

Teacher Incentive Allotment (TIA)

2026-2027
District
Guidebook



Odem-Edroy
INDEPENDENT SCHOOL DISTRICT



Website
www.oeisd.org



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District Profile

Odem-Edroy ISD is home to 928 students served on four campus, which includes Odem High School, Odem Junior High, Odem Intermediate, and Odem Elementary. Odem-Edroy ISD is dedicated to providing a high-quality education to all students and is committed to transparency, community engagement, and student success.

District Goals:

Goal 1: OEISD will maintain rigorous standards of achievement to improve and sustain student academic growth.

Goal 2: OEISD will pursue meaningful engagement with parental, business, and community stakeholders aimed at increasing student performance.

Goal 3: OEISD will ensure all students will have skilled teachers, effective leadership and support staff, and sufficient resources to support high levels of achievement.

Goal 4: OEISD will ensure all students will have a safe, supportive, and highly effective learning environment.

Vision & Mission



Vision

Excellence by all Measures

Mission Statement

Empower Students to be Active Leaders with an Unlimited Future.

Teacher Incentive Allotment (TIA) Narrative



Why is Odem-Edroy ISD pursuing the Teachers Incentive Allotment?

Odem-Edroy ISD is committed to providing the best opportunities and tools for both our students and our teachers, with the goal of graduating confident, future-ready leaders who are prepared to engage the world with confidence. To accomplish this work, we must be intentional and maintain clarity in our direction. This clarity is achieved through ongoing discussion, thoughtful evaluation, and revisiting our goals and strategic plan. Through continuous and intentional planning, we are able to adjust our path, strengthen our approach, and ensure we reach our destination—**Excellence by All Measures.**



TIA Designations

The TIA provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work of Ingleside ISD's teachers. This will not replace the district's current pay structure. A stipend, paid with funds received from TEA, will be issued to those who are eligible for compensation under TIA. The TIA payment is credited in the Teacher Retirement System (TRS) and will be used in retirement benefit calculations.

A teacher is eligible to receive additional compensation in the amounts of \$3,000 - \$36,000 per year while continuing to apply their skills in the classroom. The TIA designation system is calculated based on the weighted combination of the Texas Teacher Evaluation and Support System (T-TESS) teacher appraisal system (50% of the composite score), and student growth outcomes (50% of the composite score). Based on the final TIA score, teachers can earn a TIA designation of Master, Exemplary, Recognized, or Acknowledged.

Master Teacher

Designation awards between \$12,000-\$36,000 additional funding to eligible teacher salary

Exemplary Teacher

Designation awards between \$9,000-\$25,000 additional funding to eligible teacher salary

Recognized Teacher

Designation awards between \$5,000-\$15,000 additional funding to eligible teacher salary

Acknowledged Teacher

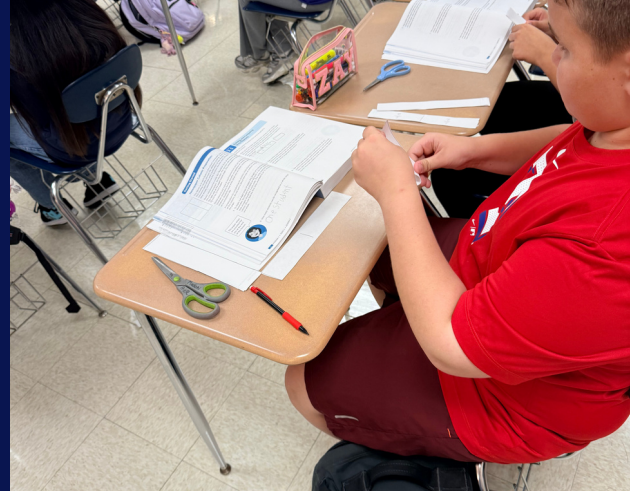
Designation awards between \$3,000-\$9,000 additional funding to eligible teacher salary

National Board Certified Teacher (NBCT)

Grounded in the NBCT's Five Core Propositions that describe what teachers should know and be able to do, the certification process is designed to collect standards-based evidence of accomplished practice. Teachers are certified based on standards set by the NBCT. NBCT is a voluntary advanced professional certification for PK-12 educators created by teachers for teachers. Teachers who hold an active NBCT automatically earn an Acknowledged TIA designation.

Note: TIA is a state funded initiative; therefore, the funding of any designations is contingent upon state appropriations and approval through the State's TIA review process. Odem-Edroy ISD will not be responsible for funding TIA initiative if State funds become unavailable. Odem-Edroy ISD will provide written notice to teachers upon learning of any lapse, reduction, or discontinuation of TIA funds from the State.

Teacher Incentive Allotment (TIA) Implementation



Teacher Incentive Allotment Implementation

Odem-Edroy ISD submitted its initial TIA application in the spring of 2026, which was approved in June 2026. This approval placed Odem-Edroy ISD in Cohort I, with the initial data capture and implementation year designated as 2026-2027.

