



FORT STOCKTON ISD

TEACHER INCENTIVE ALLOTMENT (TIA) GUIDEBOOK



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FSISD Overview.....	4
Teacher Incentive Allotment Overview.....	8
TIA Designation System.....	10
TIA System Approval Requirements.....	14
Distribution of TIA Funds.....	26

TABLE OF CONTENTS

Fort Stockton ISD Overview

FSISD Stakeholders

Stakeholder	Campus	Role
Roy Alvarado	District	TIA Lead
Myra Matta	Intermediate	Classroom Teacher
Catherine Estrada	Intermediate	Classroom Teacher
Rebekah Huffman	Intermediate	Curriculum Director
Julian Castillo	Intermediate	Administrator
Branson Stork	Alamo	Classroom Teacher
Angela Lujan	Alamo	Classroom Teacher
Crystal Payne	Apache	Administrator
Karina Pacheco	Alamo	Administrator
Tara Sanchez	FSHS	Classroom Teacher
Tatiana Vidal	FSHS	Administrator
Zachary Jones	FSHS	Classroom Teacher
Melissa Montoya	FSHS	Classroom Teacher
Alejandra Cordero	FSHS	Curriculum Director
Amanda Urias	District	Administrator
Gabe Espino	Apache	Administrator
LaMar Johnson	Apache	Classroom Teacher
Corina Sanchez	Apache	Classroom Teacher
Kay Griffith	District	School Board Member
Dr. Rahul Boinpally	District	School Board Member

FSISD Overview

FSISD Mission Statement

The mission of the Fort Stockton Independent School District is to remain totally committed to the development of students as life-long learners and productive, self-sustaining contributors to society.

Board Goals

Academics

The Fort Stockton ISD will engage students in active learning by providing innovative and creative curriculum and instruction that is designed to prepare the students for college or entry into a career. The classroom environment should be a safe, positive place where students are encouraged to achieve their goals and are supported by their teachers and parents. Fort Stockton ISD campuses will focus their efforts on meeting and exceeding their mastery and progress in all grades and in all subjects.

Career and Technology

The Fort Stockton ISD will prepare students to attend college upon their graduation. Students who have participated in dual credit courses will earn college credit hours in addition to the credit hours required for their graduation from high school. These students will be recognized for their achievements at the annual awards ceremony. Students who choose to enter the workplace will be trained in career and business courses that are required in furtherance of their chosen vocation. These students who, at the time of their graduation from high school, have achieved sufficient credit hours to qualify for certification in their chosen field will be recognized for their achievements at the annual awards ceremony.

Communication

The Fort Stockton ISD will maintain open lines of communication with the Administration, parents, teachers, student body and the community via social media, correspondence and the Superintendent's Blog. Notification of upcoming events, student activities and Board Meetings will be publicized with attendance by the community encouraged.

Financial Management

The Fort Stockton ISD will monitor and manage finances in order to sustain educational program priorities over the long term. This is accomplished through annual external audits and mandatory budget workshops for board members and staff.

Participation

The Fort Stockton ISD will promote a positive climate for student participation in extra-curricular activities, including but not limited to, sports, the arts and other competitive games resulting in increased student, parent and community support and attendance.

House Bill 3: Teacher Incentive Allotment (TIA)

TIA Overview

Teacher Incentive Allotment Information

The Teacher Incentive Allotment (TIA) is part of House Bill 3 that allows districts to create a pathway for increased annual salaries for teachers. These systems should help recruit and retain the most effective educators and encourage them to teach at high needs campuses.

Three factors determine the funding allocations for designated teachers and the allocation are recalculated each year:

- Designation level assigned to the teacher (Acknowledged, Recognized, Exemplary, or Master)
- Socio-economic level of the students on the campus where the designated teacher works
- Rural Status of the campus where the designated teacher works

There are several key points to TIA:



Districts have the option to create a local designation system to recognize high performing teachers as Acknowledged, Recognized, Exemplary, or Master, based on performance standards in teacher evaluation and student growth.



FSISD is eligible to receive between an estimated \$5,000 - \$20,000 for each designated teacher that is employed in the district.



At least 90% of TIA funds must be used for teacher compensation on the campus where the designated teacher works. Up to 10% may be used by the district to implement the system or assist teachers in obtaining designations.



Eligible National Board Certified Teachers (NBCT) will be designated as Acknowledged.

Allotment Funding

TIA is a Tier 1 allotment through FSP, the system through which the state provides funding to districts. This system creates a sustainable funding source for districts implementing TIA. The allotment funding map shows the allotment values for each district and campus.

There are no funding or designation caps for districts. Districts receive annual allotment funds when it employs eligible designated teachers. These funds must then be used for teacher compensation on the campus where the designated teacher works. All TIA teacher compensation is TRS eligible.



\$3K-\$9K
Acknowledged designations represent the top 50% of Texas teachers



\$5K-\$15K
Recognized designations represent the top 33% of Texas teachers



\$9K-\$25K
Exemplary designations represent the top 20% of Texas teachers



\$12K-\$36K
Master designations represent the top 5% of Texas teachers

Sample Allotment Amounts for FSISD

TIA 2026-2027 Funding Examples				
Campus	Acknowledged Designation	Recognized Designation	Exemplary Designation	Masters Designation
Alamo ES	\$5,042	\$8,404	\$14,446	\$20,170
Apache ES	\$5,217	\$8,694	\$14,911	\$20,867
Fort Stockton Int	\$5,271	\$8,786	\$15,057	\$21,085
Fort Stockton MS	\$5,058	\$8,429	\$14,487	\$20,231
Fort Stockton HS	\$5,076	\$8,460	\$14,535	\$20,303

Actual campus allotment values will be updated in April 2027 once current-year campus demographic data and rural statuses are available.

