Brownwood ISD
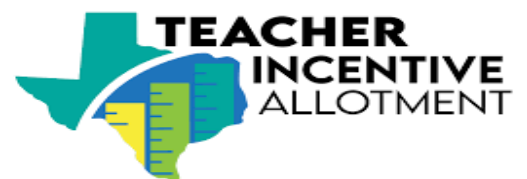# The Teacher Incentive Allotment Program Handbook

Cohort E & Cohort G

Please Note:

This document is subject to change based on local designation system adaptions, Texas Education Agency guidelines and Teacher Incentive Allotment developments.

Teacher Incentive Allotment (TIA) Background

The Teacher Incentive Allotment (TIA) is state funding given to districts for the purpose of teacher performance-based compensation. The intent of the TIA is to attract and keep effective educators in the classroom, allow districts to identify their most effective educators, and provide incentives for teachers to teach at the most challenging campuses.

The amount of state TIA Funding that Brownwood ISD will receive is determined each year by three funding factors:

1) Teacher Designation Levels (Recognized, Exemplary, or Master),

2) Socio-Economic Level of the students on the campus,

3) the rural status of the campus. Due to these funding factors changing each year, the amount of TIA that a designated teacher receives will vary each year based on the new TIA funding amounts

Greater funding is assigned for designated teachers who serve in rural or high need schools. At least 90% of the funds must be used for compensation on the campus where the designated teacher serves. The Texas Education Agency (TEA) and Texas Tech University must approve the designation system and designations that are proposed by the district each year. The higher the designation level, the higher the funding that is provided to the district by TIA. All designation systems must include a teacher observation measure and a student growth measure for determining teacher designations. Teachers who hold National Board Certification earn an immediate Recognized designation due to holding that credential. School districts have some discretion in the design of their designation system and the have the liberty to propose system revisions each year. Once a teacher earns a designation, they retain the credential for five years. The designation is placed on the educator's certificate located on the Texas Education Agency website.

Eligibility Requirements

- Teachers must be identified with a PEIMS role ID of 087 in BISD and 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 will be notified from HR in late February if they are TIA eligible after the TIA eligible teacher list is received from TEA.

- Teachers must be present be in the role continuously for the data capture year during the 187-day contracted year. The teacher cannot be docked for any of the 187 day contract year.

- Teachers must be supervised and appraised on 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. *District testing guidelines must be followed with fidelity to ensure the validity of the data to be used to measure student growth.*

- Missing data from enrolled students could jeopardize the teacher's eligibility for designation submission.

- A review of an eligible teacher's testing irregularities could result in 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 the payout. 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.

- BISD will retain allotment funds from all designated teachers who do not return to August in-service for one year of payout.

TEA Performance Standards

In order to be eligible for Teacher Incentive Allotment (TIA) designation, TEA has established minimum performance standards for T-TESS and student growth outcomes. Refer to https://tiatexas.org/

Teacher Observation Minimums

Domain 2 (Instruction) and Domain 3 (Learning Environment) have been established as priority areas of emphasis by TIA. Based on statewide observations data, TEA has also identified minimum score averages as measured across both domains of T-TESS using a five-point scale.

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

More information can be found in TEA's TIA Qualitative Performance Descriptors (texas.gov) document.

Student Growth Minimums

To be eligible for a TIA designation, teachers must earn a minimum student growth outcome. Based on statewide performance expectations, TEA established minimum expectations as follows:

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

More information can be found at TEA's TIA Student Growth Performance Standards (texas.gov) document.

Designation Overview

Master Teacher: Indicates the teacher has achieved an appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide.

Exemplary Teacher: Indicates the teacher has achieved an appraisal and student growth performance that places them in a level commensurate with the top 20% of teachers statewide.

Recognized Teacher: Indicates the teacher has achieved an appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide.

National Board Certification

An alternative path to TIA Recognized designation is through **National Board Certification for Professional Teaching Standards.** National Board Certification is available in 25 certificate areas across 16 disciplines. To find out more, visit https://www.nbpts.org/ . Staff interested in becoming National Board certified can contact the Human Resources Department to receive guidance and support in the pursuit of this certification.

