

Teacher Incentive Allotment Handbook

2025 - 2026



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INCENTIVE
ALLOTMENT**

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Accessibility

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3205 W. Davis
Conroe, Texas 77304
(936) 709-7752

[Conroe ISD Website](#)

The Conroe Independent School District (District) as an equal opportunity educational provider and employer does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in educational programs or activities that it operates or in employment matters. The District is required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, as amended, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, as well as Board policy not to discriminate in such a manner.

For information about Title IX rights or Section 504/ADA rights, contact the Title IX Coordinator or the Section 504/ADA coordinator at 3205 W. Davis, Conroe, Texas 77304; (936) 709-7752.

District Information

Conroe ISD is a 348-square-mile school district that is geographically diverse and includes The Woodlands, Shenandoah, Oak Ridge North, Conroe, and Grangerland as well as several other smaller towns, communities, and unincorporated areas. As the 9th largest district in Texas and the 60th largest in the U.S., Conroe ISD serves approximately 73,000 students across 71 campuses and is one of the fastest growing districts in the State with an average enrollment growth of 3,000 students per year.

Conroe ISD is one of only two districts in the State recognized for 12 consecutive years for high academic achievement while maintaining cost-effective operations by Texas Smart Schools, formerly known as the FAST report. Conroe ISD was named a Top Workplace by the Houston Chronicle. The District is also ranked second out of the 200 largest districts in Texas for academic and financial performance according to the Education Resource Group.

With over 10,000 employees, Conroe ISD is the largest employer in Montgomery County. The District offers competitive salaries, a commitment to professional development, and is proud to have one of the lowest tax rates in the Houston metropolitan area. Additionally, in 2024, Forbes ranked Conroe ISD the 37th Best Large Employer in America. This is the fourth consecutive year the District has been named Best and Most Diverse School District in Montgomery County, and the third consecutive year being named the Best Place to Teach and Best District for Athletes.

Teacher Incentive Allotment Overview

The Teacher Incentive Allotment (TIA) was created by the Texas Legislature as part of House Bill 3 to provide a realistic pathway for top teachers to earn six-figure salaries and to help attract and retain highly effective teachers at traditionally hard-to-staff schools. Teacher Incentive Allotments are additional state funding for teachers that was written into statute—allowing for sustainable funding. There are no state caps on teacher designations or allotment funds. Designations are distinctions awarded to highly effective teachers. TEA maintains a public [Designated Teacher Registry](#). For certified teachers, the designation is also displayed on their Texas teaching certificate. TIA established three levels of designation: Master, Exemplary, and Recognized. Teachers may earn a designation either through the district's local designation system or by being a National Board-Certified Teacher (NBCT). Once a designation is awarded, it remains active until the expiry date. Locally issued designations expire after five years. Designations issued to NBCTs are valid until the July following expiry of the National Board Certificate. To obtain more information about the Teacher Incentive Allotment Program, please watch the brief [informational video](#).

TIA Designations

Conroe ISD is in year five of phase III implementation of the TIA program during the 2025-2026 school year. The District currently has 39 eligible TIA campuses. Expansion of additional campuses within the District will allow more teachers to earn a designation regardless of their campus, subject, or grade level across the District, therefore increasing a larger population of eligible teachers to participate in the TIA program. The current TIA campuses serve a complex school community and the District continues to strengthen recruitment and retention efforts at our most at-risk schools. The 39 identified campuses all have greater than 35% economically disadvantaged students for the 2025-2026 school year. The District will reevaluate the actual campus economic disadvantaged counts annually each school year which will determine adding any additional eligible campuses in the near future. If the District undergoes rezoning

and the percentage of economically disadvantaged students at an eligible TIA campus falls below the identified threshold, the campus will retain its TIA eligibility. This status remains unchanged as long as the campus was previously designated as eligible. (See Appendix A for a list of the current TIA campuses.)

A teacher can receive additional compensation in the amounts of \$3,000-\$32,000 per year while continuing to apply their skills in the classroom. The TIA designation system is calculated based on the weighted combination of the Texas Teacher Evaluation and Support System (T-TESS) teacher appraisal system (40% of the composite score) and student growth outcomes (60% of the composite score). Based on the final TIA score, teachers can earn a TIA designation of *Master*, *Exemplary*, or *Recognized*.

Master Teacher: Designation awards between \$12,000-\$32,000 additional funding to eligible teacher salary

Exemplary Teacher: Designation awards between \$6,000-\$18,000 additional funding to eligible teacher salary

Recognized Teacher: Designation awards between \$3,000-\$9,000 additional funding to eligible teacher salary

National Board Certified Teacher (NBCT)

Grounded in the NBCT's *Five Core Propositions* that describe what teachers should know and be able to do, the certification process is designed to collect standards-based evidence of accomplished practice. Teachers are certified based on standards set by the NBCT. NBCT is a voluntary advanced professional certification for PK-12 educators created by teachers for teachers. Teachers who hold an active NBCT automatically earn a *Recognized* TIA designation. Conroe ISD is committed to supporting a cohort of educators throughout their journey to obtain the NBCT. CISD has created a cohort to support teachers through the process. Teachers may consider joining the CISD NBCT cohort to gain guidance and support in completing the certification. If you are interested in joining Conroe ISD's NBCT cohort, please apply at [CISD Continuing Education website](#). More information about NBCT can be found on the [NBCT webpage](#).

NBCT Recognized Designations

TEA oversees the designation process for Texas NBCTs; no application is required from the NBCT or their employing district. NBCTs must meet the following criteria to earn a Recognized designation in a given school year:

- Hold an active National Board certificate
- Employed as a public school teacher and reported with a 087 Role ID in the Class Roster Winter Submission.
- Listed as a Texas teacher in the [NBCT Directory](#) as of January 31st. NBCTs moving to Texas from out of state must update their information to reflect Texas employment.
- Does not have a Texas teaching certificate in revoked, suspended, or voluntary surrender status and is not listed on the Texas Do Not Hire registry.

Designations for newly certified NBCTs who meet the eligibility criteria will be awarded the same school year in which they certify. Designations will be valid through July 31st following the expiry of the National Board certificate. TEA will update the designation expiry date for NBCTs who recertify.

NBCT Fees and Reimbursement

The Teacher Incentive Allotment will reimburse districts up to \$1900 for initial certification, up to \$1250 for renewal and up to \$495 for Maintenance of Certification (MOC). Fees are eligible if the certification or recertification was achieved following the passage of House Bill 3 in summer 2019.

Districts may apply for fee reimbursements through TIA for NBCTs who certified or recertified in 2019 or later. Eligible teachers must provide documentation of fees paid directly to the National Board. The annual reimbursement request window runs from January 1-March 31st. Eligible teachers who qualify for the NBCT fee reimbursement, please visit the [TEA TIA NBCT webpage](#).

Note: TIA is a state funded initiative; therefore, the funding of any designations is contingent upon state appropriations and approval through the State's TIA review process. Conroe ISD will not be responsible for funding TIA initiative if State funds become unavailable. Conroe ISD will provide written notice to teachers upon learning of any lapse, reduction, or discontinuation of TIA funds from the State.

Teacher Incentive Allotment Implementation

Conroe ISD submitted the TIA application in the spring of 2021. The application was approved in the summer of 2021, which placed Conroe ISD in TIA Cohort D with an initial data capture year in 2021-2022. In the Spring of 2025, Texas Education Agency (TEA) awarded the District system approval which resulted in awarding 384 designated teachers! Designated teachers received their payout in the Summer of 2025!

As part of the District's continued commitment to recruiting, retaining, and rewarding highly effective educators, the District plans to expand the TIA program to further support teachers and students in high-need areas. The 2025-2026 school year will be year five of the data capture school year. The District will continue to implement the TIA program in phases. Conroe ISD has expanded to phase III of the TIA implementation for the 2025-2026 school year. Phase III campuses were selected based on the number of students at each campus who are identified as economically disadvantaged as identified with free and reduced lunch application eligibility. Campuses as of 2025-2026 with 35% or more of their student population identified as economically disadvantaged were selected to be included in phase III of the TIA implementation in Conroe ISD.

Phase III Expansion

- Expand full TIA eligibility to the 26 campuses, including the 11 campuses in Phase II of the District's system. This will incorporate all six approved eligible teacher categories.
- Include campuses with 35% or greater economically disadvantaged populations. This will add 13 new eligible TIA campuses for the 2025-2026 school year. This group of campuses will be a part of the Phase III cohort.
 - These campuses will have access to Category 2 (STAAR to STAAR growth measurements), a norm-referenced assessment that has consistently demonstrated strong correlation within this category, ensuring full data validation and alignment with state expectations.
- District Wide Special Education Initiative: Address critical Special Education staffing shortages by expanding TIA eligibility to all campuses within the District with high-need Special Education units (Life Skills, SDC, and RISE programs). These hard-to-fill positions often create long-term vacancies, and this expansion will allow additional teachers to qualify for TIA.

If the District undergoes rezoning and the percentage of economically disadvantaged students at an eligible TIA campus falls below the identified threshold, the campus will retain its TIA eligibility. This status remains unchanged as long as the campus was previously designated as eligible. Additional courses will be considered for the expansion of the Conroe ISD TIA System in the future. Refer to Appendix A for a list of the current TIA campuses.

Teacher Incentive Allotment Eligibility

Teachers are **eligible** to earn a designation by meeting the requirements detailed below:

- teaching in an eligible teaching assignment at a TIA eligible campus at the time of snapshot and at the winter class roster verification;
- earning a creditable year of service in Conroe ISD in a position with a Public Education Information Management (PEIMS) role ID code of 087 for at least 90 days at 100% of the day or 180 days at 50–99% of the day providing instruction to students as a primary job function;
- being appraised by T-TESS and scoring a rating of proficient (3) or higher across all dimensions in Domain 2: Instruction and Domain 3: Learning Environment; and
- meeting the minimum statewide performance standards to be eligible for a new or higher designation.

A list of TIA designated eligible courses is provided in Appendix B.

Eligible teachers, including designated teachers working at TIA designated campuses and teaching in a TIA-eligible assignment will **NOT be eligible for the Less Than Annual Appraisal option (LTAA)**. All eligible and designated teachers working at a TIA designated campus and teaching in a TIA-eligible assignment, must participate in T-TESS and the student growth measurement component. Teachers who are recommended to be put forth for an initial or a higher designation must remain employed with the school district the following school year at the time of data submission. Any teacher on an appraisal waiver during the current school year may not be submitted for a designation the following school year.

Note: All teaching assignments and campus placements are based upon principal discretion of the best interest of each campus. If an eligible TIA Teacher is reassigned to another campus by District personnel after the data capture school year, the eligible TIA teacher will remain eligible for the following school year's Fall Data Submission to TEA. However, all TIA eligibility requirements will continue to apply. If a designated teacher is recommended to be put forth for a higher designation, the TIA eligibility requirements remain applicable. The allotment of funds generated by the State will be recalculated based on where the teacher is teaching during the winter class roster verification.

The TIA designation system is calculated based on the weighted combination of the Texas Teacher Evaluation and Support System (T-TESS) teacher appraisal system (40% of the composite score) and student growth outcomes (60% of the composite score). The teacher observation and the student growth performance standards will follow the statewide established performance standards designated by TEA. For a teacher to qualify for a designation, the teacher must meet the minimum criteria for Recognized for both TIA components. This includes having scored a minimum average T-TESS rating of 3.7 across Domains 2 and Domain 3, scoring a rating of proficient (3) or higher across all dimensions in Domain 2 and Domain 3, and having scored a minimum student growth performance score of at least 55%. TEA does not round the T-TESS rating averages. The lower of the floor will be taken to determine the designation level. More information can be found in the Designation System and Scoring section of the handbook.

Teachers who qualify for a TIA designation while in an eligible teaching assignment will maintain their TIA designation of *Master*, *Exemplary*, or *Recognized* for five continuous years. Teachers who achieve one of the three TIA designations and meet performance standards and District qualifications may be put forth for a higher designation within the five-year period, however, the designated teacher cannot be submitted for a lower designation. The five-year designation period will restart if the already designated teacher receives a higher designation. Once the designation expires, it will be removed from the SBEC certificate and TIA funding will stop. TIA designations will be placed on the teacher's SBEC certificate and will not specify a certification area subject/grade level. A designated teacher may change teaching assignments and still generate TIA allotment funds. The allotment funds will be based on the socioeconomic status of the campus and not the individual students assigned to the designated teacher by the State. The allotment of funds generated by the State will be recalculated based on where the designated teacher is teaching during the winter class roster verification. The same allotment funding rule applies to designated National Board-Certified Teachers, NBCTs.

Positions that are not eligible for TIA designations include Instructional Coach, Academic Interventionist, Student Success Manager, Dyslexia District Reading Interventionist, any position that does not provide direct instruction to students as a primary job function, and any position that does not have a PEIMS coding of 087, including paraprofessionals and administrators.

Designated Teachers

Once a teacher has earned a designation on their State Board for Educator Certification (SBEC), designated teachers working at TIA designated campuses and teaching in a TIA-eligible assignment will **NOT be eligible for the Less Than Annual Appraisal option (LTAA)**. Eligible teachers, including designated teachers working at a TIA designated campus and teaching in a TIA eligible assignment, must participate in T-TESS and the student growth measurement component.

The same TIA eligibility requirements remain applicable for designated teachers.

If a designated teacher moves campuses within Conroe ISD during the school year, then Conroe ISD will provide the funding to the designated teacher based on the campus where the designated teacher worked during the winter class roster verification. The TIA allotment of funds generated by the State will be recalculated based on the new campus's rural and/or socioeconomic status.

If a designated teacher is still employed with the district at the winter class roster verification, however, retires or resigns prior to the annual TIA distribution date, the designated teacher will receive their TIA compensation for that school year on their final paycheck. The State recalculates annually the TIA allotment funding for designated teachers based on a set point in the spring of each year known as the Winter Class Roster Verification. The allotment of funds generated by the State will be calculated based on where the designated teacher is teaching during the winter roster verification.

Performance Standards-Weighting Statewide Performance Standards

To implement TIA, House Bill 3 required the setting of performance and validity standards to ensure that the identification of highly effective teachers under the three designation categories Master, Exemplary, and Recognized yielded reliable and comparable results across the state. TIA designations are determined based on the TIA score, a weighted combination of the teacher appraisal composite score and student growth composite score. The two domains that TIA evaluates are Domain 2, Instruction, and Domain 3, Learning Environment of the T-TESS evaluation system.

The District will use performance standards along with the District teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures.

Teacher Observation: T-TESS Performance Standards

The Teacher Incentive Allotment performance standards established teacher observation and student growth ratings for each level of designation using statewide teacher performance data. For teacher observation, the performance standards were determined using statewide T-TESS observation data. Each level of designation represents teacher performance relative to all Texas teachers. For a teacher to be eligible for an initial or higher designation, they must have a proficient rating, (3), or higher across all reported dimensions in Domain 2: instruction and Domain 3: Learning Environment.

