educators and staff.

Every day, each student will receive **personalized support to help them succeed** in the classroom and beyond, including opportunities to pursue their interests and passions.

Every day, each student will receive **relevant and rigorous instruction to pursue quality educational experiences**, leading to graduation and preparing for post-secondary, military, and workforce opportunities.

WHAT IS TIA?

TEACHER INCENTIVE ALLOTMENT



The Teacher Incentive Allotment (TIA) was funded through House Bill 3 (HB 3) by the 86th Texas Legislature in June of 2019. HB 3 established goal was to provide Texas Teachers with a six-figure salary.



The Teacher Incentive Allotment (TIA) empowers districts to **recognize and reward effective teaching** through locally developed teacher designation systems. These systems evaluate educator effectiveness using a combination of teacher observations and student growth measures. Teachers who earn a TIA designation generate annual funding for their district, with increased allotments available for educators serving in high-needs and rural schools. Districts use these funds to provide **strategic compensation, strengthen teacher retention, and support staffing priorities** that align with local goals and student needs.



La Vega ISD (LVISD) was approved for a TIA Local Designation System in the Spring of 2020. The district has expanded over all Cohorts since the first Data Capture in the 2020-2021 school year, **generating over \$886,000** for the teachers at our campuses.



TEACHER DESIGNATIONS

Recognizing Excellence in the Classroom



Teacher designations are an official state recognition awarded to teachers who demonstrate exceptional performance according to their district's local designation system.

These designations—Acknowledged, Recognized, Exemplary, and Master—identify teachers who meet specific standards of excellence and impact rooted in teacher performance.

Teacher designations must align with the performance and validity standards outlined in Texas Administrative Code (TAC) §150.1012. At minimum, teacher performance data must include:

- Teacher observation based on the Texas Teacher Evaluation and Support System (T-TESS).
- Student growth measures determined by the district. LVISD has identified specific third-party or district-created pre-tests and post-tests for each eligible content area.

In addition to the two required performance standards, LVISD uses the TEA-released Value-Added Model (VAM) to measure designations for the purpose of validity. In cases where VAM measures reflect higher student growth, LVISD uses this measure in determining TIA designations.



DISTINCTIONS

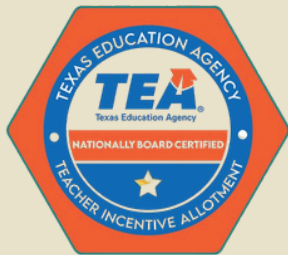
Your Guide to La Vega ISD's Teacher Incentive Allotment



Acknowledged

\$3,000-\$9,000

Acknowledged
designations represent
the top 50% of Texas
Teachers



National Board Certification

\$3,000-\$9,000

NBCTs
are automatically
redesignated with the
Acknowledged level.



Recognized

\$5,000-\$15,000

Recognized
designations represent
the top 33% of Texas
Teachers



Exemplary

\$9,000-\$25,000

Exemplary
designations represent
the top 20% of Texas
Teachers



Master

\$12,000-\$36,000

Master
designations represent
the top 5% of Texas
Teachers



ELIGIBILITY CRITERIA

Recognizing Excellence in the Classroom



Teacher designations are an official state recognition awarded to teachers who demonstrate exceptional performance according to their district's local designation system. Teacher designations must align with the performance and validity standards outlined in the Texas Administrative Code (TAC) 150.1012.

Teachers must meet the following state criteria to earn a new or higher designation through LVISD's local designation system:



TIA ELIGIBILITY

Three Ways to Qualify



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 - Staff Classification) for:

- 50% or more of the day for a minimum of 180 days*
OR
- 100% of the day for a minimum of 90 days, or the equivalent of one semester.

**District with a calendar of less than 180 working days may use the semester equivalents to determine year of service.

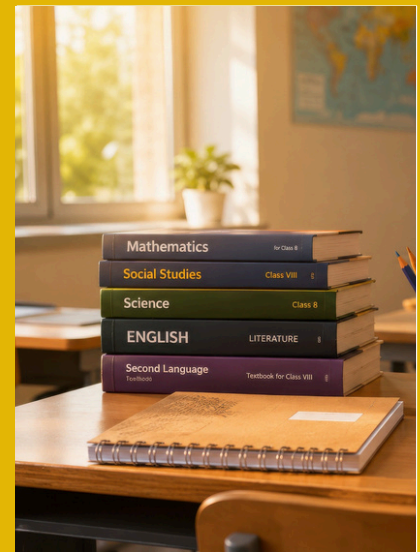


TEACHER

Public Education Information Management System (PEIMS) code as 087 (Role ID/Staff Classification) submitted to TEA on Fall and Winter Class Roster submissions.