Designated Teacher

Once a teacher is approved for a designation by TEA, the appropriate level designation is added to the teacher's SBEC certificate by TEA given the certificate is active with no sanctions. The duration of the designation certification is five years. Designated teachers will receive the allotment for the duration of the designated certification as long as they are a teacher of record in a public school in Texas and met district eligibility requirements.

Frequency of TIA Evaluation

Evaluation of teacher eligibility for a TIA designation is considered annually. This means that every year a teacher receives a TTESS evaluation and has an approved 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 not be resubmitted for designation within their five-year valid TIA designation period if they continue to perform at the same level of designation.
- Teachers with an existing TIA designation will not be resubmitted to a lower TIA designation.
- Teachers ***will be submitted for a higher designation*** within the five-year period if their performance indicates a higher designation level.

BISD TIA EVALUATION SYSTEM OVERVIEW OF PERFORMANCE STANDARDS

Designation Calculation & Score Ranges

The composite score for designation is calculated using 60% of student growth score and 40% of the T-TESS score. All calculations will be rounded to two decimals. Once the TIA Score is calculated, the designation is determined by the ranges in the TIA teacher . Per TEA, to be eligible to earn a designation, the teacher must have a minimum score of proficient in each dimension for Domains 2 and 3. Per district guidelines, a teacher must meet at least state standard minimums in student growth and teacher performance to be recommend for designation.

TIA Designation Submission

Evaluation of teacher eligibility for TIA designation is considered annually. TIA data and designation recommendations will be submitted to Texas Tech for validation of all eligible TIA teachers in October following the data collection year. In order to have TIA data and designation submitted to Texas Tech and TEA the teacher must continue to be employed in a Teaching (07) position in Brownwood ISD.

Please note, TEA will determine final TIA designations. Brownwood ISD submits proposed TIA designations in October for Data Validation to be completed by Texas Tech. TEA will notify the district of final results in Spring following data submission.

Teachers who score in the Total Points Range for a designation are submitted for designation in the Fall following a data capture year based on the following parameters:

- A teacher who has still developing in any dimension in domains 2 or 3 will not be submitted for designation regardless of T-TESS total points or average in a designation range.
- A teacher who does not meet all eligibility requirements will not be submitted for a designation.
- A teacher who does not follow testing protocols will not be submitted for a designation.
- Submission of data and/or a designation does not guarantee a teacher will receive the designation or allotment

Appeals

Eligible teachers may ask for the final TIA score to be reviewed and possible recalculation. Designation notification and final TIA score will be delivered to teachers in the fall. If a teacher believes the TIA score and/or designation is incorrect they will be given an opportunity to appeal prior to data submission to Texas Tech in October. All appeals must be submitted by October 1. Appeals submitted after the deadline will not be considered.

TEACHER PERFORMANCE (T-TESS)

The T-TESS summative evaluation for Domains 2 & 3 will be 40% of the teacher's TIA total score. Summative scores are derived from evidence and data obtained through classroom observations, walkthroughs, teacher artifacts, and student artifacts. Evidence and data will be collected by the evaluator, as well as submitted by the teacher.

T-TESS Scoring (1–5-point scale)

Each dimension has a maximum score of 5 pts. (Improvement Needed =1, Developing = 2, Proficient = 3 Accomplished = 4, and distinguished = 5). The total score is calculated by finding the average of the 8 dimensions in Domains 2 and 3.

