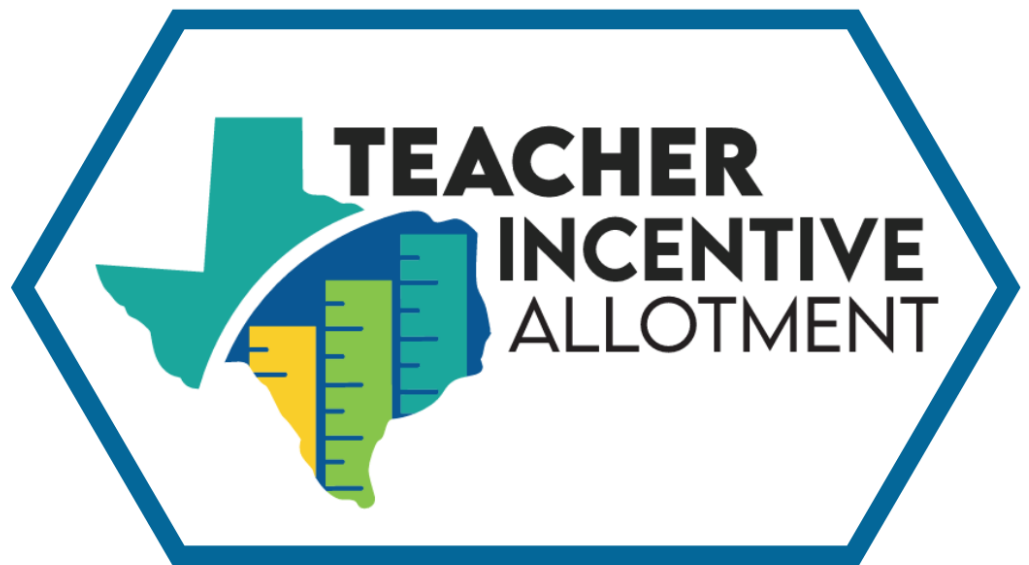


FRANKSTON ISD TIA

LOCAL DESIGNATION SYSTEM HANDBOOK



A PROGRAM TO HELP:

- ✓ RECRUIT,
- ✓ SUPPORT, and
- ✓ RETAIN effective teachers
in FRANKSTON ISD



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TIA Overview

The Teacher Incentive Allotment (TIA), established by the 86th Texas Legislature through House Bill 3 in 2019, is designed to recruit, support, and retain effective teachers, especially in high-needs and rural schools.

Frankston ISD's implementation of TIA is a strategic effort to:

- **Attract and retain top educators** by offering competitive, performance-based compensation.
- **Improve student outcomes** through a focus on growth and instructional excellence.
- **Support rural and high-needs education** by providing resources to overcome geographic and socioeconomic challenges.
- **Empower teachers** by offering recognition, financial incentives, and a clear path for professional growth.

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 **Frankston ISD** pay structure. However, this stipend is credited in the Teacher Retirement System and will be used in retirement benefit calculations.

Administered by the Texas Education Agency, TIA offers financial recognition to top-performing teachers based on designation level:

- \$12,000, or an increased amount not to exceed \$36,000, for each **Master Teacher**.
- \$6,000, or an increased amount not to exceed \$25,000, for each **Exemplary Teacher**; and
- \$3,000, or an increased amount not to exceed \$15,000, for each **Recognized Teacher**.
- Up to \$9,000 for each **Acknowledged Teacher** (*new designation level introduced by HB 2 coming in 2026-2027*).

These amounts are adjusted by student need and campus rural status, using a point system tied to economic disadvantage. Each year, TEA publishes projected allotments by campus and designation. This handbook outlines the implementation of TIA at Frankston ISD. The goal is to honor and reward teacher excellence while meeting state and local educational priorities.

TIA Planning Committee

Frankston ISD formed a cross-campus TIA Planning Committee consisting of teachers, counselors, principals, and district-level administrators. This team collaboratively designed the local designation system and established protocols for observation, student growth, and communication.

Teacher Eligibility Criteria

To qualify for the TIA program, a teacher must hold a valid SBEC certification or local DOI qualification and be coded as a teacher (code 087) in the student information system (Skyward) as reported to TEA through 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. See the **Frankston ISD Spending Plan** for information on what happens if a teacher moves to another campus, district, or out of district.

