TIA GUIDEBOOK

Academy of Accelerated Learning, Inc. (AAL)

2026-2027

Updated July 2026

This is a working document and is subject to change

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TEACHER INCENTIVE ALLOTMENT

Overview

The Texas Education Agency's Teacher Incentive Allotment (TIA) was established by House Bill 3 (HB 3), which was passed by the 86th Texas Legislature in 2019 and signed into law by Governor Abbott on June 11, 2019. The goal of the TIA is to provide a realistic pathway to a six-figure salary for teachers to help recruit, support, and retain highly effective teachers in all schools, particularly in high-needs and rural schools.

HB 3 established the TIA to recognize effective teachers on three different levels: Recognized, Exemplary, and Master. TEA added a fourth level, Acknowledged, to be awarded for the first time in 2026-2027. These teacher designations generate additional teacher-focused allotment funding for districts for them to reward their top performers (http://tiatexas.org).

Teachers earn designations through two different routes:

- National Board Certification (automatic lowest level of TIA designation)
- Local Teacher Designation System (TEC Sec. 21.3521)

AAL's implementation begins during the 2025-2026 school year. The TIA provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work of AAL's teachers.

This will not replace the district's current pay structure. A stipend, paid with funds received from TEA, will be issued to those who are eligible for compensation under TIA. The TIA payment is credited in the Teacher Retirement System (TRS) and will be used in retirement benefit calculations.

TIA IN AAL

Why is AAL Participating in the TIA?

Participation in the Teacher Incentive Allotment (TIA) allows AAL to continue its history of ***attracting and retaining high quality teachers***. Due to our current base pay, the incentive provides a ***path for our teachers to obtain a six-figure salary***. In addition, TIA provides a counter-offer to teachers in the area that could be recruited by local industry. An incentive such as this allows the District to match those higher salaries and encourage teachers to join and remain with the District.

AAL has a unique opportunity to reward our highest performing teachers for their effectiveness by creating a TIA plan. These higher performing teachers are able to move students to achieve thus allowing our teachers to earn distinction for their positive impact in our student's lives. By offering a higher designated teacher amount at the most challenged site, this will encourage teachers to want to work at these more challenging campuses within our district and provided a balanced distribution of effective educators.



As part of the district's strategic plan, tying all initiatives at AAL to the goals outlined in the plan is a top priority and TIA will help to address goals 2, 3, and 4 of the AAL Strategic Plan. Goal 2 works to position AAL to be a high-performing district providing high-quality, advanced academics; Goal 3 works to recruit and retain the best teachers in the greater Houston area; and Goal 4 strives to increase student achievement ratings to the highest level possible under the state accountability system.

DESIGNATIONS

What is a TIA Designation?

House Bill 3 (HB 3) established the Teacher Incentive Allotment (TIA) to recognize effective teachers at four distinct levels: Master, Exemplary, Recognized, and Acknowledged. These teacher designations generate additional teacher-focused allotment funding for districts to reward and retain their most effective teachers.

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

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

Recognized Teacher
Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide.

Acknowledged Teacher
Acknowledged level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 50% of teachers statewide.

The lowest level of TIA Designation can be earned through the Local Teacher Designation System or through National Board Certification.



Pathways to Designation

The lowest TIA designation may be earned through National Board Certification. National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from PK through 12th grade. AAL staff who possess a National Board Certification should contact the Human Resources Department to provide the necessary documentation.

National Board Certification

National Board Certification automatically qualifies any teacher for the lowest level of TIA designation regardless of teaching assignment, but the teacher must be PEIMS-coded as 087. Staff interested in pursuing National Board Certification are encouraged to consult the National Board for Professional Teaching Standards site for more information.
National Board-Certified Teachers (NBCTs) are eligible to earn a TIA designation if they meet the following criteria:

- Hold an active National Board certification.
- NBCT directory listing reflects Texas residency and/or employment.
- Reported by the Texas school system in a role ID coded as 087 during that year's Class Roster Winter Submission in February.
- Once earned, the designation will remain active until July following the expiration of the National Board certificate.
- NBCTs are eligible for higher designations through the Local Teacher Designation System.