STUDENT CENTERED ⟵————————————————⟶ **TEACHER CENTERED**

5	4	3	2	1
Distinguished	Accomplished	Proficient	Developing	Needs Improvement

T-TESS Domains and Dimensions rated

Domain 2
1. Dimension 2.1: Achieving Expectations
2. Dimension 2.2: Content Knowledge & Expertise
3. Dimension 2.3: Communication
4. Dimension 2.4: Differentiation
5. Dimension 2.5: Monitor & Adjust

Domain 3
1. Dimension 3.1: Classroom Environment, Routines, & Procedures
2. Dimension 3.2: Managing Student Behavior
3. Dimension 3.3: Classroom Culture

T-TESS Scoring Example:

Dimension Description	Rating	Points
2.1 Achieving Expectations	Accomplished	4
2.2 Content Knowledge & Expertise	Accomplished	4
2.3 Communication	Distinguished	5
2.4 Differentiation	Proficient	3
2.5 Monitor & Adjust	Proficient	3
3.1 Classroom Environment, Routines & Procedures	Accomplished	4
3.2 Managing Student Behavior	Accomplished	4
3.3 Classroom Culture	Accomplished	4
Total Points		31 / 8
Average		3.875

STUDENT GROWTH PERFORMANCE

The Student Growth Measure will be 60% of the teacher's total TIA score. Student growth measures will be determined using the guidelines detailed below.

Student Growth Measures Used for TIA

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

- STAAR tests with a growth outcome in Reading and Math Grades 4th through English I & II, Algebra I

- DIBELS for teachers teaching K-3 Reading, *self-contained teachers will be measured on DIBELS for TIA designation*

- iReady will be used to determine Student Growth Outcomes for *departmentalized teachers teaching 1-3 Math*

- NWEA MAP will be used for English IV & V, Geometry, Algebra II, Grades 2-8 Science

- TEKSREADY Pre and Post Tests will be used for Social Studies course 6-12, Chemistry, Physics, Government and Economics, Biology

- Circle (CLI) will be used for PreK

- Teachtown will be used for Self-Contained Special Education Classes ECSE-12th Grade (RLA)

Student growth performance will be associated with a teacher if the student received instruction from the teacher for at least 50% of the year, was enrolled in BISD for PEIMS snapshot date (October) and the student takes the BOY or previous year EOY and current year EOY student growth assessment.

STUDENT GROWTH MEASURE INTEGRITY

It is important to the integrity of Brownwood ISD's TIA system that student growth measures are administered fairly and consistently throughout the organization. In order to ensure that all student have the opportunity to demonstrate their full potential on student growth measures, the following conditions must be met. This section also covers testing irregularities, reporting suspected educator misconduct related to TIA student growth measures, and local penalties for violating TIA student growth measure integrity.

Student Growth Measure Security and Confidentiality

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

- All TIA eligible teachers and 2nd party test administrators must sign an Oath of Integrity and follow Brownwood ISD testing protocols (Appendix A)

- Student growth measure test administration procedures should be followed exactly as provided by the test provider
- Students must be actively monitored during student growth measures test administrations
- Student may not receive assistance to complete student growth measures, beyond what is allowable by the test provider or prescribe by a governing student committee as applicable to STAAR or other standardized assessment programs (e.g, ARD, LPAC, 504, etc.)
- EOY tests will either be given by a second party or proctored
- Suspected educator misconduct must be reported in a timely manner (see reporting guidance below)

