PRINCETON
INDEPENDENT SCHOOL DISTRICT

Teacher Incentive Allotment Handbook

RECOGNITION
AND
REWARD
FOR TEACHING
PERFORMANCE

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DISTRICT TIA DESIGNATION SYSTEM DEVELOPMENT COMMITTEES

TIA Development Committee Elementary	TIA Development Committee Secondary	District Site-based Decision-making Committee	Campus Administration TIA Focus Group	District Administration TIA Focus Group
Jordan Eaton *Teacher (Core STAAR)*	Khara Barnard *Teacher (Core STAAR)*	Larry Abbott *Community*	Clint Sadler *High School Principal*	Donald McIntyre *Superintendent*
Kari Foy *Teacher (Core non-STAAR)*	Heather Wood *Teacher (Core non-STAAR)*	Kelly Carr *Community*	Casey Gunnels *Middle School Principal*	Jackie Hendricks *Human Resources*
Michelle McCord *Teacher (Kindergarten)*	Raquel Pastrana *Spanish Teacher*	David Kleiber *Community*	Rich Boring *Middle School Principal*	Philip Anthony *Operations*
Paula Mora *Bilingual Teacher*	Kellye Hooks *ESL Teacher*	Jake Ehrle *Business*	Jeff Coburn *Elementary Principal*	James Lovelady *Secondary Curriculum*
Sara Meek *SPED Teacher*	Pauline Aguilar *SPED Teacher*	Leslie Contreras *Parent (Princeton High School)*	Rachel Nicks *Elementary Principal*	Rene Mullins *Elementary Curriculum*
Roberta Rotolo *Remediation Teacher*	Shalley Boles *Agriculture Teacher*	Heather Jones *Parent (Southard Middle School)*	Heidi Estep *Elementary Principal*	Jona Boitmann *Finance*
Aaron Flores *Music Teacher*	Heather Stringer *Theater/Debate/UIL*	Amanda Rivera *Parent (Clark Middle School)*	Marlena Brown *Elementary Principal*	Liz Goen *Special Programs - SPED*
Natalie Hoedebeck *PE Teacher*	Brandon Brewer *Art/Band Director/Teacher*	Sara Drake *Parent (Godwin Elementary)*	Thomas Osburn *Elementary Principal*	David Vincent *Technology*
Jake Ehrle *Parent (Elementary)*	Towanda Crawford *Parent (Middle School)*	Johanna Gillespie *Parent (Smith Elementary)*	Brandon Brewer *Fine Arts*	
Brittany Conoly *Parent (Elementary)*	Erin Read *Parent (Middle School)*	Kyle Little *Parent (Lacy Elementary)*	Greg Tabor *CATE*	
Shannon Murphy *Parent (Elementary)*	Jamie Cook *Parent (High School)*	Stefanie Mwaura *Parent (Harper Elementary)*	Nichole Powell *LPAC, 504, Dyslexia*	
Rachel Nicks *Elementary Principal*	Casey Gunnels *Secondary Principal*	Amanda Vessels *Parent (Lowe Elementary)*		
Rene Mullins *Elementary Curriculum*	James Lovelady *Secondary Curriculum*	Deborah David *Parent (Early Childhood Center)*		
Phil Anthony *Operations*	Greg Tabor *CATE Director*	Robyn May *Teacher High School*		
Jackie Hendricks *Human Resources*	Phil Anthony *Operations*	Joshua Boyd *Teacher Middle School*		
	Jackie Hendricks *Human Resources*	Justin Tollison *Teacher Middle School*		
These two groups met together as one committee.		Kerrie Beavers *Teacher Elementary*	**TIA Teacher Overview, Input, and Q & A**	
		Marie Cossey *Teacher Elementary*	Clark MS & Special Programs Teachers	March 1, 2021
		Kasi Dalby *Teacher Elementary*	Godwin Elem. Teachers	March 2, 2021
		Aaron Porter *Teacher Elementary*	Canup EC Teachers	March 3, 2021
		Linda Warren *Teacher Elementary*	Southard MS Teachers	March 4, 2021
		Susan Lacey *Teacher Early Childhood*	Lowe Elem. Teachers	March 15, 2021
		Clint Sadler *Principal High School*	Smith Elem. Teachers	March 16, 2021
		Casey Gunnels *Principal Middle School*	Princeton HS Teachers	March 17, 2021
		Rachel Nicks *Principal Elementary*	Lacy Elem. Teachers	March 18, 2021
		James Lovelady *District Administrator*	Harper Elem. Teachers	March 22, 2021
		Donald McIntyre *Superintendent*		

