

TEA & Bridgeport ISD Local TIA Designation System Overview & Guide



BRIDGEPORT
INDEPENDENT SCHOOL DISTRICT

This is a working document, and information is subject to adjustment per TEA and TIA guidance and as the system expands.

Teacher Incentive Allotment Overview

House Bill 3 (HB 3), passed by the 86th Texas Legislature and signed into law in 2019, established the Teacher Incentive Allotment (TIA), whereby outstanding Texas teachers can earn a designation, and with it, additional compensation. The TIA is dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, with a particular emphasis on high-needs and rural schools.

Through the TIA system, teachers have the opportunity to earn one of three designations.

Recognized Teacher

Recognized-level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide. The Recognized designation can be earned through the local designation system or through National Board Certification.

Exemplary Teacher

Exemplary-level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 20% of teachers statewide.

Master Teacher

Master-level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide.

These teacher designations generate supplemental compensation in addition to the district's compensation plan.

There are two pathways to earning a designation, one is through the local designation system (TEC Sec. 21.3521) and the other is through National Board Certification. National Board Certified Teachers (NBCTs) earn an automatic Recognized designation.

By statute, the amount of the allotment generated by teacher designations is dependent upon the designation level of the teacher, the socioeconomic status of the campus where the teacher serves, as well as the rural status of the campus.

National Board Certification

The Recognized designation may be earned through National Board Certification. National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from PK through 12th grade.

Teacher Performance Data and Designation Criteria

Designation criteria refers to the teacher performance data and the mathematical process a district uses to determine which teachers qualify for each level of designation.

Districts must outline how they use teacher performance data in conjunction with statewide performance standards to determine business rules and cut points for each level of designation. Districts must also determine designation criteria for each Teacher Category.

- Teachers must teach in a category that has been submitted for consideration.
 - 2025 - 2026 - Pre-kindergarten through 5th Grade
 - 2026 - 2027 -
 - 2027 - 2028 -
- Teachers being submitted for distinction consideration must have a full 45 minute T-TESS observation.
- All teachers in eligible teaching assignments must receive a complete observation and full appraisal during the Data Capture Year.
- Teachers with incomplete observation data or without a summative appraisal are not eligible to earn a designation.
- A teacher who leaves before EOY data collection will not be eligible for a designation.

Data Submitted to TIA from T-TESS Observations

- Domain 2 and 3 scores of individual dimensions

Required from T-TESS Appraisers

- Calibration
 - July - Calibration Training
 - September - Calibration Training
 - October - Calibration Training
 - November - Principals/AP Meetings T-TESS walk-throughs
 - January - Principals/AP Meetings walk-throughs
 - February - Principals/AP Meetings walk-throughs

- March - Principals/AP Meetings T-TESS walk-throughs
- T-TESS scores should correlate with student growth data
- T-TESS scores should fall in line with the bell curve
- Walk-throughs
 - Domain 3 - Fall Semester, due by November 1, analyzed at November Principal/AP Meeting
 - Domain 2 - Spring Semester, due by March 1, analyzed at March Principal/AP Meeting
 - _____ walk-throughs per teacher being submitted

For Teacher Incentive Allotment purposes in Bridgeport ISD:

- A teacher must be employed within the _____ day of classes to be eligible for data capture.
- If a teacher takes leave for FMLA/temporary disability leave purposes, they WILL/WILL NOT be considered for TIA.
- *If a teacher does take leave for FMLA/temporary disability leave purposes, they must provide _____ days of instruction to be eligible for data capture.
- A teacher must teach _____ sections of an eligible category to be considered for data capture.

Student Growth Component

TIA Requirement for Student Growth Component

Districts must establish growth targets at the individual student level that can be linked to the applicable teacher and are content and standard-aligned.

