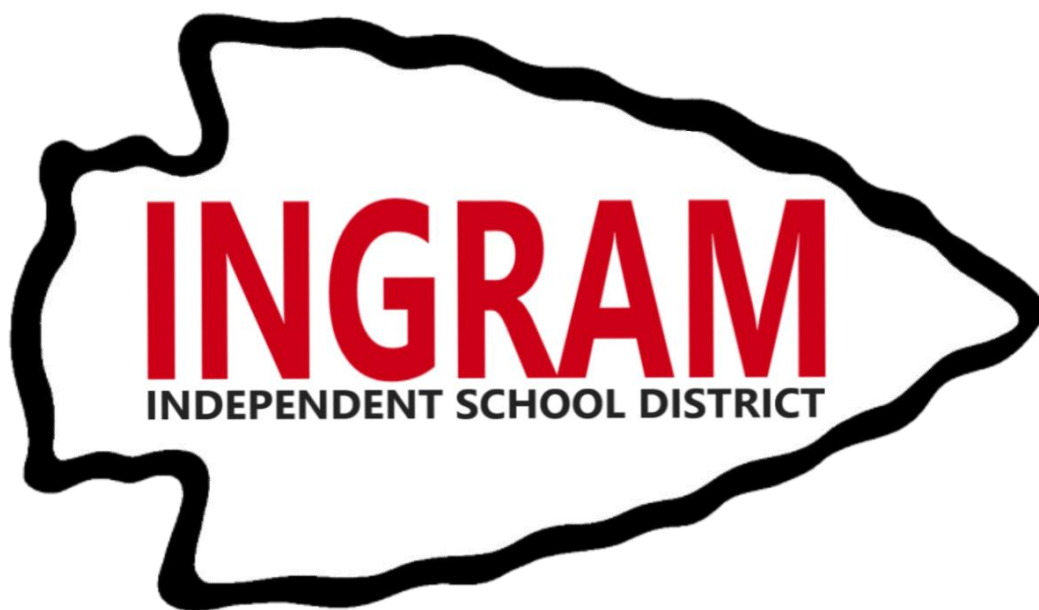


Teacher Incentive Allotment (TIA) & Evaluation Practices

2026-2027



TEACHERS ARE OUR MOST VALUABLE RESOURCE

Ingram ISD believes that our teachers are the most important school-based factor for improving student achievement. The Teacher Incentive Allotment (TIA) allows us to provide additional compensation to our most highly effective teachers.

Table of Contents

Teacher Incentive Allotment	4
Designation System Overview	4
What components will be part of a teacher's designation?	4
Who is eligible to earn a designation?	5
How long does the TIA designation last?	5
How is the TIA designation process different for some teachers?	5
Will the District pay my National Board Certification fees?	5
Designation Templates: Teacher Categories A, B, and C	6
Teacher Performance	7
What system is used to measure teacher performance?	7
Who developed T-TESS?	7
How are the four domains assessed?	7
Are some dimensions weighted more than others for TIA?	7
Teacher Performance: T-TESS Rubric	8
Teacher Performance: Observations	8
Micro Observations	8
How many micro observations will I receive?	9
Who conducts micro observations?	9
Will I receive feedback on micro observations?	9
Extended Observations	10
What is an extended observation?	10
Who conducts the extended observation?	10
Will I receive feedback on my extended observation?	10
Informal Observations	10
What is an informal observation?	10
Summary	10
Teacher Observation Types: Summary Chart	11
Teacher Performance: Summative Evaluation	11
How is my TIA total score for teacher performance derived?	11
Teacher Performance Rubric	13
How will I receive my summative evaluation?	14
Do all micros need to be conducted before I can receive my summative evaluation?	14
How will teachers' performance be accurately assessed no matter the evaluator assigned?	14
What if I disagree with my summative performance evaluation?	14
Student Outcomes	15
Which measures of student outcomes will be included in my evaluation?	15
What happens when students are assigned to my class after the school year (or semester) begins?	15
Student Outcomes: Calculation Tables	16
Formula for SLO Student Growth:	16
Student Outcomes: Growth Rubric	16

