Crawford Independent School District

The mission of Crawford ISD is to foster a nurturing and inclusive environment where students are empowered to achieve their full potential. We are committed to academic excellence, personal growth, and a cultivation of a lifelong love for learning. By promoting respect, creativity, and critical thinking, we prepare our students to become compassionate, responsible, and engaged citizens in an ever-changing world.



TEACHER INCENTIVE ALLOTMENT LOCAL DESIGNATION SYSTEM HANDBOOK

Application originally submitted spring 2026, approved summer 2026. Expansion/modification in future years.

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TIA Overview

The Teacher Incentive Allotment (TIA), established by the 86th Texas Legislature through House Bill 3 in 2019, is designed to recruit, support, and retain effective teachers, especially in high-needs and rural schools.

Crawford ISD's implementation of TIA is a strategic effort to:

- **Attract and retain top educators** by offering competitive, performance-based compensation.
- **Improve student outcomes** through a focus on growth and instructional excellence.
- **Support rural and high-needs education** by providing resources to overcome geographic and socioeconomic challenges.
- **Empower teachers** by offering recognition, financial incentives, and a clear path for professional growth.

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** completely separate from the current Crawford ISD pay structure. However, this stipend is credited in the Teacher Retirement System and will be used in retirement benefit calculations.

Administered by the Texas Education Agency, TIA offers financial recognition to top-performing teachers based on designation level:

- $12,000, or an increased amount not to exceed $36,000, for each **Master Teacher.**
- $9,000, or an increased amount not to exceed $25,000, for each **Exemplary Teacher**; and
- $5,000, or an increased amount not to exceed $15,000, for each **Recognized Teacher**.
- $3,000, or an increased amount not to exceed $9,000 for each **Acknowledged Teacher** (*new designation level introduced by HB 2- 26-27*).

******Important: These are PRE-tax amounts! The actual amount received will be different. TIA-designated teachers will be responsible for taxes and TRS fees.***

These amounts are adjusted by student need and campus rural status, using a point system tied to economic disadvantage. Each year, TEA publishes projected allotments by campus and designation.
This handbook outlines the implementation of TIA at Crawford ISD, beginning with data collection in 2026-2027. The goal is to honor and reward teacher excellence while meeting state and local educational priorities. ****It is important to know that these are proposed figures which likely can change in April of each year. The TIA Funding Map provides estimates.**
TIA Funding Map

TIA Planning Committee

Crawford ISD formed a cross-campus TIA Planning Committee consisting of teachers, counselors, principals, and district-level administrators. This team collaboratively designed the local designation system and established protocols for observation, student growth, and communication.
CISD Planning Committee

Teacher Eligibility Criteria

To qualify for the TIA program, a teacher must hold a valid SBEC certification qualification and be coded as a teacher (code 087) in the student information system (Ascender), as reported to TEA through 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. See the Crawford ISD TIA Spending Plan for information on what happens if a teacher moves to another campus, district, or out of district.

***Important clarification**: While 087 coding is required, it alone does not guarantee eligibility to generate TIA funding. Teachers must also be in a classroom-based, student-facing role with assigned student growth data. Staff members coded as 087 but serving in non-instructional positions, such as librarians, counselors, or instructional coaches without student rosters, do not qualify to generate TIA funds.

Designation Levels and Process

Teacher access to additional compensation is based on the local identification of teachers as Master, Exemplary, Recognized, or Acknowledged. The district creates its system to designate teachers, but must submit this plan for approval to the Texas Education Agency.
According to state targets:

- **Master Teacher:** is one whose abilities place them in the top 5% of teachers statewide.
- **Exemplary Teacher:** has achieved levels of success commensurate with the top 20% of teachers statewide.
- **Recognized Teacher:** has achieved levels of success commensurate with the top 33% of teachers statewide.
- **Acknowledged Teacher**: has demonstrated effectiveness and meets locally defined standards aligned to state guidelines, commensurate with the top 50% of teachers statewide.(Effective 2026-27 School Year)

Designation Process

Once a teacher earns a designation, it is applied to their SBEC teaching certificate and remains valid for five years. The designation is not tied to a specific grade level, subject area, campus, or district, meaning teachers can change teaching assignments or move to another district and still retain their designation. If a teacher's performance qualifies them for a higher designation during the five years, and the state approves it, the five-year timeline resets. However, if a teacher moves into a role that is not eligible for TIA funding (such as an assistant principal or instructional coach), the designation remains on their certificate, but TIA funds will not be generated. If the teacher returns to a TIA-eligible teaching position within the five years, the funding will resume at the new district and campus. In the final year of the five years, teachers who continue to meet performance standards may be submitted for a new designation. If not renewed, the designation will expire and be removed from their teaching certificate, and TIA funding will end.

