Palmer ISD

TIA Guidebook

Teacher Incentive Allotment

2026-2027

PLEASE NOTE: This is a working document; details are subject to change.
Last Updated 7/7/2026

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 a highly competitive salary for teachers, prioritizing 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 designate high-performing teachers.

To implement the Teacher Incentive Allotment, House Bill 3 requires setting "performance and validity standards" to ensure the identification of highly effective teachers under the three designation categories—Acknowledged, Recognized, Exemplary, and Master—yields reliable and comparable results across the state.

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.

Palmer ISD created a TIA Committee consisting of teachers, campus leadership, and district leadership, which met monthly during the 2023-24 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 as part of Cohort G in April 2024, and expansion and modification applications in April 2025 and 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. Palmer ISD will provide competitive compensation and align district and campus goals to create a strategic support system for retaining teachers.

Plan Development

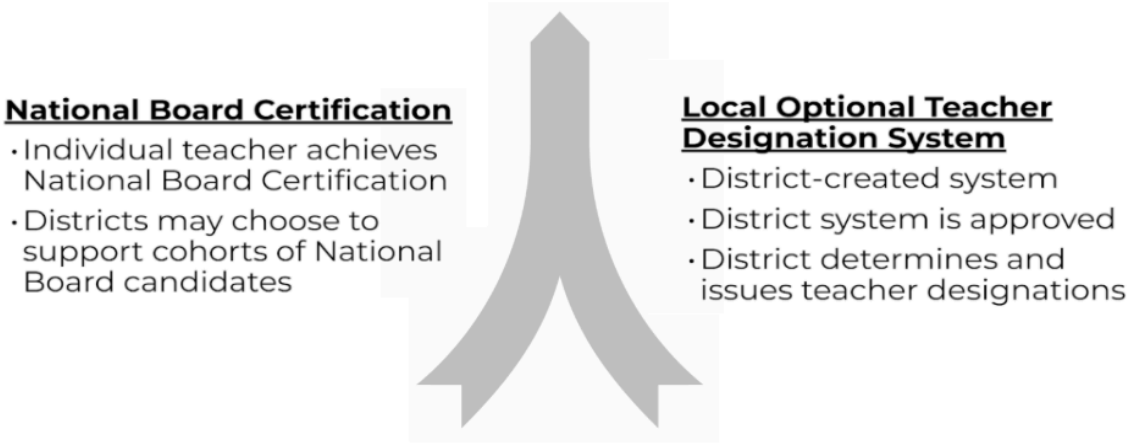
Stakeholders & Feedback

PISD initially formed a TIA Committee to create the local teacher designation system in alignment with statewide performance standards. The committee included 28 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 starting in November 2023 and held multiple meetings. Between each meeting, committee members shared information with the campuses and departments they represented to seek 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 feedback into the design of the local designation system. During the 2024-25 school year, staff feedback and insights on the system informed our modifications or expansions.

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 Palmer ISD



National Board Certification (NCB)

National Board Certification (NBC) is a voluntary, advanced credential that recognizes accomplished PreK–12 educators through a rigorous, performance-based assessment aligned to National Board for Professional Teaching Standards (NBPTS) standards.

Teachers may earn the Texas National Board Certified Teacher (NBCT) designation if they hold an active Texas teaching certificate, maintain active National Board Certification, and meet state reporting requirements. Once earned, the designation remains active until July after the National Board certificate expires.

Palmer ISD supports educators pursuing National Board Certification as a pathway for professional growth and teacher recognition. Certification is available across multiple content areas and grade levels (PreK–12). Interested educators should visit www.nbpts.org for information and contact Human Resources regarding certification documentation.

Through the Teacher Incentive Allotment (TIA), Texas reimburses eligible teachers for National Board Certification fees upon successful completion of certification requirements. Districts also receive additional TIA funding for teachers who earn and maintain the National Board Certified Teacher designation. In accordance with House Bill 2, the State Board for Educator Certification (SBEC) was required to review the National Board Certified Teacher designation by December 31, 2026, and determine whether to reauthorize or revoke the designation under Texas Education Code §21.3521(c). If SBEC does not reauthorize the designation, authorization for the National Board Certified Teacher designation will be discontinued.