Teacher Incentive Allotment Eligibility

Teachers are eligible to earn a designation by meeting the requirements detailed below:

- teaching in an eligible teaching assignment at a TIA eligible campus at the time of snapshot and at the winter class roster submission;
- remaining in an eligible teaching assignment the following school year at the time of data submission;
- earning a creditable year of service in Odem-Edroy ISD in a position with a Public Education Information Management (PEIMS) role ID code of 087 for at least 90 days at 100% of the day or **180 days at 50–99% of the day**; and
- being appraised by T-TESS and scoring a rating of proficient (3) or higher across all dimensions in Domain 2: Instruction and Domain 3: Learning Environment.

Teachers working at a TIA-designated campus must participate in T-TESS and the student growth measurement component to be eligible for the TIA program.

Teachers who qualify for a TIA designation while in an eligible teaching assignment will maintain their designation of Master, Exemplary, Recognized, or Acknowledged for five continuous years. Teachers who achieve one of the three TIA designations and meet performance standards may be put forth a new designation within the five-year period. Once the designation expires, it will be removed from the SBEC certificate and TIA funding will stop. TIA designations will be placed on the teacher's SBEC certificate and will not specify a certification area subject/grade level. A teacher may change teaching assignments and still generate the allotment funding. The same applies to NBCTs.

Positions that do not have a PEIMS coding of 087, including paraprofessionals, curriculum coordinators, instructional coaches, counselors, and administrators are not eligible for TIA designations.

Performance Standards-Weighting (60%)

The District will use performance standards along with the District teacher observation, and student growth data to determine which teachers qualify for designations. Part of the validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation, and student growth measures.

Teacher Observation (40%)

To implement TIA, House Bill 3 required the setting of performance and validity standards to ensure that the identification of highly effective teachers under the four designation categories - Master, Exemplary, Recognized, and Acknowledged yielded reliable and comparable results across the state. TIA designations are determined based on the TIA score, a weighted combination of the teacher appraisal composite score, and student growth composite score. TIA emphasizes Domain 2 (Instruction) and Domain 3 (Learning Environment) of the T-TESS evaluation.

The following table shows the average summative scores across T-TESS Domain 2 and Domain 3 to achieve each level of designation (Master, Exemplary, Recognized, and Acknowledged). For a teacher to be eligible to be submitted for a new or higher designation, that teacher must at least meet the district performance standard or higher across all reported dimensions in Domain 2 and Domain 3.

Percentile	Average Summative Scores for Domain 2 & 3
90th (Master)	4.5
78th (Exemplary)	3.9
74th (Recognized)	3.7
70th (Acknowledged)	3.5

Note: Using state summative T-TESS data gathered from the 2019-2020 school year, average summative scores are identified by the State. The average summative scores for each designation level will vary for each data capture year, depending on the baseline data gathered for teacher summative scores throughout the State. More information can be found in TEA's Teacher Observation Performance Standards (See Appendix C).

What is TIA?

The Teacher Incentive Allotment (TIA) was created by the Texas Legislature as part of House Bill 3 to provide a realistic pathway for top teachers to earn six-figure salaries and to help attract and retain highly effective teachers at traditionally hard-to-staff schools. There are two pathways to earning a designation, National Board Certification and the Local Designation System.

TIA was established with the goal of providing outstanding teachers an accessible pathway to a six-figure salary. Unlike previous education programs, the Teacher Incentive Allotment is not a grant. Through approved local designation systems, districts can identify and designate outstanding teachers based on student growth and classroom observation. Employing designated teachers generates extra funding for districts to reward and retain top performers.

Designations are distinctions awarded to highly effective teachers. There are four levels of designation: **Acknowledged, Recognized, Exemplary, and Master.**



\$3K-\$9K

Acknowledged

designations represent
the top 50% of Texas
teachers



\$5K-\$15K

Recognized

designations represent
the top 33% of Texas
teachers



\$9K-\$25K

Exemplary

designations represent
the top 20% of Texas
teachers



12K-\$36K

Master

designations represent
the top 5% of Texas
teachers

A district local designation system can designate teachers at any level. Teachers with an active National Board Certification may be designated as Acknowledged by the Texas Education Agency (TEA).

Districts receive an annual allotment for each eligible designated teacher they employ. Allotments are based on the teacher's designation level and campus of employment, with greater funding for high-needs and rural campuses. Districts may use TIA funds to incentivize effective teachers to remain in the classroom and prioritize high-needs campuses.

Teacher Observation Component

The Teacher Incentive Allotment (TIA) local designation system requirements must include a teacher observation component. In Odem-Edroy ISD, teachers are appraised using the Texas Teacher Evaluation & Support System (T-TESS). T-TESS is the state-approved teacher evaluation instrument, which is tied to TEA's Educator Standards. Odem-Edroy ISD's T-TESS is comprised of four domains and 16 dimensions, T-TESS is a model for providing teachers with ongoing, timely feedback and establishing a culture of continuous improvement. Detailed information can be found on the T-TESS website.