**These sample allotment amounts are provided at <https://tiatexas.org/teacher-incentive-allotment-funding-map/>. Allotments are calculated annually by TEA using rural/non-rural status and SES of students at the campus where the designated teacher works. Average allotments generated by designated teachers are determined by annual eligibility requirements in each district and campus. Allotments are updated every April.*

For additional information on funding for TIA, please visit the [TIA Texas Funding Page](#).

TIA Overview

Why Did FSISD Apply for TIA?

Fort Stockton Independent School District (FSISD) is a rural school district in West Texas, dedicated to promoting excellence in education and retaining highly effective teachers. Our application to the Teacher Incentive Allotment (TIA) program is a strategic step that aligns with our district's core values and innovative approach to teacher pay. FSISD believes that educator pay should reflect a person's skills, the tangible impact they have on student learning, and their professional certifications, rather than just years of experience. TIA offers a strong framework for recognizing and rewarding our most effective teachers—those who consistently demonstrate excellent instructional practices and achieve notable student growth. This performance-based pay system will help us attract and keep top talent, ensuring our students receive the highest quality instruction.

Timeline

FSISD applied to TEA for the 23-24 TIA Cohort and has received approval for the local designation system, as well as data validation for a fully TIA designation system. In order for TIA funds to continue to flow to FSISD, data must validate after annual validation checks have been completed by Texas Tech University. For more detailed information, please see the TEA's [Data Capture Year](#).



Local Role

All interested LEAs will be expected to, among other things:

- Identify or develop a designation system to use with input from stakeholders.
- Identify which teacher observation and student growth measures will be used.
- Decide whether to include additional components to the designation system (ex.: Student surveys, family surveys, teacher leadership, mentoring, etc.).
- Decide how to use TIA funding, ensuring that at least 90% of funding is used for teacher compensation on campuses where the designated teacher works.

State Role

The state has the responsibility for:

- Setting performance and validity standards for teacher designations and to ensure that there is a mathematical possibility that all teachers could earn a designation.
- Approving district designation systems, based on validity and relative accuracy.
- Monitoring the quality and fairness of the local optional teacher designation system across the state of Texas.
- Providing technical assistance to any district developing and implementing designation systems.

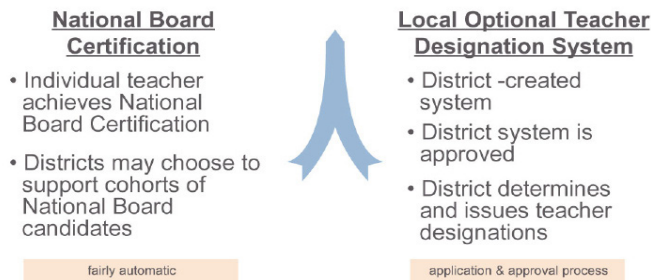


TIA Designation System

Designation System

Two Paths to a TIA Designation

As districts begin their work on a TIA application, there are two paths to earning a TIA designation. One way is to create a local designation system, which is what FSISD has opted to do. The second path is via the National Board Certification (NBC).



Local Designation System Components

House Bill 3 allows districts to have local control and autonomy in choosing how to evaluate teachers and assign designations. Once a local system is approved, districts can recommend their effective teachers for designation. There is no cap on the number of teachers a district can designate, as long as the district's designation criteria and the eligibility requirements set forth by TEA are met.

For FSISD campuses, there are two components with specific weights assigned that will be used to determine designations:

FSISD TIA Designation Components	
Component	Weight
Evaluation*	40%
Student Growth Measures (SGMs): Pre/Post Assessment or Portfolio	60%

* Evaluation scores will come from the average of all dimension scores for domains 2&3 on the T-TESS observation rubric. These scores will be scores from the scored full classroom observation.

All local designation systems will undergo a two-step approval process. Initially, districts will create their local designation system with the support of their stakeholder committee.

When the local system is created, it is sent to TEA for approval. Once the local system is approved the district will begin to collect data on the designation components in their data capture year. In the fall each year, FSISD will submit designation data to Texas Tech University (TTU) to complete the step 2 data validation process.

Once TTU has validated the data, FSISD can continue to submit data for subsequent years. For additional support on the approval of the local designation system, please visit TEA's [Local Designation System page](#).

Eligibility

In FSISD, the following categories of teachers (coded as 087, and meeting minimum year of service requirements for providing student facing instruction) are considered TIA eligible in the 26-27 school year.