Palmer ISD is committed to helping teachers who want to complete the National Board Certification. PISD'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
Palmer ISD's goal is for all teachers to be eligible to earn a designation over multiple years with a phased-in approach. This is the current list of participating grade levels and courses for the 2026-27 school year.

Grade Level/Course
Pre-K and ECSE
4th-8th Math and Reading, Algebra I, English I, and English II (including SPED & Dyslexia)
3rd Reading, 3rd Math, 5th Science, 8th Science, 8th SS, US History, Biology (including SPED & Dyslexia)
Kinder-2nd Reading/Math (including SPED & Dyslexia)
3rd-4th Science. 3rd-4th Social Studies, 6th Science, 5th-6th Social Studies, 7th Science, 7th Social Studies, English III, English IV, Geometry, Algebra II, Precalculus, Statistics, IPC, Chemistry, Physics, Earth Systems Science, World History, World Geography, Government, Economics, Computer Science, BIM, Professional Communications/Speech, HS Art I, Spanish I, Principles of Business, Marketing, and Finance
SPED: Life Skills (Grades 4-11)
PE
Course Taking iCEV: Intro to Culinary, Human Growth and Development, Principles of Human Services, Small Animal Management, Veterinary Medical Applications, Financial Literacy, Ag Mechanics, Digital Media, Principles of Agriculture, Food and Natural Resources, Wildlife Fisheries, and Ecology Management, Career and Technical Education Project-Based Capstone
MS Band, MS Outdoor Education, Life Skills (K-3), MS Theatre

Eligible 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. There are no certification requirements as long as the person is coded as 087 and is 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 to be shifted, the teacher will be eliminated from participating in 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 based on the teachers connected to our approved Service IDs. Each fall, the district works to ensure that teachers not tied to an approved Service ID are added to the appropriate service ID based on the Course Master, which is connected 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 to ensure 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 number of 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 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 all phases of Palmer ISD's Teacher Incentive Allotment rollout, the Texas Teacher Evaluation and Support System (T-TESS) will be used to determine designations for eligible teachers' observation requirements of TIA. PISD 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

Palmer ISD does a deep dive into our teacher observation rubric at the beginning of each school year for both appraisers and teachers. The goal is that everyone involved in the appraisal process understands precisely what is being asked in each dimension's indicators and clearly understands which classroom behaviors (student and teacher behaviors) align with which indicators. Appraisers are required to recertify every three years.

T-TESS Observations for TIA-Eligible Assignments

- One unannounced 45-minute observation will follow the pre-conference during a three-week window by March 3rd. A post-conference will be scheduled after the observation. This observation should be made during the TIA-eligible course.
- One TIA Walkthrough in the Fall AND Spring (2 @ a minimum)
- 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 walk-throughs plus one observation, and eight dimensions during each)
- Appeals can only be made for the formal observation after 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 a multitude of walkthroughs that focus on one or more dimensions of the T-TESS Rubric.

How will teacher observations be used to determine designations?

Palmer ISD's designation system will ensure teacher observation ratings align 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 according to the statewide performance standards. The minimum average scores were derived from an analysis of T-TESS observations across the state, with scores on a 1-5 scale. 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 PISD.

Designations and Teacher Observation	
Designation	**Average T-TESS Score Domains 2 & 3 *Minimum of 3 on all dimensions**
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**

Palmer ISD requires: a) 1 formal (45 minutes) scored observation; b) 2 scored walkthrough (15-minute minimum) observations (one in the Fall and the other in Spring); c) 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 outlined number of observations and data points for unforeseen situations. 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**		

