



GRAND SALINE ISD

TEACHER INCENTIVE ALLOTMENT (TIA) GUIDEBOOK



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Grand Saline ISD Overview

Grand Saline ISD

Stakeholders

Stakeholder	Campus	Role
Rebecca Mattis	Grand Saline ES	Teacher
Brenda Miller	Grand Saline ES	Teacher
Michael Mize	Grand Saline ES	Principal
Becky Osborne	Grand Saline ES	Teacher
Sarah Gonzalez	Grand Saline IS	Teacher
Tammy Deuson	Grand Saline IS	Teacher
Dean Latta	Grand Saline IS	Assistant Principal
Tina Core	Grand Saline IS	Principal
Susan Lewis	Grand Saline MS	Teacher
Britni Smith	Grand Saline MS	Teacher
Ryan Cook	Grand Saline MS	Assistant Principal
Amy Moffatt	Grand Saline MS	Principal
Michael Mize	Grand Saline MS	Principal
Todd Witt	Grand Saline HS	Teacher
Michael Mattis	Grand Saline HS	Teacher
Kinney LaPrade	Grand Saline HS	Assistant Principal
Alex Paredes	Grand Saline HS	Principal
Debby Morse	Grand Saline Administration	Assistant Superintendent
Ricky LaPrade	Grand Saline Administration	Assistant Superintendent
Laura Griffith	Grand Saline Administration	Director of Finance
Micah Lewis	Grand Saline Administration	Superintendent

Grand Saline ISD Overview

Grand Saline ISD Mission Statement

The Grand Saline Independent School District, in partnership with parents, community members and businesses, provides a safe, caring and motivational learning environment enabling all students to reach their educational, social and emotional potential. These factors empower graduates to become life-long learners, which in turn allow them to be globally competitive, successful, productive patriotic members of an ever-changing society.

District Vision

Changing the World One Student at a Time.

District Goals

Goal 1: GSISD will promote the academic and social success of enrolled students from PK through 12th Grade for on-time graduation and will provide an exemplary instructional program for all students that is rigorous, engaging, and fully aligned that accommodates the learning needs of at-risk students & special populations to provide the opportunity to graduate college and be career ready.

Goal 2: GSISD will increase state and federal assessment passing rate in Reading and Math to meet STAAR Progress Measures and performance levels for all students for 2023-2024 by providing effective instructional strategies and interventions.

Goal 3: GSISD will promote community engagement and parental involvement to increase partnerships in the education process to improve student achievement.

Goal 4: GSISD will recruit, support, and retain teachers and principals who are dedicated to providing a quality education to our students and their families.



House Bill 3: Teacher Incentive Allotment (TIA)

TIA Overview

Teacher Incentive Allotment Information

The Teacher Incentive Allotment (TIA) is part of House Bill 3 that allows districts to create a pathway for increased annual salaries for teachers. These systems should help recruit and retain the most effective educators and encourage them to teach at high needs campuses.

Three factors determine the funding allocations for designated teachers and the allocation are recalculated each year:

- Designation level assigned to the teacher (Recognized, Exemplary, or Master)
- Socio-economic level of the students on the campus where the designated teacher works
- Rural Status of the campus where the designated teacher works

There are several key points to TIA:



Districts have the option to create a local designation system to recognize high performing teachers as Recognized, Exemplary, or Master, based on performance standards in teacher evaluation and student growth.



Grand Saline ISD is eligible to receive between \$6,186 and \$25,472 for each designated teacher that is employed in the district.



At least 90% of TIA funds must be used for teacher compensation on the campus where the designated teacher works. Up to 10% may be used by the district to implement the system or assist teachers in obtaining designations.



Eligible National Board Certified Teachers (NBCT) will be designated as Recognized.

Why Did Grand Saline ISD Apply for TIA?

1. *Access to Additional State Funding for High-Performing Educators-* Under TIA, teachers who earn designations—either through a locally-approved performance system or National Board Certification—generate extra funding for their district, with amounts ranging from \$3,000 to \$32,000 per teacher, depending on designation level and campus need level.
2. *Support Teacher Retention & Recruiting-* Rural and smaller districts like Grand Saline ISD (with under 5,000 students) stand to retain experienced talent and attract high-quality educators. TIA lets them reward top performers without needing to inflate base pay across the board.
3. *Provide Competitive and Meaningful Incentives-* This system offers a path for veteran and highly effective teachers to reach near six-figure income without leaving the classroom—a compelling incentive for both retention and morale.
4. *Local Flexibility & Alignment-* Districts control their local designation system—for instance, defining how student growth and observation scores are weighted. They can tailor their system to reflect Grand Saline's local priorities and teacher evaluation philosophy.
5. *Align With State Efforts & Long-Term Funding Streams-* TIA is funded through the state's Foundation School Program under House Bill 3, creating a sustainable allotment stream, not a one-time grant.