Student Growth Measure Security and Confidentiality

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

- Using student growth measure materials in classroom instruction
- Directly or indirectly assisting student with responses to test questions
- Tampering or falsifying student responses
- Discouraging student from doing their best and/or penalizing performance on assessments
- Duplicating, recording, or electronically capturing test content or student responses
- Exempting or preventing a student from participating in student growth measures
- Failing to implement sufficient procedures to prevent student cheating
- Failing to report an individual that has engaged in or is suspected of engaging in any conduct described above
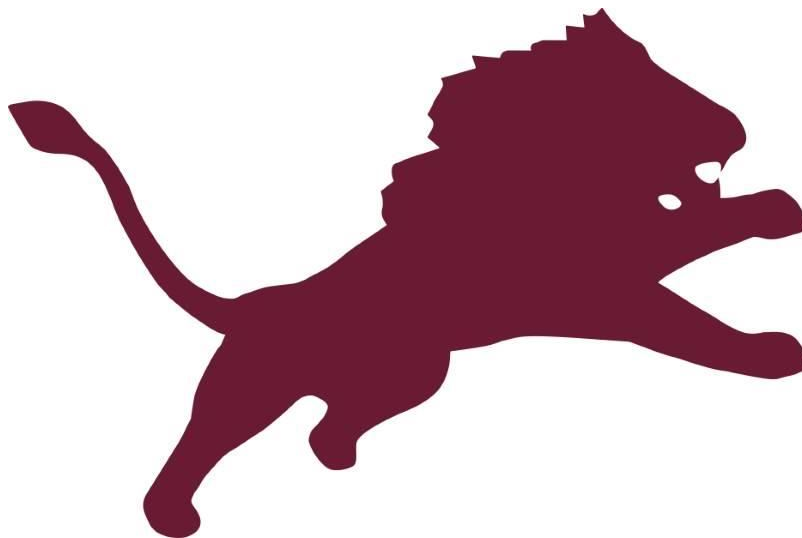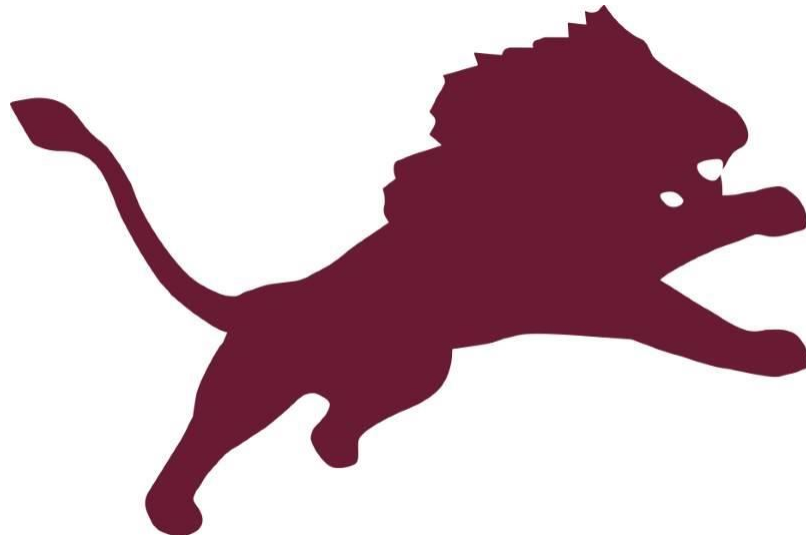
Teacher Category 1: STAAR (Cohort E)

grades 4–8 reading (English)   English I & II
grades 4–8 mathematics (English)   Algebra I

Teachers in Category 1- Student growth will be based on The STAAR Transition Table as outlined below:

Prior Year	Current Year					
	Low did not Meet Grade Level	High did not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Teacher Category 2: DIBELS (Cohort E)

grades K-3 reading   (including RTI interventionist, Dyslexia, Special Education)
All self-contained teachers K-3 will have Dibels used as their student growth measurement.

Teachers in Category 2- Student growth will be based on the guidelines and examples outlined below:

Amplify/MCLASS growth outcome progress reports must indicate the following for a growth measure to be awarded:

- **Above and Well Above average growth will always result in a growth point if student's level did not go down**
- Average growth does not guarantee a growth point unless the student remains on or above grade level or increases a level from the previous EOY assessment

Prior Year	CURRENT YEAR			
	Well Below Benchmark (Did Not Meet)	Below Benchmark (Approaches)	At Benchmark (Meets)	Above Benchmark (Masters)
Well Below Benchmark (Did Not Meet)	0	1	1	1
Below Benchmark (Approaches))	0	1/2	1	1
At Benchmark (Meets)	0	0	1	1
Above Benchmark (Masters)	0	0	0	1

Examples for Student Growth in Teacher Category 2:

Name	22-23 EOY Level	23-24 EOY Level	Growth Category	Student Growth Awarded
Student 1	Red	Yellow	Average	Yes
Student 2	Red	Red	Average	No
Student 3	Red	Red	Above Average	Yes
Student 4	Green	Yellow	Average	No
Student 5	Green	Green	Average	Yes
Student 6	Blue	Blue	Average	Yes
Student 7	Yellow	Red	Above Average	No

Teacher Category 3: IREADY (Cohort E)

grades 1-3 math
Only departmentalized teachers who teach math will use IREADY as the student growth measure.