Frankston ISD Spending Plan

[FISD TIA Spending Plan](#)

***Important clarification:** While 087 coding is required, it alone does not guarantee eligibility to generate TIA funding. Teachers must also be in a classroom-based, student-facing role with assigned student growth data. Staff members coded as 087 but serving in non-instructional positions, such as librarians, counselors, or instructional coaches who do not serve in an instructional role at least 50% of the time, do not qualify to generate TIA funds.

Designation Levels and Process

Teacher access to additional compensation is based on the local identification of teachers as Master, Exemplary, Recognized, or Acknowledged (2026-2027). The district creates its system to designate teachers, but must submit this plan for approval to the Texas Education Agency.

According to state targets...

- **Master Teacher:** is one whose abilities place them in the top 5% of teachers statewide.
- **Exemplary Teacher:** has achieved levels of success commensurate with the top 20% of teachers statewide.
- **Recognized Teacher:** has achieved levels of success commensurate with the top 33% of teachers statewide.
- **Acknowledged Teacher:** has demonstrated effectiveness and meets locally defined standards aligned to state guidelines. (2026-2027)

Designation Process

Once a teacher earns a designation, it is applied to their SBEC teaching certificate and remains valid for five years. The designation is not tied to a specific grade level, subject area, campus, or district, meaning teachers can change teaching assignments or move to another district and still retain their designation (funds will remain at FISD for one year for any teacher leaving the district during the 5 year designation period). If a teacher's performance qualifies them for a higher designation during the five years, and the state approves it, the five- year timeline resets. However, if a teacher moves into a role that is not eligible for TIA funding (such as an assistant principal or instructional coach), the designation remains on their certificate, but TIA funds will not be generated. If the teacher returns to a TIA-eligible teaching position within five years, the funding will resume at the new district and campus. In the final year of the five years, teachers who continue to meet performance standards may be submitted for a new designation. If not renewed, the designation will expire and be removed from their teaching certificate, and TIA funding will end.

System Components

According to Texas Education Code §21.3521, every local designation system must include two key parts:

- **Teacher Evaluation:** This usually refers to your T-TESS appraisal or another approved evaluation tool. It looks at your instructional practices, planning, classroom environment, and professional responsibilities.
- **Student Growth Outcomes:** This measures how much academic growth your students make over time. It could include pre- and post-tests, portfolios, student learning objectives (SLOs), or third-party assessments.

Both components are required to ensure designations are fair, accurate, and focused on teaching quality and student success.

Teacher Evaluation System: T-TESS

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. 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, Frankston ISD will use TEA-identified minimum score averages or higher across Domains 2 and 3 of T-TESS for teacher recommendations:

- **Instruction (Domain 2)**
 - Achieving Expectations (Dimension 2.1)
 - Content Knowledge and Expertise (Dimension 2.2)
 - Communication (Dimension 2.3)
 - Differentiation (Dimension 2.4)
 - Monitor and Adjust (Dimension 2.5)
- **Learning Environment (Domain 3)**
 - Classroom Environment, Routines, and Procedures (Dimension 3.1)
 - Managing Student Behavior (Dimension 3.2)
 - Classroom Culture (Dimension 3.3)

Each of these eight dimensions is scored on a scale of 1-5:

- 1 = Improvement Needed
- 2 = Developing
- 3 = Proficient
- 4 = Accomplished
- 5 = Distinguished

Access the T-TESS rubric linked below for a complete list of descriptors for each dimension and score.

https://www.teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf

For use in TIA designations, a teacher's scores on each of these eight dimensions are totaled and converted to an **evaluation percentage** by dividing by 40 (the maximum possible number of points).

Frankston ISD will conduct at least one full observation for each eligible teacher, during which the teacher will have a pre- and post-conference. The district will also utilize data collected through an average of two formal walkthroughs each semester (50%) and the final summative (50%) to determine the final T-TESS score.

Here's an example. Suppose a teacher's evaluation had this breakdown.

Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations	●					5
2.2 Content Knowledge		●				4
2.3 Communication			●			3
2.4 Differentiation			●			3
2.5 Monitor and Adjust		●				4
3.1 Routines, Procedures			●			3
3.2 Managing Behavior		●				4
3.3 Classroom Culture	●					5

The scores for these eight dimensions total up to 31, so the *evaluation percentage* would be $31/8=3.87$. Of course, greater evaluation scores increase the likelihood of earning a higher designation. This process is described later in this document in the section titled “TIA Scoring.”

Note: By state guidelines, to earn a designation, a teacher must score at least “Proficient” in each of these eight dimensions (2.1 - 3.3). More information can be found in TEA’s [Teacher Observation Performance Standards document](#).

