Robert Lee ISD
TIA Guidebook
2025-2026

Passed by the 86th Texas Legislature in June 2019 through House Bill 3, TEC §48.112 set a goal that Texas classroom teachers would have access to a six-figure salary. The state **Teacher Incentive Allotment (TIA)** provides additional financial distributions directly to districts based on teacher identification, student need as identified by compensatory education allotment (see TEC §48.104), and campus location (i.e., rural vs. non-rural). Statute requires that ninety percent of TIA funds are used for compensating teachers employed at campuses with TIA-designated teachers.

Based on a locally-developed teacher designation system detailed in TEC §21.3521, teacher access to additional compensation is based on the local identification of teachers as master, exemplary, or recognized. The local system must consider teacher evaluation and student growth outcomes. Once earned, teacher identification is applied to an individual's teaching certificate and valid for a five-year period.

This field guide, initially released August 2021, is intended to provide an overview of the implementation of TIA for Robert Lee ISD and is subject to change as improvements and updates are made.

Teacher Incentive Allotment Overview

The Texas Education Agency's Teacher Incentive Allotment (TIA) program is dedicated to recruiting, supporting and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. Our implementation will begin during the 2021-2022 school year. This program provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work and proven success of our Robert Lee ISD teaching staff.

This is not a merit-pay approach to compensation and it will not replace the district's current pay structure. For those who earn a distinction based on both teacher observation and student growth data, it will be an **additional state stipend** completely separate from the current Robert Lee ISD pay structure. However, this stipend is credited in the Teacher Retirement System and will be used in retirement benefit calculations.

Master Teacher

Master level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide.

Exemplary Teacher

Exemplary level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 20% of teachers statewide

Recognized Teacher

Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide.

An alternate path to a TIA recognized designation is through **National Board Certification**. National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from PK through 12th grade. RLISD staff that possess a National Board Certification should contact RLISD's Human Resource Department to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the National Board for Professional Teaching Standards site for more information.

Eligibility for TIA Designation

In order to be eligible for a TIA designation, a teacher must hold a valid SBEC teaching certification and be coded as a teacher (code 087) within our student information system, ASCENDER, which is reported to TEA through the Public Education Information Management System (PEIMS). Additionally, district salary compensation should mirror PEIMS teacher coding for a minimum of 90 days at 100% of the day or 180 days at 50-99% of the day.

TEA Minimum Performance Standards

In order to be eligible for TIA designation, TEA has established minimum performance standards for T-TESS and student growth outcomes.

Teacher Observation Minimums

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. In order to be eligible for a TIA-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3. In addition, based on an analysis of statewide T-TESS observation data, TEA has identified minimum score averages across Domains 2 and 3 of T-TESS: Robert Lee follows these guidelines as well as requiring T-TESS scores to be above a 3.7 to be eligible for a designation.

- Recognized designation $\geq$ 3.7
- Exemplary designation $\geq$ 3.9
- Master designation $\geq$ 4.5

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

Student Growth Minimums

In order to be eligible for a TIA-designation, teachers must earn a minimum student growth outcome. TEA established these minimum expectations based on statewide performance expectations:

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

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

Teacher Evaluation: T-TESS

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:

a.   goal setting and professional development plan;
b.   pre-conference, observation, and post conference (i.e., evaluation cycle);
c.   student growth

As a **District of Innovation**, RLISD has previously utilized local control to exempt the inclusion of student growth in the teacher appraisal system. RLISD will continue to exclude student growth from consideration in the teacher evaluation process. However, in order to determine teacher eligibility for TIA, RLISD will begin calculating T-TESS dimension scores, domain scores, and a weighted total T-TESS score.

