



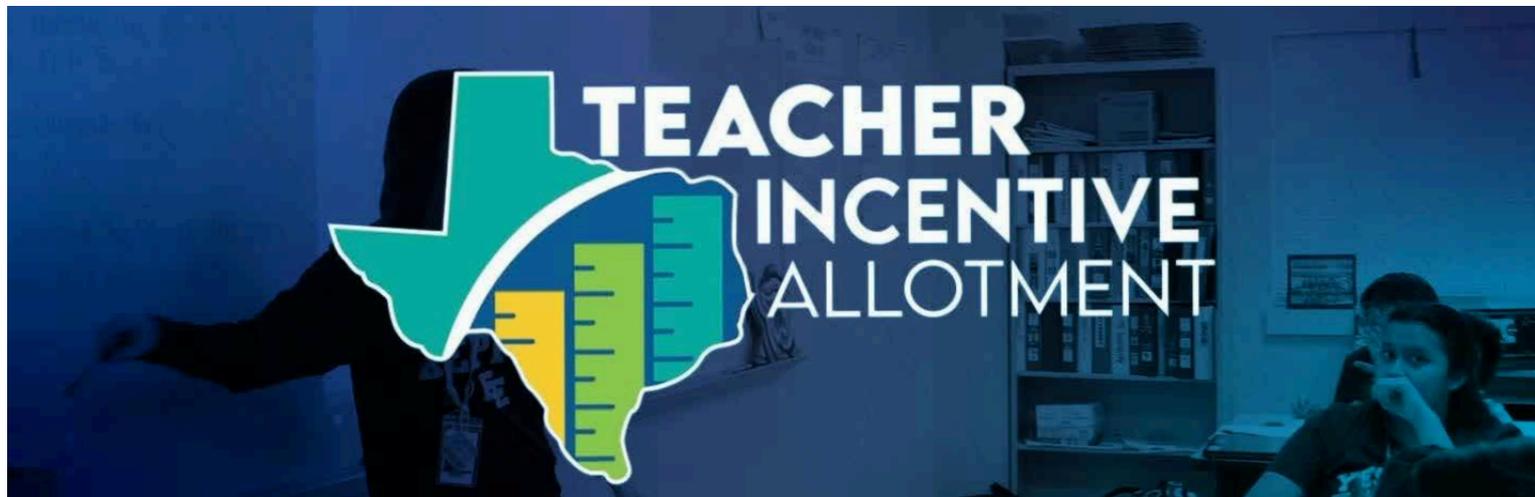
TEACHER INCENTIVE ALLOTMENT GUIDE

WE ARE THE BLUEPRINT
2025-2026



2023-2024
SFDRCISD DESIGNEES





In 2019, House Bill (HB) 3 established the Teacher Incentive Allotment (TIA) with the goal of providing a pathway for highly effective teachers to earn a six-figure salary. The Teacher Vacancy Task Force, established in 2022 by Governor Greg Abbott, worked to examine teacher retention and recruitment challenges across Texas. The first recommendation of the task force was to increase overall compensation and support strategic compensation strategies.

Building on the success of TIA and other recommendations, HB 2 was passed by the 89th Legislature and signed into law by Governor Abbott on June 4, 2025. This bill expanded funding for TIA supports, increased teacher-generated allotments, and established and funded Enhanced TIA for districts implementing strategic compensation systems.

While many details of HB 2 implementation are still being refined and will be communicated in the coming months, the following information is being provided to support decision-making for school systems related to recruitment and support communication for the 2025-2026 school year.

This field guide is intended to provide an overview of the implementation of the TIA in SFDRICISD.

TIA Expansion:

HB 2 expands TIA by increasing support and funding for great teachers in Texas. Specifically, beginning in 2025-26, HB 2 provides:

- Increased TEA Technical Support
- Increased regional support from regional education service centers(ESCs).
- Enhanced TIA (see below for more information and next steps)
- Review of National Board Certified Teachers by the State Board for Educator Certification (SBEC). In subsequent years, HB 2 also creates an independent designation for National Board Certified Teachers, nationally board certified.

Beginning in 2026-27:

- HB 2 establishes a new level of designation, acknowledged, that will significantly increase the number of designated teachers in Texas. School systems with an accepted TIA application may submit teachers for the acknowledged level designation beginning in fall 2026, based on teacher performance data collected in the upcoming 2025-26 school year. TEA will publish teacher observation and student growth performance standards for the acknowledged designation in the coming months. These performance standards will align with the top 50% of Texas teachers.
- HB 2 provides a significant increase in the per-designation allotment payouts. Key changes to the funding formula include:
 - Funding for acknowledged level designations. The base funding and multipliers will align with the current funding for recognized designations.
 - Increased base allotments and maximum amounts for recognized, exemplary and master teachers
 - Increased multiplier amounts for the high needs and rural factor

Teacher Designations and Funding

- A new Acknowledged level designation, to align with teachers performing in the top 50% statewide, was added.
- Recognized, Exemplary and Master designations were given an increase to allotment amounts.
- National Board Certified Teachers were given a new designation, Nationally Board Certified, and a review process to monitor alignment of National Board Certification with Texas standards.

Current									
Base + (Multiplier × [Average student enrolled Eco-Dis Tier + 2 for rural schools Max 4])									
Designation	Performance Standards	Base	Multiplier	Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
				0	.5	1	2	3	4
Recognized	Top 33%	3,000	1,500	3,000	3,750	4,500	6,000	7,500	9,000
Exemplary	Top 20%	6,000	3,000	6,000	7,500	9,000	12,000	15,000	18,000
Master	Top 5%	12,000	5,000	12,000	14,500	17,000	22,000	27,000	32,000
Updated									
Designation	Performance Standards	Base	Multiplier	0	.5	1	2	3	4
				Acknowledged	Top 50%	3,000	1,500	3,000	3,750
Recognized	Top 33%	5,000	2,500	5,000	6,250	7,000	10,000	12,500	15,000
Exemplary	Top 20%	9,000	4,000	9,000	11,000	13,000	17,000	21,000	25,000
Master	Top 5%	12,000	6,000	12,000	15,000	18,000	24,000	30,000	36,000

Performance Standards for Acknowledged Designation

Using statewide teacher performance data, the Texas Education Agency (TEA) established objective performance standards to serve as guidelines for districts when evaluating teacher effectiveness and setting designation criteria. These performance standards are based on statewide percentages: Acknowledged represents the top 50% of Texas teachers, Recognized the top 33%, Exemplary the top 20%, and Master the top 5%. Designation rates within a given campus or school system may exceed or fall short of the statewide percentages. This will depend on the effectiveness of the teachers employed and the local designation criteria.

Teacher observation performance standards were determined using statewide T-TESS observation data. Student growth performance standards were determined through a value-added model using STAAR data over a five-year period (2014–2019). Having examined all teacher performance, both through T-TESS observational data and for student growth in STAAR over that five-year period, objective statewide benchmarks were set based on the distribution of teacher performance within that time.

The table below outlines the performance standards required for each designation level. These performance standards will be finalized through Commissioner rulemaking.

Designation Level	Teacher Observation Performance Standards*	Student Growth Performance Standards**
Acknowledged	3.5 or 70% of possible points	50%
Recognized	3.7 or 74% of possible points	55%
Exemplary	3.9 or 78% of possible points	60%
Master	4.5 or 90% of possible points	70%

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TIA OVERVIEW

The Texas Education Agency's Teacher Incentive Allotment (TIA) program is dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. Our implementation will begin during the 2022-2023 school year. This program provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work and proven success of our SFDRCSID teaching staff.

This is not a merit-pay approach to compensation, and it will not replace the district's current pay structure. For those who earn a distinction based on both teacher observation and student growth data, it will be an additional state stipend separate from the current SFDRCSID pay structure. However, this stipend is credited in the Teacher Retirement System and will be used in retirement benefit calculations.



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 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 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.

