



Fredericksburg ISD

*Teacher Incentive Allotment
2026-2027*



The Plan

1

TIA Overview

Why the program exists and what it means for teachers and the district.

2

Our Local System

Who is eligible, what data is used, and how scores are calculated.

3

2026-2027 Updates

HB 2, Acknowledged designation, assessment updates, and key reminders.

4

Questions

Time for campus-specific scenarios and staff questions.





TIA GOALS

THREE GOALS. ONE PURPOSE.

Stronger Teachers. Stronger Students. Stronger Future.



Attract high-quality,
dedicated educators
to our classrooms.



Support and value our
teachers so they stay,
grow, and lead.



Recognize and reward
excellence in teaching
and student impact.



**Out of 102
eligible FISD
teachers, 44
earned a
designation!**

**2024-2025 DATA
VALIDATED**

2026 Funding for FISD Teachers



6 Recognized Teachers - \$26,582

In 2025-2026, we increased our number of eligible teachers by 62%!



18 Exemplary Teachers - \$163,309



20 Master Teachers - \$370,722

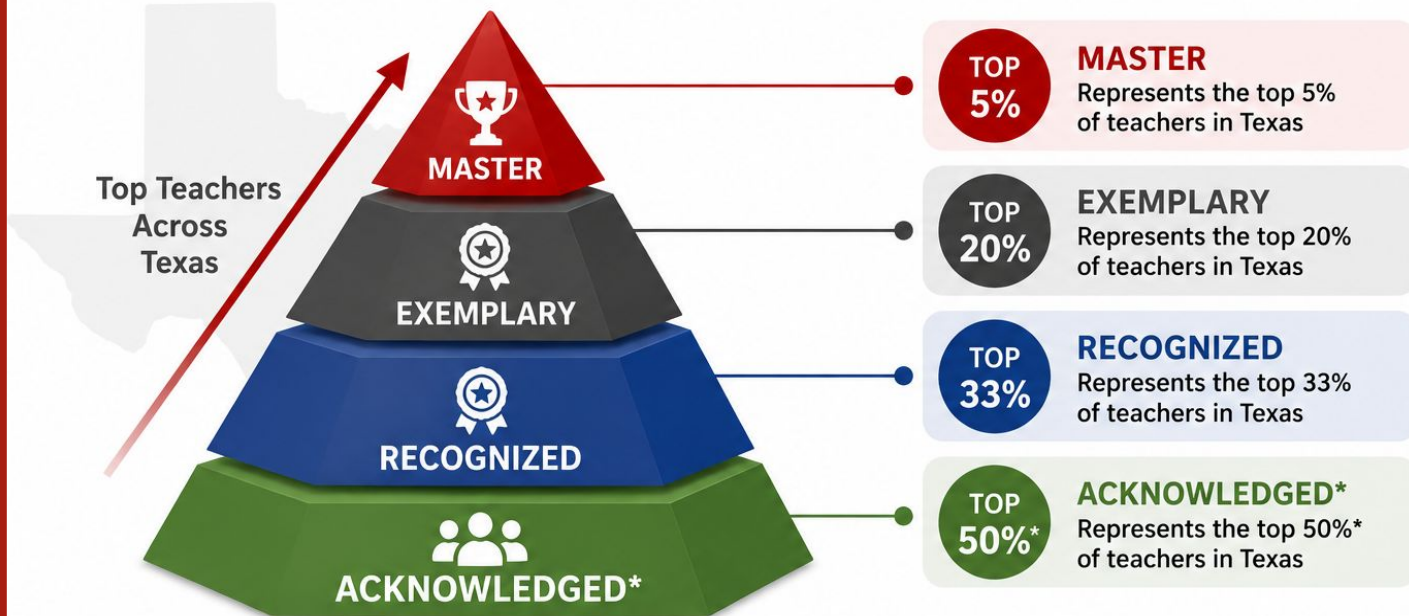
TOTALING \$560,613





TIA DESIGNATIONS

Represent the Top Teachers Across the State of Texas



*Teachers were not proposed for an Acknowledged designation in data submission of fall 2025. Beginning in the 2026–27 school year, districts with local designation systems may designate teachers at the new Acknowledged level based on their performance during the current 2025–26 school year.