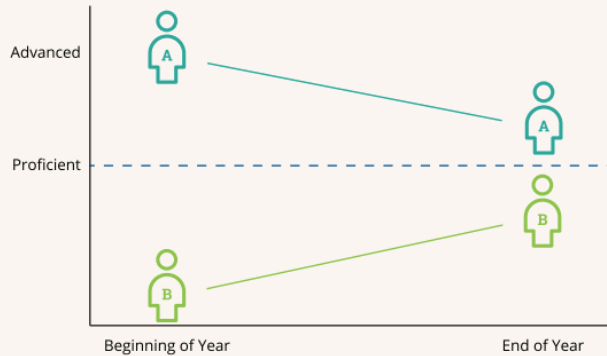
Districts need to ensure:

- Validity of the content
- The student growth measure can be used to set expected growth targets
- Valid and reliable administration protocols and scoring
- Security protocols are in place

The 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 school year. Rather than using the magnitude of growth, effectiveness is measured by the impact teachers have on all students by setting growth at the individualized student level. This method allows more equitable access to a designation for effective teachers, regardless of their student population.



Growth vs Achievement



In the graph to the left, student A starts the year Advanced in their growth measure and ends Proficient. While they still scored high enough for achievement goals, they would not meet or exceed their expected growth target. Student B starts out the year less than Proficient and still ends the year less than Proficient. However, the student has shown considerable growth moving toward Proficient and therefore would meet or exceed their expected growth target.

Options for Student Growth Measures

- Student Learning Objectives (SLOs)
- Pre-tests and post-tests, with either third-party or district created expected growth targets
- Portfolios
- Value-Added Models (VAMs)

Student Learning Objectives (SLOs)

TIA requires district SLOs align with all guidelines from [TexasSLO.org](https://www.texasblo.org/)

Student Learning Objectives (SLOs) focus on a foundational skill that is developed throughout the course curriculum and tailored to the context of individual students. SLOs measure student growth through a body of evidence (BOE) with a minimum of five pieces of student work. Teachers set expected growth targets for each student. They evaluate their students individually using the BOE.



SLOs Contain Three Phases

Phase 1 Create the SLO	Phase 2 Monitor Progress	Phase 3 Evaluate Success
→ Create a skill statement → Create an Initial Skill Profile (ISP) → Match current students to ISP → Create a Targeted Skill Profile (TSP) → Set expected growth targets for each student	→ Monitor student work → Define what counts as a quality task, assessment, or project → Set a minimum of five or more data points → BOE check-ins at midyear with teacher and appraiser	→ Evaluate student progress at EOY → Ground student mastery levels to their BOE → Require SLO evidence review as part of EOY teacher appraisal

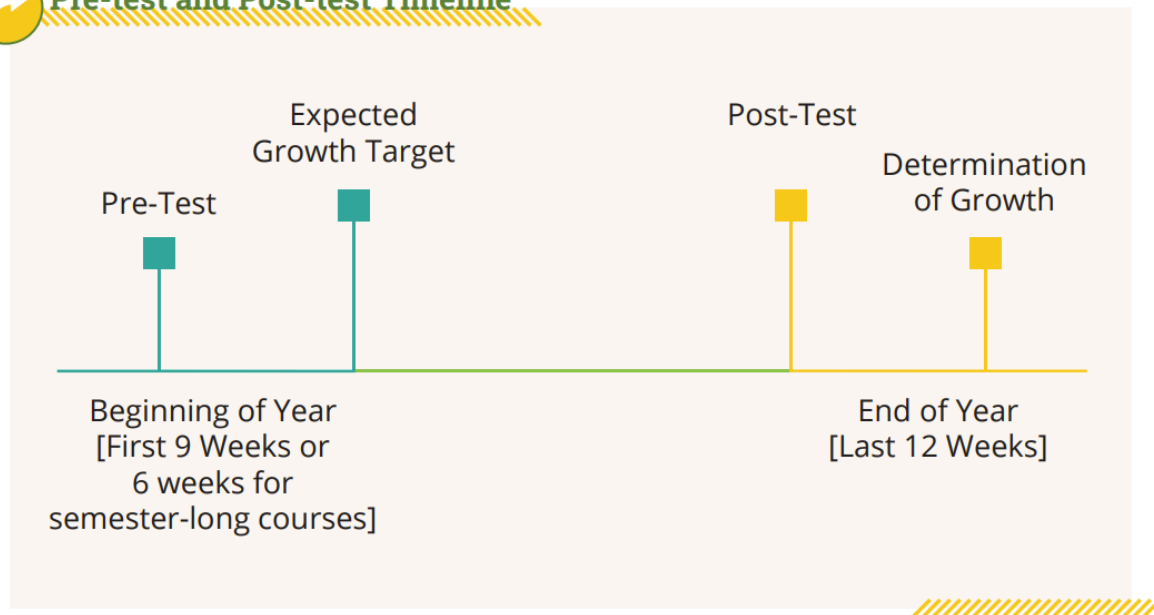
Using the Student Growth Tracker, found on TexasSLO.org, teachers regularly review each student's BOE against the Targeted Skill Profile. At the end of the year, teachers work with their appraiser to determine which students met or exceeded their expected growth target, based on their respective BOE. Students who met or exceeded the expected growth target are then divided by the total number of students with a complete BOE. This provides each eligible teacher with the percentage of students who met or exceeded their expected growth target.