System Components

According to Texas Education Code §21.3521, every local designation system must include two key parts:

- **Teacher Evaluation:** This usually refers to your T-TESS appraisal or another approved evaluation tool. It looks at your instructional practices, planning, classroom environment, and professional responsibilities.
- **Student Growth Outcomes:** This measures how much academic progress your students make over time. It could include pre- and post-tests, portfolios, student learning objectives (SLOs), or third-party assessments.

Both components are required to ensure designations are fair, accurate, and focused on teaching quality and student success.

Teacher Evaluation System: T-TESS

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. In addition, based on an analysis of statewide T-TESS observation data, Crawford ISD will use TEA-identified minimum score averages across Domains 2 and 3 of T-TESS for teacher recommendations:

- **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 of these eight dimensions is scored on a scale of 1-5:

1 = Improvement Needed
2 = Developing
3 = Proficient
4 = Accomplished
5 = Distinguished

Access the T-TESS rubric linked below for a complete list of descriptors for each dimension and score.
T-TESS RUBRIC

Crawford ISD will conduct at least one observation for each eligible teacher, during which the teacher will have a pre- and post-conference.

For use in TIA designations, a teacher's scores on each of these eight dimensions are averaged.

Here's an example. Suppose a teacher's evaluation had this breakdown.

Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations	⚫					**5**
2.2 Content Knowledge		⚫				**4**
2.3 Communication			⚫			**3**
2.4 Differentiation			⚫			**3**
2.5 Monitor and Adjust		⚫				**4**
3.1 Routines, Procedures			⚫			**3**
3.2 Managing Behavior		⚫				**4**
3.3 Classroom Culture	⚫					**5**

Note:*Crawford ISD requires that a teacher earn a minimum score of 3.3 in order to qualify for TIA designation.*
More information can be found in TEA's Teacher Observation Performance Standards document.

Appraisal Calendar (dates are approximate)
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, teachers and administrators will be aware of the important events in this appraisal calendar. CISD 2026-2027 TTESS Calendar

Campus principals conduct orientation sessions for teachers who are new to T-TESS to familiarize them with the T-TESS process, its components, key staff roles and responsibilities, information and resources available during implementation, where to seek assistance, and how to develop and implement goals and professional development plans. The orientation serves as an initial overview that is supported by ongoing learning opportunities thereafter.

For a brief overview of the entire evaluation process, check out this year-at-a-glance timeline.

Timeline (When)	Group (Who)	Event (What)
August 2026	Teachers	Attend T-TESS Orientation / Training.
Sept 18, 2026	Teachers	Complete Teacher Goal-Setting.
August 27, 2026	Campus Admin	Observations can begin (≥2 weeks after orientation).
Ongoing	Campus Admin	T-TESS Calibration: Gather by school level, complete walkthrough observations on select dimensions (Domains 2-3)
Ongoing	Campus Admin	Discuss T-TESS data (skew, correlation) and calibration at administration meetings.

Aug 27 - March 19	All	Walkthrough observations (any instructional day of the year)
		A formal lesson appraisal, which includes Pre-conference, Observations, and Post-conference
mid-April, 2027	Teachers	Complete Reflection on Goals
April 23, 2027	Campus Admin	Deadline for completing EOY conferences and summative appraisal reports (≥15 days before the last day of instruction)

If a teacher has a question about their appraisal or observation scores, please contact your campus principal.

Student Growth Measures

Student growth will be calculated for all students who have a designated fall and spring assessment. Student growth performance will be associated with teachers based on the following enrollment criteria:

- teacher of students at the beginning of the year (mid-September)
- teacher of record at PEIMS winter enrollment (mid-February)
- teacher of record at the end of the year

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

If a teacher teaches multiple TIA-eligible courses/subjects/grades, all of their students across the multiple TIA-eligible courses/subjects/grades will be used to calculate student growth.

The TIA program allows for various ways to measure student growth outcomes. Crawford ISD utilizes the growth method of pre- and post-tests for the first cycle of our program implementation. In future expansion years, we will explore other growth measurement methods.