Appraisal Calendar (dates are approximate)

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, teachers and administrators will be aware of the important events in this appraisal calendar. [T-TESS District Calendar Template](#)

Campus leaders conduct orientation sessions for teachers who are new to T-TESS to familiarize them with the T-TESS process, its components, key staff roles and responsibilities, information and resources available during implementation, where to seek assistance, and how to develop and implement goals and professional development plans. The orientation serves as an initial overview that is supported by ongoing learning opportunities thereafter.

For a brief overview of the entire evaluation process, check out this [year-at-a-glance timeline](#).

Student Growth Measures

Student growth will be calculated for all students who have a designated fall and spring assessment or a previous year STAAR assessment result and EOY STAAR assessment result. Student growth performance will be associated with teachers based on the following enrollment criteria:

- All students on class roster on snapshot date in October
- teacher of record at PEIMS winter enrollment (mid-February)
- teacher of record at the end of the year

Teachers will be required to complete a **PEIMS Membership Reconciliation (Roster verification?)** process to ensure that class rosters are accurate.

The TIA program allows for various ways to measure student growth outcomes. Frankston ISD utilizes the growth method of previous year STAAR results to end of the year STAAR results, NWEA Map beginning of the year to end of the year results, pre and post tests, CIRCLE beginning of the year results to end of the year results, beginning of the year released STAAR test to end of the year STAAR results.

To be eligible for a TIA designation, teachers must earn a minimum student growth outcome. TEA established these minimum guidelines based on statewide performance expectations. *(Please note that these are recommended guidelines to use as a reference, and not necessarily minimum requirements. Frankston ISD is subject to raise the minimum student growth outcomes)*

- Acknowledged designation > (New with HB 2 2026-2027)
- Recognized designation > 55%
- Exemplary designation > 60%
- Master designation > 70%

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

State Performance Standards

The district's local TIA designation system must be based on performance standards set by the state of Texas. Based on statewide analysis of teacher observations and student growth measures, the Texas Education Agency **recommends** the following guidelines for designations. *(Please note that these are recommended guidelines to use as a reference, and not necessarily minimum requirements. Frankston ISD is subject to raise the minimum student growth outcomes and T-Tess evaluation scores)*

Designation	Percent of Teachers (statewide)	T-TESS Evaluations (Domains 2 and 3)	Student Growth Percentage
Master	Top 5%	Average ≥ 4.5 (90%)	At least 70% of students
Exemplary	Top 20%	Average ≥ 3.9 (78%)	At least 60% of students
Recognized	Top 33%	Average ≥ 3.7 (74%)	At least 50% of students
Acknowledged			

More information can be found on the TEA website: [\[Teacher Observations\]](#) and [\[Student Growth\]](#)

TIA Scoring Methodology

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

1. The total T-TESS teacher appraisal composite score is calculated for all teachers evaluated with the T-TESS instrument (Domains 2 and 3). Frankston ISD determines your T-TESS score based on the top two walkthrough evaluations from the Fall and Spring semesters (contributing 50%) and your final summative conference (contributing 50%).
2. The student growth score is calculated for all teachers with student growth results for students meeting enrollment criteria (on class roster for October snapshot). The percentage is calculated based on the sum of students meeting growth expectations across eligible content areas and the sum of tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).
3. Teacher appraisal and student growth outcomes are verified to ensure that the component scores meet the State's minimum performance criteria. *(Please note that these are recommended guidelines to use as a reference, and not necessarily minimum requirements. Frankston ISD is subject to raise the minimum student growth outcomes)*

[Appendix B](#) provides clear insight into the scoring methodology used by Frankston ISD to determine teacher designations through the Teacher Incentive Allotment (TIA) program. By including this level of transparency, the district seeks to ensure that all stakeholders—teachers, administrators, and community members—fully understand how evaluation and student growth data are combined to identify high-performing educators. The detailed formula, designation thresholds, and example calculations are included in [Appendix B](#).

TIA Evaluation and Frequency

Evaluation of teacher eligibility for a TIA designation is considered **annually**. All teachers within the testing criteria must be evaluated, and their students' data will be collected every year of TIA data collection. 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 not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level - for example,

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a teacher who earned an Exemplary TIA designation during 2024-2025 would not be submitted to maintain their TIA Exemplary

- Designation in subsequent years if they continue to earn a qualifying Exemplary designation TIA score and meet the minimum teacher appraisal and student growth component minimums.
- 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 - example, a teacher that earned a Recognized TIA designation during 2024-2025 could be submitted in 2025-2026 for a Master TIA designation if they earn a qualifying Master TIA score and meet the teacher appraisal and student growth component minimums.
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.