ELIGIBILITY FOR TIA DESIGNATION



ELIGIBILITY REQUIREMENTS:

- Teachers must be identified with a PEIMS role ID of 087 Teacher of Record (TOR) in SFDRCSID in both the PEIMS October Snapshot and the PEIMS February Winter Class Roster submission during the data capture and data submission year to be eligible for a data submission, designation, and compensation.
- Teachers and Co-Teachers must serve in the TOR role for the entire data-capture year and maintain at least 90% attendance paid days within the 187-day contract. Up to 19 absences are allowed without penalty.
 - Reduces contracted days: Dock Leave, Local New State, Old State, Personal Illness
 - Does NOT affect contracted days: Staff Development, School Business, Athletic Business, Jury Duty
- If a designated teacher does not meet the 90% rule in any year after receiving an allotment, they are granted the allotment once as a “grace year.” The teacher is then placed on probation the following capture year. If the teacher fails to meet the 90% rule again in a subsequent year, they will no longer receive the allotment for the remainder of the TIA designation period. Instead, the allotment will be distributed to the campus in which the designated teacher generated funds.
- A teacher who transfers from a TIA eligible position during a data capture year or during the data submission year to a non-teaching position or non TIA eligible courses is not eligible for TIA designation submission, designation, or compensation.
- All students require BOY and EOY Assessment; if a student is transferred to a different teacher the student growth will be issued to the teacher that taught the most instructional days.
- BOY assessment must be administered within the first 9 weeks or 6 weeks for semester-long courses. EOY must be administered during the last 12 weeks of the school year; both must be within testing windows to qualify.
- TOR student growth is determined by all students in classroom. Co-Teacher’s student growth is determined only for students being identified and serviced under co-teach identified.
- Teachers must be supervised and appraised on the T-TESS evaluation system by the principal or other designated appraiser of the Campus/District where he/she instructs students. (TIA eligible subject)
- Only dual language classrooms are eligible to utilize TejasLee / TxKea Spanish for student growth.
- A review of an eligible teacher’s testing irregularities could result in a disqualification for a designation submission if a testing irregularity jeopardizes the validity of the data collected.
- Designated teachers must be in good standing at the time of both payout dates. Therefore, a designated teacher under investigation or reassigned pending investigation is not eligible for TIA compensation until he or she is cleared of any allegation. If the investigation is concluded with a confirmation of misconduct, the teacher will not be eligible to receive TIA compensation. A designated teacher is not eligible to receive TIA compensation if his/her contract is terminated or non-renewed at the end of the school year.
- In the event that a designated teacher resigns or retires before the end of their contract after the Winter Class Roster PEIMS submission, the district will redistribute the allotment generated by the designated teacher to other teachers (087) within the same campus. If a teacher retires or resigns at the end of their contract in the submission year, teacher will receive allotment generated in (May/ Aug).
- Submission of data and/or a designation does not guarantee a teacher will receive the designation or allotment. TEA notifies the district in February following the Fall submission whether the data and submission are approved, or not. If the data is approved, the teacher will receive the designation and allotment the following June as long as eligibilities are met.

Testing Protocol Requirements

Teachers must follow all State, District, and Campus policies, regulations, and procedures outlined in SFDRICISD District Policy, Employee Handbook, Campus Handbook, TIA Handbook and/or departmental handbook/guidelines.

Student Growth Measure Security and Confidentiality:

Maintaining security and confidentiality of student growth measures is the responsibility of the teachers, Campus Testing Coordinator, and Campus Administration.

To maintain student growth measure security and confidentiality:

- Student growth measure test content shall not be shared/discussed.
- Student growth measure test administration procedures shall be followed exactly as provided by the test provider and/or according to SFDRICISD District Testing Guidelines.
- 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 measure assessments beyond what is allowable by the test provider and/or SFDRICISD District Testing Guidelines

Serious Student Growth Measure Testing Violations

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

- Failure to follow all SFDRICISD District Testing Guidelines.
- Failure to ensure all students enrolled in an eligible teacher's class take the appropriate assessment(s) to measure Student Growth during the Fall and Spring of the data capture years.
- Failure to report testing irregularities per the SFDRICISD District Testing Guidelines.
- 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.
- Failure to implement sufficient procedures to prevent student cheating.
- Failure to report an individual that has engaged in or is suspected of engaging in any conduct described above.
- Encouraging or assisting an individual to engage in any conduct described above.

Response to Testing Violations

- Suspected educator misconduct must be reported in a timely manner to the Campus Test Coordinator and/or Campus Principal and the District Testing Department. Must be reported to TIA Coordinator
- Suspected educator or administrator misconduct will be investigated by a District committee. A finding of misconduct could lead to disciplinary actions up to and including termination.

ELIGIBLE SUBJECTS INCLUDE:



<h2>Phase 1</h2> <p>ELAR & Mathematics</p>		<ul style="list-style-type: none"> • PK-5 (ELAR) • Grade 6-8 (ELAR/MATH) • English 1-2 • Algebra I • Includes Co-Teach Classes
<h2>Phase 2</h2> <p>Adv. Dual Credit Dual Credit ELAR/Mathematics Science Social Studies</p>		<ul style="list-style-type: none"> • Grade 6-8 (S.S. and Sci.) • English III-IV • Grade 9-12 (Math) • Grade 9-12 (S.S. and Sci.)
<h2>Phase 3</h2> <p>C.T.E. Language Other Than English</p>		<ul style="list-style-type: none"> • All C.T.E. Courses • Spanish

TIA SCORING & ELIGIBILITY

TIA designations are determined based on the TIA score, a weighted combination of the Educator Evaluation Component (T-TESS) - 50%, Student Growth Component - 40%, School-Wide Student Growth Component - 10%.

<h2>50%</h2> <p>Educator Evaluation Component</p>		<p>T-TESS</p> <ul style="list-style-type: none"> • Domains 2&3
<h2>40%</h2> <p>Student Growth Component</p>		<ul style="list-style-type: none"> • CIRCLE • TX-KEA • TPRI • TEA BOY • STAAR EOC • District Created • Precision Exam
<h2>10%</h2> <p>School-Wide Student Growth Component</p>		<ul style="list-style-type: none"> • Campus Growth

TEACHER EVALUATION: T-TESS - 50% TIA SCORE

The Texas Teacher Evaluation & Support System (T-TESS) is the state adopted teacher appraisal instrument. T-TESS includes two components aimed at capturing the holistic nature of instruction and learning.

Educator Evaluation Component - Calculated for each eligible teacher evaluated with the T-TESS instrument for Domains 2 and 3 on a 5-point scale. Domains are scored based on the average scoring of all the dimensions within Domains 2 and 3, rounded to the nearest hundredth (two decimal places). The final Educator Evaluation Component will count towards 50% of the Final TIA Score.

TEA MINIMUM PERFORMANCE STANDARDS:

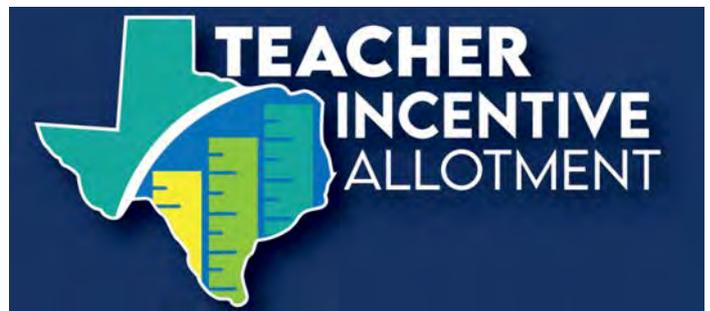
To be eligible for a TIA designation, TEA has established minimum performance standards for Educator Evaluation, T-TESS Teacher Observation*, and Student Growth components.



T-TESS Teacher Observation Minimums

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. To be eligible for a TIA designation, teachers must have a minimum of three (3) counted 15-minute walkthroughs and one (1) full 45-minute observation. Teachers must earn a rating of Proficient or higher on each of the eight dimensions measured across Domains 2 and 3 of T-TESS. SFDRCSID will calculate the final T-TESS score using the average of the first three counted walkthroughs and the full observation. If a teacher has completed more than three walkthroughs, the TIA Coordinator, as directed by the Superintendent, will select the first three walkthroughs to be used in the final calculation. If a teacher scores lower than a 3.0 in any dimension, they cannot receive a score for that Domain; therefore, do not qualify for the Teacher Incentive Allotment. In addition, based on an analysis of statewide T-TESS observation data, TEA has identified minimum 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 Texas Education Agency's (TEA) TIA Teacher Observation Performance Standards document.