In the initial data collection year 2026-2027, CISD will offer fall and spring assessments for the following groups: **-K-5 Reading**

-3-8 Math
-3-4, 6-8 Social Studies
-5-8 Science
-6-8 RLA
-Algebra 1 & 2
-Geometry
-Pre-Calculus
-Biology
-Chemistry
-Physics
-World Geography

-US History
-World History
-Government/Economics
-English 1-4

To be eligible for a TIA designation, teachers are recommended to earn a minimum student growth outcome. TEA established these minimum expectations based on statewide performance expectations:

- Acknowledged designation > 50%
- Recognized designation > 55%
- Exemplary designation > 60%
- Master designation > 70%

Appendix A (Examples of Student Growth Measurements)
Click on the link to see examples that outline how student growth is calculated using assessment-based models across multiple categories. Appendix A

Additional information can be found in TEA's Student Growth Performance Standards.

If a teacher has a question about their student growth target, please contact Brandon Ely.

State Performance Standards

The district's local TIA designation system may be based on performance standards set by the state of Texas. Based on statewide analysis of teacher observations and student growth measures, the Texas Education Agency recommends the following guidelines for designations.

Designation	Percent of Teachers (statewide)	T-TESS Evaluations (Domains 2 and 3)	Student Growth Percentage
Master	Top 5%	Average ≥ 4.5 (90%)	At least 70% of students
Exemplary	Top 20%	Average ≥ 3.9 (78%)	At least 60% of students
Recognized	Top 33%	Average ≥ 3.7 (74%)	At least 55% of students
Acknowledged **Effective 26-27 School Year*	Top 50%	Average ≥ 3.5 (70%) ***CISD will use 3.3 (66%)**	At least 50% of students

More information can be found on the TEA website: [Teacher Observations] and [Student Growth]

TIA Scoring Methodology

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

1. The total T-TESS teacher appraisal composite score is calculated for all teachers evaluated with the T-TESS instrument (Domains 2 and 3).
2. The student growth score is calculated for all teachers with student growth results for students meeting enrollment criteria. The percentage is calculated based on the sum of students meeting growth expectations across eligible content areas and the sum of tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).
3. Teacher appraisal and student growth outcomes are verified to ensure that the component scores meet the State's minimum performance criteria.

Appendix B provides clear insight into the scoring methodology used by a Texas ISD to determine teacher designations through the Teacher Incentive Allotment (TIA) program. By including this level of transparency, the district seeks to ensure that all stakeholders—teachers, administrators, and community members—fully understand how evaluation and student growth data are combined to identify high-performing educators. The detailed formula, designation thresholds, and example calculations are included in **Appendix B.**

TIA Evaluation and Frequency

Evaluation of teacher eligibility for a TIA designation is considered **annually**. All teachers within the testing criteria must be evaluated, and their students' data will be collected in the first year of TIA data collection. 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 - for example, a teacher who earned an Exemplary TIA designation during 20206-2027 would not be submitted to maintain their TIA Exemplary designation in subsequent years if they continue to earn a qualifying Exemplary designation TIA score and meet the minimum teacher appraisal and student growth component minimums.
- 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 2026-2027 could be submitted in 2027-2028 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.

Data Collection and Validation Process

This section outlines how Crawford ISD ensures the accuracy, fairness, and consistency of the teacher evaluation process using the T-TESS framework. It explains how evaluators are trained and calibrated, how observations and walkthroughs are conducted, and how data is used to guide both teacher growth and evaluator accountability. It also describes the safeguards in place for administering student growth assessments with fidelity, ensuring valid comparisons between instructional effectiveness and student outcomes.

In alignment with updated TEA guidance, Crawford ISD also monitors designation outcomes across campuses, grade levels, and teacher subgroups to ensure equity and prevent disproportionality. Designation data will be reviewed annually to identify trends or gaps, inform professional development, and promote fair and inclusive implementation of the local designation system.

Teacher Observation (T-TESS) Measure

Crawford ISD is committed to implementing T-TESS with fidelity to ensure the validity and reliability of teacher observation scores.

Appraiser Calibration and Certification Requirements

- Complete state-approved T-TESS appraiser training.
- Pass the T-TESS certification exam.
- Participate in annual calibration activities to ensure consistency, reliability, and accuracy in teacher observation ratings.
- Participate in periodic recertification and ongoing training required for T-TESS and Teacher Incentive Allotment (TIA) compliance.

Appraisal Calendar Basics

- The appraisal period includes all days of a teacher's contract.
- Observations must be conducted during student instructional days.
- Formal observations may not occur during the two weeks following T-TESS Orientation.
- End-of-Year Conferences must be completed no later than 15 working days before the last day of student instruction.

