Hitchcock ISD

What starts here can change the world.

Teacher Incentive Allotment Handbook



2026-2027

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OVERVIEW OF THE TEACHER INCENTIVE ALLOTMENT

The Teacher Incentive Allotment (TIA) was funded in House Bill 3 (HB 3) by the 86th Texas Legislature in June 2019. HB 3 established an optional Teacher Incentive Allotment with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses. The state hopes to recruit, retain and reward exceptional teachers through TIA.

For each classroom teacher with a teacher designation under TEC Section 21.3521 employed by a school district, the school district is entitled to an allotment equal to the following applicable base amount increased by the high needs and rural factor as determined below:

(1) $12,000, or an increased amount not to exceed $36 000 for each *Master* Teacher

(2) $9,000, or an increased amount not to exceed $25,000, for each *Exemplary* Teacher; and

(3) $5,000 or an increased amount not to exceed $15,000 for each *Recognized* Teacher.

(4) $3,000 or an increased amount not to exceed $9,000 for each *Recognized* Teacher.

The high needs and rural factors are determined by multiplying a point value (0.5, 1.0 2.0, 3.0, or 4.0) assigned to each student at a district campus from least to most severe economic disadvantage according to the census block in which the student resides for a student from whom the district receives a compensatory education allotment under TEC 48.104(b). If the campus at which a student is enrolled is classified as a rural campus a student is assigned the point value two tiers higher than the student's point value. In each year the Commissioner of Education will provide the public with a list of campuses with projected allotment amounts per teacher designation at each campus.

The state has indicated that the purpose of this initiative is to provide TIA Designations, and therefore increased compensation to approximately the top 33% of teachers across the state of Texas.

***Master* Teacher**

The *Master* Teacher designation indicates that the teacher has achieved a performance level (on teacher observation and student growth) that places them in a level commensurate to the top 5% of teachers across the state.

***Exemplary* Teacher**

The *Exemplary* Teacher designation indicates that the teacher has achieved a performance level (on teacher observation and student growth) that places them in a level commensurate to the top

20% of teachers across the state.

***Recognized* Teacher**

The *Recognized* Teacher designation indicates that the teacher has achieved a performance level (on teacher observation and student growth) that places them in a level commensurate to the top 33% of teachers across the state.

There are two pathways for teachers to be Designated under the Teacher Incentive Allotment: (1) through a district local optional teacher designation system· and (2) through National Board Certification. A teacher with National Board Certification will automatically receive a Designation of *Recognized* by the state.

Acknowledged Teacher

The Acknowledged Teacher designation indicates that the teacher has achieved a performance level (on teacher observation and student growth) that places them in a level commensurate with the top 50% of teachers across the state.

Teachers in eligible teaching assignments of a district's local optional teacher designation system to have the opportunity to obtain a Designation of Acknowledged , *Recognized, Exemplary,* or *Master.*

National Board Certification

National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grades levels from Pre-K through 12th grade. Hitchcock ISD staff that possess a National Board Certificate should contact the district's Human Resources Department to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the National Board for Professional Teaching Standards at www.nbpts.org for more information.

As part of the TIA, the state will reimburse Texas teachers for the approximate $2,000 in fees associated with achieving National Board Certification. The reimbursement is contingent upon the teacher obtaining National Board Certification (passing all four exams) and the funds will flow from the state to the district to the teacher. National Board Certified Teachers will maintain the Designation of *Recognized* as long as they keep their National Board Certification active.

TIA Eligibility Requirements

In order for a teacher to be eligible for the TIA he or she must be coded as 087 (Teacher) per the Public Education Information Management System (PEIMS) description of codes for 90 day at 100% of the day (equivalent to four and one-half months or a full semester) or 180 days required

at *50-99%* of the day and compensated for that employment.

Interventionists, reading specialists, inclusion teachers are eligible if they are coded as 087 in PEIMS. Paraprofessionals and campus administrators are not eligible for TIA. Designated teachers who move to a Role ID in PEIMS other than 087 will maintain their designation if their teacher SBEC certificate is valid; however, they will not generate annual allotment funding if they are not in a 087-teaching role for that year of service.

Unlike teaching certificates, TIA designations are general. The designation will be placed on the teacher's SBEC certificate and will not specify a certification area or subject/grade level. A teacher may change teaching assignments and will still generate allotment funding. The same applies to National Board Certified Teachers (NBCTs).