Student Growth Measures

Student Growth Instrument

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

Grade Level/Course	Student Growth (Pre-/Post-Tests)	Who sets the Expected Growth Target? How?
Pre-K and ECSE	Circle/CLI	District: Graduated Percent Increase
4th-8th Math and Reading, Algebra I, English I, and English II	STAAR	TEA (Transition Tables)
3rd Reading, 3rd Math, 5th Science, 8th Science, 8th SS, US History, Biology	STAAR Released Test/STAAR Test	District: Graduated Percent Increase
Kinder-2nd Reading/Math	mCLASS	mCLASS/District
3rd-4th Science. 3rd-4th Social Studies, 6th Science, 5th-6th Social Studies, 7th Science, 7th Social Studies, English III, English IV, Geometry, Algebra II, Precalculus, Statistics, IPC, Chemistry, Physics, Earth Systems Science, World History, World Geography, Government, Economics, Computer Science, BIM, Professional Communications/Speech, HS Art I, Spanish I, Principles of Business, Marketing, and Finance	TEKSready	District: Graduated Percent Increase
SPED: Life Skills (Grades 4-11)	STAAR-Alt 2	TEA (Transition Tables)
PE	FitnessGram	District: Graduated Percent Increase
Intro to Culinary, Human Growth and Development, Principles of Human Services, Small Animal Management, Veterinary Medical Applications, Financial Literacy, Ag Mechanics, Digital Media, Principles of Agriculture Food and Natural Resources, Wildlife Fisheries, and Ecology Management, Career and Technical Education Project-Based Capstone	iCEV	District: Graduated Percent Increase
MS Band, MS Outdoor Education, Life Skills (K-3), MS Theatre	District-created	District: Graduated Percent Increase

*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 PISD 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 to the PISD 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. The students in each section identified as receiving special education will be included on the SPED teacher's roster, and those same students will also be 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 that supports the student. 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 out of 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 data from a previous year will still be included.

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 based on our phased-in timeline.
        - If a teacher is self-contained in Kindergarten, the growth measure would consist of 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

Palmer ISD's designation system will ensure student growth measures align with the Texas State Performance Standards for 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 PISD. The student growth score is calculated for all teachers with student growth results for students who meet the enrollment criteria. The percentage is calculated as the sum of students meeting 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 Measure**
Acknowledged	50%
Recognized	55%
Exemplary	60%
Master	70%

Setting Expected Growth Targets (District sets expected Growth)
Palmer ISD utilizes the Statewide Student Growth Performance Standards to calculate a teacher's end-of-year student growth percentage, which is determined by dividing the number of students who met or exceeded growth expectations by the total number of students with an expected growth score. The Guidebook outlines the procedures and is shared with teachers when they receive their 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 used for each category of teachers in our Local Designation System uses a different method to determine whether a student shows growth. Refer to EDpact's TIA Student Growth Guide for more information. TEA requires that the assessments used to assess growth be valid and reliable. Thus, determining each student's growth from BOY to EOY must be approved by TIA, our system application.

Palmer ISD will use a 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 (e.g., released STAAR assessments, TEKSready, iCEV, CLI, and other approved measures), 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.

PISD Graduated Percent Increase Model		
Category	**Pre-Test Score**	**Category Growth Points** *(required amount increase)*
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

Specific Student Growth Assessment Instructions

For Pre-Kindergarten, Palmer ISD will use the **CLI/CIRCLE** assessment to measure student growth in Reading and Mathematics.

- **Reading Growth:** Growth will be calculated using the average of the following Wave 1 and Wave 3 measures:
    - Rapid Letter Naming
    - Rapid Vocabulary

    - Phonological Awareness Composite Score
- **Mathematics Growth:** Growth will be calculated using the **Total Mathematics Composite Score** from Wave 1 and Wave 3.

For STAAR assessments that use Transition Tables (Grades 4–8 Mathematics and Reading, Algebra I, and English I and II), teachers should review each student's prior-year STAAR performance to determine the performance level required this year to demonstrate growth. For TIA purposes, Palmer ISD defines a student as having met growth if the student earns at least **.5 or 1 growth point** on the STAAR Transition Table measure.

Annual Growth						
Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Palmer ISD Teacher Attendance

Teacher attendance significantly influences student success. At this time, our state is experiencing a shortage of qualified teachers and substitutes. The committee decided to limit teacher attendance to reduce teachers' discretionary time off during the school year, resulting in a loss of instructional time for their classes and others when no substitutes are available. Teachers with higher attendance in the current school year will earn the percentage points allocated to the Teacher Incentive Allotment (TIA), as shown in the table below. Attendance accounts for 10% of the designation points. Attendance verification will occur at a minimum at the end of each semester. School business absences (attending professional development, student extracurriculars, etc.) are not counted toward the teacher's attendance. FMLA, Court Appearances, and other protected leave as defined in DEC (Local) are excluded.

