ALVINISD

TEACHER *Incentive* ALLOTMENT HANDBOOK 2026-2027

Alvin Independent School District

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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.
Alvin 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.
- **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 Alvin 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:



Nationally Board Certified: $3,000 - $9,000
Acknowledged: $3,000 - $9,000
Recognized: $5,000 - $15,000
Exemplary: $6,000 - $25,000
Master: $12,000 - $36,000

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. Allotment amounts can be found on the Teacher Incentive Allotment Funding Map.

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This handbook outlines the implementation of TIA at Alvin ISD. The goal is to honor and reward teacher excellence while meeting state and local educational priorities. Our hope is our local implementation will continue to encourage motivation and commitment to fostering a positive school culture where both teachers and students can thrive. This guide highlights the district's dedication to rewarding outstanding educators and enhancing the overall educational experience at Alvin ISD.

TIA Planning Committee

Alvin ISD formed a cross-department TIA Core Committee. This team collaboratively designed the local designation system and established protocols for observation, student growth, and communication based on feedback from stakeholders. Feedback and input from a variety of stakeholders including teachers, principals, and district administrators were carefully considered by the TIA Core Planning Committee. The district will continue to research ways to designate additional teachers in the future. Alvin ISD created an official Stakeholder Committee in 2025-2026 composed of one representative from each campus and principals from elementary and secondary.

Alvin ISD TIA Core Committee

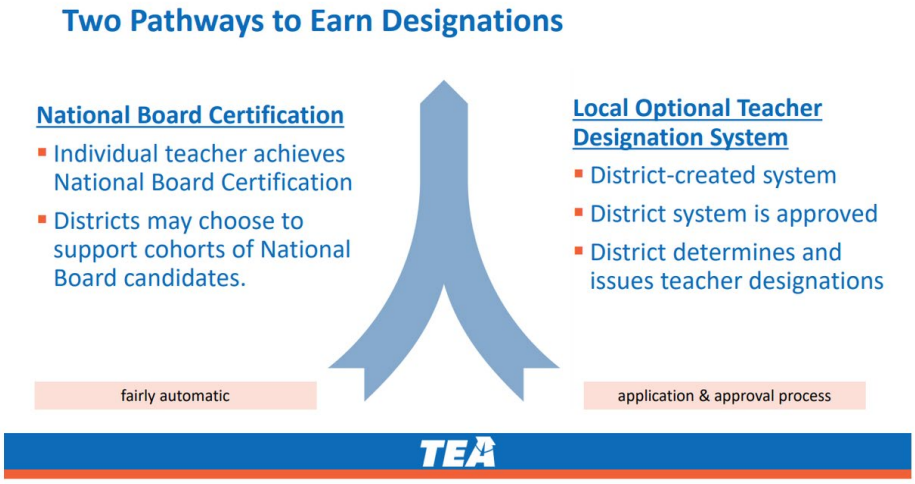
Committee Member	Role
Natalie Hoskins	Director of Human Resources/TIA Lead
Kimberly Simpson	Chief of Staff
Dr. Kwabena Mensah	Deputy Superintendent of Academics
Dr. Johnny Briseno	Associate Superintendent of Human Resources
Syreeta Presely	Executive Director of Human Resources
Brent Shaw	Chief of Accountability, Assessment & Program Development
Dr. Aeniqua Flowers	Executive Director of School Improvement
Diane Peltier	Associate Superintendent of Academics
Craig Rhodes	Executive Director of Secondary Education
Victoria Kwan	Executive Director of Elementary Education
Fulvia Shaw	Executive Director of Curriculum
Dr. Shandar Hobbs	Executive Director of Curriculum

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Dr. Krystal Hawks	Director of Professional Learning
Dr. Daniel Combs	Chief Financial Officer
Heather Brown	Executive Director of Technology Services
Renae Rives	Chief Communications Officer

Two Paths to a TIA Designation

There are two pathways to earning a TIA designation. One way is through the district Local Designation System, and the second path is through National Board Certification.