DISTRICT TIA DESIGNATION SYSTEM RENEWAL COMMITTEE 2026-2027

Community /Business Representatives	Parent Representatives	Teacher Representatives	Campus Administration Representatives	Central Office Representatives
Larry Abbott *Community*	Celia Gonzalez *Secondary*	Austin Avery *Secondary*	Erica Haggard *Secondary*	Donald McIntyre *Superintendent*
Stan Fike *Community*	Kristen Bianco *Secondary*	David Welch *Secondary*	Lauren Ledford *Elementary*	Jackie Hendricks *Human Resources*
Garrett Hatley *Business*	Jennifer Zendt *Secondary*	Amber Raymond *Secondary*		Nichole Powell *Finance*
Beth Willhite *Business*	Ashley De Amorim Silva *Secondary*	Samantha Humphreys *Secondary*		Casey Gunnels *Education*
	Marie Cossey *Secondary*	Crystal Smith *Elementary*		Rachel Nicks *Elementary Education*
	Alexandra Babino *Elementary*	Charise Mason-Miles *Elementary*		Holly Grubbs *Secondary Education*
	Katy Navarez *Elementary*	McKinley Bacon *Elementary*		Sancy Fuller *Special Programs*
	Samantha Adams *Elementary*	Jeffery Creel *Elementary*		Wendy Cain *Wellness*
	Lauren Conroy *Elementary*	Carrie Lindsey *Elementary*		
	Kiersten Hill *Elementary*	Kathryn Zavala *Elementary*		
	Collin Miller *Elementary*	Haley Albro Ivy *Elementary*		
	Genet McFarland *Elementary*	Ashley Kulwicki *Elementary*		
	Kelly Zachary *Elementary*	Maggie Webb *Elementary*		
	Jessica Hernandez Rodriguez *Elementary*	Bethany Otto *Elementary*		
	Ana Curiel *Elementary*	Michaela Ackerman *Elementary*		

ELEMENTARY PRINCIPALS (non-voting guests)

Jason Brown, Brittany Charles, Courtney Croy, Heidi Estep, Lashon Gales,

Cindy Gee, Erin Michaels, Kathryn Moore, Vince Venditto

SECONDARY PRINCIPALS (non-voting guests)

Richard Boring, Jeff Coburn, Brett Hackman, Yan Heijligers, Maurice Lock, Shaun Ratcliff

BACKGROUND INFORMATION FROM TEA

Rewarding Teacher Excellence in Texas

House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, established an optional Teacher Incentive Allotment (TIA) to provide a realistic pathway for top teachers to earn six-figure salaries and to help attract and retain highly effective teachers in high needs areas and rural district campuses. TIA was updated by House Bill 2 (HB 2) of the 89th Texas Legislature in 2025. Districts that choose to participate are charged with developing local teacher designation systems that measure teacher effectiveness based, at a minimum, on both teacher observation and student growth data. The local designation system review is conducted by the Texas Education Agency (TEA). Districts that are approved through the system application process are required to undergo data validation for each teacher put forth for designation, which is conducted by Texas Tech University (TTU) before final teacher designation approval is issued. TIA designation systems require formal renewal every five years.

To implement the Teacher Incentive Allotment, districts are required to develop a system for identifying highly effective teachers under four designation categories – **Master**, **Exemplary**, **Recognized, and Acknowledged**. Integral to this task is the setting of "performance and validity standards" to ensure that the identification process yield reliable and comparable results across the state.

Designations must be submitted to the Texas Education Agency (TEA) for approval and undergo a data-validation process, which will be conducted by TEA in partnership with TTU. As part of the validation process, TTU will:

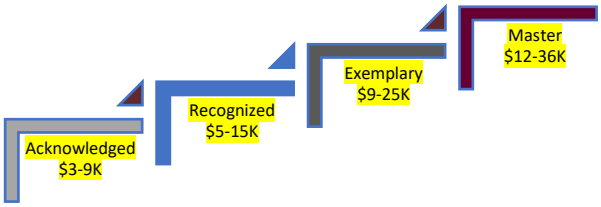
- Review alignment between teacher observation ratings and student performance ratings
- Review alignment between student performance ratings and value-added ratings for applicable teachers
- Review data validity by appraiser/rater, by campus, across campuses in a district, and by teaching assignment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

Part of the data validation process will include a review of the accuracy of how district systems align their designations to the statewide performance standards.

Qualifications: For a teacher to earn a designation or generate allotment funding they need to meet the following criteria each year: 1) to be employed as a teacher based on an annual February PEIMS snapshot, and 2) to work in a teaching role full time for at least a semester and at least ½ time for the entire year. Beginning 9/1/2021, after the passage of HB 1525, teachers no longer need to have an active SBEC certification to earn a designation or generate an allotment. Teachers with National Board Certification may be eligible to earn an automatic Acknowledged designation. Designations are added to a teacher's SBEC certificate and are valid for five years. During the five years, teachers can earn higher designations, and Master designations may requalify in year four.

THREE TIA FUNDING FACTORS ESTABLISHED BY TEA

1. **Teacher Designation**



2. **Socioeconomic Level**

Each student is assigned a point value based on the Census block group in which that student resides. Each student not qualifying for compensatory education is assigned a 0. Each student qualifying for compensatory education is assigned a point value of 0.5, 1, 2, 3, or 4 and is placed in a corresponding tier. The amount allotted for TIA designated teachers changes each year based on the number of qualifying students at each campus.

