



GUIDEBOOK

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This is a working document and is subject to change

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TEACHER INCENTIVE ALLOTMENT

Overview



The Texas Education Agency's Teacher Incentive Allotment (TIA) was established by House Bill 3 (HB 3), which was passed by the 86th Texas Legislature in 2019 and signed into law by Governor Abbott on June 11, 2019. The goal of the TIA is to provide a realistic pathway to a six-figure salary for teachers in order to help recruit, support, and retain highly effective teachers in all schools, particularly in high-needs and rural schools.

HB 3 established the TIA to recognize effective teachers on three different levels: Recognized, Exemplary, and Master. These teacher designations generate additional teacher-focused allotment funding for districts in order for them to reward their top performers (<http://tiatexas.org>).

Teachers earn designations through two different routes:

- National Board Certification (automatic Recognized designation)
- Local Teacher Designation System (TEC Sec. 21.3521)

Waxahachie ISD's implementation begins during the 2023-2024 school year. The TIA provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work of Waxahachie ISD's teachers.

This **will not** replace the district's current pay structure. A stipend, paid with funds received from TEA, will be issued to those who are eligible for compensation under TIA. The TIA payment is credited in the Teacher Retirement System (TRS) and will be used in retirement benefit calculations.

TIA in Waxahachie ISD

Why is Waxahachie Participating in the TIA?

- Strengthen Student Outcomes
- Improve Teacher Retention
- Increase Recruitment Rates
- Reward Quality Instruction
- Incentivize Hard-to-Staff Positions and High-Needs School
- Support Educator Development
- Encourage Professional Collaboration
- Maintain a Competitive Market



DESIGNATIONS

What is a Designation?

House Bill 3 (HB 3) established the Teacher Incentive Allotment (TIA) to recognize effective teachers at three distinct levels: Master, Exemplary, and Recognized. These teacher designations generate additional teacher-focused allotment funding for districts to reward and retain their most effective teachers.

Master Teacher

Master level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide.

Exemplary Teacher

Exemplary level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 20% of teachers statewide.

Recognized Teacher

Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide. The Recognized Designation can be earned through the Local Teacher Designation System or through National Board Certification.



DESIGNATIONS

Pathways to Designation

The Recognized designation may be earned through National Board Certification. National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from PK through 12th grade. Waxahachie ISD staff who possess a National Board Certification should contact the Human Resources Department to provide the necessary documentation.

National Board Certification

National Board Certification **automatically qualifies** any teacher for Recognized designation regardless of teaching assignment, but the teacher must be PEIMS-coded as 087. Staff interested in pursuing National Board Certification are encouraged to consult the [National Board for Professional Teaching Standards site](#) for more information.

National Board Certified Teachers (NBCTs) are eligible to earn a Recognized designation if they meet the following criteria:

- Hold an active National Board certification.
- NBCT directory listing reflects Texas residency and/or employment.
- Reported by the Texas school system in a role ID coded as 087 during that year's Class Roster Winter Submission in February.
- Once earned, the designation will remain active until the July following the expiration of the National Board certificate.
- NBCTs are eligible for higher designations through the Local Teacher Designation System.

National Board teachers are eligible to generate an allotment for their district if they meet the following criteria:

- Employed and compensated by a Texas school system 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.
- Reported by the Texas school system in a role ID coded as 087 during that year's Class Roster Winter Submission in February.

Local Teacher Designation System

Teachers are eligible to earn a designation through a local designation system if they meet the following criteria:

- Employed by the recommending district in a role ID coded as 087
- Employed and compensated by the recommending district 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.
- Not currently designated by a local designation system unless being recommended for a higher designation or in the last year of a teacher designation.

All designated teachers are eligible to generate an allotment for their district if they meet the following criteria:

- Employed and compensated by a Texas school system 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.
- Reported by the Texas school system in a role ID coded as 087 during that year's Class Roster Winter Submission in February.

DESIGNATIONS

Local Designation System Requirements

House Bill 3 provides districts with local control and flexibility in choosing how to evaluate teachers and assign designations.

The designation system must include both a teacher observation and a student performance component:

- **Teacher Observation based on T-TESS**
- **Student Growth Measures Determined by the District.** These can include pre- and post-tests, value-added measures, student learning objectives (SLOs), and portfolios. District application must show evidence of validity and reliability.

