

Big Spring Independent School District Teacher Incentive Allotment Guidebook

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Teacher Incentive Allotment Legislation

House Bill 3 (HB 3), from the 86th Texas Legislature, includes an opportunity for a significant increase in teacher pay called the Teacher Incentive Allotment (TIA).

TIA allotment funds help Texas school systems reward, retain, and recruit highly effective teachers with a stated goal of a six-figure salary for teachers. The funding formula prioritizes high needs and rural campuses.

Districts can now create compensation plans based on teacher effectiveness and student equity. This new model creates a path for outstanding teachers to earn higher salaries and reduces the potential for highly effective teachers to leave the classroom.

TIA builds upon the success of past national incentive programs while removing previous barriers to success. TIA is available to all Texas teachers through their district or National Board.

Passed by the 86th Texas Legislature in June 2019 through House Bill 3, TEC §48.112 set a goal that Texas classroom teachers would have access to a six-figure salary. The state **Teacher Incentive Allotment (TIA)** provides additional financial distributions directly to districts based on teacher identification, student need as identified by compensatory education allotment (see TEC §48.104), and campus location (i.e., rural vs. non-rural). The additional compensation is divided so 90% of TIA funds are used for compensating teachers employed at campuses with TIA-designated teachers while 10% of the TIA dollars will be collected at the district level.

Based on a locally developed teacher designation system detailed in TEC §21.3521, teacher access to additional compensation is based on the local identification of teachers as master, exemplary, or recognized. The local system must consider teacher evaluation and student growth outcomes. Once earned, teacher identification is applied to an individual's teaching certificate and valid for a five-year period.

This guidebook is intended to provide an overview of the implementation of TIA in Big Spring ISD.

Teacher Incentive Allotment Overview

House Bill (HB) 3 was passed by the 86th Texas Legislature, 2019, and signed into law by Governor Abbott on June 11, 2019. The following areas within HB 3 specifically relate to the Teacher Incentive Allotment (TIA):

- Local Optional Teacher Designation System (TEC Sec. 21.3521)
- Teacher Incentive Allotment (TEC Sec. 48.112)

The Texas Education Agency's Teacher Incentive Allotment (TIA) program is dedicated to recruiting, supporting and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. Big Spring ISD's implementation will begin during the 2021-2022 school year. This program provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work and proven success of our Big Spring ISD teaching staff.

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

The exact dollar amount an LEA receives for a designated teacher depends on the level of designation and whether the school at which the teacher works is rural or nonrural and the level of socio-economic need. Descriptions of designations and allotment ranges are listed below.

Master Teacher

Master level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide. Allotments range from \$12,000 to \$32,000.

Exemplary Teacher

Exemplary level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 20% of teachers statewide. Allotments range from \$6,000 to \$18,000.

Recognized Teacher

Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide. Allotments range from \$3,000 to \$9,000.

An alternate path to a TIA Recognized designation is through National Board Certification. National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from PK through 12th grade. BSISD staff who possess a National Board Certification should contact BSISD’s Human Resource Department to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the [National Board for Professional Teaching Standards site](#) for more information.

TIA Designations

Once earned, designations remain valid for a period of five years, regardless of the Texas school district where the teacher may be employed. Funding for a designation must follow current district allotment amounts. Designations must be determined by utilizing both the teacher observation rating and student growth data. BSISD has determined weights for each qualifying component.

Teacher Observation 30%	Student Growth 70%
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Eligibility for TIA Designation

To be eligible for a TIA designation the teacher must meet the following criteria:

- Must be coded as a teacher (code 087) within BSISD’s local student information system, Ascender, which is reported to TEA through the Public Education Information Management System (PEIMS). Role ID 087 includes teachers of record and support teachers. Interventionists, reading/math specialists, inclusion teachers, dyslexia specialists, etc. are often coded as 087. Additionally, district salary compensation should mirror PEIMS teacher coding for a minimum of 90 days at 100% of the day or 180 days at 50-99% of the day.
- Must be SBEC certified.
- Must be continually employed throughout the school year including period beginning on or before Fall PEIMS Snapshot and through the last day of each semester to have student growth data for designation calculation.