Student Does Not Qualify	Student Qualifies for Compensatory Education				
X 0	X 0.5	X 1.0	X 2.0	X 3.0	X 4.0
Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5

3. **Rural Status**

   Each student enrolled at a campus classified as rural is assigned a point value two tiers higher than their assigned compensatory education tier. (Note: PISD is classified as non-rural)

Possible Funding Amounts at a Glance

District allotment amounts for each designation level change across different socioeconomic tiers for teachers working at rural and non-rural campuses. As the Tier designation increases, there is more need for funding. The maximum allotment funding amount is $36,000 and the highest student tier level is 5.

Formula: Base + (Multiplier x [Average student enrolled Eco-Dis Tier + 2 for rural schools Max 4])

Designation	Performance Standard	Base	Multiplier	Non-Eco-Dis X 0	Tier 1 X 0.5	Tier 2 X 1.0	Tier 3 X 2.0	Tier 4 X 3.0	Tier 5 X 4.0
Acknowledged	Top 50%	$3,000	$1,500	$3,000	$3,750	$4,500	$6,000	$7,500	$9,000
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

Note: Districts are not limited to the 50% that is mentioned in the performance standards. Districts across the state perform above and below the average.

PRINCETON ISD TIA DESIGNATION PLAN

Position Statement

In accordance with House Bill 3 (HB 3), Princeton ISD participates in Cohort D of the Teacher Incentive Allotment (TIA) program through the Texas Education Agency in partnership with Texas Tech University as a means of recruiting, rewarding, supporting, and retaining highly effective teachers.

Rationale

Teacher performance and student outcomes are of the utmost importance to Princeton ISD. Participation in the Teacher Incentive Allotment Program (TIA) places our district in the optimal position to attract and recruit highly motivated, effective teachers. Most importantly, it allows us the ability to identify and retain our current most effective teachers and provide incentives for them to teach at our most challenged campuses. A compensation program allows us to reward teachers for results, based on their effectiveness levels, beyond our current uniform salary scale that compensates everyone based on college degrees and years of service alone. It is our goal that our participation in TIA has a positive impact on teacher motivation and performance and overall student achievement.

Program Guidelines

Key to the TIA theory of action is the notion that it is the state's role to validate the system utilized by local districts; however, it is the district's responsibility to develop the system and identify teachers for designation.

Identification

PISD submits eligible teachers' names once annually for TIA designation following rules established by the Texas Education Agency. To ensure consistency in this process, the District has established the following guidelines regarding submission for TIA designation by Princeton ISD:

Data Collection

- **Teacher Observation**: At the end of each data collection cycle, the district compiles T-TESS data to determine a list of teachers who meet the minimum statewide teacher observation performance standards to achieve a designation level. The state's minimum average scores were derived from an analysis of T-TESS observations in Domains 2 and 3 collected from

Eduphoria and DMAC across the state. The district will use the following state standards to identify which teachers meet the minimum average score across domains 2 and 3:

State Teacher Observation Performance Standards			
Acknowledged Teacher	**Recognized Teacher**	**Exemplary Teacher**	**Master Teacher**
3.5 or 70%	3.7 or 74%	3.9 or 78%	4.5 or 90%
~~**In addition, a minimum score of 3 (proficient) is required for each dimension in domain 2 and 3**~~			

- **Student Growth:** Teachers who have met minimum standards for teacher observation performance are reviewed to determine which teachers also met the minimum statewide student growth performance standards to achieve a designation level. The state's minimum average scores were derived from an analysis of student STAAR assessment data across 5 years (2014-2019) to develop a value-added model to determine if a student met or exceeded their expected growth target. The growth scores are determined by the difference between posttest scores and the predicted scores based on the pretests of students associated with each teacher. To determine the percent of a teacher's students who met or exceeded growth, the raw number of the teacher's students who met or exceeded their predicted growth score are divided by the total number of students that took BOTH the pretest and posttest. For year-long classes, any student who is enrolled in the district on the last Friday of October may be used in the calculation of a teacher's student growth score if the student participated in the required assessment measures. In a semester long course, student growth for any student who is assigned to the teacher within the first six weeks of the semester may be used in the student growth score if the student participated in the required assessment measures. The district uses the following state standards to identify which teachers meet the minimum student growth standards:

Student Growth Performance Standards %of students meeting or exceeding expected growth			
Acknowledged Teacher	**Recognized Teacher**	**Exemplary Teacher**	**Master Teacher**
50%	55%	60%	70%

- **Other Performance Measures:** There are no minimum state standards set for leadership or achievement, so all points earned in these categories are added to the total score. For example, Teacher Categories 1-9, who have met minimum standards for teacher observation and student growth, also receive points earned for leadership (and student achievement for Teacher Categories 8 & 9 only). Teacher Categories 1-9 are explained in the next section.