The systems must be submitted to TEA for approval and undergo a data-validation process, which will be conducted by Texas Tech University. As part of the validation process, Texas Tech will:

- Review alignment between teacher observation ratings and student performance ratings.
- Review alignment between student performance ratings and value-added ratings for applicable teachers.
- Review data validity by appraiser/rater, by campus, across campuses in a district, and by the teaching assignment.
- Compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance.

Waxahachie ISD's Local Designation System

The designation system in Waxahachie ISD includes the following components:

Teacher Observation based on T-TESS: Teachers in the TIA Eligibility Band, who elect to pursue a designation, will receive a full evaluation including a formal observation by their principal, a domain 2 & 3 evaluation by a team of district administrators and 4 walk-throughs for domain 2 & 3. The results of the End of Year conference in domains 2 and 3 (average of all domain 2 & 3 scores) will be used to fulfill this component.

Student Growth Measures: In 2023-2024, the growth measures used will be:

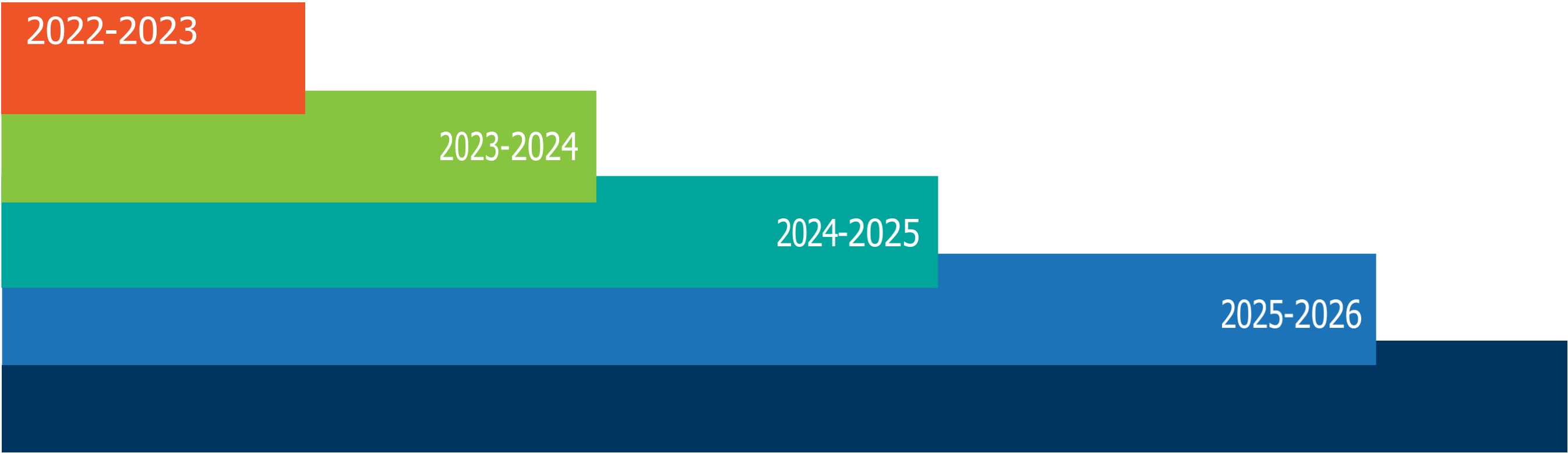
- Grades 1 – 8 Reading, Grades 1- 8 Math, Biology: MAP growth measures. Teachers in the eligibility band administer MAP to all their students. If a teacher has students who take more than one MAP contents, all growth scores will be used in the factoring of the designation components.
- Algebra I, English I, English II: STAAR Academic Measure. Teachers in the eligibility band administer STAAR EOC as scheduled by the state. The state calculates and provides Waxahachie ISD with the STAAR Academic Measure.

Attendance: In order to receive a designation, teachers must be in the Top 25% in teacher attendance for all district teachers. (087)

ELIGIBILITY

Phased-in Approach

Waxahachie ISD envisions every teacher to ultimately be eligible for this additional funding. However, Waxahachie ISD does not currently have growth measures in all grades and subjects. The phased-in approach provides the district time to develop growth measures in other subject areas and to pilot them to ensure validity and reliability. Once a teacher’s eligibility band is added, it is part of the designation system indefinitely.