Appraisal Frequency

- Probationary contract teachers: Appraised annually in accordance with state law and district expectations, including at least one formal observation per year.
- Term contract, non-TIA eligible teachers: Appraised on a three-year cycle in accordance with Board Policy, with at least one full appraisal completed during the designated cycle year.
- TIA-eligible teachers: Appraised annually in accordance with TIA requirements.

Important Information and Dates

- **T-TESS Orientation**: During August professional development or within the first three weeks of school.
- **Goal Setting & Professional Development Plan (GSPD):** Due within the first six weeks of instruction. Deadline is September 18, 2026
- **First Day for Formal Observations:** August 27, 2026.
- **Post-Conferences:** Within 10 working days .
- **Last Day for Formal Observations:** March 19, 2027

- **End-of-Year Conferences:** Must be completed by April 23, 2027 to meet the state requirement that conferences occur no later than 15 working days before the last day of student instruction. Completed no later than 15 working days before the last instructional day.

T-TESS Requirements for TIA

- One formal T-TESS observation conducted in accordance with TEC requirements in a TIA-eligible assignment.
- A completed T-TESS Summative Evaluation

Walkthroughs

- Informal walkthroughs and evidence collection may occur throughout the appraisal period and are not restricted by the formal observation calendar. Each teacher must receive two walkthroughs per year.
- While a minimum of two walkthroughs is expected, extenuating circumstances (e.g., maternity leave, FMLA, or other extended absences) may result in fewer walkthroughs.

District Observation Blackout Dates

- August 12–26, 2026 (First two weeks of instruction)
- November 20, 2026 (Before Thanksgiving Break)
- December 17, 2026–January 4, 2027 (Before Winter Break)
- March 5, 2027 (Before Spring Break)
- May 10–14, 2027 (Final instructional week)

Student Growth Measure

The assessment team (district and campus testing coordinators), along with campus test administrators at our district, is responsible for ensuring that all assessments across the district are executed with fidelity.

At the end of the year, the district will calculate the percentage of students meeting or exceeding expected growth for each teacher to get a student growth percentage. Also, the district and campus leaders will review data from both T-TESS and student growth measures and compare the outcomes for correlation.

Timeline & Review Steps

Following the initial approval of our local designation system, each year, the district must complete specific steps in a continuous, overlapping cycle:

YEAR ONE: Data Collection

- Collect data (T-TESS for teacher evaluations, pre- and post-tests for student growth)

YEAR TWO: Designation

- October: Submit data to TEA, along with a list of proposed teacher designations.
- February: TEA approves the district's data and designations.
- April: TEA posts the final TIA annual allotment.

- May-August: Expend funds.

These overlapping cycles are described in the chart below.

School Year	Cycle 1 Data Submission		Cycle 2 Application Accepted		Cycle 3 – New Application	
2026-27	Collect Data		Meet for Q&A - Submit Application			
2027-28	Collect Data	Oct: Submit Feb: Verify May-Aug: Pay	Collect Data		Meet for Q&A - Submit Application	
2028-29	Collect Data	Oct: Submit Feb: Verify May-Aug: Pay	Collect Data	Oct: Submit Feb: Verify May-Aug: Pay	Collect Data	
2029-30	Collect Data	Oct: Submit Feb: Verify May-Aug: Pay	Collect Data	Oct: Submit Feb: Verify May-Aug: Pay	Collect Data	Oct: Submit Feb: Verify May-Aug: Pay

Timeline of work to be done for each Cycle to be approved.

MONTH	Task that is completed for each Cycle/Cohort/Expansion Application
September	Initial meeting (or Google Meet) for committee regarding the next year's cycle/cohort/expansion application
October	Committee meets to discuss methods for measuring student growth (pre/post-test, portfolios, etc.)
November	Committee meets to discuss methods for setting student growth goals.
January-February	Finalization of a district plan to expand or modify
April	Submission to TEA of the District's expansion/modification application
June	Approval from TEA

Distribution of Compensation

Crawford ISD TIA Spending Plan (link)

Distribution Breakdown & Retained Percent Use

The statute requires that 90% of TIA funds be distributed directly to teachers:

- TIA-designated teacher = 90% of the teacher's TIA dollars will be distributed with 80% going to the TIA-designated teacher, and the remaining 10% will be split evenly among all other student-facing instructional roles on campus, dyslexia specialists, special education teachers, and paraprofessionals who provide instruction to students. All teachers are eligible for an even split of the 10% regardless of whether they earned their own designation.

