LA VEGA Independent School District

2026-27
Teacher Incentive Allotment
Renewal & Expansion
Application

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19-May-26

	Category	Student Growth Measures						Teacher Evaluation			
	Content / Grade	Texas SLOs	SLOs Weight	Pre-Test Name	Expected growth target	Post-Test Name	Pre/Post Weight	Rubric	Rubric Weight	Component	Weight
1	Self-Contained Grades 3-8 Mathematics & RLA; Alg. I; Eng. I, Eng. II			STAAR Alt. 2 - released or previous year results	Graduated Percent Increase Model	STAAR Alt. 2 - end-of-year	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
2	Physical Education, Grades K-10			FitnessGram	Graduated Percent Increase Model	FitnessGram	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
3	Pre-Kindergarten Mathematics & ELAR			Circle	Graduated Percent Increase Model	Circle	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
4	Kindergarten Mathematics & ELAR			TX KEA	Graduated Percent Increase Model	TX KEA	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
5	Grades 1 & 2 Mathematics & ELAR			iReady	Graduated Percent Increase Model	iReady	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
6	Grade 3 (Math & ELAR) Grade 5 & 8 Science, Grade 8 Social Studies, Biology, U.S. History			STAAR Released Test	Graduated Percent Increase Model	End of Year STAAR	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
7	Grades 4-8 (Mathematics & ELAR), Alg. 1, English I			Previous Year STAAR Result	Graduated Percent Increase Model	End of Year STAAR	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
8	Commercial Photography	Yes	60%					T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%

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	Content / Grade	Texas SLOs	SLOs Weight	Pre-Test Name	Expected growth target	Post-Test Name	Pre/Post Weight	Rubric	Rubric Weight	Component	Weight
9	Science Grades 1st-4th, 6th-7th; Chemistry; Physics; Social Studies Grades 1-7; World History, World Geography, Economics, Government; Geometry, Algebra II, English II, English III, English IV			TEKSready - ESC 10	Graduated Percent Increase Model	TEKSready - ESC 10	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
10	PPCD, Self Contained Grades 1 & 2			Bracken School Readiness Assessment-4th Edition	Graduated Percent Increase Model	Bracken School Readiness Assessment-4th Edition	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
11	Music Grades 2-6 Theatre Arts I, II, III, IV; Band; Art;			Music First	Graduated Percent Increase Model	Music First	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%

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	Content / Grade	Texas SLOs	SLOs Weight	Pre-Test Name	Expected growth target	Post-Test Name	Pre/Post Weight	Rubric	Rubric Weight	Component	Weight
12	Graphic Design and Illustration, Accounting 1, Financial Mathematics Law Enforcement 2, Criminal Investigation, Practicum in Audio/Visual Production, Principles of Arts, Audio/Video Technology and Communication, Principles of Information Technology, Human Growth, Principles of Construction, Construction Tech 1, Med Terminology, Principles of Health Science, General Employability, College Preparation, Career Preparation, College & Career Explorations			Industry Cert. Exams (ICEV)	Graduated Percent Increase Model	Industry Cert. Exams (ICEV)	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
13	Statistics and Business Decision Making, Health Grades 6-8			Edgenuity	Graduated Percent Increase Model	Edgenuity	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%