FSISD TIA Designation Eligible Categories 26-27	
Category	Description
1	Social Studies, Grades 4-8; US History Studies Since 1877, US Government, World History, Economics, and Geography
2	All K & 1st Grade Reading and Math Teachers; All Reading/ELA Teachers in Grades 2-8 and English I and English II; All Math Teachers in Grades 2-8, Algebra I, Algebra 2, and Geometry; and All Science Teachers in Grades 4-8 and Biology I.
3	PK
4	Physical Education (3-12)
5	CTE: ADVANCED ANIMAL SCIENCE, AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES/AGRICULTURAL LABORATORY AND FIELD EXPERIENCE, ANATOMY AND PHYSIOLOGY, CHILD DEVELOPMENT, COMPUTER SCIENCE I, CONSTRUCTION TECHNOLOGY I, CRIMINAL INVESTIGATION, CULINARY ARTS, DIGITAL MEDIA, FAMILY AND COMMUNITY SERVICES, FORENSIC SCIENCE, FUNDAMENTALS OF COMPUTER SCIENCE, GRAPHIC DESIGN AND ILLUSTRATION I, INTRODUCTION TO CULINARY ARTS, INTRODUCTION TO WELDING, LAW ENFORCEMENT I, LIFETIME NUTRITION AND WELLNESS, LIVESTOCK AND POULTRY PRODUCTION, PERSONAL FINANCIAL LITERACY, PRINCIPLES OF HUMAN SERVICES, PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY, PROFESSIONAL COMMUNICATIONS, ROBOTICS I, WELDING I, WELDING II
6	Integrated Physics and Chemistry, Physics, Chemistry, English III, English IV, Spanish I, and II
7	Special Education RLA and Math
8	STAAR Growth: Grades 4-8 RLA, Grades 4-8 Math, Algebra I, English I, English II
9	Fine Arts: Art Grades 1 - 8, Art I, Art II, Art III, Art IV; Music Grades 1 - 8, All Band & Choir Grades 6-12; Theatre Arts, and Cosmetology

Designation System

Designation

A teacher who achieves a TIA designation will have it placed on their Texas Educator Certificate for five years from the date of designation. Teachers will be awarded the allotment appropriate for their designation for 5 years (allotment amounts will be re-calculated by TEA annually). If a teacher earns a higher designation in a subsequent year, they will be submitted to TEA in the data validation period to determine their new allotment amount, and provided a new TIA expiration date, five years after the new designation is earned.

National Board Certification and TIA

NBCTs employed as Texas public school teachers may be designated as Nationally Board Certified notwithstanding statewide performance standards. All districts employing eligible, designated NBCTs may receive TIA allotment funds. A local designation system is not required.

National Board Certification is a voluntary, advanced professional certification for Pre-K–12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. Teachers are certified based on standards set by the National Board for Professional Teaching Standards (NBPTS). NBPTS requires teachers to have at **least** two years of experience as a certified teacher before registering as a candidate for National Board Certification. Some exceptions may apply.

Teachers may pursue National Board Certification independently or with the support of a district or regional cohort. On average, candidates who successfully certify take two to three school years to complete and pass all components.



NBCT Designations

TEA oversees the designation process for Texas NBCTs; no application is required from the NBCT or their employing district. Prior to the passage of House Bill 2 in 2025, NBCTs were eligible for a Recognized designation. In fall 2026, NBCTs previously designated as Recognized will be redesignated as Nationally Board Certified.

NBCTs must meet the following criteria to earn a Nationally Board Certified designation in a given school year:

- Hold an active certificate issued by the NBPTS.
- Employed as a public-school teacher and reported with a 087 Staff Classification in the Class Roster Winter Submission. Alignment with the National Board certificate area is not required.
- Listed as a Texas teacher in the NBCT Directory as of January 31. NBCTs moving to Texas from out of state must update their information to reflect Texas employment.
- Does not have a Texas teaching certificate in revoked, suspended, or voluntary surrender status.
- Is not listed on the Texas Do Not Hire registry.

Designations for newly certified NBCTs who meet the eligibility criteria are awarded the same school year in which they certify. Designations are valid through July 31 following the expiry of the National Board certificate. TEA updates the designation expiry date for NBCTs who recertify.

Designation System

NBCT Deadlines

Timeline	Deadline
November–March	<ul style="list-style-type: none">→ January 31 deadline for NBCTs to update their directory listing→ New NBCT certifications issued by NBPTS→ Winter Class Roster snapshot of NBCT campus placement→ Districts submit reimbursement requests for NBPTS fees (optional)
April	<ul style="list-style-type: none">→ New NBCTs receive Recognized designations and become designated teachers→ Designation placed on SBEC certificates retroactive to beginning of school year→ Allotment funds calculated based on designated teacher CDCNs reported in Winter Class Roster→ Districts notified of designated teacher allotment funding for that school year→ Designation expiry dates updated for NBCTs who successfully renewed or maintained certification

Eligible Nationally Board Certified Teachers will generate the **Acknowledged** level allotment.

Districts employing a designated NBCT may receive allotment funds if the NBCT works a creditable year of service in a teaching role. A local designation system is not required to receive funds for designated NBCTs. TEA cross-references NBCT data provided by the NBPTS with teacher placement in Fall PEIMS and contacts their employing districts with resources and next steps.

Districts receiving funds for designated NBCTs must comply with statutory spending requirements. If the NBCT works in a district with a local designation system, they must follow the spending plan for NBCTs outlined in its System Application.

NBCTs may also earn designations through a district's local designation system. In this case, the local designation will take precedence and display on their certificate. Teachers may only generate allotments for one designation.