***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.

The average statewide summative scores for each designation level will vary for each data capture year, depending on the statewide baseline data gathered for the teacher observation summative scores. More information can be found in TEA's Teacher Observation Performance Standards (See Appendix C).

The following table shows the minimum average statewide summative scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, and Master). The minimum average scores were derived from an analysis of T-TESS observations from across the state with scores on a 1 to 5 scale. The minimum average for a Master teacher shows the 95th percentile score, the minimum average for an Exemplary teacher shows the 80th percentile score, and the minimum average for a Recognized teacher shows the 67th percentile score. These overall minimum average scores are reflected in commissioner rules.

Percentile	Average Summative Scores for Domain 2 and Domain 3
95th (Master)	4.5 or 90% of possible points
80th (Exemplary)	3.9 or 78% of possible points
67th (Recognized)	3.7 or 74% of possible points

Student Growth Performance Standards

Student growth performance standards were determined through a value-added model using STAAR data based on multiple years of historical testing data across multiple contents using statistical modeling. Each level of designation represents teacher performance relative to all Texas teachers. In addition to the students being enrolled on the snapshot date (the last Friday in October), they must also participate in both the pre-test and the post-test with the same teacher and be assessed within the student growth measurement testing window to be calculated in the student growth measurement score.

***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.

The average statewide growth performance standards for each designation level may vary for each data capture year, depending on the statewide baseline data gathered for the student growth performance scores. More information can be found in TEA’s Teacher Observation Performance Standards (See Appendix D).

Master Teacher	Exemplary Teacher	Recognized Teacher
70% of students meet or exceed expected growth	60% of students meet or exceed expected growth	55% of students meet or exceed expected growth

Teacher Observation Component

TIA local designation system requirements must include a teacher observation component. In Conroe ISD, teachers are appraised using the Texas Teacher Evaluation and Support System (T-TESS). T-TESS is the state-approved teacher evaluation instrument, which is tied to TEA’s [Educator Standards](#). CISD’s T-TESS comprises four domains and 17 dimensions, a model for providing teachers with ongoing, timely feedback and establishing a culture of continuous improvement. Detailed information can be found on the [T-TESS website](#).

Among T-TESS requirements, Conroe ISD policy requires at least one formal observation, at minimum of 45 minutes in length. Teachers who are at a TIA campus and working in a TIA assignment will also have a minimum of three walkthrough observations, each a minimum of 10 minutes in length and focusing on Domain 2 or Domain 3, or both Domains 2 and 3. All appraisers will utilize the district’s walkthrough forms in Eduphoria Strive. These data, along with additional T-TESS performance data captured throughout the school year, will be used to determine the T-TESS summative scores. The final teacher performance score represents the average of all dimensions in T-TESS Domains 2 and 3 of the end of year summative report. Teachers must have a minimum score of Proficient in all observable dimensions in Domains 2 and 3 to be eligible for an initial or higher designation.

Teacher Observation and TIA Designation

For the purposes of TIA, the District will focus on Domain 2, Instruction, and Domain 3, Learning Environment, because these domains correspond with observable teacher and student behaviors for which appraisers can look for during teacher observations and walkthroughs. Within Domains 2 and 3, each dimension is rated on a scale of 1-5: 1 (Improvement Needed), 2 (Developing), 3 (Proficient),

4 (Accomplished), and 5 (Distinguished). These numerical values from Domains 2 and 3 are averaged to determine the T-TESS weighted composite score.

The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, and Master). The minimum average scores were derived from an analysis of T-TESS observations from across the state with scores on a 1 to 5 scale. The minimum average for a Master teacher shows the 95th percentile score, the minimum average for an Exemplary teacher shows the 80th percentile score, and the minimum average for a Recognized teacher shows the 67th percentile score. These overall minimum average scores are reflected in commissioner rules. An explanation and examples at the State level are available on the State’s [TIA webpage](#). The teacher performance score accounts for 40% of the TIA score that will be used to determine teacher eligibility for TIA designation. Below are the teacher observation minimum average performance scores determined using statewide T-TESS observation data.

Percentile	Average Summative Scores for Domain 2 and Domain 3
95th (Master)	4.5 or 90% of possible points
80th (Exemplary)	3.9 or 78% of possible points
67th (Recognized)	3.7 or 74% of possible points

***Note:** the average summative scores for each designation level will vary for each data capture year, depending on the baseline data gathered for teacher summative scores throughout the State.

Teachers, including designated teachers at eligible TIA campuses and working in eligible TIA assignments, must have a teacher observation score and a student growth measurement score to be considered for a designation. **Eligible teachers, including designated teachers working at eligible TIA campuses and are teaching in TIA-eligible assignments must be observed every school year and are not eligible for the Less Than Annual Appraisal option (LTAA).** Teachers who do not work at an eligible TIA campus, or who are not assigned to a TIA eligible position, provided they meet LTAA qualifications, may still qualify for LTAA.

Appraiser Calibration

To maintain the integrity of the system, a strong emphasis is placed on the calibration of T-TESS appraisers. Ensuring that scores assigned by appraisers are accurate and comparable, helps to maintain the reliability and validity for all teachers observed. Creating accurate and fair assessments of teacher practices and instituting measures for evaluating the ongoing quality of the T-TESS appraisal process contributes to the fidelity of the instrument. As such, additional calibration procedures have been built into the T-TESS appraiser certification process.

After completing the initial three-day T-TESS appraiser training, appraisers are required to take and successfully pass the T-TESS appraiser certification exam, which requires appraisers to calibrate to the T-TESS rubric and the state standards. T-TESS appraisers must re-certify every year for three years. After three consecutive years of certification, the appraiser is required to take and pass the T-TESS appraiser certification exam once every three years to maintain certification. All District-level personnel who are at the “administrative” level are required to complete and maintain appraisal certification and to maintain Board approval as certified T-TESS appraisers. **Note:** *If a second appraisal is requested, the second appraiser is not required to be recalibrated.*

In addition to the minimum calibration procedures required by the T-TESS system, the District has implemented additional calibration procedures for identified TIA campuses to ensure ongoing calibration among appraisers and among campuses. Conroe ISD requires appraisers to conduct at least two co-calibration walkthrough evaluations. Appraisers compare and discuss ratings for each dimension within Domains 2 and 3. Appraisers will conduct co-calibration walkthrough #1 alongside a different appraiser at their home campus and appraisers will conduct co-calibration walkthrough #2 alongside a different appraiser located at a different campus, to ensure that the appraisers are calibrated across appraisers and campuses. In the event an appraiser has a special circumstance, or an emergency occurs, and the appraiser is unable to complete the co-calibration walkthrough evaluations, the appraiser can view a District approved calibration video as a replacement calibration evaluation. This occurrence will only be used in a special circumstance that will require approval by an Assistant Superintendent. At any point, if it is determined that appraisers are not calibrated, additional training is provided by the District. In cases where appraisers do not arrive at the same rating for each dimension, additional training and support will be offered.

Additionally, every teacher is ensured that they will receive at least one walkthrough appraisal conducted by an appraiser who is not their assigned appraiser, to ensure that appraisers remain calibrated across appraisers, content areas, and grade levels. During the spring semester each year, appraisers complete a pre-assigned video calibration and submit ratings to their District leader, who determines whether additional calibration is needed based on the State's assessment of ratings for the pre-assigned video. The preassigned videos will be provided by the District leader.

Additionally, three times a year, District and campus administrators will participate in data meetings to analyze the correlation between the most recent assessment as compared to the formal observation, T-TESS ratings, and utilize the findings as a predictive tool. Campus Administrators will collaborate with teachers during Professional Learning Community (PLC) meetings to compare student growth data with teacher observation data, checking for positive correlation, as well as skew by appraiser, campus, subject, and grade level. After analyzing the data, district and campus administrators will determine strategic areas of focus and possible professional learning opportunities that ensure teacher observation data positively correlates with student growth data.

Student Growth Measurement Instruments

Student Growth Measurement Instrument

The student growth component comprises 60% of a teacher's designation. Conroe ISD has chosen assessments found by the State to be valid and reliable. The District will be utilizing the following student growth performance measures: STAAR, STAAR EOC, (CLI) CIRCLE, MAP Growth, and (ULS) Unique Learning Systems, which are all on the Commissioner's approved list of student growth measures. All TIA assessments must follow District testing protocols, be administered with fidelity, assessments completed in their entirety, and all data must be entered into the testing platforms within the BOY and EOY TIA testing windows to be included in the student growth measurement calculation for an eligible TIA teacher. Students must be enrolled on snapshot date, participate in both the pre-test and the post-test with the same teacher, and be present within the student growth measurement testing window to be calculated in the student growth measurement score.

Student Growth Performance Standard

To be eligible for a TIA-designation, teachers must earn a student growth performance standard. The District is aligned to the statewide performance standards set forth by TEA.

Master Teacher	Exemplary Teacher	Recognized Teacher
70% of students meet or exceed expected growth	60% of students meet or exceed expected growth	55% of students meet or exceed expected growth

More information can be found in TEA's Student Growth Performance Standards document, refer to Appendix D. Conroe ISD will maintain the metric used by TEA to calculate a teacher's students' growth using the number of students who meet or exceed student growth expectations divided by the number of students with an expected growth score. In addition to the students being enrolled on the snapshot date (the last Friday in October), they must also participate in both the pretest and the posttest with the same teacher and be assessed within the student growth measurement testing window to be calculated in the student growth measurement score.

For non-STAAR tested subjects, metrics are in place to verify if students have made the necessary growth. The District uses the State Transition Tables, determined by the State and the end of year STAAR results to determine the end-of-year growth levels. A grade-appropriate measure will be used to determine the number of students who meet or exceed the student growth expectation.

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.

Student Growth Instruments and Methodologies

Children's Learning Institute (CLI) CIRCLE Progress Monitoring Assessment

Applicable Grades and Subjects:

- Prekindergarten Reading
- Prekindergarten Mathematics

Progress Calculation Methodology

Students are assessed using the Children's Learning Institute (CLI) CIRCLE Progress Monitoring Assessment during the testing window at the beginning, middle, and end of the year. Students assessed at the beginning and end of the year and present on the teacher's roster at the fall snapshot will be included in the student growth measurement calculation. The District will develop the expected growth locally to determine the expected student growth.

The testing subsets that will be included as part of the CIRCLE growth measure are Letter Names, Letter Sounds and the Composite Math Score offered in both languages of English and Spanish. The District will set the expected growth targets locally. All pretests and posttests must be administered within the District's assigned testing assessment window to count toward the student growth measurement calculation score.

The total number of students who reach the expected growth score will be divided by the total number of eligible students. This percentage will be used to determine the eligibility for a teacher's designation.

NWEA MAP to MAP Growth Assessment

Applicable Grades and Subjects:

- ~~Kindergarten Reading~~
- 1st Grade Reading
- 2nd Grade Mathematics

Progress Calculation Methodology

Students are assessed using MAP Growth throughout the testing window at the beginning, middle, and end of the year. Students assessed at the beginning and end of the year will be included in the student growth measurement calculation.

All MAP assessments must follow the District testing protocols and must be administered with fidelity as outlined in the District's *NWEA MAP Growth Manual*. All MAP assessments must be administered in their entirety for an eligible teacher to be included in the student growth measurement calculation. Teachers of students in bilingual settings must follow the testing language requirements for the *NWEA MAP Growth Assessments* as outlined in the district's *NWEA MAP Growth Test Administrators manual* and by the *MAP Testing Language Schedules for Bilingual* document. Students without scores on the tests outlined in these documents will not be eligible for the TIA student growth measure calculations.

The third-party vendor, NWEA, MAP, and the District will set the expected growth targets locally. Students will complete a Fall MAP Growth pre-test, receiving an initial RIT score. Reports in the database will indicate whether students met or exceeded their expected growth projections with a "yes/no" indicator. In the spring, students will take the MAP Growth post-test, which serves as the end-of-year assessment. The database will report whether students met or exceeded their expected growth targets at the end of the year using the same "yes/no" indicator. The number of students who meet expected growth is divided by the total number of eligible students. This calculation method will calculate the percentage of students who met/exceeded the expected growth in Category 1. 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 before yearly data submissions.

NWEA MAP to STAAR Growth Assessment

Applicable Grades and Subjects:

- ~~3rd Grade Reading~~
- 3rd Grade Mathematics
- 8th Science

Progress Calculation Methodology

Students are assessed using MAP Growth throughout the testing window at the beginning, middle, and end of the year. Students assessed at the beginning and end of the year will be included in the student growth measurement calculation.

All MAP assessments must follow the District testing protocols and must be administered with fidelity as outlined in the District's *MAP Growth Manual*. All MAP assessments must be administered in their entirety for an eligible teacher to be included in the student growth measurement calculation.

The District will set the expected growth targets locally. Students will take a Fall MAP Growth pre-test to establish an initial RIT score. The end-of-year (EOY) STAAR assessment will serve as the post-test. The District will review NWEA MAP reports that generate growth projections based on nationally representative growth norms. Using the MAP Growth projections report, the database will set the student's expected performance level on the EOY STAAR assessment. If the student meets or exceeds the predicted performance level, the student will meet expected growth. The number of students who meet expected growth is divided by the total number of eligible students. This calculation method will calculate the percentage of students who met/exceeded the expected growth in Category 7.

All pre-tests and post-tests assessments must be administered and entered into the testing platforms at the BOY and EOY TIA District's assigned testing assessment window, follow the District testing protocols, be administered with fidelity, and all assessments must be completed in their entirety to be included in the student growth measurement calculation for an eligible TIA teacher. Students must be enrolled on the snapshot date, participate in both the pre-test and the post-test with the same teacher, and be present within the student growth measurement testing window to be calculated in the student growth measurement score.

Unique Learning System, ULS

Applicable Grades and Subjects:

- Kindergarten – 12th Grade Reading Special Education Life Skills
- Kindergarten – 12th Grade Mathematics Special Education Life Skills

Progress Calculation Methodology

The Unique Learning System, known as ULS assessment, will only be used as the student growth measurement assessment for life skills students in English Language Arts and Reading and or Mathematics in Kindergarten through 12th grade who are not Ard'd to be administered MAP (Kindergarten through 2nd grade Reading and 2nd grade Mathematics).

The Level 1 life skills students' growth will be measured by utilizing the student's profile assessment. The profile assessment is administered three times per year, at the beginning of the year, in the middle of the year, and at the end of the year. The Level 2 and Level 3 life skills students will be measured by growth at the beginning of the year and at the end of the year using benchmark assessment data. The life skills teacher will use the same Reading and Mathematics benchmark assessment that is administered during the BOY testing window, as the EOY benchmark assessment. The District will develop the expected growth locally to determine the expected growth at the end of the school year.