Sample Allotment Amounts for GSISD

TIA 2024-25 Funding Examples*			
Campus	Recognized	Exemplary	Master
GRAND SALINE ES	\$7,042	\$14,083	\$25,472
GRAND SALINE HS	\$6,186	\$12,372	\$22,620
GRAND SALINE IS	\$6,596	\$13,193	\$23,988
GRAND SALINE MS	\$6,486	\$12,973	\$23,621

* Sample allotment amounts are provided at <http://tiatexas.org/funding-map/>. Allotments are calculated annually by TEA using rural/non-rural status & SES of students at the campus where the designated teacher works. Average allotments generated by designated teachers are determined by annual eligibility requirements in each district and campus. Allotments are updated every April. For additional information on funding for TIA, please visit the [TIA](#)

[Texas Funding Page](#).

TIA Overview

Local Role

All interested LEAs will be expected to, among other things:

- Identify or develop a designation system to use with input from stakeholders.
- Identify which teacher observation and student growth measures will be used.
- Decide whether to include additional components to the designation system (ex.: Student surveys, family surveys, teacher leadership, mentoring, etc.).
- Decide how to use TIA funding, ensuring that at least 90% of funding is used for teacher compensation on campuses where the designated teacher works.

State Role

The state has the responsibility for:

- Setting performance and validity standards for teacher designations and to ensure that there is a mathematical possibility that all teachers could earn a designation.
- Approving district designation systems, based on validity and relative accuracy.
- Monitoring the quality and fairness of the local optional teacher designation system across the state of Texas.
- Providing technical assistance to any district developing and implementing designation systems.

Timeline

Grand Saline ISD applied to TEA for the 24-25 TIA Cohort and the plan for the district's initial application has been accepted. In order to receive full approval for the local designation system, and in order for TIA funds to continue to flow to Grand Saline ISD, data must validate each year. Annual validation checks will be completed by Texas Tech University. For more detailed information, please see the TEA's [Data Capture Year](#).

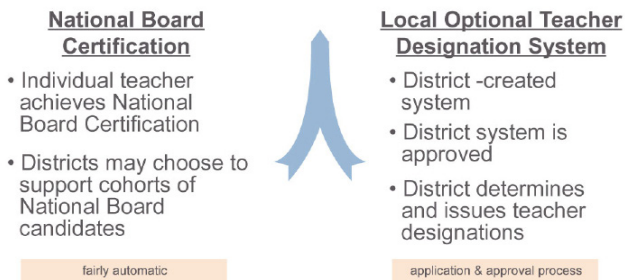


TIA Designation System

Designation System

Two Paths to a TIA Designation

As districts begin their work on a TIA application, there are two paths to earning a TIA designation. One way is to create a local designation system, which is what Grand Saline ISD has opted to do. The second path is via the National Board Certification (NBC).



Local Designation System Components

House Bill 3 allows districts to have local control and autonomy in choosing how to evaluate teachers and assign designations. Once a local system is approved, districts can recommend their effective teachers for designation. There is no cap on the number of teachers a district can designate, as long as the district's designation criteria and the eligibility requirements set forth by TEA are met.

For Grand Saline ISD campuses, there are two components with specific weights assigned that will be used to determine designations:

Grand Saline ISD TIA Designation Components 25-26	
Component	Weight
Evaluation*	40%
Student Growth Measures (SGMs): Pre/Post Assessment	60%

* Evaluation scores will come from the average of all dimension scores for domains 2&3 on the T-TESS observation rubric. These scores will be scores from the scored full classroom observation.

All local designation systems will undergo a two-step approval process. Initially, districts will create their local designation system with the support of their stakeholder committee.

When the local system is created, it is sent to TEA for approval. Once the local system is approved the district will begin to collect data on the designation components in their data capture year. In the fall each year, Grand Saline ISD will submit designation data to Texas Tech University (TTU) to complete the step 2 data validation process.

Once TTU has validated the data, Grand Saline ISD can continue to submit data for subsequent years. For additional support on the approval of the local designation system, please visit TEA's [Local Designation System page](#).

Eligibility

In Grand Saline ISD, the following categories of teachers (coded as 087, and meeting minimum year of service requirements for providing student facing instruction) are considered TIA eligible in the 25-26 school year.