Additional Eligibility factors:

- Substitute teachers, including long-term substitutes, are NOT eligible for the Teacher Incentive Allotment teacher designation.
- Teachers who are not full-time employees are not eligible.
- Teachers may not "opt-out" of their annual teacher observation if the teach in a TIA

eligible subject during a TIA data collection year.

- Teachers who have assignment transfers during the eligibility period will remain eligible provided they transfer to or are assigned to a classroom that meets award category core subject area and grade requirements. Teachers who are asked to transfer to a different campus mid-year (rarely) will retain their designation and funding that is awarded from TEA therein based on their campus placement during the winter roster verification. Once a teacher earns a designation, that designation and funding (as distributed from TEA) will remain with the teacher for the next 5 years provided that the teacher remains within a teaching role.
- Designated teachers who move out of a teaching role and into an instructional coaching, counseling, or administrative position will forfeit future TEA distributions. All funding will be reevaluated every summer.

TEA Minimum Performance Standards

In order to be eligible for TIA designation, TEA has established minimum performance standards for T-TESS and student growth outcomes.

Teacher Observation Minimums

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. In order to be eligible for a TIA-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3. In addition, based on an analysis of statewide T-TESS observation data, TEA has identified minimum score averages across Domains 2 and 3 of T-TESS:

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

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

Student Growth Minimums

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

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

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

BSISD TIA Designation Expectations

Big Spring ISD has developed its Teacher Incentive Allotment Teacher Designation Expectation Model to reward all teachers for both student performance and growth.

In order to be recommended by Big Spring ISD for a TIA designation, a teacher is required to meet **ALL** of the following minimum standards as outlined by the Texas Education Agency:

Observation

Designation Level	Minimum Average Score on TTESS Across Domains 2 and 3	Minimum Rating Required for each Dimension in Domains 2 and 3	Points allotted for BSISD calculation
Recognized	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions	3.0
Exemplary	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions	4.0
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions	5.0

Student Growth

Designation Level	% Meeting Growth	Points allotted for BSISD calculation
Recognized	55% of students meet or exceed expected growth	3.0
Exemplary	60% of students meet or exceed expected growth	4.0
Master	70% of students meet or exceed expected growth	5.0

Designation Scale

Overall Score	Scored ≥ 3.0 on T-TESS on all dimensions in Domains 2 & 3 with a minimum average in these domains as outlined above	Overall Student growth is $\geq 55\%$	Designation Level
0.00 – 2.99	N/A	N/A	No Designation
3.00 – 3.89	YES	YES	Recognized
3.90 – 4.49	YES	YES	Exemplary
≥ 4.50	YES	YES	Master

Teacher Evaluation: T-TESS

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

- a) goal setting and professional development plan;
- b) pre-conference, observation, and post conference (i.e., evaluation cycle); and
- c) student growth

Dimension & Domain Scores

TIA uses Domains 2 and 3 to calculate the observation portion of the final TIA score.

- **Instruction (Domain 2)**
 - Achieving Expectations (Dimension 2.1)
 - Content Knowledge and Expertise (Dimension 2.2)
 - Communication (Dimension 2.3)
 - Differentiation (Dimension 2.4)
 - Monitor and Adjust (Dimension 2.5)

- **Learning Environment (Domain 3)**
 - Classroom Environment, Routines and Procedures (Dimension 3.1)
 - Managing Student Behavior (Dimension 3.2)
 - Classroom Culture (Dimension 3.3)

Each dimension is scored on a scale of 1-5: 1 (Improvement Needed), 2 (Developing), 3 (Proficient), 4 (Accomplished), and 5 (Distinguished).

Domains are scored based on the **average** scoring of the dimensions within the domain, rounded to the nearest hundredth (two decimal places).

Student Growth Measure

Student growth will be calculated for designated students using the identified student growth measure administered during the fall and spring. Student growth performance will be associated with teachers based on the following enrollment criteria:

- teacher of record at Snapshot (end of October)
- teacher of record at PEIMS winter enrollment (mid-February)
- teacher of record at end of year (mid-May)

Teachers will be required to complete a PEIMS Membership Reconciliation process to ensure that class rosters are accurate.