The Special Education Life skills teachers will complete the TIA ULS Benchmark Data Google Form and upload the student's data in Eduphoria Student Inventories within the District's TIA testing assessment window to track each special education life skills student(s) progress data. The life skills teacher will enter their Level 1 students' profile numerical score after the beginning of the year, middle of the year, and end of the year profile assessments on the District created google form. The life skills teacher will enter their Level 2 and Level 3 students' benchmark assessments numerical scores at the beginning of the year, middle of the year, and at the end of the year, on the District-created google form. The Level 2 and Level 3 students' benchmark assessment data will be recorded and tracked for TIA purposes on the District-created google form in addition to the Level 1 student's profile numerical data. The same Reading and Mathematics benchmark assessment for the Level 2

and Level 3 students selected at the BOY will be administered and tracked at the MOY and at the EOY for them. In addition to the TIA ULS benchmark data recorded on the District-created google form, the life skills teachers will record the students' progress check scores in an Eduphoria Inventory at the beginning of the year, middle of the year, and at the end of the year to be included in the student growth measurement calculation for an eligible TIA teacher. All TIA assessments must follow District testing protocols, be administered with fidelity, assessments completed in their entirety, and all data must be entered into the testing platforms within the BOY and EOY TIA testing windows to be included in the student growth measurement calculation for an eligible TIA teacher. Students must be enrolled on snapshot date, participate in both the pretest and the posttest with the same teacher, and be present within the student growth measurement testing window to be calculated in the student growth measurement score.

The District will determine the expected growth locally to determine the student's expected growth at the end of the school year. The total number of students who reach the expected growth progress score will be divided by the total number of eligible students. This percentage will be used to determine the eligibility for a designation.

Released STAAR to STAAR Tests

Released STAAR/Released STAAR EOC score and a valid STAAR/STAAR EOC score

Applicable Grades and Subjects:

- 8th Grade Social Studies
- Biology
- US History

Progress Calculation Methodology

Students who take both a released STAAR test as a part of the pretest window and who receive a valid STAAR score for the posttest will be included in the student growth calculation.

The District will create Transition Tables to determine the expected student growth at the end of the school year. All pretests and posttests must be administered within the District's assigned testing assessment window in order to count toward the student growth calculation score.

The total number of students who meet expected progress will be divided by the total number of eligible students. This percentage will be used to determine the eligibility for a designation.

STAAR to STAAR Tests

Prior Years STAAR/EOC score

Applicable Grades and Subjects:

- 4th Grade Reading
- 4th Grade Mathematics
- 5th Grade Reading
- 5th Grade Mathematics
- 6th Grade Reading
- 6th Grade Mathematics
- 7th Grade Reading
- 7th Grade Mathematics
- 8th Grade Reading
- 8th Grade Mathematics
- English I
- English II
-

- English and Spanish Reading and Mathematics re-testers

Progress Calculation Methodology

Re-testers who have a prior year STAAR/STAAR EOC score for the pretest and who receive a valid STAAR score for the posttest will be included in the student growth calculation.

The District will create Transition Tables to determine the expected student growth at the end of the school year. All pretests and posttests must be administered within the District's assigned testing assessment window in order to count toward the student growth calculation score.

The District created a locally developed transition table specifically for re-testers that is similar to TEA's Accelerated Learning Transition Table. The District's locally developed re-testers transition table measures students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year. If the student did not meet grade level in the prior year and accelerated to approaches grade level or above in the current year, the student will meet expected growth. The total number of students who meet expected progress will be divided by the total number of students with a valid STAAR State's growth measure. This calculation method is how the percentage of students who met or exceeded the expected growth for re-testers is calculated. This percentage will be used to determine the eligibility for a designation. The number of students who met expected growth will be divided by the total number of eligible students with the State's STAAR academic growth score. This percentage will be used to determine eligibility for a designation.

STAAR Growth Measure Integrity

To ensure that all students have the opportunity to perform to their full capacity on the student growth measures, all testing will be treated as state standardized testing. The District provides annual training for all campus testing coordinators regarding testing protocols and scoring of pre-posttests prior to the start of the school year. The campus testing coordinators, in turn, provide the same training to all campus personnel (principals, campus administrators, teachers, support staff, etc.). Refresher training also occurs throughout each school year. All teachers will participate in a campus state security training which will cover assessment expectations, testing irregularities, active monitoring, distribution of test materials, and proper handling of secure materials. Students will receive the allowable accommodations, as required by Admissions Review Dismissal (ARD), Language Proficiency Assessment Committee (LPAC), 504, Dyslexia, RtI/EIT, etc., documentation.

Algebra I **Progress Calculation Methodology** The State Transition Tables will determine the expected growth for students on the STAAR to STAAR tests. Students assessed on STAAR in the above grades and subjects receive a State's Student Academic Growth Measure on the STAAR test. The State determines the possible points that a student can achieve on a STAAR Transition Table. The number of students who met expected growth will be divided by the total number of eligible students with the State's STAAR academic growth score. This percentage will be used to determine eligibility for a designation. **STAAR and STAAR EOC Intervention Courses** Prior year's STAAR/STAAR EOC score or re-test score and a valid STAAR/ STAAR EOC score. This student growth measurement is designed for students retaking STAAR and STAAR EOC assessments. Applicable Grades and Subjects:

Throughout the school year, teachers use the initial measures to ensure that students are making the needed progress. The District ensures that the growth measure standards are aligned by adhering to the guidance from TEA. Conroe ISD ensures that teachers are aware of the standards that are used to measure student growth. Metrics are used to track and monitor student growth on all District assessments. All student growth measures are aligned to the State standards and follow the accountability cut points and targets. The District creates a TIA assessment timeline that is shared with the District at the beginning of each school year. All pretests and posttests must be administered within the District's assigned testing assessment window in order to count toward the student growth calculation score, including reporting all student data within the District's TIA assessment timeline window. All assessments must follow District testing protocols, be administered with fidelity, assessments must be completed in their entirety, and all data must be entered into the testing platforms within the BOY and EOY TIA testing windows to be included in the student growth measurement calculation for an eligible TIA teacher. The District's eligibility requirements state that the students must be enrolled on the snapshot date (the last Friday in October), they must also participate in both the pretest and the posttest with the same teacher and be assessed within the student growth measurement assessment testing window to be calculated in the student growth measurement score.

Testing Irregularities

To maintain data integrity, students' scores may be eliminated, as a result of the following, but not limited to:

- Tampering with student responses;
- The student does not attempt to answer a substantial number of questions.
- The student is only recorded as active for a few minutes throughout the pre-test before submitting.
 - Eduphoria can report the active amount of time a student spends on a test and the number of questions attempted by the student.

If the pre-test is eliminated, the score will not be calculated in the student growth measurement calculation.

MAP Growth Measure Integrity

For categories that use NWEA MAP Growth as a Pre-Test or as both the Pre- and Post-Test to measure student growth for the purposes of the Teacher Incentive Allotment, it is important that the assessment be given following all security and confidentiality measures. NWEA MAP Growth data may be eliminated from TIA data collection at the student or teacher level if it is found to not be in compliance with the following:

- A student's data will be removed from the data set if the NWEA MAP system has flagged the test as invalid due to a high percentage of rapid guessing. Whether the student is retested is at the discretion of the District.
- A student's data will be removed from the data set if it is found that the student received incorrect accommodations.
- The entirety of a teacher's data set or the affected part of a teachers data set will be removed if it is found that the teacher incorrectly applied the text-to-speech accommodation for the purpose of manipulating the data.
- The entirety of a teacher's data set or the affected part of a teachers data set will be removed if it is found that the teacher did not follow district guidelines for calculator and formula chart usage for the purpose of manipulating the data.
- The entirety of a teacher's data set will be removed if the teacher has a very high percentage of rapid guessing flags.
- The entirety of a teacher's data set will be removed if the average testing time for the students exceeds 120 minutes.
- The entirety of a teacher's data set will be removed if the teacher is found to have caused serious testing irregularities by breaking security and confidentiality procedures.

Testing violations are categorized as procedural or serious. Because the assessments are utilized in the Teacher Incentive Allotment dataset, teachers who do not comply with security and/or administration procedures may be excluded from TIA designation. Any data that is eliminated or removed will not be calculated in the student growth measurement calculation.

All MAP Growth administrations must follow District testing protocol. Additionally, all assessments must be completed in their entirety within the district administration window to be included in the student growth measurement calculation for an eligible TIA teacher.

Designation System

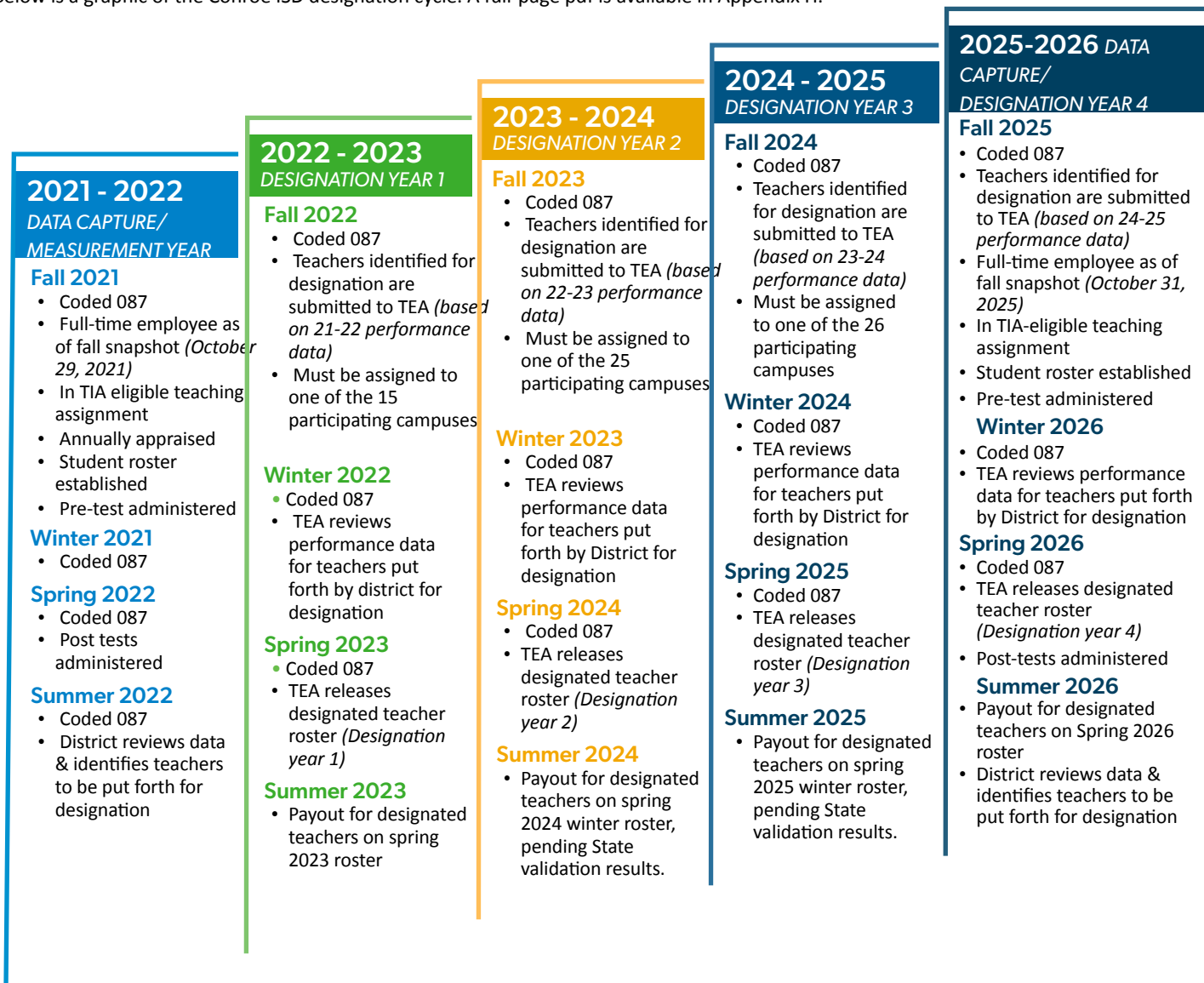
Cohort D Designation Cycle and Scoring

For a first-year participant in the District's local designation system, the designation cycle is a two-year process. The first year is the data capture year in which teacher performance and student performance data will be collected. Based on scoring models outlined in the local designation system, if the teacher is deemed to have earned a designation, they will then move on to the second year of the cycle. Teachers must be employed with the District at the time of data submission the following school year. During the second year, designations will be submitted to TEA for review. Once approved, allotment funding will be distributed. There are specific set points throughout the designation process where certain criteria/eligibility must be maintained to receive allotment funding.

The local designation system approval to designate teachers involves a two-step review process. The first step is carried out by the Texas Education Agency (TEA) and the second step is performed by TEA in collaboration with Texas Tech University. Local designation system approval by the State is dependent on the positive correlation between the two components of teacher performance data and student growth measurement data. TEA will review the results from Step 1 and Step 2 to determine final system approval. TEA will notify districts of system approval or system denial in the Spring of 2026. Please refer to the student growth instruments and methodologies on how the calculation of each assessment is derived.

The TIA designation system is calculated based on the weighted combination of the Texas Teacher Evaluation and Support System (T-TESS) teacher appraisal system (40% of the composite score) and student growth outcomes (60% of the composite score). The teacher observation and the student growth performance standards will follow the statewide established performance standards designated by TEA. In order For a teacher to qualify for a designation, the teacher must meet the minimum criteria for Recognized for both TIA components. This includes having scored a minimum average T-TESS rating of 3.7 across Domains 2 and Domain 3, scoring a rating of proficient (3) or higher across all dimensions in Domain 2 and Domain 3, and having scored a minimum student growth performance score of at least 55%. **TEA does not round the T-TESS rating averages. The lower of the floor will be taken to determine the designation level.**

Below is a graphic of the Conroe ISD designation cycle. A full-page pdf is available in Appendix H.



TIA designations are determined based on the final TIA score. The final TIA score is calculated based on the weighted combination of the T-TESS (Domain 2 and Domain 3) which is 40% of the composite score and the student growth measurement which is 60% of the composite score. To determine annual teacher eligibility for a TIA designation, the following will be completed at the district-level end-of-year data analysis:

- The teacher identification of campus employment will be determined based on assignments at the time of the Winter Class Roster Verification, which is the last Friday in February.
- The District will collect summative T-TESS appraisal data in all dimensions in Domain 2, Instruction, and in Domain 3, Learning Environment. 11
- The District will determine the student growth composite score, which will be based on students enrolled as of the fall snapshot date. Students must be enrolled on the snapshot date (the last Friday in October), the students must also participate in both the pretest and the posttest with the same teacher and be assessed within the student growth measurement assessment testing window to be calculated in the student growth measurement calculation score.
- The teacher designation will be recommended based on the final TIA score calculated by the District in accordance with the local designation system rules and regulations.

