

The logo features the letters 'TIA' in a bold, yellow, sans-serif font with a blue outline. Below the letters, the words 'Teacher Incentive Allotment' are written in a smaller, blue, sans-serif font. The entire text is centered within a white circle. Surrounding this circle are several overlapping, semi-circular and circular shapes in various colors: orange, teal, yellow, and dark blue. These shapes are arranged in a way that they look like interlocking gears or segments of a larger circle, creating a dynamic and colorful background.

# TIA

**Teacher Incentive Allotment**

# Agenda

- Program overview
- Building blocks
- Timeline
- Considerations
- Next steps



# Program Overview



# What is TIA?

- TIA is a program designed by the state with the goal of providing outstanding teachers an accessible pathway to a six-figure salary
- Districts create a “Local Designation System” to identify top-performing teachers based on student growth, classroom observation, and optional local criteria
- Plans are developed with community input and require TEA approval
- Teachers who obtain “Designations” generate funding, which is paid out through the Foundation School Program (FSP)
- District must spend at least 90% of the allotment on teacher compensation at the campus of the designated teacher, up to 10% can be used to support the local designation system (i.e. professional development opportunities to designated teachers, or teachers who may be eligible for future designation)

# Local Designation System

## Eligible Teaching Assignments and Eligible Campuses

Determinations must include which teaching assignments and which campuses are eligible, as well as potential expansion plans; consideration of possible teacher performance data and careful analysis of student growth measure options and historical appraisal data is advised, as well as study on whether existing data is valid and reliable

## Teacher Performance Data and Designation Criteria

Using the statewide performance standards and historical performance data as a guide, districts assign a “weight” or percentage to each of their system components and may establish preliminary cut points for Recognized, Exemplary, and Master designations within each eligible teacher category; additional local data can be incorporated

## TIA Spending Plan

90% must go to teacher compensation at the campus of the designated teacher, up to 10% can be used to support the local designation system; for the purpose of compensation a teacher is defined as student-facing instructional staff (may include instructional aides, paras, or other staff who primarily work directly with students in an instructional setting)

# Building Blocks



# Developing a Local Designation System

- “TIA Lead” must be named
- TIA Planning Committee must be established
  - A best practice is to maintain both shared digital and hard copy records of meeting minutes, decisions, timelines, and involved personnel
- Stakeholder engagement must be obtained (early and robust)
- Documentation plan must be developed
  - How will the local designation system plan be documented, stored, shared, monitored, audited, etc.

# Considerations

- LISD teacher appraisal program - “LEAD” - would likely need to be retired and replaced by T-TESS
- Districts may begin by looking at the student growth measures already in place for each assignment and exploring which assignments may require a new or modified option
- The timeline for implementing new student growth measures is often a top consideration when determining eligible teaching assignments and readiness to apply for a local designation system; districts can opt to start with teaching assignments which already have valid and reliable growth measures while exploring student growth measures for additional teaching assignments in subsequent years
- Districts can use locally developed or third-party student growth measures, as long as they are valid and reliable; examples include SLOs, pre- and post-tests, industry certification exams, and student portfolios



# Timeline



# The Application Year

- Application opens in November, and is due in April
- It is recommended that districts begin the planning process prior to the year in which they intend to apply
- Beginning in August, TIA conducts technical assistance sessions over the school year that cover each system component as districts continue to develop their local designation systems
- By mid-spring of the Application Year, districts should have their systems fully developed and be ready to submit their System Application in April; Districts not yet ready to apply can choose to repeat the sequence the following year and apply the following spring

# Cohort System

- The state has organized annual applications into “cohorts” to help districts clarify their place in the process
- Districts contact the TIA team to request changing cohorts
- Lewisville ISD is currently in cohort letter “I”

Application Year	2022-23 (Cohort F)	2023-24 (Cohort G)	2024-25	2025-26 <b>Cohort I</b>	2026-27	2027-28
System Application Posted	Nov 2022	Nov 2023	Nov 2024	Nov 2025	Nov 2026	Nov 2027
System Application Due to TEA	Apr 15, 2023	Apr 15, 2024	Apr 15, 2025	Apr 15, 2026	Apr 15, 2027	Apr 17, 2028
System Application Results	Aug 2023	Aug 2024	Aug 2025	Aug 2026	Aug 2027	Aug 2028
Data-Capture Year	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Data Submission Due to Texas Tech University	Oct 17, 2024	Oct 16, 2025	Oct 15, 2026	Oct 14, 2027	Oct 19, 2028	Oct 18, 2029
Final System Approval Notification	Feb 2025	Feb 2026	Feb 2027	Feb 2028	Feb 2029	Feb 2030
Initial Designations and Allotments	Apr 2025	Apr 2026	Apr 2027	Apr 2028	Apr 2029	Apr 2030
Initial Annual Program Submission Due	Aug 29, 2025	Aug 2026	Aug 2027	Aug 2028	Aug 2029	Aug 2030
Approved Districts Receive Initial Payout via FSP	Sep 2025	Sep 2026	Sep 2027	Sep 2028	Sep 2029	Sep 2030
System Renewal Application Due	Apr 2028	Apr 2029	Apr 2030	Apr 2031	Apr 2032	Apr 2033

# Considerations



# Benefits of TIA

- Attracts and retains high-performing educators
- Incentivizes work in underserved and rural communities
- Enhances teacher morale and recognition
- Promotes data-driven evaluations and growth
- Strengthens student outcomes in high-poverty schools

# Challenges of TIA

- Inconsistent evaluator training and data collection
- Teacher skepticism and limited buy-in
- Disparities in implementation across districts
- Resource constraints in smaller or rural districts

# Opportunities for Lewisville ISD

- Facing declining enrollment and recent school closures
- TIA can attract top talent with financial incentives
- Helps address staffing gaps in high-needs subjects
- Enhances district's competitive edge and stability



# Next Steps



# To-Do

- Determine cohort placement for 25-26 school year
- Identify TIA Lead
- Gather stakeholders for the TIA committee
- Develop a robust plan for districtwide engagement, including the full staff and wider community but specifically focused on teachers