Student growth will be calculated at the teacher level, combined across all assessed content areas for which the teacher has assigned teaching responsibilities

Student Growth Instrument

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

Content Area	Assessment
K-8 Math and Reading	NWEA Map Growth
5 and 8 Science	NWEA Map Growth
English I, English II, Algebra I, Algebra II, Geometry,	NWEA Map Growth
Biology	NWEA Map Growth with District flat rate with target equivalent to average norm growth for English I and II.
8 th Grade Social Studies, U.S. History	STAAR pre/post-tests with anticipated growth based on the graduated percent increase model

Calculating Student Growth

For **MAP Growth**, student growth is calculated as the percentage of students who meet or exceed their MAP projected growth (Projected RIT score) from the fall/BOY administration to the spring/EOY administration.

For STAAR pre/post testing, students take a released STAAR for BOY pre-test. The end of year STAAR exam will serve as the post test. Growth is based on the graduated percent increase model (pretest scores place rostered students in a quintile and project anticipated growth). The lower quintile placements are expected to grow at a higher percentage.

Validity

The last step in the process required by the state to approve TIA designations is the submission of district TIA data to Texas Tech University for a validity 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 and 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

To support the validation process in an appraisal year, the district will:

- Conduct a minimum of one 45-minute formal observation and a minimum of five informal walkthroughs for each teacher;
- Ensure a minimum of two scores per dimension in domains two and three;
- Enter “counts” in all walkthroughs and formal observation entered in TTESS;
- Hold calibration sessions with all appraisers several times per calendar year; and
- Follow security and procedural protocols for all student growth measure assessments;

TIA Scoring & Eligibility

TIA designations are determined based on the TIA score, a weighted combination of the teacher appraisal weighted composite score and student growth score. To determine annual teacher eligibility for a TIA designation, the following steps are completed at the district-level end-of-year data analysis:

1. The total T-TESS teacher appraisal weighted composite score is calculated for all participating teachers evaluated with the T-TESS instrument.
2. The student growth score is calculated for all participating teachers with student growth results for students meeting enrollment criteria. The percentage is calculated based on the sum of students meeting growth expectations. Percentages are rounded to the nearest whole percent (no decimals).
3. The TIA composite score is calculated based on the weighted combination of teacher appraisal and student growth outcomes:
 - Total T-TESS weighted composite score component is 30% of TIA score
 - Student growth translated composite score component is 70% of TIA score
4. TIA scores are compared across all participating teachers to identify three tiers of teachers for TIA designation:
 - Masters - top 5% of teachers across the district
 - Exemplary - top 20% of teachers across the district
 - Recognized - top 33% of teachers across the district
5. Teacher appraisal and student growth outcomes are verified to ensure that the component scores meet the State’s minimum performance criteria:
 - if minimum performance criteria are met, TIA designation is submitted to the State for data review; pending TEA data validation, TIA designation is attached to the teacher's teaching certificate for a period of five years.
 - if minimum performance criteria are not met, TIA designation is not submitted to the State.

**Please see Appendix A for examples of TIA Composite Score calculations.*

Special note regarding National Board Certification: BSISD staff who possess a National Board Certification should contact BSISD’s Human Resource Department to provide the necessary documentation. Staff with National Board Certification will automatically be submitted for a TIA Recognized designation.

TIA Annual Scorecard

Each year of the TIA evaluation cycle, teachers will be provided an annual scorecard. The purpose of the scorecard will be to provide transparency within BSISD's TIA system. TIA scorecards will provide teachers with an individualized report of the annual TIA outcomes based on their performance, as well as performance aggregated at the campus and district level. Scorecard data elements will include:

- TIA designation level, as appropriate
- T-TESS performance by dimension, domain, and total T-TESS weighted score
- Student growth outcomes
 - number of students meeting enrollment criteria across classes, course, and content areas
 - number of students meeting student growth
 - percentage of students meeting student growth

TIA Evaluation Frequency

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

- Teachers with an existing TIA designation will not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level - example, a teacher that earned an Exemplary TIA designation during 2023-2024 would not be submitted to maintain their TIA Exemplary designation in 2024-2025.
- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation - example, a teacher that earned a Recognized TIA designation during 2023-2024 could be submitted in 2024-2025 for a Master TIA designation if they earn a qualifying Master TIA score and meet the teacher appraisal and student growth component minimums.
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.
- Teachers with an existing TIA designation who move to a Role ID other than 087 (Teacher) will maintain their designation if their SBEC certificate is valid; however, they will not generate annual allotment funding if they are no longer in an 087-teaching role for that year of service.