Note: If a teacher qualifies in multiple eligible teaching assignments in the same eligible teacher assignment category with the same weighted growth measurement and the same student growth measurement assessment used, the District will aggregate the student growth data from the different grade levels or subject areas to determine the student growth measurement score. In the event that a teacher qualifies for multiple eligible teaching assignments that fall under more than one eligible teacher category with differently weighted growth measurements and/ or different student growth measurement assessments used, the District will select the highest student growth measurement rating out of the eligible teaching categories. The largest student growth measurement population for the special education life skills students will be selected.

***Note:** Performance cut points are used to determine which teachers qualify for each level of designation. Determining performance cut points involves constant analysis of the post-test data. The District will set expected student growth targets, apply cut points, and run various statistical models against the validation checks on the District's post-test data. 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. These adjustments may include but are not limited to, performance standards, 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.

If performance criteria are met, a TIA designation is submitted to TEA for data review; pending TEA data validation, TIA designation is attached to the teacher's Texas teaching certificate for five years. If performance criteria are not met, a TIA designation is not submitted to TEA.

Designation Calculation and Score Cut Points

Following the data capture school year, the District will determine the teacher designations. The District will submit the teacher performance data and designations to TEA and TTU for data validation in the fall following the data capture school year. Once the data from all qualifying teachers are compiled and reviewed by district personnel, performance cut points for each designation level will be established. Performance cut points are used to determine which teachers qualify for each level of designation. Determining performance cut points involves constant analysis of the post-test data. The District will set expected student growth targets, apply cut points, and run various statistical models against the validation checks on the District's post-test data. 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. 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.

Statewide Performance Standards

Designation criteria and cut points for each level of designation are determined by each district's local designation system. TEA has established average statewide performance standards. Prior to approving local designation systems, TEA will study the overall alignment of district designations to the average statewide performance standards.

The Teacher Incentive Allotment performance standards established teacher observation and student growth ratings for each level of designation using statewide teacher performance data. For teacher observation, the performance standards were determined using statewide average T-TESS observation data. Student growth performance standards were determined through a value-added model using STAAR data based on multiple years of historical testing data across multiple contents using statistical modeling. Each level of designation represents teacher performance relative to all Texas teachers. The minimum average for a Master teacher shows the 95th percentile score, the minimum average for an Exemplary teacher shows the 80th percentile score, and the minimum average for a Recognized teacher shows the 67th percentile score. These overall minimum average scores are reflected in the commissioner rules and may vary for each data capture year, depending upon the States findings.

The TIA designation system is calculated based on the weighted combination of the Texas Teacher Evaluation and Support System (T-TESS) teacher appraisal system (40% of the composite score) and student growth outcomes (60% of the composite score). The teacher observation and the student growth performance standards will follow the statewide established performance standards designated by TEA. For a teacher to qualify for a designation, the teacher must meet the minimum criteria for Recognized for both TIA components. This includes scoring a rating of proficient (3) or higher across all dimensions in Domain 2 and Domain 3, having scored a minimum average T-TESS rating of 3.7 across Domains 2 and Domain 3, and having scored a minimum student growth performance score of at least 55%. TEA does not round the T-TESS rating averages. The lower of the floor will be taken to determine the designation level.

Minimum Statewide Performance Standards

Designation Level	Statewide Percentages	Minimum Teacher Observation Performance Standards	Minimum Student Growth Performance Standards	Designation Determination
Recognized	Top 33%	3.7 or 74% of possible points	55% met or exceeded	Between 3.7 to 3.89 and Between 55% to 59%
Exemplary	Top 20%	3.9 or 78% of possible points	60% met or exceeded	Between 3.9 to 4.49 and Between 60% to 69%
Master	Top 5%	4.5 or 90% of possible points	70% met or exceeded	Greater than 4.5 and Greater than 70%

** Represents the statewide average of all dimensions in T-TESS Domains 2 and 3. Teachers must have a minimum score of Proficient in all observable dimensions and must meet the minimum statewide performance standards to be eligible for a new or higher designation.*

The local designation system approval to designate teachers involves a two-step review process. The first step is carried out by the Texas Education Agency (TEA) and the second step is performed by TEA in collaboration with Texas Tech University. Local designation system approval by the State is dependent on the positive correlation between the two components of teacher performance data and student growth measurement data. TEA will review the results from Step 1 and Step 2 to determine final system approval. TEA will notify districts of system approval or system denial in the Spring of 2025.

Data Submission

The District will collect data to determine teacher TIA designations during the 2025-2026 data capture year. TIA data and designation recommendations will be submitted to TEA for validation of all eligible TIA teachers in October following the data collection year. To have TIA data and a designation recommendation submitted to TEA, the teacher must meet the requirements detailed below:

- teaching in an eligible teaching assignment at a TIA eligible campus at the time of snapshot and at the winter class roster verification;
- remaining at the same eligible TIA campus the following school year in a role ID code of 087 at the time of data submission,
- earning a creditable year of service in Conroe ISD in a position with a Public Education Information Management (PEIMS) role ID code of 087 for at least 90 days at 100% of the day or 180 days at 50–99% of the day providing instruction to students as a primary job function; and;
- being appraised by T-TESS and scoring a rating of proficient (3) or higher across all dimensions in Domain 2: Instruction and Domain 3: Learning Environment; and
- meeting the minimum statewide performance standards to be eligible for a new or higher designation.

After receiving TEA approval, TEA will notify the District in the Spring of 2026 of the specific allotment amounts by designation level at each campus in the District. The District will notify the teachers if their recommended designations have been approved or denied by the State in the Spring of 2026. TIA compensation will be awarded to teachers in the Summer of 2026. NBCT data will be tracked by the District as well. TEA will provide a list of the NBCT's in the Spring of 2026. NBCT's will automatically receive the designation of Recognized, unless the teacher reaches a higher designation level under the District's locally designed system. All National-Board requirements still apply .

The District will request that teachers currently employed with the District notify Human Resources upon completion of NBC. The

teacher will be required to show proof of active NBCT certification to be recommended for a designation.

Appeals

Formal complaints regarding the implementation, application, or interpretation of the TIA must be filed in accordance with Local Board Policy DGBA. This policy requires that complaints be filed within 15 District business days of the time the employee first knew or should have known of the event or circumstance prompting the complaint. Information about the complaint process is available on the [Conroe ISD webpage](#).

Staff members are encouraged to work with their campus principal to resolve concerns before filing a formal complaint. However, pursuing informal resolution will not impact the filing requirements established by the Local Board Policy DGBA.

Any data from the State that TEA releases about the teacher designation **cannot** be appealed. All appeals must be submitted by the deadline. Appeals submitted after the deadline will not be considered.

Spending State Requirements for TIA Funding

Funding for teachers designated as *Master*, *Exemplary*, or *Recognized* under TIA will flow from the State to Texas school districts. The statute requires that 90% of the funds earned through the District's local designation system be spent on teacher compensation on the campus where the designated teacher works. TEC Section 48.114 (i) (1)(A) states that: "A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed."

The statute states that TIA funds are not considered property rights. The district should spend no more than 10% of TIA funds at the district level to support rollout and implementation of TIA. The State will calculate rural and socio-economic tier funding status annually based on student enrollment. Allotment funds will be based on the socioeconomic status of the campus and not the individual students assigned to the designated teacher. If a designated teacher moves campuses from one school year to another, the allotment that designated teacher generates will be recalculated based on the new campus rural and socio-economic tier funding status. Currently, Conroe ISD does not have any campuses identified by the State as rural.

Teacher Designation Award Amount Determinations

State funding available from the TIA varies by designation. The exact amount of state funding per teacher is determined by a formula that considers the designation earned, the level of socioeconomic need at the teacher's assigned campus, and whether the campus is rural. Conroe ISD currently does not have any campuses designated as rural. Funding for a Master designation ranges from \$12,000-\$32,000, Exemplary designation ranges from \$6,000-\$18,000, and Recognized designation ranges from \$3,000-\$9,000. For more information about the specific amount of TIA funds generated by TIA designated teachers at every campus across the State, see TEA's [Teacher Incentive Allotment Funding Map](#). Allotment amounts are recalculated by TEA every April. For more information about the TIA allotment calculations, see TEA's, [Teacher Incentive Allotment webpage](#).

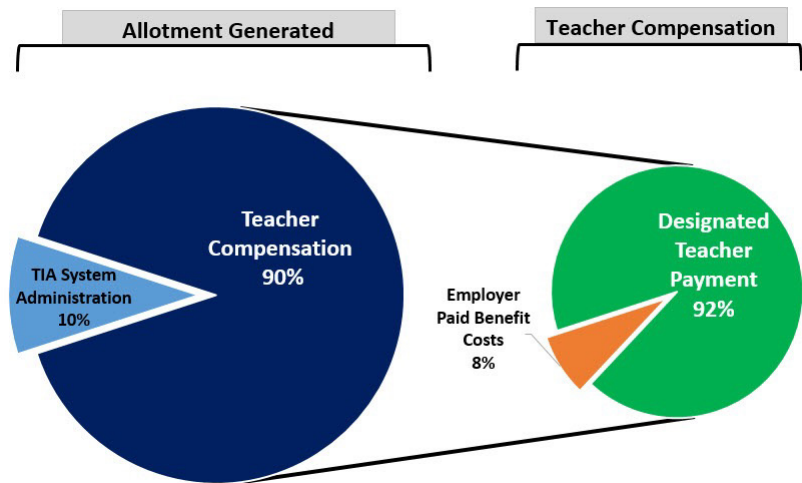
Distribution of Compensation

The statute requires that 90% of TIA funds generated be spent on teacher compensation at the campus in which the designated teacher is employed at the time the TIA funds are allotted. The remaining 10% of TIA allotment funds generated will be used for administrative expenses, training and support, expansion of the system, and professional development.

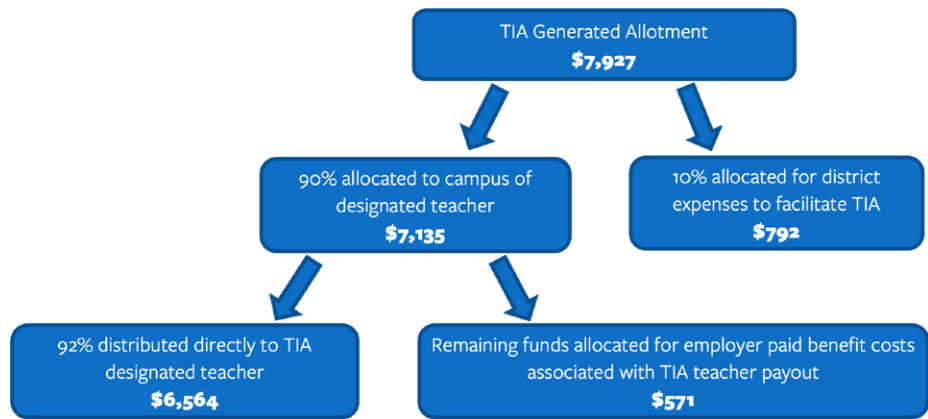
Of the 90% required to be spent on teacher compensation, TIA-designated teachers will receive a lump-sum payment equal to 92% of the 90% required to be spent on teacher compensation. The remaining 8% will be used to cover employer-paid benefit costs related to the TIA compensation.

The employer-paid benefit costs comprising the 8% will include deductions for Medicare tax, workers’ compensation, and Teacher Retirement System (TRS) contributions as part of an employee’s annual wages reported to the state and federal governments. TIA compensation will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits. The district will report the TIA incentive to TRS. TIA incentive amounts will be viewable for employees through their TRS account login once TRS processes their annual statements. TRS benefits are subject to TRS rules and regulations. Please note, Federal withheld holdings are separate from the employer-paid benefits and will be deducted from the incentive stipend. Your compensation will be reported to TRS and subject to all TRS rules and regulations.

Compensation Distribution



Designated Teacher Payment Example



TIA allotment funding is calculated annually for designated teachers based on a set point in the spring of each year known as the Winter Class Roster Verification, the last Friday in February. If a designated teacher is still employed with the District at the time of the winter class roster verification but retires or resigns prior to the annual TIA distribution date, the designated teacher will receive their TIA compensation for that school year on their final paycheck. More details regarding the District’s TIA spending plan can be found on the District’s TIA website, www.conroeisd.net/page/teacher-incentive-allotment.

Frequency of Compensation

TIA compensation is an annual allotment provided by the State and is subject to availability of funding at the state level. TIA designated teachers will receive TIA compensation **annually for five continuous years** based on their TIA designation. Funding for their designation will be determined based on their campus of assignment at the time of the Winter Class Roster Verification. Compensation will be paid at the end of the fiscal year in which the designation was awarded. For example, designations awarded for the school year 2025-2026 will be paid to designated teachers during the Summer of 2026.

Impact of Compensation

TIA compensation stipends will be included in the annual wages reported to TRS and will be used when calculating retirement benefits. TRS benefits are subject to TRS rules and regulations. The district will report the TIA incentive to TRS. TIA incentive amounts will be viewable for employees through their TRS account login once TRS processes their annual statements. TRS benefits are subject to TRS rules and regulations. Please note, Federal withheld holdings are separate from the employer-paid benefits and will be deducted from the incentive stipend.

TIA Administrator Extra Duty Pay

TIA Administrator Extra Duty Pay Eligibility – 2026

The District will award administrators currently employed at eligible TIA campuses within the District, provided they meet the eligibility requirements, with Teacher Incentive Allotment (TIA) administrator extra duty pay for the 2025-2026 school year. The TIA administrator extra duty pay will vary in amounts depending on the projected number of TIA teachers being appraised at the specific TIA eligible campus, divided evenly by the total number of administrators at the specific eligible TIA campus. Payouts will be made to eligible administrators in the Summer of 2026.

TIA Administrator Extra Duty Pay Eligibility Requirements – 2026

- Employed as a principal/administrator at a TIA-eligible campus,
- hired by Labor Day, September 1, 2025,
- remain at the same eligible TIA campus throughout the academic school year,
- be a certified appraiser for the District-approved teacher appraisal system, and
- must be employed through and including June 30, 2026.

** For TIA campuses that qualify solely through the Special Education programs, including Life Skills, SDC, and RISE only, under the District-Wide Initiative, the administrator responsible for completing TIA appraisals will receive TIA Administrator Extra Duty Pay.*

Notes:

- TIA administrators currently employed in the district working at an eligible TIA campus can receive the TIA Administrator Extra Duty Pay.
- TIA administrators who meet all of the TIA administrator extra duty pay eligibility requirements as outlined in the TIA Handbook for the 2025-2026 school year will receive the extra duty pay in the Summer 2026.
- The TIA administrator's extra duty pay is paid through the Teacher Incentive Allotment (TIA) program from the 10% spending plan funds. TIA is a state-funded initiative; therefore, the funding is contingent upon state appropriations and approval through the State's TIA review process yearly.
- TIA administrators who resign their positions before June 30, 2026, will not receive the extra duty pay.

