

2026 **HB** 2027

HARTS BLUFF ISD

TEACHER INCENTIVE

Allotment

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Harts Bluff ISD Teacher Incentive Allotment Handbook

2026-2027 School Year OVERVIEW OF THE TEACHER INCENTIVE ALLOTMENT

The Teacher Incentive Allotment (TIA) originated in Texas House Bill 3 (HB 3) in 2019. HB 3 established TIA and local, optional designation systems. TIA is based in two sections of the Texas Education Code (TEC), §21.3521 (Local Optional Teacher Designation System) and §48.112 (Teacher Incentive Allotment). TIA is not a grant. TIA focuses on recruiting, rewarding, and retaining highly effective teachers in all schools. It emphasizes high-need and rural schools. The core component of TIA is a designation system for high performing teachers identified with ratings of Recognized, Exemplary, or Master. Additional state funding is assigned to a District for every designated teacher (\$3,000 - \$32,000) per year through the Foundation School Program (FSP). Greater funding is assigned for designated teachers who serve in rural or high-need schools. At least 90% of the funds must be used for compensation on the campus where the designated teacher serves. The Texas Education Agency (TEA) and Texas Tech University must approve the designation system and designations that are proposed by the District each year. The higher the designation level, the higher the funding that is provided to the District by TIA. All designation systems must include a teacher observation measure and a student growth measure for determining teacher designations. Teachers who hold National Board Certification earn an immediate Recognized designation due to holding that credential. School Districts have some discretion in the design of their designation system and have the liberty to propose system revisions each year. Once a teacher earns a designation, they retain that credential for five years. The designation is placed on the educator's certificate located on the Texas Education Agency website.

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 with 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 with 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 with the top 33% of teachers across the state.

Acknowledged Teacher

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

There are two pathways for teachers to be Designated under the Teacher Incentive Allotment: (1) through a district's local optional teacher designation system; and (2) through National Board Certification. A teacher with National Board Certification will automatically receive a Designation of *Acknowledged* by the state. Teachers in eligible teaching assignments of a district's local optional teacher designation system have the opportunity to obtain a Designation of *Acknowledged*, *Recognized*, *Exemplary*, or *Master*.

National Board Certification

National Board Certification is a voluntary, advanced professional certification for PreK–12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. It is available in 25 certificate areas across 16 disciplines. The National Board for Professional Teaching Standards (NBPTS) requires teachers to have at least two years of experience as a certified teacher before registering as a candidate for National Board Certification (some exceptions may apply). On average, candidates who successfully certify take one to three school years to complete and pass all components.

National Board Certified Teachers (NBCTs) employed as Texas public school teachers will be designated as Nationally Board Certified outside of participation in the district's TIA system, pending the fulfillment of TEA requirements. (See the section "How does an NBCT participate?" for more details on TEA requirements.)

TIA designations for newly certified NBCTs who meet TEA requirements will be awarded during the same school year in which they certify. These designations will remain valid through July 31st following the expiration of the National Board certificate. TEA will update the designation expiration date for NBCTs who recertify.

Teachers who have received a **Nationally Board Certified** designation will be compensated according to the Harts Bluff ISD TIA Spending Plan, with allotment pay aligned to the **Acknowledged** designation level. Teachers may pursue National Board Certification independently or with the support of a district or regional cohort.

To be eligible for a new or higher designation, teachers must:

- Meet the minimum statewide performance standards.
- Be working at a TIA-designated campus and teaching in a TIA-eligible assignment.
- Participate in both T-TESS and the student growth measurement component.

Teachers recommended for an initial or higher designation must remain employed with the school district during the following school year at the time of data submission.

TIA Eligibility Requirements

In order to be eligible for the TIA, teachers must be coded as 087 (Teacher) per the Public Education Information Management System (PEIMS) description of codes for 90 days 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 *Acknowledged*, *Recognized*, *Exemplary*, or *Master* for five years. The Designation cannot be revoked or lowered by a district during that five-year period.

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), 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

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

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 NWEA MAP 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.