Number of Days Absent	Attendance Percentage Points (maximum 10 points)
0-5	10
5.5	9
6	8
6.5	7
7	6
7.5	5
8	4
8.5	3
9	2
9.5	1
10 or more	0

Calculating the TIA Composite Score

Weighting

For all phases of Palmer 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	45%
Teacher Observation (T-TESS)	45%
Teacher Attendance	10%

PLEASE NOTE: This is a working document; details are subject to change.
Last Updated 7/7/2026

TIA Composite Score & Designation Determination

Teacher Incentive Allotment (TIA) designations are determined based on the **TIA Composite Score**, a weighted combination of three performance measures: the teacher observation score (the eight dimensions within T-TESS Domains 2 and 3), the student growth score, and teacher attendance.

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 student 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 (average of all required TIA observations)
- Collection and verification of teacher attendance data
- Calculation of the TIA Composite Score and designation recommendation

The TIA Composite Score is calculated using the following weights:

- **45% Student Growth**
- **45% Teacher Observation (T-TESS)**
- **10% Teacher Attendance**

Once the Composite Score is calculated, teachers are placed within the district's established designation score ranges. Teachers whose Composite 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, student growth targets, designation cut scores, and related methodologies are subject to annual review. The district may make reasonable adjustments to growth target tables, scoring methodologies, Composite Score calculations, and designation score ranges as necessary to ensure the submitted data meet TEA requirements for validity, reliability, and successful system-level data validation. Any adjustments will be applied consistently across the district.

A designation is not considered official until the district's TIA data submission has been reviewed and approved by TEA. Once approved, the designation is added to

the teacher's SBEC educator certificate and remains valid for 5 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 recommendation for that designation will be submitted for that school year. Teachers will have the opportunity in subsequent years to improve student growth and/or teacher observation performance to earn a designation through future TIA submissions. Because designation recommendations are contingent upon TEA review and approval, preliminary Composite Scores, projected designation levels, estimated outcomes, or other unofficial results are informational only and will not be communicated as official designation results until the TEA validation process is complete.

There is no separate appeal process for the final TIA Composite Score. However, teachers may utilize existing district procedures to appeal T-TESS observation ratings and verify the accuracy of student rosters and attendance records used in the TIA calculation. Teachers are provided opportunities throughout the year to review and verify roster and attendance information associated with their TIA-eligible teaching assignment.

TIA Composite Scorecard

Student Growth Points		
TIA Designation	**TIA Performance Standards**	**Student Growth Points**
Acknowledged	50%	.50 * 45 points = 22.5
Recognized	55%	.55 * 45 points = 24.75
Exemplary	60%	.60 * 45 points = 27
Master	70%	.70 * 45 points = 31.5

Teacher Observation Points			
TIA Designation	**TIA Performance Standards**	**Points = TIA Performance Standards * 8 Dimensions (40 total points possible)**	**T-TESS Raw Points * Multiplier (1.125) (Convert to 45-point scale)**
Acknowledged	3.5	3.5 * 8 = 28	28*1.125 = 31.5
Recognized	3.7	3.7 * 8 = 29.6	29.6 *1.125 = 33.3
Exemplary	3.9	3.9 * 8 = 31.2	31.2 *1.125 = 35.1
Master	4.5	4.5 * 8 = 36	36 *1.125 = 40.5

PLEASE NOTE: This is a working document; details are subject to change.
Last Updated 7/7/2026

Teacher Attendance	
TIA Teacher Attendance	**# of Points**
6 days	8

Student Growth + Teacher Observation + Teacher Attendance		
Acknowledged	22.5 + 31.5 + 8	62
Recognized	24.75 + 33.3 + 8	66.05
Exemplary	27 + 35.1 + 8	70.1
Master	31.5 + 40.5 + 8	80

Composite Score Cut Points	
Acknowledged	62-66.04
Recognized	66.04 - 70.09
Exemplary	70.1 - 79.99
Master	80- 100

Example Scorecard

Student Growth Points			
% of students who met/exceeded projected growth		**Category Weight**	**Student Growth Points**
Formula: _____ (percent as decimal)	x	45	= _____
Example: .62 (62%)	x	45	= 27.9