District Support

Conroe ISD has collaborated with district leaders, campus leaders, and teachers to communicate the Teacher Incentive Allotment designation system. At the beginning of each school year, Conroe ISD campuses will conduct faculty TIA Staff Presentation Overviews about the TIA plan and share the eligibility requirements, eligible assignments, the required T-TESS teacher appraisal system observations, and the student growth measures that will comprise the final TIA score for designation. The final TIA score for a designation is calculated using 40% of the T-TESS score and 60% of the student growth score. Once the final TIA Score is calculated, the teacher designation is determined by the designation cut points. The average for a Master teacher shows the 95th percentile score, the average for an Exemplary teacher shows the 80th percentile score, and the average for a Recognized teacher shows the 67th percentile score.

These overall average scores are reflected in the commissioner rules. Any updates to the District's TIA plan will be communicated to stakeholders throughout the school year.

The [Conroe ISD Stakeholder Group](#) and the [TIA Steering Committee](#) will ensure that there is a system of ongoing support through the Human Resources Department for the TIA plan. The District is committed to ensuring district appraisers remain calibrated across the District. In addition, the District's Finance team will play a role in the TIA system to ensure the budget is aligned with managing the allotment of funds that the District receives from the State. The School Improvement and Assessment and Evaluation Department will provide support in the areas of student growth measures. The Technology Department will play an integral part in the communication process. The TIA Steering Committee will ensure a tracking system is in place to track the teacher observation data along with the student growth measurement data. The District's goals are to recruit, retain, and reward the best teachers at our campuses with the highest needs and to encourage the professional growth and development of teachers. A TIA Principal Steering Committee was developed to collect feedback and to obtain the principal's perspective on the implementation of the TIA program to adjust for refinements to the program. The District will continue to meet with the TIA Stakeholder Committee and the TIA Steering Committee members to reflect upon the yearly participation and to progress monitor TIA implementation, as needed. The District will continue to analyze the District's correlation data quarterly to assess calibrations between teacher performance data and the student growth measurement data to reduce possible data skew. The District will continue to review and expand the TIA program to additional teaching assignments and additional eligible TIA campuses in the near future. Conroe ISD values each educator within the District and will continue to provide opportunities for stakeholder's input. Conroe ISD thanks all educators for the continued dedication to the teaching profession and to the students in Conroe ISD.

Glossary

Allotment - The funding available from the Teacher Incentive Allotment (TIA) varies by designation and campus where the designated teacher works. The exact amount of allotment funding per teacher is determined by a 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 website](#) for more information regarding TIA allotments.

Cohort D Designation Cycle - Conroe ISD is a part of the Cohort D designation cycle. The first year is referred to as the data capture year in which teacher performance and student performance data will be collected. Based on scoring models outlined in the local designation system, if the teacher is deemed to have earned a designation, they will then move on to the second year of the cycle. During the second year of the cycle, designations will be submitted to TEA for review and approval.

Data Capture Year - The school year in which a district collects teacher effectiveness data in accordance with their local designation plan is called the data capture year.

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

Local Designation System Requirements - House Bill 3 provides districts with local control and flexibility in choosing how to evaluate teachers and assign designations. At minimum, the designation system must include both a teacher observation and a student performance 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 was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide. Holding a NBC on your Texas teaching certificate automatically generates a *Recognized* designation if coded in a Teacher Role ID of 087.

PEIMS Code 087 - A professional employee who must hold a valid teacher certificate or permit to perform some instruction with students. 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 the setting of “performance and validity standards” to ensure that the identification of highly effective teachers under the three designation categories – *Master*, *Exemplary*, and *Recognized* – yields reliable and comparable results across the State. Districts will be expected to use performance standards along with district teacher observation and student performance standards to determine which teachers qualify for designations.

Rural - Designated teachers who work on rural campuses will generate greater allotments. Campuses are designated as rural by the State.

Snapshot - The PEIMS Fall snapshot (as-of) date is an annual submission required by TEA to report all students served and staff employed on the designated date. The PEIMS Fall snapshot date is designated as the last Friday in October.

Socio-Economic Status - The campus’s socio-economic tier will be recalculated annually by TEA, given that a school’s student enrollment changes yearly. As a reminder, this calculation uses the home address of the student who attends a particular campus. 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: *Master*, *Exemplary*, or *Recognized*. 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 webpage](#).

Student Growth Measure - Assessments approved on the State Commissioner’s list to measure how much progress students make from year to year.

Student Growth Performance Standards - The percentages below are the District’s performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.

- *Master* teacher - 70% of students reaching expected or accelerated growth
- *Exemplary* teacher - 60% of students reaching expected or accelerated growth
- *Recognized* teacher - 55% of students reaching expected or accelerated growth

Teacher Designation - A designation is a distinction displayed on the teacher’s Texas educator certificate. The three levels of designation are *Master*, *Exemplary*, and *Recognized*.

Teacher Incentive Allotment (TIA) - 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.

Teacher Incentive Allotment Funding - Teacher designations will generate annual allotment funds. Allotments are recalculated annually by the State. 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. Allotment ranges for each level of designation are:

- Master: \$12,000K-\$32,000K
- Exemplary: \$6,000K-18,000K
- Recognized: \$3,000K-\$9,000K

Teacher Observation Performance Standards – District’s will be expected to use performance standards along with the District’s teacher observation data to determine which teachers qualify for designations.

Percentile	Average Summative Scores for Domain 2 and Domain 3
95th (Master)	4.5 or 90% of possible points
80th (Exemplary)	3.9 or 78% of possible points
67th (Recognized)	3.7 or 74% of possible points

Texas Education Agency (TEA) - The TEA is the state agency that oversees primary and secondary public education. It is headed by the Commissioner of Education. TEA improves outcomes for all public school students in the State by providing leadership, guidance, and support to school systems.

Texas Teacher Evaluation and Support System (T-TESS) - Texas recommended appraisal process designed to evaluate classroom teachers and establish a system of ongoing support. Conroe ISD’s T-TESS is comprised of 4 domains and 17 dimensions.

Winter Class Roster Verification – Winter Class Roster Collection is used to report data about course offerings, teacher demographics, teacher class assignments, student demographics, and student class enrollments.



Frequently Asked Questions

General

What is the Teacher Incentive Allotment Program?

In 2019, the 86th Texas Legislature created the Teacher Incentive Allotment (TIA) as part of House Bill 3(HB 3) to provide additional funding for highly effective teachers. The focus of the TIA is to prioritize teaching in high needs areas and rural school districts and reward high performing teachers.

How does Conroe ISD anticipate implementing TIA?

In order to qualify for the TIA, TEA requires valid and reliable teacher observation systems and student growth measures. In Conroe ISD, the teacher observation component utilized is T-TESS, which meets the TEA requirement for teacher observation performance standards within TIA. Student growth measures may include a combination of measures such as pretests and posttests and student learning objectives (SLOs), depending on the grade level and subject. For TIA, student growth is the percentage of students who met or exceeded their growth expectations, regardless of the measure used. A teacher can earn a designation in one of the levels *Master*, *Exemplary* or *Recognized*.

How will a teacher qualify for the TIA?

The teacher must be employed by Conroe ISD in a PEIMS role ID code of 087 for at least 90 days at 100% of the day or 180 days at 50-99% of the day providing instruction to students as a primary job function. The teacher must be assigned to a TIA eligible course at a TIA eligible campus. The teacher must be reported by the school's information system during the snapshot date and the winter class roster verification date and remain in the eligible teaching assignment until all spring post data scores have been submitted. In addition, the teacher must maintain all eligibility requirements through the date the designations are submitted to TEA for review, including remaining at the same eligible TIA campus at the time of data submission. The designation system relies upon teacher observation and student growth measures. National Board-Certified teachers currently classified in a PEIMS role ID coded as 087 classroom teacher automatically receive a *Recognized* designation, regardless of campus assignment.

What are the three types of designations that a teacher can earn on their Texas teaching certificate?

There are three designations a teacher can earn on their Texas teaching certificate. Highly effective teachers, as determined by the local designation system, will receive a designation of *Master*, *Exemplary*, or *Recognized*. Once the designation is earned, the designation will remain on the teacher's Texas teaching certificate for five continuous years, as long as the certificate remains valid.

What if I am a National Board-Certified Teacher (NBCT)?

National Board Certification is one of the pathways to earning a TIA designation. Teachers serving in a role ID of 087 with this certification automatically qualify for participation in TIA with a *Recognized* designation. It is an automatic designation not tied to the District's local designation system.

What are the benefits of becoming a National Board-Certified Teacher?

National Board Certification provides teachers an opportunity to hone their practice, demonstrate their professional knowledge, and reinforce their dedication to their students and their careers. Board Certification opens doors for teachers to make an impact on student learning in their own classrooms and to influence teaching and learning improvements beyond their four walls. The State of Texas, and several districts across the state, offer financial benefits for Board-certified teachers. For more information, please visit [CISD Teaching and Learning Website](#) and [National Board for Professional Teaching Standards Webpage](#).

Why does CISD want to participate in the TIA?

Conroe ISD wants to recruit, retain, and reward teachers at campuses with the highest needs. In addition, Conroe ISD would like to encourage the professional growth and development of teachers.

Which campuses will be a part of the TIA program?

The District has implemented the TIA program in phases beginning with a focus on the highest needs campuses as determined by the percentage of economically disadvantaged students served. In phase I of the program, the District selected 15 Conroe ISD campuses with an economically disadvantaged population of 70% or greater as identified by the percentage of students eligible to participate in free or reduced lunch programs. In the 2023-2025 school year, phase II implementation of the TIA program welcomed nine additional campuses with an economically disadvantaged population of 60% or greater. Conroe ISD is in year five phase III implementation of the TIA program during the 2025-2026 school year. The District currently has 39 eligible TIA campuses. The 39 identified campuses all have greater than 35% economically disadvantaged students for the 2025-2026 school year. The District will reevaluate the actual campus economic disadvantaged counts annually each school year which will determine adding any additional eligible campuses in the near future.

Will additional campus teaching assignments become eligible to participate in the TIA program?

The District currently is in year five phase III implementation of the TIA program during the 2025-2026 school year. The District currently has 39 eligible TIA campuses, which have greater than 35% economically disadvantaged students for the 2025-2026 school year. In the near future, the goal is to implement additional phases of the TIA program which may include more eligible teaching positions and/or campuses so that more teachers have the opportunity to participate in the TIA program.

Which school year is the data capture year?

For a first-year participant in the District's local designation system, the designation cycle is a two-year process. The first year is referred to as the data capture year in which teacher performance and student performance data will be collected. Based on scoring models outlined in the local designation system, if the teacher is deemed to have earned a designation, they will then move on to the second year of the cycle. During the second year, designations will be submitted to TEA for review. Once approved, allotment funding will be distributed.

What is the school year referred to after the data capture year?

The school year following the data capture school year will be referred to as the "designation year." In the designation year, the District will submit the prior year's teacher performance data to the State to possibly earn an initial or a higher designation. Earning an initial or higher designation essentially is a two-year process.

I teach in the virtual program. Is the virtual program eligible for TIA?

No, the virtual program is not eligible for the TIA program.

Are teachers in eligible TIA teaching assignments able to opt out of TIA requirements?

A teacher may opt out of receiving a TEA designation and will not generate any TIA funding; however, a teacher assigned to a TIA designated campus and a TIA designated course will be required to participate in the collection of the teacher performance data known as teacher observation and student growth requirements. The teacher may only opt out of receiving a designation from TEA, which will require the teacher to forfeit their opportunity to receive TIA funding. **Eligible teachers, including designated teachers at TIA designated campuses, assigned to TIA designated courses, are NOT eligible for a Less Than Annual Appraisal.**

Can an ineligible teacher ask for a Less Than Annual appraisal this school year?

Yes, if you are not teaching at a TIA designated campus or in an eligible TIA assignment, you may still qualify for the Less Than Annual Appraisal option (LTAA), pending principals approval. **Eligible teachers, including designated teachers at TIA designated campuses, assigned to TIA designated courses, are NOT eligible for a Less Than Annual Appraisal.**

Are all appraisers at eligible TIA campuses required to calibrate for the TIA process?

Yes. Appraisers are required to calibrate through T-TESS every year.

What positions do not qualify for the TIA?

Instructional Coach, Campus Reading Intervention Teacher (Academic Interventionist), Student Success Teacher, Rtl Support Teacher (Academic Interventionist), and the Dyslexia District Reading Interventionist, along with any other position not assigned a PEIMS role ID of 087 are not eligible for TIA designations.

How long is a TIA designation valid?

The designation will remain on the teacher's certification continuously for five years. Once the five years has expired, the designation will be removed from the Texas certification, and the teacher must re-qualify for a designation based upon the TIA local designation system.

Can a teacher's designation level change over the five-year span?

Yes. A teacher's designation remains valid for five continuous years. During the five years, a teacher may earn a higher designation level, which will replace the original designation on the Texas teaching certificate and the five-year period will restart. While the teacher may earn a higher designation during the five-year period, the teacher cannot earn a lower designation during the five-year period.

What happens after the five-year designation expires?

Designated teachers who meet performance standards and district qualifications can be put forth for a higher designation in their final year of designation. Once the designation expires, it will be removed from the Texas teaching certificate, and allotment funding will no longer be generated. Teachers are eligible to earn another designation based upon the TIA local designation system.

How much additional money can a teacher earn?

A teacher can receive additional compensation in the amounts of \$3,000-\$32,000 per year. For each designated teacher, the District will receive additional funding, 90% of which must be used on teacher compensation where that teacher works at the time of designation. Award amounts will vary from campus to campus because they are calculated based on the socio-economic status of each individual campus. The designation moves with the teacher, but the award amount will vary based on the school site.

If a non-designated teacher transfers to a campus after the winter class roster verification date, will that teacher be eligible for TIA funds?

The non-designated teacher will not be eligible for TIA compensation if the non-designated teacher transfers campuses or districts throughout the school year due to not meeting the TIA eligibility requirements.

If a teacher is no longer employed with Conroe ISD, can the teacher still earn a designation?

If a teacher does not complete the full-service year contract and is not employed with Conroe ISD at the time of data submission, the teacher is not eligible to earn a designation. Therefore, the teacher would not receive any TIA allotment compensation.

If a teacher retires at the end of the school year, will the teacher receive a designation?

To receive a designation, the eligible teacher must be employed with Conroe ISD at the time of data submission and meet eligibility requirements to receive the designation.

Eligibility

If a designated teacher transfers from one campus to another between school years, will the allotment that teacher generates be recalculated?

Yes. If a designated teacher moves campuses from one school year to another, the allotment that the designated teacher generates based upon where the designated teacher worked during the winter class roster verification, will be recalculated based on the new campus's rural and socio-economic tier funding status.

What if a designated teacher leaves the district prior to the winter class roster verification?

If a designated teacher leaves the district prior to the winter class roster verification, then the designated teacher will not receive any TIA funds because no TIA funds will be generated to the district from the state.