PART A: TEACHER OBSERVATION RUBRIC	
Which teacher observation appraisal rubric does the district use?	T-TESS
PART B: APPRAISER CERTIFICATION	
What initial certification process is required for teacher appraisers?	All appraisers must be T-TESS trained and initially certified through our regional education service center and then continue to recertify through the TEA T-TESS Recertification test annually .
PART C: RELIABILITY OF TEACHER OBSERVATIONS WITHIN AND AMONG CAMPUSES	
1. How will the district ensure that appraisers remain calibrated on both scoring and evidence, across appraisers, content areas, grade levels and campuses throughout the year?	District appraisers participate in several different calibration activities. The four main activities are:1) Cross-Campus Calibration: Principals are divided into two teams - elementary and secondary. Each team calibrates with one another by randomly selecting a subject and a campus. The three principals, accompanied by district leadership, and Deputy Superintendent of Human Resources or their designee will calibrate focusing on either T-TESS Domain 2 or 3. The calibration activity is conducted twice during the fall semester and once during the spring semester. 2) Principals then calibrate with their campus evaluation teams. Calibration findings, challenges, and questions are addressed during the weekly leadership meetings with the Superintendent and Directors of Curriculum, Instruction, Special Programs and Accountability. 3). Deputy Superintendent of Human Resources or their designee will review calibration data and schedule calibration support walks with evaluators as needed based on alignment data. 4). An additional video / audio recording tool is used to serve as a tool for district-wide calibration activities during extended principal meetings or to train on dimensions that prove to be problematic for content, grade level, or appraisers.
PART D: TEACHER OBSERVATION TRENDS	
District and campus leaders review teacher observation trends at least three times a year.	Yes
How is skew in teacher observation trends identified at the campus level?	Appraisal data is reviewed and discussed at the campus level and the district. Data is reviewed by subject, by appraiser, and compared with the current student growth utilizing the district created Growth Trackers. Appraisers with scores above or below the median use an audio / video recording to review with the entire campus evaluation team. The review and documentation of evidence is lead by the campus principal. The district uses an observation protocol when two or more appraisers calibrate. The protocol is utilized and reviewed to address areas of misalignment. The protocol is used when reviewing audio/video recordings as well as in face-to-face observations.
How is skew in teacher observation trends identified at the district level?	Quarterly district extended meetings feature review of appraiser data. This data is broken out by campus, appraiser, subject, and grade. The appraiser data is compared with the current student growth data for correlation. Heat Maps of data as well as charts from the TEA Excel Analysis Tool is used to identify areas of concern. The district team determines the best method to address the skew.

Which observation trends does the distric review?	By subject,By grade,By appraiser,By campus,By dimensions of teacher appraisal rubric,
When review of trends at the campus and/or district levels identifies that appraisers are not calibrated locally, how will the district respond to address discrepancies in appraisers' ratings?	The district employs several strategies to address skew in T-TESS evaluations: 1. Campus principals and evaluators calibrate scoring for T-TESS Domains 2 and 3 in collaboration with the Deputy Director of HR or their designee. 2. District leadership randomly participates in campus T-TESS observations to calibrate scoring for Domains 2 and 3. 3. The Superintendent and district leadership review audio/video recordings during district-wide meetings with principals and evaluators to ensure consistency. 4. NIET training materials and videos are utilized as professional development for appraisers. 5. Appraisers receive training or retraining on T-TESS evaluations through the Regional Education Service Center.
When review of trends at the campus and/or district levels identifies that appraisers are not calibrated locally, how will the district address when evidence gathered for those	Additional training resources are utilized to address calibration issues, including NIET materials, the T-TESS website, and Education Service Center (ESC) training. The ESC supports calibration by participating in campus walk-throughs and facilitating discussions on evidence for ratings. Appraisers also use video and audio recordings to align their evaluations with their campus administrators. Prior to releasing observation scores to teachers, appraisers review the rubric and scoring with the campus principal to ensure consistency and accuracy.
PART E: CORRELATION OF STUDENT GROWTH DATA TO TEACHER OBSERVATION DATA	
1. Describe the district's procedures/protocols to review for correlation between teacher observation and student growth data at the campus and district levels	Early in the school year, a teacher's prior student growth data is shared with both the appraiser and the teacher. Goals are collaboratively set and reviewed during the first walk-through. Diagnostic and beginning-of-year (BOY) data are used by both the teacher and appraiser to ensure instructional alignment. Subsequent assessments—including the first interim assessment, growth trackers, unit exams, and/or middle-of-year (MOY) data—are analyzed to monitor student progress. Student progress is then plotted alongside walk-through and full observation data to evaluate alignment and effectiveness. District leadership meets quarterly with campus principals to review student progress, evaluation skew data, and associated correlations. Based on this analysis, individualized action steps are developed, and review dates are established to ensure progress is made.
How often does the district compare teacher observation data with student growth data	Twice a year