The district shall retain 10% of the TIA dollars to use as follows:

- The 10% of funds that go to the district will be used for training and support, teacher recruitment, expenses related to purchasing programs used for pre/post test assessments (initially- mClass, Renaissance STAR, TEKS Ready, NWEA MAP), professional development, and other stipends for the district TIA lead, Director of Technology and Instructional Technologist serving as TIA Data Manager, and principals serving as TIA lead and/or who are responsible for monitoring the correlation between student growth and teacher observations at their campus.

Compensation Frequency

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

- TIA-designated teachers will receive TIA compensation in one lump payment beginning with the May 2028 paycheck.

** This payment will not replace the district's current pay structure. For those who earn a distinction and generate allotment funding, the payment will be an additional state stipend, completely separate from a teacher's salary. Because the stipend will be included in payroll, it is subject to taxes. However, this stipend is credited to the Teacher Retirement System and will be used in retirement benefit calculations.

The link above provides details of Crawford ISD Spending Plan, and the Q&A section of this handbook addresses multiple questions.

Compensation Impact

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.

Campus Factors & Allotment Impact

Once approved, a teacher's designation level relates directly to the amount of the allotment received by the district. Student need, as identified by compensatory education allotment (see TEC §48.104), is the other factor in determining this amount. In other words, teachers generate greater allotment when they work at schools with more significant economic needs.

***Note:** Designation award amounts will vary by campus based on factors such as student demographics and campus need. To determine the specific funding levels for your school, refer to the **TIA Funding Allotment Map** provided by the Texas Education Agency.

Campus	Acknowledged	Recognized	Exemplary	Master
Crawford Elementary	$4,813	$8,022	$13,835	$19,252
Crawford Jr. High/High School	$4,803	$8,005	$13,808	$19,212

The TIA Funding Map Link can be used to find the latest allotment amounts per school. *Note that allotments are recalculated annually in April. The above amounts were from October 2026. ****It is important to know that these are proposed figures which likely can change in April of each year. The TIA Funding Map provides estimates.**

Earning a Designation: It's a 2-year Process

By state rules, earning a designation through TIA is a **two-year process**. The first year is for **data collection**, and the second year is for submitting and confirming **designations**. In the designation year (year 2 of the process), the district must submit data to the Texas Education Agency for review by an October deadline. All designations are preliminary until final validation occurs in the following February.

Per state policies, for Crawford ISD to issue a designation, that person must have been **employed as a teacher by the district** during **BOTH years** in this process. In other words, we can only propose designations for teachers who work for us based on data collected (the year before) while working with our students.

TIA Cycle

YEAR ONE	The **data collection** year	A teacher must work in Crawford ISD in one of the eligible categories where student growth data is collected using an approved student growth measure.
YEAR TWO	The **designation** year	A teacher must still be employed in Crawford ISD and coded as a teacher (087) in PEIMS. The teacher does not need to be working on the same campus or in the same category (grade level or content) as the data collection year.

Frequently Asked Questions (FAQ)

Here are some answers to frequently asked questions. TIA Website FAQs

Q1. How long will the TIA program be in effect?
Short Answer: Indefinitely
Detailed Answer: The Teacher Incentive Allotment is funded through the Foundation School Program. This means the program is built into state law and will continue unless legislative changes are made to remove or modify it.

Q2. If I teach an assignment that is TIA eligible, am I required to participate in TIA?
Short Answer: Yes
Detailed Answer: If the teacher is in an eligible teaching assignment, they are required to participate if the district has a TIA plan.

Q3. Do teachers need to apply or submit paperwork to earn a designation?
Short Answer: No
Detailed Answer: There is no formal application. Districts will gather appraisal and student growth data to determine who qualifies. Teachers will be notified if their data supports submission for a designation.
The only paperwork teachers may need to complete is a roster verification form at the end of the year to confirm student-teacher assignments.

Q4. Who collects the data during the data capture year?
Short Answer: District and campus administrators
Detailed Answer: District-level staff extract T-TESS data from authorized systems and gather student growth data from vendor-supported platforms. All data is managed following data privacy protocols and is shared exclusively with the Texas Education Agency (TEA) and designated validation partners.

Q5. How can I learn more about my student growth assessments?
Short Answer: Visit their online websites
Detailed Answer: When the vendor meets TEA requirements, they are placed on this third-party assessment option. You can search here to find information on the numerous vendor options.

