



TEACHER INCENTIVE ALLOTMENT

TIA GUIDEBOOK



2026 - 2027



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BIRDVILLE ISD

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Birdville Independent School District is an equal opportunity employer and educational provider. The district does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in its educational programs, activities, or employment practices. In accordance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Board policy, the district is committed to providing equal access and opportunity for all individuals.

This Teacher Incentive Allotment (TIA) Guidebook is provided for informational purposes only and is intended to assist employees in understanding Birdville ISD's approved Local Designation System. It does not create an employment contract, guarantee eligibility for or receipt of a TIA designation or compensation, or alter any rights, responsibilities, or employment terms established by applicable law, Texas Education Agency (TEA) requirements, Board policy, administrative regulations, or the Birdville ISD Employee Handbook. TIA-related decisions are based on the specific facts and circumstances of each situation and may require actions beyond those described in this guidebook. The District reserves the right to revise or modify its Local Designation System, procedures, and program requirements as necessary to comply with changes in applicable law, TEA requirements, Board policy, administrative regulations, or operational needs. In the event of a conflict between this guidebook and applicable law, TEA requirements, Board policy, administrative regulations, or the Birdville ISD Employee Handbook, the applicable law, rule, policy, or regulation shall control.

State Funding Notice: The Teacher Incentive Allotment is a state-funded program. Eligibility for a designation and any associated compensation is contingent upon state appropriations, Texas Education Agency approval, and the availability of TIA funding. Birdville ISD is not obligated to provide TIA compensation beyond the funding made available through the State's Teacher Incentive Allotment program. If state funding is reduced, discontinued, or otherwise becomes unavailable, the District will provide written notice to affected employees as soon as practicable.

The Texas Education Agency (TEA) and/or Birdville ISD reserves the right to revise or modify statewide performance standards and local TIA requirements, including the addition, modification, or removal of minimum student growth and/or observation performance thresholds required to earn a TIA designation level.

***Disclaimer:** This guidebook reflects Birdville ISD's approved Teacher Incentive Allotment (TIA) Local Designation System and is subject to revision as necessary to comply with changes in law, Texas Education Agency requirements, Board policy, or district procedures. Birdville ISD reserves the right to modify the program as necessary to maintain compliance and support the effective implementation of TIA.*

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Version Control

The FAQ section is updated as questions arise. Adding questions or clarifying existing guidance does not change the guidebook's version number or require an entry on the Version Control page.

Version	Effective Date	Approved By	Description of Changes
1.0	August 3, 2026	District TIA Executive Leadership Committee	Initial release of the Birdville ISD Teacher Incentive Allotment (TIA) Guidebook
1.1	August 5, 2026	District TIA Executive Leadership Committee	Update to APPENDIX G - 2026-27 T-TESS 2.0 PILOT APPRAISAL CALENDAR (DRAFT). Update to FAQ - Section 6
1.2	August 11, 2026	District TIA Executive Leadership Committee	Update to APPENDIX G - 2026-27 T-TESS 2.0 PILOT APPRAISAL CALENDAR (FINAL) . Update to Pg. 29, Employee Questions and Administrative Review
1.3	August 20, 2026	District TIA Executive Leadership Committee	Update to Pg. 32, Example 1-A: Pre-Kindergarten
1.4	Sept. 16, 2026 ***Updated on Oct. 19, 2026	District TIA Executive Leadership Committee	Update to Pg. 29, TIA Funding Map Updates to include Acknowledged/NBC estimates.

Memorandum

To: All District Teachers, Campus Administrators, and Instructional Facilitators

From: Human Resources, in collaboration with the Department of Curriculum, Instruction, & Accountability

Date: August 3, 2026

Subject: Birdville ISD Teacher Incentive Allotment (TIA) System Implementation and Guidebook Acknowledgment

Birdville ISD is pleased to implement its approved Teacher Incentive Allotment (TIA) Local Designation System. The purpose of the system is to recognize and reward highly effective teachers through a fair, transparent, and data-driven process that combines teacher observation and student growth measures in accordance with Texas Education Agency (TEA) requirements.

The **Birdville ISD TIA Guidebook** serves as the official reference for all policies, procedures, eligibility requirements, timelines, scoring methodologies, designation criteria, and processes associated with the district's Local Designation System.

All TIA-eligible teachers and campus administrators are responsible for reviewing the Guidebook and becoming familiar with the expectations outlined within it. Although the Curriculum, Instruction, & Accountability Department coordinates the district's TIA program, successful implementation requires collaboration among Human Resources, Campus Support, Curriculum & Instruction, Planning, Assessment & Accountability, Technology, PEIMS/Enterprise Solutions, campus leadership, and teachers.

If you have questions about the Teacher Incentive Allotment (TIA), please visit the Birdville ISD TIA website at <https://www.birdvilleschools.net/TIA> to submit your inquiry. Your questions will be routed to the appropriate department, and a member of our team will respond promptly based on the nature of your question.

Thank you for your continued commitment to providing high-quality instruction and supporting student success.

Elizabeth A. Clark

Dr. Elizabeth A. Clark

Associate Superintendent – Curriculum, Instruction, & Accountability

Teacher Acknowledgment of Receipt

I acknowledge that I have received access to the Birdville ISD Teacher Incentive Allotment (TIA) Guidebook and understand that it is my responsibility to read, become familiar with, and comply with the procedures, requirements, and expectations outlined in the Guidebook.

I understand that the Guidebook serves as the official reference for Birdville ISD's approved Teacher Incentive Allotment Local Designation System and is intended to provide guidance regarding program implementation. I further understand that the Local Designation System is governed by applicable state law, Texas Education Agency (TEA) requirements, and Board policy, and that the district may revise the Guidebook as necessary to maintain compliance with those requirements.

Finally, I understand that receipt of the TIA Guidebook, participation in the Local Designation System, or acknowledgment of this document does not guarantee eligibility for a designation or the receipt of Teacher Incentive Allotment funding.

Employee Name: _____

Campus: _____

Position: _____

Signature: _____

Date: _____

General Overview of Teacher Incentive Allotment (TIA)

What Is the Teacher Incentive Allotment?

The Teacher Incentive Allotment (TIA), established through House Bill 3 by the 86th Texas Legislature in June 2019, and later refined under House Bill 2 by the 87th Texas Legislature in June 2025, is designed to create pathways for highly effective teachers to earn significantly increased, performance-based compensation. This program prioritizes educators who serve in high-need areas and rural district campuses, with the goal of attracting, retaining, and recognizing outstanding teachers across the state.

Birdville ISD's implementation of the TIA is a strategic effort to:

- **Attract** and retain top educators by offering competitive, performance-based compensation.
- **Improve** student outcomes through a focus on growth and instructional excellence.
- **Support** high-needs and rural education by providing resources to overcome geographic and socioeconomic challenges.
- **Empower** teachers by offering recognition, financial incentives, and a clear path for professional growth.

The Teacher Incentive Allotment (TIA) is not a merit-pay program and does not replace Birdville ISD's existing salary schedule or compensation structure. Instead, educators who earn a TIA designation through the district's approved Local Designation System—based on teacher observation and student growth measures—may receive an additional state-funded allotment. This compensation is separate from the district's regular salary and is contingent upon state funding and eligibility requirements. TIA compensation is creditable compensation under the Teacher Retirement System of Texas (TRS) and will be included in the calculation of retirement benefits in accordance with TRS rules and applicable law.

Teachers who earn a TIA designation recognize that the associated allotment is supplemental compensation, contingent upon continued eligibility and available funding, and does not constitute a vested property right or guaranteed entitlement ([TEC §21.3521\(f\)](#)).

Under Texas Education Code (TEC) [Section 21.3521](#), school districts may receive funding for each classroom teacher who earns a local designation. Allotment amounts are determined annually by TEA and are adjusted by student need and campus rural status, using a point system tied to economic disadvantage. Each year, TEA publishes projected allotments by campus and designation level.

Administered by the Texas Education Agency, the TIA offers financial recognition to top-performing teachers based on the following designation levels:

- \$12,000, or an increased amount not to exceed \$36,000, for each **Master Teacher**.
- \$9,000, or an increased amount not to exceed \$25,000, for each **Exemplary Teacher**.
- \$5,000, or an increased amount not to exceed \$15,000, for each **Recognized Teacher**.
- \$3,000, or an increased amount not to exceed \$9,000, for each **Acknowledged Teacher**.

This guidebook outlines the implementation of TIA at Birdville ISD, beginning with data collection in 2026-27. The goal is to honor and reward teacher excellence while meeting state and local educational priorities.

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TIA Local Designation System Development

The development of Birdville ISD's Teacher Incentive Allotment (TIA) Local Designation System began with the formation of a district-wide TIA Steering Committee. The committee was charged with developing the local designation system and guiding its submission to the Texas Education Agency (TEA) for approval.

The TIA Steering Committee included representatives from across the district, including teachers, principals, instructional facilitators, district administrators, Board members, and parent/community representatives. Working in collaboration with the District's TIA Executive Leadership Team, the committee designed the local designation system and established the framework for teacher observations, student growth measures, stakeholder engagement, and ongoing communication to support successful implementation.

[BISD TIA STEERING COMMITTEE MEMBERS](#)

[TIA STEERING COMMITTEE INVITATION](#)

TIA Local Designation System Validation Process

Following approval of Birdville ISD's Local Designation System (LDS) by the TIA Steering Committee, the District submitted its application to the Texas Education Agency (TEA) for approval. Upon approval of the application, TEA authorizes the district to begin its data collection period. During this period, the district collects teacher observation and student growth data in accordance with its approved Local Designation System.

In October following each data collection year, the district submits annual teacher observation and student growth data to TEA for system validation. TEA partners with Texas Tech University to conduct a comprehensive validation process to ensure that the District's Local Designation System is implemented with fidelity and produces valid, reliable, and equitable designation outcomes. Successful validation is required before eligible teacher designations are awarded, and funding is generated through the Teacher Incentive Allotment program.

As part of this process, Texas Tech University performs 15 validation checks to verify that:

- Teacher observation ratings appropriately align with student growth outcomes ([Appendix A](#))
- Student growth results align with value-added measures, when applicable
- Observation and student growth data are valid and reliable across appraisers, campuses, teaching assignments, and other required subgroups, and
- The district's designation rates are consistent with overall district performance and statewide expectations.

Although state validation requires districts to establish a weighting methodology for teacher observation and student growth, Birdville ISD uses a non-compensatory model to determine teacher designations. Teachers must independently meet both the required T-TESS 2.0 observation and student growth criteria for a designation. The district's Local Designation System is validated by the Texas Education Agency (TEA) and Texas Tech University to ensure it meets all state requirements. Because validation applies to the district's designation system as a whole, TIA designations can be awarded only after the district's submitted data successfully meet all state validation requirements.

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Teacher Eligibility Criteria

To be eligible for the Birdville ISD Teacher Incentive Allotment (TIA) program, a teacher must meet all the following requirements:

- Hold a valid, active Texas teaching certificate issued by the State Board for Educator Certification (SBEC) by June 30 of the data capture school year.
- Be assigned to an eligible teaching position at a TIA-eligible campus at the time of the PEIMS Fall Snapshot and Winter Class Roster Verification in both data capture year and the following year Birdville ISD submits the teacher for designation eligibility.
- Be assigned at least eight valid data points (both Beginning-of-Year (BOY) and End-of-Year (EOY)) in an eligible TIA course at the PEIMS Fall Snapshot, Winter Class Roster Verification, and End-of-Year data submission.
- Be employed by Birdville ISD by the last Friday in October of the data capture year and remain employed in a teacher position (PEIMS Role ID 087*) at a Birdville ISD campus through the district's TIA data submission and into the following school year.
- Earn a creditable year of service in a PEIMS Role ID 087 instructional position by serving in an instructional role as the employee's primary job responsibility for:
 - at least 90 days at 100% of the instructional day; or
 - at least 180 days at 50–99% of the instructional day.
- Be appraised using T-TESS 2.0 and earn an average rating of 3.5 (*minimum T-TESS 2.0 performance standard for Acknowledged*) or higher across all dimensions/indicators in Domain 2 (Instructional Delivery) and Domain 3 (Learning Environment).
- Meet the minimum statewide performance standards required to earn a new or higher TIA designation.

A list of TIA-eligible courses is provided in [Appendix B](#). As the Birdville ISD TIA Local Designation System expands, additional courses may be considered for inclusion.

For information regarding teachers who transfer to another Birdville ISD campus, move to another district, or leave the district, refer to the [Birdville ISD Spending Plan](#).

****Employees not coded as PEIMS Role ID 087, including librarians, counselors, and instructional facilitators, are not eligible to have data collected to be put forward for a designation.***

****Teacher Eligibility Criteria does not prohibit Birdville ISD from taking any employment action, including but not limited to, reassignment or termination of an employee, in accordance with Birdville ISD Board Policy and the Birdville ISD Employee Handbook.***

Designation Levels and Process

Teacher access to additional compensation through the Teacher Incentive Allotment (TIA) is based on earning a local designation of Acknowledged, Recognized, Exemplary, or Master through Birdville ISD's approved Local Designation System. The District's Local Designation System must be approved by the Texas Education Agency (TEA) and is subject to ongoing review and approval in accordance with TEA requirements. Allotment values are recalculated annually in April.

TEA has established the following performance standards. Teacher benchmarks based on teacher observation and student growth performance as finalized through the TEA Commissioner rulemaking process and may be subject to change:

- A **Master** designation indicates that the teacher has demonstrated appraisal and student growth performance commensurate with the top 5% of teachers statewide.
 - *Funding awards for the Master designation level are expected to be \$12k - \$36k.*
- An **Exemplary** designation indicates that the teacher has demonstrated appraisal and student growth performance commensurate with the top 20% of teachers statewide.
 - *Funding awards for the Exemplary designation level are expected to be \$9k - \$25k.*
- A **Recognized** designation indicates that the teacher has demonstrated appraisal and student growth performance commensurate with the top 33% of teachers statewide.
 - *Funding awards for the Recognized designation level are expected to be \$5k - \$15k.*
- An **Acknowledged** designation indicates that the teacher has demonstrated appraisal and student growth performance commensurate with the top 50% of teachers statewide.
 - *Funding awards for this designation level are expected to be \$3k - \$9k.*

National Board Certification

Beginning with the 2026–2027 school year, teachers who hold National Board Certification (NBC) and are currently designated as Recognized under the Teacher Incentive Allotment (TIA) will be redesignated as National Board-Certified (NBC). A new funding band will also take effect, with the NBC designation generating the same funding level as the Acknowledged designation.

Teachers who earn National Board Certification remain eligible to earn Acknowledged, Recognized, Exemplary, or Master designations through a district's approved Local Designation System. In accordance with Texas Education Agency (TEA) requirements, funding will be generated based on the highest applicable designation.

Under House Bill 2, the State Board for Educator Certification (SBEC) is required to review National Board Certification by December 31, 2026, to determine whether it will continue to qualify as an eligible TIA designation pathway.

Staff members interested in pursuing National Board Certification are encouraged to visit the National Board for Professional Teaching Standards [website](#) for additional information and contact the Birdville ISD Director of Professional Learning for more information.