National Board teachers are eligible to generate an allotment for their district if they meet the following criteria:

- Employed and compensated by a Texas school system in a role ID coded as 087 for at least 90 days at 100% of the day or 180 days at 50-99% of the day.
- Reported by the Texas school system in a role ID coded as 087 during that year's Class Roster Winter Submission in February.

Local Teacher Designation System

Teachers are eligible to earn a designation through a local designation system if they meet the following criteria:

- Employed by the recommending district in a role ID coded as 087 and appraised under T-TESS.
- Employed and compensated by the recommending district in a role ID coded as 087 for at least 90 days at 100% of the day or 180 days at 50-99% of the day and appraised under T-TESS.
- Not currently designated by a local designation system unless being recommended for a higher designation or in the last year of a teacher designation.

All designated teachers are eligible to generate an allotment for their district if they meet the following criteria:

- Employed and compensated by a Texas school system in a role ID coded as 087 for at least 90 days at 100% of the day or 180 days at 50-99% of the day and appraised under T-TESS.
- Reported by the Texas school system in a role ID coded as 087 during that year's Class Roster Winter Submission in February and appraised under T-TESS.

Local Designation System Requirements

House Bill 3 provides districts with local control and flexibility in choosing how to evaluate teachers and assign designations.
The designation system must include both teacher observation and a student performance component:

- Teacher Observation based on T-TESS Domains 2 and 3
- Student Growth Measures Determined by the District. These can include pre- and post-tests, value-added measures, student learning objectives (SLOs), and portfolios. District application must show evidence of validity and reliability.

The systems must be submitted to TEA for approval and undergo a data- validation process, which will be conducted by Texas Tech University. 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.
- Compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance.

AAL's Local Designation System

The designation system in AAL includes the following components:

Teacher Observation based on T-TESS: Teachers in the TIA Eligibility Band will receive a full evaluation, including formal observation. The results of the End of Year summative conference in domains 2 and 3 will be used to fulfill this component.
Student Growth Measures: In 2026-2027, the growth measures used will be

- Reading and Math 4th – 8th, Algebra I: STAAR. Teachers in eligibility band administer EOY STAAR to all their students. The district uses the student's prior year STAAR result alongside the state's STAAR tables and Value-Added Measure (VAM) to calculate individual student growth.
- Prekindergarten 3 & 4: CIRCLE. Teachers in the eligibility band administer CIRCLE at the beginning and end of the year. The district calculates student growth.
- Kindergarten – 3rd grade: NWEA MAP. Teachers in the eligibility band administer NWEA MAP at the beginning and end of year. NWEA MAP is used for reading and math. The vendor calculates student growth.
- Grades 4,5,7, & 8 science: NWEA MAP. Teachers in the eligibility band administer NWEA MAP at the beginning and end of year. NWEA MAP is used for science. The vendor calculates student growth.
- Special Education, Kindergarten through 3rd grades: Teachers in the eligibility band administer NWEA MAP at the beginning and end of year. NWEA MAP is used for reading and math. The vendor calculates student growth.
- Special Education, Grades 4 through 8: Teachers in the eligibility band administer the STAAR exam for reading and math during the EOY STAAR window to all their students. The district uses the student's prior year STAAR result alongside the state's STAAR tables and Value-Added Measure (VAM) to calculate individual student growth.
- Physical Education (PE):FitnessGram. Teachers in the eligibility band administer FitnessGram in the Fall and

Spring as scheduled by the district. The district calculates student growth.

- Social Studies: 8th Grade: District Created Pre-Test/STAAR. Teachers in the eligibility band administer a district created pre-test in the Fall. Teachers administer STAAR as scheduled by the state. The district calculates student growth.

TIA Requirements for Designation

TIA Evaluation Frequency

Evaluation of teacher eligibility for a TIA designation is considered annually. This means that every year a teacher receives a T-TESS evaluation and has available student growth measure data, the teacher's TIA score will be calculated, and the teacher has an opportunity to meet TIA eligibility:

- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.

TEA 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 - Master, Exemplary, Recognized and Acknowledged - yields reliable and comparable results across the state. The performance standards for T-TESS evaluations and student growth are listed below.