Pre-Test/Post-Test

Pre-tests and post-tests involve the administration of a beginning-of-year (BOY) pre-test and an EOY post-test.



Pre-test and Post-test Timeline



Standards can be based on Texas Essential Knowledge and Skills (TEKS), the College Board AP standards (for AP courses), or other approved state or national standards such as National Council on the Teaching of Mathematics (NCTM) standards, American Council on the Teaching of Foreign Languages (ACTFL) standards, or career and technical education (CTE) industry standards. The instrument must assess student proficiency in the standards of the course with questions that represent an appropriate level or range of levels of rigor for the course.

Districts can choose to use the expected growth targets that come with a third-party test (when available) or set expected growth targets locally at the district level. If using the expected growth targets from a third-party test, districts must ensure the third party uses a valid and reliable method for calculating expected growth.



The Four Pre-test Post-test Options

Option	Pre-test Creator	Who Sets Growth Targets	Post-test Creator	Examples
1	Third Party	Third Party	Third Party	STAAR Transition Tables, NWEA RIT Goals
2	Third Party	District	Third Party	Released STAAR pre-test, district growth targets, spring STAAR post-test
3	District	District	District	District pre-test, district growth targets, district post-test
4	District	District	Third Party	District pre-test from item bank, district growth targets, spring IBC post-test



For All Options, Districts are Required to Ensure Each Assessment:

- Aligns with the standards of the course tied to the eligible teacher.
- Allows for setting an individual student growth target between the pre-test and the post-test.
- Follows state and district guidelines for administration and scoring security.
- Contains questions representing an appropriate level of rigor and range of question levels.
- Accurately measures what is taught over the course of the year.

Pre-tests and post-tests must have a set administration window and standardized guidelines to ensure validity and reliability. All tests must be kept secure prior to administration, while testing is taking place, and during the scoring process. Annual training should be provided to all test administrators and proctors.

Portfolios

TIA requires that the process should demonstrate student work aligned to the standards of the course, demonstrate mastery of standards, utilize a skills proficiency rubric, and include criteria for scoring various artifacts.

Using a collection of standards-aligned artifacts, portfolios assess student growth over the course of a year by measuring a student's movement along a skill progression rubric. Portfolios are well-suited for courses that have skill standards in creation and production as opposed to demonstration of knowledge and problem-solving.

With portfolios, students' beginning-of-year skill levels are determined using a skill progression rubric, and an expected growth target is set for the students' end-of-year skill levels that demonstrates movement along the skill progression rubric. An assessment of student work products is grounded in the specific skill details of the rubric. Best practice is to collect a minimum of five artifacts valid and specific to the evaluated content. The type of artifact will vary by content area, such as audio and video of a student musical, choir, or theatrical performance; student artwork either scanned digitally, submitted as a hard copy, or both; or student-created products such as welding or woodwork.