Note: As part of House Bill 2, of the 89th Texas Legislative Session, the State Board for Educator Certification (SBEC) will review National Board Certification to reauthorize or revoke its eligibility as a pathway for TIA designation. The review will ensure that the certification requirements align and comply with relevant state laws and with the criteria adopted by the State Board of Education (SBOE) for the approval of instructional materials. To maintain the certification's eligibility for TIA, this review must be completed by December 31, 2026.

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Designation Process

Once a teacher earns a Teacher Incentive Allotment (TIA) designation, it is added to the teacher's State Board for Educator Certification (SBEC) certificate and remains valid for five (5) years. The designation is portable and is not tied to a specific grade level, subject area, campus, or school district. As a result, teachers who change teaching assignments or transfer to another Texas public school district retain their designation for the remainder of the five-year designation period.

To be recommended for an initial designation, however, a teacher must remain in a TIA-eligible teaching assignment during both the data capture year and the following school year, when the district submits teacher data for designation eligibility.

If a designated teacher earns a higher designation during the five-year period and the designation is approved by the Texas Education Agency (TEA), the higher designation replaces the previous designation, and a new five-year designation period begins.

A teacher who moves into a position that is not eligible to generate TIA funding (e.g., assistant principal, instructional coach, or other non-eligible assignment) will retain the designation on their SBEC certificate; however, no TIA allotment will be generated while serving in the non-eligible role. If the teacher returns to a TIA-eligible teaching assignment before the designation expires, the designation remains valid and the teacher will again generate a TIA allotment, provided all applicable eligibility requirements are met.

During the final year of the five-year designation period, the district may submit eligible teachers for a new designation based on the requirements of its approved Local Designation System. If a designation is not renewed before it expires, the designation will lapse, be removed from the teacher's SBEC certificate, and the associated TIA funding will cease.

Ongoing Performance Expectations

In the years following designation, continued excellence in instructional practice and student growth remains an expectation. If performance significantly declines (falls below "Acknowledged" designation criteria), designated teachers may receive targeted support and professional development aligned with the district's commitment to growth and instructional excellence. If improvement is not demonstrated by the end of the second consecutive school year, Birdville ISD reserves the right to reallocate future allotments in accordance with TIA eligibility and district guidelines.

System Components and Minimum Performance Requirements

State law ([TEC §21.3521](#)) requires every locally developed Teacher Incentive Allotment (TIA) designation system to include three core components. The first two ensure teacher designations are based on multiple measures of educator effectiveness and student success:

- **Teacher Evaluation:** Birdville ISD uses the T-TESS 2.0 appraisal system to evaluate instructional practice. TIA designation eligibility is based on teacher performance in Domain 2: Instructional Delivery and Domain 3: Learning Environment.
 - Minimum Teacher Evaluation Performance Requirements
 - Must earn a minimum average T-TESS 2.0 rating of 3.5 across Domain 2: Instructional Delivery and Domain 3: Learning Environment
- **Student Growth Measures:** Student growth measures evaluate the academic progress students make over time. Depending on the teaching assignment, these measures may include district-developed pre- and post-assessments, third-party assessments, portfolios, Student Learning Objectives (SLOs), or value-added measures (VAM).
 - Minimum Student Growth Measure Performance Requirements
 - Must achieve a minimum student growth performance level of 50%.

The third statutory requirement addresses how generated TIA funds must be distributed:

- **Allotment Distribution:** At least 90% of TIA funds generated by a designated teacher must be used for teacher compensation at the campus where the designated teacher is or was employed, as required by Texas law ([TAC §150.1041](#)).

Teacher Evaluation System: T-TESS 2.0

T-TESS 2.0 Overview

TIA emphasizes the Instructional Delivery (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS 2.0 evaluation. To meet TEA's minimum observation requirement for TIA eligibility, teachers must earn an **average rating of 3.5 or higher** across Domains 2 and 3. This requirement applies to the combined average of the two domains and does not require a minimum rating on individual dimensions or indicators.

Domains 2 and 3 are organized into the following Dimensions and Indicators:

- **Domain 2 - Instructional Delivery**

- **2.A – Instructional Alignment:** *Are students engaging in rigorous, well-paced learning, aligned to the developed lesson?*
 - 2.A.1 – Alignment to Objective
 - 2.A.2 – Pacing and Structure
 - 2.A.3 – Questions and Tasks
 - 2.A.4 – Instructional and Individualized Supports
- **2.B – Instructional Content:** *Are all students learning accurate content through research and evidence-based instructional strategies?*
 - 2.B.1 – Content Knowledge and Academic Language
 - 2.B.2 – Prior Knowledge
 - 2.B.3 – Clarity of Instruction
 - 2.B.4 – Student Practice and Cognitive Work
- **2.C – Monitoring and Responding to Student Learning:** *Are all students able to demonstrate student learning with teacher adjustments through formative assessments?*
 - 2.C.1 – Student Progress
 - 2.C.2 – Checks for Understanding
 - 2.C.3 – Monitoring and Responding

- **Domain 3 - Learning Environment**

- **3.A – Efficient Routines:** *Is the classroom environment structured to support efficient routines, smooth transitions, and maximized instructional time?*
 - 3.A.1 – Classroom Management
 - 3.A.2 – Classroom Environment
 - 3.A.3 – Routines and Maximizing Instructional Time
- **3.B – Student Persistence:** *Is the classroom environment designed to encourage student persistence?*
 - 3.B.1 – Expectations for Behavior and Learning
 - 3.B.2 – Student Engagement

Each of these dimensions/indicators is scored on a scale of 1-5:

- 1 = Improvement Needed
- 2 = Developing
- 3 = Proficient
- 4 = Accomplished
- 5 = Distinguished

The linked [T-TESS 2.0 Pilot rubric](#) for a complete list of descriptors for each dimension and score.

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T-TESS 2.0 Local Designation System

For TIA purposes, T-TESS 2.0 ratings from all dimensions and indicators in Domains 2 (Instructional Delivery) and 3 (Learning Environment) are used in two ways. First, the ratings are averaged to determine the teacher's overall Domain 2 and 3 score, which is used to verify that the teacher meets the TEA minimum observation requirement of 3.5. Second, the ratings are totaled to determine the teacher's earned points out of a maximum of 80 possible points (16 indicators x 5 points each). The total points earned are then divided by 80 to calculate the teacher's TIA evaluation percentage for Birdville ISD's Local Designation System.

Birdville ISD will conduct one full-lesson observation for each TIA-eligible teacher by the end of [December 2026](#). The appraiser will score Domains 1 (Instructional Preparation), 2 (Instructional Delivery), and 3 (Learning Environment) and provide feedback and ratings to the teacher. Domain 4 (Professional Practices and Responsibilities) will be scored after the End-of-Year Conference.

Additionally, each TIA-eligible teacher will receive a minimum of two scored walkthroughs. One walkthrough will occur each semester, and the appraiser will score only Domains 2 (Instructional Delivery) and 3 (Learning Environment).

The following table shows a teacher's evaluation breakdown of Domains 2 & 3:

Dimension/Indicators	Improvement Needed	Developing	Proficient	Accomplished	Distinguished	(Score)
2.A.1 – Alignment to Objective					●	5
2.A.2 – Pacing and Structure				●		4
2.A.3 – Questions and Tasks			●			3
2.A.4 – Instructional & Individual Supports			●			3
2.B.1 – Content Knowledge & Academic Language				●		4
2.B.2 – Prior Knowledge			●			3
2.B.3 – Clarity of Instruction			●			3
2.B.4 – Student Practice & Cognitive Work				●		4
2.C.1 – Student Progress			●			3
2.C.2 – Checks for Understanding			●			3
2.C.3 – Monitoring and Responding		●				2
3.A.1 – Classroom Management				●		4
3.A.2 – Classroom Environment				●		4
3.A.3 – Routines & Maximizing Instructional Time					●	5
3.B.1 – Expectations for Behavior & Learning				●		4
3.B.2 – Student Engagement			●			3

The ratings for these 16 dimensions/indicators total up to 57, resulting in an average Domain 2 and 3 score of 3.56 ($57 \div 16$). The same 57 points are divided by the maximum possible points (80) to calculate the teacher's evaluation percentage of 71.25% ($57 \div 80$).

In general, higher evaluation percentages and higher average T-TESS 2.0 Domain 2 and 3 scores increase the likelihood of earning a higher TIA designation, provided the teacher also meets the required student growth criteria. This process is described later in this document in the section titled ["TIA Scoring Methodology."](#)

Note: Under the Birdville ISD Local Designation System, a teacher must earn a minimum average score of 3.5 across T-TESS 2.0 Domains 2 and 3 AND a minimum average student growth of 50% to be eligible for consideration for a TIA designation.

Appraisal Calendar (dates are approximate)

The T-TESS 2.0 evaluation cycle plays a critical role in supporting teacher growth and instructional effectiveness. Teachers and appraisers should be familiar with the key events and timelines outlined in the District's T-TESS 2.0 appraisal calendar, available in [Appendix G](#).

The Curriculum, Instruction, & Accountability team will provide training materials for the T-TESS 2.0 evaluation system, which campus principals will use to train all instructional staff in the T-TESS 2.0 evaluation process. The training will include an overview of the appraisal system, its components, key staff roles and responsibilities, available resources, the goal-setting and professional development process, and procedures for obtaining support throughout the evaluation cycle. This training is intended to establish a strong foundation and will be supplemented by ongoing professional learning opportunities throughout the school year.

Appraisal and Participation Requirements

Teachers assigned to TIA-eligible teaching assignments at TIA-participating campuses are not eligible for the Less Than Annual Appraisal (LTAA) option. These teachers must participate annually in the T-TESS 2.0 appraisal process and the District's approved student growth measures ([see Policy DNA \(LOCAL\)](#)).

Teachers must satisfy continued employment requirements described in the [Employment Status and Eligibility section](#).

Student Growth Measures

Student growth will be calculated for all students who have a designated fall and spring assessment. To be included in a teacher's student growth performance, the student must be assigned to the teacher of record at all three of the following checkpoints:

- Teacher of record at PEIMS Fall Snapshot (late-October)
- Teacher of record at PEIMS Winter Class Roster Validation (mid-February)
- Teacher of record when the end-of-the-year measure is taken (mid-May)

At each checkpoint, eligible teachers and campus administrators will review and verify student rosters to ensure accuracy and consistency in growth calculations. Teachers will be required to review and verify a **PEIMS Membership Reconciliation** process within an allotted timeline to ensure that class rosters are accurate.

The Teacher Incentive Allotment (TIA) allows for various ways to measure student growth outcomes. Birdville ISD utilizes the growth method of district-determined, pre- and post-tests, and STAAR transition tables, for the first cycle of the TIA implementation. In future expansion years, the district will explore other growth measurement methods.

In the initial data collection year 2026-27, Birdville ISD will offer fall and spring assessments for the following groups:

- PK RLA/Math
- K-8 RLA/Math
- English I/English II
- Algebra I

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To be eligible for a Teacher Incentive Allotment (TIA) designation, teachers must meet the minimum student growth performance standard established by the Texas Education Agency (TEA). These statewide thresholds establish the minimum level of student growth needed to qualify for each designation level:

- Acknowledged: 50% or higher
- Recognized: 55% or higher
- Exemplary: 60% or higher
- Master: 70% or higher

To provide transparency and clarity, the following student growth models have been created. These examples outline how student growth is calculated using assessment-based models across multiple categories. ([Appendix B](#))

Multiple-Subject Growth Calculation

When a teacher instructs more than one eligible subject that uses the same growth measure, all student scores from those courses will be combined into a single classroom growth calculation.

Example: A teacher assigned to both Reading and Mathematics will have student growth calculated using all eligible scores from both subjects.

Note on Teaching Assignments and Allotment Calculation

Teaching assignments and campus placements are determined by campus principals and district leadership based on overall campus and/or district needs.

If a TIA-eligible teacher is reassigned by the District to another TIA-eligible position **before the PEIMS Fall Snapshot**, the teacher will remain eligible for inclusion in the following school year's Fall Data Submission to TEA, provided all other eligibility requirements continue to be met.

If this reassignment occurs **after the PEIMS Fall Snapshot**, the teacher will not be eligible for inclusion in the following school year's Fall Data Submission to TEA.

Teachers recommended for a higher designation must continue to meet all TIA eligibility requirements. For these teachers, the state-generated allotment will be recalculated based on the campus assignment recorded during the Winter Class Roster Verification period.

Principals are encouraged to contact the Human Resources Department to fully discuss the impact of teacher movement prior to moving any teacher.

State Performance Standards

Birdville ISD's local TIA designation system must be based on performance standards set by the state of Texas. Based on statewide analysis of teacher observations and student growth measures, the Texas Education Agency recommends the following guidelines for designations:

Designation Level	Percent of Teachers (statewide)	T-TESS Evaluations (Domains 2 & 3)	Student Growth Percentage
Master	Top 5%	Average ≥ 4.5 (90%)	At least 70% of students
Exemplary	Top 20%	Average ≥ 3.9 (78%)	At least 60% of students
Recognized	Top 33%	Average ≥ 3.7 (74%)	At least 55% of students
Acknowledged	Top 50%	Average ≥ 3.5 (70%)	At least 50% of students

More information can be found on the TEA website: [\[Teacher Observations\]](#) and [\[Student Growth\]](#)

Note: Under the Birdville ISD Local Designation System, a teacher must earn a minimum average score of 3.5 across T-TESS 2.0 Domains 2 and 3 AND a minimum average student growth of 50% to be eligible for consideration for a TIA designation.

TIA Scoring Methodology

TIA designations are determined based on the TIA score, a combination of the teacher appraisal composite score and student growth composite score. To determine annual teacher eligibility for TIA designations, the following steps are completed at the district-level end-of-year data analysis:

1. Teacher appraisal and student growth outcomes are verified to ensure that the component scores meet the State's minimum performance criteria.
2. The total T-TESS 2.0 teacher appraisal composite score is calculated for all teachers evaluated with the T-TESS 2.0 instrument (Domains 2 and 3).
3. The student growth score is calculated for all teachers with student growth results for students meeting enrollment criteria. The percentage is calculated based on the sum of students meeting growth expectations across eligible content areas and the sum of tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).

A sample Scorecard is provided in [Appendix D for illustrative purposes only](#). The sample is intended to demonstrate one example of how Teacher Incentive Allotment (TIA) designation calculations may be performed using Birdville ISD's local designation system. It does **not** include all information required for submission to Texas Tech University for data validation, nor does it represent all state-approved designation calculation models or methodologies that may apply to different teacher assignments and student growth measures. By providing this example, Birdville ISD seeks to ensure that teachers, administrators, and other stakeholders clearly understand how teacher appraisal and student growth measures are combined to determine designation eligibility. The sample Scorecard includes the calculation methodology, designation thresholds, and example calculations to illustrate the process used to determine final designation outcomes. Teacher scorecards will **NOT** include designation recommendations.

Special note regarding National Board Certification: Birdville ISD staff who possess a National Board Certification should contact the Director of Professional Learning and Birdville ISD's Human Resources Department to provide the necessary documentation. Staff with National Board Certification will automatically be submitted for a TIA National Board-Certified (NBC) designation.

Evaluation of teacher eligibility for a TIA designation is considered **annually**. Each year, all teachers serving in TIA-eligible teaching assignments with an approved student growth measure will receive a T-TESS 2.0 evaluation, and student growth data will be collected in accordance with the District's approved Local Designation System. Using these measures, the District will calculate each teacher's annual TIA score to determine whether the teacher qualifies for a TIA designation.