Dimension & Domain Scores

There are eight dimensions on the T-TESS instrument:

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:

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

Domains are scored based on the average scoring of the dimensions within the domain, rounded to the nearest hundredth (two decimal places). Counted walkthroughs can be more than 3 at the discretion of the appraiser.

T-TESS Scoring Example

Domain 2 - Instruction

1. Achieving Expectations
2. Context Knowledge & Expertise
3. Communication
4. Differentiation
5. Monitor and Adjust

	Score (1-5)
Accomplished	4
Accomplished	4
Distinguished	5
Proficient	3
Accomplished	4

Domain 3 - Learning Environment

1. Classroom environment, routines and procedures
2. Managing Student Behavior
3. Classroom Culture

Accomplished	4
Proficient	3
Accomplished	4
Total Score = 31	

$\frac{31}{8} = 3.88$
Total dimensions 8

STUDENT GROWTH MEASURE – 40% TIA SCORE

Student Growth Minimums

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

➤➤ Acknowledge designation \geq 60%

➤➤ Exemplary designation $>$ 70%

➤➤ Recognized designation \geq 65%

➤➤ Master designation $>$ 80%

More information can be found in TEA's TIA Student Growth Performance Standards document.



Student Growth Instrument

Student Growth will count towards 40% of the overall TIA score. Student growth will be calculated for all students that have a designated fall and spring assessment. Student growth performance will be associated with teachers based on the following PEIMS criteria:

- Unique ID of the teacher of record as of October snapshot date
- Main Service ID(s) for Observation and Growth
- Main Content Area(s) for Observation and Growth
- Main Grade Level(s) for Observation and Growth

Student Growth Component – 40% - Student growth is calculated for each eligible teacher who has at least ten (10) unique student growth records across their assigned students and content areas, based on students who meet enrollment criteria. The growth percentage is determined by dividing the total number of students meeting growth expectations in Reading, Mathematics, Science, and/or Social Studies by the total number of students tested in these same content areas. The resulting percentage is rounded to the nearest whole number (no decimals).

The specific instrument used to measure student growth varies depending on the grade level and subject area taught.



Calculating Student Growth

For all TIA (Teacher Incentive Allotment) assessments, student growth is calculated as the percentage of students who meet or exceed expected growth from the Fall/Beginning-of-Year (BOY) administration to the Spring/End-of-Year (EOY) or STAAR End-of-Course (EOC) administration.

To determine the overall student growth percentage:

- 1.Count the number of students who meet or exceed expected growth.
- 2.Divide that number by the total number of students assessed.
3. The district average of the grade level provides the growth needed by individual student

This yields the collective percentage of students meeting growth expectations for that assessment

TIA committee determined that unstandardized classroom settings such as Life Skills, & Resource Teachers will use State min count to qualify (5 unique student count).

SCHOOL-WIDE STUDENT GROWTH MEASURE - 10% TIA SCORE:



The School-Wide Student Growth measure will count towards 10% of the overall teacher TIA score. The School-Wide Campus Growth Score will be calculated using the teacher growth score for Reading, Mathematics, Science and Social Studies for each teacher and averaged across the campus. Campus growth performance will be calculated associated with teachers based on the following enrollment criteria:

- Unique ID of the teacher of record as of October snapshot date
- Main Service ID(s) for Observation and Growth
- Main Content Area(s) for Observation and Growth
- Main Grade Level(s) for Observation and Growth

Campuses WITH a STAAR Tested Grade Level

Campuses with a STAAR tested grade level, Pre-K-5, K-5, 3-5, 6-8, and 9-12, will utilize the following assessment instruments to measure School-Wide Student Growth in reading and mathematics, science and social studies for the 2025-2026 school year: Domain II-Part A Academic Growth STAAR score will be used as the School-Wide Student Growth measure.

Campuses WITHOUT a STAAR Tested Grade Level

Campuses without a STAAR tested grade level, Irene Cardwell Headstart, will utilize the following assessment instruments to measure School-Wide Student Growth in reading and mathematics for the 2024-2025 school year: Pre-K CIRCLE. The School-Wide Student Growth Score is expressed as a percentage ;the total number of teacher growth who met or exceeded their growth projection for Phonological Awareness averaged by total number of eligible TIA teachers.

Final TIA Score – To determine annual teacher eligibility for a TIA designation, the following end-of-year data analysis steps will be completed at the district-level. Calculated based on the sum of the weighted calculations of the following four components:

- Educator Evaluation Component - 50%
- Student Growth Component - 40%
- School-Wide Student Growth Component - 10%

Score Correlations – TIA scores in Educator Evaluation and Student Growth will be correlated across all teachers, evaluators, content areas, and campuses to identify scores for each TIA designations: Acknowledged, Recognized, Exemplary and Masters.

Verification of Rubric – The Educator Evaluation Component, Student Growth Component, School-Wide Student Growth Component calculations will be entered into a TIA Teacher Scorecard and shared with each eligible teacher to verify the component scores and the final TIA calculation:

- If minimum performance criteria are not met for Educator Evaluation and Student Growth, then a TIA designation is not submitted to the State.
- If the minimum performance criteria are met for Educator Evaluation and Student Growth, then a TIA designation may be submitted to the State for data pending the remaining Other component scores: 10%.
- A review of district scores by TEA for data validation may influence the award of a TIA Designation.
- TIA designations are attached to the teacher’s teaching certificate for a period of five years.



Special Note Regarding National Board Certification: Appendix C

SFDR staff that possess a National Board Teacher Certification should contact SFDR’s Human Resources Department to provide the necessary documentation. Staff with National Board Certification will automatically be submitted for a TIA Recognized designation.

TIA ANNUAL SCORECARD:

Each year of the TIA evaluation cycle, teachers will be provided an annual scorecard. The purpose of the scorecard will be to provide transparency within SFDR's TIA system. TIA scorecards will provide teachers with an individualized report of the annual TIA outcomes based on their performance, as well as performance aggregated at the campus and district level. Scorecard data elements will include:



- Potential TIA designation level, as appropriate
- T-TESS performance by dimension, domain, and T-TESS weighted score for 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 in comparison of students assessed
- School-Wide Student Growth outcomes



SAMPLE SCORECARD:

Data Captured Year: 2024-2025

Proposed Designation: **No designation**

Teacher Name: _____ Evaluated Subject: _____

Appraiser: _____

24-25 Campus: _____

25-26 Campus: _____

ABSENCES	
Total days out (excludes: Staff Development, School Business, Athletic Business, Jury Duty)	.0
	MET

*Must not exceed District maximum to qualify

T-TESS TEACHER PERFORMANCE					
	Needs Improvement	Developing	Proficient	Accomplished	Distinguished
	1.0	2.0	3.0	4.0	5.0
Domain II: Instruction			Domain III: Learning Environment		
Dimension	Evaluation Rating		Dimension	Evaluation Rating	Total
2.1			3.1		
2.2			3.2		
2.3			3.3		
2.4					
2.5					
				Total	
Eligibility:					NOT MET

*Must meet State Minimum 3.7 to qualify

STUDENT GROWTH		
Calculation	Evaluated Subject	Total
	% of students meeting growth	
Eligibility:		NOT MET

*Must meet District Minimum .65 to qualify

CAMPUS WIDE GROWTH	
Domain II Part A	Total
Eligibility:	MET

COMBINED OVERALL SCORE				
Category	Score	Weight		Total
T-TESS		50%		
Student Growth		40%		
Campus Growth		10%		
SUMMARY TIA SCORE				

Summary TIA Designation Rubric: Master 89-100pts Exemplary 82-88pts Recognized 65-81pts.