Value-Added Measures (VAMs)

Value-Added Models (VAMs) set predicted scores based on multiple years of historical testing data across multiple contents using statistical modeling. The VAM is widely recognized as a valid and reliable method to determine student growth. It is based on an accurate underlying statistical model that predicts future performance based on past ability. In a VAM, when a student performs at, above, or below their expected score, it correlates with the teacher's effectiveness.

A value-added model looks at how much progress students make from year to year. It compares the combination of a student's current and prior assessments with a student's achievement on a quality, normed assessment such as STAAR. By looking at a student's prior data together with data from other students who have similar testing histories, a predicted or expected score can be calculated for that group of students with similar testing histories. Growth is calculated by looking at expected progress to actual progress of a student to see if more than, less than, or an expected amount of growth occurred. Details of the VAM process involves complex statistical analyses that are often conducted by independent researchers.



Common Assessments Used with VAM

- | | |
|------------|-------------------------|
| → STAAR | → IACT |
| → NWEA MAP | → Istation |
| → mCLASS | → Iowa Tests (SAT/PSAT) |

VAM can be used with any nationally normed or criterion-referenced test. The assessment must meet three main criteria to be used in growth models:

- Sufficient scale stretch. The test can distinguish student performance for both high- and low-achieving students and differentiate growth across all achievement levels. The test must have questions at various difficulty levels to accurately discern a student's ability, including those on the edges.

- Demonstrated relevance and validity. The test must align to state or national standards of what students are expected to know and do.
- Sufficient reliability. The assessment provides consistent results within and across administrations to make comparisons and establish a predictive relationship. The scales must be reliable from year to year.



Student Growth Measures Benefits and Considerations

Growth Measure	Benefits	Possible Challenges
Student Learning Objectives (SLOs)	Can be used for all teaching assignments	Training for all participating staff is required
	High teacher engagement	Appraiser is heavily involved
	Based on a body of student work	Time required to evaluate the BOE
District-created pre-tests and post-tests	Can be used for all teaching assignments	Content and assessment design expertise required to build and approve assessments
	Local control	Requires multiple levels of review
	TEA issued guidance on building quality assessments	
Third-party-created pre-tests and post-tests	Demonstrated validity and reliability	May not work for all content areas
	Districts may already use third-party vendor tests	May require purchasing
Portfolio	Recommended for performance-based classes such as Fine Arts	Heavy planning at BOY Appraiser may be heavily involved
Value-Added Models (VAM)s	Demonstrated validity and reliability Statewide protocols for administration and scoring (if using STAAR)	Often requires contracting with a third party

Student Growth Measures for Bridgeport ISD

2025-2026

- Pre-Kindergarten - Circle (Pre-Test, Post-Test)
- Kindergarten through 5th grade - NWEA Map Testing (Pre-Test, Post-Test)

2026-2027

2027-2028

Calculating Student Growth

To calculate the percentage of a teacher's students who met or exceeded expected growth, districts divide 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.

$$\begin{array}{l} \text{percent of students} \\ \text{who met or exceeded} \\ \text{growth targets} \end{array} = \frac{\text{total number of students who met or exceeded growth target}}{\text{total number of students with an expected growth score who completed the final assessment}}$$

To be included in a teacher's total number of students, the student must have an expected growth target set at the beginning of the year and must complete the assessment, portfolio, or BOE at the end of the year.

For Teacher Incentive Allotment purposes in Bridgeport ISD

- A student must be enrolled in a teacher's class/course within ____ days of BOY testing.
- A student must not be absent more than ____ days of instruction to be included in calculating the teacher's student growth rating.
- Students must be enrolled ____ days in a teacher's class to determine a growth rating.
- Students must be enrolled ____ days in a designated course to be eligible for data capture.

Districts may implement business rules for determining which students will count toward a teacher's total number of students. For teachers with multiple course sections or assignments, the district may combine growth data for all students in the same course or select a section or course most reflective of the teacher's student population.

Districts have wide flexibility in determining growth targets and methods to calculate student growth for all populations. Districts may attribute student growth data to more than one teacher if multiple teachers provide the student with instruction. For example, an inclusion teacher providing reading support services to a student may use growth data from the same reading assessment that is used for student's teacher of record.