Teacher Incentive Allotment Glossary of Terms

Allotment- The funding available from the Teacher Incentive Allotment varies by designation and campus where the designated teacher works. The exact amount of allotment funding per teacher is determined by the Texas Education Agency (TEA) formula that considers the level of socioeconomic need at a campus and whether the campus is rural. Please visit the TIA TEA Funding Map website for more information regarding TIA allotments.

Calibration- Calibration is a process in the Texas Teacher Evaluation and Support System (TTESS) where appraisers align their understanding of the T-TESS rubric and evaluation criteria to ensure fair, consistent, and reliable assessments. It involves using calibration exercises to practice evidence collection and refine scripting skills, with the goal of achieving consistent application of the evaluation system across all appraisers. Alvin ISD administrators will participate in calibration activities throughout the year in accordance with the calibration calendar to increase alignment between appraisers, campuses, and student growth data. Alvin ISD uses resources from T-TESS Teach for Texas and The National Institute for Excellence in Teaching (NIET) for calibration activities.

Class Roster Winter Submission- A data report (including course offerings, teacher demographics, teacher class assignments, student demographics, and student class enrollments) is provided by the district to TEA each February. Class Roster Winter Submission is used to annually confirm if teachers with a pending or existing designation meet TIA eligibility requirements. Teachers who meet eligibility requirements will generate an annual allotment for their district based on their campus(es) of employment as reported in the Class Roster Winter Submission. The submission reflects the status of staff and students on the last Friday in February.

Correlation- In the context of TIA data validation, correlation refers to how closely teacher observation scores align with student growth results. A positive correlation means that there is a significant relationship between a district's teacher observation scores and student growth scores. Overall, teachers with higher observation scores also tend to have students who demonstrate higher academic growth, while teachers with lower observation scores tend to have students with lower growth. A positive correlation helps demonstrate that the teacher evaluation system is measuring effective teaching in a fair and meaningful way.

Data Capture Year- The school year in which a district collects T-TESS and student growth data in accordance with their local designation system is called the data capture year.

Data Validation- Once data has been submitted and passed the Technical and System Alignment Review, Texas Tech begins the data validation process. The Texas Education Agency (TEA) then studies the data validation results and conducts a holistic review before issuing full system and/or designations approval. During data validation, the district's teacher observation data, student growth data, and proposed teacher designations are reviewed through multiple statistical checks to ensure the system consistently identifies effective teaching and aligns with state performance standards. The validation process checks for the following:

- The validity and reliability of the district's teacher performance data including observation data and student growth data for all teachers in eligible teaching assignments.
- The fairness and accuracy of the district's proposed designation decisions, including alignment with TIA performance standards, alignment with statewide value-added data, alignment with campus performance data, and consistency across campuses and eligible teaching categories.

Designation- A designation isa distinction displayed on the teacher's Texas educator certificate (if applicable) and can b e located through the TEA-maintained public Designated Teacher Registry. The levels of designation are Nationally Board Certified, Acknowledged, Recognized, Exemplary, and Master.

Designated Teacher Registry- TEA maintains a public Designated Teacher Registry. For certified teachers, the designation is also displayed on their SBEC Texas teaching certificate (if applicable).

Eligible Teaching Category- A teaching assignment that is included in the district's approved Teacher Incentive Allotment (TIA) Local Designation System (LDS) and is eligible to participate in the data collection and designation process. Eligibility is determined by the teacher's PEIMS ServiceID and the teaching categories approved by the Texas Education Agency (TEA) as part of the district's TIA system.

Eligible Teacher-A teacher assigned to an eligible teaching category in Alvin ISD who meets all requirements established by the district's approved Teacher Incentive Allotment (TIA) Local Designation System. Eligible teachers have both teacher observation and student growth data collected during the data capture year.

Expansion and Modification- The process by which school districts have the opportunity to add, change, or remove eligible teaching assignments, eligible campuses, weighting, and spending. Each year, districts have the ability to submit an expansion and modification application.

Local Designation System (LDS)- A district-designed system used to identify highly effective teachers for the Texas Teacher Incentive Allotment (TIA). The Local Designation System establishes which teaching assignments are eligible, how teacher performance is measured using classroom observations and student growth, the criteria for earning a designation, and how TIA funds will be distributed. Each Local Designation System must be approved by the Texas Education Agency (TEA) and successfully complete a data validation process before a district may recommend teachers for designation.

Local Designation System (LDS) Requirements- House Bill 3, passed during the 86th legislative session, provides districts with local control and flexibility in choosing how to evaluate teachers and assign designations. At a minimum, the designation system must include both a teacher observation and a student growth component.

National Board Certified Teacher (NBCT)- National Board Certification is a voluntary, advanced professional certification for PreK–12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. National Board Certification (NBC) was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide. Holding an NBC along with your Texas teaching certificate automatically generates an Acknowledged designation if coded in a Teacher Role ID of 087. More info can be found at the National Board Certification website.