Grand Saline ISD TIA Designation Components 25-26	
Category	Description
1	PreK/Head Start
2	K-1 Reading (Teacher of Record; Exclude Life Skills K-1 Reading); 2 Reading and Math (Teacher of Record; Exclude Life Skills Grade 2 Reading and Math); 3-5 Reading and Math (Teacher of Record; Exclude 3-5 Reading and Math Life Skills); 5 Science (Teacher of Record; Exclude 5 Science Life Skills); 6-8 Reading/Math/Science (Teacher of Record; Exclude 6-8 Reading/Math/Science Life Skills); Algebra I/Geometry/Algebra 2 (Teacher of Record Exclude Algebra I/Geometry/Algebra 2 Resource Class and Life Skills Class); Biology (Exclude Biology Life Skills); English 1-4 (Include Resource English 1-4 and Exclude English 1-4 Life Skills); All Special Education Pullout/Inclusion Teachers for All subjects (Include Elementary/Intermediate/Middle/High School campuses); ESL (K-5 English) (Exclude Life Skills K-5)
3	8th Social Studies (Exclude Life Skills Grade 8 Social Studies); US History End of Course (Exclude Life Skills US History)
4	Lifeskills 6-8 ELAR; Lifeskills English 1 and 2

Designation System

Designation

A teacher who achieves a TIA designation will have it placed on their Texas Educator Certificate for five years from the date of designation. Teachers will be awarded the allotment appropriate for their designation for 5 years (allotment amounts will be re-calculated by TEA annually). If a teacher earns a higher designation in a subsequent year, they will be submitted to TEA in the data validation period to determine their new allotment amount, and provided a new TIA expiration date, five years after the new designation is earned.

National Board Certification

Teachers with at least 3 years of classroom experience can earn a Recognized designation by achieving National Board Certification.

National Board for Professional Teaching Standards (NBPTS) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates. National Board believes higher standards for teachers means better learning for students. National Board Certification validly and reliably identifies when teachers meet the standards for accomplished teaching, that were developed by teachers with the NBPTS.

The National Board Certification process consists of four components:

Component 1: Content Knowledge – A computer based assessment asks you to demonstrate your understanding of content knowledge and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area.



Component 2: Differentiation in Instruction – This portfolio entry requires that candidates gather and analyze information about individual students' strengths and needs and use that information to design and implement instruction to advance student learning and achievement. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.

Component 3: Teaching Practice and Learning Environment – This portfolio entry requires video recordings of interactions between you and your students. You will also submit a written commentary in which you describe, analyze, and reflect on your teaching and interactions with students.

Component 4: Effective and Reflective Practitioner – This portfolio entry requires you to demonstrate evidence of your abilities as an effective and reflective practitioner in developing and applying knowledge of your students; your use of assessments to effectively plan for and positively impact your students' learning; and your collaboration to advance students' learning and growth.

Standards and Certificate Areas

[25 Certificate areas](#) representing 16 different disciplines and four developmental levels.

Certification is based on the 5 Core Propositions:

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience
5. Teachers are members of learning communities

Designation System

Timeline

The four components can be submitted in any order. Candidates can complete from one to four components a year. Candidates must submit all four components within the first three years of their candidacy. While it is possible to complete the process in as little as one year, there is a five-year window to achieve certification. Please note that all purchased components must be completed during the assessment cycle in which they are purchased.

Scoring

Scoring of components occurs each summer and component scores are released by the end of that year. Board-certified teachers or teaching professionals are responsible for the scoring in each certificate area; they are trained extensively.

The scoring system is an indication of the degree to which assessors are able to locate clear, consistent, and convincing evidence that a candidate has met the National Board Standards in the specific certificate field.

Becoming a Candidate

Cost: \$75 for each assessment cycle and \$475 for each component (\$1900 for components). Retake attempts require an additional fee.

Review the [Guide to National Board Certification](#) for more information.

Register: Create an account in the National Board Candidate Management System. This is where you purchase the components you would like to complete for the assessment cycle.

Reimbursement: TIA will reimburse districts up to \$1,900 for initial certification, up to \$1,250 for renewal, and up to \$495 for maintenance of certification. Districts must reimburse teachers who paid out of pocket prior to submitting request through TIA. Fees paid toward certification and renewal are eligible if the certification or renewal was achieved following the passage of House Bill 3. Texas Education Agency will reimburse districts that pay NBCT fees for their teachers. For additional information on NBC, please visit TEA's resources on [National Board Certification](#).

For additional information on NBC, please visit TEA's resources on [Understanding and Planning for National Board Certification](#).