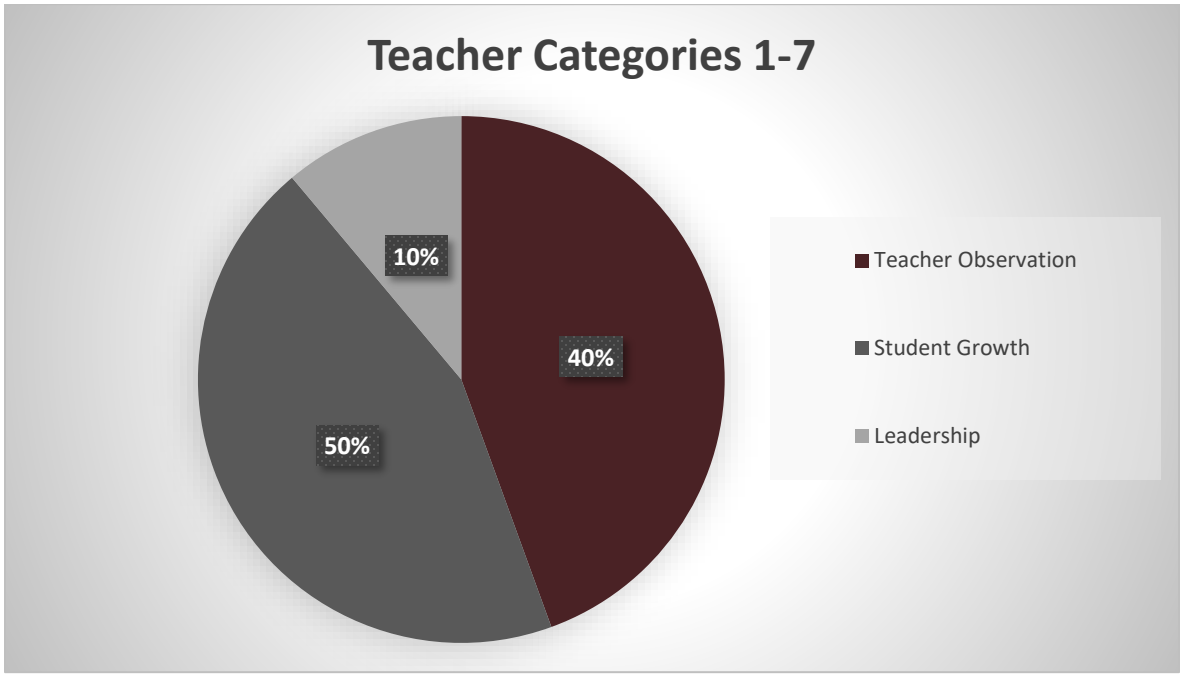
PISD TIA TEACHER CATEGORIES

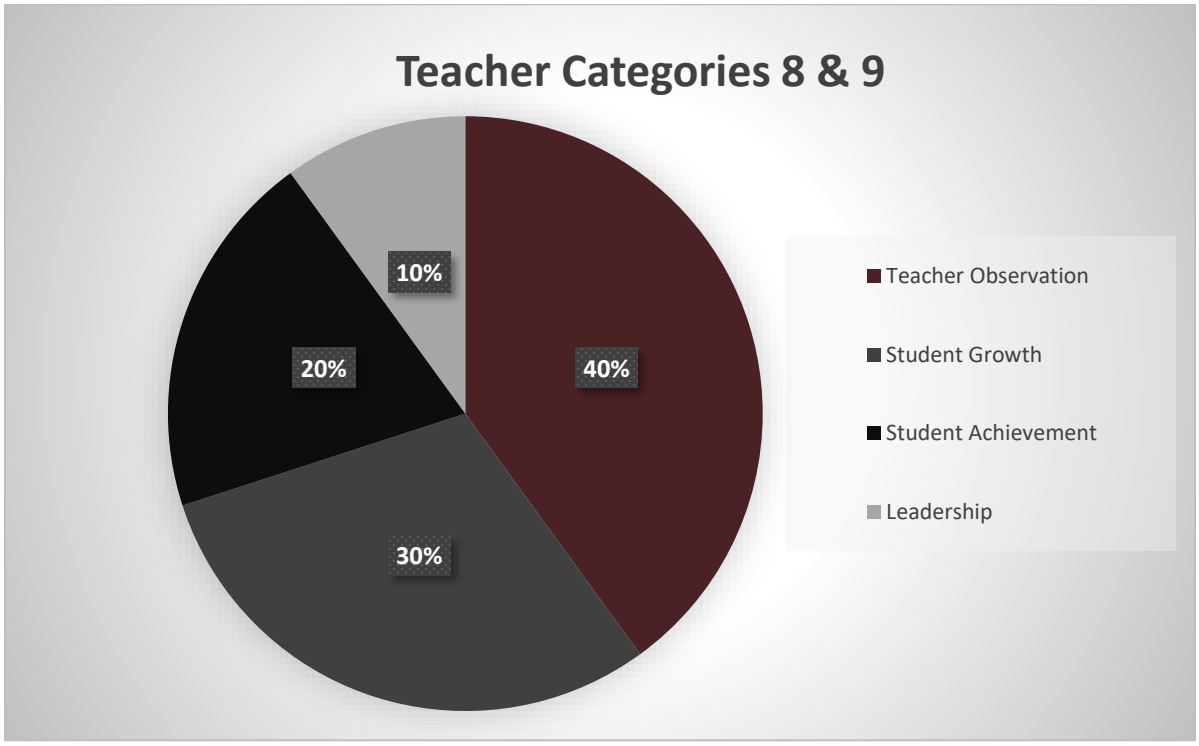
All teachers are assigned to one or more of the following categories based on the assessment instrument used for their students to measure growth. The designation process for a teacher is determined by their category. To promote equity, a target distribution is utilized to ensure that one category of teacher does not have an advantage or disadvantage.

