



Italy ISD

TIA Guidebook

Teacher Incentive Allotment

2026-2027

*PLEASE NOTE: This is a working document; details are subject to change.
Last Updated 6/29/2026*

TIA Overview

Background Information

House Bill (HB) 3 was passed by the 86th Texas Legislature and was signed into law by Governor Abbott on June 11, 2019. The bill established the Teacher Incentive Allotment (TIA) program. TIA's stated goal is to offer highly competitive salaries to teachers, with a priority on teaching in high-needs areas and on rural district campuses. The program is dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, particularly in high-need and rural schools. Districts, if they choose, can develop a local designation system to recognize high-performing teachers (Master, Exemplary, Recognized, or Acknowledged). Districts will receive additional funding for every designated teacher they employ.

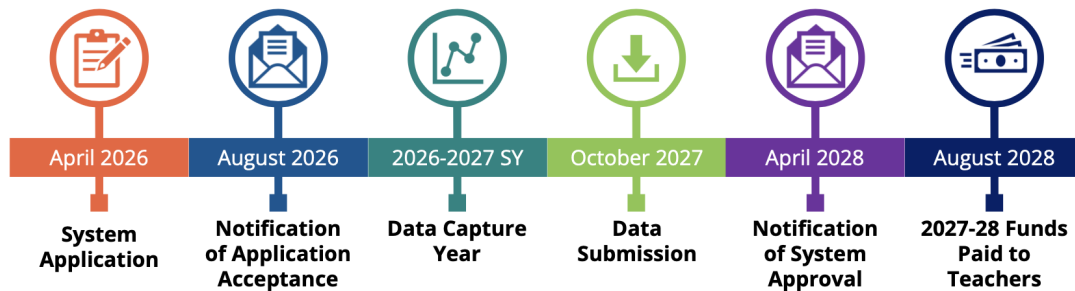
To implement the Teacher Incentive Allotment, House Bill 3 requires establishing “performance and validity standards” to ensure that the identification of highly effective teachers across the four designation categories—Master, Exemplary, Recognized, and Acknowledged—yields reliable, comparable results statewide.

All cohort applicants must use performance standards, teacher observation, and student growth data to determine which teachers qualify for designations. Part of the data validation process includes reviewing the accuracy with which district systems align their designations with the statewide performance standards.

Italy ISD created a TIA Committee comprising teachers, campus and district leadership, which met monthly during the 2025-26 school year. Teacher feedback was solicited throughout the school year on topics including buy-in, teaching assignments, student growth tools, teacher observation measures, and spending plans. The district submitted the first application in April 2026.

The TIA program intends to recruit, support, and retain highly effective teachers in all schools. The district and campuses will recruit highly effective teachers through strategic staffing, hiring, and marketing. Once hired, teachers will receive quality professional development, career pathways, mentoring, and coaching to support their growth. Italy ISD will provide competitive compensation and align district and campus goals to support a strategic teacher retention system.

Initial Designation Timeline (2025-26 Application):



Plan Development

Stakeholders & Feedback

IISD formed a TIA Committee to create the local teacher designation system in alignment with statewide performance standards. The committee included 34 district leaders, campus-based leaders, and teachers representing different grade levels, campuses, and content areas. Campus and Teacher representation were the majority of the committee. The committee met from October 2025 through February 2026, holding five meetings. Between meetings, committee members shared information with the campuses and departments they represented to gather input and feedback. This input and feedback were transferred using a collaborative digital document and reviewed/discussed at each committee meeting. The TIA Committee incorporated stakeholder input into the design of the local designation system.

Critical Decisions for Local Designation Systems

1. Who can earn a designation?
 - a. Eligible campuses and teaching assignments
 - b. If not all teachers, will we expand in future years?
2. How will we designate?
 - a. Observations, student growth measures, and optional components
 - b. Performance standards and weighting/teacher categories
3. How and when will we compensate?
 - a. Distribution of funds
 - b. Timing and mode of compensation

Pathways to Designation in Italy ISD

National Board Certification

- Individual teacher achieves National Board Certification
- Districts may choose to support cohorts of National Board candidates

Local Optional Teacher Designation System

- District-created system
- District system is approved
- District determines and issues teacher designations



National Board Certification (NCB)

NCB is a voluntary advanced professional certification for PreK-12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. Teachers are certified based on the National Board for Professional Teaching Standards (NBPTS) standards.

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

- Hold an active lifetime, one-year, or standard Texas certification issued by the State Board for Educator Certification (SBEC) in a teacher, reading specialist, or Legacy Master Teacher class of certification. Teachers with an interim or probationary certificate are not eligible.
- Hold an active National Board certification.
- The NBCT directory listing reflects Texas's residency and employment.
- Reported by the above Texas school system in a role ID coded 087 during that year's Class Roster Winter Submission in February.
- Once earned, the designation will remain active until July following the expiration of the National Board certificate.

Italy ISD is committed to helping teachers who want to complete the National Board Certification. IISD's first TIA focus will be on developing our Local Designation System.

Who can earn a designation?

Eligibility for TIA Designation and Phased-in Approach

The goal of IISD is to ensure that all teachers are eligible to earn a designation.

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Grade Level/Teaching Assignment
2026-27
PreKindergarten
Kindergarten, First, and Second Math and ELAR (SPED Included)
3rd-5th Grade Math and ELAR (SPED Included)
6th-8th Math & ELAR, Algebra I, English I, & English II (SPED Included)
Biology, US History, 5th Science, 8th Science, 8th Social Studies (SPED Included)
SPED/Life Skills Grades PK-12
7th Grade Band, 9th Grade Band
Principles of Health Science, Advanced Animal Science, Principles of Agriculture, Food, and Natural Resources, Agricultural Mechanics and Metal Technologies, 7th Grade College and Career Readiness
Algebra 2, Chemistry, 6-7 Social Studies, World History, Music, Spanish II, Graphic Design and Illustration, Art I, Health I, (SPED included)
PE

Eligibility for a TIA Designation:

1. A teacher must be coded as a teacher (code 087) within our local student information system, Ascender, which is reported to TEA through the Public Education Information Management System (PEIMS)
 - a. Italy ISD requires all teachers who submit an application for a designation to be SBEC-certified and to be in a TIA-eligible teaching assignment (Appendix B).
2. A teacher must receive district salary compensation that mirrors PEIMS teacher coding for at least half of the school year, at 100% of the day, or for the whole school year, at 50-99% of the instructional day.
3. Teachers employed in a TIA-eligible teaching assignment before October 1st of each school year and who remain employed through the end of the school year can submit data for the current data capture year.
 - a. This applies to teachers who are moved within the district to another campus after this date. If the district determines that an FTE or teacher needs reassignment, the teacher will be excluded from the current year's data capture.
 - b. Teachers who move due to performance issues and/or student learning concerns can be eliminated from the current year's data collection if they move from a TIA-eligible assignment.
4. Must be tied to an approved TIA service ID for the courses/content they teach. The list of approved service IDs is located in *Appendix B*.