2022-2023: Data Capture Year for the eligibility band. Data capture will happen every year a new eligibility band is added.

TEA PERFORMANCE STANDARDS

Requirements for Designations

To implement the Teacher Incentive Allotment, 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. The performance standards for T-TESS evaluations and student growth are listed below.

Teacher Performance

TIA establishes a **priority emphasis** on Domains 2 and 3 (Instruction and Learning Environment) of the T-TESS rubric. To be eligible for a TIA-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3 during the data capture year.

Based on an analysis of statewide T-TESS observation data, TEA has identified **score averages** across Domains 2 and 3 of T-TESS:

- **Recognized designation ≥ 3.7**
- **Exemplary designation ≥ 3.9**
- **Master designation ≥ 4.5**

More information can be found in TEA's [Teacher Observation Performance Standards document](#).

Student Growth

To be eligible for a TIA-designation, teachers must earn a student growth outcome during the data capture year. TEA established these expectations based on statewide performance expectations:

- **Recognized designation $\geq 55\%$**
- **Exemplary designation $\geq 60\%$**
- **Master designation $\geq 70\%$**

More information can be found in TEA's [Student Growth Performance Standards](#).

Attendance

Waxahachie ISD values high teacher attendance rates. We believe students benefit academically from good teacher attendance. Attendance designations are based on the attendance of all WISD teachers. (087)

- Recognized designation \geq Top 25%
- Exemplary designation \geq Top 20%
- Master designation \geq Top 10%

TEACHER EVALUATION

Requirements for Designations

The Texas Teacher Evaluation & Support System (T-TESS) is the state-adopted teacher appraisal instrument. T-TESS includes three components aimed at capturing the holistic nature of teaching and developing teacher habits of continuous improvement:

- 1. Goal setting and professional development plan;
- 2. Pre-conference, observation, and post-conference (i.e., appraisal cycle); and
- 3. Student growth

For the Texas Incentive Allotment (TIA), Waxahachie ISD calculates T-TESS dimension scores and an average score for the 8 Dimensions in Domains 2 and 3 of T-TESS

Dimension Scores

There are eight dimensions in Domains 2 and 3 on the [T-TESS rubric](#):

Instruction (Domain 2)

- Dimension 2.1 Achieving Expectations
- Dimension 2.2 Content Knowledge and Expertise
- Dimension 2.3 Communication
- Dimension 2.4 Differentiation
- Dimension 2.5 Monitor and Adjust

Learning Environment (Domain 3)

- Dimension 3.1 Classroom Environment, Routines, and Procedures
- Dimension 3.2 Managing Student Behavior
- Dimension 3.3 Classroom Culture

Each dimension is scored on a scale of 1-5 in the order as follows:

- 1. Improvement Needed
- 2. Developing
- 3. Proficient
- 4. Accomplished
- 5. Distinguished

*To be eligible for a TIA designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3.

STUDENT GROWTH MEASURE

Requirements for Designations

Student growth is calculated for all students that have a TIA-designated fall and spring assessment. Student growth performance is associated with individual teachers based on the following enrollment criteria:

STAAR growth measure:

- Teacher of record at beginning of year (October snapshot date)
- Teacher of record at end-of-year STAAR/EOC assessment (April/May)

MAP projected growth measure:

- Teacher of record at beginning of year (BOY) MAP test
- Teacher of record at end of year (EOY) MAP test

Student growth will be calculated at the teacher level, combined across all assessed content areas for which the teacher has assigned teaching responsibilities.

For teachers to receive a student growth measure, there must be at least twelve (12) unique student growth records across assigned students and content areas.

Student Growth Instrument

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

- MAP Growth is used for Grades 1– 8 Reading, Grades 1 – 8 Math, and Biology
- STAAR Transition Table is used for Algebra I, English I, and English II

Calculating Student Growth

For MAP growth, student growth is calculated as the percentage of students who **meet or exceed their MAP projected RIT growth** from the fall (BOY) administration to the spring (EOY) administration.

For STAAR growth, student growth is calculated as the percentage of students who meet or exceed the STAAR Academic Measure as provided by the state.

Classroom student growth will be calculated based on all tests taken for each eligible course. For example, if a teacher teaches both Algebra I and English I, then the growth measure will consist of all students in both courses. If a teacher is self-contained in 5th grade, then the growth measure would consist of all the student scores for both Math and Reading.