Dimension & Domain Scores Set for TIA

- ∧ **Instruction (Domain 2)**
  - o Achieving Expectations (Dimension 2.1)
  - o Content Knowledge and Expertise (Dimension 2.2)
  - o Communication (Dimension 2.3)
  - o Differentiation (Dimension 2.4)
  - o Monitor and Adjust (Dimension 2.5)

- ∧ **Learning Environment (Domain 3)**
  - o Classroom Environment, Routines and Procedures (Dimension 3.1)
  - o Managing Student Behavior (Dimension 3.2)
  - o Classroom Culture (Dimension 3.3)

Each dimension is scored on a scale of 1-5: 1 (Improvement Needed), 2 (Developing), 3 (Proficient), 4 (Accomplished), and 5 (Distinguished). Domains are scored based on the average scoring of the dimensions within the domain

Student Growth Measure

Student growth will be calculated for all students using the SLO Rubric and following the [Texas SLO](#) overview. Student growth will be calculated from the group of students identified in the SLO and who are in the teacher's class at the beginning of the year and at the end of the year. Growth will be determined using a BOE (body of evidence) with a minimum of 5 pieces of evidence. Targeted Skill Profiles will be the end of year targets by which student growth will be measured.

Student Growth Instrument

The instrument used to measure student growth in all grade levels for Robert Lee ISD will be [Student Learning Objectives (see appendix B).](#)

Excellent teachers regularly set learning goals for their students and use a variety of data sources to monitor progress towards these goals throughout the year. The Student Learning Objectives process aims to capture this best practice as a means to allowing teachers and teacher appraisers to determine student growth and reflect on a teacher's pedagogical strengths and areas for growth.

Student Learning Objectives are:

- • Student growth goals

- • Set by teachers

- • Focused on a foundational student skill that is developed throughout the curriculum

- • Tailored to the context of individual students

- • Designed to help teachers better understand the impact of their pedagogy

- • For the purposes of measuring student growth and refining a teacher's instruction

Calculating Student Growth

Teachers will attend SLO training(s) with Region 15 during the summer. These workshops will target the SLO process along with follow up sessions to be held during the year. Principals will train teachers on how the SLO student growth rubric will be scored during beginning of the year in-service meetings. Teachers will collect BOY, MOY and EOY (minimum of 5) student data, formally as well as informally, and evidence will be shown through the use of multiple measures to determine student mastery on the SLO focus skill(s). An explanation for how the data was gathered and synthesized to determine students' summative skill levels will be presented. Student growth is calculated as the percentage of students that meet or exceed their SLO expected growth when comparing the fall/BOY assessments (formal and informal) to the spring/EOY assessments (formal and informal).

Translated Student Growth Composite Score

The total percentage of students meeting or exceeding student growth is calculated at the end of the year. A student tracker form is kept and reviewed by the principal after calculations are completed. For more information, please see a sample student growth tracker form at SLO resources.

TIA Scoring & Eligibility

TIA designations are determined based on the TIA score, a weighted combination of the teacher appraisal weighted composite score, and student growth composite score. In order to determine annual teacher eligibility for a TIA designations, the following steps are completed at the district-level end-of-year data analysis:

1. The total T-TESS teacher appraisal weighted composite score is calculated for all cohort teachers evaluated with the T-TESS instrument, and that meet the minimum requirement of a 3.7.
2. The student growth score is calculated for all cohort teachers with student growth results for students meeting enrollment criteria. The percentage is calculated based on the sum of students meeting growth expectations.
3. The student growth score percentage is calculated using a formula, along with the growth measure weight percentage, to establish cut point standards.
4. The TIA score is calculated based on the weighted combination of teacher appraisal and student growth outcomes:

- Total T-TESS weighted composite score component is 60% of TIA score
- Student growth translated composite score component is 40% of TIA score

5. TIA scores are compared across all cohort teachers, content areas, and campuses to identify three tiers of teachers for TIA designation:

   - Masters - top 5% of teachers across the district
   - Exemplary - top 20% of teachers across the district
   - Recognized - top 33% of teachers across the district

6. Teacher appraisal and student growth outcomes are verified to ensure that the component scores meet the State's minimum performance criteria:

   - if minimum performance criteria is met, TIA designation is submitted to Texas Tech for data review; pending Texas Tech data validation, TIA designation is attached to teacher's teaching certificate for a period of five years.
   - if minimum performance criteria is not met, TIA designation is not submitted to Texas Tech.