Teacher Observation Points					
Average Observation Score		**8 Dimensions (T-TESS)**		**Raw Points * Multiplier (1.125) (Convert to 45-point scale)**	**Teacher Observation Points**
Formula: _____	x	_____	x	1.125	= _____
Example: 3.5	x	8	x	1.125	= 31.5

Teacher Attendance	
TIA Teacher Attendance	**# of Points**
7 days	6

Student Growth + Teacher Observation + Teacher Attendance		
Example	29.25+31.5+6=	**66.75**
Designation:	***Recognized***	

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.
- 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 90% of TIA funds be distributed directly to teachers, and up to 10% may be spent at the district level to support TIA elements. Palmer ISD's TIA Committee created a spending plan for their local designation system. In February 2024, teachers surveyed stakeholders to gather input on the development of Palmer ISD's TIA Spending Plan.

Allotment Going Toward Designated Teacher	Allotment Going Toward District
100%	0%

Eligibility for TIA Compensation

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

- Hold an active TIA designation.
- Be employed by Palmer ISD in a TIA-eligible teaching assignment (Role ID 087) during the Winter Class Roster Verification (typically conducted in February).
- Meet, or be expected to meet, the Creditable Year of Service requirement by the end of the school year.

Creditable Year of Service means the teacher is employed and compensated in a TIA-eligible teaching assignment (Role ID 087) for 50% or more of the instructional day for the entire school year or 100% of the instructional day for at least one semester (or the equivalent).

Employment Changes

Leaving Palmer ISD Before Winter Roster Verification

If a designated teacher leaves Palmer ISD before the Winter Class Roster Verification, the teacher will not receive TIA compensation because the Texas Education Agency (TEA) will not generate TIA funding for Palmer ISD for that teacher.

Transfer Between Campuses Within Palmer ISD

If a designated teacher transfers between Palmer ISD campuses during the school year, TIA funding will be attributed to the campus where the teacher is assigned during the Winter Class Roster Verification. Compensation will be distributed in accordance with that campus's generated allotment and the district's approved TIA spending plan.

Newly Hired Designated Teachers

A teacher who joins Palmer ISD with an active TIA designation before the Winter Class Roster Verification will generate TIA funding for the campus where they are assigned during Winter Roster Verification. The teacher will receive compensation in accordance with Palmer ISD's approved TIA spending plan.

Employment Status After Winter Roster Verification

Resignation or Retirement

- If a designated teacher resigns or retires after the Winter Class Roster Verification and after completing the school year, the teacher will receive TIA compensation in accordance with the district's approved spending plan.
- If a designated teacher resigns or retires after the Winter Class Roster Verification but before completing the school year, the teacher forfeits eligibility for the TIA stipend. The teacher's compensation portion of the allotment will be redistributed equally among the remaining eligible teachers and instructional staff at the teacher's assigned campus, consistent with the district's approved spending plan.
- If a designated teacher resigns or retires after the school year but before the district's final summer resignation deadline, the teacher will not receive the TIA stipend. The teacher's compensation portion of the allotment will be redistributed equally among the remaining eligible teachers and instructional staff at the teacher's assigned campus.

Termination

A designated teacher whose employment is terminated before the TIA payout will not receive TIA compensation. The teacher's compensation portion of the allotment will be redistributed equally among the remaining eligible teachers and instructional staff at the teacher's assigned campus, consistent with the district's approved spending plan.

Continued Employment Requirement

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

Teachers No Longer Employed by Palmer ISD

If Palmer ISD does not employ a TIA-designated teacher during the Winter Class Roster Verification (typically in February), Palmer ISD will not generate TIA funding for that teacher and will not be responsible for paying TIA compensation. In these circumstances, the teacher's eligibility for TIA funds will be determined by the district employing the teacher during Winter Class Roster Verification. If funding was generated through a previous district, the teacher should refer to that district's approved TIA spending plan and work with the applicable districts regarding any compensation.

> **Note:** All TIA compensation is contingent upon TEA generating funding for Palmer ISD and is distributed in accordance with the district's board-approved TIA spending plan and all applicable state requirements.