Duration of TIA Designations

Teachers who qualify for a Designation under a District s Local Optional Teacher Designation System will maintain their Designation of *Recognized, Exemplary,* or *Master* for five years. The Designation cannot be revoked or lowered by a district during that five-year period. Note that some district spending plans may include variability based on continued performance levels.

The Designated teacher has the opportunity to move to a higher designation level during the five-year period if their performance qualifies them under a district s local optional teacher designation system (and the state approves the new designation). If this occurs, the five-year clock restarts for the teacher's designation. The designation is not tied to a specific grade, subject or campus. Teachers can change their teaching assignment or move to another district and maintain their designation. If a teacher moves to a position in a district that is ineligible for TIA allotment funding (for example: assistant principal or district instructional coach position) then the teacher will maintain their designation for the five-year period but no TIA funds will be generated by the state. If the teacher were to move back to a TIA eligible position within the five-year period, then the TIA allotment funds would flow from the state to the district and campus where the teacher is currently teaching.

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

STATE REQUIREMENTS FOR LOCALLY DESIGNED TIA PLANS

By law there are two measures that must be used as part of the locally designed Teacher Designation System:

(1) Teacher Observations

(2) Classroom Student Growth Measures

In addition, districts may choose to add additional factors in creating their locally designed Teacher Designation System. It is imperative that districts seek significant input from stakeholders including classroom teachers, during the design process. Texas school district must u e at least 90 percent of each allotment for compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed. The remaining 10% of funds can be retained at the district level and used for costs associated with administration of the locally designed designation system.

Teacher Observation Measures

Districts are required to use a research-based teacher observation rubric that complies with TEC 21.3521. In addition, the appraisals must comply with TEC 21.351 and TEC 21.352. The teacher observation measure can be based on:

• Texas Teacher Evaluation and Support System (T-TESS)

• A third-party rubric (such as Charlotte Danielson's Framework for Effective Teaching the NIET or TAP rubric, McREL, Marzano, etc)· or

• A locally developed rubric.

The district's TIA application must show evidence of validity and reliability of the teacher observation instrument. Districts should have detailed plans to implement the observation system with fidelity. All appraisers should be thoroughly trained and certified. Recertification is required every three years at a minimum. The district should ensure reliability of teacher appraisers within and across campuses by calibrating among appraisers at least once a year. Principals and principal supervisors should review campus-based teacher observation trends at least quarterly by grade/subject and by appraiser. Districts should review correlations between teacher observation scores and student growth data and develop plans to address any issues. All teachers eligible for TIA should receive at least one 45-minute observation or multiple observations that aggregate to

45 minutes during the year in which the data is captured to determine a teacher designation.

Student Growth Measures

Districts are required to use valid and reliable measures of student growth as part of the locally designed TIA designation system. This includes using state approved or nationally normed, standards-aligned student growth measures for all eligible teacher groups. Student growth measures may include any of the following:

- Pre and Post Tests;
- Value-added Modeling (VAM):
- Student Learning Objectives (SLOs); and
- Student Portfolios.

Districts can utilize student growth on STAAR or vendor-based assessments such as STAR Renaissance Testing as the Student Growth Measure for TIA as well. The district should have rigorous protocols in place to ensure the validity and reliability of each student growth measure used. Districts should use best practices to ensure high fidelity of implementation of each measure used. This may include established rubrics used to approve each student growth measure. Districts should ensure validity and reliability in administration and scoring of student growth measures used for each eligible teacher group. The district should provide annual training on the administration of all student growth measures used. The district should have protocols in place to ensure the security of student growth measure documents. The district should provide guidance, protocols, and rubrics for the administration and scoring of each district-created student growth measure used. The district should ensure that all student growth measures used are aligned to the state standards for the course.

Districts should ensure there are clear and published procedures for how student growth data is calculated for all eligible teacher groups. The district should also share individual teachers' student growth results with teachers in a clearly communicated and timely manner.

Additional Factors for Determining TIA Designations

Districts have the option to include "Additional Factors" when designing their local TIA designation system. For example, districts can use measures such as the following: Student Surveys· Teacher Leadership Responsibilities, including Mentoring; Family Surveys; Demonstration of District Core Values; Teacher Peer Surveys· and Contributions to the broader School Community.