IREADY diagnostic growth and Overall Placement reports must indicate the following for a growth measure to be awarded:

- **100% stretch growth will always result in a growth point if student's level did not go down**
- 100% typical growth does not guarantee a growth point unless the student remains on or above
- grade level or increases a level in overall placement from the previous EOY assessment

Prior Year	Current Year				
	Three or More Grade Levels Below (Low Did Not Meet)	Two or More Grade Levels Below (High Did Not Meet)	One Grade Level Below (Approaches)	On Grade Level (Meets)	Above Grade Level (Masters)
Three or More Grade Levels Below (Low Did Not Meet)	0	1	1	1	1
Two or More Grade Levels Below (High Did Not Meet)	0	1/2	1	1	1
One Grade Level Below (Approaches)	0	0	1/2	1	1
On Grade Level (Meets)	0	0	0	1	1
Above Grade Level (Masters)	0	0	0	0	1

Examples for Student Growth in Teacher Category 3:

Name	22-23 EOY Level	23-24 EOY Level	Growth Category	Student Growth Awarded
Student 1	Red	Yellow	Average	Yes
Student 2	Striped Red	Red	Average	Yes
Student 3	Red	Red	100% (+) Stretch Growth	Yes
Student 4	Green	Yellow	Average	No
Student 5	Striped Green	Green	Average	No
Student 6	Yellow	Yellow	100% (+) Stretch Growth	Yes
Student 7	Yellow	Red	100% (+) Stretch Growth	No

Please Note: Document is subject to change   Updated: 8/30/2024

Teacher Category 4: NWEA MAP (Cohort G)

English IV & V   Geometry
Algebra II   Grades 2-8 Science

NWEA MAP provides expected growth targets for students. Growth projections are based on a matched peer approach and personalized for each student based on: Test content, Weeks of instruction, and starting scale score. Projections are identified in scale score points and growth percentiles and show the change in achievement when a growth projection is met or exceeded. The growth is normed. Once students complete the BOY assessment, projections to mid-year and end of year are available in reports. Reports indicate if students met/exceeded the growth projection or not, with easy to understand yes/no indicators, as well as conditional growth indices and percentiles.

Teacher Category 5 & 6: TEKSREADY PRE/POST TEST (Cohort G)

Social Studies 6-12   Chemistry
Physics   Government
Economics   Biology

Pretest-Posttest and Half the Gap Measurement:

- **Pretest-Posttest Assessment**- This method involves giving students a pretest before instruction begins to assess their starting level of knowledge or skill. After the instruction period, a posttest is administered to measure what they have learned.

- **Half the Gap Measurement**- This approach involves calculating the difference between the pretest score and the expected proficiency level, which is a perfect score, which represents the "gap" in knowledge or skills. The goal is to reduce this gap by at least half through instruction. The progress is measured by how much the student's posttest score improves in relation to the initial gap.

For example:
- If a student's pretest score is 50, and the target proficiency is 100, the gap is 50 points.
- If the instruction is successful, the posttest score should ideally show at least a 25-point improvement, reducing the gap by half.

Teacher Category 7: CIRCLE CLI ENGAGE (Cohort G)

Pre-K

**Stakeholder meetings will take place to determine Reading and Writing Domains to be used for TIA purposes and guidebook will be updated with specifics. Teachers will continue to test all areas required for the Early Childhood Data System Submission.