Does not have a Texas teaching certificate in revoked, suspended, voluntary surrender, or permanent surrender status.

Is not listed on the Texas Do Not Hire registry.



Eligible Teaching Assignment

Texas Student Data Systems (TSDS) Service IDs are approved by the TEA on the LVISD application. Service IDs are linked to annual Fall PEIMS and Class Roster Winter submissions to ensure data is accurately captured for all eligible teachers.

Supervised and appraised on the T-TESS evaluation system by the principal or other designated appraiser in the eligible course.

Reading Specialists / Dyslexia Teachers and Special Education Life-Skills and Inclusion Teachers are all eligible if they are coded as 087 in PEIMS. These positions must show student assignments in Skyward and daily support is verified by the teacher supported.

Teachers must have a minimum of 10 students on all 3 rosters (Fall, Winter, EOY Assessment) to be eligible.





Duration of TIA Designations

Recognizing Excellence in the Classroom

Teachers who qualify for a Designation under LVISD's local System will maintain their Designation of Acknowledged, Recognized, Exemplary, or Master for FIVE YEARS. Teacher designations are placed on the official SBEC certification of each teacher in May. Each designated teacher has a TEA ID number as well as a TIA ID number.

The designated teacher can move to a higher designation level during the five years if their performance qualifies them under the district's local system. If this occurs, the five-year clock restarts for the teacher's designation. The designation is not tied to a specific grade, subject, or campus. Teachers can change their teaching assignment or move to another district and maintain their designation. If a teacher moves to a position in the district that is ineligible for TIA allotment funding (for example: assistant principal or district instructional coach), then the teacher will maintain their designation for the five years, but TIA funds will NOT be generated by the state.



If the teacher were to move back to a TIA eligible position within the five-year period, then the TIA allotment funds would flow from the state to the district and campus where the teacher is currently teaching.

Designated teachers who meet performance standards and district qualifications can be put forth for a new designation in their final year of designation. Once the designation expires, it will be removed from the SBEC certificate, and allotment funding will no longer be generated.

Teachers who hold a National Board Certification may also be considered in a district's local designation system if they meet local eligibility criteria. In the case of an NBCT earning a designation through the local designation system, TEA defaults to the higher designation and the NBCT's previous designation becomes inactive.





DATA VALIDATION PROCESS

Recognizing Excellence in the Classroom

Following the school year in which the TIA data is collected, the district is required to submit all requested data on the three TIA measures, including designation, to Texas Tech University for a data validation process. As part of the validation process, Texas Tech will:

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

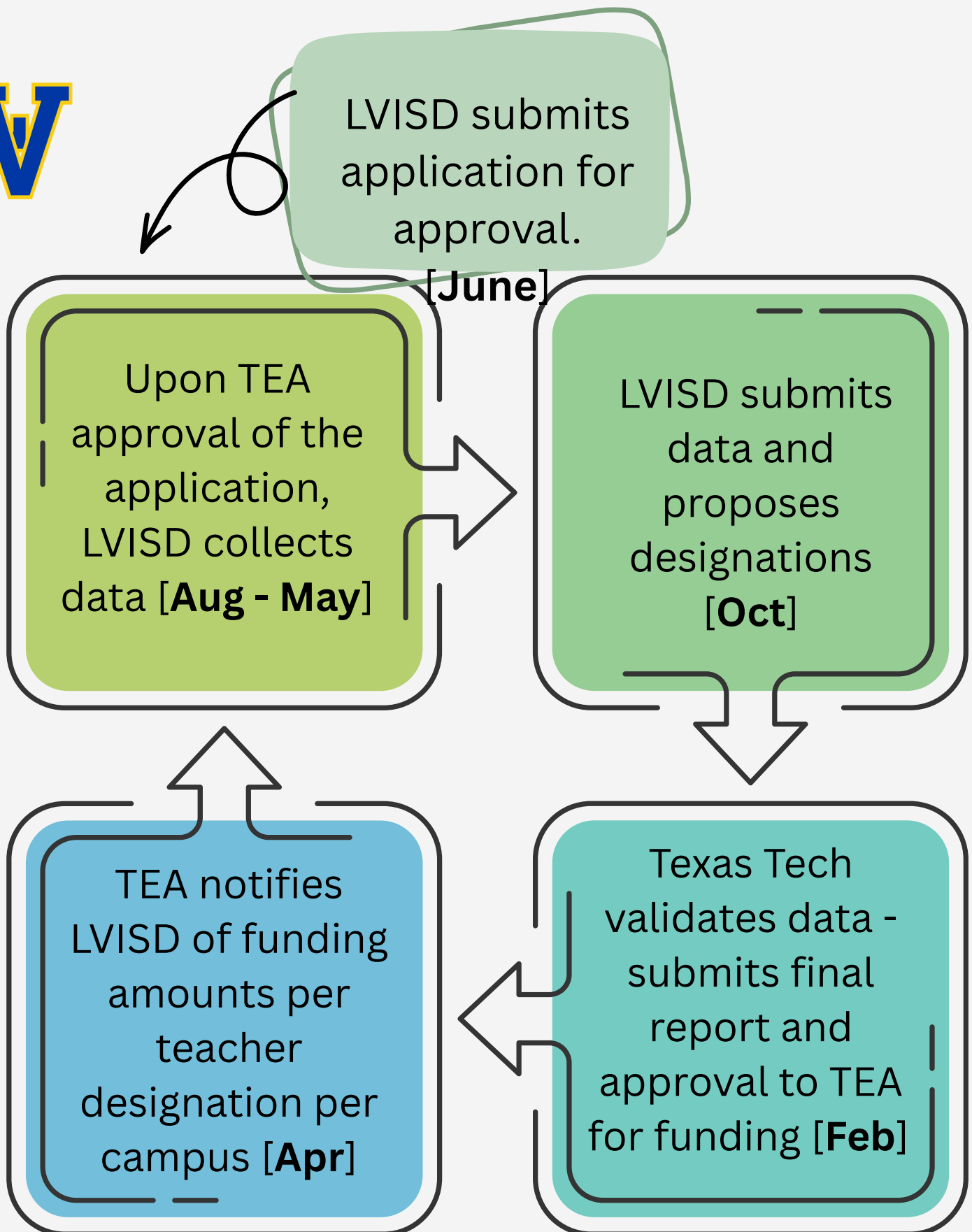


Upon completion of the data validation process, Texas Tech University provides a final report to TEA, who will make the final determination whether the district's recommended designations are approved or denied.

****Note that no funds will be provided to teachers under this initiative unless the state approves the district's recommended TIA designation each year.**



APPLICATION TO FUNDING CYCLE





STUDENT GROWTH TARGETS

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For eligible teaching assignments, statewide performance standards for each designation level align with teacher effectiveness based on the teacher's percentage of students who meet or exceed an expected growth target over the course of a single year. Effectiveness is measured by the impact teachers have on all students by setting individualized growth targets.

To be included in the teacher's total number of students, the student must be rostered to the teacher all year, have an expected growth target at the beginning of the year, and have completed the assessment(s) at the end of the year. In LVISD's system, students will count toward a teacher's total number of students if the student was enrolled in the course and rostered to the teacher on all three snapshot dates of the 1st reporting period, Winter Class Roster, and End of Year assessment.

To calculate the percentage of a teacher's students who met or exceeded expected growth, LVISD divides the number of students who met or exceeded their expected growth target by the total number of students with an expected growth score who completed the final assessment. If a teacher is linked to more than one eligible teaching assignment and rostered to the same students for both teaching assignments (i.e., elementary self-contained), the rostered student(s) must meet or exceed expected growth for BOTH eligible teaching assignment assessments to count as growth (i.e., Reading and Math). LVISD utilizes the pre-test and post-test student growth measure for all of its eligible teaching assignments. See Appendix A for LVISD's student growth measure and associated assessment.



Two models are used to determine expected growth targets: the Graduated Percent Increase Model and the STAAR Transition Table.

The Graduated Percent Increase Growth Model is based on the quintile that the pre-test score falls into. A different percent of expected growth is set for each respective quintile. For students who fall into the lower quintiles, a higher percent of growth is set. For students falling into the higher quintiles, a lower percent is set as expected growth. For those students falling into the highest-performing quintile, the expected growth target is to maintain their high performance.