- a. Any teacher who meets the requirements above and is assigned to one of these service IDs must participate in the TIA process and submit all teacher observation data and student growth deliverables. There are no opt-outs for teachers with a TIA-eligible service ID. The district will submit all observation and growth data for eligible teachers, regardless of whether they are employed in the district the following year.
5. Teachers who move due to performance issues and/or student learning concerns can be eliminated from the current year's data collection if they move from a TIA-eligible assignment.

TIA Teacher Eligibility Outlined:

To participate in TIA, a teacher must be tied to an approved TIA Service ID for the courses/content they teach and must have all required data components. The information below outlines how our district will ensure that teachers are correctly identified for TIA eligibility based on the approved Service IDs from our TIA application (Appendix B).

- All eligible teachers must be connected to an approved Service ID on PEIMS and documented on the TIA Eligibility Spreadsheet.
 - This spreadsheet is created annually from the teachers associated with our approved Service IDs. Each fall, the district works to ensure that teachers not tied to an approved Service ID are assigned to the appropriate Service ID based on the Course Master, which is linked to each campus's Master Schedule.
 - Teachers who do not have a traditional schedule in the Course Master are connected to at least one approved Service ID for the courses they support, ensuring eligibility for TIA. This could include a variety of teachers, including Special Education (Inclusion, Co-Teach, Behavior), Intervention, GT, Dyslexia, etc.
 - Due to their grade levels and subject areas, Life Skills teachers have unique Service IDs in TIA. The Service IDs approved for Life Skills are outlined in the district's TIA application.
 - The Eligible Teacher List, part of TIA, is NOT connected to student rosters. The process for connecting students with a teacher for TIA is outlined in the Student Growth section of our system.
- Each year during the Data Submission, TEA/TIA compares the number of people associated with the Service ID to the teachers submitted in the Data Submission File.
 - Teachers tied to Approved Service IDs who are not TIA-eligible could HURT our validation process.
 - On the other hand, we will get pinged for ineligible teachers tied to Service IDs, and we won't be able to submit their observation and student growth data.
 - Every May, the state shares the list of teachers on record, tied to the approved service IDs, in the ETL (Eligible Teacher List).

- Campus Principals, along with District Leaders, must review the initial Teacher Eligibility List at the beginning of the year to ensure all teachers who should be accounted for are listed, determine who is missing and what course they should be tied to (Service ID), and make updates to the list with changes (people not included, resignations, new hires, etc.).

How Are Designations Determined?

All teachers serving in a TIA-eligible teaching assignment must participate in the Teacher Incentive Allotment (TIA) data collection process. This includes submitting T-TESS observation data and student growth data, which are combined to calculate each teacher's composite score.

Participation is required for teachers in TIA-eligible assignments and courses; teachers may not opt out of the designation process. Our district collects and submits data for all eligible teachers to ensure a fair, consistent, and comprehensive evaluation system that supports high-quality teaching and learning. Based on their composite score, teachers may earn an Acknowledged, Recognized, Exemplary, or Master designation.

Teacher Observation Instrument

For Italy ISD's Teacher Incentive Allotment rollout, the Texas Teacher Evaluation and Support System (T-TESS) will be used to determine the observation requirements for eligible teachers under TIA. IISD will include the statutory requirement of using Domains 2 and 3 of T-TESS.

Only T-TESS Domains 2 and 3 are considered when calculating the TIA score. These two domains focus on instruction and the learning environment. To be eligible to earn a designation, the teacher must have a minimum Proficient score in each dimension of Domains 2 and 3 on the final average scores.

- 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)

T-TESS Training

Italy ISD does a deep dive into our teacher observation rubric for both appraisers and teachers at the beginning of each school year. The goal is for everyone

involved in the appraisal process to precisely understand what is being asked in each dimension's indicators and which classroom behaviors (student and teacher) align with each indicator. Appraisers are required to recertify every three years.

T-TESS Observations for TIA-Eligible Assignments

- One 45-minute observation will be announced after the pre-conference in the Fall. A post-conference will be scheduled after the observation. This observation must be in the TIA-eligible course taught by the teacher (see Appendix B).
- Administrators will visit every classroom at least once informally during the first nine weeks (informal with no documentation)
- One TIA Walkthrough in the Fall and one Walkthrough in the Spring (2 @ a minimum for the school year)
- No opt-outs or waivers are allowed for teachers in a TIA-eligible teaching assignment.
- For all required data points, teachers must have scores for each dimension
 - For the deliverables required, teachers must have at least 24 data points (2 walkthroughs plus one observation and eight dimensions during each)
- Appeals for formal observation must be made through the district's T-TESS appeals process.

*Note: The recommendation is for at least two scored walkthroughs per teacher; however, extenuating circumstances such as maternity leave, FMLA, or other situations could cause the timeline for observations and walkthroughs to shift or adjust. Teachers can also receive more than one TIA walkthrough per semester. Likewise, teachers may have multiple walkthroughs that focus on one or more dimensions of the T-TESS Rubric.

How will teacher observations be used to determine designations?

Italy ISD's designation system will ensure that teacher observation ratings are aligned with the Texas State Performance Standards for the Teacher Incentive Allotment. The following table shows the minimum average scores across T-TESS domains 2 and 3 to achieve each designation level. The minimum average scores were derived from an analysis of T-TESS observations statewide, with scores ranging from 1 to 5. These performance standards have guided the development of our TIA Scorecard and composite scores; however, they are not used as cut-off scores for designation determinations in IISD.