Among T-TESS requirements, Odem-Edroy ISD TIA guidelines requires at least one formal observation, **(insert district observation expectations HERE)** example: a minimum of 45 minutes in length and two scored walkthrough observations. This data is used to determine T-TESS summative scores.

Teacher Observation and TIA Designation

For the purposes of TIA, the District will focus on Domain 2 (Instruction) and Domain 3 (Learning Environment) because these domains correspond with observable teacher and student behaviors for which appraisers can look during teacher observations and walk-throughs. Within Domains 2 and 3, each dimension is rated on a scale of 1-5: 1 (Improvement Needed), 2 (Developing), 3 (Proficient), 4 (Accomplished), and 5 (Distinguished). These numerical values from Domains 2 and 3 are averaged to determine the T-TESS weighted composite score.

Master teacher designations require an average summative score in the 90th percentile of T-TESS scores across the State. Exemplary teacher designations require an average summative score in the 78th percentile across the State. Recognized teacher designations require an average summative score in the 74th percentile of scores across the State. Acknowledged teacher designations require an average summation score in the 70th percentile of scores across the state. An explanation and examples at the State level are available on the State's TIA website. The total average summative score accounts for 60% of the TIA score that will be used to determine teacher eligibility for TIA designation.

Teachers who are on assigned campuses and working in the district must have both a teacher observation score and a student growth score. That is, teachers working in TIA designated campuses (all Odem-Edroy ISD campuses) must be observed using the T-TESS observation tool every school year.

Appraiser Calibration

To maintain the integrity of the system, a strong emphasis is placed on the calibration of T-TESS appraisers. Ensuring that scores assigned by appraisers are accurate and comparable helps to maintain the reliability and validity for all teachers observed. Creating accurate and fair assessments of teacher practices and instituting measures for evaluating the ongoing quality of the T-TESS appraiser process contribute to the fidelity of the instrument. As such, minimum calibration procedures have been built into the T-TESS appraiser certification process.

After completing the initial three-day T-TESS appraiser training, appraisers are required to take and successfully pass the T-TESS appraiser certification exam, which requires appraisers to calibrate to the T-TESS rubric and the state standards. T-TESS appraisers must recertify every year for three years. After three consecutive years of certification, the appraiser is required to take and pass the T-TESS appraiser certification exam once every three years to maintain certification. In addition to the minimum calibration procedures required by the T-TESS system, the District has implemented additional calibration procedures for identified TIA campuses to ensure ongoing calibration among appraisers and campuses.

Each year, all appraisers at TIA designated campuses conduct co-walkthrough observations with an appraiser from another campus within the District, using the District-approved T-TESS walkthrough forms in the district's data management system appraisers compare and discuss ratings for each dimension within Domains 2 and 3. In cases where appraisers do not arrive at the same rating for each dimension, additional training and support will be offered.

Student Growth (40%)

The student growth component comprises 40% of a teacher's designation. ODEM-Edroy ISD has chosen Pre-test/Post-test as the student growth for all the eligible courses. This Student Growth Measure has been found by the State to be both valid and reliable.

Pre-Test/Post-Tests

Pre-tests and post-tests involve the administration of a beginning-of-year (BOY) pre-test, administered within the first 9 weeks of the school year, and an end-of-year (EOY) post-test, administered during the last 12 weeks of the school year, both of which are aligned to the standards of the course. Districts must select or create pre-tests and post-tests aligned directly to the course standards in which the teacher is providing instruction. Standards can be based on TEKS, the College Board AP standards (for AP courses), or other approved state or national standards such as National Council on the Teaching of Mathematics (NCTM) standards, American Council on the Teaching of Foreign Languages (ACTFL) standards, or CTE industry standards. The instrument must assess student proficiency in the standards of the course with questions that represent an appropriate level or range of levels of rigor for the course.

Districts can choose to use the expected growth targets that come with a third-party test (when available) or set expected growth targets locally at the district level. If using the expected growth targets from a third-party test, districts must ensure the third-party uses a valid and reliable method for calculating expected growth.

Pre-tests and post-tests must have a set administration window and standardized guidelines to ensure validity and reliability. All tests must be kept secure prior to administration, while testing is taking place, and during the scoring process. Annual training should be provided to all test administrators and proctors.