Teacher Category	Assessment Tool	Teaching Assignments
1	STAAR / STAAR ALT 2 With Progress Measures	General Education and SPED Inclusion/Resource: Algebra 1; Algebra 1 Alternate; Content Mastery 9-10; Dyslexia 6-10 RLA/English I-II; Intervention Staff (NET) RLA/Math 6-8; English I-II; English I-II Alternate; Mathematics 4-8; RLA 4-8; SPED Life Skills RLA and Math 4-10
2	STAAR Without Progress Measure	General Education and SPED Inclusion/Resource: Biology; Biology Alternate; Content Mastery 9-10; Science 5 & 8; Social Studies 8; US History; US History Alternate; (NOTE: Grade 3 is in Teacher Category 4)
3	District-Created	Non-STAAR Core Courses, CTE Courses without Industry Certifications, and Non-Competitive Electives: Advanced Broadcast Journalism I-II; Advanced Floral Design; Advanced Journalism Yearbook I-II; Algebra II; Algebraic Reasoning; Anatomy & Physiology; Animation I; Art Middle School 6-8; Art/Drawing I -IV 9-12; Astronomy; Audio/Video Production Lab; Automotive Basics; Business Information Management; Career Prep I, I Extended & II; Chemistry; Child Development; College Prep English; College Prep Math; Commercial Photography II; Computer Technician Practicum; Construction Management II: Cosmetology Intro; Cosmetology I; Content Mastery 11-12; Intro to Culinary Arts; Culinary Arts; Creative Writing 9-12; Debate I-III; Digital Art & Animation; Dyslexia English 11-12; Economics; Engineering Design & Problem-Solving; English III-IV; Environmental Systems; Family & Community Services; Forensic Science; Geometry; Graphic Design & Illustration; Health Education; Health Science Theory; Hospitality Services; HVAC II; Independent Study in Journalism; Independent Study in Mathematics; IPC; Introduction to Welding; Jazz Ensemble I-III 9-12; Journalism; Languages other than English Spanish I-III; Lifetime Fitness & Wellness; Livestock Production; Local Credit Course; Money Matters; Music K-5; Music Appreciation 9-12; Music Theory 9-12; Oral Interpretation I; PE Substitution Athletics I-II 9-12; PE Substitution Cheerleading 9-12; PE Substitution Marching Band 9-12; PE Substitution ROTC 9-12; Peer Assistance & Leadership I-II; Peer Assistance for Students with Disabilities; Photojournalism; Physical Education K-8; Physics; Practicum Ag, Food, & Natural Resources; Practicum Audio/Video Production; Practicum Culinary Arts Extended; Practicum of Education and Training; Practicum Human Services; Precalculus; Principles of Ag, Food & Natural Resources; Principles of Applied Engineering; Principles of Construction; Principles of Information Technology; Professional Communication; Psychology; Public Speaking; ROTC I-IV; Robotics I-II; Science K-4 & 6-7; Scientific Research & Design; Social Studies K-7; Sports Medicine I-III, Statistics; Technical Theater I-IV; Theater Arts I-III; Theater Middle School 6-8; Technology Applications 7-8; US Government; Video Game Design; Vocal Ensemble I-II 9-12; Welding II; World Geography; World History
4	MAP	Dyslexia RLA K-5; Intervention Staff (ARI) RLA K-5 & (AMI) Math K-5; Gen Ed/SPED Resource Mathematics K-3; Gen Ed/SPED Resource RLA K-3; Self-contained RLA & Math K-3
5	AP Exams	AP Biology; AP Calculous AB; AP Computer Science A-Math; AP English Language & Composition; AP English Literature & Composition; AP Language & Culture Spanish; AP Literature & Culture Spanish; AP Physics I - Algebra Based; AP United States History
6	Circle	Prekindergarten: RLA and Math
7	Unique	Self-Contained SPED Courses Utilizing Unique: Preschool Program for Children with Disabilities (ECSE); SPED Life Skills K-3; SPED Life Skills 11-12
8	District-Created & Student Achievement	CTE/Vocational Courses with Industry Certification Programs and Competitive Electives Courses: Agricultural Mechanics & Metal Technologies; Audio/Video Production I & II; Audio/Video Production Lab; Automotive Technology I-II; Band Middle School; Band I-IV 9-12; Choir Middle School; Choir I-IV 9-12, Computer Maintenance Lab; Commercial Photography II; Computer Science I; Construction Management I-II; Cosmetology/Lab II; Culinary Arts Intro-I-II; Dance Performance, Production, Principles I-III; Electrical Technology; Engineering and Design Presentation; Entrepreneurship; Floral Design; Health Science Theory; Human Growth & Development; HVAC I; Practicum Culinary Arts; Practicum in Education Training; Practicum in Human Services; Principles of Education and Training; Principles of Health Science; Robotics II; Theater Production I-IV; Welding I-II