TIA Campus Allotment Factors

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

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

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

Spending and Compensation Plan

Distribution of Compensation

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.”*

90/10 Rule

The statute requires that 90% of the TIA allocation be distributed directly to teachers employed at the campus where the designated teacher works and up to 10% to be used for costs associated with administering the TIA program. BSISD stakeholders determined during stakeholder meetings that BSISD will provide 90% of the TIA funds to the teacher who earned a TIA Designation and reserve 10% of the funds for supporting the TIA initiative at the district level. 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 the first year and June every year thereafter that a teacher generates funding for a TIA designation.

Amount of Compensation

The state will calculate rural and socio-economic tier funding status annually based on student enrollment. Allotment allocations will be based on the campus and makeup of the students enrolled where the teacher was assigned and worked for each year of the teacher's designation. The amount of compensation is fluid and subject to change annually depending on these variables.

Frequency of Compensation

TIA compensation is an annual allotment provided by the State and subject to availability of state funding allocations. Each TIA designated teacher earns and generates an allotment based on where they are reported to be teaching on the winter roster submission in February of each year. Following the winter roster submission, TEA will distribute a list of the allotments earned to each district in April of each year. Big Spring ISD will distribute the compensation as described above based on the April notification from TEA. 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 the first year and June every year thereafter that a teacher generates funding for a TIA designation.

Other Important Compensation Information for Awardees

- If a TIA Designated teacher leaves the district for any reason **PRIOR** to the Winter Roster Submission (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 TEA.
- If a TIA Designated teacher leaves the district **AFTER** the Winter Roster Submission, but **BEFORE** the end of their current contract, their portion of the allotment will be forfeited.
- If a TIA Designated teacher moves campuses within Big Spring ISD **DURING** the school year, then the Designated teacher will receive funding based on the campus where the Designated teacher worked when reported on the Winter Roster Submission.
- If a TIA Designated teacher moves to the district **DURING** the year **PRIOR** to the Winter Roster submission, the teacher will earn an allotment based on the submission and will be compensated according to this plan. If a TIA Designated teacher moves to the district **DURING** the year **AFTER** the Winter Roster submission, the teacher will not earn an allotment and will not receive any compensation as a TIA Designated teacher.
- All TIA Designated teachers will receive compensation from Big Spring ISD in accordance with this spending plan regardless of the spending plan of the District where the teacher earned their designation.
- If the teacher leaves the district **PRIOR** to the payout, then the district will retain the funds and distribute them to the appropriate campus following statutory requirements. If a designated teacher retires, BSISD will distribute the funds to the retiring teacher by August 31 of the compensation year. If the Designated Teacher retires before Winter Roster submission, then no TIA funds will be provided to the teacher.

Impact of Compensation

TIA compensation stipends will be eligible for use when calculating retirement benefits for TRS-eligible staff. Employees are responsible to pay both the employee and employer benefits and tax costs in excess of what TIA funding covers. Actual TIA compensation amounts distributed will include deductions for federal income tax, Medicare tax and TRS contributions as part of an

employee’s annual wages reported to the state and federal governments, as well as the Teacher Retirement System (TRS).