Designations and Teacher Observation	
Designation	Average T-TESS Score Domains 2 & 3
Acknowledged	3.5
Recognized	3.7
Exemplary	3.9
Master	4.5

T-TESS Composite Score

The T-TESS score is the average of the summative scores for Instruction (Domain 2) and Learning Environment (Domain 3). Each of the five performance levels of distinguished, accomplished, proficient, developing, and improvement needed is scored on a 1-5 scale, with five being the highest. Teachers must receive at least a 3 (Proficient) on the average of all scores for each dimension in Domains 2 and 3 to earn the designation.

Values for each Dimension

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5	4	3	2	1

Italy ISD requires: a) 1 formal (45 minutes) scored observation; b) 2 scored walkthrough (15-minute minimum) observations; c) Administrators will visit every classroom at least once informally during the first nine weeks; d) Each teacher will have at a minimum three scores for each dimension of Domain 2 and 3 and the total scores for each dimension will be the average of those three scores from the one formal observation and two scored walkthroughs (if more walkthroughs are conducted, they will be averaged as well). Some teachers might not have the specified number of observations and data points due to unforeseen circumstances. These situations could be due to FMLA, other protected leave, or other circumstances.

The following table is an example of a T-TESS Composite score calculation.

T-TESS Dimension	Walk #1	Walk #2	Formal Obs.	Walk #3	Walk #4	Avg
2.1 Achieving Expectations	3	2	4	3	3	3
2.2 Content Knowledge	4	3	4	3	3	3.4
2.3 Communication	4	3	4	3	3	3.4
2.4 Differentiation	3	2	3	4	3	3
2.5 Monitor & Adjust	3	3	4	4	3	3.4
3.1 Classroom Environment	4	3	4	4	3	3.6
3.2 Managing Behaviors	4	3	4	3	3	3.4
3.3 Classroom Culture	5	3	4	4	3	3.8
Total ratings on all dimensions divided by 40 dimension scores	135/40=			3.375		

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Student Growth Measures

Student Growth Instrument

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

Grade Level/Teaching Assignment	Who sets the Expected Growth Target?	Student Growth (Pre-/Post-Tests)
PHASE 1		
Pre-K	District	Circle/CLI
Kindergarten, First and Second Math and ELAR (SPED Included)	iReady	iReady
Third Grade Math and ELAR (SPED Included)	District or iReady	STAAR Released/STAAR or iReady (higher percentage of the two tests)
4th-8th Math & ELAR, Algebra I, English I, & English II (SPED Included)	TEA & NWEA (TEA Transition Tables)	STAAR or MAP (higher percentage of the two tests)
Biology, US History, 5th Science, 8th Science, 8th Social Studies (SPED Included)	District	STAAR Released/STAAR
SPED/Life Skills PK-12	District	Unique Learning Systems
7th Grade Band, 9th Grade Band	District	Make Music Cloud
Principles of Health Science, Advanced Animal Science, Principles of Agriculture, Food, and Natural Resources, Agricultural Mechanics and Metal Technologies, 7th Grade College and Career Readiness	District	ICEV
Algebra 2, Chemistry, 6-7 Social Studies, World History, Music, Spanish II, Graphic Design and Illustration, Art I, Health I, (SPED included)	District	TEKSready
PE	District	FitnessGram

*Middle school students participating in high school courses should be assessed using the student growth instrument corresponding to the high school course. For example, student growth for middle school Algebra I students will be calculated using the STAAR Algebra I test Transition Tables Progress Measure.

Student Roster Management

- *Procedural Steps:*
 - Campus leaders (or designee) will input PEIMS-derived data into the Student Roster Spreadsheet for every teacher eligible for TIA. A master template is available within the spreadsheet for campuses to duplicate for individual teacher tabs. Rosters must include student names, IDs, and the specific class periods or subjects for each educator.
 - Verification must occur digitally via the shared spreadsheet at both midyear (MOY) and year-end (EOY). It is recommended that these spreadsheets be updated monthly to maintain precise records. This digital tracking facilitates a smoother data collection process once growth results are finalized.
 - Teachers without standard PEIMS rosters (such as those in Dyslexia, GT, SPED, or Intervention) must manually enter their student lists into their designated tabs. While these lists can span different subjects and grades, educators must specify the grade and subject for each student to ensure accurate alignment of growth data.
 - Campus-level administrators are responsible for reviewing and submitting these verified rosters during the MOY and EOY cycles. All eligible educators must undergo this verification process twice annually. Teachers working at several locations must ensure their full roster is duplicated across every campus where they are listed as eligible.
 - In exceptional circumstances, teachers have the right to appeal the addition or removal of students. Such requests are handled by a TIA Student Roster Appeal Committee appointed by District Leadership.
- *Inclusion Requirements:*
 - A student will be factored into a teacher's growth calculation only if they satisfy these three requirements:
 - The teacher is the instructor of record during the initial growth assessment (August–September).
 - The teacher is the instructor of record according to the PEIMS winter roster (January–February).
 - The teacher is the instructor of record according to the post-test (April–May).

Roster Clarification

Category	Condition at Checkpoint	Roster Impact	Counted?
Chronic Absenteeism	Absent ≥10% of enrolled days; addressed via MTSS	Remains on the teacher roster as the teacher of record	YES
Homebound	Enrolled but NOT in membership	Excluded — not in campus membership at checkpoint	NO
DAEP < 45 school days	Placed at DAEP for fewer than 45 school days in the school year	Remains on sending the teacher's roster	YES
DAEP 45+ school days	Place at DAEP ≥45 school days cumulative for the school year	Excluded — receiving instruction from DAEP staff	NO

Key Notes

Chronic absenteeism should be addressed through MTSS — the teacher remains the teacher of record, and the student stays on their roster.

Homebound students are considered enrolled but not in membership — they do not count at the checkpoint (e.g., student absent due to a serious health condition).

The DAEP 45-school-day threshold applies within a single semester and/or cumulatively throughout the year. A student who returns before the checkpoint should be verified with the campus principal.

For semester courses, if a student is placed at DAEP for 23 days, they should be excluded from the roster.