Fredericksburg ISD
Inspiring Excellence

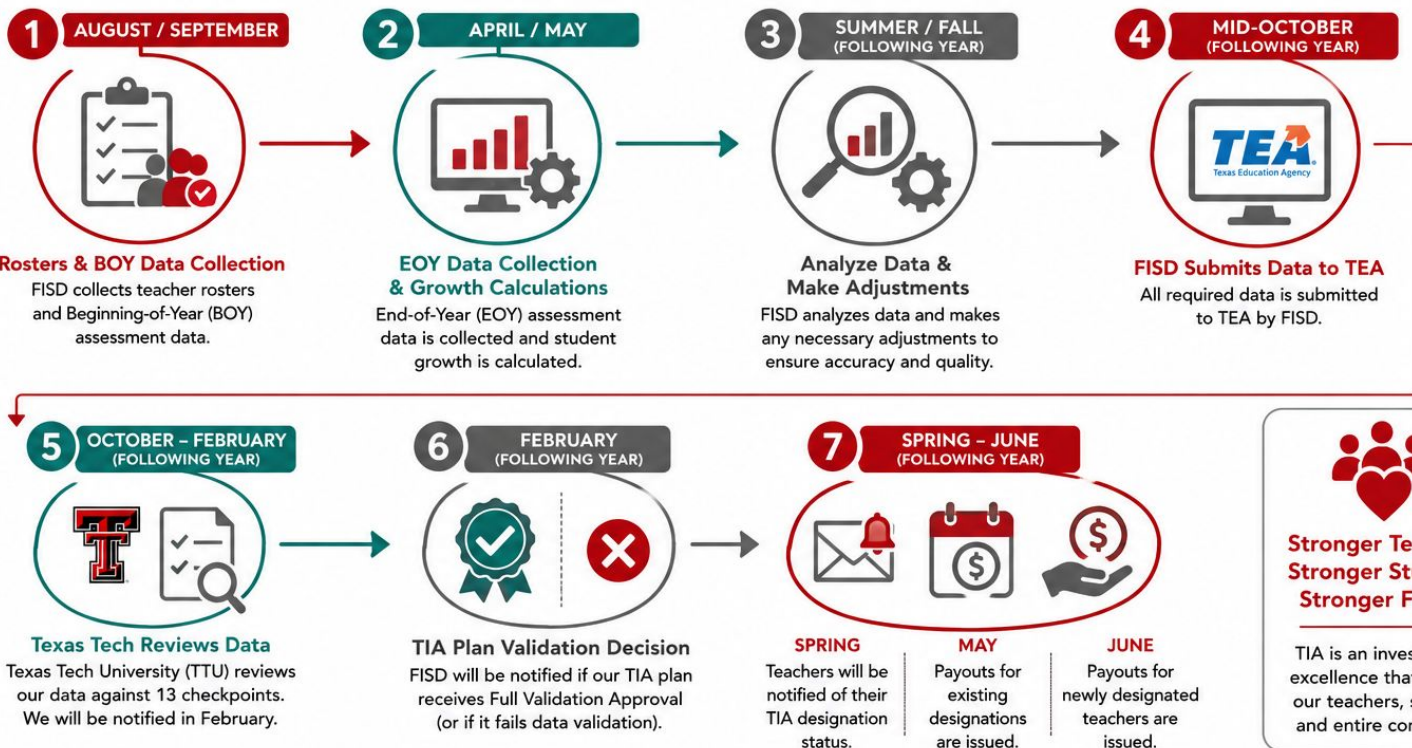
Who Is Included in our TIA Plan?