TESTING PROTOCOL REQUIREMENTS

Teachers must follow all State, District, and Campus policies, regulations, and procedures outlined in LVISD District Policy, Employee Handbook, Campus Handbook, TIA Handbook, and/or Departmental Handbook/Guidelines.

Student Growth Measure Security and Confidentiality

Maintaining security and confidentiality of student growth measures is the responsibility of the teachers, Campus Testing Coordinator, and Campus Administration.

- 75% of rostered students must be tested.
- Student growth measure test content shall not be shared/discussed.
- Student growth measure test administration procedures shall be followed exactly as provided by the test provider and/or according to LVISD District Testing Guidelines.
- Student growth measure test materials or student products shall be maintained in a secure location before, during, and after test administration.
- Students must be actively monitored during student growth measure test administrations.
- Students may not receive assistance to complete student growth measure assessments beyond what is allowable by the test provider and/or LVISD District Testing Guidelines.

Student Growth Measure Testing Violations

The following educator conduct represents serious student growth measure testing violations.

- Failure to follow all LVISD District Testing Guidelines.
- Failure to ensure all students enrolled in an eligible teacher's class take the appropriate assessment(s) to measure Student Growth during the BOY, EOY data capture window.
- Failure to report testing irregularities per the LVISD District Testing Guidelines.
- 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.
- Failure to implement procedures to prevent student cheating.
- Failure to report an individual who has engaged in or is suspected of engaging in any conduct described above.



Teachers must initial and sign the test security oath prior to administering student growth measures.



Photography by Betty Bentura





Criteria for Crediting Teacher Growth

For eligible teaching assignments, statewide performance standards for each designation level align with teacher effectiveness based on the teacher's percentage of students who meet or exceed an expected growth target over the course of a single year. Effectiveness is measured by the impact teachers have on all students by setting individualized growth targets. To be included in the teacher's total number of students, the student must be rostered to the teacher all year, have an expected growth target at the beginning of the year, and have completed the assessment(s) at the end of the year.

Self-Contained or Departmentalized –

Student growth is calculated at the individual teacher level.

For a teacher to be eligible for a TIA designation, they must teach at least 51% of the day.

For primary or special education self-contained classrooms, student growth is combined across ELAR and/or Math if the teacher has assigned teaching responsibilities (i.e., Pre-Kindergarten, 2nd grade self-contained classroom). For Pre-K through 2nd grade Bilingual classes, growth is calculated for students in their dominant language.

Minimum Instructional Delivery - Student growth is calculated at the individual teacher level. For a teacher to be eligible for a TIA designation, they must teach at least 51% of the day.

Recognizing Excellence in the Classroom



Student Rosters – To be included in a teacher's classroom student growth calculation, the student must be assigned to the teacher by the last Friday of the First Reporting period and the last Friday of February. All eligible teachers will be asked to verify rosters of students who are to be included in the TIA Growth Calculation. Teachers may make appeals to the TIA Committee for students to be either added or removed from their classroom roster based on extenuating circumstances.

ESL / Bilingual Support, Special Education Inclusion Teachers – There are positions in LVISD in which teachers support students through push-in support or pull-out support. Rosters for these individuals must be documented in Skyward quarterly or every six weeks and contain the names of the individual students and the content. Teachers will be asked to verify the daily support of these push-in teachers. ONLY those who are providing DAILY support will be included in the TIA growth calculations and designation determination. Teachers and Principals will sign off on the TIA data student rosters at BOY and EOY.



Minimum Number of Scores – In order for the district to calculate a classroom student growth score for a teacher, there must be BOY and EOY student growth data on at least 10 students. In most cases, there will be ample student growth scores to calculate a classroom student growth score; however, in some specialized settings there may be a small number of students. In rare cases, there may be fewer than 10 students. These cases will be evaluated by campus and district leadership and the TIA Committee for inclusion in the TIA calculations.

Teachers of Multiple Subjects – Classroom student growth will be calculated based on all tests taken for each eligible course. For example, if a teacher teaches both Algebra I and Geometry, then the growth measure will consist of all students in both courses. If a teacher is self-contained in 2nd Grade, then the growth measure would consist of all student scores for both Math and ELAR.