For all options, districts are required to ensure that each assessment:

- Aligns with the standards of the course tied to the eligible teacher
- Allows for setting an individual student growth target between the pre-test and the post-test
- Follows state and district guidelines for administration and scoring security
- Contains questions representing an appropriate level of rigor and range of question levels
- Accurately measures what is taught over the course of the year

To be eligible for a TIA-designation, teachers must earn a student growth performance standard. The District has elected to adjust TEA’s state-wide student growth performance standards to the following measures:

Master	Exemplary	Recognized	Acknowledged
70% of students meet or exceed expected growth	60-69% of students meet or exceed growth	55-59% of students meet or exceed expected growth	50% of students meet or exceed expected growth

Odem-Edroy ISD – Local Designation System



Cohort I Designation Cycle and Scoring

For a first-year participant in the District's local designation system, the designation cycle is a two-year process. The first year is referred to as the data capture year, in which teacher performance and student performance data will be collected. Based on scoring models outlined in the local designation system, if the teacher is deemed to have earned a designation, they will then move on to the second year of the cycle. During the second year, designations will be submitted to TEA for review. Once approved, allotment funding will be distributed. There are specific set points throughout the designation process where certain criteria/eligibility must be maintained to receive allotment funding.

TIA designations are based on the final TIA score. This score is calculated using a weighted combination of several components: the T-TESS evaluations for Domain 2 and Domain 3, which account for **60%** of the composite score, and the student growth measurement, which makes up **40%** of the composite score.

To assess the annual eligibility of teachers for a TIA designation, the district will conduct an end-of-year data analysis. The following steps will be taken:

1. The classroom roster will be established based on the assignments recorded at the time of the TEA submission in February.
2. The district will collect the summative T-TESS data.
3. The district will calculate the student growth composite score.
4. Based on this information, the teacher designation will be recommended according to the final TIA score calculated by the district in line with the local designation system.

If performance criteria are met, a TIA designation is submitted to TEA for data review; pending TEA data validation, the TIA designation is attached to the teacher's Texas teaching certificate for a period of five years. If performance criteria are not met, a TIA designation is not submitted to TEA.

Designation Calculation & Score Cut Points

The final TIA score for designation is calculated as follows: **60%** comes from the T-TESS composite score, and **40%** from the student growth composite score. After calculating the TIA score, the designation is determined based on the overall score.



OEISD: Local Designation System

The local designation system in Odem-Edroy ISD includes the following components:

Teacher Observation based on T-TESS:

Teachers in the TIA Eligibility Categories will receive a full formal observation and five scored walkthroughs. The score for the Teacher Observation Component will be calculated at the end of the year by taking the average of all scored dimensions in Domains 2 and 3 taken over the course of the year including scores on all the scored walkthrough observations as well as scores on the formal observation.

Student Growth Measures:

In 2026-2027, the growth measures used will be:

- 4th-8th grade English Language Arts and Math; Algebra I; English I & II
 - The district will use the students' Previous Year STAAR scores for the BOY assessment and the current year STAAR scores for the EOY assessment
- 3rd grade English Language Arts and Math; 5th grade Science; 8th grade Science and Social Studies; Biology; US History
 - The district will use STAAR Released Test for the BOY assessment and the current year STAAR scores for the EOY assessment





Local Designation System

TIA Evaluation Frequency

Evaluation of teacher eligibility for a TIA designation is considered annually. This means that every year a teacher receives a T-TESS evaluation and has available student growth measure data, the teacher's TIA score will be calculated and the teacher has an opportunity to meet TIA eligibility:

- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.

More information can be found in TEA's [Teacher Observation Performance Standards document](#) and [Student Growth Performance Standards](#).

Final District Standards are subject to change.

The District's Teacher appraisal and student growth outcomes are reviewed alongside the State's Performance Standards as well as available State and National Data to determine the district's final TIA decisions for Observation and Growth, as well as the inclusion of minimum performance requirements.



TEACHER EVALUATION

Requirements for Designations

The Texas Teacher Evaluation & Support System (T-TESS) is the state-adopted teacher appraisal instrument. T-TESS includes three components aimed at capturing the holistic nature of teaching and developing teacher habits of continuous improvement:

1. Goal setting and professional development plan;
2. Pre-conference, observation, and post-conference (i.e., appraisal cycle); and
3. Student growth

For the Texas Incentive Allotment(TIA), Odem-Edroy ISD calculates T-TESS dimension scores and an average score for the 8 Dimensions in Domains 2 and 3 of T-TESS.

Dimension Scores

There are eight dimensions in Domains 2 and 3 on the T-TESS rubric:

Instruction (Domain 2)

- Dimension 2.1 Achieving Expectations
- Dimension 2.2 Content Knowledge and Expertise
- Dimension 2.3 Communication
- Dimension 2.4 Differentiation
- Dimension 2.5 Monitor and Adjust

Learning Environment (Domain 3)

- Dimension 3.1 Classroom Environment, Routines, and Procedures
- Dimension 3.2 Managing Student Behavior
- Dimension 3.3 Classroom Culture

Each dimension is scored on a scale of 1-5 in the order as follows:

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



STUDENT GROWTH MEASURES

Requirements for Designations

Student growth is calculated for all students that have a TIA-designated fall and spring assessment. Student growth performance is associated with individual teachers based on the following enrollment criteria:

- Teacher of record at beginning of year (Fall Submission)
- Teacher of record at end-of-year assessment (April/May)

Student growth will be calculated at the teacher level, combined across all eligible assessed content areas for which the teacher has assigned teaching responsibilities.