National Board

Certification

Teachers with at least 3 years of classroom experience can earn a Nationally Board Certified Designation by achieving National Board Certification. National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from Pre-K through 12th grade. National Board Certification is an advanced professional certification for PK-12 educators that identifies teaching expertise through a peer-reviewed, performance-based assessment consisting of three portfolio entries and one computer-based assessment. National Board Certification provides teachers with an opportunity to demonstrate professional knowledge and continue to impact student learning. Alvin ISD staff that possess a National Board Teacher Certification should contact AISD's Human Resources Department to provide the necessary documentation.

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Reimbursement: TIA will reimburse districts up to $1,900 for initial certification, up to $1,250 for renewal, and up to $495 for maintenance of certification. Districts must reimburse teachers who paid out of pocket prior to submitting requests through TIA. Fees paid toward certification and renewal are eligible if the certification was achieved following the passage of House Bill 3 in summer 2019. Texas Education Agency will reimburse districts that pay NBCT fees for their teachers. For fee reimbursement, teachers will complete the National Board Certification Fee Reimbursement form and submit the form to the Human Resources department with supporting documentation as stated on the form. Once this information is reviewed and approved, a Request for Check will be entered and submitted for payment.

Staff interested in pursuing National Board Certification are encouraged to consult the National Board for Professional Teaching Standards at www.nbpts.org for more information. Through TIA funding, districts may reimburse Texas teachers for the fees associated with achieving National Board Certification. The reimbursable amount is up to $1,900 which is the total cost of the 4 components. The $75 yearly registration fee is not reimbursable using TIA funds. National Board Certified Teachers will maintain the designation of Recognized as long as they keep their National Board Certificate active. National Board Certified Teachers are eligible for higher designations through the Local Teacher Designation System.

National Board Candidate Guide
National Board Fee Reimbursement Information

Local Designation System Components

House Bill 3 allows districts to have local control in choosing how to evaluate teachers and assign designations. Once a local system is approved, districts can recommend their most effective teachers for designations. All local designation systems will undergo a two-step approval process. Districts will create a local designation system and send it to TEA for approval. Once the local designation system is approved, the district will collect data on the designation components in their data capture year. In the fall each year, Alvin ISD will submit designation data to Texas Tech University (TTU) to complete the two-step data validation process.

Once TTU has validated the data, TEA then studies the data validation results and conducts a holistic system review before issuing full system and/or designation approval. If approved, TEA then processes the district's designations. Fully approved districts may submit new or higher designations annually. However, they must continue to provide evidence that the designation system continues to be valid and reliable. Each year, the district must go through the two step TTU data validation process and the TEA holistic review for system and/or designation

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approval. For additional information on data validation and system approval of the local designation system, please visit TEA's Data Validation & System Approval webpage.

Teacher Eligibility Criteria

To qualify for the TIA program, a teacher must hold a valid SBEC certification or local DOI qualification and be coded as a teacher (code 087) in the student information system, 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. Teachers who take leave remain eligible for TIA designations as long as they complete required components of the district's Local Designation System requirements.

***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 achieved levels of success commensurate with the top 50% of teachers statewide.

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

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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

Alvin ISD uses T-TESS as its evaluation process. T-TESS consists of two components 1) Observations, and 2) Professional Development, Self-Assessment, and Goal Setting. The intent of T-TESS is to provide a process that seeks to develop habits of continuous improvement using evidence-based feedback and professional development decisions based on that feedback. TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. Based on an analysis of statewide T-TESS observation data, Alvin 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)

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- 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

TEA Minimum Score Averages:

Designation Level	Minimum Average Score Across Domains 2 & 3
Acknowledged	3.5 (70% of possible points)
Recognized	3.7 (74% of possible points)
Exemplary	3.9 (78% of possible points)
Master	4.5 (90% of possible points)

Access the T-TESS rubric linked below for a complete list of descriptors for each dimension and score.
https://www.teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf

For use in TIA designations, a teacher's summative scores on each of these eight dimensions are totaled and converted to an **average score** by dividing by 8 (the number of dimensions).

Alvin ISD will conduct at least one full observation for each eligible teacher, during which the teacher will have a pre- and post-conference. The district will also utilize data collected through a minimum of three walkthroughs to determine the final T-TESS score.

Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)

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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**

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

The scores for these eight dimensions total up to 31, so the *evaluation average* would be 31/8 = 3.88. Greater evaluation scores increase the likelihood of earning a higher designation. This process is described later in this document in the section titled "TIA Scoring."