- *Specific Teacher Examples and Scenarios:*
 - Special Education Co-teachers and Inclusion teachers will use course rosters that include pre- and post-tests aligned with the IISD phased-in timeline. Their roster will consist of the Special Education students they support in class. If the Special Education teacher has resource sections aligned with the IISD phased-in timeline and their students take the approved pre- and post-tests, those students will be included in the calculation of their student growth.
 - Example: Teacher A supports four math inclusion sections in 6th and 7th grade. Students in each section identified as receiving special education will be included on the SPED teacher's roster and also listed on the General Education teacher's roster.
 - For other teaching positions without a PEIMS roster, teachers list the students they serve in TIA-eligible courses from the beginning of the year (BOY) to the end of the year (EOY) on the same tab. The teacher would list the student's name, ID, grade level, and the course they

support. Some examples of teachers in this situation include Intervention, Dyslexia, and gifted and talented (GT) teachers.

- Semester-based courses would use a beginning- and end-of-semester growth measure, and a roster for each semester-eligible course would be submitted.
- If the district needs to relocate a teacher to a new teaching assignment (it must be TIA-eligible) after the BOY assessment, resulting in a new set of students, the teacher and district will collaborate to determine the TIA student roster for growth calculation. This provision is void if the teacher is reassigned from a TIA-eligible position due to performance concerns or other circumstances, at the discretion of campus or district leaders.
- For teaching positions that use STAAR for student growth, students without prior year data will still be included on the roster. Still, they will not contribute to the teacher's final growth percentage because the student will not have a final growth score.

Teachers with Multiple Subjects

- Student growth will be calculated based on all tests for each eligible course.
- If a teacher has a student in two separate courses in the same content area that use the same growth measure, the student will count only once. (For example, a teacher has the same student in English II and Practical Writing.)
 - For example:
 - If a teacher teaches English I and II, the growth measure would include all students in both courses, per our phased-in timeline.
 - If a Kindergarten teacher is self-contained, the growth measure would be based on all students' scores in Math and Reading.

Minimum Number of Scores

- To calculate a teacher's student growth score, there must be at least **ten** growth measure scores.
 - If multiple tests are taken in that setting to reach a minimum of ten test scores, this could come from as few as five students.
 - In most cases, there will be ample student growth scores to calculate; however, in some specialized settings, there may be only a small number of students (e.g., Special Education, Dyslexia).
 - The rosters for these teachers will come from all the students they support throughout the instructional day.

Student Growth Performance Standards

Italy ISD's designation system will ensure student growth measures align with the Texas State Performance Standards for the Teacher Incentive Allotment. These performance standards have guided the development of our TIA Scorecard and

composite scores; however, they are not used as cut-off scores for designation determinations in Italy ISD. The student growth score is calculated for all teachers whose students meet the enrollment criteria. The percentage is calculated as the sum of students who meet growth expectations across content areas, divided by the total number of students tested. Percentages are rounded to the nearest whole percent (no decimals).

Student Growth Performance Standards	
Designation	% of Students Meeting or Exceeding Growth
Acknowledged	50%
Recognized	55%
Exemplary	60%
Master	70%

These values are baselines determined by the State Performance Standards. The percentage of eligible students who meet or exceed growth expectations will be used to calculate a weighted score. Considering teacher observation ratings, these scores will be compared to an overall cut score for each designation. Therefore, students with slightly lower or higher student growth scores may earn the corresponding designation.

Setting Expected Growth Targets (District sets expected Growth)

IISD uses the Statewide Student Growth Performance Standards to calculate a teacher's end-of-year student growth percentage, defined as the number of students who met or exceeded growth expectations divided by the total number of students with an expected growth score. The Guidebook outlines the procedures and is shared with teachers upon their receipt of BOY assessment data. Each student's growth performance will be calculated once the post-test is administered for these specific courses. Students who exceed their predicted scores will be recognized for achieving the expected growth outlined in the district-created growth targets. Each test in our Local Designation System for each teacher category uses a different method to determine whether a student shows growth. Refer to [EDpact's TIA Student Growth Guide](#) for more information. TEA requires the assessments used to measure growth to be valid and reliable. Thus, determining each student's growth from BOY to EOY must be approved by TIA in our system application.

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IISD will use the Graduated Percent Increase Model to determine whether students meet expected growth targets and to calculate a teacher's end-of-year Student Growth score for Teacher Incentive Allotment (TIA) purposes when a third-party assessment vendor does not provide established growth targets.

Following the administration of baseline assessments (STAAR-released and IXL), students will be grouped into performance categories based on their pre-assessment scores, ranked from lowest to highest. Each category is assigned a specific expected growth target. Students in lower-performing categories are expected to demonstrate higher rates of growth, while students in higher-performing categories are assigned lower percentage growth targets that reflect the challenge of maintaining high levels of achievement. For students in the highest-performing category, maintaining high performance may constitute meeting the expected growth target.

The growth target table and associated category ranges are reviewed annually to ensure they produce valid, reliable, and meaningful measures of student growth. As a result, category cut points, expected growth percentages, and growth target tables may be revised if district analyses indicate that the current targets do not accurately reflect student growth or fail to meet validity and reliability standards. Any adjustments will be made prior to final growth calculations and communicated to affected teachers.

IISD Graduated Percent Increase Model		
Category	Pre-Test Score	Corresponding Assigned Points for EOY
Category 1	0-20%	25
Category 2	20+%-40%	20
Category 3	40+%-60%	15
Category 4	60+%-80%	10
Category 5	80+% or higher	Maintain or higher

For the CLI/Circle assessment used in Pre-Kindergarten, IISD will calculate the average score for each overall band in Reading and Math for the Circle Wave 1 test, then calculate the average score on the Circle Wave 3 test. For Reading, IISD will use scores from Rapid Letter Naming, Rapid Vocabulary, and the Composite Score for

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Phonological Awareness. For Math, IISD will use the Total Composite Score. To be considered for meeting or exceeding growth, students must meet or exceed the expected growth targets for Reading and Math.

Calculating the TIA Composite Score

Weighting

For all phases of Italy ISD's Teacher Incentive Allotment rollout, all eligible teachers will receive a performance score based on the weighted components listed below.

