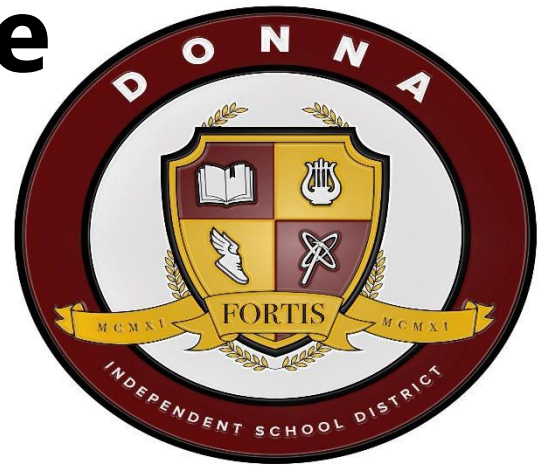


Teacher Incentive Allotment Field Guide 2022-2023



"THE DISTRICT"

Revised Nov. 28, 2022

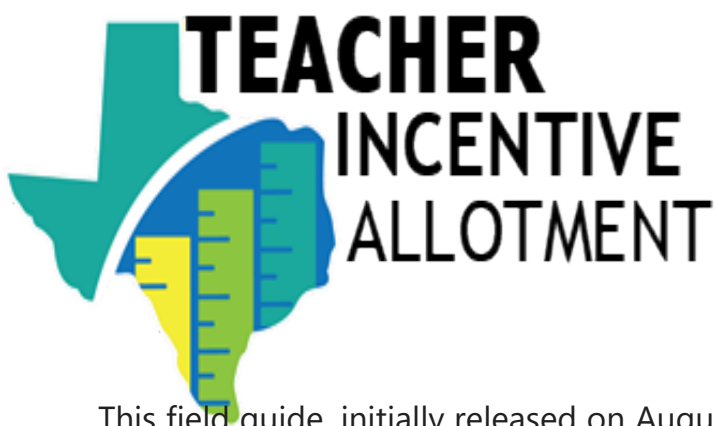


Building a Legacy, One Student at a Time



The Teacher Incentive Allotment (TIA) 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 statute requires that ninety percent of TIA funds are used for compensating teachers employed at campuses with TIA-designated teachers.

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 field guide, initially released on August 2021, was revised on November 4, 2022 and is intended to provide an overview of the implementation of the TIA in Donna ISD.

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Teacher Incentive Allotment Overview



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. The TIA DISD implementation began during the 2019-2020 school year for campuses district wide. 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 Donna ISD teaching staff.

This is not a merit-pay approach to compensation, and it 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** separate from the current Donna ISD pay structure. However, this stipend is credited in the Teacher Retirement System and will be used in retirement benefit calculations.



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.



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.



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.

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 an emphasis on grade levels from PK through 12th grade. DISD staff that possesses a National Board Certification should contact DISD'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.

National Board Certified Teachers (NBCTs) are eligible to earn a designation if they meet the following criteria:

- Hold an active National Board certification.
- NBCT directory listing reflects Texas residency and/or employment.
- Reported by the above Texas school system in a teacher role (087 role ID in PEIMS) during that year's Class Roster Winter Submission in February.
- Once earned, the designation will remain active until the July following the expiration of the National Board certificate.

National Board teachers are eligible to generate an allotment for their district if they meet the following criteria:

- Employed and compensated by a Texas school system in a teacher role (087 role ID in PEIMS) for at least 90 days at 100% of the day or 180 days at 50-99% of the day.
- Reported by the above Texas school system in a teacher role (087 role ID in PEIMS) during that year's Class Roster Winter Submission in February.