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. TTESS District Calendar

Campus leaders 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.

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Timeline (When)	Group (Who)	Event (What)
Jul-Aug	Teachers	Attend T-TESS Orientation / Training.
September	Teachers	Complete Teacher Goal-Setting.
September	Campus Admin	Observations can begin (≥2 weeks after orientation).
October	Campus Admin	T-TESS Calibration: Gather by school level, complete walkthrough observations on select dimensions (Domains 2-3)
Monthly	Campus Admin	Discuss T-TESS data (skew, correlation) and calibration at regularly scheduled Principal and AP meetings.
September - February	All	Walkthrough observations
		A formal lesson appraisal, which includes Pre-conference, Observations, and Post-conference
April	Teachers	Complete Reflection on Goals
May	Campus Admin	Deadline for completing EOY conferences and summative appraisal reports (≥15 days before the last day of instruction)

Use of AI in Teacher Observations

Districts participating in TIA must ensure that teacher observation ratings are valid, accurate, and aligned with student growth outcomes. To maintain the integrity of the observation process, it is essential that appraisers are calibrated on ratings and aligned on evidence, enabling them to effectively support teachers through meaningful feedback and coaching.

While AI assistance can be a valuable tool to supplement the observation process, it must not replace the professional judgement of the assigned appraiser. The final authority on observation ratings, coaching recommendations, and instructional feedback must always rest with the human appraiser based on their direct observations and contextual understanding.

In Alvin ISD:

- Appraisers remain the primary decision-makers in all aspects of the observation process.
- AI-generated insights are used only to enhance, not determine ratings or feedback.
- Calibration practices are in place to ensure consistency and reliability across all appraisers. By maintaining a balance between technological support and professional oversight, appraisers can uphold the rigor and fairness of the T-TESS observation system.

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- Sibme will be used to capture audio/video recordings and enhance evidence collection during observations.

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

Teachers will be required to complete a **Class Roster Verification** process to ensure that class rosters are accurate.

The TIA program allows for various ways to measure student growth outcomes. Alvin ISD utilizes the growth method of STAAR transition tables currently. In future expansion years, we will explore other growth measurement methods.

In the data collection year 2026-2027, Alvin ISD will measure student growth for the following groups:

Grade/Subject	Student Growth Measure
4th-8th Reading 4th-8th Math Algebra I English I English II Secondary Co-Teachers Math/Reading	% of students who met or exceeded expected growth using TEA STAAR Transition Tables

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

- Acknowledged designation > 50% (New with HB 2- 26-27 School Year)
- Recognized designation > 55%
- Exemplary designation > 60%
- Master designation > 70%

Alvin ISD will utilize student growth on STAAR. The district will utilize the growth targets established by TEA for STAAR using the Student Progress Measure.

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To calculate the classroom student growth score for a teacher, the district will use a numerical scoring process based on a 5-point rating scale. For each eligible teacher, the district will first compute the percentage of students who met or exceeded their expected growth target. Then the district will convert those percentages to scale scores utilizing the following metrics, which are aligned with TEA's Statewide Performance Standards for TIA:

% of Students that met or Exceeded Expected Growth Target	Student Growth Scale Score
Less than 30%	1
31%-40%	3
41%-50%	3.25
51%-55%	3.5
56%-60%	3.75
61%-65%	4
66%-70%	4.25
71%-75%	4.5
76%-80%	4.75
Greater than 80%	5

**For teachers who teach multiple subjects, student growth will be based on the approved assessments taken for each eligible course. For example, if a teacher teaches both English I and English II, then the growth measure would consist of all students in both courses. If a teacher is self-contained, then growth measures would consist of all student scores for both Math and Reading.
**To be able to calculate a student growth score for a teacher, there must be at least 10 student growth measure scores.

See Appendix A for more information on student growth measurement.

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

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State Performance Standards

The district's local TIA designation system is 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. Because the approval of our designations by the State is dependent on the positive correlation between the two components of teacher performance data, student growth and teacher evaluation, the District reserves the right to adjust the local designation system including the teacher and student growth performance standards. These adjustments may include but are not limited to, the weighting system, setting expected student growth targets, creating locally developed conversion and transition tables, and setting designation cut points prior to yearly data submissions.