How does the district identify lack of correlation when comparing teacher observation data to student growth data?	The district leverages data analysis tools provided through TIA resources to monitor and evaluate teacher effectiveness. Correlations by subject across the district are analyzed in relation to student growth (e.g., comparing Grade 3 Reading to English II). Additionally, student progress by curriculum is reviewed through HQIM walk-throughs conducted by district leadership, with results compared to teacher evaluations. Gains in student learning at the subject and grade level are expected to align with teacher effectiveness, as measured by T-TESS dimensions and domains. To support effective instruction, campus- and subject-level coaching is provided through TIL coaching tools. District professional development further supports teachers in the effective use of HQIM to ensure high-quality instruction.
How does the district address lack of correlation when comparing teacher observation data to student growth data?	If student growth data indicates minimal or slow progress, the district investigates potential gaps in the implementation of HQIM, using evidence collected from walk-throughs. When gaps are identified, district leadership schedules targeted professional development tailored to the needs of the campus, grade level, or content area. If observation data does not align with student growth, the Deputy Superintendent for Human Resources, or their designee, accompanies appraisers during walk-throughs. Following district protocols, the Deputy Superintendent determines appropriate action steps, which may include additional training, coaching, or reinforcement of instructional practices. Additionally, the District Assessment Coordinator, in collaboration with campus assessment personnel, reviews testing protocols to ensure compliance, test security, and proper administration of assessments.

PART F: OBSERVATION/FEEDBACK SCHEDULE

3. What are the district's requirements for the following:	Number of times per year (Teachers on a Probationary Contract)	Number of times per year (Teachers on a Non-Probationary Contract)
Number of scored full observations	**2**	**1**
Number of scored partial observations/walkthroughs	**3**	**3**
Number of unscored observations (of any kind)	**5**	**5**
Total number of scores required per each observable dimension of the rubric	**2**	**2**
How will the district determine the observation scores?	The district will use the summative data for submission and determining designations.	

Student Growth Measure	Student Learning Objective
1. What is the district rationale for using SLOs in their teacher designation system	The district believes that the SLO continuous improvement cycle enhances the implementation of commercial photography state standards and supports effective instructional design and delivery. This cycle aligns with the district's broader approach to continuous review, monitoring, and the use of longitudinal, data-driven decision-making and goal setting across all content areas. SLOs are directly connected to T-TESS, the observation tool used by the district, ensuring alignment between teacher evaluations and student learning objectives. The Texas SLO system has been vetted by TEA for validity and reliability. All teachers receive comprehensive training in the development, implementation, and tracking of SLOs to ensure consistency and fidelity in their use.
2. Does the district SLO process align to TexasSLO.org?	Yes
3. What protocols and training does the district provide annually to both teachers and campus level administrators to ensure valid administration of all assignments, projects, tasks, and assessments being used as part of the SLO?	La Vega ISD requires that all assessments, projects, and assignments—whether completed in or out of class—adhere to the student honor code. Standard assessment security procedures are followed before administering any SLO assignment, project, or task. Assignments completed in class are collected before students leave the classroom and are scanned or photographed prior to being returned. Completed assessments are returned only after all students have finished, and grading for any item used as evidence is recorded in the Student Growth Tracker. The Assistant Superintendent for Curriculum & Instruction serves as the district's point of contact to provide teachers with support and access to necessary resources for successful SLO implementation. In addition, La Vega ISD collaborates with ESC Region 12, teacher leaders, district curriculum and assessment personnel, and campus administrators to ensure proper protocols and training are in place, safeguarding the security of all SLO assignments. Assignments are stored in a secure Google Drive folder to maintain both security and fidelity, following processes similar to STAAR training protocols. Each educator completes SLO development and submits it to the Curriculum & Instruction (C&I) department for review by July 10. After review, consultation occurs with teachers and university partners (MCC, Tarleton, Texas Tech, Baylor). The approved SLO is then transformed into a data collection and student tracker document and placed in a centrally secure digital file for ongoing monitoring and use.