Teacher Performance

TIA establishes a priority emphasis on Domains 2 and 3 (Instruction and Learning Environment) of the T-TESS rubric. To be eligible for a TIA-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3 during the data capture year.
Based on an analysis of statewide T-TESS observation data, TEA has identified score averages across Domains 2 and 3 of T-TESS:

- Acknowledged designation ≥ 3.5
- Recognized designation ≥ 3.7
- Exemplary designation ≥ 3.9
- Master designation ≥ 4.5

More information can be found in TEA's Teacher Observation Performance Standards document.

Student Growth

To be eligible for a TIA-designation, teachers must earn a student growth outcome during the data capture year. TEA established these expectations based on statewide performance expectations:

- Acknowledged designation ≥ 50%
- Recognized designation ≥ 55%
- Exemplary designation ≥ 65%
- Master designation ≥ 75%

More information can be found in TEA's Student Growth Performance Standards.

Final District Standards subject to change.
The District's Teacher appraisal and student growth outcomes are reviewed alongside the State's Performance Standards as well as available State and National Data to determine the district's final TIA decisions for Observation and Growth, as well as the inclusion of minimum performance requirements. Once analysis is complete, information is made publicly available.

TEACHER EVALUATION

Requirements for Designations

The Texas Teacher Evaluation & Support System (T-TESS) is the state-adopted teacher appraisal instrument. T-TESS includes three components aimed at capturing the holistic nature of teaching and developing teacher habits of continuous improvement:

1. Goal setting and professional development plan;
2. Pre-conference, observation, and post-conference (i.e., appraisal cycle); and
3. Student growth

For the Texas Incentive Allotment (TIA), AAL calculates T-TESS dimension scores and an average score for the 8 Dimensions in Domains 2 and 3 of T-TESS. TIA establishes priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3).

Dimension Scores

There are eight dimensions in Domains 2 and 3 on the T-TESS rubric: Each dimension is scored on a scale of 1-5 in the order as follows:

1. Improvement Needed
2. Developing
3. Proficient
4. Accomplished
5. Distinguished

Instruction (Domain 2)

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

Learning Environment (Domain 3)

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

T-TESS TEACHER OBSERVATION MINIMUMS

Requirements for Designations

TIA establishes priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. To be eligible for a TIA-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3. If a teacher scores lower than an 3.0 in any dimension on a summative evaluation, they cannot receive a score for that Domain; therefore, do not qualify for the Teacher Incentive Allotment.
AAL policy requires at least one formal observation, a minimum of 45 minutes in length. This data will be included in T-TESS summative scores.

STUDENT GROWTH MEASURE

Requirements for Designations

Student growth is calculated for all students that have a TIA-designated fall and spring assessment. Student growth performance is associated with individual teachers based on the following enrollment criteria:

- Teacher of record at beginning of year (October snapshot date)
- Teacher of record at end-of-year assessment (April/May)
- For specialized teaching assignments, including Academic Intervention, Special Education, and Dyslexia, student rostering procedures may differ from the general teacher-of-record requirements, as outlined in the Additional Teaching Assignment Eligibility section.

Growth measures vary depending on the course. Districts must determine the type of assessment each course will use to measure growth during the application phase. Student growth will be calculated at the teacher level, combined across all assessed content areas for which the teacher has assigned teaching responsibilities. In order for teachers to receive a student growth measure, there must be at least ten (10) unique student growth records across assigned students and content areas.

Student Growth Instrument

The instrument used to measure student growth depends on the grade level and subject area:

- NWEA MAP Growth is used for Kindergarten– 3rd Mathematics and Reading
- NWEA MAP Growth is used for grades 4,5,7, & 8 in Science
- Prior Year STAAR/End of Year STAAR is used for 4th-8th Reading & Math
- NWEA MAP Growth is used for Special Education grades kindergarten-3rd
- STAAR is used for Special Education grades 4-8
- CIRCLE is used for Prekindergarten 3 & 4
- FitnessGram is used for Physical Education
- Prior Year STAAR/End of Year STAAR is used for Algebra I
- District Created Pre-Test/STAAR is used for 8th Grade Social Studies

Calculating Student Growth

For CIRCLE growth, student growth is calculated as the percentage of students who meet or exceed their locally determined projected growth from the fall (BOY) administration (October snapshot of students in a teacher's class) to the spring (EOY) administration. The district will use local historical data, alongside feedback from stakeholders and district leaders, as well as the national data on this assessment, to set the growth target point increase from Wave 1 to Wave 3 for CIRCLE.