Category	Description	Assessment
1	Pre-K, Pre-K Intervention, Pre-K Dyslexia, Pre-K Resource	CLI Circle
2	K-1 Reading, K-1 Dyslexia, K-1 Reading Intervention, K-1 Reading Resource	mClass
3	2 RLA, 2 Dyslexia, 2 Reading Intervention, 2 Reading Resource, K-2 Math, K-2 Math Intervention, K-2 Math Resource	NWEA MAP Growth
4	3 RLA, 3 Dyslexia, 3 Reading Intervention, 3 Reading Resource, 3 Math, 3 Math Intervention, 3 Math Resource, 5 Science, 8 Science, Biology, 8 Social Studies, US History	BOY- Released STAAR in Eduphoria EOY- Spring STAAR
5	4-8 RLA, 4-12 Dyslexia, 4-8 Reading Intervention, 4-8 Reading Resource, 6-8 ESL, English I, English II, English I-English II Resource, ESOL I, ESOL II, 4-8 Math, 4-5 Math Intervention, 4-8 Math Resource, Algebra I, Algebra I Resource, and Life Skills students who take STAAR and STAAR Alternate 2 for reading and math 4 -8, English I, English II, Algebra I	STAAR (Transition Table - Previous year to Current Year)
6	1st Music, 4th Music, MS Band, MS Art 2, MS Theater 2, HS Varsity Choir, HS Art 2, HS One Act Play	MusicFirst
7	3-4 Science, 6-7 Science, English III, English IV, English III-IV Resource, Algebraic Reasoning, Geometry, Algebra II, PreCal, Integrated Physics and Chemistry, Chemistry, Physics, 6-7 Social Studies, World History, Economics, Government, World Geography, Medical Terminology, Anatomy and Physiology, Principles of Ag., Graphic Design and Illustration (Yearbook), Principles of Engineering, Principles of Business, Intro. to Culinary Arts, Spanish II <i>(Note: AP courses are NOT included in 2026-2027)</i>	TEKSready



THE TIA PROCESS

A Year-Long Cycle of Growth, Recognition, and Reward



**Stronger Teachers.
Stronger Students.
Stronger Future.**

TIA is an investment in excellence that benefits our teachers, students, and entire community.

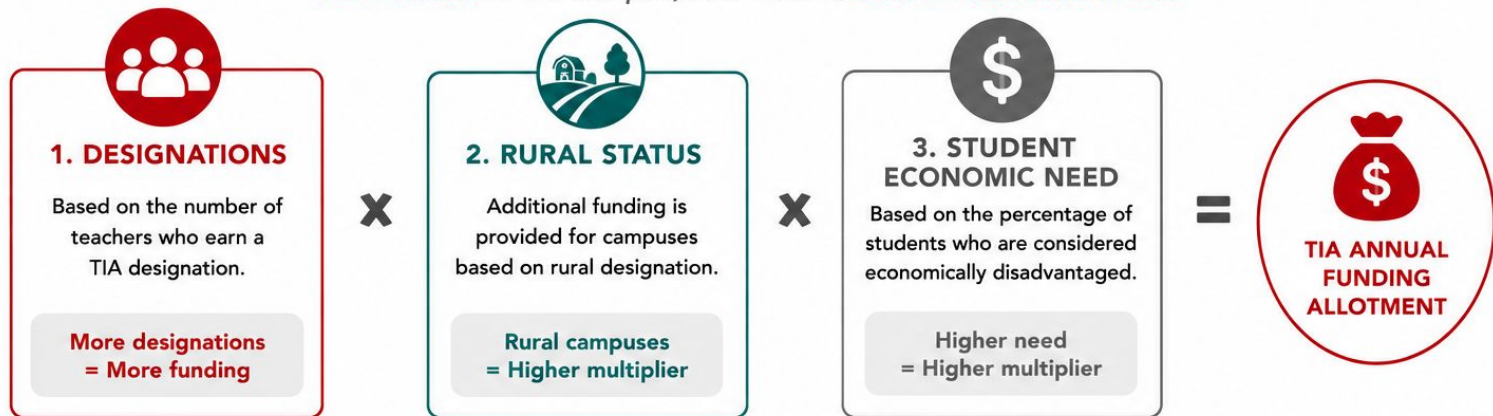


This is an annual cycle. *Each year we collect, analyze, improve, and celebrate excellence.*



HOW **TIA** ALLOTMENTS ARE CALCULATED

Annual funding allotments are based on **designations**,
rural status of the campus, and level of **student economic need**.



Each campus's allotment is calculated by multiplying these three factors together.



More designations
reflect great teachers
and student growth.



Rural recognition
provides additional
support for rural schools.



Economic need
ensures resources go
to students who need
them most.



**Stronger teachers.
Stronger students.
Stronger future.**



TIA INVESTS IN EXCELLENCE. *We recognize. We reward. We grow.*

2025-2026 Campus Allotments

Campus Allotments for the 2025-2026 year before withholdings:

FPS	FES	SES	FMS	FHS
Recognized - \$4,834	Recognized - \$4,465	Recognized - \$6,047	Recognized - \$4,258	Recognized - \$4,095
Exemplary - \$9,669	Exemplary - \$8,929	Exemplary - \$12,094	Exemplary - \$8,517	Exemplary - \$8,190
Master - \$18,115	Master - \$16,882	Master - \$22,156	Master - \$16,195	Master - \$15,650

Allotment values are updated annually in April based on the current school year student demographics and the campus' rural status.