TIA System Requirements

TIA Requirements

Statutory vs. Non-Statutory Requirements

When a district applies for TIA, their application will undergo a dual review. The qualitative review of the system application will be conducted by the Texas Education Agency (TEA) and the quantitative data review will be conducted by Texas Tech University (TTU).

The system application will be a district's qualitative description of the local designation system including the teacher observation component, the student growth component, the local designation planning process, responses to the teacher survey, and communication, spending, and district long-term support plans.

The data review will review alignment data between teacher observation ratings and student performance ratings, alignment between student performance ratings and value-add ratings for applicable teachers, review data validity by appraiser/rater, by campus, across campuses in a district, and by teaching assignment, and will compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance.

The initial system application review will be based on 6 elements:

- System Weighting*
- Teacher Observation*
- Student Growth*
- Spending Plan*
- Stakeholder Engagement
- District Support

Items with a * must be implemented at Full Readiness, while the other requirements can be in the process of reaching Full Readiness.

To review all requirements, see the [System Application Rubric](#).

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 three designation categories - Master, Exemplary, and Recognized - yield reliable and comparable results across the state. When released, cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a review of the accuracy of how district systems align their designations to the statewide performance standards.

Click these links for [teacher observation performance standards](#) and [teacher's student growth performance standards](#).

Grand Saline ISD will use both teacher observation and student growth measures to determine which teachers will be set forth for a TIA designation. All teachers who hold a National Board Certification will also be submitted.



TIA Requirements

Teacher Evaluation

Grand Saline ISD uses the Texas Teacher Evaluation & Support System (T-TESS) as its evaluation process. T-TESS is comprised of two components:

1) Observations

2) Professional Development, Self-Assessment, and Goal Setting

The intent of T-TESS is to provide a process that seeks to develop habits of continuous improvement using evidence-based feedback and professional development decisions based on that feedback.

T-TESS Required Components

- T-TESS Orientation
- Teacher Self-Assessment and Goal Setting
- Regular Walkthroughs
- Ongoing review of teacher and student data, goals and professional development
- T-TESS formal observation with pre/post conference, including signatures and TIA required scoring of Dimensions 2-3
- Teacher Self-Assessment and End-of-the-Year Goal Setting
- End-of-Year Summative Conference

Observation Details

- Teacher appraisers are required to be certified through TeachForTexas.org. The certification is good for 3 years and appraisers must renew every 3 years through the website. This certification process includes a video calibration component.

- All teachers who will be appraised will receive training on the T-TESS instrument and the appraisal process, including classroom walkthroughs and informal observations.
- All teachers will complete teacher self-assessment and goal setting using the forms in TEEMS. Goals must be developed using the SMART criteria with particular attention paid to the likelihood of accomplishing the goals set. Principals should strongly encourage the use of the T-TESS rubrics when defining professional development goals. Principals may consider having teachers score themselves using components of the T-TESS rubrics.
- Campus administrators will do walkthroughs throughout the year as additional formative feedback on classroom instruction. An effective principal is regularly in the classroom. The Grand Saline ISD local system requires one formal observation for data submission.
- End of the Year (Summative) Conference: The end of the year conference must take place 15 days prior to the last day of school. At the conference, the appraiser will discuss final scores for Domains 1 – 3 and review evidence for Domain 4. ALL documentation and evidence of teacher growth should be used to make final scoring decisions. The conference will also include a discussion about next year's goals and the Professional Development Plan.



TIA Requirements

- Teacher in Need of Improvement: Currently the T-TESS system does not include a formal improvement documentation process. The T-TESS process is viewed as a teacher growth process. However, circumstances may arise where formal documentation and development of individual growth plans become necessary for teachers that are at risk of not being rated as Effective. Keep in mind that failure to meet individual growth plan goals in a timely manner can impact contract renewals.
- District Leadership and Principals will assign teacher appraisers.
- All T-TESS and other appraisal data will be documented in TEEMS.
- **The T-TESS comprises 40% of the weight for the Teacher Incentive Allotment.**
- The T-TESS rubric and additional information can be found [here](#). The Four Domains and the dimensions are shown below. **Only domains 2 and 3 are used for TIA designations.**

Planning Domain

- 1.1 Standards and Alignment
- 1.2 Data and Assessment
- 1.3 Knowledge of Students
- 1.4 Activities

Instruction Domain

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

Learning Environment Domain

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

Professional Practices Domain

- 4.1 Professional Demeanor and Ethics
- 4.2 Goal Setting
- 4.3 Professional Development
- 4.4 School Community Involvement

TIA Requirements

Teacher Observation Minimum 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 three designation categories – Recognized, Exemplary and Master – yields reliable and comparable results across the state. Districts will be expected to use performance standards along with district teacher observation and student performance standards to determine which teachers qualify for designations. Part of the data validation process will include a review of the accuracy of how district systems align their designations to the statewide performance standards. The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, and Master).