TIA EVALUATION FREQUENCY

Evaluation of teacher eligibility for a TIA designation is considered annually. This means that every year a teacher receives a T-TESS Domain 2 and 3 evaluation and has available student growth measure data, the teacher's TIA score will be calculated, and the teacher has an opportunity to meet TIA eligibility. (See DNA Policy)



Teachers with an existing TIA designation will be resubmitted to TEA for a higher designation within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation. For example, a teacher that earned a Recognized TIA designation during 2023-2024 could be submitted in 2024-2025 for a Master TIA designation, if they meet the qualifying Master TIA designation score. Teachers with an existing TIA designation will not be resubmitted for the same designation or a lower TIA designation within their five-year valid TIA designation period.

ANNUAL TIA EVALUATION CYCLE:

Process Step	Timeliness	Description
Teaching & Orientation	August	<ul style="list-style-type: none"> - Training on the TIA plan and the T-TESS observation instrument - Principal communicates school & district goals to inform teacher goal setting
Beginning of Year (BOY) Student Assessment - Fall	August-September	<ul style="list-style-type: none"> - CIRCLE: Pre-K - CLI: K-3 Reading - MAP Growth: 4-8 Reading and English I-IV - MAP Growth: Kinder-Algebra 1, Geometry, and Algebra 2 - District Created - C.T.E - Precision Exam - STEMscope , McGrawHill
Middle of Year (MOY) Student Assessment – Winter	January	<ul style="list-style-type: none"> - CIRCLE: Pre-K - CLI: K-3 Reading - MAP Growth: 4-8 Reading and English I-IV - MAP Growth: Kinder-Algebra 1, Geometry, and Algebra 2 - District Created - STEMscope , McGrawHill - C.T.E - Precision Exam
T-TESS Walkthrough Observations	September-May	<ul style="list-style-type: none"> - 15 minute observation (minimum of three counted observations for all eligible teachers) - Focus on T-TESS Domains 2 & 3 and their eight dimensions - Written feedback required
Extended Observations with Conference	October-April	<ul style="list-style-type: none"> - One 45-minute observation - Focus on T-TESS Domains 2 & 3 and their eight dimensions - Written feedback conference required
Summative Evaluation	March-May	<ul style="list-style-type: none"> - Include a review of all four T-TESS domains - Focus on T-TESS Domains 2 & 3 and their eight dimensions - Written feedback and conference required
End of Year (EOY) Student Assessment – Spring	April-May	<ul style="list-style-type: none"> - CIRCLE: Pre-K - CLI: K-3 Reading - MAP Growth: 4-8 Reading and English I-IV - MAP Growth: Kinder-Algebra 1, Geometry, and Algebra 2 - District Created - STEMscope , McGrawHill - C.T.E - Precision Exam
Conduct Teacher TIA Calculations and Ratings	July-September	<ul style="list-style-type: none"> - District analysis T-Tess and student growth data - District finalizes TIA scores and determines TIA designation eligibility - Teachers receive final TIA scores and designation eligibility
Data Verification Audit	October	<ul style="list-style-type: none"> - Teachers may request a data verification audit and provide corresponding documentation to support review

TIA CAMPUS ALLOTMENT FACTORS:

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.

For more information about TIA funds generated by designated teachers in 2024-2025 at every campus across the state, visit TEA's Teacher Incentive Allotment Funding Map.

SPENDING PLAN:

Distribution of Allotment:

State statute requires that 90% of TIA funds be distributed directly to the teachers as follows:

- 90% of TIA funds must be used for Designated Teachers.
- TIA dollars will be distributed directly to the individual TIA Designated Teacher.
- The district shall retain 10% of the TIA dollars.



Compensation

TIA compensation is an annual allotment provided by the State and subject to availability of state funding allocations. 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 which is usually the subsequent academic year. Given that a school's student enrollment changes yearly, the campus' socioeconomic tier will be recalculated annually using the home address of the student that attends a particular campus. There will be set points in time at which TEA will calculate the allotment for a teacher based on the teacher's designation and school characteristics (socioeconomic tiers and rural status).

IMPACT OF COMPENSATION:

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

Texas Tech University Data Validation

November 2024
to May 2025



SFDR TIA Data is submitted to the Texas Education Agency (TEA) and Texas Tech University (TTU) to conduct the Data Validation of TIA system.

Teacher Payout

May 2025 &
August 2025



SFDR-CISD divides the payout into two lump sum payments based on the estimated total allotment. First payment would be scheduled in May followed by final payment by no later than August 31st.

Allotment Payout:

The “net” allotment amount received by the teacher in May / Aug is approximately 56% of the total allotment generated by the designation after Federal, State, and local taxes and fees are applied. The taxes and fees amount that total to approximate 44% are:

- 12% is deducted from 90% of the total allotment. The 12% is known as employer fees. This 12% is deducted before the new total amount is entered for the employee.

The new total is the amount shown on the employee’s pay stub titled “Bonus-Other”. Personal employee taxes and fees are then deducted in the approximate amounts:

- 8.25% TRS
- 0.65% TRS Care (Insurance)
- 1.45% Medicare
- % Federal withholdings - **Federal Withholding is based off of each employees W4 form**



NATIONAL BOARD CERTIFICATION:



National Board Certification Website

An alternate path to a TIA recognized designation is through National Board Certification. National Board Certification is available in 25 certificate areas across 16 disciplines with an emphasis on grade levels from PK through 12th grade. SFDR staff that possesses a National Board Certification should contact SFDR's Human Resource Department to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the National Board for Professional Teaching Standards site, <https://www.nbpts.org/> for more information.

Scoring

Scoring of components occurs each summer and component scores are released by the end of that year. Board-certified teachers or teaching professionals are responsible for the scoring in each certificate area; they are trained extensively.

The scoring system is an indication of the degree to which assessors are able to locate clear, consistent, and convincing evidence that a candidate has met the National Board Standards in the specific certificate field.

Becoming a Candidate

Cost: \$75 for each assessment cycle and \$475 for each component (\$1900 for components). Retake attempts require an additional fee.

Review the [Guide to National Board Certification](#) for more information.

Register: Create an account in the National Board Candidate Management System. This is where you purchase the components you would like to complete for the assessment cycle.

Reimbursement: TIA will reimburse districts up to \$1,900 for initial certification, up to \$1,250 for renewal, and up to \$495 for maintenance of certification. Districts must reimburse teachers who paid out of pocket prior to submitting request through TIA. Fees paid toward certification and renewal are eligible if the certification or renewal was achieved following the passage of House Bill 3 in summer 2019. Texas Education Agency will reimburse districts that pay NBCT fees for their teachers.

For additional information on NBC, please visit TEA's resources on [Understanding and Planning for National Board Certification](#).



National Board Certification

<https://www.nbpts.org/certification/>

State Recognition

- As of April 2021, teachers who complete the National Board Certified Teachers (NBCTs) program will earn a Recognized designation on their Texas educator certificate.
- There are currently 25 different certification areas across all grade levels to choose from, from Math, Art and Health education through to Music, English Language Arts and World Languages. A Choosing the Right Certificate Guide is available to help teachers choose the correct area to certify in.

The Four Components of the Certification Process

The content knowledge component is a computer-based assessment taken at a testing center, \$475; the other three are portfolio-based and submitted through an electronic portfolio system, \$475 per component. Components may be submitted in any order, from one to four components a year, but all components must be submitted within the **first three years**.

- **Component 1: Component Knowledge (40% of total score)** – computer-based assessment demonstrating the teacher’s understanding of content knowledge and pedagogical practices for teaching in their content area across the full age range and ability.
- **Component 2: Differentiation in Instruction (15% of total score)** – portfolio requires candidates to gather & analyze information about individual students’ strengths and needs to design and implement instruction to advance student learning and achievement.
 - Submit selected work samples, demonstrating student growth over time and a written commentary that analyzes the instructional choices made.
- **Component 3: Teaching Practice and Learning Environment (30% of total score)** – portfolio requires two video recordings of interactions between candidate and students with a written commentary in which the candidate describes, analyzes and reflects on their teaching and interaction with their students.
- **Component 4: Effective and Reflective Practitioner (15% of total score)** – portfolio requires candidates to demonstrate evidence of their abilities as an effective and reflective practitioner in developing and applying student knowledge; their use of assessments to effectively plan and positively affect student learning; and the collaboration to advance students’ learning and growth.