National Board Certification

Eligibility for TIA Designation

To be eligible for a TIA designation, a teacher must hold a valid SBEC teaching certificate and be coded as a teacher (code 087) within our local student information system which is reported to TEA through the Public Education Information Management System (PEIMS). 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. Teacher must be assigned to teach at a TIA

Campus by the last Friday in October 2022 to qualify for earning a designation in 2022-2023



Eligible teachers include:

- ✓ PK-4, Kinder-2nd Reading Teachers
- ✓ 4th-8th Grade Reading, English I & II, 4th-8th Grade Math, Algebra I, 5th-8th Grade Science, Biology, 8th Grade Social Student, US History, STAAR/EOC Support, Sp. Ed. Inclusion, & Co-Teachers (State First Time Testers Only)
- ✓ Teacher of record in a core area in grades 3 in reading or math, core areas grades 3-12 in non-assessed course, Sp. Ed. Inclusion, Co-Teachers, Teacher of Re-testers, Spanish, Health, and Art
- ✓ CTE Teachers of Record
- ✓ Teacher of record Life Skills, AP & Dual Enrollment Courses, AVID, Dyslexia & GT Teachers & other teachers of record: Band, Dance, Theater Arts, Choir, Elem. Music, Non-CTE
- ✓ PE/Athletics

Local Eligibility requirements include:

- ✓ Must teach and progress monitor at least 12 students (same) throughout the year.
- ✓ Must provide at least 25 minutes of instructions on a daily basis or 250 minutes in a 10-day period.

TIA Scoring & Eligibility

TIA designations are determined based on the TIA score, a weighted combination of the Educator Evaluation Component - 50%, Student Growth Component - 40%, and the Teacher Responsibilities Component - 10%.

50%	Educator Evaluation Component
40%	Student Growth Component
10%	Other Component

Evaluation: T-TESS - 50% TIA Score

The Texas Teacher Evaluation & Support System (T-TESS) is the state adopted teacher appraisal instrument. T-TESS includes two components aimed at capturing the holistic nature of instruction and learning.

Educator Evaluation Component – 50% - Calculated for each eligible teacher evaluated with the T-TESS instrument for Domains 2 and 3 on a 5-point scale. Domain 2 will comprise 50% of the final score and Domain 3 will comprise 50% of the final score. The final Educator Evaluation Component will count towards 50% of the Final TIA Score.

TEA Minimum Performance Standards

To be eligible for a TIA designation, TEA has established minimum performance standards for Educator Evaluation, T-TESS Teacher Observation*, and Student Growth components.

T-TESS Teacher Observation Minimums

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. 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. If a teacher scores lower than a 3.0 in any dimension, they cannot receive a score for that Domain; therefore, do not qualify for the Teacher Incentive Allotment. 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 ≥ 3.8
- ☐ Exemplary designation ≥ 4.0
- ☐ Master designation ≥ 4.5

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

Dimension & Domain Scores

There are eight dimensions on the T-TESS instrument:

Instruction (Domain 2)

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

Learning Environment (Domain 3)

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

Each dimension is scored on a scale of 1-5:

- 1– Improvement Needed
- 2– Developing
- 3– Proficient
- 4– Accomplished
- 5– Distinguished

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



Total T-TESS Weighted Composite Score

The total T-TESS score is a weighted calculation. The Instruction (D2) and Learning Environment (D3) Domains are the identified dimensions to address the total weighted composite score. Domains are weighted as follows:

Domain 2 – Instruction	50%
Domain 3 – Learning Environment	50%



Student Growth Measure – 40% TIA Score

Student Growth Minimums

To be eligible for a TIA-designation, teachers must earn a minimum student growth outcome. TEA established minimum expectations based on statewide performance expectations.

- ☐ Recognized designation $\geq 55\%$
- ☐ Exemplary designation $\geq 60\%$
- ☐ Master designation $\geq 70\%$

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

Student Growth Instrument

Student Growth will count towards 40% of the overall TIA score. Student growth will be calculated for all students that have a designated fall and spring assessment, for half-semester courses, Student will be assessed in January (BOY) and in May (EOY). Student growth performance will be associated with teachers based on the following PEIMS criteria:

- ☐ Unique ID of the teacher of record as of October snapshot date
- ☐ Main Service ID(s) for Observation and Growth
- ☐ Main Content Area(s) for Observation and Growth
- ☐ Main Grade Level(s) for Observation and Growth

Student Growth Component – 40% - Calculated for each eligible teacher with student growth results for students meeting enrollment criteria of at least ten (12) unique student growth records across assigned students and content areas. The percentage is calculated based on the sum of students meeting growth expectations in reading and/or mathematics divided by the sum of students tested in the reading and/or mathematics content areas. Percentages are rounded to the nearest whole percent (no decimals). The instrument used to measure student growth depends on the grade level and subject area taught

For teachers to receive a student growth measure, there must be at least twelve (12) unique student growth records across assigned students and content areas.