7. How does the district ensure the security of the body of evidence?	La Vega ISD teachers measure each targeted skill at the beginning of the year using a minimum of five assessments to establish a baseline for student growth. Throughout the year, teachers collect at least five pieces of student work to serve as the body of evidence, with all data recorded in the Student Growth Tracker. Each teacher maintains individual student trackers and Teacher Learning Reports in a district-managed storage file, which is accessible only to the associated appraisers and campus or district administrators. Individual student folders contain documentation such as student work, performance measure videos, photographs, and assessments. Teachers receive annual training on the security and proper handling of assessments and assignments used in the body of evidence. This training mirrors the procedures established for STAAR assessments, ensuring fidelity and compliance. The district utilizes a subscription-based data warehouse, allowing teachers and leadership to compile, compare, and analyze district- and campus-level data across multiple years to identify trends and make actionable decisions. The body of evidence is stored following the same security protocols required for state testing artifacts.
8. How many pieces of student work are required for the body of evidence?	5

PreTest / PostTest Assessment Calculations	
Option 1	
3rd party pre-test, 3rd party growth targets, 3rd party post-test	
	End of Year STAAR, iReady
How did the district determine that each of the 3rd party assessments included in the local designation system was a valid and reliable measure aligned to the standards of the course for each eligible teaching assignment?	District stakeholders selected STAAR Transition Tables as the primary measure aligned with state standards to determine growth for students taking STAAR assessments. Teachers and administrators for grades 1 and 2 in reading and mathematics reviewed the list of third-party assessment vendors. The TEA conducts formal biannual reviews of assessment vendors to determine whether they meet state requirements. Vendors that meet these standards are placed on the TEA-approved third-party assessment options table for districts to consider integrating into their local designation systems. After review, the district administrators and teachers determined that iReady is a valid and reliable measure aligned with state standards. The iReady Diagnostic assessments for mathematics, reading, and dyslexia for grades K–8 have been approved by the TEA and nationally recognized as valid and reliable adaptive assessments by the National Center on Intensive Intervention. Following stakeholder review, the district unanimously decided to utilize the iReady platform and assessments to measure student growth.
How does the district calculate a teacher's end of year student growth using the 3rd party assessment test results?	STAAR Transition Tables: To calculate student growth using STAAR Transition Tables, the district first identifies students who have received instruction from a teacher for the full year. Students are credited to a teacher's growth score if they appear on the teacher's class roster on the last Friday of the first six weeks and remain on the roster on the last Friday in February. Each student's growth is determined using performance-level indicators provided by TEA, with point values assigned as follows: 0, 0.5, or 1, based on academic growth over the year. To calculate a teacher's end-of-year student growth score, the district averages the percentage of the teacher's students who earned either 0.5 or 1 point. This average reflects the proportion of students demonstrating moderate to sufficient academic growth. iReady (Grades 1–2 in Mathematics and Reading): Similarly, for iReady, the district first identifies students who have received instruction from a teacher for the year, using the same roster dates (last Friday of the first six weeks and last Friday in February). Student growth is then determined for each student individually. The iReady growth model uses gain scores to measure growth, calculated as the difference between a student's first and last Diagnostic scale scores. This provides a quantifiable measure of growth over time. iReady provides growth measures for each subject and grade level. The district uses "Typical Growth," which represents the average expected performance over an academic year, as a benchmark. Students who meet or exceed Typical Growth are considered to have demonstrated sufficient academic growth.