Note: You have up to two retake attempts for each component

(Component 1: first attempt fee is \$475, retake fee is \$175, Components 2-4 first and second attempts are \$475)

Maintenance of Certification Process (MOC)

- Every five years, the designation will expire in July and teachers will have to begin the Maintenance of Certification (MOC) process the 4th year before the certification expires: teachers may begin to initiate the process up to two years before the teacher’s certification expires (\$75 registration fee and \$475 MOC fee). The MOC is a portfolio-based submission.

Important Dates and Fees

2025-2026		NATIONAL BOARD for Professional Teaching Standards®	
DATES AND DEADLINES			
Registration Window	May 22, 2025 - February 28, 2026		
Registration and Component Purchase (registration and MOC fees must be paid)	February 28, 2026		
Withdrawal Deadline	February 28, 2026		
Change of Component Selection	February 28, 2026		
Change of Certificate and/or Specialty Area	March 20, 2026		
Component 1 Scheduling Open	January 15, 2026		
Component 1 Testing Window	March 1 - June 15, 2026		
ePortfolio Submission Window	April 1, 2026 - May 16, 2026		
2026 Score Release	On or By December 5, 2026		
*Third-Party Payer Funding Deadline	February 06, 2026		
**Third-Party Payer Designation Deadline	February 20, 2026		

*This is the final date we will accept funding from Third-Party Payers.
**This is the final date for Third-Party Payers to allocate funding to candidate accounts. Candidates will be allowed to purchase components through February 28.

Fee Type	Details	Amount	2024-25 Deadline	2025-26 Deadline
Registration fee*	Assessed to your account at the beginning of each assessment cycle. You will not be able to select a component without payment of this nonrefundable and non	\$75	No later than February 28, 2025	No later than February 28, 2026
Component 2-4 Fee	Required for each attempt (initial and retake) of all portfolio components.	\$475 per component	February 28, 2025	February 28, 2026
Component 1 Fee (first attempt)	Required for the Content Knowledge assessment.	\$475	February 28, 2025	February 28, 2026
Component 1 Retake Fee	Required for each portion of Component 1 that you elect to retake.	\$125 per exercise and/or the Selected Response section	February 28, 2025	February 28, 2026
Component 1 Reauthorization Fee	If you miss your assessment center testing appointment or do not cancel within 24 hours, you must be reinstated before you can schedule a new appointment.	\$175	At the time of request - this service will be completed after receipt of payment.	At the time of request - this service will be completed after receipt of payment.

APPENDIX A: TIA ELIGIBLE SERVICE ID

The Service-ID codes listed will be used to determine if a course is eligible for TIA designation. Contact your campus administration if you have any questions related to TIA course eligibility.

Scoring Guide	Scoring Category
% of Students On-Track in the Phonological Awareness category at End of Year	1
% of students On-Track on the Statewide Readines Screener at End of Year (vocabulary, letter name, & spelling)	2
% of students developed on Fluency Story 1 & 2 BOY / Story 5 & 6 EOY	3
Beginning of Year to TEA Growth Measure Transition Table	4
TEA Growth Measure: Transition Table	5
Local Beginning of Year / End of Year Transition Table	6
Local Beginning of Year / End of Year Transition Table - CTE	7

PHASE I: 2022-2023

Sorted alpha by PEIMS course name.

Service ID	Service Description(Content/ Grade-Level)	Grade Level	Assessment	Scoring Category	Cohort
03100500	ALGEBRA I (1 UNIT) (ALG 1)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03210530	ENGLISH AS A SECOND LANGUAGE, GRADE 6	GRADE 6	Previous year STAAR	5	Cohort 1
03200400	ENGLISH AS A SECOND LANGUAGE, GRADE 7	GRADE 7	Previous year STAAR	5	Cohort 1
03200500	ENGLISH AS A SECOND LANGUAGE, GRADE 8	GRADE 8	Previous year STAAR	5	Cohort 1
03220100	ENGLISH I (1 UNIT) (ENG 1)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03200600	ENGLISH I FOR SPEAKERS OF OTHER LANGUAGES (1 UNIT) (ENG1 SOL)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03220200	ENGLISH II (1 UNIT) (ENG 2)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03200700	ENGLISH II FOR SPEAKERS OF OTHER LANGUAGES (1 UNIT) (ENG2 SOL)	GRADES 9-12	Previous year STAAR	5	Cohort 1
02625010	ENGLISH LANGUAGE ARTS AND READING, GRADE 1	GRADE 1	TPRI	3	Cohort 1
02625020	ENGLISH LANGUAGE ARTS AND READING, GRADE 2	GRADE 2	TPRI	3	Cohort 1
02625030	ENGLISH LANGUAGE ARTS AND READING, GRADE 3	GRADE 3	Local Beginning of Year to STAAR	4	Cohort 1
02625040	ENGLISH LANGUAGE ARTS AND READING, GRADE 4	GRADE 4	Previous year STAAR	5	Cohort 1
02625050	ENGLISH LANGUAGE ARTS AND READING, GRADE 5	GRADE 5	Previous year STAAR	5	Cohort 1
03200510	ENGLISH LANGUAGE ARTS AND READING, GRADE 6	GRADE 6	Previous year STAAR	5	Cohort 1
03200520	ENGLISH LANGUAGE ARTS AND READING, GRADE 7	GRADE 7	Previous year STAAR	5	Cohort 1
03200530	ENGLISH LANGUAGE ARTS AND READING, GRADE 8	GRADE 8	Previous year STAAR	5	Cohort 1
02625001	ENGLISH LANGUAGE ARTS AND READING, KINDERGARTEN	KINDERGARTEN	TXKEA	2	Cohort 1
02820000	MATHEMATICS, DEPARTMENTALIZED GRADE 6	GRADE 6	Previous year STAAR	5	Cohort 1
03103000	MATHEMATICS, GRADE 7	GRADE 7	Previous year STAAR	5	Cohort 1
03103100	MATHEMATICS, GRADE 8	GRADE 8	Previous year STAAR	5	Cohort 1
01010000	PRE-KINDERGARTEN	PRE-KINDERGARTEN	CIRCLE	1	Cohort 1

PHASE II:

2023-2024, 2024-2025

Sorted alpha by PEIMS course name.

Service ID	Service Description(Content/ Grade-Level)	Grade Level	Assessment	Scoring Category	Cohort
03100500	ALGEBRA I (1 UNIT) (ALG 1)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03100600	ALGEBRA II (1/2-1 UNIT) (ALG2)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
13020600	ANATOMY AND PHYSIOLOGY (1 UNIT) (ANATPHYS)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3010200	AP BIOLOGY (1 UNIT) (AP-BIO)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3100101	AP CALCULUS AB (1/2 - 1 UNIT) (APCALCAB)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3040000	AP CHEMISTRY (1 UNIT) (AP-CHEM)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3020000	AP ENVIRONMENTAL SCIENCE (1 UNIT) (AP-ENVIR)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3050003	AP PHYSICS 1: ALGEBRA BASED	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3350100	AP PSYCHOLOGY (1/2 UNIT) (APPSYCH)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3100200	AP STATISTICS (1/2-1 UNIT) (APSTATS)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3330100	AP U.S. GOVERNMENT AND POLITICS (1/2 UNIT) (APUSGOVT)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3340100	AP UNITED STATES HISTORY (1 UNIT) (APUSHIST)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3370100	AP WORLD HISTORY (1 UNIT) (APWHIST)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03010207	BIOLOGY	GRADES 9-12	Local Beginning of Year to STAAR	4	Cohort 2
03010200	BIOLOGY (1 UNIT) (BIO)	GRADES 9-12	Local Beginning of Year to STAAR	4	Cohort 2
03040000	CHEMISTRY (1 UNIT) (CHEM)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
CP111200	COLLEGE PREPATORY COURSE MATHEMATICS	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03310301	ECONOMICS ADVANCED STUDIES (FIRST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03310300	ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM, HS	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03210530	ENGLISH AS A SECOND LANGUAGE, GRADE 6	GRADE 6	Previous year STAAR	5	Cohort 1
03200400	ENGLISH AS A SECOND LANGUAGE, GRADE 7	GRADE 7	Previous year STAAR	5	Cohort 1
03200500	ENGLISH AS A SECOND LANGUAGE, GRADE 8	GRADE 8	Previous year STAAR	5	Cohort 1
03220100	ENGLISH I (1 UNIT) (ENG 1)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03200600	ENGLISH I FOR SPEAKERS OF OTHER LANGUAGES (1 UNIT) (ENG1 SOL)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03220200	ENGLISH II (1 UNIT) (ENG 2)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03200700	ENGLISH II FOR SPEAKERS OF OTHER LANGUAGES (1 UNIT) (ENG2 SOL)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03220300	ENGLISH III (1 UNIT) (ENG 3)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03220400	ENGLISH IV (1 UNIT) (ENG 4)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2

PHASE II:

2023-2024, 2024-2025

Sorted alpha by PEIMS course name.