Designation Levels	16
How is the calculation determined for Designation?	16
Who reviews the data and determines designation?	17
What if I disagree with my TIA designation level?	18
Summary of Evaluation Process	19
TIA Compensation	20
How is the allotment determined?	20
Ingram ISD's 2023-2024 TIA Allotments from TEA	21
How much of the TIA will I receive?	21
Is the TIA compensation Teacher Retirement System (TRS) eligible?	21
Can my TIA compensation ever go down?	21
Will my TIA compensation ever go away?	21
Will stipends continue?	22

Teacher Incentive Allotment

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

The amount of state TIA Funding that Ingram ISD will receive is determined *each year* by 3 funding factors: 1) Teacher Designation Levels (Acknowledged, Recognized, Exemplary, or Master), 2) Socio-Economic Level of the students on the campus, and 3) the rural status of the campus. Due to these funding factors changing each year, the amount of TIA that a designated teacher receives will change each year based on the new TIA funding amounts.

Designation System Overview

What components will be part of a teacher's designation?

For *Category A and B* teachers, achieving designation consists of two components:

- (1) Teacher Performance (T-TESS micro-observations and extended observations)
- (2) Student Outcomes (Student growth using STAAR Annual Growth or SLOs/Portfolios – depending on teacher category)

Teachers with at least three years of classroom experience can earn a *Recognized* designation by achieving National Board Certification in the area where the teacher is currently assigned. National Board Certification *automatically* designates a teacher at the recognized level. The National Board Certification Exam (NBCE) consists of 4 components:

- (1) Content Knowledge
 - a. 3 written exercises
 - b. 45 selected response items
- (2) Differentiation in Instruction
- (3) Teaching Practice and Learning Environment
- (4) Effective and Reflective Practitioner

Important Notes about NCBE

Teachers must have been teaching for 3 or more years to be eligible.

Component 1 is completed at an authorized Assessment Center.

Components 2-4 are e-portfolios submitted through the teacher's NBCE account.

Teachers who have obtained National Board Certification can still achieve a higher designation by meeting the standards set for Category A and B teachers.

Who is eligible to earn a designation?

Teachers must be in at least their third year of classroom experience to be eligible to go through the designation process.

How long does the TIA designation last?

A teacher's designation is submitted to TEA and placed on the teacher's Texas Educator Certificate. The designation credential is valid for five years from the date of the designation.

How is the TIA designation process different for some teachers?

All teachers fall into 1 of 3 categories. The designation process for a teacher will be determined by their category. The table below summarizes the two teacher categories and the process used.

Teacher Category	Destination Criterion 1	Designation Criterion 2
Category A – Teachers who are the teacher of record in a STAAR/EOC tested subject that has a STAAR Annual Growth Measure	T-TESS Summative (Domains 2 & 3) 40%	STAAR Annual Growth Measure 60%
Category B – K-12 teachers who are not the teacher of record in a STAAR/EOC tested subject that has a STAAR Progress Measure	T-TESS Summative (Domains 2 & 3) 40%	Student Learning Objectives (SLO) Growth Score 60%
Category C – Pre-K Teachers	T-TESS Summative (Domains 2 & 3) 40%	Portfolios 60%

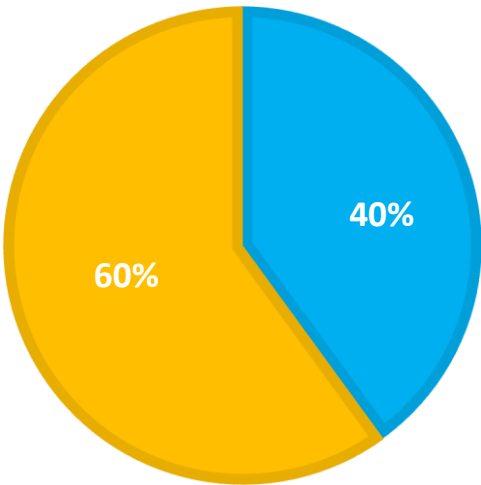
Will the District pay my National Board Certification fees?