Data Collection and Validation Process

This section outlines how Frankston ISD ensures the accuracy, fairness, and consistency of the teacher evaluation process using the T-TESS framework. It explains how evaluators are trained and calibrated, how observations and walkthroughs are conducted, and how data is used to guide both teacher growth and evaluator accountability. It also describes the safeguards in place for administering student growth assessments with fidelity, ensuring valid comparisons between instructional effectiveness and student outcomes.

In alignment with updated TEA guidance, Frankston ISD also monitors designation outcomes across campuses, grade levels, and teacher subgroups to ensure equity and prevent disproportionality.

Designation data will be reviewed annually to identify trends or gaps, inform professional development, and promote fair and inclusive implementation of the local designation system.

Teacher Observation (T-TESS) Measure

Frankston ISD is committed to implementing T-TESS with fidelity to ensure the validity and reliability of teacher observation scores. Frankston ISD ensures that all teacher appraisers have been thoroughly trained and certified. In addition, teacher appraisers are recalibrated annually through the recertification process. Teacher appraisers are required to norm on scoring, using T-TESS either by conducting in-person observations or video scoring multiple times during the school year. District and campus administrators observe teachers and score them individually. They then come together to discuss the evidence they collected during the observation and the final scores given. If the observation scores of individual raters are vastly different, then the district continues to practice this process until there is agreement, or interrater reliability, among evaluators.

The district analyzes observation data within a campus and across the district multiple times during the school year and looks for trends by grade level, content area, and campus. If there are irregularities in the data that are related to teacher deficiencies, then the district provides additional professional development and support to the teacher(s) to help them grow their practice. Following observations, teachers are supported for specific rubric components by working with a mentor teacher or being placed in a coaching cycle with an instructional coach. If there are irregularities in the teacher observation data related to an appraiser issue, then the district provides additional training and support to the evaluator to ensure that the observation process is being implemented with fidelity.

The campus principal completes a teacher observation schedule at the beginning of the school year. After each

observation, the appraiser holds a post-conference with the teacher to review evaluation results and provide feedback.

At the end of the school year, the campus principal assigns the final summative rating to the teacher in a data management system using evidence from the observation and walkthroughs.

Student Growth Measure

The district, along with campus administrators at our district, is responsible for ensuring that all assessments across the district are executed with fidelity.

At the end of the year, the district will calculate the percentage of students meeting or exceeding expected growth for each teacher to get a student growth percentage. Also, the district and campus leaders will review data from both T-TESS and student growth measures and compare the outcomes for correlation.

Timeline & Review Steps

Each year, the district must complete specific steps in a continuous, overlapping cycle:

Data Collection

- Collect data (T-TESS for teacher evaluations, pre- and post-tests for student growth)

Designation

- October: Submit data from the previous school year to TEA, along with a list of proposed teacher designations.
- February: TEA approves the district's data and designations.
- April: TEA posts the final TIA annual allotment.
- May-August: Expend funds.

MONTH	Task that is completed for each Cycle/Cohort/Expansion Application
September	Initial meeting for interested teachers regarding the next year's cycle/cohort/expansion application
October	Teacher groups meet to discuss methods for measuring student growth (pre/post-test, portfolios, etc.)
November	Teacher groups meet to discuss methods for setting student growth goals.
January-February	Finalization of a district plan to expand or modify
April	Submission to TEA of the District's expansion/modification application
June	Approval from TEA

Distribution of Compensation

FISD Spending Plan

Distribution Breakdown & Retained Percent Use

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

- TIA-designated teacher = 90% of the teacher's TIA dollars will be distributed directly to the individual at the August board meeting.

The district shall retain 10% of the TIA dollars to use as follows: *The remaining 10% will be collected at the district level to provide for TIA-associated costs, such as statisticians, student growth measures, additional appraisers, etc. This allocation ensures ongoing oversight and effective implementation of the TIA system.*

Compensation Frequency

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

- TIA-designated teachers will receive TIA compensation in one lump payment in August.

****** This payment will not replace the district's current pay structure. For those who earn a distinction and generate allotment funding, the payment will be an additional state stipend, completely separate from a teacher's salary. Because the stipend will be included in payroll, it is subject to taxes. However, this stipend is credited to the Teacher Retirement System and will be used in retirement benefit calculations.