Service ID	Service Description(Content/ Grade-Level)	Grade Level	Assessment	Scoring Category	Cohort
02625010	ENGLISH LANGUAGE ARTS AND READING, GRADE 1	GRADE 1	TPRI	3	Cohort 1
02625020	ENGLISH LANGUAGE ARTS AND READING, GRADE 2	GRADE 2	TPRI	3	Cohort 1
02625030	ENGLISH LANGUAGE ARTS AND READING, GRADE 3	GRADE 3	Local Beginning of Year to STAAR	4	Cohort 1
02625040	ENGLISH LANGUAGE ARTS AND READING, GRADE 4	GRADE 4	Previous year STAAR	5	Cohort 1
02625050	ENGLISH LANGUAGE ARTS AND READING, GRADE 5	GRADE 5	Previous year STAAR	5	Cohort 1
03200510	ENGLISH LANGUAGE ARTS AND READING, GRADE 6	GRADE 6	Previous year STAAR	5	Cohort 1
03200520	ENGLISH LANGUAGE ARTS AND READING, GRADE 7	GRADE 7	Previous year STAAR	5	Cohort 1
03200530	ENGLISH LANGUAGE ARTS AND READING, GRADE 8	GRADE 8	Previous year STAAR	5	Cohort 1
02625001	ENGLISH LANGUAGE ARTS AND READING, KINDERGARTEN	KINDERGARTEN	TXKEA	2	Cohort 1
03020000	ENVIRONMENTAL SYSTEMS (1 UNIT) (ENVIRSYS)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03100700	GEOMETRY (1 UNIT) (GEOM)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03102500	INDEPENDENT STUDY IN MATHEMATICS (FIRST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03102501	INDEPENDENT STUDY IN MATHEMATICS (SECOND TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03060201	INTEGRATED PHYSICS AND CHEMISTRY (1 UNIT) (IPC)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03102400	MATHEMATICAL MODELS WITH APPLICATIONS	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
02820000	MATHEMATICS, DEPARTMENTALIZED GRADE 6	GRADE 6	Previous year STAAR	5	Cohort 1
03103000	MATHEMATICS, GRADE 7	GRADE 7	Previous year STAAR	5	Cohort 1
03103100	MATHEMATICS, GRADE 8	GRADE 8	Previous year STAAR	5	Cohort 1
03050000	PHYSICS (1 UNIT) (PHYSICS)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03101100	PRECALCULUS (1/2-1 UNIT) (PRE CALC)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
01010000	PRE-KINDERGARTEN	PRE-KINDERGARTEN	CIRCLE	1	Cohort 1
03350100	PSYCHOLOGY (1/2 UNIT) (PSYCH)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
02830000	SCIENCE DEPARTMENTALIZED GRADE 6	GRADE 6	Local Beginning of Year / End of Year	6	Cohort 2
03060700	SCIENCE, GRADE 7	GRADE 7	Local Beginning of Year / End of Year	6	Cohort 2
03060800	SCIENCE, GRADE 8	GRADE 8	Local Beginning of Year to STAAR	4	Cohort 2
13037200	SCIENTIFIC RESEARCH AND DESIGN (1 UNIT) (SCIRD)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
02870000	SOCIAL STUDIES, DEPARTMENTALIZED GRADE 6	GRADE 6	Local Beginning of Year / End of Year	6	Cohort 2
03343000	SOCIAL STUDIES, GRADE 7	GRADE 7	Local Beginning of Year / End of Year	6	Cohort 2
03343100	SOCIAL STUDIES, GRADE 8	GRADE 8	Local Beginning of Year to STAAR	4	Cohort 2
03370100	SOCIOLOGY (1/2 UNIT) (SOC)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03330100	UNITED STATES GOVERNMENT (1/2 UNIT) (GOVT)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03340100	UNITED STATES HISTORY STUDIES SINCE 1877	GRADES 9-12	Local Beginning of Year to STAAR	4	Cohort 2
03340400	WORLD HISTORY STUDIES (1 UNIT) (W HIST)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2

PHASE III:

2025-2026

Service ID	Service Description(Content/ Grade-Level)	Grade Level	Assessment	Scoring Category	Cohort
13016600	ACCOUNTING I (1 UNIT) (ACCOUNT1)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13016700	ACCOUNTING II (1 UNIT) (ACCOUNT2)	GRADES 9-13	Local Beginning of Year / End of Year	7	Cohort 3
13022650	ADVANCED CULINARY ARTS	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13039400	AIRCRAFT AIRFRAME TECHNOLOGY	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
03100500	ALGEBRA I (1 UNIT) (ALG 1)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03100600	ALGEBRA II (1/2-1 UNIT) (ALG2)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
13020600	ANATOMY AND PHYSIOLOGY (1 UNIT) (ANATPHYS)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3010200	AP BIOLOGY (1 UNIT) (AP-BIO)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3100101	AP CALCULUS AB (1/2 - 1 UNIT) (APCALCAB)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3040000	AP CHEMISTRY (1 UNIT) (AP-CHEM)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3580120	AP COMPUTER SCIENCE A - LOTE	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
A3580110	AP COMPUTER SCIENCE A - MATH	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
A3580300	AP COMPUTER SCIENCE PRINCIPLES	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
A3220100	AP ENGLISH LANGUAGE AND COMPOSITION (1/2 - 1 UNIT) (APENGLAN)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
A3220200	AP ENGLISH LITERATURE AND COMPOSITION (1/2 - 1 UNIT) (APENGLIT)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
A3020000	AP ENVIRONMENTAL SCIENCE (1 UNIT) (AP-ENVR)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3440100	AP LANGUAGE AND CULTURE - SPANISH	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
A3440200	AP LITERATURE AND CULTURE - SPANISH	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
A3050003	AP PHYSICS 1: ALGEBRA BASED	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3350100	AP PSYCHOLOGY (1/2 UNIT) (APPSYCH)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3100200	AP STATISTICS (1/2-1 UNIT) (APSTATS)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3330100	AP U.S. GOVERNMENT AND POLITICS (1/2 UNIT) (APUSGOVT)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3340100	AP UNITED STATES HISTORY (1 UNIT) (APUSHIST)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
A3370100	AP WORLD HISTORY (1 UNIT) (APWHIST)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
13008510	AUDIO/VIDEO PRODUCTION I/AUDIO/VIDEO PRODUCTION I LAB	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13008610	AUDIO/VIDEO PRODUCTION II/AUDIO/VIDEO PRODUCTION II LAB	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13039550	AUTOMOTIVE BASICS	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13039600	AUTOMOTIVE TECHNOLOGY I: MAINTENANCE AND LIGHT REPAIR	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13039700	AUTOMOTIVE TECHNOLOGY II: AUTOMOTIVE SERVICE	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03010207	BIOLOGY	GRADES 9-12	Local Beginning of Year to STAAR	4	Cohort 2
03010200	BIOLOGY (1 UNIT) (BIO)	GRADES 9-12	Local Beginning of Year to STAAR	4	Cohort 2
13011400	BUSINESS INFORMATION MANAGEMENT I (1-2 UNITS) (BUSIM1)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13011500	BUSINESS INFORMATION MANAGEMENT II (1-2 UNITS) (BUSIM2)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13012100	BUSINESS MANAGEMENT (1-2 UNITS) (BUSMGT)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
12700110	CAREER AND COLLEGE EXPLORATION (FIRST TIME TAKEN)	MIDDLE SCHOOL (6 - 8)	Local Beginning of Year / End of Year	7	Cohort 3
12701101	CAREER AND TECHNICAL EDUCATION PROJECT-BASED CAPSTONE (FIRST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
12701141	CAREER PREP FOR PROGRAMS OF STUDY/EXTENDED CAREER PREP (FIRST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
12701131	CAREER PREPARATION GENERAL/ EXTENDED CAREER PREPARATION (FIRST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03040000	CHEMISTRY (1 UNIT) (CHEM)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
13024700	CHILD DEVELOPMENT (1/2-1 UNIT) (CHILDDEV)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13024800	CHILD GUIDANCE (1-2 UNITS) (CHILDGUI)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
CP110100	COLLEGE PREPATORY COURSE ENGLISH LANGUAGE ARTS	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3

PHASE III:

2025-2026

Sorted alpha by PEIMS course name.