Funding for Teacher Compensation

Districts must spend 90% or more of the allotment on teacher compensation on the campus where the designated teacher works. Up to 10% of the allotment may be used by the district to support the local designation system or to support teachers in earning designations.

FISD only withholds 5%.

Note: payouts to teachers may be subject to deductions including retirement contributions and taxes.

90%		10%
Compensation for Designated Teacher + Other Student Instructional Staff at the Campus = 90%		Other Allowable Costs



TIA PLAN COMPONENTS

The overall TIA score is calculated using two components.



1. TEACHER EVALUATION

T-TESS Summative Score

40%



2. STUDENT GROWTH

Assessments from
approved growth measures

60%



OVERALL TIA SCORE CALCULATION

40%

×

(T-TESS
Score)

+

60%

×

(Growth
Score)

=

**OVERALL
TIA
SCORE**

T-TESS
Summative Score

Student Growth
Score



NOTE: Each teacher in an eligible category is evaluated based on these two components.
The combined score determines the teacher's TIA designation level.



Planning *Domain*

- 1.1 Standards and Alignment
- 1.2 Data and Assessment
- 1.3 Knowledge of Student
- 1.4 Activities

Instruction *Domain*

- 2.1 Achieving Expectations
- 2.2 Content Knowledge and Expertise
- 2.3 Communication
- 2.4 Differentiation
- 2.5 Monitor and Adjust

Learning Environment *Domain*

- 3.1 Classroom Environment, Routines, and Procedures
- 3.2 Managing Student Behavior
- 3.3 Classroom Culture

Professional Practices *Domain*

- 4.1 Professional Demeanor and Ethics
- 4.2 Goal Setting
- 4.3 Professional Development
- 4.4 School Community Involvement

5	4	3	2	1
Distinguished	Accomplished	Proficient	Developing	Needs Improvement

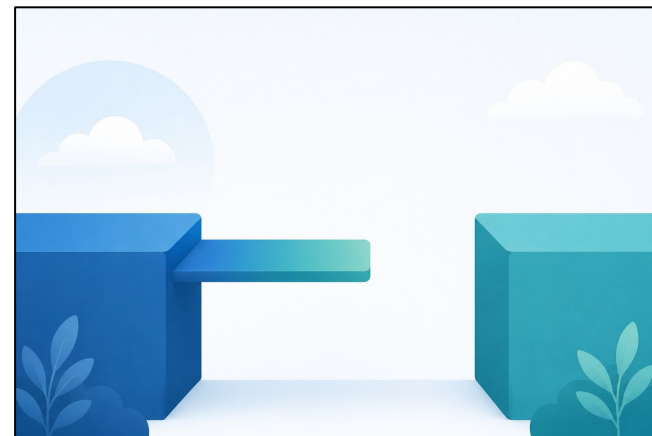
Average Score Across Domains 2 & 3	Total TIA T-TESS Points Earned
5	40
4.875	39
4.75	38
4.625	37
4.5	36
4.375	35
4.25	34
4.125	33
4	32
3.875	31
3.75	30
3.625	29
3.5	28
<3.5	0



How is Growth Measured? It depends on the assessment!

Prior Year	Annual Growth					
	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