Component	Weighting
Student Growth Measure	50%
Teacher Observation (T-TESS)	50%

Scoring and Designation Determination

Teacher Incentive Allotment (TIA) designations are determined by a TIA Composite Score, a weighted combination of two performance measures: teacher observation data and student growth data.

To determine annual eligibility for a TIA designation, the district completes the following processes each year:

- Mid-Year (MOY) and End-of-Year (EOY) roster verification
- Collection and verification of student growth data using approved growth measures and verified student rosters
- Collection of T-TESS observation data from the eight dimensions within Domains 2 and 3, using all required appraisal data points
- Calculation of the TIA Composite Score and designation recommendation

The TIA Composite Score is calculated using the following weights:

- **50% Student Growth**
- **50% Teacher Observation (T-TESS)**

Once the Composite Score is calculated, teachers are placed within established designation ranges. Teachers whose scores meet the criteria for an Acknowledged, Recognized, Exemplary, or Master designation will be included in the district's annual TIA data submission to the Texas Education Agency (TEA) for review and validation.

Because TIA designations are awarded only after TEA validates the district's submitted data, all composite score calculations, growth targets, designation cut

scores, and related methodologies are subject to annual review. The district may make reasonable adjustments to calculations, growth target tables, scoring methodologies, and composite score ranges as necessary to ensure that submitted data meet TEA requirements for validity, reliability, and successful system-level data validation. Any such adjustments will be applied consistently across the system. A designation is not considered official until the district's data submission has been reviewed and approved by TEA. Once approved, a teacher's designation is placed on the educator certificate and remains valid for five years, provided all applicable state requirements continue to be met.

If a teacher's Composite Score does not meet the minimum threshold for a designation, no designation recommendation will be submitted for that year. Teachers will have the opportunity in subsequent years to improve student growth and/or observation performance measures and earn a designation through future data submissions. Because designation recommendations are contingent upon state review and approval, preliminary designation levels, projected scores, or estimated outcomes should not be considered final and may not be discussed as official results until TEA validation is complete.

There is no separate appeal process for the final TIA Composite Score. However, teachers may utilize existing district processes to appeal T-TESS observation ratings and verify the accuracy of student rosters. Teachers are provided opportunities throughout the year to review and verify roster information used in TIA calculations.

TIA Composite Scorecard

Student Growth Cut Points		
TIA Designation	TIA Performance Standards	Student Growth Points
Acknowledged	50%	$50\% * 50 \text{ points} = 25$
Recognized	55%	$55\% * 50 \text{ points} = 27.5$
Exemplary	60%	$60\% * 50 \text{ points} = 30$
Master	70%	$70\% * 50 \text{ points} = 35$

Teacher Observation Cut Points		
TIA Designation	TIA Performance Standards	Points for Observation
Acknowledged	3.5	$3.5 * 10 = 35$
Recognized	3.7	$3.7 * 10 = 37$
Exemplary	3.9	$3.9 * 10 = 39$
Master	4.5	$4.5 * 10 = 45$

Student Growth + Teacher Observation		
Acknowledged	$25 + 35$	60
Recognized	$27.5 + 37$	64.5
Exemplary	$30 + 39$	69
Master	$35 + 45$	80

Composite Score Cut Points	
Acknowledged	60 - 64.49
Recognized	64.5 - 68.9
Exemplary	69 - 79.9
Master	80 - 100

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Example TIA Scorecard

Student Growth Points			
% of students who met/exceeded projected growth		Category Weight	Student Growth Points
Formula: _____ (percent as decimal)	x	50	= _____
Example: .68 (68%)	x	50	= 34

Teacher Observation Points			
Average Observation Score		Observation Multiplier (10)	Teacher Observation Points
Formula: _____	x	_____	= _____
Example: 3.5	x	10	= 35

Student Growth + Teacher Observation		
Example	34+35=	69
Designation:	Exemplary	

Spending Plan

TIA Allotments per Campus

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 location.

- Schools with more significant student needs (based on socioeconomic factors) generate more TIA funds per TIA-designated teacher.
- Rural schools generate more TIA funds per TIA-designated teacher, with a higher student multiplier applied based on socioeconomic factors.

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- The amount of funds/allotments changes yearly based on enrollment and rural status.

See TEA's Teacher Incentive Allotment page for more information about the TIA allotment calculations. Allotment amounts are recalculated by TEA every April.

Distribution of TIA Compensation

The statute requires that at least 90% of TIA funds be distributed directly to teachers, and up to 10% may be spent at the district level to support TIA elements. Italy ISD's TIA Committee created a spending plan for their local designation system. Stakeholder input was gathered for developing Italy ISD's TIA Spending Plan.

Allotment Going Toward Designated Teacher	Allotment Going Toward District
90%	10%

The 10% allotment going toward the district will be used for costs associated with the following:

- Professional development for teachers to earn a designation and leaders in teacher evaluation/observation
- Student growth assessment tools and software
- System expansion & modifications
- Staff/consultant costs for managing and organizing data, certifications, and designations. As well as staff/consultants supporting the implementation and continuous improvement of the IISD TIA Local Designation System.

Eligibility for TIA Compensation

To be eligible to receive Teacher Incentive Allotment (TIA) compensation, a teacher must:

- Hold an active TIA designation.
- Be employed by Italy ISD in an eligible teaching assignment (Role ID 087) during the Winter Roster Verification period (typically February).
- Meet the Texas Education Agency (TEA) creditable year of service requirement by the end of the school year.

Creditable Year of Service

A teacher earns a creditable year of service by serving in an eligible teaching assignment (Role ID 087):

- For at least 50% of the instructional day for the entire school year; **or**

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- For 100% of the instructional day for at least one-half of the school year (or the equivalent of one semester).

Employment Status and TIA Compensation

Leaving Italy ISD Before Winter Roster Verification

A designated teacher who resigns, retires, or is terminated before the Winter Roster Verification period (typically February) is not eligible for TIA compensation through Italy ISD, as the district will not generate TIA funding for that teacher.

Campus Transfers Within Italy ISD

A designated teacher who transfers to another Italy ISD campus during the school year will receive TIA compensation based on the campus assignment recorded during the Winter Roster Verification.

Newly Hired Designated Teachers

A teacher who joins Italy ISD with an active TIA designation before the Winter Roster Verification will generate TIA funding for the campus where they are assigned during the Winter Roster period. Compensation will be distributed in accordance with the Italy ISD TIA Spending Plan.