Q6. How long does a TIA designation last?
Short Answer: 5 years
Detailed Answer: Once TEA approves a designation, it stays on the teacher's certificate for five years. The designation is portable and remains valid even if the teacher transfers to another eligible Texas district or campus.

Q7. If I earn a designation this year, do I need to go through data collection again next year?
Short Answer: Possibly
Detailed Answer: While a designation lasts five years, districts may collect new data annually to support ongoing or higher-level designations. Even designated teachers may be included in the data set to strengthen district validation.

> *Katie Garner, TEA TIA Specialist, notes:* "Every year can be a data capture year if the district submits designations. Waiving data collection for designated teachers may reduce correlation strength, so use caution."

Q8. Is there a limit to how many teachers can earn a designation?
Short Answer: No

Detailed Answer: Designations are not capped. However, the state does validate district submissions and may flag unusually high designation rates.

Q9. Can retired teachers who are rehired earn and receive TIA stipends?
Short Answer: Yes
Detailed Answer: Retired/rehired teachers are eligible for designations and stipends. The financial impact depends on their employment status (part-time/full-time) and should be discussed with TRS to understand individual implications.

Q10. What is the timeline for receiving TIA funds?
Detailed Answer: For the first year of a teacher's designation, districts are notified of funding amounts by designation level and campus in the spring, and funds arrive the following September in settle-up. Following the initial payment, districts receive regular funds based on projections according to their regular FSP payment schedule, with a settle-up each September.

Q11. Who do I contact if I have questions about student growth targets, and/or appraisal/observation scores?

Detailed Answer: For questions regarding student growth targets, contact Brandon Ely (although your campus principal may have an answer as well). For questions regarding appraisal/observation scores, please contact your campus principal.

External Resources

2026 TEA Accountability Manual (preliminary)

TEA Educator Resources
TEA Teacher Incentive Allotment
TEA Teacher Incentive Allotment Funding Allotment Map

TIA Homepage: https://tiatexas.org
Assessment List: https://tiatexas.org/assessments
TEA Designation Guidance: https://tiatexas.org/guidance
Texas Teacher Evaluation & Support Systems (T-TESS): https://teachfortexas.org/

Appendix A: Student Growth Measure Categories (Examples Only)

This appendix provides detailed descriptions of each student growth measure category used by a Texas District. These include assessment methods, scoring models, and examples used to calculate TIA eligibility.

Category 1: NWEA MAP

The District will offer fall and spring assessments using **MAP tests** in the subjects and grades listed below.

Eligible Teacher Group (Category 1)	T-TESS Observation	Student Growth Measure	Total
Teachers of **Reading** in Kindergarten and grades 1 through 3, and teachers of **Mathematics** in Kindergarten and grades 1 through 3. Includes MTSS/Intervention/GT, SPED, and Dyslexia Teachers.	40%	60%	100%

Eligible Teacher Group (Category 1)	Pre-Test	Post-Test	Growth
Teachers of **Reading** in Kindergarten and grades 1 through 3, and teachers of **Mathematics** in Kindergarten and grades 1 through 3. Includes MTSS/Intervention/GT, SPED, and Dyslexia Teachers.	NWEA MAP (Fall/BOY)	NWEA MAP (Spring/EOY)	Adequate growth is determined by NWEA based on each student's RIT score.

Note: MAP testing also includes a middle-of-year assessment, taken either at the end of December or in the first few weeks of January. While middle-of-year assessments provide good information about student progress, these scores do not directly affect data collected for TIA.

Student Growth

After each administration of MAP testing, students receive a **scaled score** (called a "RIT score"). Based on initial tests, the MAP system generates a **projected score** for the spring (end-of-year) assessment. This projected score serves as each student's **growth goal**. (See samples below.)

Student	Fall RIT score	Spring RIT score	Projected RIT	Projected Growth	Observed Growth	Met Projected Growth
Alex	192	201	196	4	9	Yes
Brad	189	185	193	4	-4	No
Cara	***	192				Excluded
Dava	212	200	216	4	-12	No

Elsa	199	213	203	4	14	Yes
Felix	191	199	195	4	8	Yes
Gwen	204	200	208	4	-4	No

Student Growth Percentage
For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

For example, the above chart displays MAP Growth scores for seven students. One student, Cara, did not have a score for the fall administration, so she is excluded from the growth percentage. Of the remaining six students, three "met projected growth." So, the student growth percentage would be 3/6 = 50%.