PEIMS Code 087- A professional employee who is employed as a teacher. Districts may only submit teachers for designations if they are coded in a Public Education Information Management System (PEIMS) Teacher Role ID of 087.

Performance Standards- To implement TIA, House Bill 3 also requires setting performance and validity standards to determine whether a teacher qualifies for a Teacher Incentive Allotment (TIA) designation. Performance standards define the level of effectiveness required to earn an Acknowledged, Recognized, Exemplary, or Master designation and are based on a combination of teacher observation scores and student growth measures. These standards help ensure that teacher designations are reliable, valid, and comparable across Texas, while allowing districts to use their approved Local Designation System to identify highly effective teachers.

Reliability – The consistency and dependability of a measurement or evaluation. In the Teacher Incentive Allotment (TIA), reliability means that teacher observation and student growth measures produce consistent results over time and across different evaluators or assessment methods. A reliable Local Designation System ensures that teachers with similar levels of performance are evaluated consistently and fairly.

Rural- Designated teachers who work on rural campuses will generate greater allotments. Campuses are designated as rural by TEA. For the purposes of TIA, TEC §48.112 and TAC §150.101 defines a rural campus as: A campus within a school district with fewer than 5,000 enrolled students in an area that is not designated as an urbanized area or urban cluster by the United States Census Bureau; or a campus within a school district with fewer than 5,000 enrolled students that is categorized as a rural, non-metropolitan: stable, or non-metropolitan: fast growing district type by TEA; or a campus within a school district with fewer than 5,000 enrolled students categorized as rural by the National Center for Education Statistics.

Skew- Skew between T-TESS and student growth data refers to a noticeable mismatch or inconsistency between T-TESS observation score and the student growth data. For example, a teacher might have high T-TESS scores but show low student growth, or vice versa. This skew can indicate a need to review alignment between instructional practices and student outcomes.

Socio-Economic Status - The campus's socioeconomic tier will be recalculated annually by TEA, given that a school's student enrollment changes yearly. Allotment funds for each designated teacher will be based on the campus and not the individual students assigned to the designated teacher. Teacher designations each have a base allotment amount and a multiplier rate based on each specific designation level:

Recognized, Exemplary, and Master. Each student at the designated teacher's campus is assigned a tier by the State, as determined by the census block of the student's home address. Each tier carries a point value. Those point values are 0, .5, 1.0, 2.0, 3.0, and 4.0 (from least to most severe economic disadvantage). As the Tier designation increases, so does the need. This is different than how the campus's economically disadvantaged students are counted in the state assessments accountability. For more information on how the TIA allotment fund is calculated, visit the TEA Teacher Incentive Allotment Funding webpage.

Student Growth Measure- TIA requires districts to identify effective teachers using student growth data. Student growth is used to measure the academic progress students make over the course of a single school year. In the Teacher Incentive Allotment (TIA), student growth measures focus on how much students improve, rather than their overall achievement level. Districts select the most appropriate student growth measure for each eligible teaching assignment from TEA-approved options, including Student Learning Objectives (SLOs), portfolios, pre-tests and post-tests, and value-added models (VAMs). Student growth measures are a required component of a district's Local Designation System.

Teacher Incentive Allotment- House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, established an optional TIA with a stated goal of a six-figure salary for teachers who prioritize teaching in high-needs areas and rural district campuses.

TIA Funding- Teacher designations will generate annual allotment funds. Allotments are recalculated annually by TEA. The allotment generated by a designation is tied to the designated teacher's campus assignment and is calculated based on the level of socioeconomic need and rural status. A Nationally Board Certified designation generates the same allotment amount as Acknowledged
Allotment ranges for each level of designation are:

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

Teacher Observation- A structured evaluation of a teacher's instructional practices conducted by a trained appraiser using the district's approved observation rubric. In the Teacher Incentive Allotment (TIA), teacher observation measures the quality of classroom instruction and is one of the required performance measures used to determine a teacher's overall performance score and eligibility for a designation.

Teacher Observation Performance Standards- For teacher observation, the performance standards were determined using statewide T-TESS observation data. These performance standards serve as guidelines for districts when evaluating teacher effectiveness and setting designation criteria. More information can be found on TIA Teacher Observation Performance Standards at the TIA Website.

Texas Teacher Evaluation and Support System (T-TESS)- Districts must use an approved appraisal rubric and implement observation protocols to ensure valid and reliable data for teacher observation. The T-TESS appraisal system used in Alvin ISD incorporates all the requirements needed for appraiser certification, recertification, and calibration, with teachers also receiving training on a yearly basis.

Weighting- In the Teacher Incentive Allotment (TIA), weighting refers to the percentage of the overall performance score assigned to each component of a district's Local Designation System. The weighting determines how much each measure contributes to a teacher's final score used to determine designation eligibility. In Alvin ISD, the overall score is calculated using 30% Teacher Observation and 70% Student Growth.