National Board Certification Reimbursement

TEA may reimburse districts for fees paid to the National Board for Professional Teaching Standards. Districts may request fee reimbursement on behalf of Texas NCBTs who certified or recertified in 2019 or later. TEA reimburses up to \$1,900 for initial certification and up to \$495 for maintenance of certification. Annual registration fees and retake fees are not eligible for reimbursement.

There is no statute of limitations for National Board fee reimbursement. TEA does not verify the NBCT's current role or employment status with the district. To request reimbursement, districts must submit a reimbursement request form and signed assurances. Districts must provide documentation of fees paid directly to the National Board and/or reimbursed to the NBCT prior to the request. Fees paid by a third party other than a district, such as a grant or technical assistance provider, are not eligible for reimbursement. TEA may exercise administrative discretion if the NBCT has paid certification fees to NBPTS through a third party.

For additional information, please visit <https://tiatexas.org/resources/national-board-fees-and-reimbursement/>



TIA System Requirements

TIA Requirements

Statutory vs. Non-Statutory Requirements

When a district applies for TIA, their application will undergo a dual review. The qualitative review of the system application will be conducted by the Texas Education Agency (TEA) and the quantitative data review will be conducted by Texas Tech University (TTU).

The system application will be a district's qualitative description of the local designation system including the teacher observation component, the student growth component, the local designation planning process, responses to the teacher survey, and communication, spending, and district long-term support plans.

The data review will review alignment data between teacher observation ratings and student performance ratings, alignment between student performance ratings and value-add ratings for applicable teachers, review data validity by appraiser/rater, by campus, across campuses in a district, and by teaching assignment, and will compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance.

The initial system application review will be based on 6 elements:

- System Weighting*
- Teacher Observation*
- Student Growth*
- Spending Plan*
- Stakeholder Engagement
- District Support

Items with a * must be implemented at Full Readiness, while the other requirements can be in the process of reaching Full Readiness.

To review all requirements, see the [System Application Rubric](#) at the following link.

<https://tiatexas.org/resources/system-application/>

Statewide Performance Standards

To implement the Teacher Incentive Allotment, House Bill 3 also requires the setting of "performance and validity standards" to ensure that the identification of highly effective teachers under the four designation categories - Acknowledged, Master, Exemplary, and Recognized - yield reliable and comparable results across the state. When released, cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a review of the accuracy of how district systems align their designations to the statewide performance standards.

Click these links for the teacher observation performance standards and the student growth performance standards.
<https://tiatexas.org/for-districts/components-of-a-system/teacher-observation/>

<https://tiatexas.org/for-districts/components-of-a-system/student-growth/>

FSISD will use both teacher observation and student growth measures to determine which teachers will be set forth for a TIA designation. All teachers who hold a National Board Certification will also be submitted.



TIA Requirements

Teacher Evaluation

Fort Stockton ISD uses the Texas Teacher Evaluation & Support System (T-TESS) as its evaluation process. T-TESS is comprised of two components:

- 1) Observations
- 2) Professional Development, Self-Assessment, and Goal Setting

The intent of T-TESS is to provide a process that seeks to develop habits of continuous improvement using evidence-based feedback and professional development decisions based on that feedback.

T-TESS Required Components

- T-TESS Orientation
- Teacher Self-Assessment and Goal Setting
- Regular Walkthroughs
- Ongoing review of teacher and student data, goals and professional development
- T-TESS formal observation with pre/post conference, including signatures and TIA required scoring of Dimensions 2-3
- Teacher Self-Assessment and End-of-the-Year Goal Setting
- End-of-Year Summative Conference

Observation Details

- All T-TESS appraisers must be certified in the T-TESS process.
- Appraisers must re-certify every 3 years.
- Appraisers recalibrate to the T-TESS Rubric at least twice per year.
- All teachers who will be appraised will receive training on the T-TESS instrument and the appraisal

process, including classroom walkthroughs and informal observations.

- All teachers will complete teacher self-assessment and goal setting using the forms in Eduphoria. Goals must be developed using the SMART criteria with particular attention paid to the likelihood of accomplishing the goals set. Principals should strongly encourage the use of the T-TESS rubrics when defining professional development goals. Principals may consider having teachers score themselves using components of the T-TESS rubrics.
- Campus administrators will do walkthroughs throughout the year as additional formative feedback on classroom instruction. An effective principal is regularly in the classroom. The FSISS system requires a minimum of 3 walkthroughs per teacher, and one formal observation.
- **The score for the Teacher Observation Component will be calculated at the end of the year by taking the average of all scored dimensions in Domains 2 and 3 taken over the course of the year, including scores on all of the scored walkthrough observations as well as scores on the formal evaluation.**
- End of the Year (Summative) Conference: The end of the year conference must take place 15 days prior to the last day of school. At the conference, the appraiser will discuss final scores for Domains 1 – 3 and review evidence for Domain 4. ALL documentation and evidence of teacher growth should be used to make final scoring decisions. The conference will also include a discussion about next year's goals and the Professional Development Plan.

