

Graham ISD

Teacher Incentive Allotment Handbook
Updated 4/11/24

Cohort E

2024 - 2025



Table of Contents

1. Overview of the Teacher Incentive Allotment	3
2. State Requirements for Locally Designed TIA Plans	3
3. Teacher Observation Measures	4
4. TIA Eligibility Requirements	4
5. TIA Designations	5
6. National Board Certification	5
7. Duration of TIA Designation	5
8. Teacher Evaluation: T-TESS	6
9. District & Campus Admin. T-TESS Calibration 2022-2023	6
10. Student Growth Minimum Measures	7
11. Student Growth Example of MAP testing	8
12. Student Growth Percentage	8
13. Student Eligibility	8
14. T-TESS Appraisal and TIA Evaluation Cycle	9
15. TIA Future Phase 1 & 2 Implementation	10
16. State Performance Standards	10
17. TIA Scoring for Graham ISD	11
18. Campus Designation Factors	12
19. Compensation Plan	12
20. TIA Cohort E Timeline	13

Teacher Incentive Allotment (TIA)

The Texas Education Agency's Teacher Incentive Allotment (TIA) program is dedicated to recruiting, supporting and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. GISD's implementation will begin during 2022 - 2023 as the first data collection year. This program provides a pathway to financially recognize top teachers. In addition, the TIA program creates a pathway to honor the diligence and commitment to our students by our Graham ISD teaching staff.

This is not a merit-pay approach to compensation and it will not replace the district's current incentive pay program, GIFT, or the district pay structure. For those who earn a designation based on both teacher observation and student growth data, TIA will be an **additional state stipend** completely separate from the current Graham ISD pay structure or GIFT Program. However, this stipend is credited in the Teacher Retirement System and will be used in retirement benefit calculations.

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:

- \$12,000, or an increased amount not to exceed \$32,000, for each Master Teacher;
- \$6,000, or an increased amount not to exceed \$18,000, for each Exemplary Teacher; and
- \$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.

State Requirements for a Locally Designed TIA Plan

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

- Teacher Observations
- 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 districts must use 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

The district's TIA application must show evidence of validity and reliability of the teacher observation instrument. GISD will create detailed plans to implement the observation system with fidelity. All appraisers will be thoroughly trained and certified. Recertification is required every three years at a minimum. The district will ensure reliability of teacher appraisers within and across campuses by calibrating among appraisers at least once a year. GISD participates in recalibration walks to ensure that we are completing the process with fidelity. Our administrative team will take time to review campus-based teacher observation trends. The team will review correlations between teacher observation scores and student growth data and develop plans to address any inconsistencies. All teachers eligible for TIA will 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.

TIA establishes an emphasis on the T-TESS Domain 2 (Instruction) and Domain 3 (Learning Environment). In order 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. Classroom walkthrough observations can be used as evidence to determine the summative ratings. In addition, based on an analysis of statewide T-TESS observation data, TEA has identified **minimum** score averages across Domains 2 and 3 of T-TESS:

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

More information can be found in TEA's [Teacher Observation Performance Standards](#).

TIA Teacher Eligibility Requirements

In order to be eligible for a TIA designation a teacher must:

- Hold a valid SBEC teaching certification or local DOI qualification;
- Be coded as a teacher (code 087) within our local student information system, Skyward, which is reported to TEA through the Public Education Information Management System (PEIMS); and
- Receive district salary compensation that mirrors PEIMS teacher coding for a minimum of 90 days at 100% of the day or 180 days at 50-99% of the day.

TIA Designations

Master Teacher

Master level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places him/her 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 him/her in a level commensurate 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 him/her in a level commensurate with the top 33% of teachers statewide.

National Board Certification

An alternate path to a TIA recognized designation is 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. GISD staff that possess a National Board Certification should contact GISD's Human Resource Department to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the [National Board for Professional Teaching Standards site](#) for more information. A local summary of the National Board Certification is available [here](#).

TIA Designation (Duration)

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.

Teacher Evaluation: T-TESS

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

T-TESS includes:

- Goal setting and a professional development plan
- An evaluation cycle comprised of a pre-conference, observation, and post conference
- Student growth

For the purpose of TIA, teacher evaluations will focus only on the “observable” domains of T-TESS, listed below, as reported on a teacher’s final formal appraisal.