What if a designated teacher moves campuses within Conroe ISD during the school year?

If a designated teacher moves campuses within Conroe ISD during the school year, then Conroe ISD will provide the funding to the designated teacher based on the campus where the designated teacher worked during the winter class roster verification. The allotment will be recalculated based on the new campus's rural and/or socio-economic status. Designated teachers also must meet a creditable year of service to generate an allotment. If a designated teacher moves to a campus prior to the winter class roster verification, the designated teacher must be employed and compensated by Conroe ISD in a role ID coded as 087 for at least 90 days at 100% of the day or 180 days at 50–99% of the day.

What if a designated teacher moves to the district prior to the winter class roster verification?

If a designated teacher moves to the district prior to the winter class roster verification, the designated teacher must be employed and compensated by Conroe ISD in a role ID coded as 087 for at least 90 days at 100% of the day or 180 days at 50–99% of the day. If the designated teacher meets the percentage of time employed, the designated teacher will receive the allotment of funds generated by the state at the campus where the designated teacher is teaching during the winter class roster verification. The district's spending plan will be the same for newly hired designated teachers.

What If a designated teacher retires or resigns at the end of the school year, will the designated teacher receive a designation?

TIA allotment funding is calculated annually for designated teachers based on a set point in the spring of each year known as the Winter Class Roster Verification. If a designated teacher is still employed with the district at the winter class roster verification but retires or resigns prior to the annual TIA distribution date the designated teacher will receive their TIA compensation payout for that school year on their final paycheck.

What if a designated teacher moves to a non-teaching role, such as an instructional coach, counselor, or administrator?

Designated teachers who have already earned a designation on their SBEC teaching certificate who move to a Role ID other than 087 will maintain their designation if their teacher SBEC certificate is valid for the remaining five years; however, they will not generate annual allotment funding if they are not in a 087-teaching role for that year of service.

If I earned a designation at another school district, do I have to earn a designation in Conroe ISD?

If you earned a designation in another district, your designation will remain on your Texas Educator Certificate for five continuous years. Within the five-year period, designated teachers may be put forth for a higher designation if their performance qualifies them, but they cannot be submitted for a lower designation. The five-year designation period will restart if the designated teacher receives a higher designation. The designated teacher will receive compensation for the specific designation; however, the amount of compensation will change based on the socio-economic status of your assigned campus. If a designated teacher wants to earn a higher designation, the designated teacher will need to teach at an eligible TIA campus and teach in an eligible TIA assignment. All eligibility requirements will apply.

If an eligible TIA teacher is reassigned to a new campus following the data capture school year to a campus that is not an eligible TIA campus, will the teacher remain eligible to be recommended to be put forth for an initial designation?

In the event that an eligible TIA teacher is recommended to be put forth for an initial designation at the end of the data capture school year and the eligible TIA teacher becomes reassigned by the District for the following school year after the data capture school year, the teacher will remain eligible to be put forth for the recommended designation on the data submission report for that school year. The allotment of funds generated by the State will be recalculated based on where the designated teacher is teaching during the winter roster verification.

A teacher qualifies for a designation in the spring, but the teacher moves to another campus next year. Is the teacher still eligible to receive funding at the next campus, or do they need to remain at the same campus?

The teacher must maintain all eligibility requirements through the date the designations are submitted to TEA for review. For example, if a teacher's performance earns them a designation as a result of data collected during the 2025-2026 school year, however, the teacher moves to a non-participating campus in the 2026-2027 school year, the district will not put forth for the teacher for a designation in the Fall of 2026, as the teacher did not maintain the eligibility requirements through the date the designations are submitted to TEA.

What happens if a teacher qualifies for a designation during the data capture year and then moves into a non-teaching assignment?

The District cannot recommend a teacher to the state to be put forth for a TIA designation if the teacher does not remain at the same eligible TIA campus in an eligible TIA assignment the following school year in a role ID code of 087. Following the data capture year. For example, if a teacher's performance earns the teacher a designation as a result of data being collected in the 2025-2026 school year, however, the teacher then moves into an Assistant Principal position in the 2026-2027 school year, the state will not approve the TIA designation, as they are no longer in a role ID code of 087.

How many days does a designated teacher need to be present in order to continue receiving TIA funding?

The designated teacher must be employed and compensated by Conroe ISD in a role ID coded as 087 for at least 90 days at 100% of the day or 180 days at 50–99% of the day.

How many class sections at the secondary level must be taught to be eligible for a TIA allotment?

At least *ONE eligible class period must be taught to be eligible for a TIA allotment.

What if a teacher teaches in more than one eligible teaching assignment?

In the event that a teacher qualifies for multiple eligible teaching assignments that fall under more than one eligible teacher category with differently weighted growth measurements and/or different student growth measurement assessments used, the District will select the highest student growth measurement rating out of the eligible teaching categories.

What is the minimum number of students required to be on an eligible teacher's roster?

There is no set minimum number of students required to be on an eligible teacher's roster.

Can a student take a pretest after the District's TIA assessment window closes?

If a student takes a pretest after the District's TIA assessment window closes, they will not be eligible to be calculated in the teacher's student growth measurement calculation. However, the student can take a pretest after the District's TIA assessment window closes for the teacher to gather individual data on that student to determine intervention as needed.

What if a teacher teaches special education inclusion, resource, or life skills classes? Which students are accountable for growth?

Special Education Inclusion Teachers

Special education inclusion teachers coded in a role of 087 who work with an eligible general education teacher coded in a role of 087 in an eligible TIA assignment can be linked to the eligible general education teacher and qualify for TIA funds. These students are eligible to be calculated in student growth measures. Please refer to the eligible assignment list, Appendix B.

Resource Teachers

Resource teachers who are coded in a role of 087 and in an eligible TIA assignment are eligible for the TIA program. These students are eligible to be calculated in the student growth measurement calculation. Please refer to the eligible assignment list, Appendix B.

Life Skills Teachers

Kindergarten–12th grade life skills teachers who teach Reading and Mathematics coded in a role of 087 and teach in an eligible TIA assignment are eligible for the TIA program. The largest student growth measurement population for the special education life skills students will be selected. Please refer to the eligible assignment list, Appendix B.

Are teachers in grades kindergarten-2nd grade eligible for TIA?

Kindergarten through second grade reading and 2nd grade mathematics teachers are eligible for a TIA allotment. The students must take the identified pre-test and post-test identified assessments during the assigned district assessment window. Please refer to the eligible courses in Appendix B to review all eligible teaching assignments.

Are Prekindergarten students eligible for TIA?

Yes, Prekindergarten students in the subjects of reading and mathematics are eligible for the TIA program.

If a student does not have any prior years STAAR testing data, will the student count toward the TIA student growth measure calculation?

If the student does not have any prior years STAAR testing data in a student progress measure tested assessment due to not being in Conroe ISD, you can reach out to your testing coordinator to pull the student's prior year's STAAR assessment data in the statewide testing database. If the student does not have any prior years STAAR testing data in a STAAR tested assessment with an academic growth measure due to not testing at all the year before due to a circumstance, the student will not be eligible to be counted in the student growth measurement.

If a teacher only teaches social studies and science, are they eligible?

At this time only 5th grade science, 8th grade science, and 8th grade social studies, Biology, and U.S. History are eligible TIA teaching assignments. Please refer to Appendix B for a listing of eligible TIA teaching assignments.

What if an eligible teacher is self-contained and meets criteria in Math but not Reading, would the teacher still qualify for a TIA allotment?

If a self-contained teacher meets qualifications for one specific subject area, the teacher can meet eligibility for that one class. If the self-contained teacher is eligible for two subject area classes both classes will be included in the student growth score. Please refer to the student growth measurement section in the TIA Handbook for more information regarding the student growth measurement calculations.

Can the role ID coding 087 code be interchangeable for teacher of record?

No, to be eligible for TIA you must be coded in a role ID of 087 Teacher only.

What method will verify teachers' student rosters?

Students must be present at the date of snapshot, students must take both the pretest and post-test, and be present within the student growth measurement testing window to be eligible to be calculated in the student growth measurement score. TEA utilizes the winter class roster verification to determine the teacher allotment amount.

Can ESL teachers be included in the TIA system?

Yes, specific ESL classes are eligible for TIA. Please refer to Appendix B to see which ESL courses are eligible for the TIA system.

Students who take the STAAR test for the first time will not be eligible for a STAAR academic growth measure, will those students count toward the student growth measure?

Students in third grade (considered first time STAAR takers) will take a released STAAR test that will serve as their pretest. The EOY 3rd grade STAAR test will serve as their post-test and will be used to calculate student growth using a district developed metric. Students who are in a grade that has a STAAR academic growth measure, can only use a STAAR academic growth measure for the pretest to be calculated in the student growth measurement calculation. For grades where STAAR does not provide student academic growth measure data, the expected growth will be developed locally.

If students switch testing languages from Spanish to English, or English to Spanish on the STAAR test, are those students eligible to be calculated in the student growth measure calculation?

The language a student takes on any assessment will not affect the students' expected growth measure.

If students switch testing languages from Spanish to English, or English to Spanish on the STAAR test which do have a STATE academic growth measure, are those students eligible to be calculated in the student growth measure calculation?

If a student switches languages on the Reading STAAR test who are in a grade that has a State academic growth measure, those students will be eligible for a State academic progress measure. Students who switch testing languages in mathematics who do have a state academic progress measure will not be affected due to the scale score being the same as the progress measure. Students who are moving from a Spanish language Reading test to an English language Reading test are eligible to be calculated in the teachers student growth measurement calculation.

What determines which students will be calculated in the student growth measure score?

For a student to be attributed to a teacher in the student growth measure calculation, the student must have been present on snapshot date, participated in both the pretest and posttest data collection for that school year with the same teacher, and be present within the student growth measurement testing window to be calculated in the student growth measurement score.

If a student is enrolled after the snapshot date, does that student count on my roster toward student growth?

If the student is not present on the fall snapshot date with a pretest score, the student will not be included in the TIA calculations.

Funding

How often will TIA designated teachers be paid?

TIA designated teachers will receive TIA compensation annually based on their TIA designation and TIA state funding for their campus of assignment at the time TIA funds are disbursed. Employer-paid benefits. Please note that Federal Withheld Holdings are separate from the employer-paid benefits and will be deducted from the incentive stipend. Your compensation will be reported to TRS and subject to all TRS rules and regulations.

How will the allotment funds work in conjunction with the current district salary schedule?

The allotment funds will **not** replace the current district salary schedule. TIA compensation will be in addition to the District's salary schedule.

How will TIA compensation affect my TRS wages?

TIA compensation will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits. TRS benefits are subject to TRS rules and regulations. The employer-paid benefit costs comprising the 8% will include deductions for Medicare tax, workers' compensation, and Teacher Retirement System (TRS) contributions as part of an employee's annual wages reported to the state and federal governments, as well as TRS.

How will TIA funds be distributed?

Statute requires that 90% of TIA funds be distributed directly to teachers at the campus in which the designated teacher is employed at the time the TIA funds are disbursed. The remaining 10% will be used for administrative expenses, training and support of the system, expansion of the system, and professional development. Of the 90% that is required to be spent on teacher compensation, 92% of this amount will be paid directly to designated teachers, the remaining 8% will be used to cover employer-paid benefit costs. The employer-paid benefit costs comprising the 8% include deductions for Medicare tax, workers' compensation, and Teacher Retirement System (TRS) contributions as part of your annual wages reported to the state and federal governments. Employer-paid benefits do not include federal withheld tax wages. Your TIA compensation will be reported to the Teacher Retirement System (TRS) and subject to all TRS rules and regulations.

Will the campus socioeconomic tier data be recalculated every year?

Yes. Given that a school's student enrollment changes yearly, the campus's socio-economic tier will be recalculated annually by the State every April. As a reminder, this calculation uses the home addresses of students who attend a particular campus. Allotment funds for each teacher will be based on campus, not the students assigned to them.

Is TIA allotment funding tied to free lunches?

No, TIA funding comes from the state census blocks and Geo codes. Geographic codes are tied to the census blocks (2010 census) and State Comp Ed also. The district selected the eligible TIA campuses based upon the campus demographics being greater than 60% economically disadvantaged.

If geographic codes are the same as elementary, why would percentages be so different between elementary and intermediate?

The TIA allotment amount is not based on geographic codes alone. The allotment is generated by the state's rural area and socioeconomic status. The allotment is not based on free/reduced lunch BUT geo codes—Geo codes are a different data set, and zoning is different for elementary and intermediate. Intermediate schools have a larger geo area.

Note: If a TIA Designated Teacher is not employed by Conroe ISD at the time of the data submission to TEA, then Conroe ISD will not be responsible for paying TIA compensation to the Designated Teacher. In order for a designated teacher to receive TIA compensation the designated teacher will need to work with their new Texas school district or charter school to be compensated under TIA. In this case, the amount of funds earned under TIA would follow the new district's TIA spending plan and allotments provided by the state for the particular campus based on "rural/ non-rural" and "economically disadvantaged" Tier status.

Appendix
Appendix A: List of TIA Campuses

TIA Eco Dis Percentages 2025-2026

CISD Campus Name	Eco. Dis. %	Phase I/II Eligible	*Phase III Eligible
Armstrong Elementary (107)	97.73%	x	
Travis Intermediate (70)	94.43%	x	
Houston Elementary (104)	93.66%	x	
Creighton Elementary (106)	92.57%	x	
Hope Elementary (134)	86.06%	x	
Austin Elementary (102)	84.47%	x	
Milam Elementary (105)	84.32%	x	
Anderson Elementary (101)	82.79%	x	
Runyan Elementary (103)	81.50%	x	
Veterans Memorial Intermediate (056)	81.13%	x	
Moorhead Junior High (051)	80.83%	x	
Reaves Elementary (124)	80.36%	x	
Caney Creek High School (11)	78.24%	x	
Grangerland Intermediate (068)	78.16%	x	
Ford Elementary (112)	72.82%	x	
San Jacinto Elementary (115)	71.32%	x	
Stockton Junior High (055)	70.45%	x	
Patterson Elementary (128)	69.99%	x	
Oak Ridge Elementary (109)	68.76%	x	
Bartlett Elementary (137)	68.20%	x	
Bozman Intermediate (78)	67.26%	x	
Rice Elementary (114)	67.06%	x	
Houser Elementary (111)	65.76%	x	
Cryar Intermediate (073)	63.31%	x	
Conroe High School 9th Grade (009)	63.23%	x	
Conroe High School (001)	61.98%	x	
*Peet Junior High (041)	59.00%		x
*Hailey Elementary (113)	56.70%		x
*Vogel Intermediate (069)	51.24%		x
*Glen Loch Elementary (116)	51.23%		x
*Wilkinson Elementary (126)	50.54%		x
*Giesinger Elementary (119)	49.93%		x
*Campbell Elementary (139)	49.78%		x
*Wilkerson Intermediate (045)	49.58%		x
*Lamar Elementary (108)	49.37%		x
*Gordon-Reed Elementary (135)	49.25%		x
*Irons Junior High (054)	47.53%		x
*Oak Ridge High School (005)	44.97%		x
*Bradley Elementary (132)	36.24%		x

* These specific TIA campuses will only offer 4th-8th Reading and Mathematics, Algebra I, English I, and/or English II as an eligible TIA assignment.