Calculating Student Growth

For Prekindergarten CIRCLE assessments, student growth is calculated as the percentage of students that meet or exceed expected CIRCLE growth from the fall/ BOY administration to the spring/EOY administration.

For Amplify's mCLASS assessments, student growth is calculated as the percentage of students who meet or exceed their mCLASS growth targets from the fall/BOY administration to the spring/EOY administration.



For District Created (DC) Exams, YouScience, Fitness Gram, and VAM Growth, student growth is calculated as the percentage of students that meet or exceed their projected growth from the fall/BOY administration to the spring/EOY administration.

For Student Learning Objectives (SLO) student growth is calculated thru a comparison of targeted growth goal for each student to end of year actual skills levels to determine student growth and is based on students' ability to demonstrate what they know and are able to do according to the end of year learning progression rubric/targeted skill profile. This will determine how many students met or exceeded their expected growth goal that was set at the beginning of the year. Donna ISD requires that at least 55% of a teacher's students meet or exceed the expected growth to earn a Recognized designation. 60% is required for the Exemplary designation, and 70% is required for the Master designation

The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are calculated to determine the collective percentage of students meeting growth.



Translated Student Growth Composite Score

The total percentage of students meeting/exceeding student growth across all assigned classes and content areas is translated to a 5- point rating conversion scale.

Teacher Responsibilities - 10% TIA Score



Teacher Responsibilities are a core component of the successful implementation of the TIA process.

Teacher Responsibilities Component -10%

- Calculated for eligible teachers evaluated with the T-TESS instrument. Goal 1 will comprise 50% of the final score and Goal 2 will comprise 50% of the final score. The final Teacher Responsibilities Component will count towards 10% of the Final TIA Score.

Goal Scores

There are two goals on the Teacher Responsibilities score:

- **Goal 1 – Focus on Student Success**
 - Teachers create and promote engaging learning opportunities that focus on student needs and high-risk populations.
- **Goal 2 – Focus on Family and Community Engagement**
 - Teachers provide effective communication to parents via various platforms. Parents and community are treated with high-quality customer service.

Each dimension is scored on a scale of 1-5:

- 1 – Rarely/Never Complies
- 2 – Occasionally Complies
- 3 – Complies Most of the Time
- 4 – Complies Almost Always
- 5 – Always Complies

Goals are scored based on the **average** scoring of the Goal 1 & 2 components and are rounded to the nearest hundredth (two decimal places).

Total Professional Responsibilities Composite Score

Goal 1: Focus on Student Success	50%
Goal 2: Focus on Family and Community Engagement	50%

RR Cut Scores:

- 4.0 for a Recognized designation
- 4.3 for an Exemplary designation
- 4.6 for a Master designation

Local Rule: Teachers MAY score below 3.0 on any indicator of this rubric to be eligible for designation

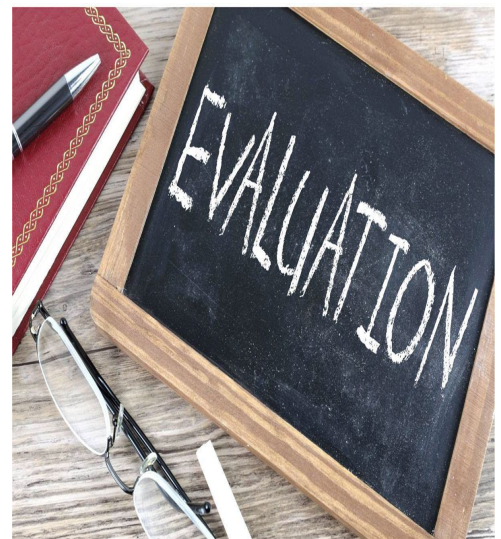
Final TIA Score – To determine annual teacher eligibility for a TIA designation, the following end- of-year data analysis steps will be completed at the district-level.

