

SAN FELIPE DEL RIO CISD TEACHER INCENTIVE ALLOTMENT MANUAL



Updated: July 17, 2024



TOGETHER, WE ARE BETTER!

2024-2025



Teacher Incentive Allotment

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

The Teacher Incentive Allotment (TIA) passed by the 86th Texas Legislature in June 2019 through House Bill 3, TEC §48.112 set a goal that Texas classroom teachers would have access to a six-figure salary. The state Teacher Incentive Allotment (TIA) provides additional financial distributions directly to districts based on teacher identification, student need as identified by compensatory education allotment (see TEC §48.104), and campus location (i.e., rural vs. non-rural). The statute requires that ninety percent of TIA funds are used for compensating teachers employed at campuses with TIA-designated teachers.

Based on a locally developed teacher designation system detailed in TEC §21.3521, teacher access to additional compensation is based on the local identification of teachers as master, exemplary, or recognized. The local system must consider teacher evaluation and student growth outcomes. Once earned, teacher identification is applied to an individual's teaching certificate and valid for a five-year period.

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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 2024-2025 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 SFDRCISD 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 SFDRCISD pay structure. However, this stipend is credited in the Teacher Retirement System and will be used in retirement benefit calculations.



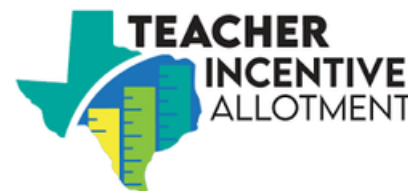
Master-level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide.

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:

- A Teacher must hold a valid SBEC teaching certificate, be the Teacher of Record (TOR) / Co-Teacher of an eligible area(s) during the data capture school year for a designation submission.
- Teachers / Co- Teachers must be in the role as the TOR continuously for the data capture year and have an attendance of at least 90% during the 187 day contracted data capture year.
- 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 is not eligible for TIA designation submission, designation, or compensation.
- Teachers must be identified with a PEIMS role ID of 087 (TOR) in SFDR CISD 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 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.
- All students enrolled in an eligible teacher's class must take the appropriate assessment(s) during the Fall and Spring of the data capture year to measure Student Growth.
- Missing data from enrolled students could jeopardize the teacher's eligibility for designation submission. A report must be filed by the teacher and signed by the campus principal regarding the reason(s) for an enrolled student not testing appropriately and define any extenuating circumstances that prevent the student from testing. The report will be reviewed by an eligibility committee composed of members from the following departments: Human Resources, Testing, Leadership, and Curriculum and Instruction.
- A review of an eligible teacher's testing irregularities could result in a disqualification of 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 after the February submission, the district will redistribute the allotment generated by the designated teacher to teachers (087) on the campus where the designated.

National Board Certification

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 CISD 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. See section 15 for additional information..

ELIGIBLE TEACHERS INCLUDE:

Phase 1 >>> ELAR & Mathematics

- PK-5 (ELAR)
- Grade 6-8 (ELAR/MATH)
- English 1-2
- Algebra I
- Includes Co-Teach Classes

Phase 2 >>> Adv. Dual Credit Dual Credit ELAR/Mathematics Science Social Studies

- Grade 6-8 (S.S. and Sci.)
- English III-IV
- Grade 9-12 (Math)
- Grade 9-12 (S.S. and Sci.)



TIA SCORING & ELIGIBILITY

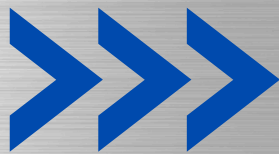


SFDRCISD

BE MY TEACHER 5K

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%.

50%

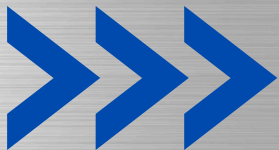


**Educator Evaluation
Component**

T-TESS

- Domains 2&3

40%

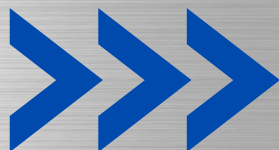


**Student Growth
Component**

- CIRCLE
- TX-KEA
- TPRI
- TEA BOY
- STAAR EOC
- District Created

- McGrawHill
- McGrawHill Cross-Platform Prep Course Pre Test
- STEMscopes

10%



**School-Wide Student Growth
Component**

- 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 will have 3 counted 15min walkthroughs, 1 full 45 min observation and must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3. 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