CP111200	COLLEGE PREPARATORY COURSE MATHEMATICS	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03270100	COLLEGE READINESS AND STUDY SKILLS	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
03241400	COMMUNICATION APPLICATIONS (1/2 UNIT) (COMMAPP)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
N1303748	COMPUTER INTEGRATED MANUFACTURING (PLTW) (1 UNIT) (CIM)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13005100	CONSTRUCTION TECHNOLOGY I	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13005200	CONSTRUCTION TECHNOLOGY II	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03221200	CREATIVE WRITING	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
13022600	CULINARY ARTS (1-2 UNITS) (CULARTS)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03580500	DIGITAL ART AND ANIMATION	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13037600	DIGITAL ELECTRONICS	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13027800	DIGITAL MEDIA	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03060150	EARTH SYSTEMS SCIENCE	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
03310301	ECONOMICS ADVANCED STUDIES (FIRST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03310300	ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM, HS	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
13005600	ELECTRICAL TECHNOLOGY I	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13005700	ELECTRICAL TECHNOLOGY II	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
N1303749	ENGINEERING DESIGN AND DEVELOPMENT (PLTW) (1 UNIT) (EDD)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
N1303760	ENGINEERING ESSENTIALS (PLTW)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13037500	ENGINEERING SCIENCE	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03210530	ENGLISH AS A SECOND LANGUAGE, GRADE 6	GRADE 6	Previous year STAAR	5	Cohort 1
03200400	ENGLISH AS A SECOND LANGUAGE, GRADE 7	GRADE 7	Previous year STAAR	5	Cohort 1
03200500	ENGLISH AS A SECOND LANGUAGE, GRADE 8	GRADE 8	Previous year STAAR	5	Cohort 1
03220100	ENGLISH I (1 UNIT) (ENG 1)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03200600	ENGLISH I FOR SPEAKERS OF OTHER LANGUAGES (1 UNIT) (ENG1 SOL)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03220200	ENGLISH II (1 UNIT) (ENG 2)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03200700	ENGLISH II FOR SPEAKERS OF OTHER LANGUAGES (1 UNIT) (ENG2 SOL)	GRADES 9-12	Previous year STAAR	5	Cohort 1
03220300	ENGLISH III (1 UNIT) (ENG 3)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03220400	ENGLISH IV (1 UNIT) (ENG 4)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
02625010	ENGLISH LANGUAGE ARTS AND READING, GRADE 1	GRADE 1	TPRI	3	Cohort 1
02625020	ENGLISH LANGUAGE ARTS AND READING, GRADE 2	GRADE 2	TPRI	3	Cohort 1
02625030	ENGLISH LANGUAGE ARTS AND READING, GRADE 3	GRADE 3	Local Beginning of Year to STAAR	4	Cohort 1
02625040	ENGLISH LANGUAGE ARTS AND READING, GRADE 4	GRADE 4	Previous year STAAR	5	Cohort 1
02625050	ENGLISH LANGUAGE ARTS AND READING, GRADE 5	GRADE 5	Previous year STAAR	5	Cohort 1
03200510	ENGLISH LANGUAGE ARTS AND READING, GRADE 6	GRADE 6	Previous year STAAR	5	Cohort 1
03200520	ENGLISH LANGUAGE ARTS AND READING, GRADE 7	GRADE 7	Previous year STAAR	5	Cohort 1
03200530	ENGLISH LANGUAGE ARTS AND READING, GRADE 8	GRADE 8	Previous year STAAR	5	Cohort 1
02625001	ENGLISH LANGUAGE ARTS AND READING, KINDERGARTEN	KINDERGARTEN	TXKEA	2	Cohort 1
03020000	ENVIRONMENTAL SYSTEMS (1 UNIT) (ENVIRSYS)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03380084	ETHNIC STUDIES: MEXICAN AMERICAN STUDIES	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
13029800	FEDERAL LAW ENFORCEMENT AND PROTECTIVE SERVICES	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13029500	FORENSIC SCIENCE (1 UNIT) (FORENSCI)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03580140	FUNDAMENTALS OF COMPUTER SCIENCE	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03100700	GEOMETRY (1 UNIT) (GEOM)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
13011800	GLOBAL BUSINESS (1/2-1 UNIT) (GLOBBUS)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13008800	GRAPHIC DESIGN AND ILLUSTRATION I	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13020400	HEALTH SCIENCE THEORY	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13005800	HEATING, VENTILATION, AND AIR CONDITIONING (HVAC) & REFRIGERATION TEC	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13005900	HEATING, VENTILATION, AND AIR CONDITIONING (HVAC) & REFRIGERATION TEC	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13014300	HUMAN GROWTH & DEVELOPMENT (1 UNIT) (HUGRDEV)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13011900	HUMAN RESOURCES MANAGEMENT (1/2-1 UNIT) (HRMGT)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03221800	INDEPENDENT STUDY IN ENGLISH (FIRST TIME TAKEN) (1/2-1 UNIT) (IND ENG)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
03102500	INDEPENDENT STUDY IN MATHEMATICS (FIRST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03102501	INDEPENDENT STUDY IN MATHEMATICS (SECOND TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
13014400	INSTRUCTIONAL PRACTICES	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03060201	INTEGRATED PHYSICS AND CHEMISTRY (1 UNIT) (IPC)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
13039350	INTRODUCTION TO AIRCRAFT TECHNOLOGY	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
13022550	INTRODUCTION TO CULINARY ARTS	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
N1303742	INTRODUCTION TO ENGINEERING DESIGN (PLTW) (1 UNIT) (IED)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13032250	INTRODUCTION TO WELDING	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03440100	LANGUAGES OTHER THAN ENGLISH LEVEL I (1 UNIT) - SPANISH (SPAN 1)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
03440200	LANGUAGES OTHER THAN ENGLISH LEVEL II (1 UNIT) - SPANISH (SPAN 2)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
03440300	LANGUAGES OTHER THAN ENGLISH LEVEL III (1 UNIT) - SPANISH (SPAN 3)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
03443000	LANGUAGES OTHER THAN ENGLISH, GRADES 6-8 - SPANISH	MIDDLE SCHOOL (6 - 8)	Local Beginning of Year / End of Year	6	Cohort 3
13029300	LAW ENFORCEMENT I (1 UNIT) (LAWENF1)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13029400	LAW ENFORCEMENT II (1 UNIT) (LAWENF2)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03102400	MATHEMATICAL MODELS WITH APPLICATIONS	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
02820000	MATHEMATICS, DEPARTMENTALIZED GRADE 6	GRADE 6	Previous year STAAR	5	Cohort 1
03103000	MATHEMATICS, GRADE 7	GRADE 7	Previous year STAAR	5	Cohort 1
03103100	MATHEMATICS, GRADE 8	GRADE 8	Previous year STAAR	5	Cohort 1
13020300	MEDICAL TERMINOLOGY (1/2 UNIT) (MEDTERM)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13005300	MILL & CABINETMAKING TECHNOLOGY (2-3 UNITS) (MACTECH)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13016200	MONEY MATTERS (1/2-1 UNIT) (MONEYM)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03380082	PERSONAL FINANCIAL LITERACY	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
03380083	PERSONAL FINANCIAL LITERACY AND ECONOMICS	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
03050000	PHYSICS (1 UNIT) (PHYSICS)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
13008705	PRACTCM IN AUD/VID PRDUCTN/EXT PRACTCM IN AUD/VID PRDUCTN (1ST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13005255	PRACTCM IN CONSTRUCT TECH/EXTEND PRACTCM IN CONSTRUCT TECH (1ST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13020505	PRACTCM IN HEALTH SCIENCE/EXTENDED PRACTCM IN HEALTH SCIENCE (1ST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03221300	PRACTICAL WRITING SKILLS (1/2 - 1 UNIT) (PRACT WR)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
13012205	PRACTICUM IN BUSINESS MGT/EXT PRACTICUM IN BUSINESS MGT (FIRST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13014520	PRACTICUM IN EARLY LEARNING - 1ST TIME TAKEN	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13014500	PRACTICUM IN EDUCATION AND TRAINING (FIRST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13020500	PRACTICUM IN HEALTH SCIENCE (FIRST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13020510	PRACTICUM IN HEALTH SCIENCE (SECOND TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
13040455	PRACTICUM/EXTENDED PRACTICUM IN TRANSPORTATION SYSTEMS (FIRST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3