TEA's Statewide Performance Standards for TIA

In an effo11 to guide districts to develop a TIA plan with rigorous standards, TEA has released Statewide Performance Standards for the two Required TIA measures. Districts are not required to utilize these metrics, but should use them as a guide to develop the locally designed TIA system. The stakeholder groups in Hitchcock ISD studied these performance standards when developing the district's TIA criteria for earning designations. The statewide performance standards for Teacher Observation (using T-TESS) and Student Growth (using. TAAR) are as follows:

Teacher Observation Minimum Average Ratings

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
Acknowledged	3.5 (70% of possible points)	At least 3 (proficient) on all dimensions
Recognized	3.7 (74% of possible points)	At least 3 (proficient)on all dimensions
Exemplary	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

Acknowledged Teacher	Exemplary 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

STATE TIMELINE FOR DETERMINING TIA DESIGNATIONS

There is a four-step process required by the state to approve TIA designations. First, the district must submit a TIA application for approval to the Texas Education Agency. Upon approval of the district's application by TEA, the district will collect data to determine TIA designations according to their approved TIA plan. Following the school year that the TIA data is collected, the district is required to submit all requested data sources on TIA measures including designations, to Texas Tech University for a data validation process. As part of the validation process, Texas Tech will:

• Review alignment between teacher observation ratings and student performance ratings;

• Review alignment between student performance ratings and value-added ratings for

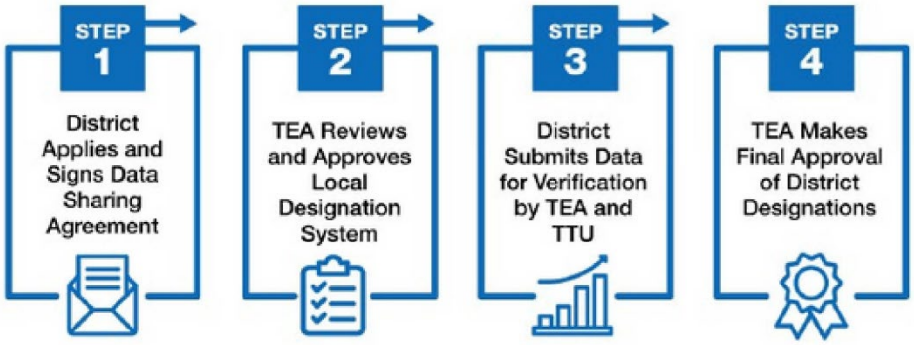
applicable teachers;

• Review data validity by appraiser/rater, by campus across campuses in a district, and by

teaching assignment; and

• Compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance.

Upon completion of the data validation process Texas Tech University will provide a final report to TEA, who will make the final determination whether the district's recommended designations are approved or denied. Note that no fund will be provided to teachers under this initiative unless the state approves the district's recommended TIA designations in a given year. The state's four-step TIA approval process is depicted below:



STATE REQUIREMENTS FOR TIA FUNDING

Funding for teachers designated as *Recognized, Exemplary* and *Master* under TIA will flow from the state to districts. As previously mentioned, the statute requires that 90 percent of the funds earned through the district's locally designed designation system be spent on teacher compensation on the campuses where the designated teachers work. TE Section 48.114 (i)(l)(A) states that *"A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher/or whom the district received the allotment is employed."*

The statute states that allotment funds are not considered a property right. The district should spend no more than 10 percent of TIA funds at the district level to support rollout and implementation of TIA. The state will calculate rural and socio-economic tier funding status annually based on student enrollment. Allotment funds will be based on the campus and not the individual students assigned to the designated teacher. If a designated teacher moves campuses from one school year to another, the allotment that teacher generates will be recalculated based on the new campus rural and socio-economic tier funding status.

The state will calculate the TIA Allotment annually at the campus level based on student economic

status and rural/non-rural classification. The specific allotment amounts for each campus in the state of Texas can be found on the state's TIA website at www.tiatexas.org.

*** Note: The state has indicated that the purpose of this initiative is to provide TIA Designations, and therefore increased compensation to approximately the top 33% of teachers across the state of Texas.

DEVELOPMENT OF THE TIA PLAN FOR HITCHCOCK ISD

Hitchcock ISD engaged stakeholders in feedback and input on the locally designed teacher designation system. The district wanted a variety of stakeholder input on the design of the TIA Plan so teachers, principals, and district administrators were all included on the TIA Strategic Planning Committee. They made the final decisions about the TIA plans for the district as they were the primary architects of the system. The TIA Strategic Planning Committee met numerous times during the 2021-22 school year to discuss decision points on the design of the TIA system. There were a series of key decisions that the district needed to make in developing a TIA plan for the 2022-23 school year.

l. What is the validity and reliability of the district's teacher observation data?