All teachers are eligible to pursue National Board Certification without prior approval from Ingram ISD. Ingram ISD does not currently pay for teachers to pursue National Board Certification.

Designation Templates: Teacher Categories A, B, and C

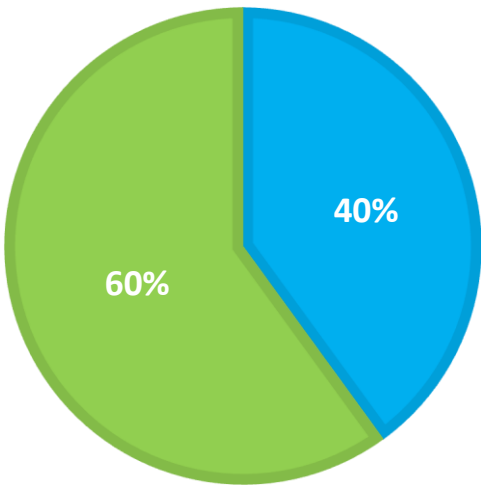
CATEGORY A: T-TESS & STAAR

■ T-TESS (Domains 2 & 3) ■ STAAR Annual Growth



CATEGORY B: T-TESS & SLO/Portfolio

■ T-TESS (Domains 2 & 3) ■ Student Learning Objectives/Portfolio



Teacher Performance

What system is used to measure teacher performance?

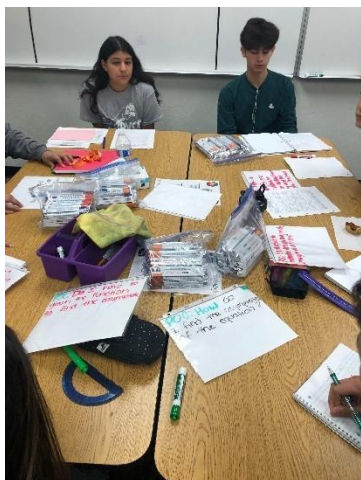
Ingram ISD uses the Texas Teacher Evaluation and Support System (T-TESS) to annually evaluate teacher effectiveness and support teachers in their professional growth. The T-TESS Rubric is composed of 16 dimensions across 4 domains, each with specific descriptors of practice. The T-TESS process includes three components: a goal-setting and professional development plan, the evaluation cycle (pre-conference, observation, and post-conference), and a student growth measure.

Who developed T-TESS?

In 2013-2014, a committee of Texas educators, leaders, and policy experts designed the T-TESS system. The system was piloted in multiple districts across the state the following year and has been refined over time using the feedback of participating districts.

How are the four domains assessed?

Throughout the year, teachers and appraisers collaborate to discuss best practices and strategies for effective lesson design and activities. Artifacts are essential to support Domains 1 and 4. All domains are assessed based on evidence and artifacts gathered by the teacher and appraiser throughout the year. Sources of evidence can include teacher input, formal and informal observations, walk-throughs, instructional documents, and student growth. Domains are scored using 5 performance levels - Distinguished, Accomplished, Proficient, Developing, and Improvement Needed.



Are some dimensions weighted more than others for TIA?

While all dimensions are essential components of teaching, the eight dimensions that comprise the Instruction Domain and Learning Environment Domain are the only dimensions used for the Teacher Performance Score for TIA. Ingram ISD believes these domains are the primary domains focusing on instructional effectiveness resulting in the greatest impact on student academic achievement.

Teacher Performance: T-TESS Rubric

The four Domains and Dimensions are shown below:

Planning <i>Domain</i>	
1.1	Standards and Alignment
1.2	Data and Assessment
1.3	Knowledge of Students
1.4	Activities

Instruction <i>Domain</i>	
2.1	Achieving Expectations
2.2	Content Knowledge and Expertise
2.3	Communication
2.4	Differentiation
2.5	Monitor and Adjust

Learning Environment <i>Domain</i>	
3.1	Classroom Environment, Routines, and Procedures
3.2	Managing Student Behavior
3.3	Classroom Culture

Professional Practices <i>Domain</i>	
4.1	Professional Demeanor and Ethics
4.2	Goal Setting
4.3	Professional Development
4.4	School Community Involvement

The full Rubric may be found [here](#) on the T-TESS website.