PHASE III:

2025-2026

Sorted alpha by PEIMS course name.

Service ID	Service Description(Content/ Grade-Level)	Grade Level	Assessment	Scoring Category	Cohort
03101100	PRECALCULUS (1/2-1 UNIT) (PRE CALC)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
01010000	PRE-KINDERGARTEN	PRE-KINDERGARTEN	CIRCLE	1	Cohort 1
13029200	PRINCIPLES IN LAW, PUBLIC SAFETY, CORRECT AND SEC (1 UNIT) (PRINLPCS)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13036200	PRINCIPLES OF APPLIED ENGINEERING	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13008200	PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13011200	PRINCIPLES OF BUSINESS, MARKETING & FINANCE (1/2-1 UNIT) (PRINBMF)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13004220	PRINCIPLES OF CONSTRUCTION	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13014200	PRINCIPLES OF EDUCATION AND TRAINING (1/2-1 UNIT) (PRINEDTR)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13020200	PRINCIPLES OF HEALTH SCIENCE (1/2-1 UNIT) (PRINHSC)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13022200	PRINCIPLES OF HOSPITALITY AND TOURISM (1/2-1 UNIT) (PRIHOSP)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13024200	PRINCIPLES OF HUMAN SERVICES (1/2-1 UNIT) (PRINHUSR)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13027200	PRINCIPLES OF INFORMATION TECHNOLOGY (1/2-1 UNIT) (PRINIT)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13009900	PROFESSIONAL COMMUNICATIONS (1/2-1 UNIT) (PROFCOMM)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03350100	PSYCHOLOGY (1/2 UNIT) (PSYCH)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
02830000	SCIENCE DEPARTMENTALIZED GRADE 6	GRADE 6	Local Beginning of Year / End of Year	6	Cohort 2
03060700	SCIENCE, GRADE 7	GRADE 7	Local Beginning of Year / End of Year	6	Cohort 2
03060800	SCIENCE, GRADE 8	GRADE 8	Local Beginning of Year to STAAR	4	Cohort 2
13037200	SCIENTIFIC RESEARCH AND DESIGN (1 UNIT) (SCIRD)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
13037210	SCIENTIFIC RESEARCH AND DESIGN II (1 UNIT) (SCIRD2)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
03380001	SOCIAL STUDIES ADVANCED STUDIES (FIRST TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
03380021	SOCIAL STUDIES ADVANCED STUDIES (SECOND TIME TAKEN)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
02870000	SOCIAL STUDIES, DEPARTMENTALIZED GRADE 6	GRADE 6	Local Beginning of Year / End of Year	6	Cohort 2
03343000	SOCIAL STUDIES, GRADE 7	GRADE 7	Local Beginning of Year / End of Year	6	Cohort 2
03343100	SOCIAL STUDIES, GRADE 8	GRADE 8	Local Beginning of Year to STAAR	4	Cohort 2
03370100	SOCIOLOGY (1/2 UNIT) (SOC)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03102530	STATISTICS	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
03330100	UNITED STATES GOVERNMENT (1/2 UNIT) (GOVT)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2
03340100	UNITED STATES HISTORY STUDIES SINCE 1877	GRADES 9-12	Local Beginning of Year to STAAR	4	Cohort 2
13012000	VIRTUAL BUSINESS (1/2-1 UNIT) (VIRTBUS)	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03580820	WEB DESIGN	GRADES 9-13	Local Beginning of Year / End of Year	7	Cohort 3
13032300	WELDING I	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
13032400	WELDING II	GRADES 9-12	Local Beginning of Year / End of Year	7	Cohort 3
03320100	WORLD GEOGRAPHY STUDIES (1 UNIT) (W GEO)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 3
03340400	WORLD HISTORY STUDIES (1 UNIT) (W HIST)	GRADES 9-12	Local Beginning of Year / End of Year	6	Cohort 2



Sorted alpha by PEIMS course name. PEIMS course Service-ID code is provided in parenthesis.

APPENDIX B: 2024 RUBRIC GROWTH MEASURE COMPOSITE SCORE TRANSLATION

Summary TIA Teacher Designation Rubric	
Designation Level	Total Combined Points range across Campus Student Growth, Teacher Student Growth and T-TESS
Master	89-100
Exemplary	82-88
Recognized	65-81

SFDR-CISD TIA CAMPUS REPRESENTATIVE:

CAMPUS	Principal Name	Phone Number	EMAILS
Del Rio High School	Cynthia Salas	830-778-4300	cynthia.salas@sfdr-cisd.org
Early College High School	Rocio Faz	830-778-4424	roocio.faz@sfdr-cisd.org
Del Rio Freshman School	Jesse Davila	830-778-4400	jesse.davila@sfdr-cisd.org
Blended Academy	Alda Zuniga	830-778-4680	alda.zuniga@sfdr-cisd.org
Student Guidance and Lrng Ctr.	Jose Rodriguez	830-778-4450	jose.rodriguez@sfdr-cisd.org
Del Rio Middle School	Maytte Soliz	830-778-4500	maytte.soliz@sfdr-cisd.org
Garfield Middle School	Jorge Jurado	830-778-4700	jorge.jurado@sfdr-cisd.org
SF Memorial Middle School	Cheryl Pond	830-778-4560	cheryl.pond@sfdr-cisd.org
Buena Vista Elementary	Merdedez Owens-Zapata	830-778-4600	mercedez.owens-zapata@sfdr-cisd.org
Ceniza Hills Elementary	Jesus R. Soto Jr.	830-778-4770	jesusr.soto@sfdr-cisd.org
Dr. Fermin Calderon Elementary	Santiago Salas	830-778-4620	santiago.salas@sfdr-cisd.org
Irene Cardwell Head Start	Alanna Talamantez-Elizondo	830-778-4650	alanna.elizondo@sfdr-cisd.org
Lamar Elementary	Alma Cavazos	830-778-4730	alma.cavazos@sfdr-cisd.org
Dr. Lonnie Green Elementary	Maryvel Flores	830-778-4750	maryvel.flores@sfdr-cisd.org
Roberto "Bobby" Barrera Elementary STEM Magnet	Aurora Guerra	830-778-4110	aurora.guerra@sfdr-cisd.org
Ruben Chavira Elementary	Carol Sunderland	830-778-4660	carol.sunderland@sfdr-cisd.org

TIA Administration Contacts			
TIA and Talent Development Coordinator	Giovanna Cardenas	830-778-4036	giovanna.cardenas@sfdr-cisd.org
Senior Human Resources Coordinator	Monica V. Garcia	830-778-4034	monica.garcia@sfdr-cisd.org
Chief Financial Officer	Amy Childress	830-778-4005	amy.childress@sfdr-cisd.org

If you have any questions, please email TIAQuestions@sfdr-cisd.org or visit SFDR Teacher Incentive Allotment site.