Option 2	
3rd party pre-test, district created growth targets, 3rd party post-test	
	Circle, End of Year STAAR, FitnessGram, Industry Cert. Exams (ICEV), Music First, Other (Please list below), TX KEA
How did the district determine that each of the 3rd party assessments included in the local designation system was a valid and reliable measure aligned to the standards of the course for each eligible teaching assignment?	**CIRCLE and KPM (TxKEA) Assessments** Teachers selected the CIRCLE and KPM assessments because they are Commissioner-approved and normed to Texas students. These assessments are required by the TEA, reducing the assessment load on students. Both are aligned to the TEKS and/or standards, consistently validated as reliable and valid, and developed by professional assessment writers. **End-of-Year STAAR** For grades and subjects without a prior-year STAAR assessment, stakeholders and district leadership selected STAAR released tests. Teacher and district teams agreed these assessments are TEKS-aligned and represent the skills students should master in the respective grade and content. STAAR assessments are Texas-validated and reliable, making them appropriate measures for TIA accountability. F**itnessGram** Reviewed by physical education teachers and stakeholders, the FitnessGram assessment is recognized as consistent and a strong measure of cardiovascular fitness and flexibility. The assessment provides age- and gender-specific cut points, accurately measuring fitness in children aged 8–17. FitnessGram results have proven reliable across time and age groups. S**TAAR Alt 2** STAAR Alt 2 assessments will be used for self-contained students in grades 3–8 and in the five EOC subjects. TEA considers these assessments fair and consistent in accurately measuring students' skills aligned to standards for children with severe cognitive disabilities. Universal design features allow students to access questions and respond in ways aligned with their instruction. Standardized items and clear scoring guidelines strengthen reliability. **Music First(Grades 1–5; Band, Fine Arts)** District music educators and leadership reviewed the MusicFirst curriculum. The platform provides consistent lesson structures aligned with grade-level TEKS standards. Assessments evaluate essential musical concepts and skills. District music, Fine Arts, and Theatre Arts teachers, along with curriculum and assessment leaders, reviewed the standards and assessment items for alignment and validity. Pilot testing demonstrated reliability. T**EKSready** Teachers reviewed multiple test banks and selected TEKSready for its reliable assessments and district-approved platform. TEKSready items are created and reviewed by content-level experts for rigor, alignment to standards, and depth-of-knowledge. The platform allows teachers to create pre-assessments, interim assessments, and post-assessments for non-tested subjects and grade levels. Its flexibility and broad subject coverage ensure maximum teacher eligibility for TIA. **iCEV (CTE Courses)** CTE teachers opted to use a pre/post-test methodology similar to certification testing. The curriculum aligns with industry standards and provides the best instructional design for students. Course content is tied to certification exams, providing reliable and valid assessments that measure student knowledge and skills aligned to industry expectations. **PPCD, Self-Contained Grades 1-2** Special Educators and Special Education Administrators reviewed assessments and determined the Bracken School Readiness Assessment-4th Edition (BSRA-4) to be aligned with academic achievement of student with severe and profound learning needs. The assessment has met rigorous validity and realizability standards to be included for use with special populations. The assessment is broken into six subtests designed to evaluate children's school readiness in terms of basic concept understanding and strong correlation to early childhood cognitive and language development as well as early academic achievement.
Expected growth targets.	Graduated Percent Increase Model

Option 2 How does the district calculate a teacher's end of year student growth using the 3rd party assessment test results?	**CIRCLE** (Literacy and Mathematics, Pre-Kindergarten) The district uses eight literacy subtests (Rapid Letter Naming, Syllabication, Onset-Rime, Alliteration, Rhyming I, Rhyming II, Letter-Sound Correspondence, and Story Retell) and seven mathematics subtests (Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations) to measure student growth. For each subtest, student growth is determined by comparing Wave 3 scores to Wave 1. A student is considered to have made growth if they remain On Track, move from Monitor to On Track, or move from Support to Monitor. Teachers combine literacy and mathematics subtests to calculate an average across the 15 subtests per student. **KPM** (TxKEA - Literacy and Mathematics, Kindergarten) KPM provides three benchmark waves with proficiency levels: In Need of Support, In Need of Monitoring, and On Track. Literacy growth is measured across six subtests (Literacy Comprehension, Letter Names, Decoding, Letter-Sound, Blending, and Blending Expressive), while all mathematics subtests are used to determine growth. Growth is calculated by comparing Wave 3 to Wave 1 for each subtest. A student demonstrates growth if they remain On Track, move from Monitor to On Track, or move from Support to Monitor. Teacher-level growth scores are the average of literacy and mathematics growth for all students. **Released STAAR vs. End-of-Year STAAR** (Grades 3, 5, 8; EOC Courses) Targets for each student are set using Beginning-of-Year (BOY) data from released STAAR tests. Growth is determined by subtracting the BOY scale score from the End-of-Year (EOY) score. Using TEA performance indicators (Low Did Not Meet – Masters Grade Level) and transition table points (0, 0.5, 1.0), growth is attributed to each teacher and averaged across all students. **STAAR Transition Tables** (2025 Assessment Data File, Cambium) Student growth is calculated using TSDS numbers to link prior-year assessments accurately. Growth is measured using STAAR Transition Table indicators, awarding 0, 0.5, or 1 point per student annually. Teacher growth scores are averaged across all students. **STAAR Alternate 2** (Self-Contained 3–8, Algebra 1, English I & II) Progress measures classify student performance into three levels: Level I: Developing Academic Performance (Stages A–C) Level II: Satisfactory Academic Performance (Stages D–E) Level III: Accomplished Academic Performance (Stage F) Growth is calculated by comparing prior-year stages to current-year stages, with 0, 0.5, or 1 point awarded based on movement between stages according to the STAAR Alternate 2 Progress Measure Indicators. Teacher growth scores are averaged across all students. **FitnessGram** (Grades 3–12), MusicFirst, iCEV, and TEKSready Beginning-of-Year (BOY) scale scores are subtracted from End-of-Year (EOY) scores. Target annual growth is determined using the Graduated Percent Increase Model found in the TEA Model of Percent Points. Growth is attributed to the teacher for each student who meets or maintains the predicted growth. Teacher growth scores are averaged across all students. **Bracken School Readiness Assessment-4th Edition (BSRA-4)** (PPCD, Self-Contained Grades 1-2) Five of the six subtests are designed to evaluate knowledge of basic concepts (colors, letters, numbers/counting, sizes/comparisons, shapes). Each of the five subtests produces a score of percent master based on raw score of correct over total possible. Each of the five raw scores will be used to determine percent of master for BOY. This percent would be used to identify the target growth category using the Graduated Percent Increase Model: Percent Points shared by the TEA. BOY percentage score for the five subtests would be used subtracted from EOY percentage score to determine if a student met growth. Teacher growth scores are averaged across all students.