Student Growth Instrument

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

- STAAR is used for grades 3rd-8th grade English Language Arts and Math; 5th grade Science, 8th grade Science and Social Studies; Algebra 1, English I & II, Biology, and US History

Calculating Student Growth

For STAAR Academic Measure, student growth is calculated by the state as the percentage of students who meet or exceed their projected growth from the prior year STAAR administration (October snapshot of students in a teacher's class) to the spring (EOY) administration.

The number of students meeting growth expectations and the number of assessed students, are combined to determine the collective percentage of students meeting (or exceeding) growth.

Additional Student Growth Calculation Considerations:

- Bilingual Students: If a student is tested in multiple languages for an assessment, the language of higher performance is used.
- Students who are double-blocked for a course, for example, a student who is scheduled for two math courses, will only count once for a teacher. If the student had a different teacher for the two math courses, the student would be included in both data sets.

Additional Teaching Assignment Eligibility:

- Special education inclusion teachers: Rosters are collected and verified with Principals. Academic assessment data is used for the SPED inclusion teacher.
- Dyslexia teachers: Rosters are collected and verified with Principals. Reading/Language Arts assessment data is used for the Dyslexia teacher.
- Resource teachers: Teacher of Record. Rosters are used for student eligibility.
- Academic Intervention teachers: Rosters are collected and verified with Principals. Academic assessment data is used for the intervention teacher.



STUDENT GROWTH MEASURE INTEGRITY

Student Growth Measure Security and Confidentiality

Maintaining the security and confidentiality of student growth measures helps to ensure that student performance is accurately measured as a part of Odem-Edroy ISD's TIA system. To maintain student growth, measure security and confidentiality:

- Student growth measure test content should not be shared/discussed
- Student growth measure test administration procedures should be followed exactly as provided by the test provider
- Student growth measure test materials or student products shall be maintained in a secure location before, during, and after test administration
- Students must be actively monitored during student growth measure test administrations
- Students may not receive assistance to complete student growth measures, beyond what is allowable by the test provider or prescribed by a governing student committee, as applicable to standardized assessment programs (e.g., STAAR, ARD, LPAC, 504, etc.).
- Suspected educator misconduct must be reported promptly.

Serious Student Growth Measure Testing Violations

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

- Directly or indirectly assisting students with responses to test questions
- Tampering with or falsifying student responses
- Discussing or disclosing test content or student responses, except as needed for data analysis and/or instructional decision-making
- Duplicating, recording, or electronically capturing test content or student responses, unless authorized to do so by the test provider
- Exempting or preventing a student from participating in student growth measures
- Failing to implement sufficient procedures to prevent student cheating
- Encouraging or assisting an individual to engage in any conduct described above
- Failing to report an individual who has engaged in or is suspected of engaging in any conduct described above.

Data Submission

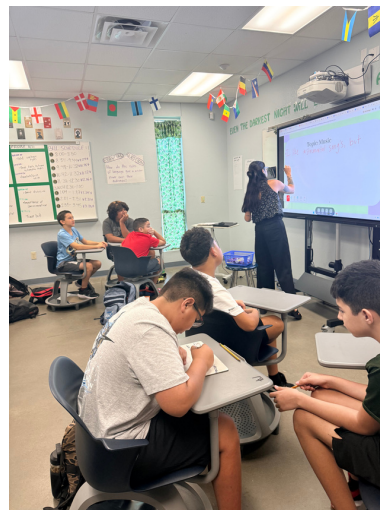
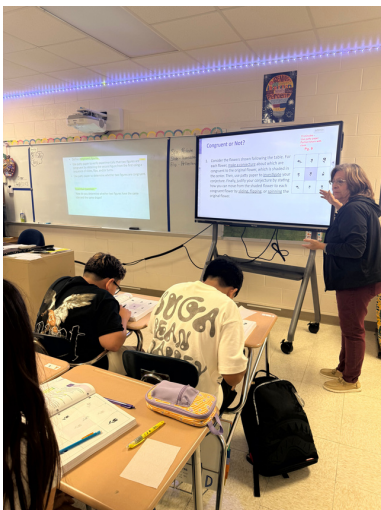
The District will collect data to determine teacher TIA designations during the 2026-2027 data capture year. TIA data and designation recommendations will be submitted to TEA for validation of all eligible TIA teachers in October following the data collection year. To have TIA data and a designation recommendation submitted to TEA, the teacher must continue to be employed in a teaching role (087) position in Odem-Edroy ISD and remain in an eligible teaching assignment. For a teacher to be eligible to be submitted for a new or higher designation, that teacher must have a rating of proficient (3) or higher across all reported dimensions in Domain 2: Instruction and Domain 3: Learning Environment.