Employment Changes After Winter Roster Verification

Retirement

- A designated teacher who retires after the Winter Roster Verification and completes the school year will receive TIA compensation in accordance with the Italy ISD TIA Spending Plan.
- A designated teacher who retires after the Winter Roster Verification but does not complete the school year is ineligible for TIA compensation. The district's share of the allotment generated for that teacher will be redistributed equally among the remaining eligible teachers at the campus.
- A designated teacher who retires after completing the school year but separates from employment before the district's scheduled August TIA payment will not receive the stipend. The district's share of the allotment generated for that teacher will be redistributed equally among the remaining eligible teachers at the campus.

Resignation

A designated teacher who resigns after the Winter Roster Verification but before the district's scheduled August TIA payment is not eligible to receive TIA compensation. The district's share of the allotment generated for that teacher will be redistributed equally among the remaining eligible teachers at the campus.

Termination

A designated teacher whose employment ends due to termination after the Winter Roster Verification is not eligible to receive any unpaid TIA compensation.

If the teacher has already received a portion of the TIA payment, Italy ISD will not seek repayment of those funds. Any unpaid district-generated allotment will be redistributed equally among the remaining eligible teachers at the campus.

Recommendation for Initial TIA Designation

Italy ISD may recommend a teacher for an initial TIA designation only if the teacher remains employed in an eligible teaching assignment during the school year immediately following the data capture year, as required by TEA.

Designated Teachers Employed by Another District

TIA funding is generated by the district when it employs the designated teacher during the Winter Roster Verification period.

If Italy ISD does not employ a designated teacher at the time of the Winter Roster Verification, Italy ISD will not receive TIA funding for that teacher and is therefore not responsible for issuing TIA compensation. The designated teacher should work with the employing district and reference that district's approved TIA Spending Plan to determine eligibility and payment.

Frequency of TIA Compensation

TIA compensation is an annual allotment provided by the State and is subject to the availability of state funding allocations.

- For Year 1, Italy ISD will provide TIA compensation to teachers as a lump-sum payment (as a separate check) on or before August 31st of the year in which initial designations are awarded. Therefore, a teacher earning a designation in Phase 1 of Italy ISD's TIA rollout will receive payment before August 31, 2028.

- For all subsequent years, Italy ISD will provide a lump-sum payment, as a separate check, on or before August 31st for each year a teacher generates funding for a TIA designation.
- This cycle repeats itself every year when we have newly designated teachers.

Related TIA Compensation Calculations

TIA compensation stipends will be included in the calculation of retirement benefits for TRS-eligible staff. The employee's net payment will be less than the sum of all associated employee- and employer-related benefits and taxes. Actual TIA compensation amounts 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 and the Teacher Retirement System (TRS).

Estimated Deductions

The following deductions typically apply:

Employee Payroll Deductions

- TRS Retirement: approximately 8.00%
- TRS-Care Insurance: approximately 0.65%
- Medicare: approximately 1.45%
- Federal Withholding Tax: approximately 22.00%

Combined, these deductions and costs typically account for approximately 40% of the total allotment generated.

Example Only: Estimated TIA Allotment Distribution

The example below is provided for illustration purposes only. Actual allotment amounts, taxes, deductions, and net payouts will vary based on the teacher's designation level, campus assignment, payroll status, tax elections, and applicable state and federal laws.

Description	Amount
Total TIA Allotment Generated by TEA	\$7,827.00
District Retention (10%)	-\$782.76
Gross Amount Paid to Employee	\$7,044.30

Estimated Employee Payroll Deductions

Deduction	Amount
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Medicare (1.45%)	-\$102.14
Federal Withholding (22.00%)	-\$1,549.75
TRS Retirement (8.00%)	-\$563.54
TRS-Care Insurance (0.65%)	-\$45.791
Total Employee Deductions	-\$2,261.22

Summary	Amount
Gross Amount Paid to Employee	\$7,044.30
Employee Deductions	-\$2,261.22
Estimated Net Amount Received	\$4,783.08

In this example, the teacher receives approximately **61% of the state's original \$7,827 allotment** after district retention and estimated employee payroll deductions have been applied. Because tax rates, retirement contributions, insurance deductions, and state funding formulas may change, this example should be viewed as an estimate only and not a guarantee of future payout amounts.

National Board Certified Teachers Compensation

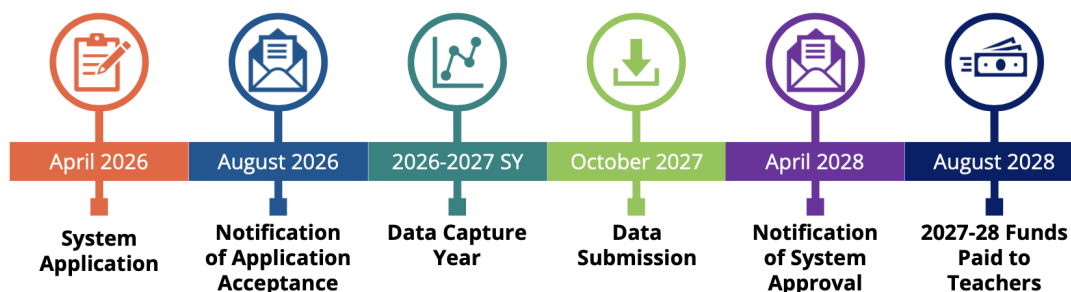
Compensation for Recognized National Board Certified Teachers (NBCTs) will follow the same spending plan as Recognized teachers who earn a designation through the district's local designation system. The district will request that teachers currently employed by the district notify Human Resources upon completion of the National Board Certification process. This question will be asked during the new-hire intake process. The teacher must provide proof of active National Board Certification status.

Data Submission and Validation

TIA data and designation recommendations will be submitted to Texas Tech to validate eligible TIA teachers by October of the year following the Data Collection Year (each year thereafter). By April (after October data submission), TEA will notify IISD of approval/denial of the district's recommended teacher designations. If the district's recommended TIA designations are approved, TEA will notify the district of the specific allotment amounts by designation level at each campus in Italy ISD. In April or May (depending on when TEA communicates system approval), the district will notify teachers if their recommended designations have been approved/denied by the state. If the district's recommendations are approved, ItalyISD will make TIA payments to teachers in accordance with the IISD spending plan. The state will then reimburse the district for TIA expenditures beginning in September, at the start of the next fiscal year.