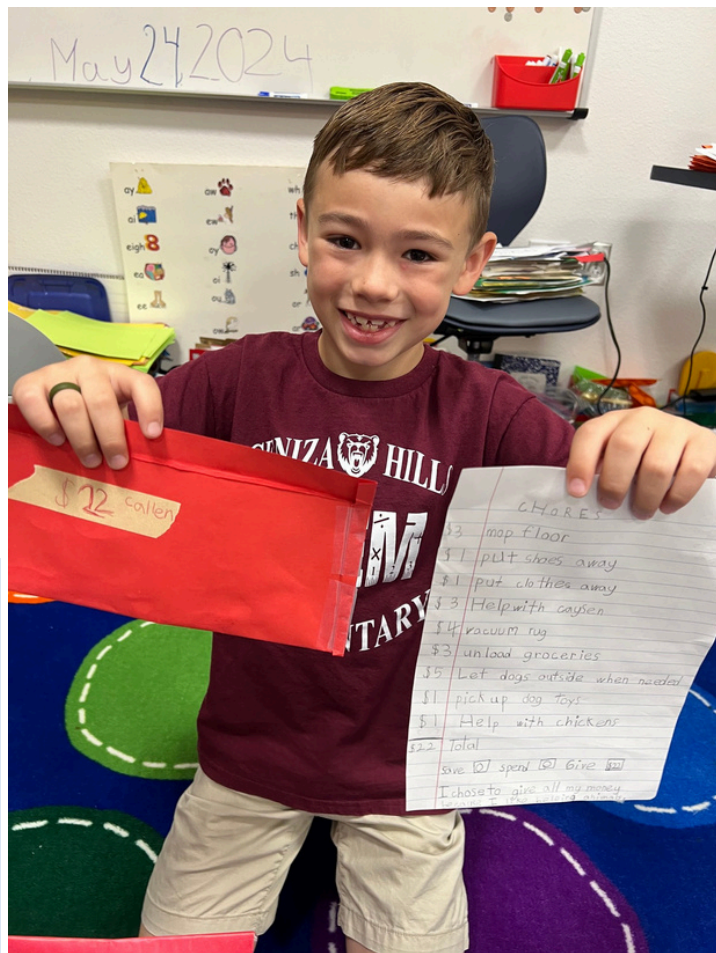
Each dimension is scored on a scale of 1-5:

- 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).

T-TESS Scoring Example

Domain 2 - Instruction	Score (1-5)	
1. Achieving Expectations	Accomplished	4
2. Context Knowledge & Expertise	Accomplished	4
3. Communication	Distinguished	5
4. Differentiation	Proficient	3
5. Monitor and Adjust	Accomplished	4
Domain 3 - Learning Environment		
1. Classroom environment, routines and procedures	Accomplished	4
2. Managing Student Behavior	Proficient	3
3. Classroom Culture	Accomplished	4
Total Score =		31
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. SFDR-CISD established minimum expectations based on statewide performance expectations.

- Recognized designation $\geq 65\%$
- Master designation $> 80\%$
- Exemplary designation $> 70\%$

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% - Calculated for each eligible teacher with student growth results for students meeting enrollment criteria of at least ten (10) unique student** growth records across assigned students and content areas. The percentage is calculated based on the sum of students meeting growth expectations in Reading, Mathematics, Science and / or Social Studies divided by the sum of students tested in the Reading, Mathematics, Science and / or Social Studies content areas. Percentages are rounded to the nearest whole percent (no decimals). The instrument used to measure student growth depends on the grade level and subject area taught:

2024-2025 STUDENT GROWTH COMPONENT - 40%

Teacher, Grade, Subject		Assessment	Scoring Guide
ELAR	PK	CIRCLE	% of Students On-Track in the Phonological Awareness category at End of Year
	Kindergarten	TXKEA	% of students On-Track on the Statewide Readiness Screener at End of Year (vocabulary, letter name, & spelling)
	Grade 1 & 2	TPRI	% of students developed on Fluency Story 1 & 2 BOY / Story 5 & 6 EOY
	English Language Arts and Reading, Grade 3	Local Beginning of Year to STAAR	Beginning of Year to TEA Growth Measure Transition Table
	English Language Arts and Reading, Grade 4 - 8	Previous year STAAR	TEA Growth Measure: Transition Table
	English As A Second Language, Grade 6 - 8	Previous year STAAR	TEA Growth Measure: Transition Table
	English I, II	Previous year STAAR	TEA Growth Measure: Transition Table
	English III, IV	Local Beginning of Year / End of Year	
Math	English I & II For Speakers Of Other Languages	Previous year STAAR	TEA Growth Measure: Transition Table
	Algebra I	Previous year STAAR	TEA Growth Measure: Transition Table
	Algebra II	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	AP Calculus AB	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	AP Statistics	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	College Preparatory Course Mathematics	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Geometry	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Independent Study in Mathematics (First Time Taken)	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Independent Study in Mathematics (Second Time Taken)	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Mathematical Models with Applications	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Mathematics, Departmentalized Grade 6 - 8	Previous year STAAR	TEA Growth Measure: Transition Table
Science	Precalculus	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	AP Biology	Local Beginning of Year / End of Year	TEA Growth Measure: Transition Table
	AP Chemistry	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	AP Environmental Science	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	AP Physics 1: Algebra Based	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Biology	Local Beginning of Year to STAAR	Beginning of Year to TEA Growth Measure Transition Table
	Chemistry	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Earth and Space Science	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Environmental Systems	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Integrated Physics And Chemistry	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Physics	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Science, Departmentalized Grade 6	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Science, Grade 7	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Science, Grade 8	Local Beginning of Year to STAAR	Beginning of Year to TEA Growth Measure Transition Table
Social Studies	AP Psychology	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	AP U.S. Government and Politics	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	AP United States History	Local Beginning of Year to STAAR	Beginning of Year to TEA Growth Measure Transition Table
	AP World History	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Economics Advanced Studies (First Time Taken)	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Economics with Emphasis on the Free Enterprise System	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Psychology	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Social Studies, Departmentalized Grade 6	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Social Studies, Grade 7	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Social Studies, Grade 8	Local Beginning of Year to STAAR	Beginning of Year to TEA Growth Measure Transition Table
	Sociology	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	Special Topics in Social Studies (First Time Taken)	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	United States Government	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	United States History Studies Since 1877	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table
	World History Studies	Local Beginning of Year / End of Year	Local Beginning of Year / End of Year Transition Table

Calculating Student Growth

For all TIA assessments, student growth is calculated as the percentage of students that meet or exceed expected growth from the Fall/ BOY administration to the Spring/EOY, or STAAR EOC administration. The number of students meeting growth expectations and the number of assessed students are calculated to determine the collective percentage of students meeting growth.

** The district TIA committee will evaluate unstandardized classroom settings such as Life Skills and/ or DAEP; student count is not required to qualify.

Translated Student Growth Composite Score

The total percentage of students meeting/exceeding student growth across all assigned classes and content areas is translated to a 5-point rating conversion scale. For information about the student growth outcome translation, see Appendix B in this field guide.

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 for the 2024-2025 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 then translated to a 5-point scale: the total number of students who met or exceeded their growth projection for reading and math divided by total number eligible students for Reading, Math, Science and Social Studies at the campus.

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: 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:



SAMPLE OF A SCORECARD

SAN FELIPE DEL RIO CISD
TIA SCORECARD

Data Captured Year:

Teacher Name:

T-TESS TEACHER PERFORMANCE 50%

EVALUATION

Needs Improvement 1.0 Developing 2.0 Proficient 3.0 Accomplished 4.0 Distinguished 5.0

DOMAIN II: INSTRUCTION			DOMAIN III: Learning Environment		
Indicators	Evaluation Rating	Points	Indicators	Evaluation Rating	Points
2.1			3.1		
2.2			3.2		
2.3			3.3		
2.4					
2.5					
TOTAL PTS			TOTAL PTS		
OVERALL DOMAIN II (TOTAL PTS/5)			OVERALL DOMAIN III (TOTAL PTS/3)		
CALCULATION		WEIGHT	TOTAL		
OVERALL DOMAIN II					
OVERALL DOMAIN III					
		COMPOSITE SCORE			

STUDENT GROWTH 40%

CALCULATION		Tested Subject	Total
# OF STUDENTS MEETING GROWTH			
% OF STUDENTS MEETING GROWTH			
		See Student Growth Rubric for Point Scale	

SCHOOL WIDE GROWTH 10%

Campus Points		
CALCULATION	SCALED GROWTH	PT SCALE
Overall Campus Growth		
See Student Growth Rubric for Point Scale		

COMBINED OVERALL SCORE

	SCORE	WEIGHT	TOTAL
T-TESS		50%	
STUDENT GROWTH		40%	
SCHOOL-WIDE GROWTH		10%	
OVERALL SCORE			

updated : 7/22/2024 GC

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.



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 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
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
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 Late 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

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

Resources : <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 recording 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 MCO is a portfolio-based submission.