2. In what grades and subjects does the district currently measure student growth? How valid and reliable is that data? How do we know?

3. Who will be eligible to earn a designation?

4. Will the district include teachers at all campuses and teaching assignments in the TIA plan? If not, will the district expand in future years?

5. How will the district determine who receives a designation?

6. Will the district use additional factors in addition to teacher observations and student growth measures to determine designations?

7. How will the district weigh the measures included in the plan?

8. How and when will the district provide TIA funding to teachers?

All feedback was incorporated into key decisions of the TIA plan including the measures to be included weights and cut scores for designations. The committee kept working to revise the plan until there was stakeholder consensus. After many meetings and intensive discussion, the TIA Strategic Planning Committee decided upon including a subset of teaching assignments in the TIA

Plan for the 2022-23 school year. While not ideal this decision was ultimately decided upon due to the current lack of valid and reliable student growth measures in all grades and subjects in the district.

The plan has been modified to add more eligible teaching positions and continues to look for additional growth measures to add more opportunities for staff not eligible at this time.

HITCHCOCK ISD'S LOCALLY DESIGNED TIA DESIGNATION SYSTEM

For the 2025-26 school year the TIA plan for Hitchcock ISD includes the following teaching assignments:

- Pre-K Teachers
- K-8th Grade Reading/Math Teachers
- Grade 5-8 Science Teacher
- Grade 6-8 Social Studies Teachers
- U.S. History, World History, Government, and Economics Teachers
- Biology Teachers
- Algebra I, Algebra II, and Geometry Teachers
- English I and II Teachers

Hitchcock ISD will utilize the Texas Teacher Evaluation and Support System (T-TESS) for the Teacher Incentive Allotment to ensure a valid and reliable teacher observation instrument. Hitchcock ISD will utilize Gold, MAP, Expoloros, and STAAR assessments to measure classroom student growth in eligible teaching assignments. The district will utilize the Transition Tables as determined by TEA to measure student growth in relative teaching as assignments. The weights and measures to determine TIA designations for Hitchcock I D for the 2025-26 school year are provided below:

Weights and Measures for Hitchcock ISD's TIA Designation System

TIA Measures: 2025-2026 School Year	
Teacher Observation	**Classroom Student Growth**
40%	**60%**

The district will use a teacher's scores on *Teacher Observation* and *Classroom Student Growth* and apply the weights using percentages as described above to determine a final score based on a point system.

Determining the Summative T-TESS Score:

T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration. T-TESS strives to capture the holistic nature of teaching- the idea that a constant feedback loop exists between teachers and students- and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains.

The T-TESS Rubric includes 4 Domains and 16 Dimensions. -TESS domain and dimension rubrics include specific descriptors of practices and 5 performance levels; Distinguished, Accomplished Proficient Developing and Improvement Needed. The sixteen dimensions within four domains are noted below:

T-TESS Domains and Dimensions

Planning (Domain 1)

- Standards and Alignment (Dimension 1.1)
- Data and Assessment (Dimension 1.2)
- Knowledge of Students (Dimension .3)
- Activities (Dimension 1.4)

Instruction (Domain 2)

- Achieving Expectations (Dimension 2. 1)
- Content Knowledge and Expe11ise (Dimension 2.2)
- Communication (Dimension 2.3)
- Differentiation (Dimension 2.4)
- Monitor and Adjust (Dimension 2.5)

Learning Environment (Domain 3)

- Classroom Environment, Routines and Procedures (Dimension 3.1)

- Managing Student Behavior (Dimension 3 .2)
- Classroom Culture (Dimension 3 .3)

Professional Practices and Responsibilities (Domain 4)

- Professional Demeanor and Ethics (Dimension 4. I)
- Goal Setting (Dimension 4.2)
- Professional Development (Dimension 4.3)
- School Community Involvement (Dimension 4.4)

To compute the summative T-TESS score for a teacher the district will use a numerical process based on a 5-point rating scale. The district will utilize data from formal observations using TTESS as well as walkthroughs to determine the summative T-TESS score.