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>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

Student Growth Measures (SGMs)

Student Growth Measures (SGMs) are the second statutory component of the locally developed TIA System. **At Grand Saline ISD, SGMs account for 60% of the designation score.** The type of SGM used is determined by the district. SGMs can include pre/post tests, value added measures, student learning objectives (SLOs), and portfolios. District applications must show evidence of validity and reliability of the SGMs that are selected by the district. Grand Saline ISD has chosen to adopt the Pre/Post Test model for SGMs. The assessments selected for the Pre/Post Tests are as follows for each of the teaching categories listed:

Grand Saline ISD Assessment Selection

Category	Description	Assessment
1	PreK/Head Start	Pre-Test: <i>Circle</i> Growth Target: <i>District Set</i> Post-Test: <i>Circle</i>
2	K-1 Reading (Teacher of Record; Exclude Life Skills K-1 Reading); 2 Reading and Math (Teacher of Record; Exclude Life Skills Grade 2 Reading and Math); 3-5 Reading and Math (Teacher of Record; Exclude 3-5 Reading and Math Life Skills); 5 Science (Teacher of Record; Exclude 5 Science Life Skills); 6-8 Reading/Math/Science (Teacher of Record; Exclude 6-8 Reading/Math/Science Life Skills); Algebra I/Geometry/Algebra 2 (Teacher of Record Exclude Algebra I/Geometry/Algebra 2 Resource Class and Life Skills Class); Biology (Exclude Biology Life Skills); English 1-4 (Include Resource English 1-4 and Exclude English 1-4 Life Skills); All Special Education Pullout/Inclusion Teachers for All subjects (Include Elementary/Intermediate/Middle/High School campuses); ESL (K-5 English) (Exclude Life Skills K-5)	Pre-Test: <i>NWEA MAP</i> Growth Target: <i>Vendor Set</i> Post-Test: <i>NWEA MAP</i>
3	8th Social Studies (Exclude Life Skills Grade 8 Social Studies); US History End of Course (Exclude Life Skills US History)	Pre-Test: <i>STAAR Released</i> Growth Target: <i>District Set</i> Post-Test: <i>EOY STAAR</i>
4	Lifeskills 6-8 ELAR; Lifeskills English 1 and 2	Pre-Test: <i>STAAR Alt 2 Released</i> Growth Target: <i>District Set</i> Post-Test: <i>EOY STAAR Alt 2</i>

TIA Requirements

Circle

Grand Saline ISD will use the Circle test from CLI for Pre-K Literacy, as this test is a commissioner-approved assessment for pre-kindergarten and has the supports of our pre-K teachers. GSISD will implement Circle tests for the BOY assessment and the current year's EOY Circle assessment to calculate student growth. Since this assessment does not have provided growth targets, GSISD will set district determined growth targets using the Gap Closure Model. Growth targets set at half of the gap between the student's actual pre-test score and a perfect score. At the end of the year, students' actual scores on the spring Circle are compared to the expected "Gap-Closure" target for each student to determine whether students met expected growth or not. All assessments will be administered in a STAAR like environment and will follow all Circle assessment protocols.

NWEA MAP

For teachers in Category 2, Grand Saline ISD stakeholders chose NWEA MAP assessments because the assessment is aligned to the TEKS and has the support of all stakeholders, including teachers. MAP has been vetted by the state and gives great reports/data for teachers. All assessments will be administered in a STAAR like environment and will follow all NWEA MAP assessment protocols. Grand Saline ISD will use the beginning of the year NWEA test, the NWEA MAP EOY assessment, and RIT scores provided by NWEA MAP to calculate student growth. The percentage of a teacher's students who met or exceeded their expected RIT growth target will be calculated by comparing a student's expected EOY score to their actual EOY score. Students whose EOY actual score met or exceeded their expected EOY score will be determined to have met expected growth.

Released STAAR

GSISD conducted extensive stakeholder engagement to discuss assessments to be used in our first year of TIA. The TIA Planning Committee, taking stakeholder feedback into account, determined that the district would use a released STAAR Test as the pre-test in the beginning of the year for all STAAR/STAAR ALT 2 classes, and the actual spring STAAR/STAAR ALT 2 exam as the post-test since these tests align closely to the content taught in each of the STAAR courses. After students take the released BOY STAAR/STAAR Alt 2 assessment, we will use "Gap Closure" model to set individual targets. At the end of the year, students' actual scores on the district created EOY are compared to the target set for each student to determine whether students have met the expected growth target or not. For this assessment, GSISD will follow STAAR protocols currently in place.