STAAR Transition Table

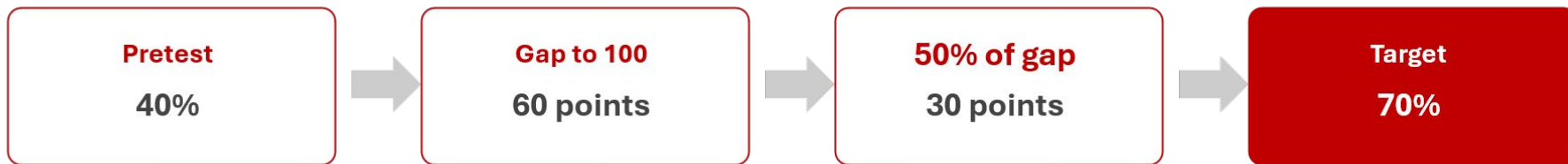


Gap Method

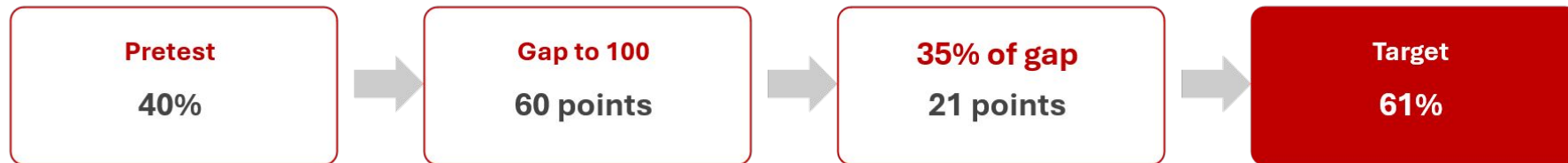


Gap Method: quick examples

The target is based on closing part of the gap between the pretest score and 100%.



$$40 + 30 = 70$$



$$40 + 21 = 61$$

The actual gap percentage is determined by assessment after EOY assessment data is analyzed.

Percent of Students Meeting or Exceeding Expected Growth	Points Earned
100	60
98-99	59
96-97	58
95	57
93-94	56
91-92	55
90	54
88-89	53
86-87	52
85	51
83-84	50
81-82	49
80	48
78-79	47
76-77	46
75	45
73-74	44
71-72	43
70	42
68-69	41
66-67	40
65	39
63-64	38
61-62	37
60	36
58-59	35
56-57	34
55	33
53-54	32
51-52	31
50	30
<50	0

Student Growth % to Score Conversion



Determining Final Designation Level that will be submitted to TEA for Validation

T-TESS Points Earned* + Student Growth Points Earned = Total Points

Designation Rubric

Designation	Total Points Range
Master	78 - 100
Exemplary	67 – 77.9
Recognized	62 – 66.9
Acknowledged	58 - 61.9
No Designation	<58

**Assuming you earned Proficient or Higher in all included T-TESS Dimensions*



Teacher Incentive Allotment - Student Roster Verification

Student Information								Assessment Information						Teacher Verification and Notes	
Student ID#	Last Name	First Name	Campus	Teacher	Entry/Withdrawal from this Class	Entry/Withdrawal from this Class	Grade/Subject	Test Taken	BOY RIT Score	Projected Spring RIT Score	EOY RIT Score	Met Growth? (Admin Use Only)	Teacher Checks Box When Enrollment Is Correct	Notes	
01			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	155	169	163	NO		
01			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	168	180	176	NO		
02	DEZ		FES		08/25/2025	03/02/2026	1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	165	177				
03			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	159	172	178	YES		
06			FES		04/27/2026		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5			209			
06			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	147	162	180	YES		
06			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	162	175	187	YES		
06			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	162	175	181	YES		
06			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	180	190	182	NO		
06			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	170	182	171	NO		
06			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	183	193	199	YES		
02			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	197	205	206	YES		
02			FES		08/12/2025	05/15/2026	1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	163	176	176	YES		
023		BI	EY		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	165	177	195	YES		
023		FE	FES		03/26/2026		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5			197			
024			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	195	203	215	YES		
024			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	168	180	194	YES		
024			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	176	187	196	YES		
024			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	167	179	175	NO		
023			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	163	176	168	NO		
023			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	171	182	208	YES		
024			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	206	213	222	YES		
024			FES		08/12/2025	04/12/2026	1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	161	174				
027			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	193	202	187	NO		
027			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	153	167	167	YES		
02			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	162	175	184	YES		
02			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	154	168	166	NO		
02			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	157	170	176	YES		
02			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	166	178	181	YES		
02			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	166	178	182	YES		
02			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	204	211	210	NO		
02	RE		FES		08/12/2025	11/03/2025	1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	207	214				
01			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	163	176	165	NO		
01			FES		08/12/2025		1200 /	LANGUAGE ARTS 2	MAP Growth Reading 2-5	171	182	180	NO		

By signing below, I certify that, during the 2025-2026 school year, I provided instruction as the teacher of record for the students listed above.

Type Name in the Box Above

Type Date in the Box Above

Total % of Growth: 62%

T-TESS Average: 4.25

Designation Level: Exemplary

Total Growth Points: 37

Total T-TESS Points: 34

Total Points Earned: 71

Type the Last 4 Digits of State ID# Teacher ID# Below

Eligibility Reminders:



Job code

Must be coded as 087 - Teacher.