- Teachers with an existing TIA designation will not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level – for example, a teacher who earned an Exemplary TIA designation during 2026-27 would not be submitted to maintain their TIA Exemplary designation in 2027-2028 (or subsequent years) if they continue to earn a qualifying Exemplary designation TIA score and meet the minimum teacher appraisal and student growth component minimums.
- Teachers with an existing TIA designation **will be resubmitted for a higher designation** within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation – example, a teacher that earned a Recognized TIA designation during 2026-27 could be submitted in 2027-2028 for a Master TIA designation if they earn a qualifying Master TIA score and meet the teacher appraisal and student growth component minimums.
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year TIA designation period.
- In the years following designation, continued excellence in instructional practice and student growth remains an expectation. If performance significantly declines (falls below “Acknowledged” designation criteria), designated teachers may receive targeted support and professional development aligned with the District's commitment to growth and instructional excellence. If improvement is not demonstrated by the end of the second continuous school year, Birdville ISD reserves the right to reallocate future allotments in accordance with TIA eligibility and district guidelines.

Data Collection and Validation Process

This section outlines how Birdville ISD ensures the accuracy, fairness, and consistency of the teacher evaluation process using the T-TESS 2.0 framework. It explains how evaluators are trained and calibrated, how observations and walkthroughs are conducted, and how data is used to guide both teacher growth and evaluator accountability. It also describes the safeguards in place for administering student growth assessments with fidelity, ensuring valid comparisons between instructional effectiveness and student outcomes.

Teacher Observation (T-TESS 2.0) Measure

Birdville ISD is committed to implementing T-TESS 2.0 with fidelity to ensure the validity and reliability of teacher observation scores. Birdville ISD ensures that all teacher appraisers have been thoroughly trained and certified. In addition, teacher appraisers are recalibrated annually through the recertification process. Teacher appraisers are required to norm on scoring using T-TESS 2.0, either by conducting in-person observations or video scoring multiple times during the school year. District and campus administrators observe teachers and score them individually. They then come together to discuss the evidence they collected during the observation and the final scores given. If the observation scores of individual raters are vastly different, then the District continues to practice this process until there is agreement, or inter-rater reliability, among evaluators.

The District analyzes observation data within a campus and across the district multiple times during the school year and looks for trends by grade level, content area, and campus. If there are irregularities in the data that are related to teacher deficiencies, then the District provides additional professional development and support to the teacher(s) to help them grow their practice. Following observations, teachers are supported for specific rubric components through additional professional learning and/or being placed in a coaching cycle with an instructional facilitator. If there are irregularities in the teacher observation data related to an appraiser issue, then additional training and support will be provided to the evaluator to ensure that the observation process is being implemented with fidelity.

At the beginning of the school year, the campus principal develops a teacher observation schedule which includes one observation of a full lesson-cycle and two shorter, scored walkthroughs focused solely on evidence collected for T-TESS 2.0 Domains 2 (Instructional Delivery) and 3 (Learning Environment). Before each full lesson-cycle observation, the appraiser conducts a pre-conference with the teacher, which acts as a foundation for the observation, ensuring the appraiser understands the learning goals. The pre-conference provides an opportunity for the teacher to discuss the lesson/internalization plans, to explain the context of the lesson, to share learner data, to describe student learning targets, and to elaborate on the research-based instructional strategies being used to engage all students. Following each scored observation, the appraiser will provide timely feedback to support professional growth. In addition to the formal observation process, teachers will receive a minimum of two unscheduled walkthroughs during the school year, each typically lasting 15 minutes or less. Midway through the year, the appraiser and teacher will also participate in a required mid-year conference to review progress toward the teacher's professional goals and student growth measures.

At the end of the school year, the appraiser conducts an End-of-Year (EOY) Conference with each teacher. This conference provides an opportunity to reflect on the year, including a discussion of student academic progress as measured by student learning objectives, portfolios, and district pre- and post-assessments. Through this process, both the appraiser and teacher can identify instructional strengths and areas for refinement based on student growth. The EOY Conference also allows for the collection of evidence to inform scoring for Domain 4 of the T-TESS 2.0 Rubric, as well as a discussion of goals and professional development plans for the upcoming year. The final EOY summative rating is entered into the Eduphoria STRIVE data management system and is based on evidence gathered from observations and walkthroughs.

Student Growth Measure

At the end of the year, the District will calculate the percentage of students meeting or exceeding expected growth for each teacher to get a student growth percentage. Also, the District and campus leaders will review data from both T-TESS 2.0 and student growth measures and compare the outcomes for correlation.

Testing Protocol/Requirements

Teachers must follow all State, District, and Campus policies, regulations, and procedures outlined in Birdville ISD District Policy, Employee Handbook, Campus Handbook, TIA Handbook and/or departmental handbook/guidelines.

Each campus will participate in a security/confidentiality training to cover testing procedures and protocols before administering any formative or summative assessment utilized for instructional best practices that will also be utilized for a TIA growth metric. The teacher will also receive guidance and training on the correct administration of the assessment(s). The District has protocols in place to ensure the security of all student assessments, and a District Test Security and Confidentiality Oath will be signed annually ([Appendix C](#)).

The assessment team (district and campus testing coordinators), along with campus administrators in Birdville ISD, are responsible for ensuring that all assessments across the District are executed with fidelity.

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.

To maintain student growth measure security and confidentiality:

- Student growth measure test content shall not be shared/discussed during assessment administration windows.
- Student growth measure test administration procedures shall be followed exactly as provided by the test provider and/or according to Birdville ISD District Testing Procedures.
- 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 Birdville ISD District Testing Procedures

Serious Student Growth Measure Testing Irregularities

The following educator conduct represents serious student growth measure testing violations to security and confidentiality:

- Failure to follow all Birdville ISD District Testing Procedures.
- Failure to ensure all students enrolled in an eligible teacher's class take the appropriate assessment(s) to measure Student Growth during the Fall and Spring administration (or BOY, MOY, & EOY) windows of each data capture year.

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- Failure to report testing irregularities per the Birdville ISD District Testing Procedures.
- 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 test provider.
- Failure to implement sufficient procedures to prevent student cheating.
- Failure to report an individual that has engaged in or is suspected of engaging in any conduct described above.
- Encouraging or assisting an individual to engage in any conduct described above.

Response to Testing Irregularities

- Suspected educator misconduct must be reported in a timely manner to the Campus Test Coordinator and/or Campus Principal.
- Any suspected testing irregularity must be reported to the Planning, Assessment, & Accountability Department.
- Suspected serious irregularities will be investigated by the Director of Planning, Assessment, & Accountability.
- A finding of misconduct could lead to disciplinary actions up to and including termination.

Earning a Designation: A 2-year Process

By state rules, earning a designation through TIA is a **two-year process**. The first year is for data collection, and the second year is for submitting and confirming designations. In the designation year, the District must submit data to the Texas Education Agency for review by an October deadline. All designations are preliminary until final validation occurs in the following February.

In efforts to achieve transparency and to check data, information collected through this process will be shared with teachers on a TIA [scorecard](#).

Per state policies, for Birdville ISD to issue a designation for an educator, that person must have been employed as a teacher (PEIMS code 087) by the District during **BOTH years** in this process. In other words, we can only propose designations for teachers who work for Birdville ISD based on data collected (the year before) while working with our students.

Timeline & Review Steps

Following the initial approval of the District's local designation system, each year, Birdville ISD must complete specific steps in a continuous, overlapping cycle:

YEAR ONE: Data Collection

- Collect data (T-TESS 2.0 for eligible teacher evaluations, pre- and post-tests for student growth)
- A teacher must work in Birdville ISD in one of the eligible categories where student growth data is collected using an approved student growth measure.

YEAR TWO: Designation

- A teacher must still be employed in Birdville ISD and coded as a teacher (087) in PEIMS.
 - The teacher does not need to be working on the same campus or in the same category (grade level or content) as the data collection year.
- **October:** Submit data to TEA, along with a list of proposed teacher designations.
- **February:** *If the District's submitted data successfully pass validation, TEA approves the District's designation recommendations.*
- **April:** *Following TEA approval of validated designation data, TEA publishes the final TIA annual allotment amounts.*
- **August:** *Following receipt of TIA allotment funds from TEA, Birdville ISD distributes eligible allotment payments to designated teachers in accordance with district policy.*

Note: All dates are approximate and are subject to successful completion of the Texas Tech University data validation process, approval by the TEA, and the state's annual TIA payment schedule. Delays in validation or state approval may impact the timeline.

These overlapping cycles function like a snowball gaining momentum over time. Each new cycle is added while previous cohorts continue progressing through later phases of the process. As a result, multiple cohorts are active simultaneously at different stages—application, data collection, and submission/verification. For example, Cycle 2 begins while Cycle 1 is still in progress, and Cycle 3 begins while Cycles 1 and 2 are ongoing—resulting in multiple cohorts operating concurrently across different phases.

This progression is illustrated in the chart below.

School Year	Cycle 1 – Cohort A		Cycle 2 – Cohort B		Cycle 3 – Cohort C	
2025-26	Meet for Q&A Submit Cycle 1 Application					
2026-27	Collect Data		Meet for Q&A Submit Cycle 2 Application			
2027-28	Collect Data	Oct: Submit Spring: Verify	Collect Data		Meet for Q&A Submit Cycle 3 Application	
2028-29	Collect Data	Aug: Pay Oct: Submit Spring: Verify	Collect Data	Oct: Submit Spring: Verify	Collect Data	
2029-30	Collect Data	Aug: Pay Oct: Submit Feb: Verify	Collect Data	Aug: Pay Oct: Submit Feb: Verify	Collect Data	Oct: Submit Feb: Verify

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Example timeline of work to be done for each Cycle to be approved.

MONTH	Task that is completed for each Cycle/Cohort/Expansion Application
August	Initial TIA Steering Committee meets to review approved TIA Local Designation System and to review communication plan and the role of Campus Liaisons
September	TIA Steering Committee meets regarding the next year's cycle/cohort/expansion application and uses the District's PDSA cycle for making improvements
October - November	TIA Steering Committee meets to discuss methods for measuring student growth (pre-/post-test, portfolios, etc.) and setting student growth goals
January – February	Finalization of the district plan to expand or modify
April	Submission to TEA of the District's expansion/modification application
August	Approval from TEA

Note on District Standards

Final district standards are subject to change. Teacher appraisal results and student growth outcomes are reviewed in alignment with state performance standards and available state and national data to determine final district TIA criteria for observation, growth measures, and minimum performance thresholds. Once this review process is complete, updated information will be made publicly available.

Distribution of TIA Funds

[Birdville ISD Spending Plan](#)

Distribution Breakdown & Retained Percent Use

TIA funds received by Birdville ISD will be distributed according to the following guidelines:

- **Teacher Allocation:** 90% of TIA funds (equal to 90% of the TIA-generated amount less statutory minimum contribution in addition to other TRS contributions) will be dispersed to the designated teacher or to the campus where the designated teacher works.
- **District Allocation:** The remaining 10% of TIA funds will be reserved at the district level to support oversight of TIA implementation and the continued development of TIA-related resources.

Compensation Frequency

TIA compensation is an annual state-funded allotment provided through the Teacher Incentive Allotment program. The amount of the allotment is determined by the teacher's designation level and the state funding generated by the campus where the teacher is assigned during the Winter Class Roster Verification period.

- Birdville ISD's TIA-designated teachers will receive TIA compensation in one lump payment** by the end of August.

**This payment will not replace the District's current pay structure. For those who earn a designation and generate allotment funding, the payment will be an additional state allotment, separate from a teacher's salary.

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Compensation Impact

TIA compensation allotments will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits. TIA allotments are considered taxable income and will be subject to applicable federal income tax, Medicare tax, and TRS contributions. Both the employee and employer portions of TRS contributions will be included as part of the employee's annual wages reported to state and federal agencies.

TRS Retirement Impact

TIA allotments are eligible for inclusion in the calculation of TRS retirement benefits for TRS-eligible staff. Employees are responsible for both the employee and employer TRS contributions. All TRS rules and regulations apply to incentives earned through TIA. Employees should consult TRS for current guidance.

Employment Status/Eligibility

Eligibility for recommendation for a TIA designation requires continued employment in an eligible PEIMS 087 teaching assignment during the school year following the data capture year. Teachers who do not meet this requirement are ineligible for recommendation.

For example, if a teacher earns a designation based on 2026–27 data but transitions to an assistant principal or instructional facilitator role in 2027–28, the District cannot recommend the employee for designation because they are no longer serving in a PEIMS 087 teaching role at submission.

Additionally, Birdville ISD retains the right to take any employment action, including but not limited to, reassignment or termination of an employee, in accordance with Birdville ISD Board Policy and the Birdville ISD Employee Handbook. Such employment action may result in ineligibility for TIA designation.

Employment Requirements for TIA Eligibility

Designated teachers employed by Birdville ISD at the time of the Winter Class Roster Verification will generate a Teacher Incentive Allotment based on the campus where they are assigned during the verification period and will participate in the District's approved TIA spending plan.

Designated teachers who separate from employment before the Winter Class Roster Verification period will not generate an allotment for Birdville ISD and, therefore, are not eligible to receive a TIA allotment payment from the District.

Teacher Reassignment

The intent of the Teacher Incentive Allotment is to recruit and retain highly effective teachers in hard-to-staff schools. The compensation is designed to reward teachers for the impact they have on student learning, as demonstrated through student growth, typically measured using pre- and post-assessments. Because teacher assignment changes may impact TIA eligibility and student growth attribution, principals are encouraged to consult with the Human Resources Department before reassigning teachers to discuss the potential impact of such changes.

Notwithstanding this guidance, all teacher reassignments remain subject to applicable Birdville ISD Board Policies and the Employee Handbook regarding employee discipline and reassignments.

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Reassignment of Designated Teachers

Reassigning a teacher, with an existing TIA designation, to a new subject area on the same campus will not impact their current TIA designation nor allotment. However, it may result in ineligibility for higher designations, depending on when the movement occurs and whether the new subject area is eligible. ([See the Eligible Course List](#)).

Additionally, reassigning a teacher with an existing TIA designation to another campus (but still in a teacher role) could impact eligibility for higher designations, depending on when the reassignment occurs and whether the new subject area is eligible.

Reassignment before the last Friday in October (Snapshot) from one eligible course to another eligible course will keep the teacher eligible for data capture, assuming all other qualifications are met. Any reassignment after the October Snapshot will render the teacher ineligible for data capture for designation consideration.

If a teacher with an existing TIA designation transfers between district campuses during the school year, TIA compensation will be based on the teacher's campus assignment at the time of the Winter Class Roster Verification submission.

Principals are encouraged to consult with the Human Resources Department before reassigning any teacher to fully understand the potential impact on Teacher Incentive Allotment (TIA) eligibility. Before a TIA-eligible teacher is reassigned to a non-TIA-eligible position during the school year, the teacher must sign a TIA Designation System Ineligibility Acknowledgement ([Appendix H](#)).

Reassignment of Non-Designated Teachers

Reassigning a teacher who is not currently designated could impact the teacher's ability to have data captured for designation consideration. If the teacher is reassigned from an eligible course to an ineligible course, the teacher will be rendered ineligible for TIA designation.

If the teacher is reassigned prior to the October Snapshot from any course into an eligible course, the teacher will be eligible for data capture. The teacher will need to remain in that course through the EOY to retain eligibility for data capture.