Teacher Performance: Observations

Micro Observations

A micro observation is a short class visit from a certified evaluator that focuses on the eight dimensions of the Instruction Domain and Learning Environment Domain. Micro observations will last approximately 10-15 minutes but can be longer if additional perspective is needed.

How many micro observations will I receive?

A teacher's current Designation Level will determine how many annual micro observations are conducted:

- Teachers without a Designation Level will receive a minimum of four micro observations annually.
- Teachers with a Designation Level of Acknowledged or Recognized will receive a minimum of three micro observations.
- Teachers with a Designation Level of Exemplary or Master will receive two micro observations.

Extenuating circumstances:

- Teachers employed for less than a full school year (e.g., leave of absence, mid-year hire) will receive a reduced, pro-rated minimum number of micro observations.

Micro observation processes will be evaluated annually with input from relevant stakeholders.

Who conducts micro observations?

Each teacher will have a primary evaluator, who will usually be a principal or assistant principal at the teacher's school. Additional evaluators may conduct micro observations at the discretion of the primary evaluator. All evaluators are required to hold a current T-TESS evaluator certification in addition to annual district calibration training to ensure inter-rater reliability.



Micro observations from both the primary and additional certified evaluators count toward the required number of micro observations. The primary evaluator must conduct at least half of the required number of micro observations each semester for the teachers assigned.

Will I receive feedback on micro observations?

One of the primary purposes of micro observations is to provide teachers with frequent feedback to support growth. As a result, teachers will receive written feedback within five working days from the evaluator who conducted the micro observation. Face-to-face feedback conversations are also recommended but not required.

Extended Observations

What is an extended observation?

All teachers receive at least one extended, unscheduled observation, which consists of at least 45 minutes, or one complete lesson if less than 45 minutes. The observation must be a single continuous observation and cannot be divided. The evaluator will provide a 10-working-day window in which this observation will occur. All dimensions in Domains 2 and 3 are rated and scored for this observation.

Who conducts the extended observation?

The extended observation is conducted by the primary evaluator.

Will I receive feedback on my extended observation?

The extended observation provides the evaluator and teacher the opportunity to discuss a full lesson. A pre-conference between the teacher and evaluator will take place before the observation. Written feedback will be provided, and a post-conference will be held within 10 working days.

Informal Observations

What is an informal observation?

Evaluators conduct informal observations to provide teachers with constructive feedback to improve practice. Evaluators can observe teachers at any time, in any school setting, for any duration, and with any frequency. Any observed actions, evidence, or artifacts may inform a teacher's evaluation.

Summary

The following chart summarizes some of the key features of the observation types discussed above. All data gained from various observation types inform the teacher's summative evaluation at the conclusion of the appraisal cycle.

Teacher Observation Types: Summary Chart

Type	Duration	Minimum Frequency	Focus	Scored	Written Feedback	Conference
Micro	10-15 minutes	• Dependent on designation level • No designation level: 4 annually • Recognized: 3 annually • Exemplary & Master: 2 annually	Domains 2 & 3	Yes	Required within 5 working days	Recommended
Extended	45 minutes or determined by class length	Minimum of One (1)	Domains 2 & 3	Yes	Required within 10 working days	Pre-conference; Post-conference within 10 days
Informal	Any length	As determined by campus need	Any	No	Optional	Optional

Teacher Performance: Summative Evaluation

How is my TIA total score for teacher performance derived?

Domains are assessed based on evidence and data collected by the teacher and primary appraiser throughout the year. Evidence and data are comprised of classroom observations, teacher and/or student artifacts, and other relevant professional practices.