Hitchcock ISD will conduct at least one 45-minute formal observation for each eligible teacher. There will be a pre-conference for these observations. The district will also utilize data collected through approximately four walkthroughs to determine the final T-TESS score. For the purposes of TIA, Hitchcock ISD will convert the individual ratings on each of the 16 Dimensions of TTESS to a numerical score. Distinguished will be assigned a score of a "5"· Accomplished will be assigned a score of a "4"· Proficient will be assigned a score of a "3"; Developing will be assigned a score of a "2"· and Needs Improvement will be assigned a score of a "1 ". The numerical scores will be averaged together equally for a final numerical score. This will be a number between 1 and a 5 and rounded to the nearest hundredths decimal place (for example: 2.87, 3.66 etc).

At the end of the school year, the campus principal will utilize the scores on all observations to assign a summative T-TESS score for the teacher.

*Note: TEA requires that all teachers teaching in grades/subjects included in a district's TIA plan be evaluated during the 2025-26 school year. Therefore, any teacher that is eligible for a TIA designation cannot waive the T-TESS process for the 2025-26 school year even if the teacher does not wish to be considered for a TIA designation.

Determining the Classroom Student Growth Score:

As previously mentioned for the 2025-26 school year the district is using Gold, MAP, Exploros, and

STAAR assessments to calculate classroom student growth scores for the TIA plan. The district will use the following measures to determine classroom student growth for each eligible teaching assignment included in the TIA plan.

Eligible Teaching Assignment	**Classroom Student Growth Measure(s)**
Pre-K Teachers	% of students who met or exceeded expected growth using Gold
K-3th Grade Reading/Math Teachers	% of students who met or exceeded expected growth using i-Ready.

Grade 4 -8 Reading/Math Teachers	The higher score of the % of students who met or exceeded expected growth using TEA Transition Tables
Grade 5-8 Science Teacher	% of students who met or exceeded expected growth using NWEA MAP.
Grade 6-8 Social Studies Teachers	% of students who met or exceeded expected growth using Exploros.
U.S. History, World History, Government, and Economics Teachers	% of students who met or exceeded expected growth using Exploros.
Biology Teachers	% of students who met or exceeded expected growth using NWEA MAP.
Algebra I, English I and II Teachers	The higher score of the % of students who met or exceeded expected growth using TEA Transition Tables
Algebra II, and Geometry Teachers	% of students who met or exceeded expected growth using I-Ready.

The district will set growth targets for Gold based on historical data and will use the growth targets set by the vendor for MAP, and i-Ready will determine the growth targets with vendor support for Exploros. The district will utilize the growth targets established by TEA for the Transition Tables. See TEA's website for more information regarding the Transition Table calculations.

To calculate the classroom student growth score for a teacher, the district will use a numerical scoring process based on a 5-point rating scale. For each eligible teacher, the district will first compute the percent of students who met or exceeded their expected growth target. The district will then convert: those percentage to scale scores utilizing the metrics provided below which are aligned to TEA's Statewide Performance Standards for TIA:

% of Students that Met or Exceeded Expected Growth Target	Classroom Student Growth Scale Score
Less than 30%	1
31% - 40%	3
41% - 50%	3.25
51% - 55%	3.5
56% - 60%	3.75
61% - 65%	4
66% - 70%	4.25
71% - 75%	4.5

76% - 80%	4.75
Greater than 80%	5

In an effort to ensure fairness and consistency of the classroom student growth calculations the district will utilize the following criteria and practices to calculate the % of students who met or exceeded expected growth for each eligible teaching assignment.

Middle and High School Course Requirements-In order for a secondary teacher to be eligible for a TIA designation, they must teach at least three class periods in an eligible teaching assignment. For example, if a high school teacher teaches one class period of Algebra I and six class periods of PE, then they would not be eligible for a TIA designation.

Student Rosters-To be included in a teacher's classroom student growth calculation for a year-long course, the student must be assigned to the teacher of record at the beginning of year student growth assessment (mid - September) at PEIMS winter roster (mid -February) and at the end of year student growth assessment (mid-May). Semester based courses will use a beginning of semester assessment and an end of semester assessment to measure student growth. Students who are included on the teacher's roster for both will be included in the student growth calculation. All eligible teachers will be asked to verify rosters of students who are to be included in the TIA Growth Calculation. Teachers may make an appeal to have a student(s) added or removed from their classroom student growth calculations based on extenuating circumstances.

Minimum Number of Scores-In order for the district to calculate a classroom student growth score for a teacher there must be BOY and EOY (or BOY and EOY for semester courses) student growth data on at least 10 students. In most cases, there will be ample student growth scores to calculate a classroom student growth score; however, in some specialized settings there may be a small number of students.