Any reassignment after the October Snapshot will render the teacher ineligible for data capture, and therefore, designation consideration.

Principals are encouraged to contact the Human Resources Department to fully discuss the impact of teacher movement prior to moving any teacher.

Resignation (Non-Retirement)

If a designated teacher resigns, excluding retirement through TRS, the teacher will forfeit any awarded TIA funds. The District will not issue payment, and the funds will be reallocated to the campus where the teacher was employed.

Examples include:

- **Resignation Before Winter Class Roster Verification:** The teacher will not receive an allotment, as the state will not generate funds for the District.
- **Resignation After Winter Class Roster Verification:** The teacher will not receive the TIA allotment, even if state funds are generated.

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Retirement

A designated teacher who provides documentation of TRS retirement, submits all required retirement paperwork to Birdville ISD Human Resources Department, and retires through TRS at the end of the school year will receive the awarded TIA funds directly from Birdville ISD.

Student Movement/Reassignments

To ensure student growth is attributed fairly and consistently, Birdville ISD will establish an annual student assignment cutoff date for Teacher Incentive Allotment (TIA) purposes. Students transferred to a different classroom or campus after the cutoff date may not be included in the teacher's student growth calculations unless the student continues to receive instruction from the same teacher. This process helps ensure that student growth measures accurately reflect the instructional impact of the teacher who provided the majority of the student's learning experience during the data capture year.

Notwithstanding this section, student classroom reassignments and transfers remain subject to applicable Birdville ISD Board Policies and the Birdville ISD Student Handbook regarding student assignments and transfers.

To remain eligible for Teacher Incentive Allotment (TIA) consideration, teachers must continue to meet all minimum eligibility requirements throughout the data capture year, including maintaining at least **eight (8) students** with valid student growth data.

Changes to student schedules, class rosters, master schedules, or teacher assignments during the school year may reduce a teacher's eligible student count below the required minimum or otherwise affect the teacher's ability to generate valid student growth data. Examples include, but are not limited to:

- Reassigning students between teachers
- Adjusting class rosters or master schedules
- Splitting or combining classes
- Removing students from a teacher's roster after the beginning of the year

As these decisions may impact TIA eligibility, campus administrators should carefully consider the potential impact before making schedule or roster changes. Principals are encouraged to contact the Human Resources Department before implementing changes that could affect a teacher's TIA eligibility.

Campus Factors & Allotment Impact

Once approved, a teacher's designation level relates directly to the amount of the allotment received by the District. Student need, as identified by compensatory education allotment ([see TEC §48.104](#)), is the other factor in determining this amount. In other words, teachers generate greater allotment when they work at schools with more significant economic needs.

***Note:** Designation award amounts are updated annually by the Texas Education Agency (TEA), and will vary by campus, based on factors such as student demographics and campus need. To determine the specific funding levels for your school, refer to the [TIA Funding Map](#) provided by the TEA. This tool can be used to find the latest allotment amounts per school. Allotments are recalculated annually in April.

Example funding below is based on the 2025-26 "three designation system." The new system will include the "Acknowledged" designation level.

Campus #	Campus	Recognized Amount	Exemplary Amount	Master Amount
220902001	HALTOM H S	5,383	10,765	19,942
220902002	RICHLAND H S	4,264	8,528	16,213
220902010	BIRDVILLE H S	4,186	8,371	15,952
220902012	BOB E. GRIGGS H S	5,262	10,525	19,541
220902014	COLLEGIATE ACAD - CAB	4,619	9,238	17,397
220902041	HALTOM MIDDLE	6,176	12,351	22,586
220902042	NORTH RICHLAND MIDDLE	4,970	9,941	18,568
220902043	RICHLAND MIDDLE	5,826	11,652	21,421
220902044	NORTH OAKS MIDDLE	5,629	11,257	20,762
220902045	WATAUGA MIDDLE	4,661	9,323	17,538
220902046	SMITHFIELD MIDDLE	3,529	7,058	13,763
220902047	NORTH RIDGE MIDDLE	3,802	7,604	14,673
220902101	BIRDVILLE EL	6,551	13,103	23,838
220902102	DAVID E. SMITH EL	6,145	12,290	22,484
220902104	JACK C. BINION EL	5,619	11,237	20,729
220902105	MULLENDORE EL	4,741	9,481	17,802
220902107	SMITHFIELD EL	3,919	7,838	15,064
220902108	SNOW HEIGHTS EL	3,846	7,692	14,819
220902109	CHENEY HILLS EL	6,622	13,243	24,072
220902110	O. H. STOWE EL	6,575	13,149	23,916
220902111	WEST BIRDVILLE EL	5,893	11,787	21,645
220902112	HOLIDAY HEIGHTS EL	4,537	9,074	17,123
220902113	WATAUGA EL	5,286	10,571	19,619
220902114	HARDEMAN EL	3,938	7,876	15,126
220902115	W. A. PORTER EL	3,322	6,644	13,074
220902116	A.C.F. THOMAS EL	6,112	12,224	22,373
220902117	FOSTER VILLAGE EL	4,613	9,225	17,376
220902118	NORTH RIDGE EL	3,674	7,348	14,246
220902119	JOHN D. SPICER EL	5,289	10,579	19,631
220902120	GREEN VALLEY EL	3,429	6,857	13,429
220902121	WALKER CREEK EL	3,536	7,071	13,786

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TIA Funding Map Updates

TEA has updated the [TIA Funding Map](#) to reflect forecasted 2026-27 allotment values. These estimates were determined by applying the increased funding formula to 2025-26 campus demographic data. The map also includes estimates for the new Acknowledged/Nationally Board Certified (NBC) designations. These updates support district planning and stakeholder engagement.

These amounts are provided for planning purposes only and **should not be considered final campus allotment values**. Actual campus allotment values will be updated in April 2027 once current-year campus demographic data and rural statuses are available.

Campus	Acknowledged/NBC	Recognized	Exemplary	Master
BIRDVILLE ISD AVERAGE	4,905	8,175	14,080	19,620
HALTOM H S	5,383	8,971	15,354	21,531
RICHLAND H S	4,264	7,107	12,371	17,056
BIRDVILLE H S	4,186	6,976	12,162	16,743
BOB E. GRIGGS H S	5,262	8,770	15,033	21,049
COLLEGIATE ACADEMY	4,619	7,699	13,318	18,477
HALTOM MS	6,176	10,293	17,469	24,703
NORTH RICHLAND MS	4,970	8,284	14,255	19,882
RICHLAND MS	5,826	9,710	16,537	23,305
NORTH OAKS MS	5,629	9,381	16,010	22,515
WATAUGA MS	4,661	7,769	13,430	18,645
SMITHFIELD MS	3,529	5,882	10,411	14,116
NORTH RIDGE MS	3,802	6,337	11,139	15,208
BIRDVILLE EL	6,551	10,919	18,470	26,205
DAVID E. SMITH EL	6,145	10,242	17,387	24,581
JACK C. BINION EL	5,619	9,364	15,983	22,475
MULLENDORE EL	4,741	7,901	13,642	18,963
SMITHFIELD EL	3,919	6,532	11,451	15,676
SNOW HEIGHTS EL	3,846	6,410	11,255	15,383
CHENEY HILLS EL	6,622	11,036	18,658	26,486
O. H. STOWE EL	6,575	10,958	18,533	26,299
WEST BIRDVILLE EL	5,893	9,822	16,716	23,574
HOLIDAY HEIGHTS EL	4,537	7,562	13,098	18,148
WATAUGA EL	5,286	8,809	15,095	21,143
HARDEMAN EL	3,938	6,563	11,501	15,751
W. A. PORTER EL	3,322	5,537	9,859	13,288
A.C.F. THOMAS EL	6,112	10,187	17,299	24,448
FOSTER VILLAGE EL	4,613	7,688	13,300	18,451
NORTH RIDGE EL	3,674	6,123	10,797	14,695
JOHN D. SPICER EL	5,289	8,815	15,105	21,157
GREEN VALLEY EL	3,429	5,714	10,143	13,714
WALKER CREEK EL	3,536	5,893	10,429	14,143

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Future Expansion of TIA

While all Birdville ISD teachers are eligible to earn a TIA designation through National Board Certification, the District is committed to providing all educators the opportunity to earn a designation through the local TIA designation system. To support this goal, Birdville ISD continues to develop and implement valid and reliable student growth measures across all grade levels and content areas.

During annual planning phases, the TIA Steering Committee will review opportunities to expand eligibility to additional grades and subjects. Birdville ISD values stakeholder input and will continue to engage educators and leaders as the TIA plan evolves.

Employee Questions and Administrative Review

The District is committed to administering the Teacher Incentive Allotment (TIA) in accordance with applicable law, Texas Education Agency requirements, and District policy.

An employee who has a question or concern regarding the District's implementation or administration of TIA, including matters related to designation recommendations, performance data, or allotment-related decisions, may address the matter through the applicable local policies and procedures identified in the District Employee Handbook.

Nothing in this Guidebook is intended to create a contractual or vested right to a TIA designation, designation level, or allotment payment beyond any rights provided by applicable law or District policy.

APPENDIX A – ADMINISTRATIVE SKEW CHART

Skew is a statistical measure used during TIA validation to evaluate whether student growth results are appropriately distributed in relation to teachers' T-TESS 2.0 Domains 2 and 3 average score.

Excessive skew may indicate that the growth measure does not adequately differentiate teacher effectiveness or align appropriately with observation outcomes.

Designation Level	T-TESS 2.0 Domains 2 & 3 Average	Percent of Students Met/Exceed Growth Target
NO DESIGNATION	Less than 3.5	Less than 50
ACKNOWLEDGED	3.5 3.6	50
		51
		52
		53
		54
RECOGNIZED	3.7 3.8	55
		56
		57
		58
		59
EXEMPLARY	4.0 4.1 4.2 4.3 4.4	60
		61
		62
		63
		64
		65
		66
		67
		68
MASTER	4.5 4.6 4.7 4.8 4.9 5.0	69
		70 80 90
		71 81 91
		72 82 92
		73 83 93
		74 84 94
		75 85 95
		76 86 96
		77 87 97
		78 88 98
		79 89 99
		100

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APPENDIX B – GROWTH MEASURES

Category 1: CLI Engage CIRCLE

Pre-K will use **CIRCLE** to measure student progress.

Eligible Teacher Group (Category 1)			
Pre-K Teachers			
Eligible Teacher Group (Category 1)	Pre-Test	Post-Test	Growth
Pre-K Teachers	CIRCLE – Wave 1	CIRCLE – Wave 3	Adequate growth will be determined using an approved gap-closure methodology, based on analysis of the annual student performance data and in accordance with the District's approved Local Designation System.

For the pre-test at the beginning of the year, a BOY CIRCLE assessment (Wave 1) will be administered, with the same subset of activities as the EOY CIRCLE assessment (Wave 3) at the end of the year. The four subsets that will be included in determining student growth for TIA are the following: Rapid Letter Naming (RLN), Rapid Vocabulary (RV), Letter Sound Correspondence (LSC), and Math (MATH). RLN, RV, and LS are combined to determine an RLA score. As MATH is already a composite score, the single Math_v1 Results will be used.

Note: CIRCLE testing also includes a middle-of-year (Wave 2) assessment, taken in January. While middle-of-year assessments provide good information about student progress, these scores do not directly impact data collected for TIA.

Student Growth

Teachers will administer the BOY (Wave 1), MOY (Wave 2), and EOY (Wave 3) CIRCLE assessments. Only the BOY and EOY assessments are used to determine Teacher Incentive Allotment (TIA) student growth.

For each content area (RLA and Mathematics), Birdville ISD will establish the annual student growth expectation using an approved gap-closure methodology (e.g., one-third or one-half gap closure). The selected methodology will be applied consistently to all eligible teachers for that school year.

Students whose Wave 3 performance meets or exceeds the established growth target for their BOY score will be considered to have met growth.

Missing Assessment Data

The RLA growth calculation is based on the combined Rapid Letter Naming (RLN), Rapid Vocabulary (RV), and Letter Sound Correspondence (LSC) components.

A student must have valid BOY and EOY scores for all three components in order to generate a composite RLA growth score. If one or more required RLA component scores are missing at either administration, the student will not generate an RLA growth result and will be excluded from the teacher's RLA growth calculation.

Likewise, students must have valid BOY and EOY Mathematics scores to generate a Mathematics growth result. Students missing either Mathematics score will be excluded from the Mathematics growth calculation.

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Student Growth Percentage

For each eligible teacher, the Student Growth Percentage is calculated by dividing the number of students who met the annual growth target by the total number of students with valid BOY and EOY assessment data.

Students who do not have valid assessment data required to calculate growth are excluded from the calculation for that content area.

Student growth percentages are calculated separately for Reading Language Arts and Mathematics and then combined to determine the teacher's Overall Student Growth Percentage.

Example 1-A: Using “1/2 the Gap” Gap-Closure for MATH & “1/3 the Gap” Gap-Closure for RLA

CIRCLE Maximum Scores

Measure	Maximum Score
Rapid Letter Naming (RLN)	52
Rapid Vocabulary (RV)	55
Letter Sound Correspondence	12
Composite RLA (RLN + RV + LSC)	119
Mathematics	28

“1/3 the Gap” Gap-Closure for RLA

- Maximum score = 119
- Gap = 119 – Wave 1 RLA
- Growth Target = Wave 1 + 1/3 Gap
- Met Growth = If Wave 3 ≥ Growth Target, then Yes

“1/2 the Gap” Gap-Closure for MATH

- Maximum score = 28
- Gap = 28 – Wave 1 MATH
- Growth Target = Wave 1 + 1/2 Gap
- Met Growth = If Wave 3 ≥ Growth Target, then Yes

Example 1-A: Pre-Kindergarten

Student	Wave 1		Wave 3		Growth Target		Met Growth?	
	RLA	Math	RLA	Math	RLA (using 1/3 Gap)	MATH (using 1/2 Gap)	RLA	MATH
A	40	17	64	26	119 – 40 = 79 (Gap) 79 / 3 = 26 (1/3 Gap) 40 + 26 = 66	28 – 17 = 11 (Gap) 11 / 2 = 6 (1/2 Gap) 17 + 6 = 23	64 ≥ 66 = NO	26 ≥ 23 = YES
B	11	13	49	19	47	21	YES	NO
C	-	-	58	28			EXCLUDED	EXCLUDED
D	67	23	113	28	84	26	YES	YES
E	26	18	66	22	57	23	YES	NO
F	49	20	93	22	72	24	YES	NO
G	27	25	45	28	58	27	NO	YES
H	42	24	61	26	68	26	NO	YES
I	67	23	113	28	84	26	YES	YES
TEACHER GROWTH AVERAGE							5/8 = 63%	5/8 = 63%

In this example, Student C did not have a score for the Wave 1 administration, so they are excluded from the growth calculation. Of the remaining students, 5 of 8 students met RLA growth (63%), and 5 of 8 students met MATH growth (63%).

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To determine Overall Student Growth Percentage, take the total number of students meeting growth (RLA + MATH) and divide by the total number of students assessed in both Wave 1 and Wave 3. Teacher 1's data show 10 out of 16 students (5 RLA + 5 MATH) earned growth, for an Overall Student Growth Percentage of 63%.