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	Top 50%	Average ≥ 3.5 (70%)	At least 50% of students

More information can be found on the TIA 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.

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Data analysis will begin after all end-of-year (EOY) data has been received and will continue through the summer into early Fall. The Texas Education Agency (TEA) provides an analytic tool that helps guide calculations, including identifying the strongest correlations for growth targets.

The specific methodology for setting growth targets will be explored during this process and may be refined as needed, up until the final data submission in October to ensure it meets the thresholds required by TEA for data validation.

Any adjustment to growth targets are made only to enhance a balanced, well-correlated dataset that aligns with TEA's requirements and increases the likelihood of successful passing the data validation process. Because of this, we cannot determine which calculations will best support that outcome until all end-of-year data has been analyzed.

Appendix B provides insight into the scoring methodology used by Alvin ISD to determine teacher designations through the Teacher Incentive Allotment (TIA) LDS.

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 do not qualify for a higher designation- for example, a teacher who earned an Exemplary TIA designation during 2025-2026 would not be submitted to maintain their TIA Exemplary designation in subsequent years if they do not qualify for a higher designation.
- 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's performance earns a higher TIA designation – for example, a teacher that earned a Recognized TIA designation during 2025-2026 could be submitted in 2026-2027 for a Master TIA designation if they earn a qualifying Master TIA score.
- 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 Alvin 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

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place for administering student growth assessments with fidelity, ensuring valid comparisons between instructional effectiveness and student outcomes.

In alignment with updated TEA guidance, Alvin 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. . Because the approval of our designations by the State is dependent on the positive correlation between the two components of teacher performance data, student growth and teacher evaluation, the District reserves the right to adjust the local designation system including the teacher and student growth performance standards. These adjustments may include but are not limited to, the weighting system, setting expected student growth targets, creating locally developed conversion and transition tables, and setting designation cut points prior to yearly data submissions.

Teacher Observation (T-TESS) Measure

Alvin ISD is committed to implementing T-TESS with fidelity to ensure the validity and reliability of teacher observation scores. The district ensures that all teacher appraisers have been thoroughly trained and certified. In addition, teacher appraisers are recalibrated annually through the recertification process. Teacher appraisers are required to calibrate on scoring, using T-TESS either by conducting in-person observations or video scoring multiple times during the school year. District and campus administrators observe teachers and score them individually. They then come together to discuss the evidence they collected during the observation and the final scores given. If the observation scores of individual raters are vastly different, then the district continues to practice this process until there is agreement, or interrater reliability, among evaluators.

The appraiser completes a teacher observation schedule at the beginning of the school year. After each observation, the appraiser holds a post-conference with the teacher to review evaluation results and provide feedback. Teachers will receive a minimum of one full observation and three walkthroughs.

At the end of the school year, the campus principal assigns the final summative rating to the teacher in Eduphoria using evidence from the observation and walkthroughs.

Student Growth Measure

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

Each campus will participate in assessment training to cover testing procedures and protocols before administering any TIA assessment. The district has protocols in place to ensure the

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security of all student assessments, and a Test Security and Confidentiality Oath will be signed annually.

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.

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:

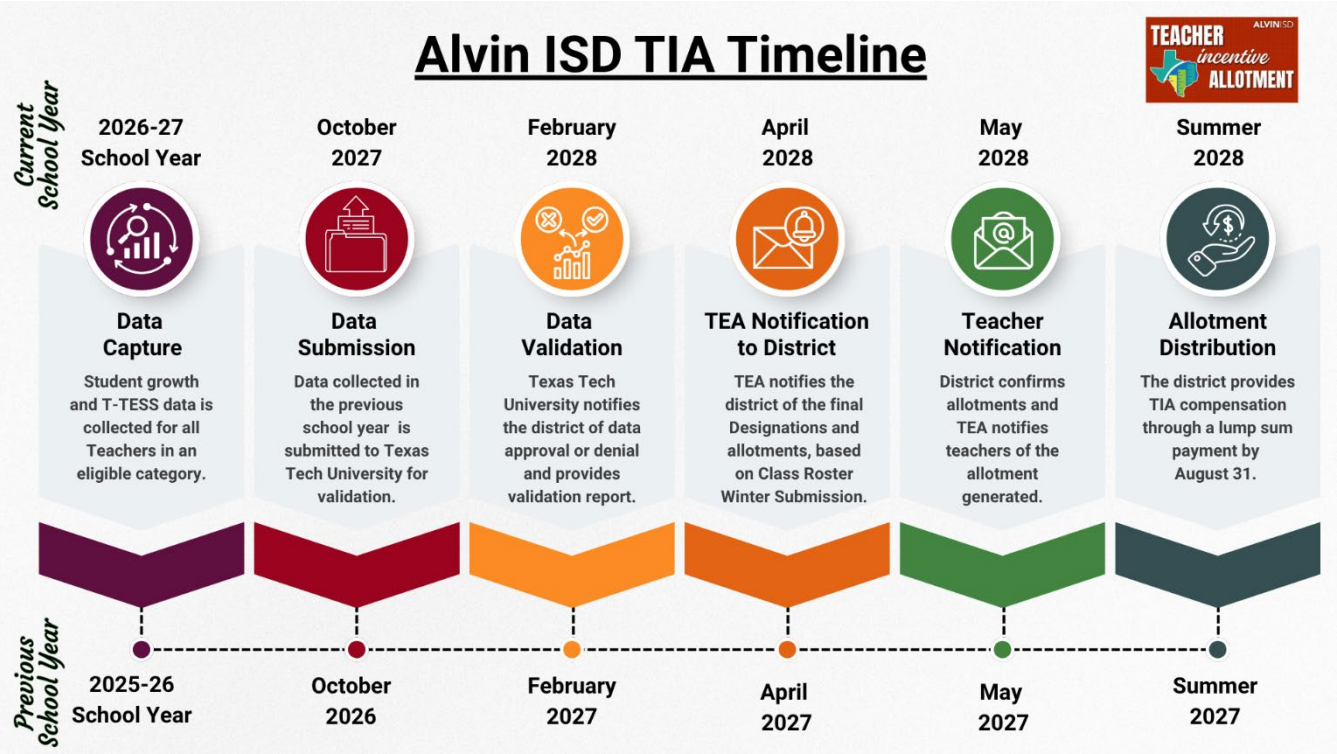
YEAR ONE: Data Collection

- 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.



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Distribution of Compensation

Distribution Breakdown & Retained Percent Use

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

- The individual TIA-designated teacher will be allocated 90% of the teacher's TIA allotment minus taxes, TRS, and fringe benefits deductions

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

- To support district oversight and implementation of TIA. These finds may be used for activities such as: paying a third party to calculate designations and professional development for teachers to grow them in their craft and support them in reaching a designation.
- To support ongoing development of TIA resources

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 on a separate check/EFT from the district prior to August 31 of each year.

** This payment will not replace the district's current pay structure. For those who earn a designation and generate allotment funding, the payment will be an additional state stipend, 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.

Alvin ISD Spending Plan Overview

The link above provides details of **Alvin** 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.

All TIA compensation is Teacher Retirement System (TRS) eligible. TRS has limits of 10% or $10,000 increase per year on eligible salary increases in the last 3 or 5 years prior to retirement. This could limit the extent to which the TIA compensation paid in those years is TRS eligible. A member can "work out of the limit"- the member will need to contact a TRS benefit counselor when they are ready to retire to determine if this limit will impact their retirement annuity calculation.

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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.

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. This tool will show the estimated allotment amounts for each designation level at your campus. Note that allotments are recalculated annually in April.

TIA Annual Scorecard

At the end of each year of the TIA evaluation cycle, teachers will be provided an annual **scorecard**. The purpose of the scorecard will be to provide transparency within ISD's TIA system. TIA scorecards will provide teachers with an individualized report of the annual TIA outcomes based on their performance. Scorecard data elements will include:

- TIA proposed designation level, as appropriate
- T-TESS performance by dimension and overall T-TESS score
- Student growth score—percentage of students who met or exceeded their growth goal

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Alvin ISD	Grade Observed: Fourth Grade

T-TESS Scores	
Domain / Dimension	**Formal Observation = TIA T-TESS Score**
Dimension 2.1	3
Dimension 2.2	4
Dimension 2.3	4
Dimension 2.4	4
Dimension 2.5	4
Dimension 3.1	4
Dimension 3.2	4
Dimension 3.3	4
Overall Score	**3.875**
All dimensions in Domains 2 & 3 *Proficient* or above?	**Yes**
If you score a 2 in any area, you cannot qualify for TIA.	