- Instruction (Domain 2)
 - Achieving Expectations (Dimension 2.1)
 - Content Knowledge and Expertise (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)

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

1 = Improvement Needed

2 = Developing

3 = Proficient

4 = Accomplished

5 = Distinguished

For a complete list of descriptors for each dimension and score, access the T-TESS rubric link.
https://www.teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf

Administration T-TESS Calibration

District administration will participate in annual T-TESS calibration exercises during the windows of time designated in the table below. The administrative team will visit classrooms in groups of 4-6 for to focus on specific dimensions within domains 2 & 3 in T-TESS. District administrators then meet as a group for calibration conversations focused on evidence collected in the classroom walkthroughs. The final two dates will be a full 45 min observations followed by group debrief and discussion. We may also use video submissions for training purposes.

Months	Campus	TTESS Section
October	Pioneer Elementary	2.1, 2.2
October	Crestview Elementary	2.3, 2.4
November	Woodland Elementary	2.5, 3.1
November	GJHS	3.2, 3.3
November	GHS	45 min formal

Student Growth Minimum Measures

The TIA program allows for various ways to measure student growth outcomes. In Phase 1 of implementation, the focus will be on student growth garnered from pre- and post-test data. In the data process, GISD will administer fall(BOY) and spring(EOY) assessments to measure student growth.

In order to be eligible for a TIA-designation, teachers must earn a minimum student growth outcome. TEA established **minimum** expectations based on statewide performance expectations:

- Recognized designation > 55%
- Exemplary designation > 60%
- Master designation > 70%

Additional information can be found in TEA's [Student Growth Performance Standards](#)

Student Growth Example of MAP testing

Following each administration of MAP testing, students receive a scaled score (RIT score). Based on initial tests, the MAP system generates a projected score for the spring (end-of-year) assessment. This projected score serves as each student's growth goal. (See samples below.)

Student	Fall RIT	Spring RIT	Projected RIT	Projected Growth	Observed Growth	Met Projected Growth
John	180	190	185	5	10	Yes
Maria	190	182	186	-4	-8	No
Alexis	188	212	200	12	24	Yes
Stephen	204	195	200	-4	-9	No
Jose	**	187				Excluded

Student Growth Percentage

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

For example, the above chart displays MAP Growth scores for five students. One student, Jose, did not have a score for the fall administration, so he is excluded from the growth percentage. Of the remaining four students, two "met projected growth." So, the student growth percentage would be $2/4 = 50\%$.

For **Pre-K CIRCLE**, Graham ISD will use the nationally normed Pre-K Circle Benchmark cut point to determine the overall point gain from BOY to EOY for an "on track" student, and then apply this point gain to a student's BOY score in order to determine the EOY score necessary to meet the growth goal. The TIA teacher growth measure is then calculated as the percentage of students who meet or exceed expected CIRCLE growth from the Fall/BOY administration to the Spring/EOY administration. Graham ISD will measure growth for Pre-K students only in phonological awareness.

Student Eligibility

For a student's growth data to be associated with a specific teacher, the student's enrollment should meet the following criteria:

- Participated in beginning-of-year (fall) growth assessment in the teacher's content area
- Was enrolled in the teacher's class at fall snapshot in late October
- Participated in end-of-year (spring) growth assessment in the teacher's content area (reading/math)

Teachers will be required to complete a documentation process to ensure that class rosters are accurate.

T-TESS Appraisal and TIA Evaluation Cycle

Timeline	Group	Training
Aug - Sept	Teachers	T-TESS Orientation & Training, Complete Goal Setting and PD Plan
Aug - Sept.	St. Fall Assessment	Circle, MAP Growth - RLA, Math
September	Admin, Teachers	T-TESS Evaluator and teacher review and agree on goals and professional learning plan
Sept - May	T-TESS	Observations 10-15 minutes. Teachers new to GISD or considered developing need a min of 6 walkthroughs. Focus should be on Domains 2-3.
Oct - Nov	Admin	Calibration walks (Domain 2-3)
Sept 2 - Apr 28	Admin Team	Formal Appraisal & walkthroughs
Oct - Apr	Admin	Discuss current T-TESS data with admin team
April - May	Admin, Teachers	Circle, MAP Growth, other Pre/Post growth assessments
May 4	Admin Team	Completion date for T-TESS formal evaluations
May - June	Admin, Teachers	Reflect on data, student growth
June - July	Admin (Central Office and Campus Admin Team)	Evaluation Rating & TIA; Analyze T-TESS and student growth data; Finalize TIA scores and designation eligibility; Teachers receive notice of TIA eligibility and designation.
Aug	Campus Admin, Teachers	Teachers can request a data verification audit and provide documentation to support their review.