Teachers with Multiple Subjects- classroom student growth will be calculated based on all tests taken for each eligible course. For example, if a teacher teaches both English I and English II, then the growth measure will consist of all students in both courses. If a teacher is self-contained in 4th Grade, then the growth measure would consist of all student scores for both Math and Reading. Below is an example for how classroom student growth calculations will be calculated based on multiple subjects.

Example: A teacher teaches 84 students in Algebra I and 67 students in English II. Of the 84 students in Algebra I, 66 students met or exceeded their expected growth on STAAR Progress. Of the 67 students in English II, 49 students met or exceeded their expected growth on STAAR Progress. To calculate the % of students who met or exceeded expected growth the district would use the following calculation:

Total # of students who met expected growth

÷

Total # of students who were included in Calculations

Using the example above, the computation would be (66+49) ÷ (84+67) = % of students who met or exceeded expected growth, or 115 ÷ 151 = 7 6. 1 5%. The classroom student growth scale score for 76.15% would be 4.75.

Calculating the Teacher's Final TIA Score:

After compiling the summative T-TESS scores and Classroom Student Growth scale scores, the district will then calculate a final TIA score for each eligible teacher. The district will utilize the weights and measures provided on page 9 to arrive at a final TIA score. The district will then utilize the following table to determine whether a teacher reaches a minimum score for a TIA Designation. The minimum cut scores for each of the TIA Designation levels are provided below:

Example of Final TIA Score Calculation:

A teacher has the following data: T-TESS score of 4.48 and a Student Growth Score of 4.25.

T-TESS score= 4.48 x 40% (1.792 pts)

Student growth score= 4.25 x 60% (2.55 pts)

1.792 + 2.55 = 4.342 pts

HITCHCOCK ISD'S PROCESS FOR ENSURING VALIDITY AND RELIABILITY OF TIA MEASURES

Measure #1: T-TESS

Hitchcock ISD is committed to implementing T-TESS with fidelity to ensure validity and reliability of teacher observation scores. Hitchcock 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 TTESS 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 and 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 by campus. If there are irregularities in the data that are related to teacher deficiencies, then the district provides additional PD and support to the teacher(s) in order to support them in growing their practice. Following observations, teachers are supported for specific rubric components by working with a mentor teacher or being placed in a coaching cycle with an instructional coach. If there are irregularities in the teacher observation data related to an appraiser issue, then the district provides additional training and support to the evaluator to ensure that the observation process is being implemented with fidelity.

The campus principal completes a teacher observation schedule at the beginning of the school year. After each observation, the appraiser holds a post-conference with the teacher to review evaluation results and provide feedback. Walkthroughs are generally 15 minutes in length.

At the end of the school year, the campus principal assigns the final summative rating to the teacher in a data management system.

Measure #2: Student Growth

Hitchcock ISD selected student growth measures that are already in place and proven to ensure validity and reliability to the student growth measure process. All assessments were chosen because they are TEA-approved and aligned to the state standards. Hitchcock ISD is committed to implementing the student growth measure process with fidelity to ensure validity and reliability of student growth data. The assessment team at our district is responsible for ensuring that all assessments across the district are executed with fidelity.

The district implements the assessments according to state and vendor guidelines to ensure integrity to the data collection process. The district will provide annual training on the administration of all student growth measures used. During a district-designated window, teachers will administer the assessments consistently and with integrity. Oversight is provided by the appointed district representative. Scoring of all assessments included in the student growth measure

occurs electronically through an online data system. The district has protocols in place to ensure the security of all student assessments.

At the end of the year the district will calculate the percentage of students meeting or exceeding expected growth for each teacher and convert the percentages to scale scores as described on page 9. At the end of each school year the district and campus leaders will also review data from both T-TESS and student growth measures and compare the outcomes for correlation.

HITCHCOCK ISD'S TIMELINE FOR TIA DESIGNATIONS FOR 2026-27

Hitchcock ISD's TIA application was approved by TEA in August 2022. The district collected data to determine teacher designations for the locally designed TIA system during the 2022-23 school year. The district calculates TIA designations based on data collected during the 2026-27 school year. The district submits the information to TEA in October of 2027, and receives confirmation in the spring of 2028.

The district notifies teachers if they qualified for a designation under the locally designed system in the spring. Through this notification process, the district will provide each teacher with written communication that indicates their summative T-TESS score, the classroom student growth score, and their final TIA score.