Note: The growth targets shown in this example are for illustrative purposes only and do not represent the District's annual growth targets. Birdville ISD will establish annual CIRCLE growth targets using its approved gap-closure methodology after reviewing each year's student assessment data.

Assessment Calendar – See [Birdville ISD's Assessment Calendar](#) for Specific Dates

The table below outlines some important dates in the assessment process regarding STAAR tests.

Timeline (When)	Event (What)
August	Enrollment: District staff make sure students & teachers are in the CLI Engage CIRCLE system.
August	Training: Review processes and procedures for online CIRCLE testing as well as security and confidentiality training.
September 1 - 25	Testing Window: Beginning-of-Year CIRCLE testing – Wave 1.
January 6 - 29	Testing Window: Middle-of-Year CIRCLE testing – Wave 2.
April 19 – May 7	Testing Window: End-of-Year CIRCLE testing – Wave 3.
May - June	Verification: Confirm enrollment data and scores on teacher spreadsheets.

Category 2: Amplify mCLASS

The District will administer **Amplify mCLASS** assessments at the Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) in the grade levels and content areas listed below.

Eligible Teacher Group (Category 2)			
Teachers of Reading in grades K through 2, and teachers of Mathematics in Kindergarten.			
Eligible Teacher Group (Category 2)	Pre-Test	Post-Test	Growth
Teachers of Reading in grades K through 2, and teachers of Mathematics in Kindergarten.	mCLASS (Fall/BOY)	mCLASS (Spring/EOY)	Adequate growth is determined using an approved gap-closure methodology, which measures the percentage of each student's learning gap closed between the BOY and EOY assessments.

Note: Amplify mCLASS also includes a Middle-of-Year (MOY/Winter) assessment, taken in January. While MOY results provide valuable information about student progress, these scores are not used to determine TIA student growth outcomes.

Student Growth

Birdville ISD uses a Gap-Closure methodology to determine adequate growth for mCLASS RLA (DIBELS 8 & Lectura) as well as mCLASS MATH. This methodology recognizes that students who begin the year with higher performance levels have a smaller remaining achievement gap and, therefore, are expected to demonstrate less raw-score growth than students who begin with lower performance levels.

Each student's percentage of gap closure is calculated using the following formula:

$$\text{Gap Closure} = (\text{EOY Score} - \text{BOY Score}) / (\text{Maximum EOY Score} - \text{BOY Score})$$

The District establishes the minimum percentage of gap closure required to meet adequate growth through annual analysis of district student performance data in accordance with the approved Local Designation System.

Missing Assessment Data

To generate a student growth result, a student must have valid BOY and EOY assessment scores in the applicable content area.

- **RLA:** Students must have valid BOY and EOY RLA scores to generate an RLA growth result. Students missing either score will not generate an RLA growth result and will be excluded from the teacher's RLA growth calculation.
- **MATH:** Students must have a valid BOY and EOY MATH scores to generate a Mathematics growth result. Students missing either score will not generate a Mathematics growth result and will be excluded from the teacher's MATH growth calculation.

Student Growth Percentage

For each eligible teacher, a student's growth percentage is calculated by dividing the number of students who met the applicable growth expectation by the total number of students with valid BOY and EOY assessment data.

Growth is determined using an approved gap-closure methodology, which measures the

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percentage of each student's learning gap closed between the BOY and EOY assessments.

The resulting percentage represents the proportion of a teacher's students who demonstrated adequate annual growth and is used as the student growth component of the Teacher Incentive Allotment.

Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

Example 2-A: Using "1/3 the Gap" Gap-Closure

mCLASS Maximum Scores

Measure

[mCLASS Mathematics](#)

Maximum Composite Score

600

MATH "1/3 the Gap" Gap-Closure

- Maximum Composite score = 600
- Gap = 600 – BOY MATH Composite
- Growth Target = BOY MATH Composite + 1/3 Gap
- Met Growth = If EOY MATH Composite $\geq$ Growth Target, then Yes

Example 2-A: Teacher 1 (Departmentalized - Teaches Kindergarten Math Only)

Student	BOY MATH Composite	EOY MATH Composite	MATH Growth Target (using 1/3 Gap)	Met MATH Growth?
A	235	381	$600 - 235 = 365$ (Gap) $365 / 3 = 122$ (1/3 Gap) 235 (BOY) + 122 (1/3 Gap) = 357	$381 \geq 357 = \text{YES}$
B	288	381	392	NO
C	288	422	392	YES
D	331	419	421	NO
E	368	460	445	YES
F	348	407	432	NO
G	316	406	411	NO
H	391	-	461	EXCLUDED
I	235	381	357	YES
TEACHER AVG				$4/8 = 50\%$

In this example, Student H did not have a composite score for the EOY administration, so they are excluded from the growth calculation. Of the remaining students, 4 of 8 students (50%) met MATH growth.

Note: The growth targets shown in this example are for illustrative purposes only and do not represent the District's annual growth targets. Birdville ISD will establish annual mCLASS growth targets using its approved gap-closure methodology after reviewing each year's student assessment data.

Example 2-B: Using "1/2 the Gap" Gap-Closure

As there is not a single maximum possible DIBELS 8 or Lectura Composite Score, TEA recommends using the highest End-of-Year (EOY) Composite Score observed in the District's data as the practical maximum for the year's calculations. This is reflected in the example below.

RLA "1/2 the Gap" Gap-Closure

- Highest observed EOY Lectura Composite Score in Birdville = 612
- Gap = 612 – BOY Lectura Composite Score
- Growth Target = BOY Lectura Composite + 1/2 Gap
- Met Growth = If EOY Lectura Composite $\geq$ Growth Target, then Yes

Example 2-B: Teacher 2 (Departmentalized – SRLA Only)

Student	BOY Lectura Composite	EOY Lectura Composite	RLA Growth Target (using 1/2 Gap)	Met RLA Growth?
A	341	457	$612 - 341 = 271$ (Gap) $271 / 2 = 136$ (1/2 Gap) 341 (BOY) + 136 (1/2 Gap) = 477	$457 \geq 477 = \text{NO}$
B	416	510	479	YES
C		433		EXCLUDED
D	338	470	474	NO
E	352	447	447	NO
F	420		481	EXCLUDED
G	392	483	467	NO
H	343	405	442	NO
I	407	518	474	YES
J	346	492	444	YES
TEACHER AVG				3/8 = 38%

In this example, Student C did not have a composite score for the BOY administration, and Student F did not have a composite score for the EOY administration, so they are excluded from the growth calculation. Of the remaining students, 3 of 8 students met RLA growth (38%).

Note: The growth targets shown in this example are for illustrative purposes only and do not represent the District's annual growth targets. Birdville ISD will establish annual mCLASS growth targets using its approved gap-closure methodology after reviewing each year's student assessment data.

Example 2-C: Using “1/2 the Gap” Gap-Closure for MATH & “1/3 the Gap” Gap-Closure for RLA

MATH “1/2 the Gap” Gap-Closure

- Maximum Composite score = 600
- Gap = 600 – BOY MATH Composite
- Growth Target = BOY MATH Composite + 1/2 Gap
- Met Growth = If EOY MATH Composite $\geq$ Growth Target, then Yes

RLA “1/3 the Gap” Gap-Closure

- Highest observed EOY DIBELS 8 Composite Score in Birdville = 680
- Gap = 680 – BOY DIBELS 8 Composite Score
- Growth Target = BOY DIBELS 8 Composite + 1/3 Gap
- Met Growth = If EOY DIBELS 8 Composite $\geq$ Growth Target, then Yes

Example 2-C: Teacher 3 (Self-Contained – MATH and RLA/RLA)

Student	mCLASS - Math				mCLASS – DIBELS8			
	BOY MATH Composite	EOY MATH Composite	MATH Growth Target (using 1/2 Gap)	Met MATH Growth	BOY RLA Composite	EOY RLA Composite	RLA Growth Target (using 1/3 Gap)	Met MATH Growth
A	391	600	$600 - 391 = 209$ (Gap) $209 / 2 = 105$ (1/2 Gap) 391 (BOY) + 105 (1/2 Gap) = 496	$600 \geq 496$ = YES	317	461	$680 - 317 = 363$ (Gap) $363 / 3 = 121$ (1/3 Gap) 317 (BOY) + 121 (1/3 Gap) = 438	YES
B	288	394	444	NO	290	409	420	NO
C	275	486	438	YES	261	454	401	YES
D		600		EXCL	270	449	407	YES
E	316	422	458	NO	290	447	420	YES
F	200	369	400	NO	245	388	390	NO
G	331	527	466	YES	357	502	465	YES
H	262	422	431	NO	260	433	400	YES

In this example, the chart above compares the BOY and EOY Composite Scores for mCLASS MATH and mCLASS Reading (DIBELS 8) for eight students. Student D did not participate in the BOY administration of mCLASS MATH, so they are excluded from the growth percentage for MATH, but since they have both BOY and EOY measures for mCLASS Reading, they are included in the Reading growth percentage calculation. Each student is counted once for MATH (3/7) and once for Reading (6/8). Therefore, the student growth percentage would be $9/15 = 60\%$.

Note: The growth targets shown in this example are for illustrative purposes only and do not represent the District’s annual growth targets. Birdville ISD will establish annual mCLASS growth targets using its approved gap-closure methodology after reviewing each year’s student assessment data.

Assessment Calendar – See [Birdville ISD's Assessment Calendar](#) for Specific Dates

The table below outlines some important dates in the assessment process regarding Star Renaissance Screeners.

Timeline (When)	Event (What)
August	Enrollment: District staff ensure students & teachers are in the Amplify mCLASS system.
August	Training: Review processes and procedures for one-on-one administration of mCLASS DIBELS 8/Lectura as well as processes and procedures for the online mCLASS MATH screeners. Initial security and confidentiality training is conducted.
September 1 – 11 (MS) September 1 – 25 (ES)	Testing Window: Beginning-of-Year mCLASS DIBELS 8/Lectura and mCLASS MATH Screeners – FALL.
January 11 – 22 (MS) January 6 – 29 (ES)	Testing Window: Middle-of-Year DIBELS 8/Lectura and mCLASS MATH Screeners – WINTER.
May 3 – 14 (ES & MS)	Testing Window: End-of-Year DIBELS 8/Lectura and mCLASS MATH Screeners – SPRING.
June	Verification: Confirm enrollment data and scores on teacher spreadsheets.

Category 3: Star Renaissance

The District will offer Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) assessments using **Star Renaissance** in the subjects and grades listed below.

Eligible Teacher Group (Category 3)			
Teachers of Reading in grades 3 through 8, and teachers of Mathematics in grades 1 through 8.			
Eligible Teacher Group (Category 3)	Pre-Test	Post-Test	Growth
Teachers of Reading in grades 3 through 8, and teachers of Mathematics in grades 1 through 8.	STAR Ren (Fall/BOY)	STAR Ren (Spring/EOY)	Adequate growth is determined by Renaissance based on each student's Student Growth Percentile (SGP) score.

Note: Star Renaissance testing also includes a Winter/MOY assessment, taken in January. While MOY assessments provide good information about student progress, these scores do not directly impact data collected for TIA.

Student Growth

After each administration of the Renaissance Star screener, students receive a Student Growth Percentile (SGP). This score compares a student's academic growth over time to that of similar students nationwide—specifically, students in the same grade with a comparable history of scaled scores.

SGP values range from 1 to 99 and are interpreted much like percentile ranks: lower scores reflect lower relative growth, while higher scores reflect higher relative growth. An SGP of 50 represents typical or expected growth. Students who earn an SGP of 50 or higher are considered to have achieved at least one year of growth.

Student Growth Percentage

For each eligible teacher, a student's growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

Example 3-A: Grade 3 Monolingual RLA (Departmentalized)

Student	Star Renaissance - Reading			
	BOY Scaled Score	EOY Scaled Score	SGP	Met Growth (≥50 SGP)
A	906	909	25	NO
B	736	796	50	YES
C	1039	1052	54	YES
D	1076	1042	7	NO
E	1056	1089	85	YES
F	-	730	-	EXCLUDED
G	1039	1052	54	YES
H	775	956	38	NO
I	968	999	72	YES

In this example, the chart above compares the Student Growth Percentile for eight students. One student, student F, did not have a score for the BOY administration, so they are excluded from the growth percentage. Of the remaining seven students, four “met growth” (≥50 SGP) so the student growth percentage would be $5/8 = 63\%$.

Example 3-B: Grade 3 Bilingual RLA/SRLA (Departmentalized)

Student	Star Renaissance - Reading			Star Renaissance - Lectura			Met Growth in English or Spanish (≥50 SGP)
	BOY Scaled Score	EOY Scaled Score	SGP	BOY Scaled Score	EOY Scaled Score	SGP	
A	748	758	19	882	1017	99	YES
B	615	766	34	804	887	80	YES
C	615	615	25	763	761	7	NO
D	-	855	EXCLUDE	798	772	10	NO
E	940	976	50	903	944	61	YES
F	928	982	47	1035	1031	27	NO
G	774	842	49	921	949	49	NO
H	771	855	64	798	772	10	YES

In this example, the chart above compares the Student Growth Percentile for eight bilingual students. These students participate in both the English and Spanish Renaissance screeners. A student in a bilingual classroom is determined to have met growth if their SGP is 50 or greater in either English or Spanish. Student D is excluded from the English growth percentage calculation because they did not participate in the English BOY administration, however, because they participated in both the Spanish BOY and EOY administrations, student D is included in the overall growth calculation. Of the eight students, all eight are included in the overall growth calculation, which is calculated as $4/8 = 50\%$.

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Example 3-C: Grade 3 RLA & MATH (Self-Contained)

Student	Star Ren - RLA				Star Ren - MATH			
	BOY Scaled Score	EOY Scaled Score	SGP	Met RLA Growth (≥50 SGP)	BOY Scaled Score	EOY Scaled Score	SGP	Met MATH Growth (≥50 SGP)
A	615	772	25	NO	776	904	64	YES
B	757	892	80	YES	845	886	34	NO
C	780	814	27	NO	889	979	71	YES
D	794	811	41	NO	—	730	—	EXCLUDE
E	818	868	59	YES	712	768	28	NO
F	863	954	37	NO	850	972	91	YES
G	812	887	51	YES	892	952	66	YES
H	1008	1035	39	NO	1001	998	10	NO

In this example, the chart above compares the Student Growth Percentile for eight students in a self-contained classroom. One student, student D, did not have a score for the BOY MATH administration, so they are excluded from the growth percentage calculation. In RLA, 3/7 students “met growth” (≥50 SGP), and four “met growth” (≥50 SGP) in MATH. Therefore, the student growth percentage for this self-contained classroom would be $7/15 = 47\%$.

Note: The growth targets shown in the examples above are for illustrative purposes only and do not represent Birdville ISD's annual STAR Renaissance growth targets. Annual growth targets are established each year by the District's approved third-party provider based on current STAR Renaissance assessment data.

Assessment Calendar – See [Birdville ISD's Assessment Calendar](#) for Specific Dates

The table below outlines some important dates in the assessment process regarding Star Renaissance Screeners.

Timeline (When)	Event (What)
August	Enrollment: District staff make sure students & teachers are in the Star Renaissance system.
August	Training: Review processes and procedures for online Star Renaissance screeners as well as security and confidentiality training.
September 1 – 11 (MS) September 1 – 25 (EL)	Testing Window: Beginning-of-Year Star Renaissance Screener – FALL.
January 11 – 22 (MS) January 6 – 29 (EL)	Testing Window: Middle-of-Year Star Renaissance Screener – WINTER.
May 3 – 14 (EL & MS)	Testing Window: End-of-Year Star Renaissance Screener – SPRING.
June	Verification: Confirm enrollment data and scores on teacher spreadsheets.