Brownwood ISD will define meeting expected growth targets as remaining on track for a student's respective age band, based on the age of the student as of September 1st. For example, a student who was 4 years old as of September 1st has an On Track Score of 7 for Wave 1 and an On Track score of 14 for Wave 3. The On Track scores are different for the variety of age bands depending on the age of the student as of September 1st. In this method, a student who started the year On Track and ended the year On Track could be considered to have met expected growth since the score that represents On Track at the end of Wave 3 represents growth compared to the On Track score at Wave 1. See the chart below:

Rapid Letter Naming On Track Benchmark for 4 year old student as of September 1	
Wave 1 On Track	7
Wave 3 On Track	14

In this method, students would be considered to have met expected growth if they remained on track for their respective age band. Circle provides four separate age bands, 3 years to 3.5 years, 3.5 years to 4 years, 4 years to 4.5 years and 4.5 years and above. Each age band has different scores for On Track at both Wave 1 and Wave 3.

Teacher Category 8: TEACHTOWN (Cohort G)

ECSE-12th Grade Self Contained Special Education (RLA)

**Stakeholder meetings will take place to determine Reading and Writing Domains to be used for TIA purposes and guidebook will be updated with specifics. Teachers will continue to use the curriculum as directed using the Pretests/Posttests for each unit, as well as benchmarking.

 Pretest-Posttest and Half the Gap Measurement:
- **Pretest-Posttest Assessment**- This method involves giving students a pretest before instruction begins to assess their starting level of knowledge or skill. After the instruction period, a posttest is administered to measure what they have learned.

- **Half the Gap Measurement**- This approach involves calculating the difference between the pretest score and the expected proficiency level, which is a perfect score, which represents the "gap" in knowledge or skills. The goal is to reduce this gap by at least half through instruction. The progress is measured by how much the student's posttest score improves in relation to the initial gap.

For example:
- If a student's pretest score is 50, and the target proficiency is 100, the gap is 50 points.
- If the instruction is successful, the posttest score should ideally show at least a 25-point improvement, reducing the gap by half.

TIA Calculation

STUDENT GROWTH MEASURE COMPOSITE SCORE CONVERSION

% of Growth	Score	% of Growth	Score	% of Growth	Score
1	0.05	34	1.7	67	3.35
2	0.1	35	1.75	68	3.4
3	0.15	36	1.8	69	3.45
4	0.2	37	1.85	70	3.5
5	0.25	38	1.9	71	3.55
6	0.3	39	1.95	72	3.6
7	0.35	40	2	73	3.65
8	0.4	41	2.05	74	3.7
9	0.45	42	2.1	75	3.75
10	0.5	43	2.15	76	3.8
11	0.55	44	2.2	77	3.85
12	0.6	45	2.25	78	3.9
13	0.65	46	2.3	79	3.95
14	0.7	47	2.35	80	4
15	0.75	48	2.4	81	4.05
16	0.8	49	2.45	82	4.1
17	0.85	50	2.5	83	4.15
18	0.9	51	2.55	84	4.2
19	0.95	52	2.6	85	4.25
20	1	53	2.65	86	4.3
21	1.05	54	2.7	87	4.35
22	1.1	55	2.75	88	4.4
23	1.15	56	2.8	89	4.45
24	1.2	57	2.85	90	4.5
25	1.25	58	2.9	91	4.55
26	1.3	59	2.95	92	4.6
27	1.35	60	3	93	4.65
28	1.4	61	3.05	94	4.7
29	1.45	62	3.1	95	4.75
30	1.5	63	3.15	96	4.8
31	1.55	64	3.2	97	4.85
32	1.6	65	3.25	98	4.9
33	1.65	66	3.3	99	4.95
				100	5

TEACHER PERFORMANCE FOR ALL TEACHER CATEGORIES (40%)

Dimension Description	Rating	Points
2.1 Achieving Expectations	Accomplished	5
2.2 Content Knowledge & Expertise	Accomplished	5
2.3 Communication	Distinguished	5
2.4 Differentiation	Proficient	4
2.5 Monitor & Adjust	Proficient	4
3.1 Classroom Environment, Routines & Procedures	Accomplished	5
3.2 Managing Student Behavior	Accomplished	5
3.3 Classroom Culture	Accomplished	5
Total Points		37 / 8
Average		4.75