Calculated based on the sum of the weighted calculations of the following four components:

- Educator Evaluation Component - 50%
- Student Growth Component – 40%
- Teacher Responsibilities Component -10%

Score Correlations – TIA scores in Educator Evaluation and Student Growth will be correlated across all teachers, evaluators, content areas, and campuses to identify scores for each TIA designations:

Recognized, Exemplary and Masters.



Verification of Calculations – The Educator Evaluation Component, Student Growth Component and the Teacher Responsibility Component calculations will be maintained and managed at the Donna ISD Evaluation Department and may be shared with each eligible teacher upon request to verify the component scores.

Final TIA Decision -

- If minimum performance criteria are not met for Educator Evaluation and Student Growth, then a TIA designation is not submitted to the State.
- If the minimum performance criteria are met for Educator Evaluation and Student Growth, then a TIA designation may be submitted to the State for data pending the remaining Other component scores: 10%.
- A review of district scores by TEA for data validation may influence the award of a TIA Designation.
- TIA designations are attached to the teacher's teaching certificate for a period of five years.

Special Note Regarding National Board Certification: Appendix C

DISD staff that possess a National Board Teacher Certification should contact DISD's Human Resources Department to provide the necessary documentation. Staff with National Board Certification will automatically be submitted for a TIA Recognized designation.



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 Domain 2 and 3 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 valid TIA five-year designation period if they continue to meet the same designation level. For example, a teacher that earned an Exemplary TIA designation during 2021-2022 would not be submitted to maintain their TIA Exemplary designation in 2022-2023, if they continue to meet teacher appraisal and student growth component minimums.

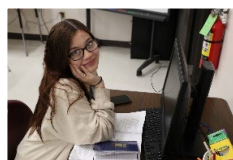
Teachers with **an existing TIA designation will be resubmitted to TEA for a higher designation** within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation. For example, a teacher that earned a Recognized TIA designation during 2021-2022 could be submitted in 2022-2023 for a Master TIA designation, if they meet the qualifying Master TIA designation score.



Teachers with an existing TIA designation will not be resubmitted for a lower TIA designation within their five-year valid TIA designation period.



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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	Timeliness	Description
Teaching & Orientation	August-Sept.	<ul style="list-style-type: none"> Training on the TIA plan and the T-TESS observation instrument Principal communicates school & district goals to inform teacher goal setting
Beginning of Year (BOY) Student Assessment –Fall SLO Approval	Sept-Nov	<ul style="list-style-type: none"> CIRCLE: Pre-K mCLASS: K-2 Reading BOY Assessments: DC, Fitness Gram, YouScience SLO Data Point 1 Review
MOY Review Observations will be completed	Nov. 30 Dec. 21	<ul style="list-style-type: none"> Teacher Responsibility MOY Review One un-announced 20–40-minute observation, (domains I & II in TEEMS
Middle of Year (MOY) Student Assessment – Winter	January-February	<ul style="list-style-type: none"> CIRCLE: Pre-K mCLASS: K-2 Reading BOY Assessments for Semester courses. SLO Data Point 2 Review SLO Data Point 3 Review (February)
T-TESS Walkthrough Observations	September-May	<ul style="list-style-type: none"> One un-announced 20–40-minute observation, increased frequency based on prior year evaluation Focus on T-TESS Domains 2 & 3 and their eight dimensions Written feedback required
Extended Observations with Conference	October-April	<ul style="list-style-type: none"> One announced 45-minute observation Focus on T-TESS Domains 2 & 3 and their eight dimensions Written feedback conference required
Summative Evaluation	March-May	<ul style="list-style-type: none"> Include a review of all four T-TESS domains Focus on T-TESS Domains 2 & 3 and their eight dimensions SLO Data Point 4 Review Written feedback and conference required
End of Year (EOY) Student Assessment – Spring	April-May	<ul style="list-style-type: none"> SLO Data Point 5 Review CIRCLE: Pre-K mCLASS: K-2 Reading EOY Assessments: DC, Fitness Gram, YouScience STAAR/EOC Administration
Conduct Teacher TIA Calculations and Ratings	June - September	<ul style="list-style-type: none"> District analysis T-TESS and student growth data District finalizes TIA scores and determines TIA designation eligibility Teachers receive final TIA scores and designation eligibility
Data Verification Audit	October	<ul style="list-style-type: none"> Teachers may request a data verification audit and provide corresponding documentation to support review

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 need 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 TIA funds generated by designated teachers in 2022 - 2023 at every campus across the state, visit TEA's [Teacher Incentive Allotment Funding Map](#).