The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are combined to determine the **collective percentage** of students meeting (or exceeding) growth.

Student Growth Measure Integrity

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

Student Growth Measure Security and Confidentiality

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

- Student growth measure test content should not be shared/discussed
- Student growth measure test administration procedures should be followed exactly as provided by the test provider
- Student growth measure test materials or student products shall be maintained in a secure location before, during, and after test administration
- Students must be actively monitored during student growth measure test administrations
- Students may not receive assistance to complete student growth measures, beyond what is allowable by the test provider or prescribed by a governing student committee as applicable to standardized assessment programs (e.g., STAAR, ARD, LPAC, 504, etc.)
- Suspected educator misconduct must be reported in a timely manner
-

Serious Student Growth Measure Testing Violations

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

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

Link to MAP Testing Security and Procedures

https://drive.google.com/drive/folders/11yMX69pqjLyjKnFjihli20U3Fd_UTzjE

SCORING AND ELIGIBILITY

District Process

TIA designations are determined based on the TIA score, a weighted combination of the teacher observation dimensions (the 8 dimensions of domains 2 and 3), the student growth score and teacher attendance score. To determine annual teacher eligibility for a TIA designation, the following steps are completed at the district-level end-of-year analysis:

1	<p>The TIA score is calculated based on the weighted combination of teacher appraisal and student growth outcomes:</p> <ul style="list-style-type: none">• T-TESS Domains 2 and 3 weighted composite score component is 40% of TIA score• Student growth composite score component is 50% of TIA score• Teacher attendance composite score component is 10% of TIA score
2	<p>Overall TIA Designation score chart used to identify three levels of designations of teachers.</p>
3	<p>Teacher appraisal and student growth outcomes are verified to ensure that the component scores meet the State’s minimum performance criteria:</p> <ul style="list-style-type: none">• If performance criteria is met, TIA designation is submitted to the State for data review; pending TEA data validation, TIA designation is attached to teacher’s teaching certificate for a period of 5 years.• If performance criteria is not met, TIA designation is not submitted to the State.

TIA Local Designation Score Chart

TIA Performance Standards for Student Growth from TEA
(Percentage of students who meet or exceed projected RITT growth)

- Recognized designation ≥ 55%
- Exemplary designation ≥ 60%
- Master designation ≥ 70%

TIA Performance Standards for Teacher Observations from TEA
(Average of the 8 Dimensions of Domains 2 and 3 of T-TESS EOY Conference)

- Recognized designation ≥ 3.7
- Exemplary designation ≥ 3.9
- Master designation ≥ 4.5

Local Performance Standards for Teacher Attendance
(Points based on attendance of all district teaching staff)

- Recognized designation ≥ Top 25% of district teachers
- Exemplary designation ≥ Top 20% of district teachers
- Master designation ≥ Top 10% of district teachers

TIA Cut Points

OVERALL TIA SCORE	TIA DESIGNATION LEVEL
81 - 100	MASTER
70 - 80	EXEMPLARY
65 - 69	RECOGNIZED
0 - 64	NOT DESIGNATED

Student Growth Cut Points		
TIA Level	TIA Perf. Std. % of students who meet/exceed projected RITT growth	Student Growth Points = % of Scores Met or Exceed Growth * 50 points
Recognized	55%	55% * 50 points = 27.5 points
Exemplary	60%	60% * 50 points = 30 points
Master	70%	70% * 50 points = 35 points

Teacher Observation Cut Points (Domains 2 and 3)		
TIA Level	TIA Perf. Std.	TIA Observation Points (40) points possible
Recognized	3.7	3.7 x 8 = 29 points
Exemplary	3.9	3.9 x 8 = 31 points
Master	4.5	4.5 x 8 = 36 points

Teacher Attendance Cut Points		
Local Level	Per. Std.	Local Attendance Points (10) points possible
Recognized	Top 25%	8.5 Points
Exemplary	Top 20%	9.0 Points
Master	Top 10%	10.0 Points

Student Growth + Teacher Observation + Teacher Attendance = TIA Cut Points		
Recognized	27.5 + 29 + 8.5 = 65	
Exemplary	30 + 31 + 9 = 70	
Master	35 + 36 + 10 = 81	

*To earn a designation, a teacher must meet the minimum requirement for each component.