TIA Phase 1-4 Implementation (This section will remain flexible)

Graham ISD will implement the TIA system in three to four phases. During phase one, teacher eligibility for a TIA designation was available to Pre-K, K-8 Reading and Math, Algebra I, English I and English II , and PK-5 Bilingual: Spanish LA, Spanish Math. Throughout this guide, phases will be referred to as Phase 1, Phase 2, Phase 3 and possibly Phase 4 because of the different timelines for district implementation. **The following are preliminary and subject to change.**

Eligible Teacher Group - Phase 1	Pre/Post Test	Fall Dates	Spring Dates
PK	Circle	2022	2023
K-8 Reading, English I & II	NWEA Map	2022	2023
K-8 Math, Algebra I	NWEA Map	2022	2023
PK-5 Bilingual: Spanish LA, Spanish Math	Circle (PK), NWEA Map	2022	2023

Eligible Teacher Group - Phase 2	Pre/Post Test	Fall Dates	Spring Dates
5 - 8 Science, Biology	STAAR, EOC	2023	2024
8 & 11 US History	STAAR, EOC	2023	2024

Eligible Teacher Group - Phase 3	Pre/Post Test	Fall Dates	Spring Dates
4 Science	Local	2024	2025
Geometry	NWEA MAP	2024	2025
1-8 Dyslexia Teachers	NWEA MAP	2024	2025
PK-12 Special Ed. Resource	Circle (PK), NWEA MAP	2024	2025
6-7 Social Studies	Local Dev.	2024	2025

(Tentative)

Eligible Teacher Group - Phase 4	Pre/Post Test	Fall Dates	Spring Dates
6-8 ESL, 9-12 Spanish	Portfolio/3rd Party Pre-Post	2025	2026
Algebra II	NWEA-MAP	2025	2026
Advanced Quantitative Reasoning, Financial Math	Pre/Post	2025	2026
7-12 PLTW	Portfolio/Pre-Post	2025	2026
English III, IV	Pre/Post	2025	2026
Chemistry, Environmental Systems, Astronomy, A&P	Pre/Post	2025	2026
AP Courses - Eng III, Eng IV, US Hist, Eur Hist, Govt, Chem, Env Syst, Physics, Bio, Precalc, Calculus, Span IV, Music Theory	Pre/Post	2025	2026
World History, World Geography, Govt & Eco	Pre/Post	2025	2026
6-12 Band, Music Appreciation	Portfolio	2025	2026
6-12 Art	Portfolio	2025	2026
6-12 Theatre Arts	Portfolio	2025	2026
6-12 CTE	Portfolio	2025	2026
1-3 Music	Portfolio	2025	2026
PK- 12 Phys. Ed.	Portfolio	2025	2026
PK-12 Special Ed. Self-Contained, ECSE	Portfolio	2025	2026

Unless otherwise noted, all TIA guidance related to teacher appraisal, student growth, TIA scoring and TIA compensation is the same for all cohorts. The only difference between the cohorts is the year that TIA eligibility was started.

State Performance Standards

Graham ISD'S local designation system is based on the performance standards set by TEA. The following statewide performance standards represent an average of the percentage of teachers at each designation level in a typical school district in Texas. Note that various factors in the district dataset can, and often will, cause adjustments to be made before data is submitted.

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

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

TIA Scoring for Graham ISD

TIA designations are based on the TIA score. This score is a weighted combination of the evaluation percent (EP) and student growth percentage (SGP) on a 100 point scale. A formula example is below.

$$\text{TIA Score} = 50 (\text{EP}) + 50 (\text{SGP})$$

Each teacher's T-TESS accounts for 50% of the TIA score and the student growth score accounts for 50% of the score.

To qualify for a designation, a teacher's TIA score must be at or above the student growth percentage cutpoints. The chart below shows sample calculations completed with sample data. The TIA scores, student growth percentages and evaluation percentages are samples for this calculation only..