The link above provides details of Frankston ISD Spending Plan, and the Q&A section of this handbook addresses multiple questions.

Compensation Impact

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.

Campus Factors & Allotment Impact

Once approved, a teacher's designation level relates directly to the amount of the allotment received by the district. Student need, as identified by compensatory education allotment (see TEC §48.104), is the other factor in determining this amount. In other words, teachers generate greater allotment when they work at schools with more significant economic needs.

***Note:** Designation award amounts will vary by campus based on factors such as student demographics and campus need. To determine the specific funding levels for your school, refer to the [TIA Funding Allotment Map](#) provided by the Texas Education Agency. This tool will show the estimated allotment amounts for each designation level at your campus. The allotments listed below pertain to the 2024-2025 school year.

Campus	Recognized	Exemplary	Master
Frankston Elementary	\$6,358	\$12,716	\$23,193
Frankston Middle	\$6,088	\$12,175	\$22,292
Frankston High	\$5,820	\$11,641	\$21,402

The [TIA Funding Map Link](#) can be used to find the latest allotment amounts per school. *Note that allotments are recalculated annually in April. The above amounts were from April 2024.

TIA Annual Scorecard

At the end of each year of the TIA evaluation cycle, teachers will be provided two annual **scorecards**. The first one will be distributed in September, and the second one will be distributed by March. The purpose of the scorecards will be to provide transparency within Frankston ISD'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 levels. Scorecard data elements will include:

- TIA designation level, as appropriate (to be included only on March scorecard)
- T-TESS performance by dimension, domain, and total T-TESS weighted score
- Student growth outcomes
 - Number of students meeting enrollment criteria across classes, courses, and content areas
 - Number of students meeting student growth
 - Percentage of students meeting student growth
 - Translated student growth composite score

Scorecard Distribution Target Date:

- 1. September
- 2. March

What if a teacher disagrees with their October scorecard?

Step 1: Within two weeks of receiving a scorecard, a teacher may submit a request for a review.

Step 2: The district-level TIA personnel will meet with the teacher to review the scorecard and listen to the concerns within 10 days of receiving the review request.

Step 3: The district-level TIA personnel will notify the teacher in writing of the response.

Earning a Designation: It's a 2-year Process

By state rules, earning a designation through TIA is a **two-year process**. The first year is for **data collection**, and the second year is for submitting and confirming **designations**. In the designation year (year 2 of the process), the district must submit data to the Texas Education Agency for review by an October deadline. All designations are preliminary until final validation occurs in the following February.

Per state policies, for Frankston ISD to issue a designation, that person must have been **employed as a teacher by the district** during **BOTH** years in this process. In other words, we can only propose designations

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for teachers who work for us based on data collected (the year before) while working with our students.

TIA Cycle

YEAR ONE	The data collection year	A teacher must work in Frankston ISD in one of the eligible categories where student growth data is collected using an approved student growth measure.
YEAR TWO	The designation year	A teacher must still be employed in Frankston ISD and coded as a teacher (087) in PEIMS. The teacher does not need to be working on the same campus or in the same category (grade level or content) as the data collection year.

District Support

In order to support teachers in the pursuit of a Teacher Incentive Allotment designation, the district will provide support to teachers in the following areas:

Type of Support	Who is responsible?
<ul style="list-style-type: none"> Identify eligible teachers Check certifications and expiration dates Ensure that eligible teachers are coded correctly and ineligible teachers are coded correctly 	Human Resources & PEIMS
<ul style="list-style-type: none"> Monitor expenditure timeline Ensure designated teachers receive payment by the end of August. 	Business Manager
<ul style="list-style-type: none"> Ensure data is updated regularly Maintain all TIA communications Ensure all technology and platforms are up to date Train teachers in understanding the Frankston ISD TIA plan. 	TIA Coordinator
<ul style="list-style-type: none"> Participate in appraisal calibrations Ensure teachers have access to aligned curriculum materials Support teachers in instructional decisions Provide or recommend appropriate professional development for teachers Assist the campus in administering pre- and post-assessments Conduct appraisals Enter T-TESS appraisal data in DMAC. Support appraisers in coaching teachers in content and/or instructional practices Conduct walkthroughs and appraisals according to the appraisal calendar Conduct post-conferences and summative conferences according to the appraisal calendar Monitor the administration of all pre- and post-assessments Conduct T-TESS training and calibrations for teachers Enter T-TESS appraisal data in DMAC 	Campus Principals

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<ul style="list-style-type: none">• Provide in-class support for teachers through coaching and, if necessary, support plans• Facilitate PLC meetings and data meetings to support teachers in monitoring student learning progress	
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Frankston ISD Local Criteria

- Attendance must be 93% or higher on instructions days
- Funds for any teacher leaving Fisd during the five years who has earned a designation will remain in the district for one year. The funds will be distributed among the other campus teachers in accordance with our spending plan.
- Must hold a certification in the subject area you teach

Frequently Asked Questions (FAQ)

Here are some answers to frequently asked questions. [TIA Website FAQs](#)

Q1. How long will the TIA program be in effect?