Assessments to Determine Percent of Students Grown

All Grand Saline ISD teachers will only utilize one assessment (according to the category of teacher) to determine end of year growth.



TIA Requirements

Calculating Student Growth

In order to calculate the teacher's end of year student growth, Grand Saline ISD has adopted the statewide performance standards. Districts will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures. 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.

Statewide Student Growth Performance Standards

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	60% of students meet or exceed expected growth	70% of students meet or exceed expected growth

In order to calculate the percentage of a teacher's students who met or exceeded expected growth, the raw number of students who met or exceeded the target growth score in the classroom must be calculated first. Once the number of students who met or exceeded expected growth has been determined, it can be divided by the total number of students with an expected growth score who completed the final assessment to determine the percent of a teacher's students who met or exceeded growth.



Calculating the Designation

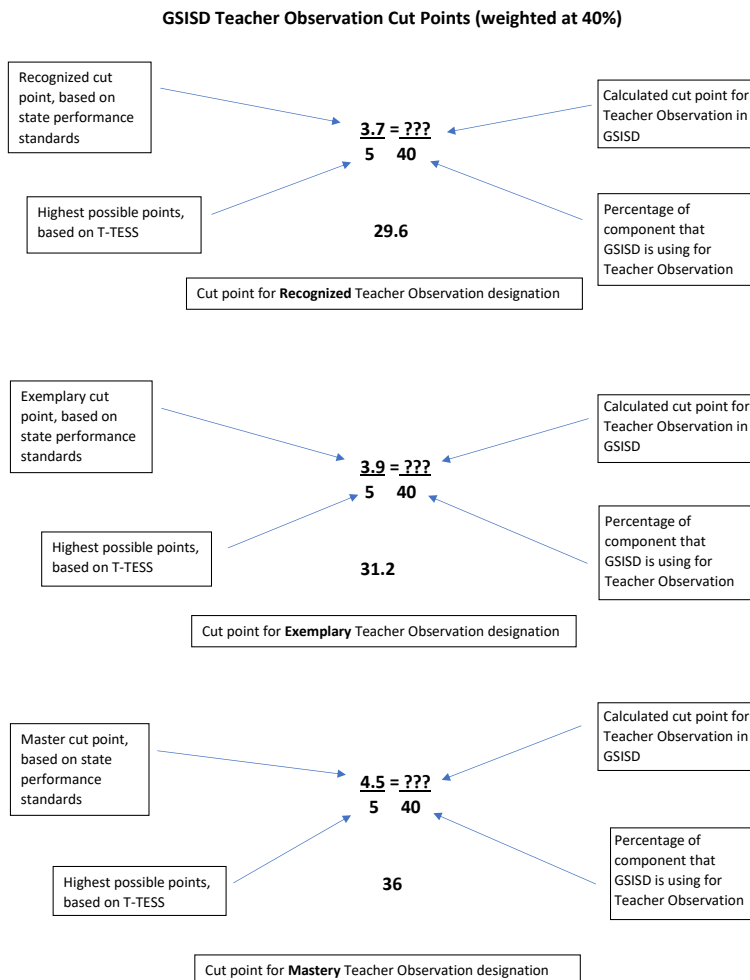
Calculation for Designations Cut-Points in the Local Designation System

GSISD has adopted the statewide performance standards for both Educator Evaluation and SGMs in addition to the component weights to determine the cut points for each designation level (Recognized, Exemplary and Master). The calculations are outlined below. The overall scoring will be based on a 100-point scale with teacher observation having a max of 40 points and student growth having a max of 60 points.

Educator Observation

Teacher Observation is weighted at 40% and has a max of 40 points for calculating the designation. For teacher observation, the performance standard in GSISD for Recognized is 3.7 out of 5. A score of 3.7 out of 5 gives us the ratio of .74. The weight of the component (40%) is multiplied by the ratio (.74) to produce the cut point score for Recognized as 29.6. Exemplary would have a cut-point of 31.2, using the performance standard of 3.9; and Master would have a cut-point of 36, using 4.5 as the performance standard. See Figure 1 for an illustration.