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, Palmer ISD will provide TIA compensation to teachers as a lump-sum payment (on 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 Palmer ISD's TIA rollout will receive payment before August 31st.
- For all subsequent years, Palmer ISD will provide one lump-sum payment (as a separate check) in June following the school year, during which the teacher generates an allotment during the Class Roster Winter Submission (typically in February each year).
- 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 total of all associated employee/employer 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).

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 with the district notify Human Resources upon completing the National Board Certification process. This will be a question asked during the new-hire intake process. The teacher will be required to provide proof of active National Board Certification.

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 after the initial year). By April (after October data submission), TEA will notify PISD 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 Palmer 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, Palmer ISD will make TIA payments to teachers in accordance with the PISD 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 Palmer 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.

PISD will submit a complete data file and any 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 includes multiple domains and checks.

The overall approval of a district's system will be based on the scoring of the different domains and 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 equivalent to that of 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 has approved student growth measure data, the teacher's TIA score will be 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 2024-2025 could be submitted in 2025-2026 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 have it lowered.

Ensuring a Successful System

T-TESS Calibration and Training

Palmer ISD will retrain all staff, including teachers and leaders, in August 2026 to ensure a common language and understanding of the rubric. PISD 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 connections.

The T-TESS training and certification process is required for teacher appraisers in Palmer ISD. Appraisers in PISD are required to recertify every three years. Quarterly, teacher appraisers must calibrate to the scoring rubric to ensure it is used with fidelity. After each semester, the principal, other campus appraisers, and district leaders will use Eduphoria (Strive) 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 the district.

In biannual district TIA monitoring meetings with the district leadership team and campus leaders, teacher appraisals and walkthroughs will be analyzed alongside student growth data. The following is the process PISD 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, showing 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 measure to 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 being 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, appraisers will receive further coaching and support for calibration 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 PISD leaders/departments. Should an overall trend across the district be identified during bi-annual TIA data monitoring meetings, district-wide professional learning will train

school administrators and teachers to determine 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 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 is used for TIA, that is not the intent or purpose of the tests.
        - A test should never be labeled or referred to as 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 be the same target for campus-based goals and accountability. To share growth target data, refer to the campus administrator for instructions on how best to proceed. STAAR Growth teachers should review last year's data to determine a student's growth for the following year.
- **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 were 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. Therefore, test administration should account for the time required to collect all data and to 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 for data submission if students are not tested for a reason that may be tied 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 can decide how to administer those assessments.
        - 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 the district, campus, and/or decision-making committees (ARD).

Student Growth Measure Integrity

It is essential to the integrity of Palmer 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 ensure that student performance is accurately measured within Palmer 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 with student growth measures beyond what is allowable 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 a student from 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 PISD 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 student growth measure testing violation.
- Credible student growth measure testing violations are reported to the district for further investigation, including interviews of campus staff and students, assembly of signed statements, and evidence collection.

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 a period of up to three (3) school years,
- employment dismissal.

Support for Teachers and Local Designation Plan

PISD has ensured a support system for the TIA plan. The support system includes PISD's focus on teacher recruitment and retention, as well as budget and financial support for managing the district's funds each year and determining how they will be distributed. PISD 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 T-TESS rubric alignment. The district's technology department will support the software for tracking student growth measures and teacher observation data, and look for more efficient and effective ways to interact with the data. PISD commits to ensuring teachers receive exceptional, ongoing support to improve their teaching practices and ensure that all students learn. PISD 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

Palmer 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 TIA Committee engagement, 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, PISD 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. PISD 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, the system, test security, and T-TESS
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	September-March	• One formal observation • Written feedback and conference required
MOY Roster & Attendance Verification; PEIMS Class Roster Submission	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 • Teachers will review and verify their MOY teacher attendance data • The PEIMS Class Roster Submission is typically in February
Summative Evaluation	April-May	• Includes review of all four T-TESS domains • Written feedback and conference required
EOY Roster & Attendance 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 • Teachers will review and verify their EOY teacher attendance data
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 Palmer ISD TIA Spending Plan (a separate check paid in June if the teacher generated an allotment during Class Roster Submission in February)

PLEASE NOTE: This is a working document; details are subject to change.
Last Updated 7/7/2026

Appendix B: TIA Service IDs

All approved Service IDs aligned with the assessment used to determine student growth are linked here.