Special note regarding National Board Certification: RLISD staff that possess a National Board Certification should contact RLISD's Human Resource Department to provide the necessary documentation. Staff with National Board Certification will automatically be submitted for a TIA Recognized designation.

TIA Annual Scorecard

Each year of the TIA evaluation cycle, teachers will be provided an annual scorecard. The purpose of the scorecard will be to provide transparency within RLISD's TIA system. TIA scorecards will provide teachers with an individualized report of the annual TIA outcomes based on their performance, as well as performance aggregated at the campus and district level. Scorecard data elements will include:

- TIA designation level, as appropriate
- T-TESS performance by dimension, domain, and total T-TESS weighted score
- Student growth outcomes

- number of students meeting student growth
- percentage of students meeting student growth
- translated student growth composite score

TIA Evaluation Frequency

Evaluation of teacher eligibility for a TIA designation is considered **annually**. This means that every year a cohort group of teachers 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 not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.

TIA Campus Allotment Factors

The TIA program is available to all Texas school districts and open-enrollment charter schools. The amount of TIA funds generated is determined by a formula that considers **campus characteristics**, including student socioeconomic status and campus location:

- Schools with greater student need based on socioeconomic factors generate more TIA funds per TIA designated teacher.
- Rural schools generate more TIA funds per TIA designated teacher based on a higher multiplier applied to students based on socioeconomic factors.

For more information about the TIA allotment calculations, see TEA's [Teacher Incentive Allotment](#) page. For more information about the specific amount of TIA funds generated by TIA designated teachers at every campus across the state, see TEA's [Teacher Incentive Allotment Funding Map](#).

Compensation

Distribution of Compensation

Statute requires that 90% of TIA funds be distributed directly to teachers:

- TIA-designated teacher = 90% of the teacher TIA dollars will be distributed directly to the individual TIA-designated teacher, minus associated fees.

- The District shall retain 10% of the TIA dollars to use as follows:
  The remaining 10% will be used at the district/campus level to provide

teacher support to include professional development for teachers striving to attain a designation.

Frequency of Compensation

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

TIA-designated teachers will receive TIA compensation **annually in June** based on their TIA designation and TIA state funding for their campus of assignment at the time TIA funds are disbursed.

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.

Summary of TIA Evaluation Process

The T-TESS evaluation cycle will be critical to ensure that teachers are provided sufficient support in achieving and maintaining high levels of instructional effectiveness. Therefore, the following evaluation cycle provides the structure necessary for an efficient feedback structure:

Process Step	Timeline	Description
Training & Orientation	August	• Training on TIA, and T-TESS observation instrument to be combined with SLO training with Region 15 support
Beginning of the Year (BOY) Data Review	August- September	• BOY conferences • Review locally developed formal & informal test, current & historical data review, and student observation data • Create SLO(s) for student growth skill(s) • Appraiser approves SLOs
ISP Review/TSP Goal Setting	October	• Evaluator and teacher review SLO initial skills and targeted skills profiles for students with Region 15 support
T-TESS Walkthrough Observations	September - May	• 10-15 minute walkthroughs (min of five) • Focus on T-TESS Domains 2 & 3 and their eight dimensions • Written feedback required on 2 walkthroughs • Region 15 calibration opportunities with campus administrators