Compensation

Distribution of Compensation

State statute requires that 90% of TIA funds be distributed directly to the teachers as follows:

- ✓ 90% of TIA funds must be used for Designated Teachers.
- ✓ TIA dollars will be distributed directly to the individual TIA Designated Teacher.
- ✓ The district shall retain 10% of the TIA dollars.

Compensation

TIA compensation is an annual allotment provided by the State and subject to availability of state funding allocations. TIA-designated teachers will receive TIA compensation annually based on their TIA designation and TIA state funding for their campus of assignment at the time TIA funds are disbursed which is usually the subsequent academic year. Given that a school's student enrollment changes yearly, the campus' socioeconomic tier will be recalculated annually using the home address of the student that attends a particular campus. There will be set points in time at which TEA will calculate the allotment for a teacher based on the teacher's designation and school characteristics (socioeconomic tiers and rural status).



Impact of Compensation

TIA compensation stipends will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits.

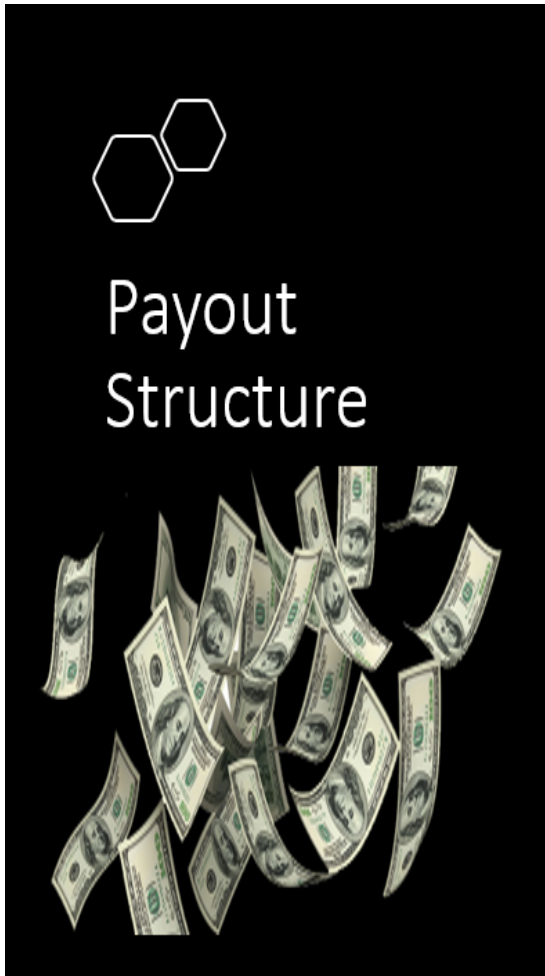
Texas Tech University Data Validation	November 2023 to May 2024	DISD TIA Data is submitted to the Texas Education Agency (TEA) and Texas Tech University (TTU) to conduct the Data Validation of TIA system.
Teacher Payout	By August 31, 2024	Designated teachers will receive their TIA Designation payout by August 31, 2024.