9	Industry Exams & Student Achievement	CTE Courses Utilizing Industry Certification Exams: Advanced Animal Science; Advanced Plant/Soil Science; Agricultural Structures and Design; Floral Design; Floral Design Agricultural Laboratory & Field Experience; Veterinary Medical Applications

TEACHER PERFORMANCE MEASURES





Teacher Observation T-TESS

(Texas Teacher Evaluation & Support System)

Domains 2 & 3

Teachers recommended for designations receive annual extended observations, shorter observations, and walkthroughs with feedback consistently throughout the year. This includes a minimum of one 45-minute and two 20-minute observations followed by post-observation conferences.

T-TESS Observation Overview

- A research-based teacher evaluation system that meets the requirements of TEC21.3521
- Nationally recognized rubric containing observable descriptors and correlated performance levels in 4 domains.

T-TESS Domains

1 Planning
2 *Instruction
3 *Learning Environment
4 Professional Practices and Responsibilities

***NOTE**: All T-TESS domains are assessed; however, only scores from domains 2 and 3 are submitted for TIA designations.

T-TESS Performance Levels

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

***NOTE:** Each dimension within the domains are scored using these five performance levels. Teachers must ~~score a 3 (Proficient) in all dimensions in domains 2 and 3 and~~ earn a minimum of 28 points to be considered for a designation.

To be considered for a new or higher level designation, teachers in eligible teaching assignments must have a full appraisal, and no waivers can be granted.

T-TESS Validity and Reliability

Following the PISD Observation Calibration Plan and Calendar, certified teacher appraisers receive training and participate in calibration exercises twice annually on the teacher evaluation rubric. Using the *eduphoria* STRIVE database, campus and district administrators review teacher observation trends quarterly within and among campuses, teaching assignments, and appraisers to identify and address potential rating incongruities.

PISD Teacher Performance Rubric

Domain	Dimension	Max Points
2 Instruction	**2.1** Achieving Expectations	5
2 Instruction	**2.2** Content Knowledge and Expertise	5
2 Instruction	**2.3** Communication	5
2 Instruction	**2.4** Differentiation	5
2 Instruction	**2.5** Monitor and Adjust	5
3 Learning Environment	**3.1** Classroom Environment, Routines and Procedures	5
3 Learning Environment	**3.2** Managing Behavior	5
3 Learning Environment	**3.3** Classroom Culture	5
Total Possible Points		**40**

Each dimension has a maximum score of five points (Improvement Needed = 1, Developing = 2, Proficient = 3, Accomplished = 4, and Distinguished = 5). The total score is calculated by finding the sum for the eight dimensions in domains 2 and 3. The maximum points possible is 40.

STUDENT GROWTH MEASURES

Student Growth **Pre-test/Post-test**	Multiple assessments that best represent student growth for each grade and subject were selected to be in alignment between the individual teacher's observation ratings and student performance ratings. Assessments used to measure student growth are valid and reliable and implemented with fidelity, according to vetted testing protocols.

PISD Student Growth Measures

Assessment Administrations

Pretest BOY/ Posttest EOY
(Beginning of Year (BOY) and End of Year (EOY)

- STAAR with Progress Measure
  (BOY-previous year STAAR / EOY- current year STAAR)
- STAAR without Progress Measure
  (BOY released STAAR / EOY end of year STAAR)
- District-Created Tests
  (BOY/EOY)
- NWEA MAP
  (BOY / EOY)
- AP Exams
  (BOY / EOY)
- Circle
  (BOY / EOY)
- Unique Learning System
  (BOY / EOY)
- Industry Certification Exam (ICEV)
  (BOY / EOY)

PISD Student Growth Rubric

Student Growth	Points Earned Categories 1-7	Points Earned Categories 8-9
<50%	0	0
50-54%	32.5	19.5
55-59%	35	21
60-64%	37.5	22.5
65-69%	40	24
70-74%	42.5	25.5
75-79%	45	27
80-84%	47.5	28.5
85-89%	49	29.5
90-100%	50	30

Student growth score calculation comes from the percent of the teacher's students that meet expected growth. The maximum points possible for teacher categories 1-7 is 50, and the maximum points possible for categories 8 & 9 is 30.