Option 3	
	Statistics and Business Decision Making, Health Grades 6-8
What are the qualifications required for writing district-created tests and which positions are authorized to do so?	The writing team comprises the teacher of record, the Dean of P-TECH, and the Chief Academic Officer. The teacher of record brings extensive knowledge of the TEKS being taught and the instructional requirements for each of the courses. The Dean of P-TECH provides expertise in performance measures for both the CTE course as well as the Health course and offers an objective perspective on the content as a whole. The Chief Academic Officer contributes deep knowledge of testing protocols and test design, ensuring assessments are rigorous, reliable, unbiased, and provide opportunities for student performance stretch across various question types.
What is the process for reviewing and approving district created tests ensure that each assessment is a valid and reliable measure of student growth, aligned to the standards of the course for each eligible teaching assignment?	The teacher of records submits test questions designed to evaluate students' knowledge of the course content. The Dean of P-TECH reviews the test bank and selects items identified by the state and/or field experts as "essential." A test blueprint is then established, specifying the number of questions and the TEKS standards addressed, along with the appropriate depth of knowledge. The Chief Academic Officer develops draft assessments that incorporate a balance of depth-of-knowledge questions and essential standards. These draft assessments are reviewed by the teacher of record and the Dean, with items flagged for further review. The team convenes to vet each item for alignment to standards, rigor, and depth of knowledge. Once all items are approved, the Chief Academic Officer places the finalized Beginning-of-Year (BOY) and End-of-Year (EOY) assessments into the secure testing platform to maintain integrity and confidentiality.
Expected growth targets	Graduated Percent Increase Model
How does the district calculate a teacher's end of year student growth using the district-created pre-test/post-test results?	Beginning-of-Year (BOY) assessment scale scores are subtracted from End-of-Year (EOY) scale scores to determine individual student growth. Target annual growth is calculated using the Graduated Percent Increase Model applied to each student's BOY scale score. Growth is attributed to the teacher for every student who meets or maintains the predicted growth target.