For NWEA MAP growth, student growth is calculated as the percentage of students who meet or exceed their MAP projected RIT growth from the fall (BOY) administration (October snapshot of students in a teacher's class) to the spring (EOY) administration.

For District Created Pre-Test and STAAR Post Test, student growth is calculated as quintile model with the district establishing target growth for each quintile of students, to determine the percentage of students who meet or exceed their projected growth from the fall (BOY) administration (October snapshot of students in a teacher's class) to the spring (EOY) administration.

For STAAR Academic Measure, student growth is calculated by the state as the percentage of students who meet or exceed their projected growth from the prior year STAAR administration (October snapshot of students in a teacher's class) to the spring (EOY) administration.

For Fitness Gram, student growth is calculated with the district establishing target growth for each student, to determine the percentage of students who meet or exceed their projected growth from the fall (BOY) administration (October snapshot of students in a teacher's class) to the spring (EOY) administration.

The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are combined to determine the collective percentage of students meeting (or exceeding) growth.

Additional Student Growth Calculation Considerations:

Bilingual Students: If student is tested in multiple languages for an assessment, the language of higher performance is used.

Students who are double blocked for a course, for example a student who is scheduled for two math courses will only count once for a teacher. If the student had a different teacher for the two math courses, the student would be included in both data sets.

Final TIA Score

Student growth and teacher observation scores are used to determine annual teacher eligibility for a TIA designation. The following end-of-year data analysis steps will be completed at the district-level to generate a final TIA score that can potentially impact designation level after minimums are met. Scores will be calculated based on the weighted calculations of the following two components:

- Student Growth Component – 50%
- T-TESS Evaluation Component – 50%

The final TIA score is calculated using 50% of the T-TESS composite score and 50% of the student growth composite score. T-TESS ranges from 1-5 and Pre-test and Post-test ranges from 0-100.

Educator minimums must be met in both T-TESS evaluation and Student Growth for a TIA designation to be submitted to the state. The base payout amount will be at the designation level where both categories achieve qualifying scores.

Additional Teaching Assignment Eligibility:

Special education inclusion teachers: Rosters are collected and verified with Principals. Academic assessment data is used for the SPED inclusion teacher.

Dyslexia teachers: Rosters are collected and verified with Principals. Reading/Language Arts assessment data is used for the dyslexia teacher.

Resource teachers: Teacher of Record. Rosters are used for student eligibility.

Academic Intervention teachers: Rosters are collected and verified with Principals. Academic assessment data is used for the intervention teacher.

For Academic Intervention teachers, student growth rosters will include students assigned at the beginning of the school year who remain on the interventionist's roster at the start of the second semester, regardless of whether they subsequently exit intervention services; students who exit before the second semester or enter intervention during the second semester will not be included.

TIA Eligible Courses for 2026-2027:

Service ID	Service Description (Content/Grade-Level)	Subject Description	Grade Level
03100500	ALGEBRA I	MATHEMATICS	GRADES 9-12
02625010	ENGLISH LANGUAGE ARTS AND READING, GRADE 1	ENGLISH LANGUAGE ARTS	GRADE 1
02625020	ENGLISH LANGUAGE ARTS AND READING, GRADE 2	ENGLISH LANGUAGE ARTS	GRADE 2
02625030	ENGLISH LANGUAGE ARTS AND READING, GRADE 3	ENGLISH LANGUAGE ARTS	GRADE 3
02625040	ENGLISH LANGUAGE ARTS AND READING, GRADE 4	ENGLISH LANGUAGE ARTS	GRADE 4
02625050	ENGLISH LANGUAGE ARTS AND READING, GRADE 5	ENGLISH LANGUAGE ARTS	GRADE 5
03200510	ENGLISH LANGUAGE ARTS AND READING, GRADE 6	ENGLISH LANGUAGE ARTS	GRADE 6
03200520	ENGLISH LANGUAGE ARTS AND READING, GRADE 7	ENGLISH LANGUAGE ARTS	GRADE 7
03200530	ENGLISH LANGUAGE ARTS AND READING, GRADE 8	ENGLISH LANGUAGE ARTS	GRADE 8
02010000	GRADE 1	SELF-CONTAINED	GRADE 1
02020000	GRADE 2	SELF-CONTAINED	GRADE 2
02030000	GRADE 3	SELF-CONTAINED	GRADE 3
02040000	GRADE 4	SELF-CONTAINED	GRADE 4
02050000	GRADE 5	SELF-CONTAINED	GRADE 5
01020000	KINDERGARTEN	SELF-CONTAINED	KINDERGARTEN
02640010	MATHEMATICS, GRADE 1	MATHEMATICS	GRADE 1

02640020	MATHEMATICS, GRADE 2	MATHEMATICS	GRADE 2
02640030	MATHEMATICS, GRADE 3	MATHEMATICS	GRADE 3
02640040	MATHEMATICS, GRADE 4	MATHEMATICS	GRADE 4
02640050	MATHEMATICS, GRADE 5	MATHEMATICS	GRADE 5
02640060	MATHEMATICS, GRADE 6	MATHEMATICS	GRADE 6
03103000	MATHEMATICS, GRADE 7	MATHEMATICS	GRADE 7
03103100	MATHEMATICS, GRADE 8	MATHEMATICS	GRADE 8
02640005	MATHEMATICS, KINDERGARTEN	MATHEMATICS	KINDERGARTEN
02530003	PHYSICAL EDUCATION, GRADES 1-6	PHYSICAL ED. & HEALTH	ELEMENTARY (GRADES 1-6)
02530002	PHYSICAL EDUCATION, K	PHYSICAL ED. & HEALTH	KINDERGARTEN
01010000	PREKINDERGARTEN	SELF-CONTAINED	PRE-KINDERGARTEN
03273410	READING ELECTIVE, GRADE 6	ENGLISH LANGUAGE ARTS	GRADE 6
03273420	READING ELECTIVE, GRADE 7	ENGLISH LANGUAGE ARTS	GRADE 7
03273430	READING ELECTIVE, GRADE 8	ENGLISH LANGUAGE ARTS	GRADE 8
02650400	SCIENCE, GRADE 4	SCIENCE	GRADE 4
02650500	SCIENCE, GRADE 5	SCIENCE	GRADE 5
03060700	SCIENCE, GRADE 7	SCIENCE	GRADE 7
03060800	SCIENCE, GRADE 8	SCIENCE	GRADE 8
03343100	SOCIAL STUDIES, GRADE 8	SOCIAL STUDIES	GRADE 8

Student Growth Measure Integrity

It is important to the integrity of AAL's TIA System that student growth measures are administered fairly and consistently throughout the organization. To ensure that all students can demonstrate their full potential on student growth measures, the following conditions must be met.

Student Growth Measure Security and Confidentiality

Maintaining security and confidentiality of student growth measures helps to ensure that student performance is accurately measured as a part of AAL's TIA system. To maintain student growth measure security and confidentiality:

- Student growth measure test content should not be shared/discussed
- Student growth measure test administration procedures should be followed exactly as provided by the test provider
- Student growth measure test materials or student products shall be maintained in a secure location before, during, and after test administration
- Students must be actively monitored during student growth measure test administrations
- Students may not receive assistance to complete student growth measures, beyond what is allowable by the test provider or prescribed by a governing student committee as applicable to standardized assessment programs (e.g., STAAR, ARD, LPAC, 504, etc.).
- Suspected educator misconduct must be reported in a timely manner

Serious Student Growth Measure Testing Violations

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

- Directly or indirectly assisting students with responses to test questions
- Tampering with or falsifying student responses
- Discussing or disclosing test content or student responses, except as needed for data analysis and/or instructional decision-making
- Duplicating, recording, or electronically capturing test content or student responses, unless authorized to do so by test provider
- Exempting or preventing a student from participating in student growth measures
- Failing to implement sufficient procedures to prevent student cheating
- Encouraging or assisting an individual to engage in any conduct described above
- Failing to report an individual that has engaged in or is suspected of engaging in any conduct described above.