Campus and district leaders disaggregate and analyze student growth trends in multiple ways, including by student groups, teaching assignments, and schools, as well as historical student growth data, to ensure results are accurate and reliable.

OTHER PERFORMANCE MEASURES

Leadership

Contributions and work teachers do outside of the classroom that contribute intentionally to teacher growth and student performance.

Possible activities that provide evidence of leadership:
master/doctoral degree, facilitate professional development, attend professional development outside of district/campus requirements and time, team Leader, department chair, new teacher mentor, student teacher host/mentor, extra non-stipend ongoing campus role, district/campus committee participation, innovative idea implemented campus/district-wide, lead and organize a school academic initiative, lead and organize a school initiative to enhance the community.

PISD Teacher Leadership Rubric

Teacher Leadership	
0 Activities	0
1 Activity	7
2 Activities	8
3 Activities	9
4+ Activities	10
The maximum points possible is 10.	

Student Achievement

Teacher Categories 8 & 9 ONLY:

PISD believes that measuring student achievement is an essential component related to teacher performance for teachers whose students participate in industry-based certification programs or competitive activities. Individual student achievement rubrics were developed for each course eligible for teacher categories 8 and 9. These rubrics include measures for student achievement in areas such as certifications, licenses, awards, and rankings earned.

* A maximum of 5 individual standards were developed specific to each course, and weighted points were assigned to evaluate student achievement for each standard.

PISD Student Achievement Rubric

Standard	Weight	Developing	Proficient	Recognized	Exemplary	Master	Score	Weighted Score
Maximum of 5	Total = 100	0	2	3	4	5		
*								
*								
*								
*								
*								
							Total	
							Scale Score	

National Board Certification

National Board Certification is the most respected professional certification available in K-12 education. National Board-Certified Teachers automatically earn an Acknowledged designation. All teachers are eligible to pursue National Board Certification; however, PISD does not make contributions toward tuition and fees.

PISD TIA DESIGNATION PATHWAYS

Total Points Required to Earn Designations				
No Designation	Acknowledged	Recognized	Exemplary	Master
0-69	70-71 or NBCT	72-76	77-87	88-100

How is the calculation determined for designation?

The points earned by teacher categories 1-9 in Teacher Performance, Student Growth, Leadership, Attendance, (and Student Achievement for categories 8 & 9 only) are added together to achieve a total score.

To be considered for a designation, it is required that a teacher meet the minimum state standards for both teacher performance and student growth as shown in the tables on page 6. There are no minimum standards required for eligibility in leadership or achievement. Once a teacher has met the minimum standards for teacher observation and student growth, the scores for leadership (and achievement for categories 8 & 9) are added together to determine eligibility and the designation earned. As shown in the table above, the maximum points possible is 100, and the minimum points required to receive an Acknowledged Designation is 70. The sample scorecard below is an example of what teachers receive at the end of the year.

Sample PISD TIA Designation Rubric

Teacher Categories 1-7			
Measurement	**Possible Points**	**Scoring Guidelines**	**Points Earned**
Teacher Performance	40	Acknowledged ≥ 28 Recognized ≥ 29 Exemplary ≥ 31 Master ≥ 36	38
Teacher Performance Level		Master	
Student Growth	50	Acknowledged ≥ 32.5 Recognized ≥ 35 Exemplary ≥ 37.5 Master ≥ 42.5	40
Student Growth Level		Exemplary	
Leadership	10	Acknowledged ≥ 7 Recognized ≥ 8 Exemplary ≥ 9 Master ≥ 10	7
Leadership Level		Recognized	
		Total Score	**85**
Designation Recommendation		Exemplary	

Teacher Categories 8 & 9			
Measurement	**Possible Points**	**Scoring Guidelines**	**Points Earned**
Teacher Performance	40	Acknowledged ≥28 Recognized ≥ 29 Exemplary ≥ 31 Master ≥ 36	32
Teacher Performance Level		Exemplary	
Student Growth	30	Acknowledged ≥ 19.5 Recognized ≥ 21 Exemplary ≥ 22.5 Master ≥ 25.5	22.5
Student Growth Level		No Designation	
Leadership	10	Acknowledged ≥ 7 Recognized ≥ 8 Exemplary ≥ 9 Master ≥ 10	8
Leadership Level		Exemplary	
Student Achievement	20	Acknowledged ≥ 12 Recognized ≥ 14 Exemplary ≥ 16 Master ≥ 18	0
Student Achievement Level		No Designation	
		Total Score	**62.5**
Designation Recommendation		No Designation	

Teachers can have their designation level raised, even if their current designation is still valid. From the point of the new designation the five-year period will start over.