Category 2: STAAR Results with Released STAAR for Pre-Test (EXAMPLES continued)

Specific grade levels and subject areas will use **STAAR results with the released STAAR for the Pre-test** to measure student progress.

Eligible Teacher Group (Category 2)	T-TESS Observation	Student Growth Measure	Total
Teachers of 5th grade science, 8th grade science, 8th grade Social Studies, and high school US History and Biology.	40%	60%	100%

Eligible Teacher Group (Category 2)	Pre-Test	Post-Test	Growth
Teachers of 5th grade science, 8th grade science, 8th grade Social Studies, and high school US History and Biology.	STAAR released exam (given at the beginning of the year)	STAAR assessment results	Adequate growth could be determined by a "closing the gap" model.

A released STAAR exam will be administered through Cambium for the pre-test at the beginning of the year. It will have the same number of questions and item types as the actual STAAR taken at the end of the year.

Student Growth (EXAMPLE)
STAAR exams are scored using a percentage based on the number of items correct. From the beginning-of-the-year test, a growth target is determined using a "half the gap" model unless the score is 85% or better on the BOY, in which case the student must maintain an 85% or better on the EOY. To count as reaching projected growth, students must meet or exceed this target on the end-of-year STAAR results.

Student	BOY % Correct on Released STAAR	½ the gap% % growth needed by EOY – Projected Growth	EOY % Correct on STAAR	Observed % of Growth	Difference in ½ the Gap and Observed Growth	Met Projected Growth EOY % Correct on STAAR
Alicia	35	33	67	32	-1	No
Brady	10	45	73	63	18	Yes
Clint	5	48	56	51	3	Yes
Donovan	87	0	-	-	-	Excluded
Elise	56	22	78	22	0	Yes
Flinn	91	0	87	-4	-4	Yes
Gary	88	0	92	4	4	Yes

Student Growth Percentage
For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

For example, the above chart displays STAAR Released scores to STAAR/EOC EOY Scores for seven students. One student, Donovan, did not have a score for the spring administration, so he is excluded from the growth percentage. Of the remaining six students, five "met projected growth." So, the student growth percentage would be 5/6 = 83%.

Pre-Post Test
For all categories of pre- and post-tests, we will use the following processes:

Student Eligibility
For a student's growth data to be associated with a specific teacher, the student's enrollment should meet the following criteria:

- Participated in beginning-of-year (fall) testing in the teacher's content area.
- Participated in end-of-year (spring) testing in the teacher's content area
- Was enrolled in the teacher's class at the beginning of the year in PEIMS (late September)
- District-level TIA personnel will consult with the district PEIMS coordinator and campus administrators to complete a documentation process to ensure that class enrollment lists are accurate. Students who do not meet eligibility criteria will be removed from (and will not count toward) a teacher's student growth percentage.
- **If a student changes teachers (but maintains the same course), they will only count toward the new teacher's record if the move occurred within the first nine weeks of instruction for a full-year course, or within the first three weeks of instruction for a one semester course.*

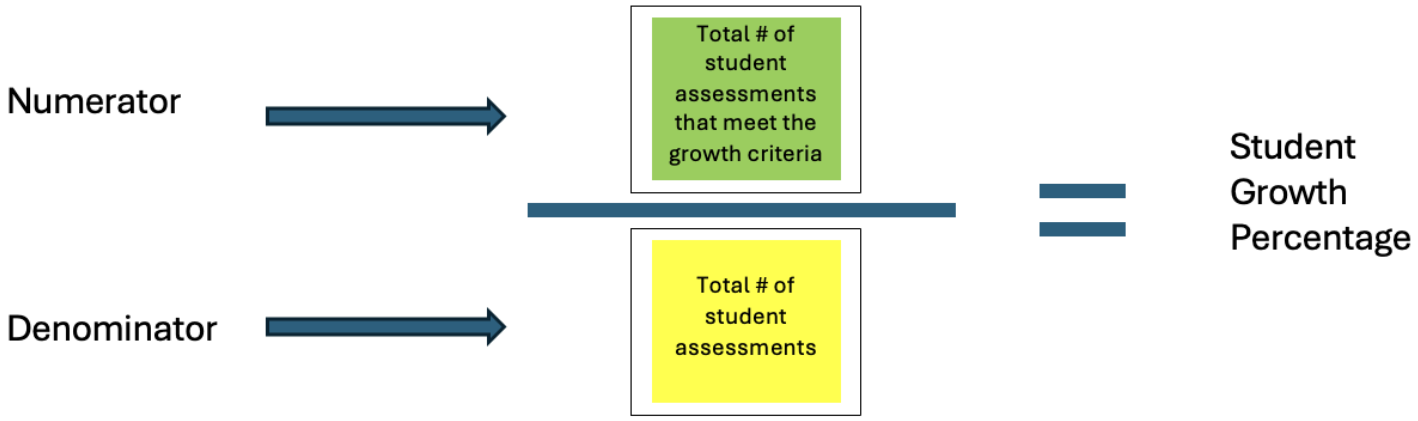
Teachers with Multiple Subjects:
Classroom student growth will be calculated based on all tests taken for each eligible course. For example, if a teacher teaches both math and reading in K-2 or Algebra 1 and English II in high school, then the growth measure will consist of all students in both courses.