Calculating the Final TIA Score

After compiling the summative T-TESS scores, classroom student growth scale scores, and core leadership practices, the District will enter all data into the Texas Education Agency document, which will calculate a final TIA score for each eligible teacher. The Texas Education Agency will then determine whether a teacher reaches a score for a TIA designation.

After receiving TEA approval, TEA will notify the District in the spring of 2027 of the specific allotment amounts by designation level at each campus in the District. The District will notify the teachers if their recommended designations have been approved or denied by the State in the spring of 2027. TIA compensation will be awarded to teachers in August of 2027. NBCT data will be tracked by the District as well. TEA will provide a list of the NBCTs in the spring of 2027. NBCTs will automatically receive the designation of Recognized, unless the teacher reaches a higher designation level under the District's locally designed system.

The District will request that teachers currently employed with the District notify Human Resources upon completion of NBCT. The teacher will be required to show proof of active NBCT certification and must teach in an eligible position at the time of submission to be recommended for a designation.



TIA Eligible Courses for 2026-2027

Eligible Courses

English Language Arts - Grades 3-8

Math - Grades 3-8

Science - Grade 5

Science - Grade 8

Social Studies - Grade 8

Algebra I

English I & II

Biology

US History



Spending Plan

State Requirements for TIA Funding

Funding for teachers designated as Recognized, Exemplary, and Master under the Teacher Incentive Allotment (TIA) will flow from the state to Texas school districts. The statute requires that 90 percent of the funds earned through the district's local designation system be spent on teacher compensation on the campus where the designated teacher works. TEC Section 48.114 (i)(1)(A) states that: "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 at the campus at which the teacher for whom the district received the allotment is employed."

The statute states that TIA funds are not considered a property right. The district should spend no more than 10 percent of TIA funds at the district level to support the rollout and implementation of TIA. The state will calculate rural and socio-economic tier funding status annually based on student enrollment. Allotment funds will be based on the socio-economic status of the campus and not the individual students assigned to the designated teacher. If a designated teacher moves campuses from one school year to another, the allotment that the designated teacher generates will be recalculated based on the new campus's rural and socio-economic tier funding status.

Teacher Designation Award Amount Determinations

The funding available from the Teacher Incentive Allotment varies by designation. The exact amount of funding per teacher is determined by a formula that takes into account the designation earned, the level of socio-economic need at the teacher's assigned campus, and whether the campus is rural. Funding for a Acknowledged designation ranges from \$3-9K, Recognized designation ranges from \$5-15K, Exemplary designation ranges from \$9-25K, and Master designations range from \$12-36K.



Distribution of Compensation

Statute requires that 90% of TIA funds be distributed directly to teachers at the campus where the designated teacher is employed at the time the TIA funds are allotted.

- Odem-Edroy ISD will distribute the required 90% to TIA designated teachers.
- The district will retain 10% of the allotment funds and will utilize the funds to purchase assessments from third-party vendors, onboarding/training new teachers, and providing professional development/training to help teachers earn a designation.

Frequency of Compensation

TIA compensation is an annual allotment provided by the State and is subject to the availability of state funding allocations.

- In year one, the district will issue a single payment by August 31st to designated teachers. In subsequent years, the district will issue a single payment to designated teachers by July 31st.
- TIA designated teachers will receive TIA compensation annually based on their TIA designation. All funds will be expended by August 31st annually.
- Funding for their designation will be determined based on their campus of assignment at the time of the Winter Class Roster.
- TIA compensation stipends for designated teachers will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits. TRS benefits are subject to TRS rules and regulations.

Rationale for the Distribution of Allotment Funds

The rationale for the distribution of TIA funds is to reward the most effective teachers in the district.

TIA is strongly aligned to primarily address the goals of the district's strategic plan, which notes that the district will:

- attract, develop, retain, and sustain the highest quality talent for our classrooms and schools.
- Sustain longevity for top-tier teachers in the district with supplemental pay.
- attract quality talent by offering a competitive salary in a small learning environment.
- Align financial plans and budgetary expenditures to support student learning and teacher performance pay.

Impact of Compensation

TIA compensation stipends will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits. TRS benefits are subject to TRS rules and regulations.