TIA Requirements

- Teacher in Need of Improvement: Currently the T-TESS system does not include a formal improvement documentation process. The T-TESS process is viewed as a teacher growth process. However, circumstances may arise where formal documentation and development of individual growth plans become necessary for teachers that are at risk of not being rated as Effective. Keep in mind that failure to meet individual growth plan goals in a timely manner can impact contract renewals.
- District Leadership and Principals will assign teacher appraisers.
- All T-TESS and other appraisal data will be documented in TEEMS.
- **The T-TESS comprises 40% of the weight for the Teacher Incentive Allotment.**
- The T-TESS rubric and additional information can be found [here](#). The Four Domains and the dimensions are

Planning Domain

- 1 Standards and Alignment
- 1 Data and Assessment
- 1 Knowledge of Students
- 1 Activities

Instruction Domain

- 2 Achieving Expectations
- 2 Content Knowledge and Expertise
- 2 Communication
- 2 Differentiation
- 2 Monitor and Adjust

Learning Environment Domain

- 3 Classroom Environment, Routines, and Procedures
- 3 Managing Student Behavior
- 3 Classroom Culture

Professional Practices Domain

- 4 Professional Demeanor and Ethics
- 4 Goal Setting
- 4 Professional Development
- 4 School Community Involvement

TIA Requirements

Teacher Observation Minimum Performance Standards

To implement the Teacher Incentive Allotment, House Bill 3 also requires the setting of “performance and validity standards” to ensure that the identification of highly effective teachers under the four designation categories – Acknowledged, Recognized, Exemplary and Master – yields reliable and comparable results across the state. Districts will be expected to use performance standards along with district teacher observation and student performance standards to determine which teachers qualify for designations. Part of the data validation process will include a review of the accuracy of how district systems align their designations to the statewide performance standards. The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Acknowledged, Recognized, Exemplary, and Master).

Designation Level	Statewide Percentages	Teacher Observation Performance Standards*	Student Growth Performance Standards
Acknowledged	Top 50%	3.5 or 70% of possible points	50% met or exceeded
Recognized	Top 33%	3.7 or 74% of possible points	55% met or exceeded
Exemplary	Top 20%	3.9 or 78% of possible points	60% met or exceeded
Master	Top 5%	4.5 or 90% of possible points	70% met or exceeded



TIA Requirements

Student Growth Measures (SGMs)

Student Growth Measures (SGMs) are the second statutory component of the locally developed TIA System. **In FSISD, SGMs account for 60% of the designation score.** The type of SGM used is determined by the district. SGMs can include pre/post tests, value added measures, student learning objectives (SLOs), and portfolios. District applications must show evidence of validity and reliability of the SGMs that are selected by the district. FSISD has chosen to adopt the Pre/Post Test & will be adding Portfolios 2026-2027 as a student growth measure. The assessments selected are in the table below.

FSISD TIA Categories 26-27

Category	Description	Assessment
1	Social Studies, Grades 4-8; US History Studies Since 1877, US Government, World History, Economics, and Geography	Pre-Test-Exploros Growth Target: District-created Post-Test Exploros
2	All K & 1st Grade Reading and Math Teachers; All Reading/ELA Teachers in Grades 2-8 and English I and English II; All Math Teachers in Grades 2-8, Algebra I, Algebra 2, and Geometry; and All Science Teachers in Grades 4-8 and Biology I.	Pre-Test-NWEA MAP Growth Target- 3rd Party Vendor Post-Test-NWEA MAP
3	PK	Pre-Test-Frog Street Growth-Target- District-created Post Test-Frog Street
4	Physical Education (3-12)	Pre-Test -Fitnessgram Growth Target: District-created Post-Test-Fitnessgram
5	CTE: ADVANCED ANIMAL SCIENCE, AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES/AGRICULTURAL LABORATORY AND FIELD EXPERIENCE, ANATOMY AND PHYSIOLOGY, CHILD DEVELOPMENT, COMPUTER SCIENCE I, CONSTRUCTION TECHNOLOGY I, CRIMINAL INVESTIGATION, CULINARY ARTS, DIGITAL MEDIA, FAMILY AND COMMUNITY SERVICES, FORENSIC SCIENCE, FUNDAMENTALS OF COMPUTER SCIENCE, GRAPHIC DESIGN AND ILLUSTRATION I, INTRODUCTION TO CULINARY ARTS, INTRODUCTION TO WELDING, LAW ENFORCEMENT I, LIFETIME NUTRITION AND WELLNESS, LIVESTOCK AND POULTRY PRODUCTION, PERSONAL FINANCIAL LITERACY, PRINCIPLES OF HUMAN SERVICES, PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY, PROFESSIONAL COMMUNICATIONS, ROBOTICS I, WELDING I, WELDING II	Pre-Test- iCEV Growth Target- District-created Post-Test-iCEV
6	Integrated Physics and Chemistry, Physics, Chemistry, English III, English IV, Spanish I, and II	Pre-Test- TEKSready Growth Target- District-created Post-Test- TEKSready
7	Special Education RLA and Math	Pre-Test-TeachTown enCore Growth Target- District-created Post-Test- TeachTown enCore
8	STAAR Growth: Grades 4–8 RLA, Grades 4–8 Math, Algebra I, English I, English II	Pre-Test MAP NWEA & STAAR Progress Measure Growth Target- 3rd Party Vendor & STAAR Progress Measure Post-Test- MAP NWEA & STAAR Progress Measure
9	Fine Arts: Art Grades 1 - 8, Art I, Art II, Art III, Art IV; Music Grades 1 - 8, All Band & Choir Grades 6-12; Theatre Arts, and Cosmetology	Portfolios Growth Target-District-created