Student Growth Scores	
Student Growth Score is determined by dividing the number of students who met their growth goal by the total number of eligible students.	
Percent of students who met their growth goal:	**58%**

Projected Designation**
Recognized

**Submission of a suggested designation in October does not guarantee approval or designation under the Teacher Incentive Allotment (TIA). All submissions are subject to review in accordance with TIA guidelines and criteria.

NOTE: Submission of a suggested designation in October does not guarantee approval or designation under the Teacher Incentive Allotment (TIA). All submissions are subject to review in accordance with TIA guidelines and criteria. If the data does not validate, designations are not issued.

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 mid-October of each year. All designations are preliminary until final validation occurs in the following February.

To achieve transparency, information collected through this process will be shared with teachers on a teacher scorecard. Once the data is approved by the state, teachers will receive the notification in February.

Per state policies, for Alvin 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

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propose designations for teachers who work for us based on data collected (the year before) while working with our students.

TIA Cycle

YEAR ONE	Data Collection Year	A teacher must work in **Alvin I**SD in one of the eligible categories where student growth data is collected using an approved student growth measure.
YEAR TWO	Designation Year	A teacher must still be employed in **Alvin** 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.

Teacher Movement

- Teachers who resign before the Class Roster Winter Submission (late February) will not generate an allotment from the state; therefore, will not receive any TIA funds.
- Designated teachers transferring to another campus within Alvin ISD during the school year will generate an allotment based on the campus where the teacher is teaching at the time of the Class Roster Winter submission (late February).
- Designated teachers employed with the district before the Class Winter Roster Submission will generate an allotment on the campus where the teacher is teaching at the time of the Class Roster Winter Submission (late February). The spending rules will be the same for newly hired designated teachers.
- If a designated teacher abandons their contract after the Class Roster Winter Submission and an allotment is generated, the funding will be distributed equally among other eligible teachers at their campus.
- Designated teachers who are terminated after the Class Roster Winter Submission, and an allotment is generated, the funding will be distributed equally among other eligible teachers at their campus.
- If a designated teacher resigns after the Class Roster Winter Submission, the funding will be distributed equally among other eligible teachers at their campus.
- If a designated teacher retires after the Class Roster Winter Submission, they will receive the TIA funds by August 31.
- If a designated teacher retires before the Class Roster Winter Submission, the teacher will not receive any TIA funds.

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District Support

In order to support teachers in the pursuit of a Teacher Incentive Allotment designation, the district will provide support to teachers in the following areas:

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Type of Support	Who is responsible?
• Implement and maintain the components of the Alvin ISD TIA Local Designation System (LDS) • Provide training with Professional Learning in understanding the Alvin ISD LDS • Identify eligible teachers • Monitor certifications and expiration dates	Human Resources
• Conduct T-TESS appraisal calibrations	Professional Learning
• Participate in T-TESS appraisal calibrations • Monitor T-TESS and Growth data for validity &reliability • Support administrators in implementing the Alvin ISD LDS	School Leadership
• Ensure that eligible and ineligible teachers are coded correctly • Class Roster Winter Submission • Support with student rostering	PEIMS
• Monitor expenditure timeline • Ensure designated teachers receive payment by August 30	Business Services
• Ensure all technology and platforms are up to date • Ensure all teachers are trained in the use of data management systems	Technology
• Participate in T-TESS appraisal calibrations • Ensure teachers have access to aligned curriculum materials • Provide or recommend appropriate professional development for teachers • Support the campus in the administration of assessments • Support Administrators and Instructional Coaches in coaching teachers in content and/or instructional practices • Determine Growth Measures and Performance Standards for eligible teaching categories	Curriculum and Instruction
• Participate in T-TESS calibration activities • Conduct walkthroughs and appraisals according to the appraisal calendar • Monitor the administration of all assessments • Conduct T TESS training for teachers • Enter T TESS appraisal data in Eduphoria Strive • Provide support for teachers through coaching and, if necessary, support plans • Participate in data meetings to support teachers in monitoring student learning progress	Campus Administrators

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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 in a TIA eligible teaching category, am I required to participate in TIA?
Short Answer: Yes
Detailed Answer: If the teacher is in an eligible designation category are required to participate. Appraisal and student growth data will be submitted to TEA.