Movement of Designated Teachers

- If a Designated Teacher leaves the district or retires before Winter Class Roster Verification (generally in February of each school year), Odem-Edroy ISD will not receive allotment funding for the designated teacher and therefore, no TIA compensation will be given to that teacher.
- If a Designated Teacher moves between campuses within Odem-Edroy ISD during the school year, Odem-Edroy ISD will provide TIA compensation to the Designated Teacher based on the campus where the Designated Teacher was assigned during the Winter Class Roster.
- If a Designated Teacher moves into the district before Winter Class Roster Verification, the Designated Teacher will receive TIA compensation based on the campus where the Designated Teacher was assigned during Winter Class Roster.
- Designated teachers who retire and complete the school year will receive a one-time payment in July. Designated teachers who leave the district after their contract ends, break their contract, or retire before the end of the school year (but after winter submission) will not receive their allotment payout. The district will redistribute the allotment generated by the designated teacher(s) who left the district after the Class Roster Winter Submission to other designated teachers on the campus where the designated teacher worked by July 31st.
- A designated teacher leaving the district after the Class Roster Winter Submission (last Friday in February) due to termination will not receive their stipend. If the designated teacher is terminated before May, their share of the allotment will be redistributed to the campus of the terminated teacher.
- Odem-Edroy ISD cannot recommend a teacher to the state for a TIA Designation if they do not remain in an eligible teaching position the year following the data capture year. For example, if a teacher is designated because of data collected in the 2026-27 school year, but the teacher moves into an Assistant Principal position in the 2027-28 school year, that teacher cannot be put forth for a designation because they are no longer serving in an eligible teaching position.

Note: *If a TIA Designated Teacher is not employed by Odem-Edroy ISD at the time of Winter Class Roster (typically in February of each year), then Odem-Edroy ISD will not be responsible for paying TIA compensation to the Designated Teacher. For a Designated Teacher to receive TIA compensation, the Designated Teacher will need to work with their new Texas school district or charter school to be compensated under TIA. In this case, the amount of funds earned under TIA would follow the new district's TIA spending plan and allotments provided by the state for the particular campus based on "rural/non-rural" and "economically disadvantaged" Tier status.*

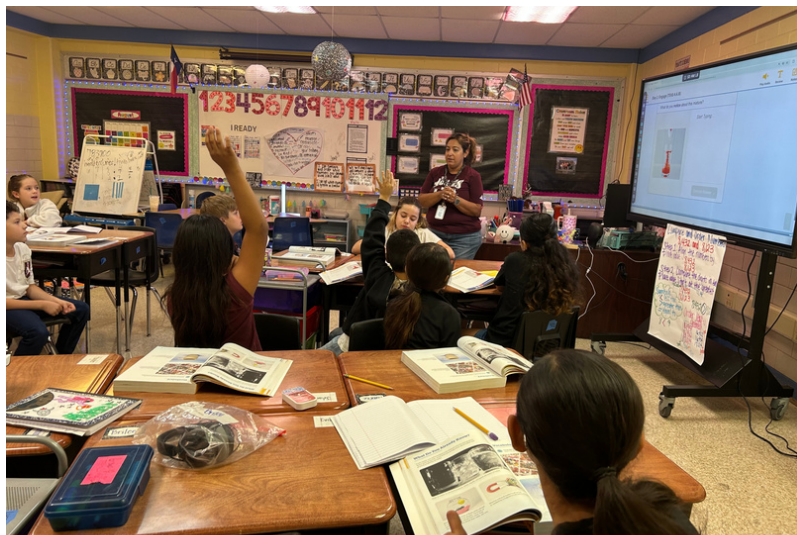
Board Support

The Board of Trustees has acknowledged its support of the district taking the actions necessary to participate in the Teacher Incentive Allotment Program, including submitting an application, submitting a plan, and engaging in the plan development process with the State of Texas.

The district's compensation plan is approved annually by the Board of Trustees. TIA compensation is included in the district compensation plan. The Board of Trustees will approve the expenditure of TIA funds as part of the annual budgeting process in August of each year. The district may propose a budget amendment to the Board of Trustees in April or May of each year after the final allotment is determined for the district by the state.

National Board Certification

The district will request that teachers currently employed with the district notify the HR department upon completion of National Board Certification. For new hires, this will be a question asked during the intake process. The teacher will be required to show proof of active status with the NBPTS' National Board Certification.



District Support

Odem-Edroy ISD has collaborated with district leaders, campus leaders, and teachers to communicate the Teacher Incentive Allotment designation system.

At the beginning of each school year, Odem-Edroy ISD will conduct new faculty presentations about the TIA plan and share the eligibility requirements, eligibility assignments, the required T-TESS teacher appraisal system observations, student growth measures, and core leadership practices that will comprise the final TIA score for designation. Any updates to the District's TIA plan will be communicated to stakeholders throughout the school year. Odem-Edroy ISD will ensure that there is a system of ongoing support through the Human Resources Department for the TIA plan.

The District is committed to ensuring district appraisers remain calibrated across the District. In addition, the District's finance team will play a role in the TIA system to ensure the budget is aligned with managing the allotment of funds the district receives from the State.

The TIA Administrative Committee will ensure a tracking system is in place to track the teacher observation data along with the student growth measurement data. The District's goals are to recruit, retain, and reward the teachers at our campuses. Odem-Edroy ISD thanks all educators for their continued dedication to the teaching profession and to the students in Odem-Edroy ISD.



Glossary

Allotment - The funding available from the Teacher Incentive Allotment (TIA) varies by designation and campus where the designated teacher works. The exact amount of allotment funding per teacher is determined by a Texas Education Agency (TEA) formula that considers the level of socioeconomic need at a campus and whether the campus is rural. Please visit the TIA TEA website for more information regarding TIA allotments.