Important Dates and Fees

2024-2025 IMPORTANT DATES AND DEADLINES		NATIONAL BOARD for Professional Teaching Standards®
Registration Window	May 23, 2024 – February 28, 2025	
Registration and Component Purchase (includes payment of registration and component fees)	February 28, 2025	
Change of Component Selection	February 28, 2025	
Change of Certificate and/or Specialty Area	March 21, 2025	
Withdrawal Deadline	February 28, 2025	
Component 1 Scheduling Open	January 13, 2025	
Component 1: Content Knowledge Testing Window	March 1, 2025 – June 15, 2025	
ePortfolio Submission Window	April 1, 2025 – May 17, 2025	
Score Release	December 7, 2025	

Fee Type	Details	Amount	2023-24 Deadline	2024-25 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 nontransferable fee.	\$75	No later than February 29, 2024	No later than February 28, 2025
Component 2-4 Fee	Required for each attempt (initial and retake) of all portfolio components.	\$475 per component	February 29, 2024	February 28, 2025
Component 1 Fee (first attempt)	Required for the Content Knowledge assessment.	\$475	February 29, 2024	February 28, 2025
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 29, 2024	February 28, 2025
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	August 30, 2024	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.

PHASE I:

Service ID	Service Description (Content/Grade-Level)	Subject Description
03210530	English As A Second Language, Grade 6	ENGLISH LANGUAGE ARTS
03200400	English As A Second Language, Grade 7	ENGLISH LANGUAGE ARTS
03200500	English As A Second Language, Grade 8	ENGLISH LANGUAGE ARTS
03220100	English I	ENGLISH LANGUAGE ARTS
03200600	English I For Speakers Of Other Languages	ENGLISH LANGUAGE ARTS
03220200	English II	ENGLISH LANGUAGE ARTS
03200700	English II For Speakers Of Other Languages	ENGLISH LANGUAGE ARTS
02625010	English Language Arts and Reading, Grade 1	ENGLISH LANGUAGE ARTS
02625020	English Language Arts and Reading, Grade 2	ENGLISH LANGUAGE ARTS
02625030	English Language Arts and Reading, Grade 3	ENGLISH LANGUAGE ARTS
02625040	English Language Arts and Reading, Grade 4	ENGLISH LANGUAGE ARTS
02625050	English Language Arts and Reading, Grade 5	ENGLISH LANGUAGE ARTS
03200510	English Language Arts And Reading, Grade 6	ENGLISH LANGUAGE ARTS
03200520	English Language Arts And Reading, Grade 7	ENGLISH LANGUAGE ARTS
03200530	English Language Arts And Reading, Grade 8	ENGLISH LANGUAGE ARTS
03100500	Algebra I	MATHEMATICS
02820000	Mathematics, Departmentalized Grade 6	MATHEMATICS
03103000	Mathematics, Grade 7	MATHEMATICS
03103100	Mathematics, Grade 8	MATHEMATICS



PHASE II:

Service ID	Service Description (Content/ Grade-Level)	Subject Description	Grade Level
03100500	Algebra I	MATHEMATICS	GRADES 9-12
03100600	Algebra II	MATHEMATICS	GRADES 9-12
13020600	Anatomy and Physiology	VOCATIONAL EDUCATION	GRADES 9-12
A3010200	AP Biology	SCIENCE	GRADES 9-12
A3100101	AP Calculus AB	MATHEMATICS	GRADES 9-12
A3040000	AP Chemistry	SCIENCE	GRADES 9-12
A3020000	AP Environmental Science	SCIENCE	GRADES 9-12
A3050003	AP Physics 1: Algebra Based	SCIENCE	GRADES 9-12
A3350100	AP Psychology	SOCIAL STUDIES	GRADES 9-12
A3100200	AP Statistics	MATHEMATICS	GRADES 9-12
A3330100	AP U.S. Government and Politics	SOCIAL STUDIES	GRADES 9-12
A3340100	AP United States History	SOCIAL STUDIES	GRADES 9-12
A3370100	AP World History	SOCIAL STUDIES	GRADES 9-12
03010200	Biology	SCIENCE	GRADES 9-12
03010207	Biology: Use the code only for students receiving alter	SCIENCE	GRADES 9-12
03040000	Chemistry	SCIENCE	GRADES 9-12
CP111200	College Preparatory Course: Mathematics	MATHEMATICS	GRADES 9-12
03060200	Earth and Space Science	SCIENCE	GRADES 9-12
03310301	Economics Advanced Studies (First Time Taken)	SOCIAL STUDIES	GRADES 9-12
03310300	Economics with Emphasis on the Free Enterprise Syst	SOCIAL STUDIES	GRADES 9-12
03210530	English As A Second Language, Grade 6	ENGLISH LANGUAGE ARTS	GRADE 6
03200400	English As A Second Language, Grade 7	ENGLISH LANGUAGE ARTS	GRADE 7
03200500	English As A Second Language, Grade 8	ENGLISH LANGUAGE ARTS	GRADE 8
03220100	English I	ENGLISH LANGUAGE ARTS	GRADES 9-12
03200600	English I For Speakers Of Other Languages	ENGLISH LANGUAGE ARTS	GRADES 9-12
03220200	English II	ENGLISH LANGUAGE ARTS	GRADES 9-12
03200700	English II For Speakers Of Other Languages	ENGLISH LANGUAGE ARTS	GRADES 9-12
03220300	English III	ENGLISH LANGUAGE ARTS	GRADES 9-12
03220400	English IV	ENGLISH LANGUAGE ARTS	GRADES 9-12
02625010	English Language Arts and Reading, Grade 1	ENGLISH LANGUAGE ARTS	GRADE 1
02625020	English Language Arts and Reading, Grade 2	ENGLISH LANGUAGE ARTS	GRADE 2
02625030	English Language Arts and Reading, Grade 3	ENGLISH LANGUAGE ARTS	GRADE 3
02625040	English Language Arts and Reading, Grade 4	ENGLISH LANGUAGE ARTS	GRADE 4
02625050	English Language Arts and Reading, Grade 5	ENGLISH LANGUAGE ARTS	GRADE 5
03200510	English Language Arts And Reading, Grade 6	ENGLISH LANGUAGE ARTS	GRADE 6
03200520	English Language Arts And Reading, Grade 7	ENGLISH LANGUAGE ARTS	GRADE 7
03200530	English Language Arts And Reading, Grade 8	ENGLISH LANGUAGE ARTS	GRADE 8
02625001	English Language Arts and Reading, Kindergarten	ENGLISH LANGUAGE ARTS	KINDERGARTEN
03020000	Environmental Systems	SCIENCE	GRADES 9-12
03100700	Geometry	MATHEMATICS	GRADES 9-12
03102500	Independent Study In Mathematics (First Time Taken)	MATHEMATICS	GRADES 9-12
03102501	Independent Study In Mathematics (Second Time Tak	MATHEMATICS	GRADES 9-12
03060201	Integrated Physics And Chemistry	SCIENCE	GRADES 9-12
03102400	Mathematical Models with Applications	MATHEMATICS	GRADES 9-12
02820000	Mathematics, Departmentalized Grade 6	MATHEMATICS	GRADE 6
03103000	Mathematics, Grade 7	MATHEMATICS	GRADE 7
03103100	Mathematics, Grade 8	MATHEMATICS	GRADE 8
03050000	Physics	SCIENCE	GRADES 9-12
03101100	Precalculus	MATHEMATICS	GRADES 9-12
01010000	Pre-Kindergarten	SELF-CONTAINED	PRE-KINDERGARTEN
03350100	Psychology	SOCIAL STUDIES	GRADES 9-12
02830000	Science, Departmentalized Grade 6	SCIENCE	GRADE 6
03060700	Science, Grade 7	SCIENCE	GRADE 7
03060800	Science, Grade 8	SCIENCE	GRADE 8
13037200	Scientific Research and Design	VOCATIONAL EDUCATION	GRADES 9-12
02870000	Social Studies, Departmentalized Grade 6	SOCIAL STUDIES	GRADE 6
03343000	Social Studies, Grade 7	SOCIAL STUDIES	GRADE 7
03343100	Social Studies, Grade 8	SOCIAL STUDIES	GRADE 8
03370100	Sociology	SOCIAL STUDIES	GRADES 9-12
03380002	Special Topics in Social Studies (First Time Taken)	SOCIAL STUDIES	GRADES 9-12
03330100	United States Government	SOCIAL STUDIES	GRADES 9-12
03340100	United States History Studies Since 1877	SOCIAL STUDIES	GRADES 9-12
03340400	World History Studies	SOCIAL STUDIES	GRADES 9-12