TEA's Statewide Performance Standards for TIA

In an effort to guide districts to develop a TIA plan with rigorous standards, TEA has released Statewide Performance Standards for the two required TIA measures. **Harts Bluff ISD will use these standards for submitting designations.** The statewide performance standards for Teacher Observation (using T-TESS) and Student Growth (using STAAR) are as follows:

Designation Level	Teacher Observation Performance Standards*	Student Growth Performance Standards**
Acknowledged	3.5 or 70% of possible points	50%
Recognized	3.7 or 74% of possible points	55%
Exemplary	3.9 or 78% of possible points	60%
Master	4.5 or 90% of possible points	70%

**Represents average of all dimensions in T-TESS Domains 2 and 3. Districts using a rubric other than T-TESS may refer to the percentage of possible points in observable dimensions.*

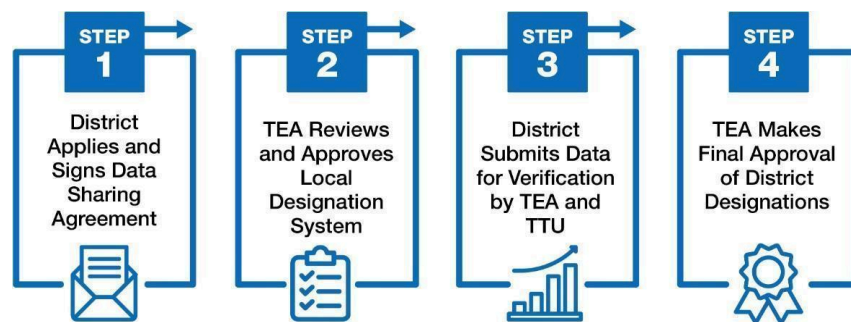
***Represents the percentage of a teacher's students who met or exceeded the expected growth*

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 funds 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 *Acknowledged*, *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. TEC Section 48.114 (i)(1)(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 for 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 50% of teachers across the state of Texas.

DEVELOPMENT OF THE TIA PLAN FOR HARTS BLUFF ISD

Harts Bluff 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. The district stakeholder committee made the final decisions about the TIA plans for the district, as they were the primary architects of the system. The district stakeholder committee met numerous times during the 2020-21 school year to discuss decision points on the design of the system.

There were a series of key decisions that the district needed to make in developing a TIA plan for the 2021-22 school year.

1. 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 District Strategic Planning Committee decided upon including a subset of teaching assignments in the TIA Plan for the 2021-22 school year.

HARTS BLUFF ISD'S LOCALLY DESIGNED TIA DESIGNATION SYSTEM

For the 2026-2027 school year, the TIA plan for Harts Bluff ISD includes the following teaching assignments:

Elementary

- PreK - Circle
- Kindergarten - 2nd grade Reading - MAP Growth
- 3rd Reading/Math - MAP Growth
- 4th - 5th Math/Reading and 5th Science, Resource - STAAR VAM
- K-3 Intervention/Dyslexia - MAP Reading

Middle School

- 6th - 8th Math/Reading, 8th Science, 8th Social Studies, Resource - STAAR VAM
- 6th -7th Science - MAP Growth

High School

- Algebra I, English I and II, Biology, US History, Resource - STAAR VAM
- Algebra II, Geometry, English III and IV - MAP Growth

Harts Bluff ISD will utilize the state-adopted Texas Teacher Evaluation and Support System (T-TESS) for the Teacher Incentive Allotment to ensure a valid and reliable teacher observation instrument. Harts Bluff ISD will utilize the STAAR Value Added (VAM), NWEA MAP, and CIRCLE assessments to determine classroom student growth in eligible teaching assignments. The weights and measures to determine TIA designations for Harts Bluff ISD for the 2026-27 school year are provided below:

Weights and Measures for Harts Bluff ISD's TIA Designation System

School Year	TIA Measures	
	<i>Teacher Observation</i>	<i>Classroom Student Growth</i>
2026-2027	25%	75%

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 Domains 2 and 3

For the calculation of the TIA score, only T-TESS Domains 2 and 3 are considered. These two domains focus on instruction and the learning environment. Per TEA, to be eligible to earn a designation, the teacher must have a minimum score of proficient (3) in each dimension for Domains 2 and 3. Data will be obtained through DMAC.

- **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)

Harts Bluff 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 **additional walkthroughs** to determine the final T-TESS score. For the purposes of TIA, Harts Bluff ISD will convert the average of dimensions 2 and 3 on T-TESS 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).

*Note: TEA requires that all teachers teaching in grades/subjects included in a district’s TIA plan be evaluated during the 2026-27 school year. Therefore, any teacher that is eligible for a TIA designation cannot waive the T- TESS process for the 2026-27 school year even if the teacher does not wish to be considered for a TIA designation.