PART A: DISTRIBUTION OF ALLOTMENT FUNDS		
Percent of Allotment Going to Designated Teachers	Percent of Allotment Going to other teachers on the campus	Percent of Allotment being retained by the LEA (Max 10%)
80%	10%	10%
	10% of funds will be distributed to non-designated teachers and supporting student-facing paraprofessionals that supported the designated teacher on the campus. Paraprofessionals and support staff (interventionists, dyslexia teachers, blended learning lab aides, reading and math interventions, teacher aides) must provide direct support to students in the designated teacher's class for a minimum of 50% of the year. Paraprofessional / support staff will receive a one lump sum allotment prior to August 31st each year.	LVISD will use funds to support up to five teachers annually as candidates for the NBCT preparation process. The district will use funds to support professional development (such as; HQIM lesson internalization, Observation / Feedback Coaching, RBIS), purchase of assessments (such as TEKS Ready, Music First, iCEV), and systems for digital assessment, teacher evaluation tracking, (such as: DMAC, sibme) .
By what date will your district spend all TIA allotment funds?	La Vega ISD is in its fifth year of TIA allotment. 80% of the 80% allotted to teachers is awarded in a lump sum at the end of May as a REWARD. The remaining (settle up) is awarded to designated teachers in August as a RETINTION stipend. The retention stipend is paid to teachers during the second week of in-service around August 10th. All TIA allotment funds are spent by August 31st.	

PART B: GENERAL SPENDING PLAN AND BOARD APPROVAL	
1. What is the rationale for the distribution of allotment funds, and how does this align with district goals?	Recruit, reward, and retain quality staff aligns with the district's vision and mission of providing high quality instruction to every student every day . The designated teacher has the greatest responsibility and impact for student outcomes therefore it is appropriate that they receive a significant portion of the funds (80%) that they generated due to their effectiveness. Supporting non-designated teachers and student-facing paraprofessionals play a crucial role and contribute to the student growth therefore the compensation for their role is 10%.
2. How and when will teachers receive TIA compensation? (If splitting the allotment among designated teachers and other teachers on the campus, please specify the plan for both.)	The first year, LVISD distributed the allotment to teachers in a single lump-sum in May (2023). In subsequent years, the district split the Designated Teacher allotment into two payments. The larger (80% of the 80%) is awarded to the designated teacher at the End-of-Year celebration at the end of May as a REWARD. The remainder or 'settle-up' payment (20% of the 80%) is paid out at the start of the school year RETENTION during in-service (approx. August 10th). The 10% paraprofessionals and support personnel who supported the designated teacher receive a one lump sum (REWARD) during the End-of-Year ceremony in May. The 10% allocated is divided equally among those supporting the teacher (interventionists, classroom aides, etc). A paraprofessional assigned fulltime to a designated teacher will receive the full 10% of the designated teacher's incentive allotment.

3. The district understands that the school board must approve a budget that includes the expenditure of TIA funds prior to spending the allotment.	Yes
4. When (Month and Year) does the district expect the school board to approve a budget that includes the expenditure of TIA funds? Note, this is not required to occur prior to application submission.	May 2026
PART C: MOVEMENT OF TEACHERS	
What is the district's plan for adjusting the distribution of funds if a designated teacher leaves the eligible campus/district after Class Roster Winter Submission?	If a La Vega designated teacher retires, the full 80% earned designation funds will be awarded. The retiring teacher will receive 80% of the 80% in May at the award ceremony. The final "settle-up" payment will be sent to the retiree in June at the conclusion to the contract. For teachers who leave La Vega at the end of their contract, or have their contract nonrenewed, 100% of the designated funds will be forfeited. Designated teachers who move within the district to other campuses will receive their full 80% stipend value that was determined at the time of their location at Winter Class Roster submission,.
4. How will the district spend the funds that would have gone to the TIA designated teacher who left the district after Class Roster Winter Submission (i.e., teachers who generated an allotment but whose funds the district is retaining?) Note: 90% must be spent on teacher compensation on the	If the designated teacher leaves the campus to another campus within the district, the designated teacher will receive the TIA value based on the location at the time of the Winter Class Roster submission. In the event a designated teacher leaves the district after the Class Roster submission and before the end of the school year, the teacher will forfeit all funds. The funds will be used to provide professional development, provide support staff and paraprofessionals the 10% for supporting the teacher, training on HQIM, RBIS, assessment and or curriculum support or assessments specific to the campus and teachers engaged in the innovative strategic staffing model. The innovative staff includes teacher residents, multi-classroom leader teachers, master team reach teachers, team reach teachers, and reach associates. All funds will be distributed before August 31 of each year.