- Domains 2 and 3 are scored based on classroom observations conducted throughout the year through a combination of micro observations, extended observations, and any type of informal observations conducted by evaluators.

No mathematical calculation is used to average the micro observations with each other or with the extended observation to arrive at the Summative score. Rather, the evaluator considers all the evidence, including the micro observations and extended observation, and scores each rubric dimension. In this way, the evaluator can account for anomalies and provide credit for growth during the year.

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 average score for the eight dimensions in Domains 2 and 3. The average score is then weighted x 8. The maximum points possible are 40 (see chart below).

Teacher Performance Rubric

Domain	Dimension Description	Maximum Points
Domain 2 Instruction	Dimension 2.1 Achieving Expectations	5
Domain 2 Instruction	Dimension 2.2 Content Knowledge & Expertise	5
Domain 2 Instruction	Dimension 2.3 Communication	5
Domain 2 Instruction	Dimension 2.4 Differentiation	5
Domain 2 Instruction	Dimension 2.5 Monitor & Adjust	5
Domain 3 Learning Environment	Dimension 3.1 Classroom Environment, Routines, & Procedures	5
Domain 3 Learning Environment	Dimension 3.2 Managing Student Behavior	5
Domain 3 Learning Environment	Dimension 3.3 Classroom Culture	5
Average Score (sum of all points ÷ 8)		40 ÷ 8 = 5
Total Possible Points		40

How will I receive my summative evaluation?

Teachers will engage in a conference before the end of the school year with their evaluator, in which the Summative performance evaluation is shared. In addition, the performance evaluation scores will be available in Eduphoria – Strive, Ingram ISD’s online performance management system.

Do all micros need to be conducted before I can receive my summative evaluation?

Evaluators may determine the summative performance evaluation score and hold the summative conference after half of the minimum number of micro observations and the extended observation have been conducted. This flexibility is to provide evaluators enough time to complete summative performance evaluations before the close of the school year.

How will teachers’ performance be accurately assessed no matter the evaluator assigned?

Once fully certified, T-TESS requires the evaluator to complete a certification process every 3 years. Additionally, Ingram ISD’s process for evaluation certification includes demonstrating accurate T-TESS scoring through video-based calibration exercises, passing an assessment on the T-TESS system, and engaging in annual district calibration training through coaching and feedback field exercises before evaluating teachers for TIA.

What if I disagree with my summative performance evaluation?

Employees are encouraged to discuss their concerns and grievances with their supervisor/appraiser, principal, or other appropriate administrator.

Option 1: A teacher may submit a written response or rebuttal within 10 working days of receiving their summative evaluation. Rebuttals submitted by employees are shared with their evaluator and added to the summative performance evaluation within their employee file. Evaluators are not required to respond or act on a rebuttal. A rebuttal is NOT a grievance.

Option 2: When informal discussions fail to resolve the concern or dispute, the employee may file a grievance with the Employee Relations Department. The grievance process precipitates a response and/or action. See the Ingram ISD local board policy [DGBA](#).

A grievance form must be filed no later than fifteen (15) business days from the date the employee first knew or, with reasonable diligence, should have known of the decision or action giving rise to the grievance or complaint.

Student Outcomes

Which measures of student outcomes will be included in my evaluation?



A teacher's student outcomes score comprises multiple measures of student achievement whenever possible. The student outcomes score makes up 60 percent of the overall TIA Designation evaluation for Category A and B teachers and is used as a component of all teachers' T-TESS Summative Evaluation.

Category A teachers, STAAR Annual Growth will be used to determine Student Outcomes for both the T-TESS Summative Evaluation and TIA designation.

Category B Teachers will use an approved Student Learning Objective (SLO) and Body of Evidence (BOE) along with the Student Data Tracker that the appraiser will use to determine student growth for both the T-TESS Summative Evaluation and the Student Outcomes Score.

Category C Teachers will use an approved Portfolio and Body of Evidence (BOE) along with the Student Data Tracker that the appraiser will use to determine student growth for both the T-TESS Summative Evaluation and the Student Outcomes Score.