Annual Score Card

Each year of the TIA evaluation cycle, TIA-eligible teachers, who elect to pursue a designation, will be provided an annual score card. The purpose of the score card is to provide transparency within Waxahachie ISD's TIA system. TIA score cards will provide teachers with an individualized report of the annual TIA outcomes based on their performance. Score card data elements will include:

- **TIA designation level, as appropriate**
- **T-TESS performance by dimension, domain, and a weighted score of domains 2 and 3**
- **Student growth outcomes**
 - » Number of students meeting enrollment criteria across classes, course, and content areas
 - » Number of students meeting student growth
 - » Percentage of students meeting student growth
- **Teacher attendance percentile score**

Evaluation Frequency

Evaluation of teachers eligible for a TIA designation is considered **annually**, even if they elect not to pursue a designation.

Teachers in an eligible-TIA band will receive T-TESS evaluations and have student growth measures calculated annually.

- **Teachers with an existing TIA designation will not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level.**
- **Teachers with an existing TIA designation may be resubmitted for a higher designation within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation.**
- **Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.**

CAMPUS ALLOTMENT FACTORS & COMPENSATION

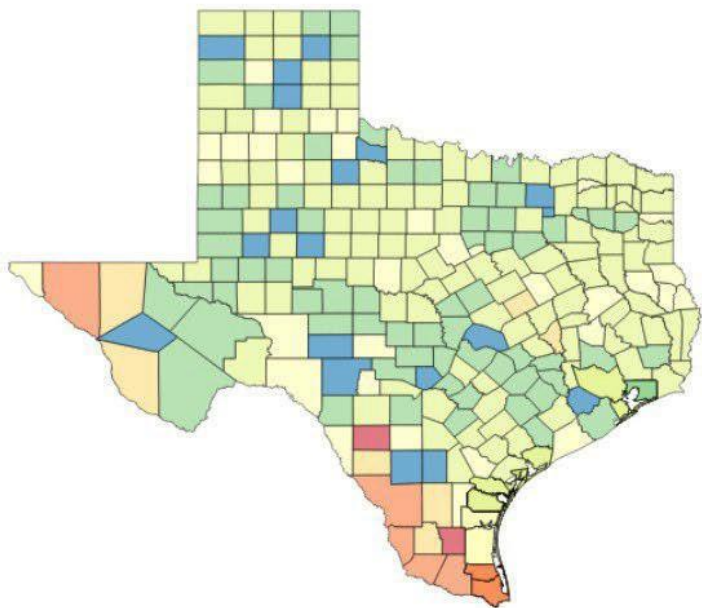
The TIA program is available to all Texas school districts and open-enrollment charter schools. The amount of TIA funds generated is determined by a formula that considers campus characteristics, including student socioeconomic status and campus location:

- Schools with greater student need based on socioeconomic factors generate more TIA funds per TIA designated teacher.
- Rural schools generate more TIA funds per TIA designated teacher based on a higher multiplier applied to students based on socioeconomic factors.