Overall Minimum Average Scores to Receive a Designation

The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Acknowledged, Recognized, Exemplary, and Master). The minimum average scores were derived from an analysis of T-TESS observations from across the state with scores on a 1 to 5 scale. These overall minimum average scores will be reflected in commissioner rules.

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
<i>Acknowledged</i>	3.5	At least 3 (proficient) on all dimensions
<i>Recognized</i>	3.7	At least 3 (proficient) on all dimensions
<i>Exemplary</i>	3.9	At least 3 (proficient) on all dimensions
<i>Master</i>	4.5	At least 3 (proficient) on all dimensions

Determining the Classroom Student Growth Score:

As previously mentioned, for the 2026-27 school year, the district is using STAAR Texas VAM, CIRCLE, and NWEA MAP 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 meeting the on-track wave 3 growth target in Rapid Letter Naming, Rapid Vocabulary, Phonological Awareness and Math *Subject to change in order to meet data validation
K-2 Reading Teachers	% of students who met or exceeded expected growth levels using NWEA MAP from Fall to Spring (Reading)

3 rd Grade Reading/Math Teachers	% of students who met or exceeded expected growth levels using NWEA MAP from Fall to Spring (Reading and Math)
4 th -8 th Grade Reading/Math Teachers; 5th, 8th Science, Biology, 8th Social Studies, Algebra I, and English I and II, Resource SPED	% of students who met or exceeded expected growth as determined by the Texas VAM model provided by TEA in mid September following the data capture year.
Algebra II, Geometry, English III and English IV Teachers	% of students who met or exceeded expected growth levels using NWEA MAP from Fall to Spring

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 percentages to scale scores utilizing the metrics provided below, which are aligned 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).

Minimum Number of Scores—In order for the district to calculate a classroom student growth score for a teacher, there must be 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 Algebra I and English II, then the growth measure will consist of all students in both courses. Below is an example for how classroom student growth calculations will be calculated based on multiple subjects. This pertains to Middle School and High School classrooms only.

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. Of the 67 students in English II, 49 students met or exceeded their expected growth on STAAR. To calculate the % of students who met or exceeded expected growth the district would use the following calculation:

$\frac{\text{Total \# of students who met expected growth}}{\text{Total \# of students who were included in calculations}}$

Using the example above, the computation would be $(66+49) \div (84+67) = \% \text{ of students who met or exceeded expected growth, or } 115 \div 151 = 76.15\%$. The classroom student growth scale score for 76.15% would be 4.75.

Student Growth Measure Integrity

It is important to the integrity of HBISD’s TIA system that student growth measures are

administered fairly and consistently throughout the organization. In order to ensure that all students have the opportunity to demonstrate their full potential on student growth measures, the following conditions must be met. This section also covers testing irregularities, reporting suspected educator misconduct related to TIA student growth measures, and local penalties for violating TIA student growth measure integrity.

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 our TIA system. In order to maintain student growth measure security and confidentiality:

- Student growth measure test contents 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 products shall be maintained in a secure location before, during, and after test administration
- Students must be actively monitored during student growth measure 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 STAAR or other standardized assessment programs (e.g., ARD, LPAC, 504, etc.)
- Suspected educator misconduct must be reported in a timely manner (see reporting guidance below)

Serious Student Growth Measure Testing Violations

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

- Intentionally administering the assessment to less than 95% of your students
- 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
- Discouraging students to do their best on the BOY assessment
- Communicating false potential penalties and/or consequences for poor performance on the EOY assessment
- Duplicating, recording or electronically capturing test content or student responses, unless authorized to do so by the test provider
- Exempting or preventing a student from participating in growth measures
- Failing to implement sufficient procedures to prevent student cheating
- Encouraging or assisting an individual who has engaged in or is suspected of engaging in any conduct described above, and
- Manipulating accommodations to artificially inflate student growth outcomes

Reporting Suspected Student Growth Measures Testing Violations

The following steps should be taken by any Harts Bluff ISD employee to report suspected student

growth measure testing violations:

- Immediately report the suspected violation to the campus administrator
- Administration will review the information to determine the report's credibility and whether or not the report includes a student growth measure testing violation

Local Penalties for Tampering with Student Growth Measure Integrity

Any person who violates, assists in the violation of, or solicits another to violate or assists in the violation of student growth measure integrity, as well as any person who fails to report such a violation or fails to cooperate in an investigation, is subject to local penalties, such as:

- Placement of reprimand letter in personnel file,
- Suspension of local TIA designation eligibility for a period of up to three (3) school years,
- Employment dismissal

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= $4.48 \times 25\%$ (1.12 pts)

Student growth score= $4.25 \times 75\%$ (3.1875 pts)

$1.12 + 3.1875 = 4.3075$ pts

*Teachers must meet the minimum average scores in growth and T TESS (found on pg 7) to be considered for a designation.