SCORING AND ELIGIBILITY

District Process

To determine annual teacher eligibility for a TIA designation, the following steps are completed at the district-level end-of-year analysis:

1	The Observation Component includes the T-TESS Domains 2 and 3 The Student Growth Component includes the percent of students who met or exceeded growth for students across all TIA eligible courses
2	The Overall TIA Designation score chart used to identify four levels of designations of teachers. The District's Teacher appraisal and student growth outcomes are reviewed alongside the State's Performance Standards as well as available State and National Data to determine the district's final TIA cut points. The district may use the performance minimums to determine overall TIA Designations and/or a Weighted Composite Score to determine TIA Designation. Final TIA Criteria will be made publicly available once analysis is complete.
3	Individual teacher data is then verified to ensure that the component scores meet the District's performance criteria: • TEA requires the teacher to still be employed as a teacher at the time of TIA data submission. Data submission is typically in October following the completion of the data collection year • TEA does not permit the district to submit teachers demonstrating the same TIA designation level unless the current TIA designation is in its final year of their current TIA Designation period. • If performance criteria is met, TIA designation is submitted to the State for data review; pending TEA data validation, TIA designation is attached to teacher's teaching certificate for a period of 5 years. • If performance criteria is not met, no TIA designation is submitted to the State.

TIA Designation Score Chart For exemplar purposes only:

Final District Standards subject to change

The District's Teacher appraisal and student growth outcomes are reviewed alongside the State's Performance Standards as well as available State and National Data to determine the district's final TIA decisions for Observation and Growth, as well as the inclusion of minimum performance requirements. Once analysis is complete, information is made publicly available.

TEACHER NAME:	Campus Name:
RECOMMENDED DESIGNATION LEVEL:	
*This is the recommended designation from AAL; however, **TEA is the final approver for designation levels**.*	

PARTICIPATION ELIGIBILITY CHECKLIST	
Employed with AAL in an eligible TIA Teaching Assignment	
Complete T-TESS, with a score of Proficient or higher in all dimensions of Domain 2 and 3	
Teacher has a minimum of 10 student scores available	
Does the teacher meet the eligibility requirements?	

PERFORMANCE COMPONENTS		
TEACHER OBSERVATION COMPONENT	Minimum Average T-TESS Earned to be Considered for Designation: 3.7	
	AVERAGE T-TESS T-TESS Dimensions, Domains 2 & 3	
TIA Observation Score Cut Points Acknowledged – 3.5, Recognized - 3.7, Exemplary - 3.9, Master - 4.5		

STUDENT GROWTH COMPONENT	Minimum % Students Met or Exceeded Growth Earned for Consideration: 55%	
	% STUDENTS MET OR EXCEEDED GROWTH	
TIA Student Growth Score Cut Points Acknowledged – 50%, Recognized - 55%, Exemplary - 65%, Master - 75%		

FINAL DESIGNATION	

	AVERAGE T-TESS DOMAIN 2 & 3	**% STUDENTS WHO MET OR EXCEEDED GROWTH**
Acknowledged	3.5	50%
Recognized	3.7	55%
Exemplary	3.9	65%
Master	4.5	75%

How We Determine a Designation	
Designation	**Combined Points**
Acknowledged	60 – 60.4
Recognized	60.5 – 71.4
Exemplary	71.5 – 82.4
Master	82.5 - 100

Annual Score Card

Each year of the TIA evaluation cycle, TIA-eligible teachers will be provided with an annual score card. The purpose of the score card is to provide transparency within AAL's TIA system. TIA score cards will provide teachers with an individualized report of the annual TIA outcomes based on their performance. Score card data elements will include:

- TIA designation level, as appropriate
- T-TESS average of all dimensions in Domain 2 & 3
- Percentage of students meeting or exceeding student growth

TIA Designation Frequency

Evaluation of teachers eligible for a TIA designation is considered annually.
Teachers in an eligible-TIA band will receive T-TESS evaluations and have student growth measures calculated annually.