Short Answer: Indefinitely

Detailed Answer: The Teacher Incentive Allotment is funded through the Foundation School Program. This means the program is built into state law and will continue unless legislative changes are made to remove or modify it.

Q2. Am I required to participate in TIA?

Short Answer: Yes

Detailed Answer: If the teacher is in an eligible designation category are required to participate if the district has a TIA plan.

Q3. Do teachers need to apply or submit paperwork to earn a designation?

Short Answer: No

Detailed Answer: There is no formal application. Districts will gather appraisal and student growth data to determine who qualifies. Teachers will be notified if their data supports submission for a designation.

The only paperwork teachers may need to complete is a roster verification form at the end of the year to confirm student-teacher assignments.

Q4. Who collects the data during the data capture year?

Short Answer: District and campus administrators

Detailed Answer: District-level staff extract T-TESS data from authorized systems and gather student growth data from vendor-supported platforms. All data is managed following data privacy protocols and is shared exclusively with the Texas Education Agency (TEA) and designated validation partners.

Q5. How can I learn more about my student growth assessments?

Short Answer: Visit their online websites

Detailed Answer: When the vendor meets TEA requirements, they are placed on this third-party assessment option. You can search [here to find](#) information on the numerous vendor options.

Q6. How long does a TIA designation last?

Short Answer: 5 years

Detailed Answer: Once TEA approves a designation, it stays on the teacher's certificate for five years. The designation is portable and remains valid even if the teacher transfers to another eligible Texas district or campus.

Q7. If I earn a designation this year, do I need to go through data collection again next year?

Short Answer: Possibly

Detailed Answer: While a designation lasts five years, districts may collect new data annually to support ongoing or higher-level designations. Even designated teachers may be included in the data set to strengthen district validation.

Katie Garner, TEA TIA Specialist, notes: "Every year can be a data capture year if the district submits designations. Waiving data collection for designated teachers may reduce correlation strength, so use caution."

Q8. Is there a limit to how many teachers can earn a designation?

Short Answer: No

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Detailed Answer: Designations are not capped. However, the state does validate district submissions and may flag unusually high designation rates.

Q9. Can retired teachers who are rehired earn and receive TIA stipends?

Short Answer: Yes

Detailed Answer: Retired/rehired teachers are eligible for designations and stipends. The financial impact depends on their employment status (part-time/full-time) and should be discussed with TRS to understand individual implications.

Q10. What is the timeline for receiving TIA funds?

Detailed Answer: For the first year of a teacher’s designation, districts are notified of funding amounts by designation level and campus in the spring, and funds arrive the following September in settle-up. Following the initial payment, districts receive regular funds based on projections according to their regular FSP payment schedule, with a settle-up each September.

Helpful Resources

If you have questions, please email courtniemewbourn@frankstonisd.net

External Resources

- [TEA 2024-2025 Accountability Manual](#)
- [TEA HB3: Teacher Incentive Allotment Details](#)
- [TEA HB3: Teacher Incentive Allotment FAQ](#)
- [TEA Teacher Incentive Allotment](#)
- [TEA Teacher Incentive Allotment Funding Allotment Map](#)

Other Resources

- TIA Homepage: <https://tiatexas.org>
- Assessment List: <https://tiatexas.org/assessments>
- TEA Designation Guidance: <https://tiatexas.org/guidance>
- Texas Teacher Evaluation & Support Systems (T-TESS): <https://teachfortexas.org/>

Appendix A: Student Growth Measure Categories (Examples)

This appendix provides detailed descriptions of each student growth measure category used by a Texas District. These include assessment methods, scoring models, and examples used to calculate TIA eligibility.

Category 1: STAAR Results with Previous Year STAAR for Pre-Test

Specific grade levels and subject areas will use STAAR results with the released STAAR for the Pre-test to measure student progress.