TIA Requirements

NWEA MAP Assessments

Fort Stockton ISD has used NWEA MAP to evaluate the academic growth of students in ELAR, Math, and Science since 2022. The program is user-friendly, and the teaching staff has been very pleased with its operation and effectiveness. It is based on the programs approved by the Texas Commissioner of Education. It is the ideal measure to assess our instructional program and teachers participating in the Teacher Incentive Allotment. The NWEA MAP has “validity of content,” meaning that it meets both State and District Guidelines, has Rigor and Stretch, and is aligned with the content being taught. It is also valid and reliable by having a testing window similar to the STAAR exam that the test administration follows state and district guidelines (aligns to STAAR protocols); training has been and will continue to be provided for teachers and administrators; assessment has been vetted for validity and reliability. We also wanted a test scored by a 3rd party to ensure validity. Training is also being provided to all test proctors and test administrators.

The district will use NWEA MAP for all K & 1st Grade Reading and Math Teachers, all Reading/ELA Teachers in Grades 2-8 and English I and English II, all Math Teachers in Grades 2-8, Algebra I, Algebra 2, and Geometry, and all Science Teachers in Grades 4-8 and Biology

All educators administering the NWEA MAP assessments will adhere to the assessment protocols outlined by the vendor, and the assessment administration will also align with STAAR assessment protocols.

The 3rd Party Vendor (NWEA MAP) sets the expected growth target. NWEA MAP will be used as the pre-test, middle of the year test, and post-test. The district will compare students' end of course/year (EOY) test results to the expected growth target scores set for students at the beginning of the year by the 3rd party vendor (NWEA MAP) to determine the percent of a teacher's students who met or exceeded their expected growth targets.

Exploros Assessments

The third party, Exploros Social Studies, offers TEKS-based pre and post-tests that can be used to assess student growth. Exploros is on TEA's approved list of third-party providers. Exploros offers a pre-test that evaluates students' understanding of the TEKS, specifically focusing on course readiness standards and those most commonly tested on the STAAR. The assessment emphasizes focus TEKS to provide a solid foundation for tracking student progress.

All educators administering the Exploros assessments will adhere to the assessment protocols outlined by the vendor, and the assessment administration will also align with STAAR assessment protocols.

Since the Exploros assessments do not come with vendor set targets, the district will set the growth targets to indicate students have demonstrated growth over the course of the year. FSISD will use the Common Percent Growth (Flat Rate) Model to set students' growth targets.

For school year 26-27, FSISD has set the Common Percent of growth at 50%. In this model, all students are expected to grow by a specific percentage. This percent is applied to the difference between their pre-test score and the total possible score.

Common Percent Example:

Let's say students are expected to grow by 50% over the year. A student scores an 18 on the pretest. To calculate 50% growth, you would subtract 18 from 100 (total score available) = 82. Then, you take $82 \times 50\%$ (the expected growth) and add back the original 18. $82 \times 0.50 + 18 = 41$. So, you would target a student moving from an 18 to a 41 by the end of instruction to meet a goal of 50% growth.



TIA Requirements

STAAR Progress Measure

The district will use the STAAR Progress Measure as an approved student growth measure for eligible teaching assignments. The STAAR Progress Measure provides information about the amount of improvement or academic growth a student has made from year to year by evaluating a student's gain score. The difference between the score a student achieved in the prior year and the score a student achieved in the current year. Individual student progress is then categorized as Accelerated, Expected, or Limited progress.

For TIA purposes, teachers will receive a student growth rating based on the percentage of eligible students who meet or exceed their expected STAAR growth target.

All educators administering STAAR will adhere to the assessment protocols set by the state and district.



Frog Street

FSISD is using Frog Street to measure student growth in Pre-Kindergarten. FSISD will determine student growth targets. Beginning of Year (BOY) to End of Year (EOY) scores will be used to show growth. FSISD will set the growth targets to indicate students have demonstrated growth over the course of the year.

All educators administering the Frog Street assessments will adhere to the assessment protocols outlined by the vendor, and the assessment administration will also align with STAAR assessment protocols.

Fitnessgram

FitnessGram is used as an approved assessment for the Texas Teacher Incentive Allotment (TIA), it functions as a critical Student Growth Measure for Physical Education (PE) educators. Fitnessgram is a health-related fitness assessment.

FSISD will set the growth targets to indicate students have demonstrated growth over the course of the year.

All educators administering the Fitnessgram will adhere to the assessment protocols outlined by the vendor, and the assessment administration will also align with STAAR assessment protocols.



TIA Requirements

ICEV

iCEV is an all-in-one CTE solution that provides multiple industry certifications hosted on the iCEV Testing Platform, a comprehensive curriculum to teach courses across 16 career clusters, standards-aligned materials to prepare students for certification exams, and software to track, compile, and analyze critical student data. Fort Stockton will use iCEV for the CTE Courses as outlined on page 19.

iCEV offers a pre-test feature, to be utilized at the beginning of a course or industry certification. The pre-test measures the knowledge and skills of state standards in a course and the knowledge and skills of the weighted industry standards tested for in a certification. After the course, a post-test is offered. After the certification preparation materials, the final certification exam measuring the same weighted industry standards serves as the post-test. Growth is measured by individual student. iCEV assists districts in determining end-of-year student growth by providing detailed reports by student, class, and/or teacher detailing growth by standard between pre-test and post-test.