TEACHER EVALUATION SYSTEM FOR DESIGNATION



T-TESS is a process that seeks to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher’s instructional practices.

T-TESS is intended to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

To ensure valid and reliable observation data, the district has developed a T-TESS appraiser calendar that identifies activities, data analysis, and training that will occur throughout the school year. The campus leaders meet quarterly (Oct, Dec, Feb, May) to review completed teacher observations and walkthroughs and identify potential areas of skew. In addition to the calibration activities, the district will employ the audio/video recording platform, SIBME, to aid in capturing the instructional delivery of every teacher. Based on two years of data, the average proficient score for LVISD in T-TESS is 3.65.



T-TESS

The T-TESS Rubric consists of 4 Domains and 16 Dimensions, each with specific descriptors and 5 performance levels: Distinguished, Accomplished, Proficient, Developing, and Improvement Needed.

For the purposes of TIA, T-TESS Dimension Scores will be converted to a numerical score. Distinguished will be assigned a score of a “5”; Accomplished will be assigned a score of a “4”; Proficient will be assigned a score of a “3”; Developing will be assigned a score of a “2”; and Needs Improvement will be assigned a score of a “1”. The numerical scores will be averaged equally for a final numerical score. This will be a number between 1 and 5 and rounded to the nearest hundredths decimal place (i.e., 3.24; 2.65).



La Vega ISD will conduct at least one 45-minute formal observation for each eligible teacher. There will be a pre-conference for those observations. The district will also utilize data collected through walkthroughs should discrepancies or issues arise to determine the final T-TESS score. At the end of the school year, the campus administration will utilize the scores on all observations and walkthroughs to assign a summative T-TESS score for each teacher for Domains 1 - 4. For the purposes of TIA, La Vega ISD will use the final summative T-TESS score for the final ratings.



COMPENSATION PLAN



REWARD



RECRUIT



RETAIN

RECRUIT, reward, and retain quality staff aligns with the district's vision and mission of providing high-quality instruction to every student every day.

LVISD's Spending Plan is included as part of the district's compensation plan adopted each year according to the LVISD Board calendar. TEA Statute requires that 90% of TIA funds be distributed directly to teachers. The TEA Statute allows 10% of the TIA funds to be retained by the district for program implementation. Annual Program Evaluations certify that funds received were used for compensation.

80%

The designated teacher has the greatest responsibility and impact for student outcomes therefore, it is appropriate that they receive a significant portion of the funds (80%) that they generated due to their effectiveness.



10%

Supporting non-designated teachers and student-facing paraprofessionals play a crucial role and contribute to the student growth therefore the compensation for their role is 10%.

Designation submission parameters

For both Teacher Observation and Student Growth Measures, LVISD requires minimum thresholds.

A teacher can only be submitted for the lowest designation rating listed in either T-TESS or Student Growth. This parameter is used to ensure state data validation.

A teacher must meet all State and Local eligibility requirements to be submitted for designation.

Submission of data and/or a designation does not guarantee a teacher will receive the designation or allotment. TEA notifies the district in February following the Fall submission whether the data and submission are approved or not. If the data is approved, the teacher will receive the designation and allotment the following May / August as long as eligibilities are met.

T-TESS - 40%

The summative observation score is used when calculating the Teacher Performance Standard, giving all educators the opportunity to improve performance. An average of all sixteen dimensions must meet the minimum requirement for designation.

Student Growth Standards - 60%

Teachers must earn a minimum student outcome. Based on statewide performance expectations, TEA established minimum expectations as seen in the chart.



Designation Level	Represents	Teacher Observation Performance Standard	Student Growth Performance Standard
Acknowledged	Top 50%	3.5 (70% of possible points)	50%
Recognized	Top 33%	3.7 (74% of possible points)	55%
Exemplary	Top 20%	3.9 (78% of possible points)	60%
Master	Top 5%	4.5 (90% of possible points)	70%



Pay Out



REWARD



RECRUIT



RETAIN

La Vega divides the payout into two lump-sum payments based on the estimated total allotment per teacher, with the larger portion (80% of the 80%) awarded at the end of the school year (May). The smaller portion (20%) or settle-up of remaining allotment funds will be made as a retention payment during back-to-school week in August. All TIA funds for the year will be expended prior to August 31st.