Through the state's data validation process the district will submit a list of teachers and their recommended Designation levels (that qualify for a Designation according to Hitchcock ISD plan) as well as teacher observation and student growth data for all eligible teachers to Texas Tech University. Once Texas Tech University completes their analysis of Hitchcock ISD's TIA dataset Texas Tech University will send the final report to TEA. In the spring of the 2027-2028 school year TEA notifies Hitchcock ISD of approval/denial of the district's recommended teacher designations. If the district's recommended TIA designations are approved TEA will notify the district in April 2028 of the specific allotment amounts by designation level at each campus in the district. By May 2028 the district will notify teachers if their recommended designations have been approved/denied by the state. If the district's recommendations are approved, Hitchcock ISD will provide the TIA payments to teachers in August 2028. The state will then reimburse the district for the TIA expenditures beginning in September 2028.

National Board Certification data will be tracked in the district’s Human Capital Management System. "When Hitchcock ISD submits recommendations for Designated teachers to Texas Tech University the

district will pull the list of National Board-Certified Teachers (NBCTs) and recommend a TIA Designation of Recognized unless the teacher reaches a Designation level of Exemplary or Master under the District's locally-designed system. NBCTs will automatically receive the Designation of Recognized even if the district's recommended Designations under the locally developed system are denied.

Note: This is a state-funded initiative; therefore, the funding for any designations is contingent upon state appropriations and approval through the state 's TIA review process. Hitchcock ISD will not be responsible for funding this initiative if the state funds become unavailable. To that end, Hitchcock ISD will provide written notice to teachers upon learning of any lapse, reduction, or discontinuation of TIA funds from the state.

HITCHCOCK ISD'S SPENDING PLAN FOR TIA FUNDING

During the district's Teacher Incentive Allotment stakeholder committee meetings, input was gathered on the development of Hitchcock ISD's TIA spending plan. The district included the Superintendent, other district personnel, teachers, and principals in the decision-making process.

In an effort to retain the district's top talent the stakeholders elected to provide the majority of the

Teacher Incentive Allotment funds to the teacher who earned the Designation. Therefore, Hitchcock ISD will provide 90% of the TIA funds to the teacher who earned a TIA Designation and reserve 10% of the funds for supporting the TIA initiative at the district level. The district will provide the TIA compensation to teachers through a lump sum payment in August of each year that a teacher generates funding for a TIA designation.

- If a Designated Teacher leaves the district prior to Winter Roster Verification (generally in February of each school year) then the Designated Teacher will not receive any TIA funds because no TIA funds will be generated to the district from the state.
- If a Designated Teacher moves campuses within Hitchcock ISD during the school year then Hitchcock ISD will provide the funding to the Designated teacher based on the campus where the Designated Teacher worked during Winter Roster.
- If a Designated Teacher moves to the district prior to Winter Roster Verification, then the Designated Teacher will receive the allotment of fonds generated by the state at the campus where the teacher is teaching during Winter Roster Ve1ification. The spending plan will be the same for newly hired Designated teachers.

Note that Hitchcock ISD cannot recommend a teacher to the state for a TIA Designation if they do not remain in an eligible teaching position the year following the data capture year. For example, if a teacher is Designated as a result of data collected in the 2025-26 school year, but the teacher moves into an Assistant Principal position in the 2026-27 school year, the state will not approve the TIA Designation.

The district has a board approved compensation plan that provides approval for the TIA payments. The school board will approve the expenditure of TIA funds as part of the annual budgeting process. As previously mentioned, the TRS contributions and fringe benefits will be deducted from the 90% in part to ensure the TIA compensation is considered creditable compensation under TRS.

Below is an example of a teacher's TIA payout:

Sample calculation: A teacher receives a TIA designation of Exemplary and the allotment amount provided to the district by the state is $11,352. According to the Hitchcock ISD TIA spending plan, the district will provide 90% of the funds to the teacher who earned the designation ($11,352 x 90% = $10,216.80). The district will deduct the TRS contribution

and fringe benefits, which are calculated at $1,642.35for this specific teacher, (note that these numbers will vary by teacher based on a number of factors} from the 90%. Therefore, the teacher's actual TIA pay out will be $10,216.80- $1,642.35 = $8,574.45.

The district will request that teachers currently employed with the district notify the HR Director upon completion of National Board Certification. For new hires, this wi.11 be a question asked during the intake process. The teacher will be required to show proof of active status with the NBPTS' National Board Certification.