Annual TIA Evaluation Cycle

The T-TESS evaluation cycle will be critical to ensure that teachers are provided sufficient support in achieving and maintaining high levels of instructional effectiveness. Therefore, the following evaluation cycle provides the structure necessary for an efficient feedback structure:

Process Step	Timeline	Description
Teaching & Orientation	August	<ul style="list-style-type: none"> • Training on TIA, new system, and T-TESS observation instrument • Principal communicates school and district goals to inform teacher goal setting
Student Fall Assessment	August-September	<ul style="list-style-type: none"> • NWEA Map Growth
Goal Setting Conference	September	<ul style="list-style-type: none"> • Evaluator and teacher review and agree on goals and professional learning plan
T-TESS Walkthrough Observations	September-May	<ul style="list-style-type: none"> • 10-15 minute observation, increased frequency based on prior year evaluation (minimum of six observations for developing teachers or lower) • Focus on T-TESS Domains 1, 2 & 3 and their twelve dimensions • Written feedback required
Extended Observations with Conference	October-April	<ul style="list-style-type: none"> • One 45 minute observation • Focus on T-TESS Domains 1, 2 & 3 and their twelve dimensions • Written feedback and conference required
Summative Evaluation	March-May	<ul style="list-style-type: none"> • Includes review of all four T-TESS domains • Focus on T-TESS Domains 1, 2 & 3 and their twelve dimensions • Written feedback and conference required
Student Spring Assessment	April-May	<ul style="list-style-type: none"> • NWEA Map Growth
End of Year Data Review	May-June	<ul style="list-style-type: none"> • Teachers review and reflect on student growth goals and student growth outcomes • Campuses and departments compile data for final TIA evaluation process
Evaluation Rating & TIA	June-July	<ul style="list-style-type: none"> • District analyzes T-TESS and student growth data • District finalizes TIA scores and determines TIA designation eligibility
Data Verification Audit	August	<ul style="list-style-type: none"> • Teachers can request data verification audit and provide corresponding documentation to support review

TIA Cohort D Timelines

Participation in the State’s TIA compensation program requires that districts follow a series of activities to seek TEA approval of the locally developed program implementation. As part of TIA Cohort D, BSISD has completed, or will be completing in the future, the following activities:

Activity	Date
Data submission file from prior year due to Texas Tech University	Mid-October
System Approval Notification	First of February
Expansion/Modification Applications Due	Mid-April
Final Designations and Allotments Verified by TEA	April
Payouts Made to Designated Teachers	August

Helpful Resources

BSISD Resources

If you have questions, please email or contact Dana Scott, Assistant Superintendent at danascott@bsisd.esc18.net or 432-264-3633 ext. 1047.

External Resources

[TEA HB3: Teacher Incentive Allotment Details](#)

[TEA HB3: Teacher Incentive Allotment FAQ](#)

[TEA Teacher Incentive Allotment](#)

[TEA Teacher Incentive Allotment Funding Allotment Map](#)

Appendix A: Example Composite Calculations

EXAMPLE 1:

A teacher's average score in T-TESS across dimensions 2 & 3 is between 3.7 – 3.89 and the teacher scored at least a 3.0 on all dimensions within domains 2 and 3. THEN, 55% of the teacher's TOTAL students meet their growth goal on NWEA from Fall to Spring.

The calculation would be as follows:

T-TESS score ($3.0 * .30$) + Student Growth score ($3 * .70$) for a final score of $.9 + 2.1 = 3.0$ which would qualify this teacher as a "RECOGNIZED" teacher.

EXAMPLE 2:

A teacher's average score in T-TESS across dimensions 2 & 3 is between 3.9 – 4.4 and the teacher scored at least a 3.0 on all dimensions within domains 2 and 3. THEN, 68% of the teacher's TOTAL students meet their growth goal on NWEA from Fall to Spring.

The calculation would be as follows:

T-TESS score ($4.0 * .30$) + Student Growth score ($4 * .70$) for a final score of $1.2 + 2.8 = 4.0$ which would qualify this teacher as an "EXEMPLARY" teacher.

EXAMPLE 3:

A teacher's average score in T-TESS across dimensions 2 & 3 is between 3.7 – 3.89 and the teacher scored at least a 3.0 on all dimensions. THEN, 54% of the teacher's TOTAL students meet their growth goal on NWEA from Fall to Spring.

The calculation would be as follows:

T-TESS score ($3.0 * .30$) + Student Growth score 54% = N/A therefore the teacher CANNOT earn a designation for this school year.