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

Measure #1: T-TESS

Harts Bluff ISD is committed to implementing T-TESS with fidelity to ensure validity and reliability of teacher observation scores. Harts Bluff ISD ensures that all teacher appraisers have been thoroughly trained and certified. In addition, teacher appraisers are recalibrated annually through the recertification process. Teacher appraisers are required to norm on scoring, using T-TESS 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 interrater 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

Harts Bluff 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 research-based and aligned to the state standards. Harts Bluff 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 from the campus testing coordinator and district assessment office. 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 13. 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. In order for a growth score to be calculated, a teacher must have 95% of his/her students with a valid growth score. Not testing students enrolled in a class is a testing violation and will result in not being included in the TIA calculations for that school year.

Designation Determinations

Districts must ensure that their designation system remains valid and reliable, or they risk revocation of the authority to propose designations by the Texas Education Agency (TEA). Harts Bluff ISD reserves the right, without prior notice, to adjust the weighting and cut points used to determine designations in order to ensure the district data set has the best chance for TEA approval.

HARTS BLUFF ISD'S SPENDING PLAN FOR TIA FUNDING

During the district's Teacher Incentive Allotment stakeholder committee meetings, input was gathered on the development of Harts Bluff 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, Harts Bluff ISD will provide 90% of the TIA funds to the teacher who earned a TIA Designation. The remaining 10% will go to the district for program implementation. The district will provide the TIA compensation to teachers through a lump sum payment (as a separate check/EFT from the district) 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 Harts Bluff ISD during the school year, then Harts Bluff ISD will provide the funding to the Designated teacher based on the campus where the Designated Teacher worked during Winter Roster (generally in February).
- If a Designated Teacher moves to the district prior to Winter Roster Verification then the Designated Teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during Winter Roster Verification. The spending plan will be the same for newly hired Designated teachers.

Note that Harts Bluff 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. 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 Harts Bluff ISD TIA spending plan, the district will provide 90% of the funds to the teacher who earned the designation (\$10,216.80). The district will deduct the TRS contribution and fringe benefits, which are calculated at \$1,642.35 for 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 payout 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 will 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 Harts Bluff ISD at the TEA winter roster date (typically in February of each year), then Harts Bluff 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 this 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.

Any questions or comments regarding the contents of this handbook should be submitted to:

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TIMELINE FOR DESIGNATION EVALUATION AND SUBMISSION

Process Step	Timeline	Description
Orientation	August	• Training on TIA and T-TESS observation • Principal communicates school and district goals to inform teacher goal setting • Teachers informed of TIA eligibility
Student Fall Assessment BOY	August - September	• MAP Growth • PK Circle • Pre-post tests • Students on teachers roster must be assessed using approved assessment
Goal Setting Conference	September	• Evaluator and teacher review and agree on goals and professional learning plan
T-TESS Walkthroughs	Sept - May	• T-TESS walkthrough(s) focused on one or more dimensions • Focus on Domains 2 & 3
Observation w/pre conference	Sept - April	• One 45 minute observation • Focus on T-TESS Domains 2 & 3 • Written feedback and post conference required • Documentation of observation in DMAC
Summative Conference	April - May	• Includes review of all four T-TESS domains • Written feedback and conference required • Documentation of conference with teacher signature in DMAC
Student Spring Assessment EOY	April - May	• MAP Growth • PK Circle • Pre-post tests
Data Analysis	August - Sept	• District analyzes T-TESS and student growth data • District finalizes TIA scores and determines TIA designation eligibility
Data Submission	October	• Data submitted to Texas Tech for validation
Final Notification of Data Validity and Reliability	April - May	• TEA notifies the district of data review results • Teachers receive notification of designation
TIA Designation Payout	August	• Designated teachers receive a lump sum payout for designation