To look up the TIA allotment provided to each campus under this initiative please visit www.TIATexas.org.

Note: If a TIA Designated teacher is not employed by Hitchcock ISD at the TEA winter roster date {typically in February of each year), then Hitchcock ISD will not be responsible for paying the TIA funds to the Designated Teacher. In order for a Designated Teacher to receive funds under the TIA in thi. instance, the Designated Teacher will need to work with the new Texas school district or charter school to be compensated under TIA. In this case, the amount of funds earned

under TIA would follow the new district's TIA spending plan and allotments provided by the state for the particular campus based on "rural/non-rural" and "economically disadvantaged" Tier status.

HITCHCOCK ISD'S COMMUNICATION PLAN FOR TIA

Hitchcock ISD has worked hard to ensure that district and campus leaders, school board members, and teachers are able to articulate a clear understanding of the local teacher designation system. At the beginning of each school year Hitchcock ISD will conduct faculty presentations about the TIA plan including measures and weights as well as the minimum scores necessary to receive a TIA designation at each of the three levels of *Recognized, Exemplary,* and *Master.* As previously mentioned, during the development process of Texas's TIA plan, there was support from the

district's stakeholders to move forward with the initiative. Any updates to the district's TIA plan or processes will be communicated to stakeholders during in-service training. Teachers will have the opportunity to ask questions and develop a deep understanding of the plan components as well as why specific decisions were made by the committee. The school board has been kept informed of the plan development and have indicated their full support of this initiative. The board will publicly celebrate the approved Designated Teachers at the first board meeting after approval of designations from the state.

For more information on the district's TIA plan, visit the Hitchcock ISD TIA website. If you cannot find the information you are looking for please contact the district's HR office.

HITCHCOCK ISD'S SUPPORT OF TIA PLAN

Hitchcock ISD has ensured that there is a system of support for the TIA plan. This includes human resources support for teacher recruitment and retention, budget and finance support tied to managing the allotment funds the district receives each year, including planning for the potential changes to the

allotment funds the district might receive from year to year. Hitchcock ISD ensures that there is curriculum and instruction and assessment support tied to valid and reliable student growth measures. There is also professional development support tied to earning TIA designations

reviewing and using student growth data, etc. The district's payroll system provides a clear system of payment to teachers and clear communication of that system. The district has a plan for ensuring that there is technology support for tracking student growth measures and teacher observation data.

The district has also ensured that there is legal support tied to meeting all requirements in the statute.

Hitchcock ISD will ensure that teachers receive support to improve their practice and increase their potential in earning a designation. To support teacher professional growth the district will continue to implement the following practices:

• Individual Coaching & Mentoring

• Professional Learning Communities

• Professional Development

In addition, Hitchcock ISD has a detailed plan to support designated teachers who are new to a campus in order to ensure that they are as highly effective at the new campus as they were at the campus where they earned their designation. Hitchcock ISD will support designated teachers in their new roles to ensure that they maintain high-levels of performance. Hitchcock ISD will continue to support teachers through PLCs. With this ongoing support we anticipate more teachers to earn a designation each year, as well as designated teachers to move up in their designation level over time.

District leaders will use data on TIA Designated Teachers to inform staffing plans for professional development and improve equity of access to effective teachers. Hitchcock ISD will actively seek opportunities to move designated teachers to hard-to-staff campuses and teaching positions to meet this goal.

As part of Hitchcock ISD's commitment to continuous improvement of the TIA plan, the district will survey teachers at the end of each school year on TIA. Hitchcock ISD will encourage participation in the TIA initiative surveys and use the feedback to make modifications as necessary to the TIA plan and processes. The district will also conduct annual analyses of teacher and student data to ensure congruence. The district will utilize evidence from these two processes to guide future enhancements to the TIA plan.

All teachers in Hitchcock ISD are highly encouraged to seek National Board Certification.

NEXT STEPS FOR HITCHCOCK ISD'S TIA PLAN

Although all teachers in Hitchcock ISD are eligible for a TIA designation through National Board Certification the district is committed to providing an opportunity for all teachers in the district to earn a designation under the local designation system. To meet this goal, the district is actively working to put student growth measures in place in every grade and content area. Once the district is able to ensure validity and reliability to the student growth data in additional grades and content areas, then the district will expand the TIA plan to include additional teaching assignments. Hitchcock ISD values the

work of all educators in the district and will continue to provide opportunities for stakeholder input as the TIA plan evolves.