PISD TIA ALLOTMENT AND SPENDING PLAN

Distribution of Allotment Funds		
Allotment going to designated teachers	**Allotment going to other teachers on the campus**	**Allotment going to district (Max10%)**
100% *(includes TRS contribution)*	*0%*	*0%*

PISD does incur costs related to implementing the TIA system and submitting teachers to TEA for designation. However, PISD believes that our teachers are our most valuable resource and their compensation should reflect that belief. PISD allots 100% of the TIA funds received to the teacher who earned the designation *(90% directly to teacher; 10% toward teacher's TRS contribution)*.

Salary Schedule

Teacher Incentive Allotment funds are paid as a supplement to the designated teacher's step on the current salary scale. TIA distribution will come in a "lump sum" disbursement.

Timeline: Data is captured throughout the school year, and the final results are submitted the following year in the fall. Districts are notified in April of newly approved designations based on teacher location from the PEIMS February winter class roster. Designated teachers will receive allotment funds at the end of the school year each May.

The TIA funds PISD receives will be recalculated by TEA every year based on the three funding factors previously described. This means a teacher could receive more or less TIA compensation each year based on the new funding amounts. The designation will be good for five years. If a teacher does not earn a new designation and his/her designation expires, the teacher will no longer receive TIA compensation. The Texas Education Agency has assured us that the TIA system is sustainable. However, if at any time, the TIA state funding ends, the TIA compensation plan will no longer continue.

Teacher Retirement System (TRS) Eligibility

The Texas Education Agency (TEA) gave districts the choice of making the TIA compensation TRS eligible. In the best interest of teachers, PISD chose to include the TIA compensation a teacher receives into their TRS contribution. The designated teacher's TRS contribution will be deducted from his/her TIA allotment.

Movement of Teachers

TIA allotments are based on where the teacher worked at the time of the PEIMS winter roster in February. The funding will follow designated teachers to whichever campus in the district they move to with an adjusted allotment for that campus. Designated teachers may consider transfers when available to PISD's high needs campuses who generate the highest allotments. Teachers who move to another district prior to the winter roster will receive their allotment from their new district. Teachers who leave the district after the winter roster will receive their allotment from PISD at the May payout.

PROGRAM EVALUATION

Internal Program Evaluation

District leaders use multiple sources of data on highly effective teachers to inform staffing plans, professional development, and improve equity of access to effective teachers. PISD encourages participation in TIA program evaluation surveys and local program evaluation surveys and uses the feedback for continuous improvement. Results are communicated to the district site-based decision-making committee for review and/or action, and their findings and recommendations are presented to the board of trustees annually.

Family and Community Engagement

Parents and community members were included in the development of Princeton ISD's Teacher Incentive Allotment Designation Plan. Parents and community members are invited to be a part of the district site-based decision committees where they have the opportunity to provide input regarding the district's Teacher Incentive Allotment Program on the district's improvement plan annually. Those plans shall include an annual evaluation of the effectiveness of the current PISD TIA Designation System and recommendations for addressing future staffing plans and professional development.

STAFF DEVELOPMENT

Designated Staff Development

Current teachers and teachers new to the district receive initial training and regular updates regarding how to earn designations through PISD's Teacher Incentive Allotment Program. District and campus administrators provide individualized support as teachers work toward their career pathways.

TIA Onboarding Plan developed for new teachers to the district:

Designated teachers new to the district receive support individually and as a group. This support includes an assigned mentor teacher and paid time for the designated teacher to be supported by mentor monthly. In addition, the district has adopted a "Resource Match Program," specifically designed for designated teachers new to the district. This is an inquiry and purchase of reasonable resources the designated teachers used regularly in their classrooms at their previous campus that are essential to ensure that they are just as successful here as they were in the district where they earned the designation. Resource Match allotments will vary considering the designated teacher's needs and feasibility within campus budgets.

CONTACTS

Regular TIA updates are communicated on the PISD TIA webpage and through the district's email system. For further information regarding the TIA Program offered at Princeton ISD, please contact:

Dr. Jackie Hendricks Deputy Superintendent jhendricks@princetonisd.net	Casey Gunnels Assistant Superintendent cgunnels@princetonisd.net	(469) 952-5400
Dr. Holly Grubbs Executive Director/Secondary holly.grubbs@princetonisd.net	Rachel Nicks Executive Director/Elementary rnicks@princetonisd.net	(469) 952-5400
Campus Principals		(469) 952-5400

ADDITIONAL RESOURCES

Princeton ISD Teacher Incentive Allotment Webpage:
https://www.princetonisd.net/Page/10377

Teacher Incentive Allotment (TIA) Website:
https://tiatexas.org/

Texas Education Agency (TEA) Teacher Incentive Allotment:
https://tea.texas.gov/texas-educators/educator-initiatives-and-performance/educator-initiatives/teacher-incentive-allotment

Texas Teacher Evaluation & Support System (T-TESS):
https://www.teachfortexas.org/

National Board for Professional Teaching Standards:
https://www.nbpts.org/national-board-certification/

House Bill 3:
https://tea.texas.gov/about-tea/government-relations-and-legal/government-relations/house-bill-3

House Bill 2:
https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-2-hb-2-implementation-teacher-incentive-allotment-tia