Figure 1



Teacher Observation Cut-Points

Designation	Cut-Point
Recognized	29.6
Exemplary	31.2
Master	36

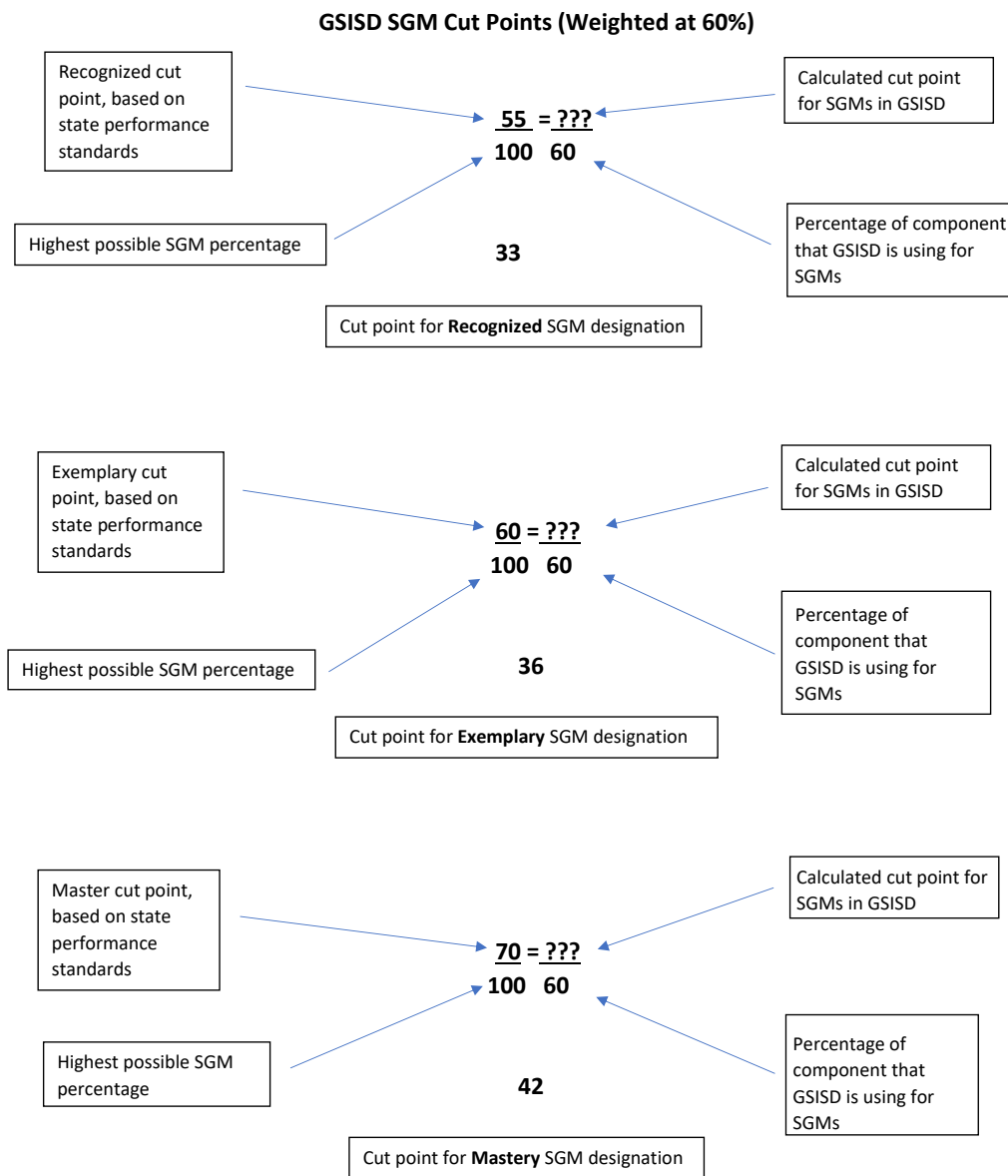
**For a teacher to earn a designation they must have a minimum of Proficient on all observable dimension (T-TESS domains 2 & 3)*

Calculating the Designation

Student Growth

Student Growth is weighted at 60% and has a max of 60 points for calculating the designation. The performance standard for Recognized is 55% out of 100%. A score of 55 out of 100 gives us the ratio of .55. The weight of the component (60%) multiplied by the ratio (.55) gives the cut-point for Recognized as 33. Exemplary would have a cut-point of 36, using the performance standard of 60%; and Master would have a cut-point of 42, using 70% as the performance standard. See Figure 2 for an illustration.