All educators administering the iCEV assessments will adhere to the assessment protocols outlined by the vendor, and the assessment administration will also align with STAAR assessment protocols.

TEKSready

TEKSready is an item bank available in several data management systems that provides access to pre-built pre- and post-tests for various courses, including CTE. TEKSready supports teachers and administrators in determining student progress and making instructional decisions that best meet student needs. TEKSready is designed to make delivering pre- and post-tests easier, especially for traditionally untested subjects and courses. Districts can use the BOYs as a pre-test at the beginning of the year to set expected growth targets and then administer EOYs at the end of the year as a post-test to determine student growth.

TEKSready does not provide expected growth targets. FSISD will determine growth targets.

All educators administering the TEKSready assessments will adhere to the assessment protocols outlined by the vendor, and the assessment administration will also align with STAAR assessment protocols.



TIA Requirements

TeachTown enCore

TeachTown Benchmark Assessments are designed to monitor individual skill development aligned to a student's IEP and the enCORE standards-based curriculum. These assessments provide educators with clear data to inform instructional planning, establish present levels of performance, guide IEP development, and measure meaningful progress across the school year. Assessments are intended to be administered at the beginning, middle, and end of year, but can also be used flexibly based on district guidelines or individual student needs. TeachTown provides raw scores for each benchmark assessment, which districts can use to measure growth over time. Additionally, progress is categorized into Emergent, Instructional, and Mastery levels, offering a clear picture of where students are and how they advance through their skill development.

Districts can determine student growth with TeachTown at the end of the year by comparing the results of initial and year-end Benchmark Assessments. By analyzing the pretest and post-test data, educators can evaluate whether students have met or exceeded their growth targets.

TeachTown does not provide expected student growth targets. FSISD will establish growth targets.

All educators administering the TeachTown enCore assessments will adhere to the assessment protocols outlined by the vendor, and the assessment administration will also align with STAAR assessment protocols.

Portfolios

Portfolios are recognized as one of the four TIA student growth measures for eligible teaching assignments. Portfolios assess student growth over the course of the year by measuring a student's movement along a skill progression rubric. The portfolio process should demonstrate student work aligned to the standards of the course, utilize a proficiency rubric, demonstrate mastery of standards, and included criteria for scoring various artifacts.

At the end of the year, each student portfolio of work will be assessed to determine the skill level on the skill progression rubric to which their work most closely aligns. Once the end of year skill level has been established, based on the portfolio of student artifacts, a comparison will be made to the expected skill level that was set for students at the beginning of the year. Students whose portfolio of work reflect that the skill level was met as determined at the beginning of the year will be deemed to have met expected growth. Teacher student growth percent will be calculated based on the percent of the validated number of students on the teachers' roster and end of year final portfolio evaluation.

FSISD will set the growth targets to indicate students have demonstrated growth over the course of the year.

All educators administering Portfolios will adhere to the assessment protocols outlined by the district.



TIA Requirements

Calculating Student Growth

In order to calculate the teacher's end of year student growth, FSISD has adopted the statewide performance standards. Districts will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures. The percentages below are the statewide performance standards for student growth in each of the four teacher designation levels, regardless of the student growth measure used.

Statewide Student Growth Performance Standards

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

In order to calculate the percentage of a teacher's students who met or exceeded expected growth, the raw number of students who met or exceeded the target growth score in the classroom must be calculated first. Once the number of students who met or exceeded expected growth has been determined, it can be divided by the total number of students with an expected growth score who completed the final assessment to determine the percent of a teacher's students who met or exceeded growth.

Calculating:

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

Calculating the Designation

Calculation for Designations Cut-Points in the Local Designation System

FSISD has adopted the statewide performance standards for both Teacher Observation Performance Standards and Student Growth Performance Standards in addition to the district determined component weights to calculate cut points for each designation level (Acknowledged, Recognized, Exemplary and Master). To be eligible for a TIA designation, educators must meet the required performance standards in both teacher observation and student growth. Both components must meet the established minimum standards for a designation to be awarded. If an educator is split between two designation levels, the final designation will be determined by the designation of the statutory component that scored lower. *Please refer to Figure 1 for examples.*

Statewide Performance Standards

Designation Level	Statewide Percentages Average	Teacher Observation Performance Standards*	Student Growth Measures Standards
Acknowledged	Top 50%	3.5 or 70% of possible points	50% of students meet or exceed expected growth
Recognized	Top 33 %	3.7 or 74% of possible points	55% of students meet or exceed expected growth
Exemplary	Top 20%	3.9 or 78% of possible points	60% of students meet or exceed expected growth
Master	Top 5%	4.5 or 90% of possible points	70% of students meet or exceed expected growth

*Represents average of all dimension in T-TESS Domains 2 and 3

Figure 1

Teacher	Ave. T-TESS Score (Designation)	% of Students Meeting Growth	Overall Designation
1	3.75 (Recognized)	56% (Recognized)	Recognized
2	4.0 (Exemplary)	68% (Exemplary)	Exemplary
3	3.5 (Acknowledged)	50% (Acknowledged)	Acknowledged
4	4.5 (Master)	80% (Master)	Master
5	3.9 (Exemplary)	59% (Recognized)	Recognized
6	3.8 (Recognized)	72% (Master)	Recognized
7	3.48 (No Designation)	58% (Recognized)	No Designation
8	3.91 (Exemplary)	48% (No Designation)	No Designation

Distribution of TIA Funds

Distribution of TIA Funds

Spending Plan

Fort StocktonISD will allocate at least 90% of TIA funds to designated teacher(s) at each campus. For teachers in STAAR-tested subjects with available STAAR Progress Measures (Category 8), 100% of their allotment will be awarded directly to the designated teacher. The district will retain 0% of TIA funds for district-level use.