*For guidance on [student growth in T-TESS](#) and more information on [SLO/Portfolios](#), you can visit the [T-TESS](#) website and the [Texas SLO website](#) or [TIATexas.org](#).

What happens when students are assigned to my class after the school year (or semester) begins?

For year-long classes, any student who is enrolled in the district on the last Friday of October will be used in the calculation of a teacher's Student Outcomes score. Only students who have a STAAR score from the previous school year will be used in the Student Growth component of the Student Outcomes calculation for Category A teachers. In a semester-long course, student growth for any student who is assigned to the teacher within the first six weeks of the semester will be used in the Student Outcomes Score.

Student Outcomes: Calculation Tables

The TIA Student Outcomes score calculation comes from one of two components:

- (1) Growth percent is calculated using STAAR Annual Growth Tables available in the accountability manual; or
- (2) The percentage of the Category B/C teacher's students that meet and exceed expected SLO/Portfolio growth with administrator approval

Formula for SLO Student Growth:

Average of students who met or exceeded growth out of eligible students plus the average number of students who exceeded growth out of eligible students divided by 2.

Portfolio Calculation

Student Outcomes: Growth Rubric

Student Growth Score	Points Earned
<55%	0
55-59%	41
60-64%	49
65-69%	51
70-74%	54
75-79%	55
80-84%	56
85-89%	58
90-100%	60

Designation Levels

How is the calculation determined for Designation?

The two components – Teacher Performance and Student Outcomes – are added together to achieve a total score.

Designation Level	Represents	Teacher Observation Performance Standards	Student Growth Performance Standards
Acknowledged	Top 50%	3.5 or 70% of possible points	50%
Recognized	Top 33%	3.7 or 74% of possible points	55%
Exemplary	Top 20%	3.9 or 78% of possible points	60%
Master	Top 5%	4.5 or 90% of possible points	70%

Who reviews the data and determines designation?

With the exception of teachers holding National Board Certification, the Teacher Performance and Student Outcomes data is reviewed by the appraiser and shared with the teacher. If a teacher meets the minimum criterion according to the TIA rubrics, the appraiser will begin the process to recommend the teacher for designation. All designation recommendations will be reviewed by the TIA Committee and require the signature of the campus principal and approval of the superintendent. Employees must remain with the school district the following year to be recommended for designation. Once approval from the campus principal and superintendent is granted, Ingram ISD will recommend the teacher for designation during the TEA data submission window the following school year.

What if I disagree with my TIA designation level?

Employees are encouraged to discuss their concerns and grievances with their supervisor/appraiser, principal, or other appropriate administrator.

Option 1: A teacher may submit a written response or rebuttal within 10 working days of receiving their designation level results. Rebuttals submitted by employees are shared with their campus principal and added to their employee file. Campus principals are not required to respond or act on a rebuttal. A rebuttal is NOT a grievance.

Option 2: When informal discussions fail to resolve the concern or dispute, the employee may file a grievance with the Employee Relations Department. The grievance process precipitates a response and/or action. See the Ingram ISD local board policy [DGBA](#).

A grievance form must be filed no later than fifteen (15) business days from the date the employee first knew or, with reasonable diligence, should have known of the decision or action giving rise to the grievance or complaint.

Summary of Evaluation Process

The following provides a summary of the evaluation process for the school year.