Eligible Teacher Group (Category 1)	T-TESS Observation	Student Growth Measure	Total
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Teachers of Grades 4-5 math, 4-5 ELAR, 6-9 ELAR, 6-8 Math, Algebra 1, English 1, English 2, SPED, and Dyslexia	50%	50%	100%
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Eligible Teacher Group (Category 1)	Pre-Test	Post-Test	Growth Measure
Teachers of Grades 4-5 math, 4-5 ELAR, 6-9 ELAR, 6-8 Math, Algebra 1, English 1, English 2, SPED, and Dyslexia	Previous Year STAAR Results	STAAR assessment results	STAAR Transition Tables: Adequate growth will be determined by scoring a $\frac{1}{2}$ point or 1 point on the STAAR Transition Table.

TEA Academic Growth Transition Table

Prior Year Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	$\frac{1}{2}$	1	1	1	1
Low Approaches Grade Level	0	0	$\frac{1}{2}$	1	1	1
High Approaches Grade Level	0	0	0	$\frac{1}{2}$	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Student Growth

A performance level accompanies student STAAR results. To count as reaching projected growth, students must earn a $\frac{1}{2}$ point or 1 point on the STAAR Growth Transition Table when comparing the previous year's STAAR performance level to the end-of-year STAAR results performance level.

Student	Previous Year STAAR Performance Level	Spring STAAR Performance Level	Point on the Transition Table	Met Projected Growth
Sam	Low Did Not Meet	Low Did Not Meet	0	No
Jarrett	Meet	Masters	1	Yes
Kate	Meet	Meet	1	Yes
Addie	High Did Not Meet	High Approaches	1	Yes

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Elizabeth	---	Meets	-	Excluded
Bob	Master	Meets	0	No
Jack	Low Approaches	Low Approaches	1/2	Yes

Student Growth Percentage

For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

For example, the above chart compares the previous year's STAAR/EOC performance level to the current level for seven students. One student, Elizabeth, did not have a score for the fall administration, so she is excluded from the growth percentage. Of the remaining six students, four "met projected growth." So, the student growth percentage would be $4/6 = 66.7\%$.

Category 2: NWEA MAP

The District will offer fall and spring assessments using **MAP tests** in the subjects and grades listed below.

Eligible Teacher Group (Category 2)	T-TESS Observation	Student Growth Measure	Total
Teachers of K-2 nd grade reading and math & ELAR, 3 rd and 4 th grade science, SPED, and Dyslexia	50%	50%	100%

Eligible Teacher Group (Category 2)	Pre-Test	Post-Test	Growth
Teachers of K-2 nd grade reading and math & ELAR, 3 rd and 4 th grade science, SPED, and Dyslexia	NWEA MAP (Fall/BOY)	NWEA MAP (Spring/EOY)	Adequate growth is determined by NWEA based on each student's RIT score.

Note: MAP testing also includes a middle-of-year assessment, taken either at the end of December or in the first few weeks of January. While middle-of-year assessments provide good information about student progress, these scores do not directly affect data collected for TIA.

Student Growth

After each administration of MAP testing, students receive a **scaled score** (called a "RIT score"). Based on initial tests, the MAP system generates a **projected score** for the spring (end-of-year) assessment. This projected score serves as each student's **growth goal**. (See samples below.)

Student	Fall RIT score	Spring RIT score	Projected RIT	Projected Growth	Observed Growth	Met Projected Growth
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Alex	192	201	196	4	9	Yes
Brad	189	185	193	4	-4	No
Cara	***	192				Excluded
Dava	212	200	216	4	-12	No
Elsa	199	213	203	4	14	Yes
Felix	191	199	195	4	8	Yes
Gwen	204	200	208	4	-4	No

Student Growth Percentage

For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

For example, the above chart displays MAP Growth scores for seven students. One student, Cara, did not have a score for the fall administration, so she is excluded from the growth percentage. Of the remaining six students, three “met projected growth.” So, the student growth percentage would be $3/6 = 50\%$.

Category 3: IBC Results with Released IBC for Pre-Test

Floral Design, Nursing Health Science, Agricultural Equipment Design & Fabrication, Agricultural Mechanics and Metal Technologies, Agricultural Structures Design and Fabrications, and Commercial Photography 1 subject areas will use release test from an IBC as a Pre-test to measure student progress.

