

SHALLOWATER★ISD

Teacher Incentive Allotment Handbook



***Program details are subject to change at any time without notice (Updated 8/22/25)**

TIA Background

The Teacher Incentive Allotment (TIA) was founded by the 86th Texas Legislature in June 2019 with the creation of House Bill 3 (HB 3). HB 3 established TIA to recognize effective teachers on three different levels: Recognized, Exemplary and Master. These designations generate additional funding to reward top performing teachers.

For each teacher with a designation under TEC Section 21.3521 employed by a school district, the teacher's campus is entitled to a base allotment, which is then increased dependent on the percentage of high needs students at the campus, and whether the campus is designated as rural or not. Campus specific funding amounts can be found at the following link <https://tiatexas.org/funding-map/>

Recognized Teacher (\$3,000–\$9,000)

The Recognized designation indicates the teacher has achieved a performance level that places them at a level commensurate with the top 33% of teachers across the state.

Exemplary Teacher (\$6,000–\$18,000)

The Exemplary designation indicates the teacher has achieved a performance level that places them at a level commensurate with the top 20% of teachers across the state.

Master Teacher (\$12,000–\$32,000)

The Master designation indicates that the teacher has achieved a performance level that places them at a level commensurate with the top 5% of teachers across the state.

There are two pathways for teachers to be designated under the Teacher Incentive Allotment:

1. Through the district's local teacher designation system
2. Through National Board Certification.



National Board Certification

As of April 2021, a teacher with National Board Certification will receive a designation of Recognized by the state. The designation will expire the July following expiration of the teacher's National Board Certification. NBCT candidates will earn a designation and generate an allotment for their district in April following their successful 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. Teachers are certified based on standards set by the National Board for Professional Teaching Standards (NBPTS). More than 125,000 teachers across all 50 states have achieved National Board Certification. National Board Certification provides teachers an opportunity to hone their practice, demonstrate their professional knowledge and reinforce their dedication to their students and their careers. National Board Certification opens doors for teachers to make an impact on student learning in their own classroom, and to influence teaching and learning improvements beyond their four walls. The State of Texas and several districts across the state offer financial benefits for board-certified teachers.

Teacher Eligibility

In order to be eligible for TIA, employees must meet each of the following criteria:

- be coded 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.



SISD Cohort Implementation Timeline (By Campus)

Shallowater Elementary

2026/2027	PK through 2nd Grade/LLC
2027/2028	Music/P.E.

Shallowater Intermediate

2026/2027	STAAR Tested Areas/SPED/LLC
2027/2028	Non-tested Core Subjects/Specials

Shallowater Middle School

2026/2027	STAAR Tested Areas/SPED/LLC
2027/2028	Non-Tested Core Subjects
2028/2029	Electives

Shallowater High School

2026/2027	EOC/AP Tested Areas/Spanish/SPED/LLC
2027/2028	Non-tested Core Subjects/CTE
2028/2029	Electives



Local System Weighted Components

<u>Teacher Observation</u> (T-TESS Domains 2 & 3)	<u>Student Growth</u>	<u>T-TESS Domain 4</u>
45%	45%	10%

Teacher Observation

What evaluation system will be used to measure the Teacher Observation component?

The Texas Teacher Evaluation and Support System (T-TESS) will be used to measure the level of effective teaching. T-TESS appraisals aim to capture the holistic nature of teaching: the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional learning decisions through ongoing dialogue and collaboration.

What specific areas of my T-TESS observation will be included in the TIA system?

While a teacher's complete evaluation will be based on their performance as measured across all four domains of the T-TESS rubric, TIA designation will primarily focus on Domains 2 and 3 and their associated dimensions. Domain 2 has five dimensions (Achieving Expectations, Content Knowledge and Expertise, Communication, Differentiation, and Monitor and Adjust) that specifically address "how" learning is structured and executed during the lesson to ensure that student mastery of the learning objective is occurring. Domain 3 has three dimensions (Classroom Environment, Routines, and Procedures, Managing Student Behavior, and Classroom Culture) that specifically addresses how the learning environment is structured both physically and culturally so that it is conducive to teaching and learning. Establishing a safe, respectful, inclusive, and efficient learning environment is critical to students' social-emotional readiness to learn and ensuring that academic learning goals and outcomes are met. Students who feel



connected, valued, and inspired in the classroom are more likely to exhibit positive attitudes to learning.