Cohort F Designation Cycle- Odem-Edroy ISD is a part of Cohort I designation cycle. The first year is referred to as the data capture year in which teacher performance and student performance data will be collected. Based on scoring models outlined in the local designation system, if the teacher is deemed to have earned a designation, they will then move on to the second year of the cycle. During the second year of the cycle, designations will be submitted to TEA for review and approval. Districts must submit a renewal application for approval every five years.

Data Capture Year-The school year in which a district collects teacher effectiveness data by its local designation plan is called the data capture year.

Local Designation System Requirements-House Bill 3 provides districts with local control and flexibility in choosing how to evaluate teachers and assign designations. At a minimum, the designation system must include both a teacher observation and a student performance component.

National Board Certified Teacher (NBCT)-National Board Certification is a voluntary, advanced professional certification for PreK-12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. National Board Certification was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide. Holding a NBCT on your Texas teaching certificate automatically generates a Recognized designation if coded in a Teacher Role ID of 087.

PEIMS Code 087-A professional employee who is required to hold a valid teacher certificate or permit in order to perform some type of instruction with students. Districts may only submit teachers for designations if they are coded in a Public Education Information Management System (PEIMS) Teacher Role ID of 087.

Performance Standards-To implement TIA, House Bill 3 also requires the setting of “performance and validity standards” to ensure that the identification of highly effective teachers under the four designation categories – Master, Exemplary, Recognized, and Acknowledged – yields reliable and comparable results across the State. Districts will be expected to use performance standards along with district teacher observation and student performance standards to determine which teachers qualify for designations.

Rural-Designated teachers who work on rural campuses will generate greater allotments. Campuses are designated as rural by the State.

Snapshot-The PEIMS Fall snapshot (as-of) date is an annual submission required by TEA to report all students served and staff employed on the designated date. The PEIMS Fall snapshot date is designated as the last Friday in October.

Socio-Economic Status-The campus’s socio-economic tier will be recalculated annually by TEA, given that a school’s student enrollment changes yearly. As a reminder, this calculation uses the home address of the student who attends a particular campus. Allotment funds for each designated teacher will be based on the campus and not the individual students assigned to the designated teacher. Teacher designations each have a base allotment amount and a multiplier rate based on each specific designation level: Master, Exemplary, Recognized, or Acknowledged. Each student at the designated teacher’s campus is assigned a tier by the State, as determined by the census block of the student’s home address. Each tier carries a point value. Those point values are 0, .5, 1.0, 2.0, 3.0, and 4.0 (from least to most severe economic disadvantage). As the Tier designation increases, so does the need. This is different than how the campus’s economically disadvantaged students are counted in the state assessments accountability. For more information on how the TIA allotment fund is calculated, visit the TEA Teacher Incentive Allotment website.

Student Growth Measure-Assessments approved on the State Commissioner’s list to measure how much progress students make from year to year.

Student Growth Performance Standards-The percentages below are the District’s performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.

- Master teacher-70% or higher of students reaching expected or accelerated growth
- Exemplary teacher-60-69% of students reaching expected or accelerated growth
- Recognized teacher-50-59% of students reaching expected or accelerated growth
- Acknowledged teacher - 50% of students meet or exceed expected growth

Teacher Designation-A designation is a distinction displayed on the teacher's Texas educator certificate. The four levels of designation are Master, Exemplary, Recognized, and Acknowledged.

Teacher Incentive Allotment (TIA)-House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, established an optional TIA with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses.

Teacher Incentive Allotment Funding-Teacher designations will generate annual allotment funds. Allotments are recalculated annually by the State. The allotment generated by a designation is tied to the designated teacher's campus assignment and is calculated based on the level of socioeconomic need and rural status. Allotment ranges for each level of designation are:

- Master: \$12,000-\$36,000
- Exemplary: \$9,000-25,000
- Recognized: \$5,000-\$15,000
- Acknowledged: \$3,000 - \$9,000

Teacher Observation Performance Standards-District's will be expected to use performance standards along with the District's teacher observation data to determine which teachers qualify for designations.

Texas Education Agency (TEA)-The TEA is the state agency that oversees primary and secondary public education. It is headed by the Commissioner of Education. TEA improves outcomes for all public school students in the State by providing leadership, guidance, and support to school systems.

Texas Teacher Evaluation & Support System (T-TESS)-Texas recommended appraisal process designed to evaluate classroom teachers and establish a system of ongoing support. T- TESS is comprised of 4 domains and 16 dimensions.

Winter Roster Submission Data-Winter Roster Collection is used to report data about course offerings, teacher demographics, teacher class assignments, student demographics, and student class enrollments.



**For information on Odem-Edroy ISD's
TIA Local Designation System please contact:
Yolanda Carr, Superintendent**