Designation Level



Socio-Economic Level



Rural Status

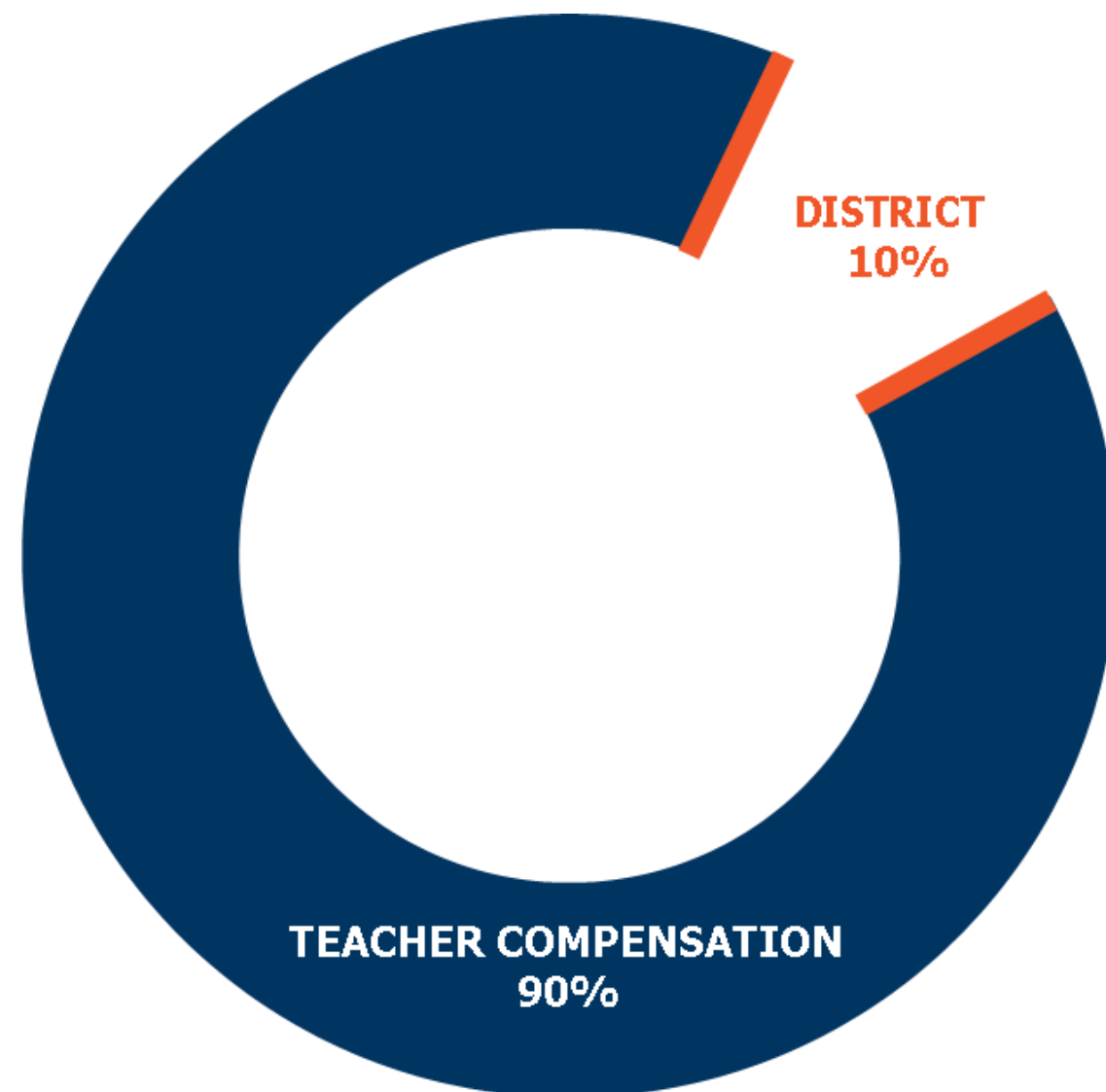
Rural

or

Not Rural

For more information about the TIA allotment calculations, see [TEA's Teacher Incentive Allotment page](#). 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](#).

Distribution of Funds



The District has a clear, written plan to abide by the spending requirements in TEC 48.112, including spending at least **90%** of the TIA funds awarded to the district on **teacher compensation** on the campus where the designated teacher works, a maximum of **10%** of the district's allotment on implementing TIA and/or supporting teachers in earning designations.

COMPENSATION

Waxahachie ISD Distribution Plan

- **TIA-designated teachers in Waxahachie ISD receive 90% of TIA funds, less applicable benefits.**
- **The District shall retain 10% of the TIA dollars to use as follows:**
 - To support district oversight of the implementation of TIA and ongoing development of resources for TIA.
 - To provide professional development to support teachers in obtaining TIA Designations
 - Purchase software components to support the management of TIA

Frequency of Compensation

TIA compensation is an annual allotment provided by the State and subject to availability of state funding allocations. TIA compensation must be distributed toward teacher compensation on the campus where a teacher is designated.

- **TIA-designated teachers will receive TIA compensation annually based on their TIA designation and TIA state funding for their campus of assignment at the Winter snapshot date.**
- **Compensation will be distributed prior to August 31st**

TRS Retirement Impact of Compensation

TIA compensation amounts will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits.

Deduction Information

TIA compensation stipends are eligible for use when calculating retirement benefits for TRS-eligible staff. Employees are responsible to pay both the employee and employer benefit and tax costs. Actual TIA compensation amounts distributed will include deductions for federal income tax, Medicare tax, and TRS contributions as part of an employee's annual wages reported to the state and federal governments, as well as the Teacher Retirement System (TRS).

TIA COHORT F TIMELINES





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