Figure 2



Student Growth Cut-Points

Designation	Cut-Point
Recognized	33
Exemplary	36
Master	42

Calculating the Designation

Calculation for Designations

Using the cut-points for each component identified above, the two are combined for an overall point total identified in the table below. To be put forward for a designation, teachers must reach the minimum performance measures in both educator evaluation and student growth measures to be eligible for a designation, which is determined by the cut-point total.

Designation	Teacher Observation	Student Growth	Total (min. score)
<i>Recognized</i>	29.6 +	33 =	62.6
<i>Exemplary</i>	31.2 +	36 =	67.2
<i>Master</i>	36 +	42 =	78

GSISD Policies

For questions concerning TIA designations, please contact your campus principal.



Distribution of TIA Funds

Distribution of TIA Funds

Spending Plan

Funding for teachers designated as Recognized, Exemplary, and Master under the Teacher Incentive Allotment (TIA) will flow from the state to Texas school districts. The statute requires that at least 90% of the funds earned through the district's local designation system be spent on teacher compensation on the campus where the designated teacher works. 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 TIA funds are not considered a property right. The district should spend no more than 10% 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 socio-economic status of 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 designated teacher generates will be recalculated based on the new campus rural and socio-economic tier funding status. TEA will conduct a winter class snapshot each year in February to determine placement of teachers across the state and to calculate allotment amounts.

After gathering input from stakeholders, we determined that teachers who earned the highest T-TESS ratings and promoted student growth the most should receive the funds. In our plan, 90% of the funds will go to the designated teachers. The district's 10% will go for use of a data management system, assessments, professional development, and administrator calibration tools to prepare more teachers to be designated in TIA.



Distribution of TIA Funds

Allotment Payment Timeline

In Grand Saline ISD, for the first year and all subsequent years, all TIA Allotment funds will be spent by August 31st. Teachers will receive a one time lump-sum payment at the end of the contract year. The plan for designated teachers and the other teachers on campus who will be receiving part of the allotment is the same.

The district will allocate 10% of the funds to support the growth and sustainability of the TIA program. Our 10% will go for use of a data management system, assessments, professional development, and administrator calibration tools to prepare more teachers to be designated in TIA. These funds will also be expended by August 31st, annually.

Movement of Teachers

TIA allotments are based on the campus of a designated teacher. As part of their System Application, districts should develop a plan for allocating funds when a designated teacher moves to another district.

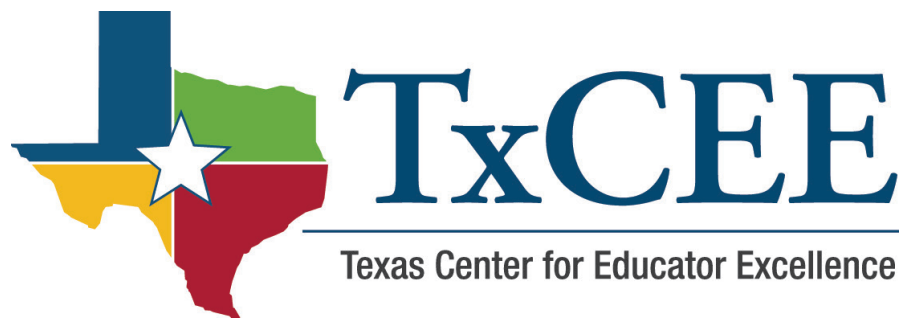
Allotment values are determined by each designated teacher's campus as of the last Friday in February. Funds do not follow designated teachers in real time, and allotments are not prorated between campuses or school districts. If a designated teacher moves districts mid-year, the timing is paramount to determining which district, if any, receives the funds. Districts must outline how the spending plan will adjust when teachers move into or out of the district before and after the February snapshot date. As a best practice, districts should have a plan to adjust or account for actual allotments received, which are finalized in April each year.

- If a designated teacher resigns after Class Roster Winter Submission and after the last day to notify the district, then the designated teacher will not receive the stipend. Their share of the allotment will be used to fund a new hire signing bonus to fill the vacancy at the campus and will be paid to the new hire prior to August 31st or redistribute

the allotment they generated to other designated teachers on the campus where the departing designated teacher worked by August 31st.

- A designated teacher leaving the district after Class Roster Winter Submission due to termination will not receive their stipend. If the designated teacher has already been paid any part of their stipend, the district will not try to recoup stipend amounts already paid. If the designated teacher is terminated prior to the stipend payout, their share of the allotment will be disseminated to the remaining designated teachers and qualifying non-designated teachers/instructional paraprofessionals that remain at that same campus. The district reserves the right to look at termination/resignation on a case by case basis but you must be present during Winter Class Roster.





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