In addition to Domains 2 and 3, the SISD TIA Steering Committee determined that Domain 4 would account for 10% of the overall rating system. Domain 4 has four dimensions (Profession Demeanor and Ethics, Goal Setting, Professional Development, and School Community Involvement) that specifically address the professional practices and responsibilities of the teaching profession.

What types of observations will be used for this component?

Informal and formal observations will be used throughout the standard teacher evaluation cycle to measure this component. An informal observation/walk-through generally consists of a 10- to 15-minute class visit by a certified evaluator (typically, a principal or assistant principal). Administrators will use information gained from an informal observation to provide targeted and specific feedback to teachers to support the improvement of instructional delivery.

A formal observation may be announced or unannounced. The observation is at least 45 minutes. All Indicators in Domains 2 and 3 will be rated during the extended observation.

Under the SISD TIA plan, 2 full observations and 2 walk-throughs are required each year.

How are evaluators trained to accurately assess teacher performance?

All appraisers undergo an extensive, multi-day certification program as part of their training to become a school administrator. Additionally, all principals/assistant principals will participate in ongoing training, practice, and calibration efforts at the district level to ensure that they are providing targeted feedback that teachers can use to improve their performance and student outcomes. Campus administrators will calibrate to build inter-rater reliability in their classroom walkthroughs/observations. Administrators at the district level will routinely analyze appraisal scores on T-TESS to ensure that raters are consistent across the district. If an appraiser's scores are higher or lower than those of



other SISD TIA appraisers, additional support, coaching, and team appraisals will be conducted to help better alignment with other raters.

How do we ensure that all summative evaluations are complete and accurate at the end of the year?

It is the responsibility of both the appraiser and the teacher to ensure that all components of T-TESS have been scored when the summative is signed in Eduphoria. If any aspect of T-TESS is incomplete, the administrator and teacher must work together to ensure it is finalized prior to the close of the T-TESS window. Missing components or scores on a T-TESS summative may result in making a teacher ineligible for a TIA designation or an allotment.

How will teacher performance be calculated?

In order for a teacher to qualify for a component score, the teacher must meet minimum criteria for Recognized for each dimension and domain. This includes having a minimum average score of 3.7 across domain 2 and 3 and scoring at least 3 (proficient) on all dimensions.

As established by TEA, the following chart shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, and Master). The minimum average scores were derived from a statewide analysis of T-TESS observations with scores on a 1 to 5 scale. The minimum average for a Master teacher shows the 95th percentile score, the minimum average for an Exemplary teacher shows the 80th percentile score, and the minimum average for a Recognized teacher shows the 67th percentile score.



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

Student Growth

How will student growth be measured in the TIA system?

Student growth will be measured using various sources depending on grade level and content area. To meet requirements, the student growth measurement will utilize a pre-test data point through either a prior year STAAR test or a BOY (Beginning of Year) pre-test, and an EOY (End of Year) post-test. Approved methodologies will be utilized to measure growth between the designated exams.

Student growth calculations will follow Student Growth Performance Standards designated by TEA. For a particular assessment instrument, performance at the end of the year will be compared to performance at a prior data point. The difference between the scores will be calculated to determine growth. Students without two data points will not be included in the calculation numerator. The percentages below are the statewide performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.



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<u>Student Growth Performance Standards</u>	
Designation	% of Students Meeting or Exceeding Growth Measure
Recognized	55%
Exemplary	60%
Master	70%

SISD Spending Plan

<u>Allotment Retained by the District</u>	<u>Allotment Going to Designated Teachers</u>	<u>Allotment Going to Campus Instructional Support Staff</u>
10%	85%	5%
SISD will retain up to 10% at the district level to support the local TIA designation system.	Teachers earning a designation will receive the greatest portion of the generated funding.	A portion of the generated funding will be set aside and paid to campus instructional support staff at the discretion of the campus administrator.