- Teachers with an existing TIA designation will not be annually resubmitted for the same level of TIA designation until they are entering their final year of their current TIA designation period.

- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation.

- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.

CAMPUS ALLOTMENT FACTORS & COMPENSATION

The TIA program is available to all Texas school districts and open-enrollment charter schools. The amount of TIA funds generated is determined by a formula that considers campus characteristics, including student socioeconomic status and campus location:

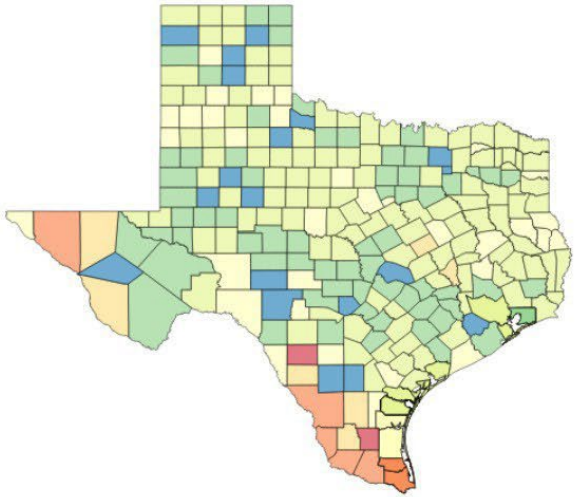
- Schools with greater student need based on socioeconomic factors generate more TIA funds per TIA designated teacher.
- Rural schools generate more TIA funds per TIA designated teacher based on a higher multiplier applied to students based on socioeconomic factors.

For more information about the TIA allotment calculations, see TEA's Teacher Incentive Allotment page. For more information about the specific amount of TIA funds generated by TIA designated teachers at every campus across the state, see Teacher Incentive Allotment Funding Map.

Designation Level



Socio-Economic Level



Rural Status

Rural

or

Not Rural

COMPENSATION

AAL Distribution Plan

- TIA-designated teachers in AAL receive 90% of TIA funds.
- The District shall retain 10% of the TIA dollars to use as follows:
    - To support district oversight of the implementation of TIA and ongoing development of resources for TIA.
    - To provide professional development to support teachers in obtaining TIA Designations

Eligibility for Compensation

Teachers with a TIA designation will generate funds if they meet the following criteria:

- Are employed by the district as a teacher (087 Role ID)
- Met or will meet the creditable year of service requirement by the end of the school year

Amount and Frequency of Compensation

TIA compensation is an annual allotment provided by the State and subject to the availability of state funding allocations. 90% of TIA compensation must be distributed toward teacher compensation on the campus where a TIA teacher is designated.

- TIA-designated teachers will receive TIA compensation annually based on their TIA designation and TIA state funding for their campus assignment at the Winter snapshot date.
- Compensation will be distributed prior to August 31st

TRS Retirement Impact of Compensation

TIA compensation amounts will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits.

Movement of Teachers

- If a teacher moves sites/campuses within the district during the school year, the teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during Winter Roster Verification.
- If a teacher leaves AAL prior to Winter Roster Verification, they will not receive TIA funds from AAL.
- If a TIA designated teacher retires from AAL after the Class Roster Winter Submission and completes the school year, the teacher will receive the funding amount allocated to them based on the TIA approved by TEA. These funds will be paid prior to August 31st.
- If a TIA designated teacher leaves AAL for reasons other than retirement after the Class Roster Winter Submission, the teacher will not receive the TIA funding amount allocated to them based on the TIA approved by TEA. The TIA funds will be re-distributed to teachers at the campus where the TIA designated teacher was employed at Class Roster Winter Submission.

Deduction Information

Employees are responsible for paying both the employee and employer benefit and tax costs. Actual TIA compensation amounts distributed will include deductions for federal income tax, Medicare tax, and TRS contributions.

TIA TIMELINE