TIA Calculation

Student Growth	# of students who met or exceeded Growth divided by # of roster students=% then use conversion chart for points and multiple by 60%
Teacher Performance	Add points for each dimension in Domains 2 & 3 divided by 8 and multiple by 40%
Total	Add points and use designation rubric

Example: 91% Growth, 4.75 Teacher Performance

Score Component	Score
T-TESS Average	1.75
4.75 X 40%	1.9
Student Growth (From Conversion Chart)	4.55
4.55 X 60%	2.73
TIA SCORE	4.63
Designation Submission	Master

TEACHER DESIGNATION RUBRIC

DESIGNATION LEVEL	OVERALL CALCULATED SCORE
No Designation	3.67 and below
Recognized	3.68 - 3.91
Exemplary	3.92 – 4.48
Master	4.49 and above

Please Note: Document is subject to change   Updated: 8/30/2024

Designation Submission Parameter

- A teacher whose total points equate to a designation can only be submitted for the lowest designation rating listed in either T-TESS or Student Growth.
- A teacher who does not meet all the eligibility requirements will not be submitted for a designation.
- **Submission of data and/or a designation does not guarantee a teacher will receive the designation or allotment.**

BROWNWOOD ISD SPENDING PLAN

Distribution of TIA compensation

TEA statute requires that 90% of the TIA funds be distributed directly to teachers. TEA statute allows 10% of the TIA funds to be retained by the district for program implementation. Brownwood ISD will retain 10% of the total allotment to support the district oversight of the implementation of TIA and the ongoing development of TIA resources and professional development.

Pursuant to Texas Education Code (TEC) Section 48.114(i)(A)(B), a district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed on the campus at which the teacher for whom the district received the allotment is employed and any other funds received under this section were used for costs associated with implementing Section 21.3521 (Local Optional Teacher Designation System), including efforts to support teachers in obtaining designations.

Eligibility for TIA Compensation

- If a Designated Teacher leaves the district prior to Winter Roster Verification (generally in February of each school year) then the Designated Teacher will not receive any TIA funds because no TIA funds will be generated to the district from the state.
- If a Designated Teacher moves campuses within Brownwood ISD during the school year, then Brownwood ISD will provide the funding to the Designated teacher based on the campus where the Designated Teacher worked during Winter Roster.
- If a Designated Teachers moves to the district prior to Winter Roster Verification, then the Designated Teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during the Winter Roster Verification. The spending plan will be the same for newly hired Designated teachers.
- The district will retain funds from all first-year designated teachers leaving the district. The retained funds will split among TIA eligible teachers on the departing teacher's campus. Teachers in their second year though fifth year of designation will receive the funds as part of their payout when resigning or retiring from the district.

Allotment Payout Timeline

Each February, the district is notified by TEA if the data and designation submission from the previous October has been fully accepted or not. If full acceptance of the data and teacher designation submission is granted, the district will receive notification of the allotment funds generated in late Spring. Teachers are notified of designation in May.

Brownwood ISD will provide TIA compensation to teachers through a lump sum payment (direct deposit) on or before August 31 of each year that a teacher generates funding for a TIA designation.

The allotment is TRS eligible and subject to Federal, State and Local Fees and Taxes.

Allotment Amount

The allotment amount received by a designated teacher is determined by the Teacher of Record campus location at Winter Class Roster submission and the amount is figured by TEA according to the TIA funding website at https://tiatexas.org/funding/#.

Related TIA Compensation Calculations

TIA compensation will be eligible for use when calculating retirement benefits for TRS-eligible staff. Employees are responsible to pay both the employee and employer benefits and tax costs in excess of what TIA funding covers.