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Category 4: STAAR Results with Previous Year STAAR for the Pre-Test

Specific grade levels and subject areas will use **STAAR results with the released STAAR for the Pre-test** to measure student growth.

Eligible Teacher Group (Category 4)			
Teachers of English I, English II, and Algebra I.			
Eligible Teacher Group (Category 4)	Pre-Test	Post-Test	Growth
Teachers of English I, English II, and Algebra I.	Previous Year STAAR Results	Current Year STAAR Results	Adequate growth will be determined by scoring 1 point on the STAAR Transition Table.

TEA STAAR Academic Growth Transition Table

Prior Year Performance Level (PL) on STAAR	Current Year Performance Level (PL) on STAAR					
	Did Not Meet LOW	Did Not Meet HIGH	Approaches LOW	Approaches HIGH	Meets GL	Masters GL
Did Not Meet – LOW	0	1	1	1	1	1
Did Not Meet – HIGH	0	½	1	1	1	1
Approaches – LOW	0	0	½	1	1	1
Approaches – HIGH	0	0	0	½	1	1
Meets GL	0	0	0	0	1	1
Masters GL	0	0	0	0	0	1

Student Growth

A STAAR performance level is assigned to each student's assessment results. To be considered as meeting projected growth, a student must earn 1 point on the TEA STAAR Academic Growth Transition Table by comparing the student's previous year's STAAR performance level to current year's end-of-year STAAR performance level.

Student Growth Percentage

For each eligible teacher, the student growth percentage is calculated by dividing the number of students who met growth goals to the total number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

Example 4-A: End-of-Course ALGEBRA 1

Student	Previous Year STAAR PL	Spring STAAR PL	Point on the Transition Table	Met Growth
A	Did Not Meet – LOW	Did Not Meet – LOW	0	NO
B	Meets	Masters	1	YES
C	Masters	Meets	0	NO
D	Approaches – HIGH	Approaches – HIGH	½	NO
E	-	Meets	-	EXCLUDED
F	Did Not Meet – HIGH	Approaches - HIGH	1	YES
G	Approaches – LOW	Approaches – HIGH	1	YES
H	Meets	Approaches – HIGH	0	NO
I	Meets	Approaches - LOW	0	NO

For the example above, the chart compares the previous year's STAAR/EOC performance level to the current level for nine students. One student, student E, did not have a score for the prior year administration, so they are excluded from the growth percentage. Of the remaining eight students, three "met growth," so the student growth percentage would be $3/8 = 38\%$.

Note: The example above is for illustrative purposes only to demonstrate how teacher-level student growth percentages are calculated using the TEA STAAR Academic Growth Transition Table. The student results shown are hypothetical.

Assessment Calendar – See [Birdville ISD's Assessment Calendar](#) for Specific Dates

The table below outlines some important dates in the assessment process regarding STAAR tests.

Timeline (When)	Event (What)
September – October	Training: Review processes and procedures for testing as well as security and confidentiality training.
November	Testing Window: Fall Benchmark.
February – March	Testing Window: Spring Benchmark (MOCK).
April	Testing Window: End-of-Year testing (STAAR/EOC).
May – July	Results: Scores arrive from end-of-year testing.
August	Verification: Confirm student data.

APPENDIX C – DISTRICT ASSESSMENT SECURITY & CONFIDENTIALITY OATH

District Assessment Security & Confidentiality Oath

This district oath is separate from, and in addition to, the annual Test Security and Confidentiality Oath required by the Texas Education Agency (TEA).

I acknowledge that I have been entrusted with responsibilities related to the administration, handling, scoring, and protection of secure district and state assessments. I understand that maintaining the integrity, security, reliability, and validity of all assessments is essential to ensuring fair and accurate measures of student learning.

I understand that secure and standardized administration of assessments is critical to preserving the integrity of Birdville ISD's instructional program, accountability system, and Teacher Incentive Allotment (TIA) Local Designation System.

This oath applies to all district, local, benchmark, formative, and state assessments designated by Birdville ISD for instructional, accountability, or Teacher Incentive Allotment (TIA) purposes.

I affirm that I will:

- Attend all required assessment-specific training and administer and score assessments in strict accordance with district procedures, published administration manuals, and state requirements.
- Ensure all students are assessed under standardized testing conditions so that every student has an equal opportunity to demonstrate what they know and are able to do.
- Protect the confidentiality of all secure assessment materials, test content, student responses, scoring materials, student testing information, and secure testing platforms, including student login credentials, passwords, and digital testing materials.
- Refrain from disclosing, discussing, reproducing, or otherwise sharing secure assessment content and from providing assistance, coaching, prompting, cues, rewording, hints, or any other support that could influence a student's response unless specifically permitted by assessment administration procedures.
- Ensure that only accommodations and designated supports that are documented in applicable ARD, 504, LPAC, or RTI/MTSS decisions and authorized for the specific assessment are provided in accordance with district guidelines.
- Score all student responses honestly and consistently in accordance with district scoring guidance, ensuring that assessment records, scoring information, and data entered into district systems are complete, accurate, and reflective of each student's actual performance. I will not intentionally inflate, deflate, alter, fabricate, or otherwise misrepresent student assessment results.
- Immediately report any suspected testing irregularity, security violation, breach of confidentiality, or unethical testing practice to the appropriate campus administrator or District Testing Coordinator.
- Conduct all assessment-related duties with honesty, professionalism, and integrity to preserve the validity, credibility, and public trust in Birdville ISD's assessment program.

I understand that failure to comply with district or state assessment procedures may result in administrative or disciplinary action, invalidation of assessment results, referral to the State Board for Educator Certification (SBEC) when applicable, and other consequences in accordance with district policy and applicable law.

By signing this document, I acknowledge my responsibility to uphold the highest standards of assessment security, confidentiality, ethical practice, and standardized administration. I understand that my actions directly affect the validity of student assessment results and the integrity of Birdville ISD's instructional, accountability, and Teacher Incentive Allotment (TIA) Local Designation Systems.

Printed Name: _____

Campus/Department: _____

Signature: _____

Date: _____

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APPENDIX D – SAMPLE TIA SCORECARD

PLEASE NOTE: Birdville ISD will complete their first data submission Fall 2027.
The District's final cut points will be decided at this time.

SAMPLE - Birdville ISD TIA Scorecard

Teacher Name:	John D. Sample	Campus:	Birdville ISD Middle School
Subject Area(s):	Reading Language Arts	Grade Level(s):	6th

T-TESS 2.0 Teacher Observation			
Domain II		Domain III	
2.A.1 – Alignment to Objective	5	3.A.1 - Classroom Management	3
2.A.2 – Pacing and Structure	4	3.A.2 – Classroom Environment	4
2.A.3 – Questions and Tasks	3	3.A.3 – Routines & Maximizing Instructional Time	5
2.A.4 – Instructional & Individual Supports	3	3.B.1 - Expectations for Behavior & Learning	4
2.B.1 – Content Knowledge & Academic Language	4	3.B.2 - Student Engagement	3
2.B.2 – Prior Knowledge	4		
2.B.3 – Clarity of Instruction	3	Total D2 + D3 Points:	59
2.B.4 – Student Practice & Cognitive Work	4		÷
2.C.1 – Student Progress	3	Total Dimensions/Indicators:	16
2.C.2 – Checks for Understanding	4		
2.C.3 – Monitoring and Responding	2	Average T-TESS 2.0 Domains II & III Score:	3.7

Student Growth				
Growth Measure:	Star Renaissance			
Student	BOY Score	EOY Score	SGP	Met Growth?
A	906	909	25	NO
B	736	796	50	YES
C	1039	1052	54	YES
D	1076	1042	7	NO
E	1056	1089	85	YES
F	730	730	EXCLUDE	EXCLUDE
G	775	956	38	NO
H	968	999	72	YES
I	909	912	25	NO

# Students Meeting or Exceeding Growth Target	4
	÷
# Students Rostered in TIA Eligible Course(s)	8
Student Growth Percentage:	50%

Designation Score Ranges																			
A teacher's final designation is the highest designation level for which <u>both</u> the T-TESS score and student growth measure meet the minimum required criteria. If the two results differ, the lower designation is recommended.																			
Level	N/A	Acknowledged				Recognized				Exemplary						Master			
T-TESS	< 3.5	3.5	3.6	3.7	3.8	3.9	4.0	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	5.0		
Growth %	< 50	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67
		70 - 79	80 - 89	90 - 100															

Note: The example above is for illustrative purposes only. The layout, format, and appearance of actual teacher scorecards may differ, but will include applicable T-TESS 2.0 observation and student growth data.

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APPENDIX E – TIA ROLES & RESPONSIBILITIES

The successful implementation of Birdville ISD's Teacher Incentive Allotment (TIA) Local Designation System is coordinated by the Curriculum, Instruction, & Accountability Department and is implemented through a collaborative partnership among multiple district departments and campus personnel. While the Curriculum, Instruction, & Accountability Department provides overall oversight of the Local Designation System, each department plays a vital role in ensuring the integrity, accuracy, consistency, and fidelity of the District's approved TIA system.

Department	Examples of Support	Examples of Responsibilities
Associate Superintendent for Curriculum, Instruction, & Accountability	District Contact	• Serve as the Chair of the TIA Steering Committee and the TIA Executive Leadership Team. • Ensure that the TIA Guidebook, FAQ Document, and other supporting materials for TIA are prepared and disseminated. • Prepare and submit annual TIA application. • Ensure that the TIA website is developed, maintained, and kept current. • Ensure annual back to school TIA updates are included in Vector "Safe Schools" and/or other Professional Learning opportunities. • Provide final Teacher Incentive Allotment (TIA) designation determinations annually to Human Resources for communication to teachers, including each teacher's assigned designation level.
Human Resources	Eligibility, Employment, Certification, Verification	• Develop and publish annual appraisal calendar. • Identify TIA-eligible teachers (PEIMS code 087). • Verify SBEC certification and certification expiration dates. • Confirm teacher employment eligibility for annual TIA submission. • Monitor and approve any teacher change of placement during a school year. • Annually verify TIA designations and current years remaining in designation. • Communicate final Teacher Incentive Allotment (TIA) designation determinations to teachers following the completion of the data validation and scoring process. • Verify and confirm teacher annual allotment in the Strategic Compensation Operations Management System (SCOMS). • Work in conjunction with payroll to determine allotment amount based on designation and campus assignment.
Planning, Assessment, & Accountability	Student Growth, Data Management, Assessment, TIA Oversight	• Oversee data collection and analytics of TIA measures to ensure validity and reliability of the data to the TIA Local Designation System. • Review and maintain approved student growth measures. • Ensure assessment and student growth data are loaded and verified in applicable systems. • Ensure TIA-eligible campus instructional staff are trained in the use of data management systems.

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Department	Examples of Support	Examples of Responsibilities
		• Provide TIA training and guidance to campus administration with regard to data collection and analytics of TIA measures. • Train Campus Testing Coordinators on assessment administration requirements. • Monitor data quality and annual TIA timelines. • Monitor course, roster, and staff assignment data. • Serve as a system check to verify teacher and student PEIMS coding required for TIA eligibility. • Provide campus principals with teacher-specific TIA scorecards for verification and validation with TIA-eligible teachers. • Coordinate annual data submission and state validation activities.
Curriculum & Instruction	Curriculum, Instruction, Professional Learning, T-TESS 2.0, Coaching, Leadership Development	• Ensure teachers have access to aligned curriculum resources and High-Quality Instructional Materials (HQIM). • Provide instructional support aligned to district curriculum and instructional delivery. • Facilitate professional learning related to instructional practices and teacher development. • Support principals and instructional facilitators with instructional coaching. • Assist teachers in analyzing student performance data to improve instruction. • Provide T-TESS 2.0 training and calibration for teachers and administrators. • Support campus administrators in T-TESS 2.0 calibration and conducting T-TESS 2.0 appraisal coaching cycles. • Monitor implementation fidelity of the district appraisal system. • Monitor walkthrough and student data to support campus administration with calibrating classroom observations and student growth.
Campus Support	T-TESS 2.0, Coaching, Leadership Development	• Support ongoing T-TESS 2.0 calibration for administrators. • Participate in ongoing T-TESS 2.0 calibration walks and coaching cycles. • Develop ongoing system to support campus administrators in conducting accurate, reliable appraisals. • Confirm signed verification from each campus principal ensuring that all TIA data has been reviewed, validated, and is accurate, prior to District's final submission of data to the TEA.
PEIMS / Enterprise Solutions	Student Information Systems, PEIMS, Data Integrity	• Train registrars, attendance clerks, in appropriate coding and rostering of students in the Student Information System (SIS) (FOCUS). • Serve as a final system check to ensure TIA-eligible courses are coded correctly in the SIS (FOCUS). • Serve as a final system check to ensure accuracy of teacher and student PEIMS coding required for TIA eligibility. • Maintain accurate course, roster, and staff assignment data in the SIS (FOCUS).

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Department	Examples of Support	Examples of Responsibilities
		Support district reporting and data validation requirements.
Technology	Systems, Applications, Technical Support	- Ensure system integrations function properly. - Maintain and ensure TIA technology, platforms, and dashboards are kept current and are functioning properly at all times. - Support user access to TIA-related applications and reporting tools.
Counseling	Student Scheduling, Course Placement	- Train elementary and secondary counselors in appropriate coding and rostering of students in the Student Information System (SIS) (FOCUS). - Support accurate student scheduling into TIA-eligible courses. - Assist campuses in maintaining accurate student enrollment and course placement records. - Ensure TIA-eligible courses are coded correctly in the SIS (FOCUS). - Verify teacher and student PEIMS coding required for TIA eligibility. - Maintain accurate course, roster, and staff assignment data in the SIS (FOCUS).
Campus Administration and Leadership Team	Teacher Support, Appraisal, Student Growth, Campus Implementation	- Notify Human Resources of potential movement of teachers during the school year. - Conduct T-TESS 2.0 observations and conferences according to district timelines. - Participate in T-TESS 2.0 calibration activities. - Enter appraisal data into Eduphoria STRIVE. - Ensure fidelity of administration of student growth measure. - Facilitate PLCs and data meetings. - Provide instructional coaching, timely feedback (and if necessary, support plans) to teachers. - Monitor teacher progress throughout the TIA cycle. - Ensure campus compliance with all district TIA procedures. - Ensure all teachers are trained in T-TESS 2.0 and the use of data management systems. - Obtain signed verification of individual TIA scorecards confirming that all TIA data has been reviewed, validated, and is accurate prior to submission to campus support.

APPENDIX F – FREQUENTLY ASKED QUESTIONS

The following questions represent the most common questions received from Birdville ISD teachers and staff during the development and implementation of the Local Designation System. This section is intended to provide general guidance. In the event of a conflict between this guidebook and state law, TEA guidance, or Board policy, those authorities shall govern.

Section 1 – General Information

1. What is the Teacher Incentive Allotment (TIA)?

The Teacher Incentive Allotment (TIA) is a state program designed to recruit, recognize, reward, and retain highly effective teachers. Eligible teachers who earn a state-approved designation may receive a state-funded annual allotment based on their performance and campus assignment.