To have TIA data and designation submitted to Texas Tech and TEA, the teacher must remain employed in a Teaching (087) position in Italy ISD and provide the district with their demographic information, including their TEA ID and Date of Birth, using a district-created form shared with teachers annually.

Application and Approval Timeline



IISD will submit a complete data file, along with other supplemental information used in the validation process. The file contains unique teacher identifiers, teacher performance data, designation decisions, appraisal information, and subject/grade-level information. The Texas Tech Data Validation Process includes four domains, ten scored checks, and one supplemental check. Overall approval of a district's system will be based on scores from 10 different checks.

- Domain A, Check #1, includes the correlation check between teacher observation and student growth scores.
- Domain B, Checks #2-4, compares district designations with VAM designations.
- Domain C, Checks #5-8, examines the effect of campus, teacher category, or assignment on designations.
- Domain D, Checks #8-10, compares the designated teacher's observation and growth scores to the statewide performance standards. The proportion of teachers on district campuses designated as Acknowledged, Recognized, Exemplary, or Master is roughly the same as that on other campuses with the same Domain 2A rating.

TIA Designation Evaluation and Frequency

Teacher eligibility for a TIA designation is evaluated annually. This means that every year, a teacher receives a T-TESS evaluation and approved student growth measure data; the teacher's TIA score is calculated, and the teacher can meet TIA eligibility.

- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation if their performance in a subsequent year earns a higher TIA designation.
 - Example: a teacher who earned a Recognized TIA designation during 2027-2028 could be submitted in 2028-2029 for a Master TIA designation if they earn a qualifying Master's score and meet the scorecard requirements.

- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation.

Ensuring a Successful System

T-TESS Calibration and Training

Italy ISD will re-train all staff, including teachers and leaders, in August 2026 to ensure a common language and understanding of the rubric. IISD will also conduct calibration coaching and professional learning throughout the 2026-27 school year. The T-TESS rubric will align with the campus instructional expectations and with TIA.

The T-TESS training and certification process is required for teacher appraisal in Italy ISD. Appraisers in IISD are required to recertify every three years. Quarterly, teacher appraisers must calibrate their scoring to the rubric to ensure it is used with fidelity. After each semester, the principal, other campus appraisers, and district leaders will use DMAC to analyze the congruence between teacher observation data and available student growth data. For example, they will compare individual student growth measures in the Fall/Winter to the available teacher observation data. They will follow the same procedure in the spring, using the MOY and EOY for student growth measures and analyzing the congruence between teacher observation data. At the district level, leaders review correlation data for all campuses at least twice a year to identify trends across campuses and district-wide.

Teacher appraisals and walkthroughs will be analyzed alongside student growth data during biannual district TIA monitoring meetings with members of the district leadership team and campus leaders. The following is the process IISD will use to identify and address the need for greater correlation between teacher observation data and student growth data.

- First, identify the lack of correlation between teacher observation and student growth data:
 - After the first set of formal observations and student middle-of-year assessment data is available in January or February, an analysis will examine the correlation between teacher observation data and student growth data. (This process will be repeated after the end of the year when student post-test data is available.) The data will be compiled into campus and district scatter plots to show the correlation between teacher observation data and student growth data.
- Address the lack of correlation between teacher observation and student growth data.
 - Determine if the lack of correlation results from appraiser practice, teacher practice, issues with student growth measure (such as lack of

alignment to what is being taught, administration or security issues, etc.), or some other cause. For example, the lack of correlation is due to the student growth data. In that case, the district will review the alignment of the student growth measures with the curriculum being taught, the rigor and relevance of any district-created assessments, and the protocols for the security and administration of the student growth measures used. If the lack of correlation is due to teacher instructional practice, teachers will receive additional coaching and mentoring. If the lack of correlation is due to appraisers needing calibration, they will receive further coaching and support to calibrate and will be partnered with a highly calibrated appraiser.

The district C&I department will maintain data review logs to determine the support needed based on the identified outcomes. Support will be coordinated with all IISD leaders and departments. If an overall trend across the district is identified during the biannual TIA data monitoring meetings, district-wide professional learning will train school administrators and teachers to assess congruence. Incongruencies will be addressed by utilizing strategies that teachers and school administrators can implement to strengthen congruence.

Student Growth Assessment Administration

- **Purpose of Assessments**

- TIA Pre- and Post-Assessments provide campuses and teachers with data to ensure that each student's learning experiences align with where they are and where they need to be.
- The data from Pre-Tests should be used for learning and growth. Although the data from these assessments are used for TIA, that is not the purpose of the tests.
 - A test should never be labeled or called a 'TIA Test.' They are pre- and Post-Assessments for learning purposes.
- Teachers should review and analyze the pre-test growth targets and disaggregated data to determine how best to support every student's learning and growth. The TIA Growth Target set may not align with the campus-based goals and accountability targets. To share growth target data, refer to the campus administrator for instructions on how best to proceed.

- **Assessment Timeline**

- The district determines the testing calendar for each year, which includes TIA Pre- and Post-Assessments.
 - Districts must set a date by which pre- and post-assessments must be completed to allow the TIA windows to comply.

- Data must be submitted to the TIA point of contact according to the district timeline to ensure it can be organized and analyzed to support student growth.
- TIA Pre-Tests must be taken during the first nine weeks of school or at the end of the previous school year.
 - If the test was given at the end of the previous year, new students would have to take it at the beginning of the new year.
 - Although Pre-tests must be completed in the first nine weeks of the school year, the growth target must be set and provided to teachers within that timeline. Testing administration should account for the time needed to collect all data and set growth targets for each student.
- **Student Participation**
 - All students must participate in the TIA assessments unless approved by campus/district leaders or the campus decision-making team (ARD Committee).
 - For example, Life Skills students enrolled in elective or general education courses do not have to take the TIA tests if deemed inappropriate for the student.
 - Participation rates can affect a teacher's eligibility to submit data if students are not tested due to a testing irregularity.
 - If a student doesn't have an EOY score for a test administered only during the EOY (STAAR), they won't count toward a teacher's TIA score because the student won't have a growth score.
- **Administration**
 - Tests must be administered in accordance with security procedures, but the district and campus may determine how to administer them.
 - Campuses are not required to shut down or implement alternate testing schedules for every TIA assessment.
 - Test accommodations for TIA assessments are allowable if required by district, campus, and/or decision-making committees (ARD).