In accordance with state law, and with the support of the district steering committee, up to 10% of the funds received will be used by the district to support TIA initiatives, data analysis, and training. One hundred percent of the TIA funds that SISD receives from the state will be used for TIA allotments and support for our TIA designation system. No portion of the allotment will be used for administrative compensation.

85% of allotted funds will go to the teacher earning the TIA designation. The remaining 5% will be allocated to a campus “bucket” that can be paid, at the discretion of campus administration, to other campus personnel that are identified as instructional support



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staff. The 5% will be allocated annually for each year that the allotted funds are received by the district.

SISD Payout Plan

Payout Frequency

TIA funds will be calculated and distributed to teachers and staff in lump sums by August 31 of each year, contingent upon their return to SISD the following school year. Each teacher or staff member will be paid based on the campus at which they were employed on the "As of Date" for the PEIMS Winter Roster (last Friday of February) in order to receive funds in August. If a teacher or staff member changes campuses during the school year, they will be paid based on the campus they were assigned to on the PEIMS Winter Roster as of date during that school year.

Impact on Leaving the District

If a teacher leaves SISD at the end of their contract term, prior to the scheduled payout in August of the following school year, a portion of the subsequent payout will be retained by the district. To honor an employee's longevity with the district, the following scale will be utilized to calculate prorated payout amounts for teachers who are no longer under contract with the district. (Example: A teacher with 7 years of completed service in SISD is awarded \$5,000 through TIA. The teacher leaves for another district and is no longer employed by SISD when the lump sum is scheduled to be paid out in August. Of the \$5,000 that was earned, the teacher was scheduled to receive \$4,250. In accordance with the chart below, the teacher will receive a prorated amount of \$2,125.

<u>Years of Completed Service with SISD (May be non-consecutive)</u>	<u>% of Allotment Paid to Ex-employee</u>
1-3 Years	0%
4-6 Years	25%
7-9 Years	50%
10+ Years	75%



***Note**–In order for a teacher to be eligible for any prorated payouts upon leaving the district, a formal resignation must be tendered no later than April 15th.

****Note**–For a TIA designated teacher who retires, the district will not withhold any amount that is due to the teacher for the following August payout.

Opting Out of TIA

Teachers and staff members may choose to opt out of participating in the Shallowater ISD TIA plan by stating, in writing, their desire to not participate. The opt out form can be found in the Appendix of this handbook. The signed and notarized form must be returned to the SISD Central Office no later than the first day of classroom instruction. Opting out of the TIA process does not remove the pre/post test responsibilities for the classroom teacher. It only means that the teacher will not be submitted for designation.



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Shallowater ISD Teacher Incentive Allotment Opt Out Form

Complete the following form to opt out of the SISD Teacher Incentive Allotment plan.

I, _____, do hereby opt out of participation in the Shallowater ISD (SISD) Teacher Incentive Allotment (TIA) plan for the 2025-2026 school year. I understand that by opting out of the SISD TIA plan I will not be eligible for any payments or fund distributions available to me at the campus to which I am assigned.

I have read and understand the preceding statements, and by signing below, agree to abide by my choice to opt out of the SISD TIA plan for the upcoming school year.

Employee Signature: _____

Print Name: _____

Date: _____

Assigned Campus(es): _____

Before me, _____ (insert name of the notary public), on this day personally appeared _____ (insert name of the applicant), known to me [or proved to me on the oath of _____ or through _____ (description of identity card or other document) to be the person whose name is subscribed to the foregoing instrument] and acknowledged to me that they executed the same for the purpose and consideration therein expressed. Given under my hand and seal of office this _____ day of _____, _____ (year).

(Personalized Seal)

Notary Signature: _____