2. Why is Birdville ISD participating in the Teacher Incentive Allotment?

Birdville ISD believes exceptional teachers are the foundation of student success. Through TIA, the District can recognize, reward, and retain highly effective educators while supporting instructional excellence and investing in the future of our students.

3. What is Birdville ISD's long-term vision for TIA?

Birdville ISD is implementing TIA through a phased approach. As additional student growth measures become available, the District will continue expanding its Local Designation System with the goal of providing 90–100% of teachers the opportunity to serve in TIA-eligible assignments and earn a designation and annual allotment.

4. Who approves Teacher Incentive Allotment designations?

The Texas Education Agency (TEA) is responsible for the final approval of all TIA designations. Districts submit “recommended” designations based on two measures of teacher effectiveness: Student Growth and teacher observation. Before approval, all submitted data must pass a rigorous 15-point validation process to ensure accuracy and reliability. Teachers must meet the state-established performance standards in both measures to be eligible for a designation. It is also important to note that TIA is a multi-year process. Teachers are not notified of designations until the full data collection and validation cycle is complete, which typically spans two years.

5. How is the Teacher Incentive Allotment different from a salary increase?

The Teacher Incentive Allotment is not a permanent increase to a teacher's base salary or placement on the District salary schedule. Instead, it is a state-funded annual allotment awarded to teachers who earn a designation through the District's approved Local Designation System and continue to meet state eligibility requirements. Designations remain valid for five years, and eligible teachers may receive an annual allotment during that designation period while serving in a qualifying teaching role. TIA supplements—not replaces—the District's regular compensation plan and annual salary schedule.

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Section 2 – Eligibility & Designation Process

1. Who is eligible to participate in Birdville ISD's Local Designation System?

Teachers are eligible if they meet all TEA and Birdville ISD requirements for certification, assignment, appraisal, and student growth. Eligibility generally includes serving as the teacher of record in a TIA-eligible assignment, receiving a complete annual T-TESS 2.0 appraisal, and meeting all state and district data requirements. Eligibility requirements are reviewed annually as the Local Designation System expands.

2. Which grade levels and content areas are included in Birdville ISD's first cohort?

Birdville ISD's first cohort includes Pre-K Reading and Mathematics, K–8 Reading and Mathematics, English I & II, and Algebra I. These content areas were selected because they use TEA-approved, validated student growth measures. Additional grade levels and subjects will be added as the Local Designation System expands.

3. Why aren't all teachers included in the first phase of TIA?

Birdville ISD is implementing TIA in phases to ensure the Local Designation System is fair, reliable, and meets TEA validation requirements. The first cohort includes only teaching assignments with approved student growth measures, but the District is committed to expanding eligibility as additional measures become available. Our long-term goal is for 90–100% of Birdville ISD teachers to have the opportunity to earn a TIA designation.

4. Can I earn a higher designation in the future?

Yes. Teachers who qualify for a higher designation during a future data capture year will receive the higher designation, and a new five-year designation period will begin. Once awarded, a designation cannot be reduced during its five-year validity period.

5. Does National Board Certification automatically qualify me for a TIA designation?

National Board-Certified Teachers will receive a National Board-Certified designation (allotment value of \$3k - \$9k). If a National Board-Certified Teacher later earns a higher designation through Birdville ISD's Local Designation System, the higher designation will supersede the National Board designation. Teachers should refer to the current TEA guidance for the most up-to-date information regarding National Board Certification and TIA.

Under House Bill 2, the State Board for Educator Certification (SBEC) must review National Board Certification by December 31, 2026, to determine whether it will remain an eligible TIA designation pathway.

Section 3 – Student Growth & Teacher Observation

1. How is my TIA designation score calculated?

TIA designations are based on two measures of teacher effectiveness: student growth and teacher observation. Student growth is measured using TEA-approved assessments, while teacher observation is based on the annual T-TESS 2.0 appraisal system.

Under the Birdville ISD Local Designation System, to be eligible for consideration for a TIA designation, a teacher must earn the following minimum criteria:

Designation	T-TESS 2.0 Observation	Student Growth %
Acknowledged	3.5 – 3.6	50 - 54%
Recognized	3.7 – 3.8	55 – 59%
Exemplary	3.9 – 4.4	60 – 69%
Master	4.5 – 5.0	70 – 100%

2. How is student growth measured?

Student growth is measured using TEA-approved assessments that align with a teacher's grade level and content area, including CLI Circle, mCLASS, Star Renaissance, and STAAR/EOC Transition Tables. Growth is based on the percentage of eligible students who meet or exceed their individual growth expectations during the data capture year.

3. What role does T-TESS 2.0 play in earning a designation?

Teacher observation accounts for 40% of a teacher's TIA designation score. Birdville ISD uses Domains 2 and 3 of the annual T-TESS 2.0 appraisal as the observation component for TIA, and teachers must meet the District's minimum performance standards to be eligible for a designation. To ensure consistency across the District, appraisers participate in ongoing calibration training and reliability exercises.

4. Will all teachers receive an annual T-TESS 2.0 appraisal?

Teachers who are new to the profession, new to the District, in a TIA-eligible position, and all designated teachers are required to receive an annual T-TESS 2.0 appraisal in accordance with Board Policy DNA (LOCAL) and district procedures. Teachers eligible for TIA are not eligible for the Less Than Annual Appraisal (LTAA) option, as annual appraisal data is required for designation consideration.

5. How can I monitor my progress throughout the year?

Teachers are encouraged to regularly monitor both their student growth and teacher observation performance throughout the school year. Campus administrators will provide ongoing feedback through the T-TESS 2.0 process, while student growth data can be reviewed using the district's approved assessment platforms. Teachers should also verify the accuracy of their student rosters and work closely with campus leadership if questions arise regarding growth measures or appraisal results. Appendix A of the Birdville ISD TIA Guidebook provides examples of how student growth is calculated for each approved assessment.

6. Why doesn't Birdville ISD use local assessments to measure student growth?

Whenever possible, Birdville ISD uses TEA-approved third-party assessments because they provide reliable, standardized measures of student growth and are recommended for use within the Teacher Incentive Allotment program. Local assessments may be incorporated in future years as the Local Designation System expands; however, all student growth measures must successfully meet the rigorous validation requirements established by the Texas Education Agency and Texas Tech University before they can be used for designation purposes.

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7. Can my 45-minute observation be during Science if my TIA student growth measure is based on RLA or Math?

No. Birdville ISD's Local Designation System requires the minimum 45-minute T-TESS observation to be conducted in a subject used for the teacher's TIA student growth measure. For example, if your student growth measure is based on RLA, your observation must occur during RLA instruction. If your student growth measure is based on Math, your observation must occur during Math instruction.

For self-contained teachers, the RLA and Math student growth measures are combined; therefore, the observation may occur during either RLA or Math instruction.

Although TIA does not require this alignment at the state level, Birdville ISD has established it as a local requirement. Observing instruction in a subject used to measure student growth provides a meaningful basis for examining the relationship between T-TESS observation scores and student outcomes. This relationship is essential to supporting the district's successful completion of the TIA data validation process through Texas Tech University (TTU).

Teachers should coordinate with their appraiser to ensure the observation occurs during instruction in the appropriate subject.

Section 4 – Compensation, Data Collection, & Employment Changes

1. When will I receive payment for my Teacher Incentive Allotment designation?

TIA allotments are paid after the data capture year, successful validation by Texas Tech University, and final approval by the Texas Education Agency. For Cohort I (2026–2027), eligible teachers are expected to receive their first allotment in Summer 2028. Allotments will be paid by the end of August 2028.

2. How is my data collected and verified?

Birdville ISD collects teacher appraisal, student growth, roster, and assignment data through district-approved systems. Before submission, the District verifies all data for accuracy, then submits it to Texas Tech University for validation. Teachers should verify their student rosters during designated verification windows.

3. What happens if I change campuses, assignments, or districts?

Employment changes may impact designation eligibility and future allotment payments. Teachers who change campuses within Birdville ISD may remain eligible if they continue to meet all requirements. For example, if a teacher changes positions prior to the Snapshot date and the students have a BOY assessment score, as long as all other TIA eligibility requirements are met, the teacher would be eligible. Changes in teaching assignment before the fall data Snapshot may impact eligibility for a new designation, although existing designations remain valid for their five-year term. Teachers with questions regarding specific leave situations should consult Human Resources for guidance.

4. What happens if I already have a TIA designation from another Texas school district?

Teacher designations are awarded by the Texas Education Agency and remain with the teacher for five years, regardless of the district in which they were earned. Teachers who join Birdville ISD with an active designation retain that designation. The amount of the annual allotment is determined by Birdville ISD's approved Local Designation System and the state-generated allotment associated with the teacher's current campus assignment. Therefore, the allotment amount may differ from what the teacher received in another district.

5. What happens if I take a leave of absence?

A teacher's designation remains valid for five years. However, eligibility for an allotment during a data capture year may be affected by the timing and duration of a leave of absence. Teachers with questions regarding specific leave situations should consult Human Resources for guidance.

Important: A Teacher Incentive Allotment designation belongs to the teacher, while the annual allotment is determined each year based on state funding formulas, the teacher's qualifying assignment, and the campus where the teacher is employed. A teacher may retain a designation while the amount of the annual allotment changes due to state funding calculations or employment circumstances.

Important: Designation eligibility may also be impacted by Birdville ISD employment action, including but not limited to, reassignment or termination of an employee, in accordance with Birdville ISD Board Policy and the Birdville ISD Employee Handbook.

Section 5 – Continuous Improvement, Future Expansion, & Support

1. Will additional grade levels, subjects, and teaching assignments be added in the future?

Yes. Birdville ISD will annually review opportunities to expand TIA eligibility as additional approved student growth measures become available. Future phases may include Science, Social Studies, Fine Arts, CTE, World Languages, Physical Education, and other eligible teaching assignments.

2. Will Special Education, Dyslexia, Gifted & Talented, Intervention, and other specialized teaching assignments become eligible?

Birdville ISD's first implementation phase focuses on assignments that currently have reliable, TEA-approved student growth measures. As the Local Designation System expands, the District intends to include additional teaching assignments as valid growth measures become available and meet the Texas Education Agency's validation requirements. Specialized instructional positions may become eligible when they satisfy state requirements related to teacher assignment, student rosters, and approved growth measures.

3. What professional learning and support will Birdville ISD provide?

Birdville ISD provides ongoing professional learning focused on research-based instructional strategies that support student growth, T-TESS 2.0 calibration, instructional coaching, assessment training, National Board Certification support, and regular updates to help teachers successfully participate in the Local Designation System.

4. How will the Local Designation System continue to improve?

Birdville ISD is committed to continuously improving its Local Designation System. The District annually reviews teacher feedback, stakeholder input, implementation data, and TEA guidance to refine the system, improve transparency, and expand eligibility when appropriate. Teacher feedback will continue to play an important role in shaping future enhancements. Teacher members of the TIA Steering Committee will serve as Campus TIA Liaisons to support dissemination of information and to gather feedback which will guide the improvement of the District Local Designation System. ([APPENDIX G](#))

5. Where can I go if I have questions or need additional support?

Teachers are encouraged to begin by speaking with their campus principal, appraiser, or Campus TIA Liaison(s) regarding questions about observations, student growth, or eligibility. Additional information is available in the Birdville ISD TIA Guidebook, district communications, professional learning sessions, and on the Birdville ISD TIA website at www.birdvilleschools.net/TIA, which includes links to TEA's TIA resources and guidance.

For questions related to the Local Designation System, eligibility requirements, or the TIA process, teachers may also submit an inquiry using the District's TIA Question Form. Questions will be routed to the appropriate department, and a member of the TIA team will respond as promptly as possible.

Section 6 – Frequently Asked Scenarios

1. I teach both Reading and Mathematics. How is my student growth calculated?

Teachers who teach multiple TIA-eligible content areas receive one combined student growth measure. Student growth is calculated using all eligible students assigned to the teacher across qualifying Reading and Mathematics courses. Rather than receiving separate designation scores for each subject, the District combines all qualifying student growth results into a single student growth score that represents 60% of the teacher's overall TIA designation score. See [Appendix B](#).

2. I teach in a departmentalized classroom. How is my student growth determined?

Student growth is based on the students assigned to the teacher of record in the SIS (FOCUS) for TIA-eligible courses. Departmentalized teachers receive student growth only for the eligible subject(s) they teach. When multiple teachers share instructional responsibilities, student growth is attributed based on the official teacher-of-record assignments in FOCUS.

3. What if some of my students do not have valid assessment data?

Only students who meet the District's enrollment requirements and have valid beginning-of-year and end-of-year assessment data are included in a teacher's student growth calculation. Students without valid assessment data (Ex: student has EOY data, but no BOY data) are not included, ensuring teacher growth measures are based on complete and reliable data.

4. I have students who are already performing well at the beginning of the year. How is growth measured for them?

The Teacher Incentive Allotment measures student growth rather than overall achievement. Approved assessments establish individual growth expectations based on each student's starting point, allowing students at all performance levels to demonstrate meaningful progress. This ensures teachers receive credit for helping every student continue to grow.

5. I teach at Bob E. Griggs High School, where students complete Algebra I Semester 1 during the first quarter and Semester 2 during the second quarter. Since these students may only appear on my fall roster and not on my Winter Class Roster Verification, am I still eligible to qualify for TIA?

Yes. Bob E. Griggs High School teachers are eligible to participate in TIA, provided all eligibility requirements are met. Because students complete the eligible course during the first semester, they must also be enrolled in a separate designated zero hour class and remain rostered in that class for the entire school year. This ensures the students are included during both roster verification windows, allowing the teacher to meet TIA roster verification requirements.

6. AABLE classrooms do not consistently use mCLASS and Star Ren based on students' IEPs. Since that is the data collection piece, are AABLE teachers eligible for TIA?

AABLE teachers may be eligible for TIA if they are the RLA and/or mathematics teacher of record and their students participate in the corresponding approved assessment—mCLASS or Star Renaissance, as applicable, but not both. The teacher must have at least eight valid student data points in the applicable content area. One valid data point consists of a matched beginning-of-year (BOY) and end-of-year (EOY) assessment result for one student in one content area. All other TIA eligibility

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7. I teach Special Education, Dyslexia, Emergent Bilingual, or another specialized instructional assignment. How does TIA apply to me?

Birdville ISD recognizes the essential role specialized teachers play in supporting student success. During the initial implementation of the Local Designation System, eligibility is limited to teaching assignments that have approved, validated student growth measures. As the District expands the Local Designation System, additional specialized teaching assignments will be considered as valid growth measures become available and meet state validation requirements. Teachers serving specialized populations are encouraged to speak with their campus principal, appraiser, or Campus TIA Liaison(s) to stay informed regarding future TIA expansion opportunities.

8. Should I be concerned that helping another teacher improve could make it harder for me to earn a TIA designation?

No. TIA is not a competitive system, and teachers do not compete against one another or for a limited number of designations. Each teacher earns a designation by meeting the established criteria for teacher proficiency and student growth. One teacher's success does not reduce another teacher's opportunity to earn a designation.

Collaboration among teachers is encouraged and remains an important part of improving student outcomes. Sharing instructional strategies, resources, and expertise with colleagues can strengthen teaching across a team without negatively impacting an individual teacher's TIA eligibility. Multiple teachers may earn designations when they meet the required standards.