Student Growth Measure Integrity

It is essential to the integrity of Italy ISD's TIA System that student growth measures are administered fairly and consistently throughout the organization. To ensure that all students have the opportunity to demonstrate their full potential on student growth measures, the following conditions must be met:

- **Student Growth Measure Security and Confidentiality**
 Maintaining the security and confidentiality of student growth measures helps to ensure that student performance is accurately measured as a part of Italy

ISD's TIA system. To maintain student growth measure security and confidentiality:

- Student growth measure test content should not be shared/discussed
 - Student growth measure test administration procedures should be followed strictly as provided by the test provider
 - Student growth measure test materials or products shall be maintained securely before, during, and after test administration.
 - Students must be actively monitored during student growth measure test administrations.
 - Students may not receive assistance in completing student growth measure tests beyond what is allowed by the test provider or prescribed by a governing student committee, as applicable to standardized assessment programs (e.g., STAAR, ARD, LPAC, 504, etc.).
 - Suspected educator misconduct must be reported promptly
- **Serious Student Growth Measure Testing Violations**

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

- Directly or indirectly assisting students with responses to test questions
- Tampering with or falsifying student responses
- Discussing or disclosing test content or student responses, except as needed for data analysis and/or instructional decision-making
- Duplicating, recording, or electronically capturing test content or student responses, unless authorized to do so by the test provider
- Exempting or preventing a student from participating in student growth measures
- Failing to implement sufficient procedures to prevent student cheating
- Encouraging or assisting an individual in engaging in any conduct described above
- Failing to report an individual who has engaged in or is suspected of engaging in any conduct described above.

Reporting Suspected Student Growth Measures Testing Violations

Any IISD employee should take the following steps to report suspected student growth measure testing violations:

- Immediately report the alleged violation to their Campus Administrator
- The Campus Administrator will review the information to determine the report's credibility and whether it includes a violation of student growth measure testing.
- Credible student growth measure testing violations are reported to the district office for further investigation, which may include interviews with campus

staff and students, the assembly of signed statements, and the collection of evidence.

Local Penalties for Tampering With Student Growth Measure Integrity

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

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

Support for Teachers and Local Designation Plan

IISD has ensured a support system for the TIA plan. The support system includes IISD's focus on teacher recruitment and retention, as well as budget and finance support for managing the district's funds each year and distributing them. IISD ensures that teaching and learning support is tied to valid and reliable measures of student growth. The district will also provide professional development support for earning TIA designations, reviewing and using student growth data, testing procedures, and aligning the T-TESS rubric. The district's technology department will support the software for tracking student growth measures and teacher observation data and seek more efficient and effective ways to interact with the data. IISD commits to ensuring that teachers receive exceptional, ongoing support to improve their teaching practices and support all students' learning. IISD will continue to implement teacher growth by implementing the following:

- Targeted and Relevant Professional Development
- Professional Learning Communities led by Campus Administrators and Teacher Leaders
- Coaching and Mentoring

Italy ISD will work with campus leaders (including teacher leaders) to create a plan to support teachers who don't receive a designation in the first year of data capture. Working with teachers who have received a designation ensures they continue the practices that earned it and grow to increase the designation level. Communication is critical to the success of designing and implementing the system. The district will continue to engage stakeholders, primarily teachers, through ongoing participation in the TIA Committee, surveys, and feedback loops. At the beginning of the year, staff will receive updates, alignment training, and constant communication. The campus principal will also email communications and updates to staff and post them on the district's website.

Based on ongoing engagement and stakeholder feedback, IISD is committed to continually improving the TIA plan. Systems must be updated and enhanced to ensure they're fair and effective at reaching their intended outcomes. IISD will encourage participation in TIA feedback opportunities and use the feedback to update the TIA plan and processes as needed. Annually, the district will review data from surveys, T-TESS, and student growth to determine if changes, updates, and enhancements are necessary to the plan. Any updates will be communicated to all stakeholders.

Appendix A: Timeline for Designation Evaluation & Submission

Process Step	Timeline	Description
PD & Orientation	August	Training on TIA overview, Test Security, and the T-TESS observation instrument
Student Fall Assessment BOY	August-September	- Administer pre-tests (according to phased-in timeline) - Student Expected Growth Targets set after BOY administration
Goal Setting Conference	September	The evaluator and teacher review and agree on goals and a professional learning plan
T-TESS Walkthrough/ Observations	September-May	T-TESS Walkthrough(s) focused on T-TESS Domains 2 & 3
Formal Observations with/ Conference	Fall	- One formal observation - Written feedback and conference required
MOY Roster Verification	January-February	- Teachers will verify a roster that includes all students who will be part of the student growth calculation and submit it to the campus admin - Teachers can appeal if they want a student included/removed from the roster
Summative Evaluation	April-May	- Includes review of all four T-TESS domains - Written feedback and conference required
EOY Roster Verification	April-May	- Teachers will verify a roster that includes all students who will be part of the student growth calculation and submit it to the campus admin - Teachers can appeal if they want a student included/removed from the roster
Student Spring Assessment EOY	April-May	- Administer post-tests (according to phased-in timeline) - Determine if each student met their expected growth targets
End-of-Year Data Review	May-June	Campuses and departments compile data for the final TIA evaluation process
Evaluation Rating & TIA	June-October	- District analyzes T-TESS and student growth data - The district finalizes TIA scores and determines TIA designation eligibility
Data Submission	October	Data submitted to TEA/Texas Tech for validation
Notification of Data/System Approval	February-April	- TEA notifies the district of data review results - Teachers to receive notification of designation
TIA Designation Payout	By August 31st	Payments as outlined by the Italy ISD TIA Spending Plan

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Appendix B: TIA Service IDs

All approved Service IDs aligned with the assessment used to determine student growth are linked [here](#).