District Wide: Special Education positions in Life Skills, SDC, and RISE programs will be eligible TIA assignments.

Revised 7/15/25

Appendix A.ii: List of District-Wide Special Education Eligible TIA Assignments

Positions in Life Skills, SDC, and RISE programs will be eligible TIA assignments District-Wide.

CISD Campus Name	Location
Academy for Careers in Eng. & Sci. (ORHS)	008
Academy for Sci. & Health Prof. (CHS)	013
Academy of Science & Technology (CPHS)	006
Birnam Woods Elementary	129
Broadway Elementary	127
Buckalew Elementary	123
Bush Elementary	121
Clark Intermediate	080
Collins Intermediate	050
Cox Intermediate	077
David Elementary	118
Deretchin Elementary	074
Eissler Elementary	138
Galatas Elementary	120
Grand Oaks High School	016
Hines Elementary	136
Kaufman Elementary	125
Knox Junior High	046
McCullough Junior High	053
Mitchell Intermediate	067
Powell Elementary	122
Ride Elementary	117
Snyder Elementary	131
Stewart Elementary	130
Suchma Elementary	133
Tough Elementary	071
The Woodlands College Park High School	014
The Woodlands High School	003
The Woodlands High School - 9th Grade	012
York Junior High	049

List of District-Wide Special Education Eligible TIA Assignments

Positions in Life Skills, SDC, and RISE programs will be eligible TIA assignments District-Wide.

Appendix B: TIA Designation Eligible Courses

Note: All eligible TIA courses are eligible at all of the Phase I/II implementation TIA campuses.

* These specific courses will only be offered at the Phase III implementation TIA campuses. Please refer to the TIA Eligible Campus List to identify the Phase I/II and Phase III implementation of TIA campuses.

District Wide: Special Education positions in Life Skills, SDC, and RISE programs will be eligible TIA assignments.

Dept.	Course Name	TEA PEIMS Course #	Student Growth Measure (60%)	Notes
ELA	PreKindergarten	01010000	CLI, CIRCLE	The District Sets the Expected Growth Targets Locally
ELEM	Kindergarten	01020000	MAP to MAP	The District Sets the Expected Growth Targets Locally
ELEM	Grade 1 Self Contained	02010000	MAP to MAP	The District Sets the Expected Growth Targets Locally
ELEM	Grade 2 Self Contained	02020000	MAP to MAP	The District Sets the Expected Growth Targets Locally
ELA	English I EOC*	03220100	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
ELA	English I Honors EOC*	03220100	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
ELA	English I (Life Skills)*	03220107	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English I For Speakers of other Languages (ESOL I)*	03200600	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English I For Speakers of other Languages (ESOL I)*	03200607	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English II EOC*	03220200	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
ELA	English II Honors EOC*	03220200	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
ELA	English II (Life Skills)*	03220207	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English Language Development and Acquisition II	03200810	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English II For Speakers of other Languages (ESOL II)*	03200700	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English II For Speakers of other Languages (ESOL II)*	03200707	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English LA & Reading, Kindergarten	02625001	MAP to MAP	The District Sets the Expected Growth Targets Locally
ELA	English Language Arts & Reading, Grade 1	02625010	MAP to MAP	The District Sets the Expected Growth Targets Locally
ELA	English Language Arts & Reading, Grade 2	02625020	MAP to MAP	The District Sets the Expected Growth Targets Locally
ELA	English Language Arts & Reading, Grade 3	02625030	MAP to STAAR	The District Sets the Expected Growth Targets Locally
ELA	English LA & Reading Life Skills, Grade 3	02625030	MAP to STAAR	The District Sets the Expected Growth Targets Locally
ELA	English Language Arts & Reading, Grade 4*	02625040	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
ELA	English LA & Reading Life Skills, Grade 4*	02625040	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English Language Arts & Reading, Grade 5*	02625050	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
ELA	English LA & Reading Life Skills, Grade 5*	02625050	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English Language Arts & Reading, Grade 6*	03200510	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
ELA	English LA & Reading Life Skills, Grade 6*	03200510	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English Language Arts & Reading, Grade 7*	03200520	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
ELA	English Language Arts Honors, Grade 7*	03200520	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
ELA	English Language Arts SDC, Grade 7*	03200520	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English Language Arts Life Skills, Grade 7*	03200520	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English LA/Reading, Grade 7 Enrichment HB 4545*	03273420	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English LA Grade 7 Special Education Enrichment HB 4545*	82990781	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English Language Arts & Reading, Grade 8*	03200530	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
ELA	English Language Arts Honors, Grade 8*	03200530	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
ELA	English Language Arts SDC, Grade 8*	03200530	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English Language Arts Life Skills, Grade 8*	03200530	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English LA/Reading, Grade 8 Enrichment HB 4545*	03273430	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English LA Grade 8 Special Education Enrichment HB 4545*5	83800881	Prior Year STAAR Assess. (If applicable)	STAAR Transition Table WILL be used
ELA	English Learners Language Arts (ELLA), Grade 7*	03200531	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English Learners Language Arts (ELLA), Grade 8*	03200532	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	English As A Second Language, Grade 7*	03200400	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
ELA	English As A Second Language, Grade 8*	03200500	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
ELA	Reading I-English I & II Retesters (sophomores)*	03270700	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	Reading II-English I & II Retesters (juniors)*	03270800	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
ELA	Reading III-English I & II Retesters (seniors)*	03270900	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
Math	Algebra I*	03100500	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
Math	Algebra I -Sheltered AB*	03100500	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
Math	Algebra I Honors AB EOC*	03100500	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
Math	Algebraic Reasoning, Algebra I Enrichment-Retesters*	3102540	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
Math	Algebra I (Life Skills) *	03100507	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
Math	Mathematics, Grade 2	2640020	MAP to MAP	The District Sets the Expected Growth Targets Locally
Math	Mathematics, Grade 3	2640030	MAP to STAAR	The District Sets the Expected Growth Targets Locally
Math	Mathematics Life Skills, Grade 3	02640030	MAP to STAAR	The District Sets the Expected Growth Targets Locally
Math	ESL Mathematics, Grade 7*	03103000	Prior Year STAAR Assessment State	STAAR Transition Table WILL be used
Math	ESL Mathematics, Grade 8*	03103100	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
Math	Mathematics, Grade 4*	02640040	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
Math	Mathematics Life Skills, Grade 4*	02640040	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
Math	Mathematics, Grade 5*	02640050	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
Math	Mathematics Life Skills, Grade 5*	02640050	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
Math	Mathematics, Grade 6*	02640060	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
Math	Grade 6, Middle School Advanced Mathematics	03103210	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
Math	Mathematics Life Skills, Grade 6*	02640060	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
Math	Mathematics, Grade 7	03103000	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
Math	Mathematics, Grade 7 Enrichment HB4545	03103000	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
Math	Mathematics, Grade 7 Special Education Enrichment HB 4545	82990781	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
Math	Mathematics Life Skills, Grade 7	03103000	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used
Math	Mathematics SDC, Grade 7	03103000	Prior Year STAAR Assess. (If applicable)	State STAAR Transition Table WILL be used

Math	English as A Second Language Mathematics, Grade 7*	03103000	Prior Year STAAR Assess. <i>(If applicable)</i>	State STAAR Transition Table WILL be used
Math	Mathematics, Grade 7 Enrichment HB 4545	82920796	Prior Year STAAR Assess. <i>(If applicable)</i>	State STAAR Transition Table WILL be used
Math	Mathematics, Grade 8	03103100	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
Math	Mathematics, Grade 8 Enrichment HB4545	03103100	Prior Year STAAR Assess. <i>(If applicable)</i>	State STAAR Transition Table WILL be used
Math	Mathematics, Grade 8 Enrichment HB 4545	83100896	Prior Year STAAR Assess. <i>(If applicable)</i>	State STAAR Transition Table WILL be used
Math	Mathematics, Grade 8 Special Education Enrichment HB 4545	83800881	Prior Year STAAR Assess. <i>(If applicable)</i>	State STAAR Transition Table WILL be used
Math	Mathematics Life Skills, Grade 8	03103100	Prior Year STAAR Assess. <i>(If applicable)</i>	State STAAR Transition Table WILL be used
Math	English as A Second Language Mathematics, Grade 8*	03103100	Prior Year STAAR Assess. <i>(If applicable)</i>	State STAAR Transition Table WILL be used
Math	Pre-Algebra, Grade 8	03103100	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
Math	Pre-Algebra Honors, Grade 7	03103000	Prior Year STAAR Assessment	State STAAR Transition Table WILL be used
Math	Pre-Algebra 8 SDC	03103100	Prior Year STAAR Assess. <i>(If applicable)</i>	State STAAR Transition Table WILL be used
Math	Pre-Algebra 8 Life Skills	03103100	Prior Year STAAR Assess. <i>(If applicable)</i>	State STAAR Transition Table WILL be used
<hr/>				
Science	Biology	03010200	Released STAAR Assessment	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Science	Biology AP AB EOC	A3010200	Released STAAR	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Science	Biology DC AB EOC	03010200	Released STAAR	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Science	Biology Honors AB EOC	03010200	Released STAAR Assessment	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Science	Biology A - Sheltered A/B	03010200	Released STAAR Assess. <i>(If applicable)</i>	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Science	Biology (Life Skills)	03010207	Released STAAR Assess. <i>(If applicable)</i>	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Science	Science, Grade 5	02650500	MAP to STAAR	The District Sets the Expected Growth Targets Locally
Science	Science Life Skills, Grade 5	02650500	MAP to STAAR	The District Sets the Expected Growth Targets Locally
Science	Science, Grade 8	03060800	MAP to STAAR	The District Sets the Expected Growth Targets Locally
Science	Science Honors, Grade 8	03060800	MAP to STAAR	The District Sets the Expected Growth Targets Locally
Science	Science Honors/GT, Grade 8	03060800	MAP to STAAR	The District Sets the Expected Growth Targets Locally
Science	Science Life Skills, Grade 8	03060800	MAP to STAAR	The District Sets the Expected Growth Targets Locally
Science	Science SDC, Grade 8	03060800	MAP to STAAR	The District Sets the Expected Growth Targets Locally
Science	ESL Science, Grade 8	03060800	MAP to STAAR	The District Sets the Expected Growth Targets Locally
<hr/>				
Social Studies	Social Studies, Grade 8	03343100	Released STAAR Assessment	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Social Studies	US History, Grade 8	03343100	Released STAAR Assessment	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Social Studies	US History Honors, Grade 8	03343100	Released STAAR Assessment	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Social Studies	ESL US History, Grade 8	03343100	Released STAAR Assessment	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Social Studies	US History SDC, Grade 8	03343100	Released STAAR Assess. <i>(If applicable)</i>	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Social Studies	US History Life Skills, Grade 8	03343100	Released STAAR Assess. <i>(If applicable)</i>	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Social Studies	US History Studies Since 1877 - US History EOC	03340100	Released STAAR Assessment	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Social Studies	US History Studies Since 1877 - US History AP AB EOC	A3340100	Released STAAR Assessment	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Social Studies	US History Studies Since 1877 - US History DC AB EOC	03340100	Released STAAR Assessment	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Social Studies	US History Studies Since 1877 - US History Honors AB EOC	03340100	Released STAAR Assessment	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.
Social Studies	US History Studies Since 1877 (Life Skills)- US History EOC	03340107	Released STAAR Assess. <i>(If applicable)</i>	STAAR does NOT provide a student growth measure. The District sets the expected growth targets locally.

Note: All eligible TIA courses are eligible at all of the Phase I/II implementation TIA campuses.

* These specific courses will only be offered at the Phase III implementation TIA campuses. Please refer to the TIA Eligible Campus List to identify the Phase I/II and Phase III implementation of TIA campuses.

District Wide: Special Education positions in Life Skills, SDC, and RISE programs will be eligible TIA assignments.

Revised 7/15/25

Appendix C: Teacher Observation Performance Standards

Teacher Observation Performance Standards

The document describes the teacher observation performance standards. Cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. The data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures. The statewide performance standards are aligned with T-TESS. For districts using rubrics other than T-TESS, Texas Tech University will work with districts to develop a performance standards crosswalk during the system application process prior to district data submission.

Overall Average Scores

The following shows the average scores across T-TESS domains 2 and 3 to achieve each level of designation (Master, Exemplary, and Recognized). The average scores were derived from an analysis of T-TESS observations from across the state with scores on a 1 to 5 scale. The average for a Master teacher shows the 95th percentile score, the average for an Exemplary teacher shows the 80th percentile score, and the average for a Recognized teacher shows the 67th percentile score. These overall average scores will be reflected in commissioner rules.

Scores derived from equivalent domains on approved observation rubrics should reflect the percent of possible points earned. Teachers in each of the three designated categories tend to have scores above these averages, however, the overall holistic review may allow for scores that are nominally lower than these stated averages in some cases.

Teacher Observation Minimum Average Ratings

Designation Level	Minimum Average Summative Scores for Domains 2 and 3	Minimum Rating Required for Each Dimension in Domains 2 and 3
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions
Exemplary	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
Recognized	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions

Appendix D: Student Growth Performance Standards

Student Growth Performance Standards

Cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures.

The document describes the student growth performance standards. Teachers in each designation category will generally exceed these averages, however, the overall holistic review may allow for student growth ratings that are nominally lower than these stated averages in some cases.

Statewide Student Growth Performance Standards

The percentages below are the statewide performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	60% of students meet or exceed expected growth	70% of students meet or exceed expected growth

Calculating:

Percentage of students =

Number of students who met or exceeded growth expectation

Total number of students with an expected growth score

(who completed the final assessment)

To calculate individual teacher student growth, consider the process below.

Predicted Score

Consider all students who took English II in a given year. Those students are connected to their prior testing history (across grades, subjects, and years), and the relationship between the observed English II scores with all prior test scores is examined. It is important to note that some prior test scores will have a greater relationship to the score in question than others. For example, it might be that prior English language arts tests will have a greater relationship with English II than prior math or social studies scores. However, the other scores do still have a statistical relationship.

Once the relationship with students across the state with similar prior testing histories has been defined, a predicted score can be calculated for each individual student. Predicted scores for individual students can be aggregated to the district, campus, or teacher level.

Expected Growth

The measure of growth is a function of the difference between the final assessment scores and predicted scores of students associated with each teacher. This generates a growth score. For example, a student whose final assessment score is the same as her predicted score would receive a growth score of zero. This means that the student met exactly their expected level of growth.

The Percentage of a Teacher’s Students Meeting or Exceeding Expected Growth.