Allotment Payout

The "net" allotment amount received by the teacher is approximately 55% of the total allotment generated by the designation after Federal, State and Local Taxes and Fees are applied. The taxes and fees are approximately 45% are:

❖ 19% is deducted of the 90% of the total allotment for employer costs. This 19% is deducted before the new total amount is entered for the employee. Employer costs include TRS, TRS care, Employer taxes, FICA, Social Security.
❖ Personal employee taxes and fees are then deducted in the approximate amounts:
   -TRS 8%
   -TRS CARE .65%
   -FICA, SS 7.65%
   -Federal Tax Withholding based on teacher's W-4

Example of Allotment Payout:

District Level

Description	Amount
Total Award Amount from State TIA	$7,827.00
10% Retained by District	$ 782.70
Total Amount Awarded to Teacher	$7,044.30

District Level

Description	Amount
Total Amount Awarded to Teacher	$7,044.30
Employer Costs	$ 1,338.42
Total Amount Awarded to Campus	$5,705.88

Employee will see

Description	Amount
Total Amount Awarded to Teacher	$5,705.88
TRS	$ 456.47
TRS CARE	$ 37.09
Medicare	$ 82.73
Federal Tax Withholding based on teacher's W-4 (10% used for example)	$ 570.59
Total Received by Employee	**$ 4,558.90**

Cohort G Timeline

Application Year	2023-2024 Cohort G
System Application Posted	November 2023
System Application Due to TEA	April 15, 2024
System Application Results	August 2024
Data Capture Year	2024-2025
Data Submission Due to Texas Tech University	October 16, 2025
Final System Approval Notification	February 2026
Initial Designations and Allotments	April 2026
Initial Annual Program Submission Due	August 2026
Approved Districts Receive Initial Payout via FSP	September 2026
System Renewal Application Due	April 2029

Cohort E Annual Cycle

Process Step	Timeline	Description
Assessment BOY	Aug-Sept	• Complete all BOY testing
Goal Setting Conference	September	• Evaluator and teacher review and agree on goals and professional learning plan
Walkthroughs/Observation	Sept- May	• Domain 2 & 3 scored for TIA
Winter Roster Verification	February	• Must be in Winter Roster to be eligible for TIA payout
Summative Evaluation	April-May	• Domain 2 & 3 scored for TIA
Assessment EOY	April-May	• Complete all EOY testing
Evaluation Rating & TIA-	June-August	• District analyzes TTESS and student growth data • District finalizes TIA scores and determines TIA designation eligibility
Teacher notification of recommendation	September	• Teachers receive TIA score card and notification of the district's designation recommendation to TEA
Data Submission	October	• Data submitted to Texas Tech for validation
Final Notification of Data Validity & Reliability	February-April	• TEA notifies district of data review results • Teachers receive notification of designation
TIA Designation Payout	February, June	• Designated teachers receive a payment after Winter Roster Verification and after the school year has ended.

Helpful Resources

- If you have any questions, please send them to adrienne.horton@brownwoodisd.org
- House Bill 3 (HB 3) Implementation: Teacher Incentive Allotment | Texas Education Agency
- HB 3 FAQ: Supports Teachers and Rewards Teacher Excellence | Texas Education Agency
- Teacher Incentive Allotment (tiatexas.org)
- How Funding Works - Teacher Incentive Allotment (tiatexas.org)
- TIA Student Growth Performance Standards (texas.gov)
- TIA Qualitative Performance Descriptors (texas.gov)

Oath of Assessment Integrity for Teacher Incentive Allotment

Initial the box for each statement that applies:

☐   I have received training on the proper administration of Dibels EOY testing.

☐   I have received training on the proper administration of IREADY EOY testing.

☐   I understand that students cannot be retested on the EOY assessment in Dibels or IREADY.

☐   I understand the responsibilities and requirements related to my role in testing, including policies and procedures specific to each administration I participate in this school year.

☐   I understand my obligation to report any suspected violations of TIA testing protocols.

☐   I will NOT directly or indirectly assist students with responses on the EOY test, including prompting.

☐   I will NOT tamper with student responses or change answers recorded.

☐   I am a certified staff member.

☐   I am a noncertified staff member.

Printed Name:	
Signature:	
Date:	

- This oath will be sent out electronically before BOY testing.