Retiring teachers will receive the full TIA allotment. The payout will be in two lump sums, with direct deposits being made to the bank on file in May and in August.

Instructional paraprofessionals, interventionists, and non-designated teachers providing support to designated teachers will receive a single lump-sum payment in May, with all funds expended before August 31st.



LV Movement of Teachers

If the designated teacher leaves the campus for another campus within the district, the designated teacher will receive the TIA value based on the location at the time of the Winter Class Roster submission.

Leaves the district after February

In the event a designated teacher leaves the district after the Class Roster Winter submission, and before the end of the school year, the designated teacher will forfeit all allotment funds.

Spending of forfeited allotment funds

In all cases where allotments are forfeited, the designated teacher's allotment will be used to supplement student-facing instructional staff on the designated teacher's campus who are engaged in the innovative strategic staffing model. The innovative staff includes teacher residents, multi-classroom leader teachers, master team reach teachers, team reach teachers, and reach associates. In addition, funds will support teachers in earning a designation as designated teachers. The funds will be distributed before August 31 of each year.





APPENDIX A:

2026-27 Eligible Teaching Assignments & Student Growth Measures

Content / Grade	Assessment of Growth
PPCD,	Bracken School Readiness Assessment- 4th Edition®
Pre-Kindergarten Math & RLA	Circle®
Kindergarten	KPM®
Self-Contained Grades 1 & 2	Bracken School Readiness Assessment- 4th Edition®
Grades 1 & 2 Math & RLA	iReady®
Grades 3 Math & RLA	STAAR® Released Test (BOY) STAAR® (EOY)
Grades 3 [Self-Contained] Math & RLA	STAAR Alt. 2® - released or previous to EOY
Grades 1, 2, 3 Science, Social Studies	TEKSReady®
Grades 3 PE	Fitness Gram®
Grades 1-3 Music	Music First®

Content / Grade	Assessment of Growth
Grades 4-8 Math & RLA	Previous Year STAAR® STAAR® (EOY)
Grades 4-8 [Self-Contained] Math & RLA	STAAR Alt. 2® - released or previous to EOY
Grade 5 & 8 Science	STAAR® Released Test (BOY) STAAR® (EOY)
Grades 4,6,7 Science	TEKSready®
Grades 4,5,6,7 Social Studies	TEKSReady®
Grades 8 Social Studies	STAAR® Released Test (BOY) STAAR® (EOY)
Grades 4-5 Music	Music First®
Grades 4-5 PE	Fitness Gram®
Grade 6 Health	District created exam
Grades 7 - 8 Band	Music First®
Grades 7 - 8 Art	Music First®

Eligible teaching assignments are tied to a course and not individual teachers. If a teacher moves out of an eligible assignment prior to data capture, the District must collect observation and student growth data for the teacher who fills the eligible position.

Content / Grade	Assessment of Growth
Algebra I English I	Previous Year STAAR® STAAR® (EOY)
Grades 9-10 [Self-Contained] Alg I; Eng. I; Eng II	STAAR Alt. 2® - released or previous to EOY
Biology, US History	STAAR® Released Test (BOY) STAAR® (EOY)
English II, III, IV Geometry, Algebra II	TEKSReady®
Chemistry, Physics	TEKSReady®
World History, World Geography, Economics, Government	TEKSReady®
Band I, II, III, IV	Music First®
Grades 9-10 PE	Fitness Gram®
Theatre Arts I, II, III, IV	Music First®
Art I, II	Music First®

Eligible teaching assignments are tied to a course and not individual teachers. If a teacher moves out of an eligible assignment prior to data capture, the District must collect observation and student growth data for the teacher who fills the eligible position.

Content / Grade	Assessment of Growth
Statistics and Business Decision Making	District created exam
Commercial Photography II	Photoshop® Practice Test (BOY) IBC (EOC)
Graphic Design and Illustration, Accounting 1, Financial Mathematics Law Enforcement 2, Criminal Investigation, Practicum in Audio/Visual Production, Principles of Arts, Audio/Video Technology and Communication, Principles of Information Technology, Human Growth, Principles of Construction, Construction Tech 1, Medical Terminology, Principles of Health Science, General Employability, College Preparation, Career Preparation, College & Career Explorations	ICEV®

Eligible teaching assignments are tied to a course and not individual teachers. If a teacher moves out of an eligible assignment prior to data capture, the District must collect observation and student growth data for the teacher who fills the eligible position.