Extended Observations w/ Conference	October-April	• One 45-minute observation • Feedback and conferences • Region 15 calibration opportunities with campus administrators
Middle Year Data (MOY)	December - January	• Review of student data • MOY conferences
End of Year Conferences	April-May	• Includes review of all four T-TESS domains • Focus on T-TESS Domains 2 & 3 and their eight dimensions for TIA purposes only • SLO outcomes and ratings will be discussed • Written feedback and conference required
End of Year Data Review	May	• Campuses and departments compile data for final TIA evaluation process
Evaluation Rating **TIA Fees Fee**	June-September (due toTexasTech by Oct. 16) Due in November	• District analyzes T-TESS and student growth data (SLO) • District finalizes TIA scores and determines TIA designation eligibility for teachers • Once approved by TTU, teachers receive final TIA scores and designation eligibility in the following spring

TIA Cohort D Timelines

Participation in the State's TIA compensation program requires that districts follow a series of activities to seek TEA approval of the locally developed program implementation. As part of TIA Cohort D, the district has completed, or will be completing in the future, the following activities:

• Access the TIA system application and additional guidance posted by TEA (Fall 2020) Robert Lee's TIA Application was approved for 5 years.

• Submit TIA Expansion application detailing locally developed system (by April 15, 2025)

• Receive TEA feedback or approval on TIA Expansion application submission (Summer, 2025)

• Resubmit TIA Expansion application responding to TEA's feedback and additional system refinement (by August 15, 2025)

- Receive TEA approval of TIA Expansion application (Summer 2025)

- Data collection (SY 2025-2026)

- Data submission to Texas Tech for review (October 16, 2025)

- Final notification of data validity & reliability and approval of district TIA system (February 2026)

- TIA fund payout June 2026

- Expansion of our TIA program will follow a similar process, but in a later cohort.

Helpful Resources

RLISD Resources

If you have questions, please email

Mr. David O'Dell - david.odell@rlisd.net

Mrs. Koty Albert - koty.albert@rlisd.net

External Resources

TEA HB3: Teacher Incentive Allotment Details

Legislative Update: Teacher Incentive Allotment (TIA) Impacts

Teacher Incentive Allotment Funding Allotment Map

Appendix A:
2025 - 2026 TIA Designation Approved Eligible Courses

PreK - 8th Math and Reading

8th Grade Science & Social Studies

BUSIM l

English l & English ll

Biology, Chemistry & Earth Systems

STUDENT LEARNING OBJECTIVES

SLO Success Criteria

This tool is designed to be used by appraisers as they review SLOs for approval. Ideally, SLOs will demonstrate effectiveness with each of the success criteria. Appraisers can use this tool to coach teachers for improvement throughout the SLO process. In addition, teachers are encouraged to use this tool as a guide to improve the quality while crafting each aspect of the SLO process.

SLO Skill Statement
1) Represents a foundational skill that is specific to the content area 2) Persists throughout the course 3) Measurable through a demonstration of student skill 4) Focus on it will lead to student and teacher growth in this course and beyond 5) The skills captured are clearly defined and appropriately focused, and aligned to the standards for the course
Initial Skill Profile
1) Articulates skills for the beginning of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement (potentially through subskills) 4) Can be assessed in multiple ways 5) Based on multiple sources of evidence and a teacher's experience
Targeted Skill Profile
1) Articulates skills for the end of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement 4) Can be assessed in multiple ways 5) Targets are specific to the students in the teacher's class and based on multiple sources of evidence 6) Reflects high, yet reasonable, expectations for student growth
Plan, Monitor, Collaborate

Plan

1) Considers highest and lowest skill levels in planning so that all students are supported to meet targeted growth goals
2) Challenges all students regularly
3) Uses evidence of student work/skill levels to drive planning

Monitor and Adjust

1) Assesses student progress on SLO at least twice per semester
2) Assessments are aligned to SLO Skill Statement in content and rigor
3) Adjusts pedagogy and lesson plans based on assessment results
4) Complies a valid and reliable body of evidence of student work, aligned to the Skill Statement

Collaborate

1) Collaborates in order to ensure alignment with district and campus expectations