Example: A teacher teaches 84 students in Algebra I and 67 students in English II. Of the 84 students in Algebra I, 66 students met or exceeded their expected growth. Of the 67 students in English II, 49 students met or exceeded their expected growth. To calculate the % of students who met or exceeded expected growth, the district would use the following calculation:

- The computation would be (66+49) ÷ (84+67) = % of students who met or exceeded expected growth, or 115 ÷ 151 = 76.15%. The classroom student growth percentage would be 76.2%.

Student Growth Percentage
For each eligible teacher, a **student growth percentage** is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

The total number of student assessments will be used to calculate a teacher's TIA student growth measure score. For teachers who teach more than one subject with a TIA assessment, the total number of student assessments that meet the growth criteria will be used. For instance, a second-grade teacher who teaches both math and reading with 21 students in his/her class will have a total of 42 assessments. If a teacher has more than one eligible course, all student assessments are included in the calculation.



Of course, greater student growth percentages increase the likelihood of a teacher earning a higher designation.

Secure Testing Environment

BOY, MOY, and EOY assessments are part of the ISD-aligned curriculum and assessment strategy. As such, the campus testing coordinator and the building administrators are responsible for ensuring all assessments are conducted in a secure testing environment.

Appendix B: Scorecard Example

In Crawford ISD, TIA designations may be based on the **TIA score**, which is a 100-point scale-weighted combination of the *evaluation percentage* (EP) and *student growth percentage* (SGP).

$$\text{TIA Score} = 40(\text{EP}) + 60(\text{SGP})$$

In other words, the evaluation percentage (from T-TESS) accounts for 40% of the TIA score, and the student growth percentage accounts for 60% of the score.

To qualify for a designation, a teacher's TIA score must be at or above the levels listed in this chart.

Designation	TIA Score	Calculation Method EP-40% SGP- 60%	Connection to State Performance Standards
Master	**78**	40(90%) + 60(70%)	T-TESS 4.5/5 = 90%, with 70% growth
Exemplary	**67.2**	40(78%) + 60(60%)	T-TESS 3.9/5 = 78%, with 60% growth
Recognized	**62.6**	40(74%) + 60(55%)	T-TESS 3.7/5 = 74%, with 55% growth
Acknowledged	**56.4**	40(66%) + 60(50%)	T-TESS 3.3/5 = 66%, with 50% growth

Note: By state guidelines, to earn a designation, a teacher must score at least "Proficient" in each of the eight dimensions in Domains 2-3 on T-TESS.

Example: A teacher has the following data:

TTESS average is 3.9 (31/40=78%), and Student Growth is 62%

TTESS Score = 78% x 40% of evaluation weight = 31.2
Student Growth Score = 62% of student meeting expected growth x 60% of total weight for student growth= 37.2
31.2 + 37.2 = 68.4
Final score = 68.4
Proposed Teacher Designation Submission for Validation = Exemplary

To determine annual teacher eligibility for a TIA designation, the following steps are completed by district-level administrators during end-of-year data analysis (May - July):

- Pull T-TESS data from Eduphoria, which lists dimension ratings (Distinguished, Accomplished, Proficient) on a 1-5 scale.
- Compute a total for the eight dimensions in Domain 2 and Domain 3.
- Convert this total to a percentage out of 40 (EP = evaluation percentage).
- Pull MAP Growth data from the NWEA MAP website, STAAR data from the Cambium Assessment website, MClass Dibels data from the MCLASS website, Renaissance STAR data from the Renaissance website, and TEKS Ready data from Eduphoria.
- Validate student lists.
- For each eligible teacher, calculate the SGP (student growth percentage).
- Align teachers' percentages in each category.
- Compute a TIA score for each teacher.
- The committee will assign preliminary designations based on the criteria above.