Appendix B:

Specific components of growth calculation

Content / Grade	Test Specificity	Growth Calculation
PPCD, Self-Contained Grades 1 & 2	Bracken School Readiness Assessment- 4th Edition © Five subtests (colors, letters, numbers/counting, sizes/comparisons, shapes) are used to measure growth. Targets are set using the Graduated Percent Increase Model.	Each of the five subtests produces a score of percent mastery based on raw score of correct over total possible.
Pre-Kindergarten Math & RLA	Circle literacy and math subtests (Rapid Letter Naming, Early Writing, Math, Phonological Awareness: Syllabication, Onset-Rime, Alliteration, Rhyming, Letter-Sound Correspondence, and Story Retell) are used to measure student growth.	For each subtest, student growth is determined by comparing Wave 3 scores to Wave 1. A student is considered to have made growth if they remain On Track, move from Monitor to On Track, or move from Support to Monitor.
Kindergarten Math & RLA	KPM® literacy and math subtests are used to determine growth (Letter Names, Spelling, Listening Comprehension, Decoding, Letter-Sound, Blending, and Math).	Growth is calculated by comparing Wave 3 to Wave 1 for each subtest. A student demonstrates growth if they remain On Track, move from Monitor to On Track, or move from Support to Monitor.

The following courses/content specify the components used in the calculation of growth per student.



Content / Grade	Test Specificity	Growth Calculation
Grades 1 & 2 Math & RLA	iReady® provides growth measures for each subject and grade level. The district uses “Typical Growth,” which represents the average expected performance over an academic year as the measure of growth.	Students with a Percent of Typical Growth greater than 100 are considered to have demonstrated sufficient academic growth.
Self-Contained Grades 3-8 Math & RLA; Self-Contained Grades 9-11 Alg. I; Eng. I, Eng. II;	Targets for each student are set using BOY data from released STAAR Alt 2® tests or previous year test results. Growth is determined by subtracting the BOY scale score from the EOY scale score.	Growth is calculated by comparing prior-year stages to current-year stages, with 0, 0.5, or 1 point awarded based on movement between stages according to the STAAR Alternate 2 Progress Measure Indicators.

The following courses/content specify the components used in the calculation of growth per student.

Appendix C:

Courses using the Graduated Percent Increase Model to calculate student growth

Content / Grade	Test Specificity	Growth Calculation
Science Grades 1st-4th, 6th-7th; Chemistry; Physics; Social Studies Grades 1-7; World History, World Geography, Economics, Government; Math Geometry, Algebra II, RLA English II, III, IV Fine Arts Music Theatre Arts; Band; Art Health Physical Education* CTE Courses Statistics and Business Decision Making, Commercial Photography II	BOY assessment compared to EOY assessment using scale scores.	Graduated Percent Increase Model Growth is attributed to the teacher for each student who meets or maintains the predicted growth. *Students must make growth on all 3 subtests of the FitnessGram to be considered as making growth.

To know if a student has growth, identify the location on the chart for their PreTest score then student must increase their score to the percent written below or higher.																					
	Category 1 +25% Growth Required																				
PreTest Percent Score	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Minimum PostTest Percent Score Required to Demonstrate Growth	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
	Category 2 +20% Growth Required																				
PreTest Percent Score		21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Minimum PostTest Percent Score Required to Demonstrate Growth		41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
	Category 3 +15% Growth Required																				
PreTest Percent Score		41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
Minimum PostTest Percent Score Required to Demonstrate Growth		56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
	Category 4 +10% Growth Required																				
PreTest Percent Score		61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
Minimum PostTest Percent Score Required to Demonstrate Growth		71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
	Category 5- Maintain Score within Category 5 to Report Growth																				
PreTest Percent Score		81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Minimum PostTest Percent Score Required to Demonstrate Growth		81-100																			

Graduated Percent Increase Model Examples

To aid in generating target growth percentages
[Percent Increase Growth Model calculator](#)

Student	Pre-test Score	Category	Target post-test score	Actual Post-test score	Met Growth?
Camila	20	1 (Required 25 points increase)	45 (20+ 25)	5000%	Yes
Yaseen	35	2 (Required 20 points increase)	55 (35+ 20)	50	No
Cristobal	55	3 (Required 15 points increase)	70 (55+15)	75	Yes
Mina	75	4 (Required 10 points increase)	85 (75+10)	88	Yes
Kate	85	5 (Maintain score of at least 85)	8500%	84	No



Appendix D:

Courses using STAAR Transition Tables to calculate student growth.