Designation	TIA Score	Calculation	Connection to State Performance Standards
Master	79	$79 = 50(90\%) + 50(68\%)$	T-TESS 4.5/5 = 90%, with 70% growth
Exemplary	70	$70 = 50(78\%) + 50(62\%)$	T-TESS 3.9/5 = 78%, with 60% growth
Recognized	67	$67 = 50(74\%) + 50 (60\%)$	T-TESS 3.7/5 = 74%, with 55% growth

Note that this data is collected at the District level. In order to determine annual teacher eligibility for a TIA designations, the following steps are completed by district-level administrators during end-of-year data analysis (May - July, 2023):

- Pull T-TESS data from Eduphoria Strive.
- Convert dimension ratings (Distinguished, Accomplished, Proficient...) to a 1-5 scale.
- Compute a total for the eight dimensions in Domain 2 and Domain 3.
- Convert this total to a percentage out of 40 [40 is the total possible points attainable from the 8 dimensions of Domains 2 & 3, each rated on a scale of 1 - 5] (EP = evaluation percentage).
- Pull student growth data
- Validate student lists using fall snapshot
- For each eligible teacher, calculate the SGP (student growth percentage).
- Align teacher's percentages in each category.
- Compute a TIA score for each teacher.
- In committee, assign preliminary designations, based on the criteria above.

Teachers in Phase 1 will receive notification of their preliminary designations in August (2023) , at the beginning of the following school year. All designations are preliminary until submitted to the Texas Education Agency (November 2023) for final validation (February 2024).

Campus Designation Factors

A teacher's designation determines the amount of the allotment received by the district. Another factor in determining this amount is student need, as identified by compensatory education allotment (see TEC§48.104).

Teachers generate a greater allotment when they work at schools with a greater economic need. This link will direct you toward the allotment by district. [TIA Funding Map](#)

District Approximations	Recognized	Exemplary	Master
Graham Elementary	\$6,500 - \$7,000	\$13,000 - \$13,500	\$24,000 - \$24,500
Graham JH	\$6,500 - \$7,000	\$13,000 - \$13,500	\$23,500 - \$24,000
Graham HS	\$6,000 - \$6,500	\$12,000 - \$12,500	\$22,500 - \$23,000

Compensation Plan

Distribution of Compensation

Statute requires that 90% of TIA funds be distributed directly to teachers:

- TIA-designated teacher = 90% of the teacher TIA dollars will be distributed directly to the individual TIA-designated teacher (equal to 90% of TIA-generated amount by TIA-designated teacher)

The District shall retain 10% of the TIA dollars to use as follows:

- The remaining 10% will be collected at the district level to support district oversight of the implementation of TIA and ongoing development of TIA resources

Frequency of Compensation

TIA compensation is an annual allotment provided by the State and subject to availability of state funding allocations.

- TIA-designated teachers will receive TIA compensation in one lump payment beginning in May, 2024.

**** This payment will not replace the district's current pay structure. For those who earn a designation and generate allotment funding, the payment will be an additional state stipend completely separate from a teacher's salary. Because the stipend will be included in payroll, it is subject to taxes. However, this stipend is credited in the Teacher Retirement System and will be used in retirement benefit calculations.**

TIA Cohort E Timeline

The State's TIA plan requires that school districts follow a timeline to seek TEA approval of a locally developed plan. GISD's timeline is provided below. A box with a check means we have completed that step. Empty boxes are steps that are still in progress.

School Year	Phase 1		Phase 2		Phase 3		Phase 4	
2022-23	Collect Data		Meet for Q&A - Submit Application					
2023-24	Collect Data	Nov: Submit Feb: Verify May: Pay	Collect Data		Meet for Q&A - Submit Application			
2024-25	Collect Data	Nov: Submit Feb: Verify May: Pay	Collect Data	Nov: Submit Feb: Verify May: Pay	Collect Data		Meet for Q&A - Submit Application	
2025-26	Collect Data	Nov: Submit Feb: Verify May: Pay	Collect Data	Nov: Submit Feb: Verify May: Pay	Collect Data	Nov: Submit Feb: Verify May: Pay	Collect Data	
2026-2027	Collect Data	Nov: Submit Feb: Verify May: Pay	Collect Data	Nov: Submit Feb: Verify May: Pay	Collect Data	Nov: Submit Feb: Verify May: Pay	Collect Data	Nov: Submit Feb: Verify May: Pay
Continuous	Continuous							