9. ECSE 4-year-old classrooms use the Circle assessment. Not all of the classrooms have a BOY roster of at least 8 students. Are we saying as a district all ECSE classrooms are not eligible so that there is consistency, or will it be a campus specific qualification if they meet the BOY roster of 8 student requirement?

ECSE teachers will not be excluded from TIA eligibility as a group. Eligibility will be determined individually based on each teacher's assignment and the availability of valid CIRCLE assessment data.

A teacher must have at least eight valid data points to meet the minimum requirement. One valid data point consists of a matched beginning-of-year (BOY) and end-of-year (EOY) assessment result for one student in one content area. Therefore, a BOY roster of six students does not automatically establish or preclude eligibility. For example, if the teacher is the teacher of record for both RLA and mathematics, each of the six students could generate one valid RLA data point and one valid mathematics data point, potentially resulting in 12 total data points. All other TIA eligibility requirements must also be met.

Please see the CIRCLE example in Appendix B of the TIA Guidebook for additional information.

APPENDIX G – 2026-27 T-TESS 2.0 PILOT APPRAISAL CALENDAR (FINAL)



2026-27 T-TESS 2.0 PILOT APPRAISAL CALENDAR

T-TESS 2.0 Pilot Appraisal Period

- Teacher appraisal period includes all teacher contract days.
- Rated classroom observation window: September 4, 2026 – January 29, 2027

Beginning-of-Year (BOY) Conference & Goal Setting

- New teachers - no later than six weeks after T-TESS 2.0 orientation.
- Existing teachers - completed no later than September 30, 2026.
- Conference includes goal setting and defining teacher impact.

Middle-of-Year (MOY) Conference

- November 2, 2026 - January 29, 2027.
- Review student progress, observation evidence, and next steps.

T-TESS End-of-Year (EOY) Conferences

- March 1, 2027 - May 5, 2027, after required observation evidence is complete.
- May not be scheduled prior to March 1, 2027, or after May 5, 2027.

Observation & Feedback Cadence

- Must have at least 2 rated walkthroughs, and 1 rated full observation cycle using Domains 2 and 3.
 - First Rated Walkthrough is due by October 30, 2026.
 - Second Rated Walkthrough is due by March 1, 2027.
- **The required full lesson-cycle observation must be completed during the fall observation window and no later than January 29, 2027.**
- Local observation windows: Fall - September 4 to December 17, 2026; Spring - January 6 to April 16, 2027.
- Additional walkthroughs may be conducted as needed.

Second Appraisal

- Must be requested in writing within 10 working days of receiving the applicable written observation summary or summative annual appraisal report. Second appraisals will be unscheduled; and
- Submitted to HR@Birdvilleschools.net.

Dates Observations Prohibited

- The first three weeks of school;
- The two weeks following completion of the required T-TESS 2.0 orientation; and
- Days scheduled for state-mandated assessments or other standardized tests.



APPENDIX H – TIA DESIGNATION SYSTEM INELIGIBILITY ACKNOWLEDGEMENT

The **Birdville ISD Teacher Incentive Allotment (TIA) Local Designation System** is based on two required components:

- T-TESS 2.0 Observation Score, which must meet the minimum performance criteria established by the Texas Education Agency (TEA); and
- Student Growth Score, which must meet the minimum performance criteria outlined in the Birdville ISD TIA Guidebook and applicable TEA guidance.

To be recommended for a TIA designation, a teacher must meet the eligibility requirements for both components.

I, _____, acknowledge that I understand the following actions or circumstances will make me **ineligible** for a TIA designation recommendation for the current designation cycle:

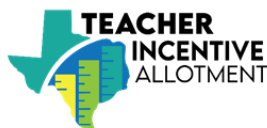
- ☐ I accept a **grade-level reassignment** after the PEIMS October Snapshot.
- ☐ I accept a **subject-area reassignment** after the PEIMS October Snapshot.
- ☐ I accept a **teaching assignment reassignment** after the PEIMS October Snapshot.
- ☐ Students are added to or removed from my class after the PEIMS October Snapshot and the Beginning-of-Year student growth assessment, resulting in fewer than eight (8) eligible unique student records included on my End-of-Year roster.
- ☐ Employee disciplinary action, including reassignment to a grade level or subject area that is not TIA eligible, or termination, in accordance with Birdville ISD Board Policies and the Birdville ISD Employee Handbook.

I understand that if any of the circumstances listed above occur, I will not be eligible for consideration for a TIA designation recommendation during the current designation cycle.

Teacher Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

After both parties have signed, the campus principal will submit this acknowledgement via email to the Human Resources department, cc'ing the teacher.



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APPENDIX I – BIRDVILLE ISD STEERING COMMITTEE | TIA CAMPUS LIAISON

"Successful implementation of the Birdville ISD Teacher Incentive Allotment depends on clear communication, collaboration, and trust. TIA Campus Liaisons serve as communication partners who help ensure every teacher has access to accurate information, resources, and opportunities to provide feedback throughout the implementation of the Local Designation System."

Purpose

In accordance with TEA requirements, Birdville ISD maintains a TIA Steering Committee to provide teacher input and stakeholder feedback throughout the implementation and continuous improvement of the District's Local Designation System.

During their term of service, teacher members of the TIA Steering Committee also serve as TIA Campus Liaisons. In this role, they support two-way communication between their campus and the District TIA Executive Leadership Team by sharing information, answering general questions, gathering teacher feedback, and helping ensure consistent implementation across the district.

Serving as a TIA Campus Liaison is a communication and stakeholder engagement role only. It does not provide any advantage in earning a TIA designation, influence teacher evaluations, affect student growth measures, or impact compensation decisions.

Responsibilities

As a TIA Campus Liaison, you will:

- Serve as the primary communication link between your campus and the District TIA Executive Leadership Team.
- Share district updates, implementation timelines, and important TIA information with campus staff.
- Help colleagues understand the purpose, requirements, and components of the Birdville ISD TIA Local Designation System.
- Direct teachers to District TIA resources, including the TIA Guidebook, Frequently Asked Questions (FAQs), the [Birdville ISD TIA website](#), and professional learning opportunities.
- Collect questions, suggestions, and feedback from teachers and communicate them to the District TIA Executive Leadership Team.
- Participate in TIA Steering Committee meetings and Campus Liaison meetings, as appropriate.
- Promote accurate communication and help clarify misconceptions regarding the Local Designation System.
- Maintain professionalism, integrity, and confidentiality while serving in this role.

Role Clarification

TIA Campus Liaisons **do not**:

- Conduct teacher observations or evaluations.
- Determine teacher eligibility for a TIA designation.
- Influence teacher designation decisions or allotment amounts.
- Interpret TEA rules or district policy.
- **Make administrative decisions regarding the Local Designation System.**

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- Access or share confidential teacher or student performance information beyond what is authorized in their assigned role.
- Receive any advantage in earning a TIA designation because they serve as a TIA Campus Liaison.

Questions requiring administrative decisions or policy interpretation should be directed to the District TIA Executive Leadership Team.

Selection and Term of Service

Teacher representatives are appointed annually to serve on the Birdville ISD TIA Steering Committee in accordance with TEA requirements. Campus principals recommend teacher representatives in consultation with the District TIA Executive Leadership Team.

Appointments are based on professional credibility, effective communication skills, collaboration, and a commitment to supporting the successful implementation of the Birdville ISD Local Designation System.

Teacher representatives serve a one-year term. During that term, they also serve as the campus TIA Campus Liaison.

At the conclusion of each one-year term, principals may recommend the current representative for reappointment or nominate another teacher to serve. Reappointment is not automatic and is based on campus needs and the principal's recommendation.

Campus Liaison Commitment

As a TIA Campus Liaison, I commit to:

- Communicate accurate, timely, and consistent information regarding the Birdville ISD Local Designation System.
- Serve as a trusted communication resource for all teachers on my campus.
- Listen respectfully to the questions, ideas, and concerns of my colleagues.
- Share campus feedback constructively with the District TIA Leadership Team.
- Promote collaboration, transparency, and continuous professional learning.
- Maintain confidentiality and uphold the integrity of the Local Designation System.
- Support the fair and equitable implementation of Birdville ISD's Teacher Incentive Allotment while keeping student learning at the center of our work.

By serving as both a member of the Birdville ISD TIA Steering Committee and as a TIA Campus Liaison, I accept the responsibility of fostering open communication, building trust, and supporting the successful implementation of the District's TIA Local Designation System. Through collaboration, professionalism, and integrity, I will help ensure that every teacher has access to accurate information, every campus has a voice in the continuous improvement of our TIA system, and every decision reflects our commitment to fairness and transparency.

As One, we are committed to implementing the Birdville ISD Teacher Incentive Allotment with integrity, transparency, and a shared commitment to recognizing instructional excellence and improving outcomes for every student.

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APPENDIX J – GLOSSARY OF TERMS

Calibration

The process of training and monitoring appraisers to ensure T-TESS 2.0 observations are conducted consistently and scored reliably across campuses and evaluators.

Correlation

A statistical relationship between two measures. During TIA validation, Texas Tech University (TTU) examines the correlation between student growth results and T-TESS 2.0 Domains 2 and 3 average scores. A positive correlation indicates that teachers with stronger observation scores generally demonstrate stronger student growth results.

Creditable Year

A school year in which a teacher meets the minimum employment requirements established by TEA for TIA eligibility. A creditable year is required for a teacher to be recommended for a designation.

Data Validation

The process where Texas Tech University evaluates our data on behalf of the TEA to determine if our Local Designation System is identifying teachers for designation appropriately. The big picture questions they answer include: Are student growth and teacher observation scores related enough? Do we give out the expected number of designations? Are observation data and growth data similar across campuses and teaching assignments?

Designation

One of four distinctions awarded to highly effective public school teachers. The **Acknowledged Teacher** designation is intended to signify that a teacher is in the top 50% of teachers in the state. The **Recognized Teacher** designation is intended to signify that a teacher is in the top 33% of teachers in the state. The **Exemplary Teacher** designation is intended to signify that a teacher is in the top 20% of teachers in the state. The **Master Teacher** designation is intended to signify that a teacher is in the top 5% of all teachers in the state.

Designation Recommendation

The District's recommendation to the TEA that an eligible teacher receive a TIA designation after all Local Designation System requirements have been met and the required data have successfully completed all required state validation processes.

Designated Teacher

A teacher that has qualified for any designation (Acknowledged, Recognized, Exemplary or Master Teacher) based on growth and observation data, has been through the data validation process, and has received the official state designation on their SBEC certification. A teacher who has data that makes them eligible to receive a designation is **NOT a designated teacher** until after the District proposes designation, TTU has validated our district data, **AND** the TEA has awarded the designation.

A designated teacher will come up in the TEA search and have the designation on their SBEC certificate.

Eligible Teaching Assignment

Any teaching role that is included in the data collection process towards a possible recommendation for designation. Eligible assignments are determined using the PEIMS Service ID for teachers on eligible campuses.

Eligible Campus

A campus participating in data collection in our local designation system. The 2026-27 data collection consists of 31 eligible campuses. Our 2025-26 application included all traditional PK-12 campuses in the District.

Expansion/Modification

The process by which school districts have the opportunity to add, change or remove eligible teaching assignments, eligible campuses, weighting and spending. Each year, districts with full system approval have the ability to submit an expansion/modification application.

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Growth

A measure of the academic progress a student makes over time, measured by comparing performance at two or more points in time. For TIA, student growth is a required component of TIA and is measured using TEA-approved growth methodologies specific to each eligible teaching assignment.

Local Designation System (LDS)

The Local Designation System is Birdville ISD's Texas Education Agency (TEA)-approved process for determining Teacher Incentive Allotment (TIA) designations. The system establishes how the district measures teacher effectiveness using teacher observation and student growth data. Each Local Designation System must be approved by the TEA and successfully validated before teacher designations may be awarded.

National Board-Certified Teacher (NBCT)

NBCT is any teacher that has received certification through the National Board for Professional Teaching Standards (National Board). There are a wide array of standards (areas of certification) that represent almost all teaching assignments in Birdville ISD. National Board-certified teachers generate TIA funds, but are separate from our local designation system.

Observation/Feedback Visit

An informal observation of part of a lesson for supporting teacher growth.

PEIMS Role ID 087

The Public Education Information Management System (PEIMS) role code used to identify classroom teachers. Teachers must serve in an eligible Role ID 087 assignment to qualify for recommendation under Birdville ISD's Local Designation System.

Roster Verification

The state process used to verify which students are assigned to each teacher for accountability and TIA purposes. Birdville ISD uses roster verification to determine eligibility for student growth calculations and allotment generation.

Student Growth Measures (SGM's)

Any reliable, empirical system used to measure a student's increase in learning from beginning to end of year. Our current system utilizes the Pre- and Post-Test option for all data sets. Other potential future student growth measures are Student Learning Objectives (SLO), Portfolios, or Value Added Measure (VAM).

Property Right

Under Texas Education Code [§ 21.3521\(f\)](#), a teacher does not have a vested property right to a Teacher Incentive Allotment (TIA) designation. A designation may be revoked or declared void if it is determined that it was issued improperly or no longer meets applicable state requirements.

This means that a TIA designation is not a guaranteed or permanent entitlement. All designations are subject to Texas Education Agency requirements, applicable law, and the continued validity of the data and processes used to earn the designation. **Texas statute clearly states that TIA is not a property right.**

Skew

A statistical measure used during TIA validation to evaluate whether student growth results are appropriately distributed in relation to teachers' T-TESS 2.0 Domains 2 and 3 average score. Excessive skew may indicate that the growth measure does not adequately differentiate teacher effectiveness or align appropriately with observation outcomes.

Teacher Incentive Allotment (TIA)

Technically, the Teacher Incentive Allotment is the name of the state funding generated for districts that have teachers who have been designated (as acknowledged, recognized, exemplary or master teacher) through the use of an optional Local Designation System. TIA funds are generated for the district based on their number of designated teachers and the percentage of Economically Disadvantaged students on the campus to which the teacher is assigned. Statute requires that 90% of those funds be spent at the campus where the designated teacher is employed. Informally, many districts use "TIA" to mean the entirety of the system, from determining designations to spending the allotment and systems that support the implementation of data collection.

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TIA Application

Technically, this is the official document in Microsoft Excel that houses all of the rules and information that relates to the TIA, including stakeholder planning, teacher and campus eligibility, observation calibration processes, student growth measures used and the district allotment spending plan. Informally, our application can refer to the collective decisions made about each of these components more than the actual document itself.

T-TESS 2.0 Observation

A formal observation of the complete lesson using the T-TESS 2.0 rubric for evaluation and support.

T-TESS 2.0 Walkthrough

An informal observation of part of a lesson using the T-TESS 2.0 rubric for evaluation and support.

Weighting

The percentage assigned to each performance measure in a Local Designation System. Birdville ISD assigns 60% to student growth and 40% to T-TESS 2.0 Domains 2 and 3 average scores, as required by its approved TIA system. Because Birdville ISD uses a non-compensatory model, however, the weighting does not allow a high score in one component to offset a lower score in the other. Teachers must meet the required performance criteria for both measures to earn a designation.

Winter Class Roster Verification

The annual TEA process that identifies the campus where a designated teacher is assigned for purposes of generating the Teacher Incentive Allotment. A designated teacher must be employed by Birdville ISD during this verification period for the district to generate TIA funding.