Teacher of record

Teacher must be tied to the student at key points, including October snapshot, winter submission, and EOY assessment.



Minimum data

At least 10 students/data points, or 5 for qualifying special population groups (SpEd Life Skills, ESL, etc.).



Assessment match

Student needs valid BOY and EOY results tied to the approved growth measure.

Eligibility is reviewed through roster verification and data validation. Ask early when a situation is unusual.





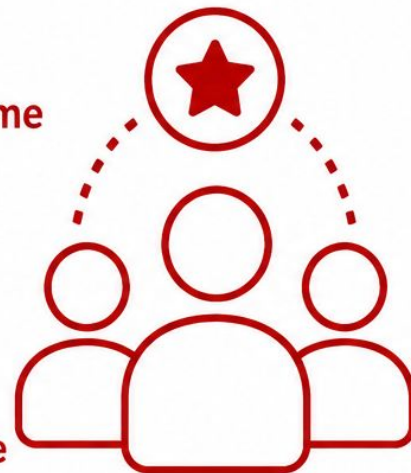
IMPORTANT DESIGNATION REQUIREMENT



Districts may not **designate** teachers who have **resigned, retired, or permanently moved to a full-time non-teaching role** prior to data submission.



Additionally, teachers may not earn a designation if they **separate from the district or move to a non-teaching role** after a district submits them for designation but prior to **the last Friday in February**.





TIA SECURITY, FIDELITY, & CONFIDENTIALITY OATH

Ensuring Valid, Reliable, and Fair Assessments for Student Growth



BEFORE TESTING Pre-Assessment Oath (BOY)

I certify that I will...



Administer the assessment only during the district-approved testing window and on campus-determined dates.



Follow all district testing procedures exactly as provided.



Administer the assessment only **ONE TIME** to each eligible student unless prior approval is obtained.



Provide only approved accommodations.



Do **NOT** coach, prompt, cue, reward, explain, or give hints before, during, or after testing.



Maintain the security and confidentiality of all materials.



Do **NOT** alter, modify, or falsify student responses or scores.



Report any irregularities or security concerns immediately.



Prepare and maintain a proper testing environment and actively monitor during testing.



Ensure all Eduphoria-administered assessments are made unavailable outside of the designated class period.



AFTER TESTING Post-Assessment Oath (EOY)

I affirm that...



All eligible students were assessed according to district requirements.



Testing was conducted fairly and consistently.



Assessment materials remained secure before, during, and after testing.



Student responses and scores accurately reflect each student's performance.



I did **NOT** alter responses, manipulate scores, exclude students, or influence student results.



Any irregularities or deviations from procedures were reported.



Assessment data submitted for TIA purposes are complete, accurate, and truthful.



Each eligible student completed **ONLY ONE** administration unless prior approval was granted.



WHY IT MATTERS

The validity of our assessments depends on **YOU**. Following these procedures ensures fair results and supports our goal of recognizing and rewarding outstanding educators.



CONSEQUENCES OF NON-COMPLIANCE

Failure to follow district testing procedures or falsifying assessment information may result in:



Disciplinary action



Removal from TIA eligibility



Invalidation of student growth data



Withholding of TIA designation and/or allotment



Fredericksburg ISD reserves the right to withhold a teacher's TIA designation award if any data used to support the designation is found to be falsified or invalid.

TEACHER INCENTIVE ALLIANCE
Fredericksburg ISD

Date of Security, Fidelity, and Confidentiality

Teacher Name: _____ Campus: _____
Grade/Classroom: _____ School Year: _____

The Teacher Growth Assessment (TGA) of this year (2021) is being administered on _____ day(s) of _____ month, _____ year.

Section 1: Pre-Assessment Oath
(To be completed during the TGA administration)

I, the undersigned, certify that I will:

Item	Yes/No	Comments
Administer the assessment only during the district-approved testing window and on campus-determined dates.		
Follow all district testing procedures exactly as provided.		
Administer the assessment only ONE TIME to each eligible student unless prior approval is obtained.		
Provide only approved accommodations.		
Do NOT coach, prompt, cue, reward, explain, or give hints before, during, or after testing.		
Maintain the security and confidentiality of all materials.		
Do NOT alter, modify, or falsify student responses or scores.		
Report any irregularities or security concerns immediately.		
Prepare and maintain a proper testing environment and actively monitor during testing.		
Ensure all Eduphoria-administered assessments are made unavailable outside of the designated class period.		