In order to calculate the percentage of a teacher’s students who met or exceeded expected growth, the raw number of students who met or exceeded the predicted score in the classroom must be calculated first. Once the number of students who met or exceeded expected growth has been determined, it can be divided by the total number of students with an expected growth score who completed the final assessment to determine the percent of a teacher’s students who met or exceeded growth.

Appendix E: TIA Teacher Timeline 2025-2026

SEMESTER I

TIA Eligible Campus

August 4 - August 29

- Campus TIA training

August 18 - August 29

- BOY ULS Profiles entered in n2y for K-12th grade Life Skills Reading and Mathematics

September 2 - September 12

- BOY ULS pre-test Benchmark Assessments administered in n2y for K-12th grade Life Skills Reading and Mathematics

August 25 - September 5

- BOY MAP pre-test administered – K-2nd grade Reading, 2nd grade Mathematics, 3rd-8th grade Reading and Mathematics, 5th and 8th grade Science, English I, English II, and Algebra I MAP pre-test administered
- 8th grade Social Studies, U.S. History, and Biology STAAR/EOC released pre-test administered

September 8 - September 26

- BOY pre-test CIRCLE, CLI administered in CLI Engage for PreK Reading and Mathematics

October 31

- Fall Snapshot date

December 1 - December 12

- MOY ULS Profiles and Benchmark Assessments entered in n2y for K-12th grade Life Skills Reading and Mathematics

December 2 - December 12

- December STAAR EOC administered **Fall 2025**
- Teachers receive and acknowledge initial eligibility notification for 2025-2026.
- Teachers receive and acknowledge student roster notifications for 2025-2026.

Data Capture School Year 2024-2025

- Eligible teachers from 2024-2025 receive the final EOY student roster from the 2024-2025 school year.
- The District's data submission file will be submitted to TEA in October 2025 for data validation, based on the 2024-2025 school year data.

SEMESTER II

TIA Eligible Campus

January 12 - January 23

- MOY MAP pre-test administered – K-2nd grade Reading, 2nd grade Mathematics, 3rd-8th grade Reading and Mathematics, 5th and 8th grade Science, English I, English II, and Algebra I MAP pre-test administered

January 12 - January 30

- MOY CIRCLE, CLI administered in CLI Engage for PreK Reading and Mathematics

February 19 - March 7

- 8th grade Social Studies, U.S. History, and Biology STAAR/EOC released test administered

February - May

- TEA notifies districts of the District's data validation results.
- The District informs principals and 2024-2025 eligible teachers about the status of the Designation Notification Process through the SSO application.

February 27

- TEA Winter Class Roster submission of eligible TIA teachers for the 2025-2026 school year

March 16 - April 17

- 3rd-8th grade STAAR ALT 2 and EOC ALT 2 assessment administered

April 7 - May 1

- 3rd-8th grade STAAR and EOC post-tests administered **April 15 - May 8**
- EOY post-test CIRCLE, CLI administered in CLI Engage for PreK Reading and Mathematics

May 4 - May 15

- EOY MAP post-test administered – K-2nd grade Reading, 2nd grade Mathematics
- EOY ULS profiles and post-test benchmark assessments administered in n2y. Data recorded on the Google shared document and in Eduphoria Inventories for K-12th grade Life Skills Reading and Mathematics.

June - October

- The District analyzes the teacher performance data, including, T-TESS and student growth measurement data for the 2025-2026 school year.
- The District determines the TIA designation cut points and finalizes the TIA scores for the 2025-2026 school year.

Summer 2026

- Active and newly designated teachers receive a summer payout based on the Spring Winter Class Roster Submission.

* Students must be enrolled on snapshot date, must also participate in both the pre-test and the post-test with the same teacher, and be assessed within the student growth measurement testing window to be calculated in the student growth measurement score.

* All assessments must follow District testing protocols and must be administered with fidelity as outlined by the District TIA expectations to be included in the student growth measurement calculation for an eligible TIA teacher. **The results of the MOY assessments are not part of the TIA calculations.**

* For STAAR tested subjects 3rd grade Reading and Mathematics, 5th and 8th grade Science, MAP assessment will serve as the pre-test. 8th grade Social Studies, Biology, and U.S. History, the released STAAR test will serve as the pre-test. The District will set the expected growth measures locally.

* For the STAAR tested subjects 4th-8th Grade Reading and Mathematics, Algebra I, English I and English II, the prior year's STAAR test will serve as the pre-test for all subjects. The State's Transition Tables will provide the expected growth cut points at the end of the school year.

* For STAAR and STAAR EOC Intervention Courses for students retaking STAAR assessments, tested subjects 4th-8th Grade Reading and Mathematics, Algebra I, English I and English II, the prior year's STAAR test will serve as the pre-test for all subjects. The District will set the expected growth measures locally.

Revised 7/21/25

Appendix F: TIA Assessment Timeline

	4 th Grading Period Prior School Year	1 st Grading Period Current School Year	2 nd Grading Period Current School Year	3 rd Grading Period Current School Year	4 th Grading Period Current School Year	
Applicable Grade Levels & Subjects <ul style="list-style-type: none"> • Kindergarten • PreK Reading and PreK Mathematics 		BOY Testing in (CLI) CIRCLE Engage Window 9/8/25 to 9/26/25		MOY Testing in (CLI) CIRCLE Engage Window 1/12/26 to 1/30/26	EOY Testing in (CLI) CIRCLE Engage Window 4/15/26 to 5/8/26	CLI
Applicable Grade Levels & Subjects <ul style="list-style-type: none"> • Kindergarten Reading • 1st Grade Reading • 2nd Grade Reading • 2nd Grade Mathematics 		BOY MAP Growth Window 8/25/25 to 9/12/25		MOY MAP Growth Window 1/12/26 to 1/23/26	EOY MAP Growth Window 5/4/26 to 5/15/26	MAP
Applicable Grade Levels & Subjects <ul style="list-style-type: none"> • Special Education Life Skills • Kindergarten through 12th Grade Reading and Mathematics <i>ULS is designed for life skills students not participating in STAAR or STAAR Alt assessments.</i>		BOY Testing in ULS Profiles Window 8/18/25 to 8/29/25 Benchmark Assessment Window 9/2/25/ to 9/12/25	MOY Testing in ULS Profiles and Benchmark Assessment Window 12/1/25 to 12/12/25		EOY Testing in ULS Profiles and Benchmark Assessment Window 5/4/26 to 5/15/26	ULS
Applicable Grade Levels & Subjects <ul style="list-style-type: none"> • 3rd Grade Reading • 3rd Grade Mathematics • 5th Grade Science • 8th Grade Science 		BOY MAP Growth Window 8/25/25 to 9/12/25		MOY MAP Growth Window 1/12/26 to 1/23/26	STAAR Window 4/7/26 to 5/1/26*	MAP to STAAR
Applicable Grade Levels & Subjects <ul style="list-style-type: none"> • 8th Grade Social Studies • Biology • US History 		STAAR Released Pre-Test Window 8/25/25 to 9/5/25		STAAR Released Test Window 2/23/26 to 3/6/26	STAAR or STAAR EOC Window 4/7/26 to 5/1/26*	Released STAAR to STAAR
Applicable Grade Levels & Subjects <ul style="list-style-type: none"> • 4th Gr. Reading & Math • 5th Gr. Reading & Math • 6th Gr. Reading & Math • 7th Gr. Reading & Math • 8th Gr. Reading & Math • Algebra I • English I • English II 	Prior Year STAAR Testing		December STAAR EOC Window 12/2/25 to 12/12/25	MOY MAP Growth Window 1/12/26 to 1/23/26	STAAR or STAAR EOC Window 4/7/26 to 5/1/26* STAAR Alt : 3/16/26 to 4/17/26*	State Measure
	The STAAR test given in the prior school year will serve as the pre-test. The academic growth measure provided by the State on the post-test STAAR test will be used to measure expected student growth at the end of the school year.	For STAAR-tested subjects assessed using the released STAAR test and EOY STAAR test, the District will calculate student growth based on the use of a pre-test. This pre-test will be the released STAAR test. For K-2nd grade reading, 2nd grade math, 3rd grade reading and math, 5th and 8th grade Science, the MAP growth measure will be used as the pre-test. Including PreK (CLI) CIRCLE, and K-12th ULS, special education life skills students, the expected growth will be developed locally for all assessments based on BOY to EOY assessments.	MOY Assessments can help teachers look at how students progress throughout the school year. <u>The results of the MOY Assessment are not part of the TIA calculations.</u> <u>The MOY data is not part of the TIA calculations.</u>	MOY Assessments can help teachers look at how students progress throughout the school year. <u>The results of the MOY Assessment are not part of the TIA calculations.</u> <u>The MOY data is not part of the TIA calculations.</u>	Students must be enrolled on snapshot date, participate in both the pre-test and the post-test with the same teacher, and be present within the student growth measurement testing window to be calculated in the student growth measurement score. <i>snapshot students who made progress</i> <i>all snapshot students</i>	

Snapshot Date—Last Friday in October

*Districts and Campuses may choose specific dates within these windows.

Teacher Incentive Allotment 9/4/25, TJ

Appendix G: TIA Inclusion and Formulas

Which teachers are included?	Which students are included?
(CLI) CIRCLE	(CLI) CIRCLE
<ul style="list-style-type: none"> Prekindergarten Reading/Mathematics Teachers 	<ul style="list-style-type: none"> Enrolled in the teacher's class on Snapshot Day, which is Friday, October 31, 2025 Assessed using (CLI) CIRCLE BOY assessment Assessed using (CLI) CIRCLE EOY assessment Enrolled in the teacher's class during the District's EOY (CLI) CIRCLE assessment window
MAP	MAP
<ul style="list-style-type: none"> Kindergarten Reading/ELA Teachers 1st Grade Reading/ELA Teachers 2nd Grade Reading/ELA Teachers 2nd Grade Mathematics Teachers 	<ul style="list-style-type: none"> Enrolled in the teacher's class on Snapshot Day, which is Friday, October 31, 2025 Assessed using the MAP growth assessment during the District's pre-test window MAP growth data entered into Eduphoria during the assigned pre-test window Assessed using the MAP growth assessment during the District's post-test window Enrolled in the teacher's class during the administration of the MAP growth assessment
ULS	ULS
<ul style="list-style-type: none"> Special Education Life Skills Reading/Mathematics Teachers Kindergarten to 12thgrade Life Skills Teachers <p>ULS is designed for K-12thgrade students in reading/mathematics not participating in STAAR or STAAR Alt 2 assessments. <i>If a special education student receives a State's academic growth measure with an approved STAAR/STAAR Alt assessment, the State's academic growth measure will be used in the student growth measurement calculation for the special education life skills student.</i></p>	<ul style="list-style-type: none"> Enrolled in the teacher's class on Snapshot Day, which is Friday, October 31, 2025 Assessed using ULS BOY Profiles (Level 1 students only) and Benchmark Assessments (Level 2 and Level 3 students only) in Reading and Mathematics Assessed using ULS EOY Profiles (Level 1 students only) and Benchmark Assessments (Level 2 and Level 3 students only) in Reading and Mathematics Enrolled in the teacher's class during the District's EOY ULS assessment window All ULS data must be entered into both the District Google shared spreadsheet and uploaded into the Eduphoria TIA Inventories during the designated BOY and EOY windows provided by the district to be calculated in the student growth measurement score.
MAP to STAAR	MAP to STAAR
<ul style="list-style-type: none"> 3rd Grade Reading/ELA Teachers 3rd Grade Mathematics Teachers 5th Grade Science Teachers 8th Grade Science Teachers 	<ul style="list-style-type: none"> Enrolled in the teacher's class on Snapshot Day, which is Friday, October 31, 2025 Assessed using the MAP growth assessment during the District's pre-test window MAP growth data entered into Eduphoria during the assigned pre-test window Assessed using the STAAR summative assessment during the District's post-test window Enrolled in the teacher's class during the administration of the STAAR assessment
Released STAAR to STAAR	Released STAAR to STAAR
<ul style="list-style-type: none"> 8th Grade Social Studies Teachers Biology Teachers US History Teachers 	<ul style="list-style-type: none"> Enrolled in the teacher's class on Snapshot Day, which is Friday, October 31, 2025 Assessed using the released STAAR during the District's pre-test window Released STAAR Data entered into Eduphoria during the assigned pre-test window Assessed using the STAAR summative assessment during the District's post-test window Enrolled in the teacher's class during the administration of the STAAR and STAAR EOC assessment
Academic Growth Measure	Academic Growth Measure
<ul style="list-style-type: none"> 4th Grade Reading/ELA Teachers 4th Grade Mathematics Teachers 5th Grade Reading/ELA Teachers 5th Grade Mathematics Teachers 6th Grade Reading/ELA Teachers 6th Grade Mathematics Teachers 7th Grade Reading/ELA Teachers 7th Grade Mathematics Teachers 8th Grade Reading/ELA Teachers 8th Grade Mathematics Teachers Algebra I Teachers English I Teachers English II Teachers 	<ul style="list-style-type: none"> Enrolled in the teacher's class on Snapshot Day, which is Friday, October 31, 2025 Eligible to receive an academic growth measure score provided by the state Prior year STAAR Data accessible in Eduphoria or statewide database Assessed using the STAAR summative assessment Enrolled in the teacher's class during the administration of the STAAR/STAAR EOC/STAAR Alt 2 assessment
STAAR/STAAR EOC Intervention Courses	STAAR/STAAR EOC Intervention Courses
<ul style="list-style-type: none"> STAAR and STAAR EOC Intervention Courses for students retaking STAAR assessments. Reading and Language Arts English and Spanish re-testers Mathematics re-testers 	<ul style="list-style-type: none"> Enrolled in the teacher's class on Snapshot Day which is Friday, October 31, 2025 Eligible to receive an academic growth measure score provided by the state Prior year STAAR Data accessible in Eduphoria or statewide database Assessed using the STAAR summative assessment Enrolled in the teacher's class during the administration of the Fall and/or Spring STAAR/ STAAR EOC/STAAR Alt assessment The District's locally developed re-testers transition table measures students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.
Summary	Summary
Teachers and designated teachers are eligible to earn a new or higher TIA designation by teaching in an eligible teaching assignment at a TIA-eligible campus at the time of snapshot and at the winter class roster verification. All other District TIA eligibility requirements remain applicable. Teachers, including designated teachers working at a TIA-designated campus and teaching in a TIA-eligible assignment, must participate in both the T-TESS and the student growth measurement components.	All assessments must follow District testing protocols, be administered with fidelity, assessments completed in their entirety, and all data must be entered into the testing platforms within the TIA testing windows to be included in the student growth measurement calculation for an eligible TIA teacher. Students must be enrolled on snapshot date, participate in both the pre-test and the post-test with the same teacher, and be present within the student growth measurement testing window to be calculated in the student growth measurement score.

Teacher Incentive Allotment 7/21/25, TJ