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

APPENDIX B: 2024 RUBRIC GROWTH MEASURE COMPOSITE SCORE TRANSLATION

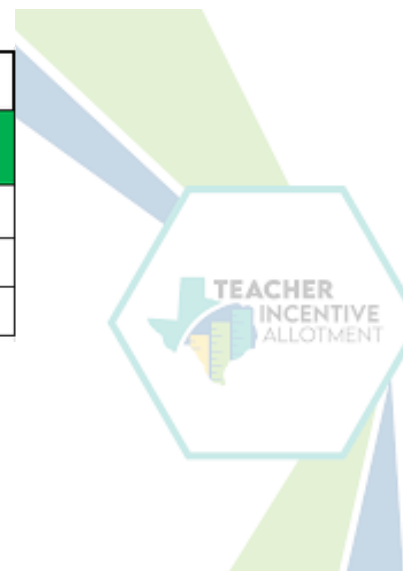
Student Growth Rubric		
TIA Designation Category	Student Growth Percentage	TIA Teacher Student Growth Points Earned
Master	90% - 100%	40
	87% - 89%	38
	85% - 86%	36
	83% - 84%	35
	80% - 82%	34
Exemplary	75% - 79%	31
	70% - 74%	29
Recognized	67% - 69%	25
	65% - 66%	21
No Designation	< 64%	0

T-TESS Scoring Rubric		
TIA Designation Category	Teacher Evaluation Point Average	TIA Teacher Evaluation Points Earned
Master	4.9-5.0	50
	4.7-4.8	49
	4.5-4.6	48
	4.4	47
	4.2-4.3	46
	4.0-4.1	45
Exemplary	3.9	44
Recognized	3.8	43
	3.7	42
No Designation	<3.7	0

Campus Growth Rubric	
Campus Growth Percentage	TIA Teacher Campus Growth Points Earned
71-100	10
61-70	8
51-60	6
41-50	4
31-40	2
<30	0



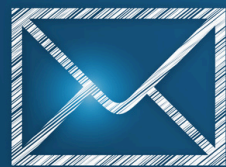
Summary TIA Teacher Designation Rubric	
Designation Level	Total Combined Points range across Campus Student Growth, Teacher Student Growth and T-TESS
Master	89-100
Exemplary	82-88
Recognized	65-81



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

SFDR-CISD TIA CAMPUS REPRESENTATIVE:

Campus	Contact	Phone	Email
Irene C. Cardwell Elementary	Dr. Alanna Talamantez	(830) 778-4650	alanna.elizondo@sfdr-cisd.org
Buena Vista Elementary	Jorge Jurado	(830) 778-4600	jorge.jurado@sfdr-cisd.org
Dr. Fermin Calderon Elementary	Santiago Salas	(830) 778-4620	santiago.salas@sfdr-cisd.org
Dr. Lonnie Green Elementary	Maryvel Flores	(830) 778-4750	maryvel.flores@sfdr-cisd.org
Garfield Elementary	Iris Oca	(830) 778-4700	iris.occa@sfdr-cisd.org
Lamar Elementary	Cynthia Sahagun	(830) 778-4730	cynthia.sahagun@sfdr-cisd.org
Ceniza Hills Elementary	Jesus R. Soto Jr.	(830)-778-4770	jesusr.soto@sfdr-cisd.org
Roberto "Bobby" Barrera Elementary STEM School	Aurora Guerra	(830)-778-4110	aurora.guerra@sfdr-cisd.org
Ruben Chavira Elementary	Carol Sunderland	(830) 778-4660	carol.sunderland@sfdr-cisd.org
Del Rio Middle School	Maytte Soliz	(830) 778-4500	maytte.soliz@sfdr-cisd.org
San Felipe Memorial Middle School	Cheryl L. Pond	(830) 778-4560	cheryl.pond@sfdr-cisd.org
Blended Academy	Alda Zuniga	(830)-778-4680	alda.zuniga@sfdr-cisd.org
Del Rio Freshman School	Rocio Faz	(830) 778-4400	rocio.faz@sfdr-cisd.org
Del Rio High School	Cynthia Salas	(830) 778-4300	Cynthia.Salas@sfdr-cisd.org
Early College High School	Carlos Barrera	(830) 778-4424	carlos.barrera@sfdr-cisd.org
SGLC	Jose Rodriguez	(830) 778-4452	jose.rodriguez@sfdr-cisd.org
SFDR CISD TIA Coordinator	Giovanna Cardenas	(830) 778-4036	giovanna.cardenas@sfdr-cisd.org
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Chief Financial Officer	Amy Childress	(830)-778-4005	amy.childress@sfdr-cisd.org



CONTACT US