Up to 10% will be distributed to non-designated, student-facing teachers and classroom instructional aides on the same campus, based on campus-established criteria. Payouts to non-designated teachers and paraprofessionals will not exceed \$ 1,000, and any remaining funds will be redistributed to the designated teachers.

- Apache Elementary (Grades EE-1) will distribute up to 10% of the TIA Allotment Funds equally among all non-designated student-facing teachers and classroom instructional aides, regardless of the subject taught or grade level. The Pre-Kindergarten and Special Education teachers on this campus are student-facing teachers. Campus Administrators, Counselors, Curriculum Directors, Instructional Coaches, office staff, substitutes, nurses, and other hourly employees will not be counted as student-facing teachers on this campus.
- Alamo Elementary (Grades 2-3) will distribute up to 10% of the TIA Allotment Funds equally among all non-designated student-facing teachers and classroom instructional aides, regardless of the subject taught or grade level. The Special Education teachers on this campus are student-facing teachers. Campus Administrators, Counselors, Curriculum Directors, Instructional Coaches, office staff, substitutes, nurses, and other hourly employees will not be counted as student-facing teachers on this campus.
- Intermediate School (Grades 4-5) will distribute up to 10% of the TIA Allotment Funds equally among all non-designated student-facing teachers and classroom instructional aides, regardless of the subject taught or grade level. The Special Education teachers on this campus are student-facing teachers. Campus Administrators, Counselors, Curriculum Directors, Instructional Coaches, office staff, substitutes, nurses, and other hourly employees will not be counted as student-facing teachers on this campus.
- Middle School (Grades 6-8) will distribute up to 10% of the TIA Allotment Funds equally among all non-designated student-facing teachers and classroom instructional aides, regardless of the subject taught or grade level. The Special Education teachers on this campus are student-facing teachers. Campus Administrators, Counselors, Curriculum Directors, Instructional Coaches, office staff, substitutes, nurses, and other hourly employees will not be counted as student-facing teachers on this campus.

Distribution of TIA Funds

Allotment Payment Timeline

FSISD allotment payment will be made in one lump sum to student-facing instructional teachers on or before August 31st following the data capture year. The plan for designated teachers and the other teachers on campus who will be receiving part of the allotment is the same.

The School Board will approve a budget each year by August 31st, for the following fiscal year. For example, designations awarded for the school year 2025-26 will be paid to designated teachers during the summer of 2026, but no later than August 30, 2026. Thus requiring that the FSISD budget funds for this purpose prior to approving the 2025-26 school budget. The FSISD School Board must approve the 2025-26 school budget prior to August 31, 2026. Since we will not know the exact amount needed in this fund prior to receiving the funds later in the year, we will have to budget some funds into this account as a “place holder” and later move the exact amount of money into this account with an authorized budget amendment.

All TIA funds reserved for compensation will go to teachers on the campus where the funds were generated. If a designated teacher leaves the district before winter roster submission, the district understands that no allotment will be generated, and no compensation will be given to the teacher. Teachers who transfer to another campus within Fort Stockton ISD prior to class roster winter submission will receive their TIA funds for their new campus. In FSISD’s plan, 90% of the teacher’s allotment is given directly to the teacher who earned the designation. The district will only pay out funds to designated teachers based on the funds received from TIA.

Movement of Teachers

TIA allotments are based on the campus of a designated teacher. As part of their System Application, districts should develop a plan for allocating funds when a designated teacher moves to another district.

Allotment values are determined by each designated teacher’s campus as of the last Friday in February. Funds do not follow designated teachers in real time, and allotments are not prorated between campuses or school districts. If a designated teacher moves districts mid-year, the timing is paramount to determining which district, if any, receives the funds. Districts must outline how the spending plan will adjust when teachers move into or out of the district before and after the February snapshot date. As a best practice, districts should have a plan to adjust or account for actual allotments received, which are finalized in April each year.

1. Designated teachers who retire and complete the school year will receive the payout in August.
2. Designated teachers who leave after their contract ends, will receive the payout in August.
3. Designated teachers who break their contract or retire before the end of the school year (but after winter roster) will not receive their allotment payout and the district will redistribute the allotment they generated to other designated teachers (in 087 roles) on the campus where the departing designated teacher worked.





FORT STOCKTON ISD

TEACHER INCENTIVE ALLOTMENT (TIA) GUIDEBOOK

FSISD Policies

Educators with questions regarding TIA should contact Roy Alvarado (roy.alvarado@fsisd.net).



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TEACHER INCENTIVE ALLOTMENT (TIA) GUIDEBOOK



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