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.

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 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.

Q6. 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.

Q7. 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.

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Q8. 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.

Helpful Resources

Alvin ISD Resources

Appraisal Calendar
Teacher Observation Policy in Employee Handbook
TIA Spending Plan
District TIA Website

If you have questions, please email nhoskins@alvinisd.net

External Resources

TEA TIA Website
TEA Teacher Incentive Allotment Funding Allotment Map

Appendix A: Student Growth Measure Categories (Examples)

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

Note: Because the approval of our designations by the State is dependent on the positive correlation between the two components of teacher performance data, student growth, and teacher evaluation, the district reserves the right to adjust the local designation system, including the teacher and student growth performance standards. These adjustments may include, but are not limited to, the weighting system, setting expected student growth targets, creating locally developed conversion and transition tables, and setting designation cut points prior to yearly data submissions.

Secure Testing Environment

It is important to the integrity of Alvin ISD's TIA System that student growth measures are administered fairly and consistently throughout the organization. In order to ensure that all students can demonstrate their full potential on student growth measures, the following conditions must be met.

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Student Growth Measure Security and Confidentiality

Maintaining the security and confidentiality of student growth measures helps ensure that student performance is accurately measured as a part of the district's TIA system. In order to maintain student growth, measure security and confidentiality:

- Student growth measure assessment content should not be shared/discussed
- Student growth measure assessment administration procedures should be followed exactly as provided by the test provider
- Student growth measure assessment materials or student products shall be maintained in a secure location before, during, and after test administration
- Students must be actively monitored during student growth measure test administrations
- Students may not receive assistance to complete student growth measure test administrations
- Students may not receive assistance to complete 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 in a timely manner

Serious Student Growth Measure Testing Violations

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

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

Category 1: STAAR Results with Previous Year STAAR for Pre-Test

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

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Eligible Teacher Group (Category 1)	T-TESS Observation	Student Growth Measure	Total
Grades 4-8 STAAR Reading, Grades 4-8 STAAR Math, Eng. I, Eng. II, and Algebra I. Includes SPED, and Dyslexia Teachers	30%	70%	100%

TEA Academic Growth Transition Table

Prior Year Performance on STAAR	Current Year Performance on STAAR					
	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	½	1	1	1	1
Low Approaches Grade Level	0	0	½	1	1	1
High Approaches Grade Level	0	0	0	½	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Student Growth

A performance level accompanies student STAAR results. To count as reaching projected growth, students must earn 1 point on the STAAR Growth Transition Table when comparing the previous year's STAAR performance level to the end-of-year STAAR results performance level.

Student	Previous Year STAAR Performance Level	Spring STAAR Performance Level	Point on the Transition Table	Met Projected Growth
Student 1	Low Did Not Meet	Low Did Not Meet	0	No

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Student 2	Meet	Masters	1	Yes
Student 3	Meet	Meet	1	Yes
Student 4	High Did Not Meet	High Approaches	1	Yes
Student 5	---	Meets	-	Excluded
Student 6	Master	Meets	0	No
Student 7	Low Approaches	Low Approaches	1/2	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 compares the previous year's STAAR/EOC performance level to the current level for seven students. One student, Student 5, did not have a score for the fall administration, so she is excluded from the growth percentage. Of the remaining six students, four "met projected growth." So, the student growth percentage would be 3/6 = 50%

Minimum Size for Student Growth for the teacher to be eligible for TIA:
Student growth data on at least 10 students must be available for the district to calculate a teacher's classroom student score.