PROCESS STEP	COMPONENT	TIMELINE	DESCRIPTION
TRAINING & ORIENTATION	<i>Performance Outcomes</i>	August	• Training on the system • The principal communicates school goals to inform goal-setting
GOAL-SETTING CONFERENCE: PD PLAN & SLOs	<i>Performance Outcomes</i>	September	• Evaluator and teacher agree on Student Learning Objectives (SLOs) and a Professional Development Plan (PDP)
MICRO OBSERVATIONS	<i>Performance</i>	August-May	• 10-15 minute observations, depending on TIA Designation Level (No level: 4, Acknowledged/Recognized: 3, Exemplary or Master: 2) • Focused on the 8 dimensions of T-TESS Domains 2 & 3 • Written feedback required
EXTENDED OBSERVATION W/CONFERENCE	<i>Performance</i>	September-April	• One 45-minute observation per year • Focused on the 8 dimensions of T-TESS Domains 2 & 3 • Pre-conference, written feedback, and post-conference required
SUMMATIVE PERFORMANCE EVALUATION W/CONFERENCE	<i>Performance</i>	March – May	• All four domains (16 dimensions) scored based on all evidence • Written feedback & conference required
SLO GOAL ACCOMPLISHMENT	<i>Outcomes</i>	Reviewed quarterly; Final review in Spring	• Teacher submits body of evidence and preliminary student TSP levels • Appraiser reviews body of evidence against the TSP and determines the Student Growth score
ASSESSMENTS & BODY OF EVIDENCE	<i>Outcomes</i>	MOY & EOY STAAR where applicable	• Assessments administered and scored
DESIGNATION LEVEL	<i>Performance Outcomes</i>	November Spring August	• Last year's qualifying teachers are put forward for designation • ISD receives TEA approval • TIA compensation starts for newly designated teachers

TIA Compensation



How is the allotment determined?

The TIA state funding that Ingram ISD receives will be determined based on 3 funding factors: 1) how many teachers are employed by the district with the Acknowledged, Recognized, Exemplary, and Master designations; 2) the socio-economic levels of the students from the previous school year, and 3) the rural status of the campus where the teacher works.

A school district will receive \$3,000-\$9,000 for an Acknowledged Teacher, \$5,000-\$15,000 for a Recognized Teacher, \$9,000-\$25,000 for an Exemplary Teacher, and \$12,000-\$36,000 for a Master Teacher. The specific amount the district receives is based on the three funding factors previously described.

TIA amounts teachers receive are based on the socio-economic status of students from the previous school year. To provide an example of TIA amounts Ingram ISD would receive if Ingram ISD employed a teacher with a TIA designation, please see the sample table below. This table is meant to provide an example and does not represent any actual funding received by Ingram ISD. Ingram ISD will not receive any funding under the TIA until we employ a teacher with a designation.

Ingram ISD’s 2026 - 2027 TIA Allotments from TEA

	IES	IMS	ITM
Recognized	\$6,456	\$6,155	\$6,024
Exemplary	\$12,911	\$12,309	\$12,047
Masters	\$23,519	\$22,515	\$22,079

How much of the TIA will I receive?

Ingram ISD does incur costs related to implementing the TIA system and submitting teachers to TEA for designation. However, as reflected in our current salary schedule, Ingram ISD believes that our teachers are our most valuable resource and their compensation should reflect that belief. [Ingram ISD’s Spending Plan](#) indicates the district will apply 100% of the TIA funds we receive for a designated teacher to the teacher who earned the designation. The funds will be used towards additional compensation and TRS benefits for the designated teacher. **IMPORTANT NOTE: The teacher must be employed by IISD at the time the stipend is paid, or the teacher forfeits those funds. The forfeited stipend will then be dispersed to other teachers on that campus per our Board-approved spending plan.**

Is the TIA compensation Teacher Retirement System (TRS) eligible?

Yes. TIA compensation is TRS eligible.

Can my TIA compensation ever go down?

The TIA compensation amount a teacher receives will change every year based on the three funding factors and the TIA calculation previously described. The TIA funds Ingram ISD receives will be recalculated by TEA every single year. This means a teacher could receive more or less TIA compensation each year based on the new funding amounts.

Will my TIA compensation ever go away?

A teacher’s designation will be placed on their Texas Educator Certificate. The designation will be

good for five years. If a teacher does not earn a new designation and their designation expires, the teacher will no longer receive TIA compensation.

TEA 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.

Will stipends continue?

Teachers can still receive additional stipends. Ingram ISD pays stipends for teachers who possess a master's degree and stipends for critical need areas. In addition, teachers can receive stipends as determined each year by their campus administrator due to additional duties assigned.