I understand that the beginning of the 2021 assessment year is an approved Teacher Incentive Allotment (TIA) cycle year. The validity of the assessment results depends on my compliance with the above procedures and strict adherence to these procedures. I understand that failure to comply with these procedures may result in the withholding of a teacher's TIA designation and/or allotment.

Signature of Teacher: _____ Date: _____

Section 2: Post-Assessment Oath
(To be completed after administering the TGA)

I, the undersigned, affirm that I have fully complied with all requirements governing the administration of the TIA assessment and will uphold the highest standards of security, fidelity, and confidentiality.

Section 3: Post-Assessment Oath
(To be completed after administering the TGA)

I, the undersigned, affirm that I have fully complied with all requirements governing the administration of the TIA assessment and will uphold the highest standards of security, fidelity, and confidentiality.

Signature of Teacher: _____ Date: _____



MY COMMITMENT:

I do hereby certify, warrant, and affirm that I have fully complied with all requirements governing the administration of the TIA assessment and will uphold the highest standards of security, fidelity, and confidentiality.



Teacher Signature

Date



TIA INVESTS IN EXCELLENCE. We recognize. We reward. We grow.

Resources



**TEACHER
INCENTIVE
ALLOTMENT**

TEKSready provides **pre- and post-assessments** to measure student growth as a part of your local designation system for TIA. Student Learning Objectives (SLO) and portfolios are time consuming and difficult to score/maintain. With TEKSready the process is simplified and districts set their own growth targets.

All assessments are created by content-level experts and reviewed at multiple levels for rigor, alignment to standards, and stretch. Browse the TEKSready **Blueprints** detailing standards and DOK and **Course Catalog** below.

[Form A Blueprints](#) →

[Course Catalog](#) →

www.teksready.com

TEKSready Algebra II

		TOTAL	DOK 1	DOK 2	DOK 3
B O Y	Number and Algebraic Methods	9	4	5	0
	A2.7.A, A2.7.B, A2.7.C, A2.7.D, A2.7.E, A2.7.F, A2.7.G, A2.7.H				
	Describing & Graphing Functions and Their Inverses	4	2	2	0
	A2.2.A, A2.2.B, A2.2.C				
	Writing & Solving Systems of Equations and Inequalities	7	1	5	1
	A2.3.B, A2.3.C, A2.3.D, A2.3.F, A2.3.G				
	Quadratic & Square Root Functions, Equations, and Inequalities	8	3	5	0
	A2.4.A, A2.4.B, A2.4.C, A2.4.D, A2.4.E, A2.4.F, A2.4.H, A2.8.B				
	Exponential & Logarithmic Functions and Equations	5	2	3	0
	A2.5.B, A2.5.C, A2.5.D, A2.5.E, A2.8.B				
E O Y	Cubic, Cube Root, Absolute Value, & Rational Functions	12	6	5	1
	A2.6.A, A2.6.B, A2.6.C, A2.6.E, A2.6.F, A2.6.G, A2.6.H, A2.6.I, A2.6.J, A2.6.K				
		45	18	25	2
	Number and Algebraic Methods	9	2	7	0
	A2.7.A, A2.7.B, A2.7.C, A2.7.D, A2.7.E, A2.7.F, A2.7.G, A2.7.H				
	Describing & Graphing Functions and Their Inverses	4	2	2	0
	A2.2.A, A2.2.B, A2.2.C				
	Writing & Solving Systems of Equations and Inequalities	7	2	4	1
	A2.3.B, A2.3.C, A2.3.D, A2.3.F, A2.3.G				
	Quadratic & Square Root Functions, Equations, and Inequalities	8	1	5	2
	A2.4.A, A2.4.B, A2.4.C, A2.4.D, A2.4.E, A2.4.F, A2.4.H, A2.8.B				
	Exponential & Logarithmic Functions and Equations	5	0	5	0
	A2.5.B, A2.5.C, A2.5.D, A2.5.E, A2.8.B				
	Cubic, Cube Root, Absolute Value, & Rational Functions	12	3	7	2
	A2.6.A, A2.6.B, A2.6.C, A2.6.E, A2.6.F, A2.6.G, A2.6.H, A2.6.I, A2.6.J, A2.6.K				
		45	10	30	5

Questions?





Fredericksburg^{ISD}

*Teacher Incentive Allotment
2026-2027*