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:

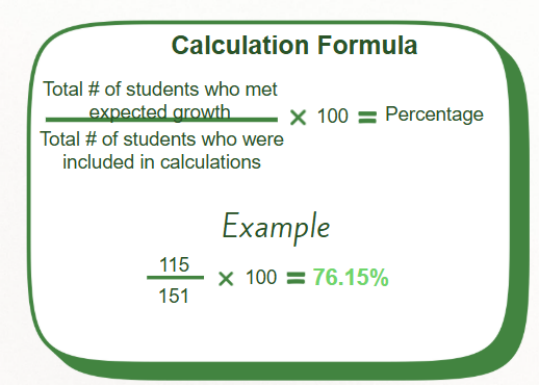
- The computation would be (66+49) ÷ (84+67) = % of students who met or exceeded expected growth, or 115 ÷ 151 = 76.15%. The classroom student growth percentage would be 76.15%.

Student Growth Percentage

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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.



Appendix B: Scorecard Example

Example Teacher Scorecard

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Alvin ISD **Grade Observed: Fourth Grade**

T-TESS Scores	
Domain / Dimension	**Formal Observation = TIA T-TESS Score**
Dimension 2.1	3
Dimension 2.2	4
Dimension 2.3	4
Dimension 2.4	4
Dimension 2.5	4
Dimension 3.1	4
Dimension 3.2	4
Dimension 3.3	4
Overall Score	**3.875**
All dimensions in Domains 2 & 3 *Proficient* or above?	**Yes**
If you score a 2 in any area, you cannot qualify for TIA.	

Student Growth Scores	
Student Growth Score is determined by dividing the number of students who met their growth goal by the total number of eligible students.	
Percent of students who met their growth goal:	**58%**

Projected Designation**
Recognized

**Submission of a suggested designation in October does not guarantee approval or designation under the Teacher Incentive Allotment (TIA). All submissions are subject to review in accordance with TIA guidelines and criteria.

NOTE: Submission of a suggested designation in October does not guarantee approval or designation under the Teacher Incentive Allotment (TIA). All submissions are subject to review in accordance with TIA guidelines and criteria. If the data does not validate, designations are not issued.

Teacher Observation Component Calculation:
Alvin ISD converts the individual ratings on each of the 8 Dimensions in Domains 2 and 3 of T-TESS to a numerical score. Distinguished is assigned a score of "5"; Accomplished is assigned a score of "4"; Proficient is assigned a score of "3"; Developing is assigned a score of "2"; and Needs Improvement is assigned a score of "1." The numerical scores are averaged equally for a final score. This will be a number between 1 and 5 and rounded to the nearest hundredths decimal place (for example: 2.87, 3.66, etc.) This score makes up 30% of the total designation score. Example: If the Average of Domains 2 and 3 is 4.48, multiply the average by 30%, then round to the nearest hundredths (4.48 x 30% = 1.34).

Student Growth Component Calculation:
Alvin ISD utilizes the growth targets established by TEA for STAAR using the Transition Tables. To calculate the classroom student growth score for a teacher, the district uses a numerical scoring process based on a 5-point rating scale. For each eligible teacher, the district will first compute the percentage of students who met their expected growth

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target. Example: If a teacher has 24 students and 16 met growth, divide the number of students that met growth by the total number of students, multiply by 100 to calculate the percentage, then round to the nearest hundredths ((16 ÷ 24 = 0.6667) x 100% = 66.67). The district will then convert those percentages to scale scores utilizing the metrics below:

% of Students that met or Exceeded Expected Growth Target	Student Growth Scale Score
Less than 30%	1
31%-40%	3
41%-50%	3.25
51%-55%	3.5
56%-60%	3.75
61%-65%	4
66%-70%	4.25
71%-75%	4.5
76%-80%	4.75
Greater than 80%	5

Total Score Calculation:

Alvin ISD uses a teacher's scores on Teacher Observation and Classroom Student Growth and applies the weights of Teacher Observation (30%) and Classroom Student Growth (70%) to determine a final score. A teacher must meet the minimum score for each component (Teacher Observation and Student Growth) to earn the corresponding designation. Example: T-TESS score – 4.48 x 30% = 1.34 and Student Growth score – 4.25 x 70% = 2.98. Add the T-TESS score and Student Growth score for total points (1.34 = 2.98 = 4.32). The district utilizes the table below to determine whether a teacher reaches a minimum score for a TIA Designation.

TIA Designation	Eligibility Criteria
Master	4.5
Exemplary	3.9
Recognized	3.7
Acknowledged	3.5

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