If you have any questions, visit www.donnaisd.net
DISD Teacher Incentive Allotment site



Appendix A:

2022-2023 TIA Designation Pay Structure



2022-2023 Donna Independent School District			
Campus Designation Allotment			
School Name	Recognize	Exemplary	Masters
A M OCHOA EL	8363	16725	29875
A P SOLIS MIDDLE	7361	14721	26536
C STAINKE EL	7403	14805	26676
CAPT D SALINAS II EL	6593	13185	23976
DANIEL SINGLETERRY SR	6899	13799	24998
DONNA EARLY COLLEGE H S	6579	13157	23929
DONNA H S	7084	14167	25612
DONNA NORTH H S	6350	12700	23166
DORA M SAUCEDA MIDDLE	6696	13392	24320
ELOY GARZA SALAZAR EL	6147	12293	22489
GUZMAN EL	8444	16889	30148
J W CACERES EL	6784	13567	24612
JULIAN S ADAME	5946	11893	21821
LE NOIR EL	6885	13770	24949
M RIVAS EL	7185	14370	25949
MARIA ALICIA P MUNOZ EL	6909	13819	25031
PATRICIA S GARZA EL	6837	13674	24790
T PRICE EL	6060	12121	22201
VETERANS MIDDLE	6501	13001	23669
W A TODD MIDDLE	6993	13986	25309



Rewarding Teacher Excellence in Texas

Appendix B: National Board Certification Areas

CERTIFICATE					
DISCIPLINE	DEVELOPMENTAL LEVEL	STUDENT AGE RANGE			
		3-8	7-12	11-15	14-18+
Art	Early and Middle Childhood	●	●		
	Early Adolescence through Young Adulthood			●	●
Career and Technical Education	Early Adolescence through Young Adulthood			●	●
English as a New Language	Early and Middle Childhood	●	●		
	Early Adolescence through Young Adulthood			●	●
English Language Arts	Early Adolescence			●	
	Adolescence and Young Adulthood				●
Exceptional Needs Specialist	Early Childhood through Young Adulthood	●	●	●	●
Generalist	Early Childhood	●			
	Middle Childhood		●		
Health Education	Early Adolescence through Young Adulthood			●	●
Library Media	Early Childhood through Young Adulthood	●	●	●	●
Literacy: Reading-Language Arts	Early and Middle Childhood	●	●		
Mathematics	Early Adolescence			●	
	Adolescence and Young Adulthood				●
Music	Early and Middle Childhood	●	●		
	Early Adolescence through Young Adulthood			●	●
Physical Education	Early and Middle Childhood	●	●		
	Early Adolescence through Young Adulthood			●	●
School Counseling	Early Childhood through Young Adulthood	●	●	●	●
Science	Early Adolescence			●	
	Adolescence and Young Adulthood				●
Social Studies-History	Early Adolescence			●	
	Adolescence and Young Adulthood				●
World Languages	Early Adolescence through Young Adulthood			●	●

Texas Categories for Board Certification

Certificate Area	Developmental Level	Certificate Area	Developmental Level
ART	EMC (ages 3–12) EAYA (ages 11–18+)	READING-LANGUAGE ARTS	EMC (ages 3–12)
CAREER & TECHNICAL EDUCATION	EAYA (ages 11–18+)	MATHEMATICS	EA (ages 11–15) AYA (ages 14–18+)
ENGLISH AS A NEW LANGUAGE	EMC (ages 3–12) EAYA (ages 11–18+)	MUSIC	EMC (ages 3–12) EAYA (ages 11–18+)
ENGLISH LANGUAGE ARTS	EA (ages 11–15) AYA (ages 14–18+)	PHYSICAL EDUCATION	EMC (ages 3–12) EAYA (ages 11–18+)
EXCEPTIONAL NEEDS SPECIALIST	ECYA (ages birth–21+)	SCHOOL COUNSELING	ECYA (ages 3–18+)
GENERALIST	EC (ages 3–8) MC (ages 7–12)	SCIENCE	EA (ages 11–15) AYA (ages 14–18+)
HEALTH EDUCATION	EAYA (ages 11–18+)	SOCIAL STUDIES–HISTORY	EA (ages 11–15) AYA (ages 14–18+)
LIBRARY MEDIA	ECYA (ages 3–18+)	WORLD LANGUAGES	EAYA (ages 11–18+)
<small> AYA: Adolescence and young Adulthood EC: Early Childhood ECYA: Early Childhood through Young Adult </small>		<small> EAYA: Early Adolescence through Young Adulthood EMC: Early and Middle Childhood MC: Middle Childhood </small>	