Content / Grade	Test Specificity	
Grade 3 (Math & ELAR) Grade 5 & 8 Science, Grade 8 Social Studies, Biology, U.S. History	STAAR® Released Test (BOY) Targets for each student are set using BOY data from previous year released STAAR tests. Growth is determined by subtracting the BOY scale score from the EOY scale score.	Growth Calculation Using TEA performance indicators (Low Did Not Meet – Masters Grade Level) and transition table points (0, 0.5, 1.0); growth is measured per student annually.
Grades 4-8 (Math & ELAR), Alg. 1, English I	STAAR® Growth is determined by subtracting the BOY scale score from the EOY score	



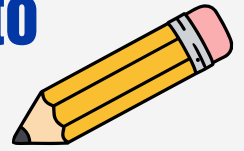
Growth Calculations for STAAR assessments

LVISD uses the STAAR Transition Table to set student growth targets for all students taking STAAR assessments. Based on released transition tables (see Table below), growth is awarded for each student earning a 0, 0.5, or 1 point for annual growth. LVISD calculates the percentage of students who earned points of annual growth based on the released transition table data.

	Annual Growth					
	Current Year					
Prior Year	LOW Did Not Meet	HIGH Did Not Meet	LOW Approaches	HIGH Approaches	Meets	Masters
LOW Did Not Meet	0	1	1	1	1	1
HIGH Did Not Meet	0	0.5	1	1	1	1
LOW Approaches	0	0	0.5	1	1	1
HIGH Approaches	0	0	0	0.5	1	1
Meets	0	0	0	0	1	1
Masters	0	0	0	0	0	1



Practice using the Transition Table to calculate individual growth.



Practice	BOY Raw Score	Scale Score	Performance Level	EOY Raw Score	Scale Score	Max # Quest	Performance Level	Growth
Ayala	20	3469	DNML	40	4063	78	ME	1
Ben	25	3645	AL	27	3688	78	AL	0.5
Carl	27	3711	AL	60	4699	78	MA	1
Deloris	30	3805	AH	33	3865	78	AH	0.5
Eugene	28	3743	AL	33	3865	78	AH	1
Frank	21	3486	DNMH	55	4516	78	MA	
Geoff	43	4196	ME	60	4699	78	MA	
Hector	21	3486	DNMH	53	4424	78	MA	
Jasmin	38	4047	ME	50	4355	78	ME	



Performance Level Nomenclature

Did Not Meet Low = DNML
 Did Not Meet High = DNMH
 Approaches Low = AL
 Approaches High = AH
 Meets = ME
 Masters = MA

Test Security and Confidentiality Oath

Campus

School Year

Authorized individuals participating in the LVISD TIA are required to complete this portion of the security oath before administering the Beginning of the Year (BOY) assessment.

In accordance with LVISD TIA, I do hereby certify, warrant, and affirm the following: *Initial the box for each statement.*

☐ I am aware that violations of test security could result in invalidation of the results; therefore, ineligibility for a TIA designation.

☐ I understand the responsibilities and requirements related to my role in testing, including policies and procedures specific to each administration I participate in this school year.

☐ I understand that test administrators are required to actively monitor the testing room during test administrations.

☐ I understand that student information is confidential and that I am obligated to maintain and preserve the confidentiality of that information.

☐ I understand my obligation to maintain and preserve the security and confidentiality of all TIA assessments.

☐ I understand my obligation to report any suspected violations of test security or confidentiality to the appropriate supervisor.

☐ I will NOT directly or indirectly assist students with responses to test questions.

☐ I will NOT tamper with student responses or holistic ratings.

☐ I will NOT discuss or solicit the contents of a test generally or specifically with anyone before, during, or after the test administration.

☐ I will NOT duplicate, record, electronically capture (photograph or screenshot), post, or distribute any part of a secure test instrument.

Name:

Signature:

Date:

LA VEGA ISD TEACHER INCENTIVE ALLOTMENT

Local Designation Team

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LEADERSHIP

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SPENDING

Mrs. Jamie White
Dr. Peggy Johnson



2026-2027