Eligible Teacher Group (Category 3)	T-TESS Observation	Student Growth Measure	Total
Teachers of Floral Design, Nursing Health Science, Agricultural Equipment Design & Fabrication, Agricultural Mechanics and Metal Technologies, Agricultural Structures Design and Fabrications, and Commercial Photography 1	50%	50%	100%
Eligible Teacher Group (Category 3)	Pre-Test	Post-Test	Growth
Teachers of Floral Design, Nursing Health Science, Agricultural Equipment Design & Fabrication, Agricultural Mechanics and Metal Technologies, Agricultural Structures Design and Fabrications, and Commercial Photography 1	IBC released exam (given at the beginning of the year)	IBC Certification Exam	District-created growth targets: Adequate growth will be determined by a “Graduated Percent Increase Model” model. Calculated by our statistician.

Student Growth

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STAAR exams are scored using a percentage based on the number of items correct. From the beginning-of-the-year test, a growth target is determined using a “Graduated Percent Increase Model”, which is calculated by our statistician.

Student Growth Percentage

For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

Category 4: IBC Results with Released IBC for Pre-Test

Principles of Agriculture subject areas will use release test from an IBC as a Pre-test to measure student progress.

Eligible Teacher Group (Category 4)	T-TESS Observation	Student Growth Measure	Total
Teachers of Principles of Agriculture	50%	50%	100%
Eligible Teacher Group (Category 4)	Pre-Test	Post-Test	Growth
Teachers of Principles of Agriculture	IBC released exam (given at the beginning of the year)	IBC Certification Exam	District-created growth targets: Adequate growth will be determined by a “Graduated Percent Increase Model” model. Calculated by our statistician.

Student Growth

STAAR exams are scored using a percentage based on the number of items correct. From the beginning-of-the-year test, a growth target is determined using a “Graduated Percent Increase Model”, which is calculated by our statistician.

Student Growth Percentage

For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

Category 5: CIRCLE

Pre-K will use **CIRCLE** to measure student progress.

Eligible Teacher Group (Category 4)	T-TESS Observation	Student Growth Measure	Total
Pre-K	50%	50%	100%

Eligible Teacher Group (Category 4)	Pre-Test	Post-Test	Growth
Pre-K	CIRCLE - Wave 1	CIRCLE - Wave 3	District-created growth targets: Adequate growth will be determined by a district's determination—four of five of the subtests increase by one level or maintain the highest level.

For the pre-test at the beginning of the year, a BOY CIRCLE assessment will be administered, with the same subset of activities as the EOY CIRCLE assessment at the end of the year. The five subsets that will be included in determining student growth for TIA are the following: Rapid Letter Naming, Rapid Vocabulary Naming, Math, Letter Sound Correspondence, and Book and Print Knowledge.

Student Growth

The teacher will administer the Wave 1 and Wave 3 Assessments. For a subset to count towards meeting the growth measure, a student must increase one level or maintain the highest level. To count as reaching projected growth, students must meet or exceed growth on 4 out of 5 of the subtests on the Wave 3 CIRCLE assessment.

Student Growth Percentage

For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

For example, the above chart displays Wave 1 results and Wave 3 results for seven students. One student, Elise, did not have a score for the Wave 3 administration, so she is excluded from the growth percentage. Of the remaining six students, three “met projected growth.” So, the student growth percentage would be $3/6 = 50\%$.

Category 6: STAAR Results with Released STAAR for Pre-Test

Specific grade levels and subject areas will use STAAR results with the released STAAR for the Pre-test to measure student progress.

Eligible Teacher Group (Category 6)	T-TESS Observation	Student Growth Measure	Total
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Teachers of 3 rd grade math, 3 rd grade ELAR, 5 th grade science, 8 th grade science, 8 th grade social studies, Biology, US History, SPED, Dyslexia	50%	50%	100%
Eligible Teacher Group (Category 6)	Pre-Test	Post-Test	Growth
Teachers of 5 th grade science, 8th grade science, 8th grade Social Studies, and high school US History and Biology.	STAAR released exam (given at the beginning of the year)	STAAR assessment results	District-created growth targets: Adequate growth will be determined by a “Graduated Percent Increase Model” model. Calculated by our statistician.

A released STAAR exam will be administered through DMAC for the pre-test at the beginning of the year.

Student Growth

STAAR exams are scored using a percentage based on the number of items correct. From the beginning-of-the-year test, a growth target is determined using a “Graduated Precent Increase Model”, which is calculated by our statistician.

Student Growth Percentage

For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities. For each eligible teacher, a student growth percentage is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

For example, the above chart displays Wave 1 results and Wave 3 results for seven students. One student, Elise, did not have a score for the Wave 3 administration, so she is excluded from the growth percentage. Of the remaining six students, three “met projected growth.” So, the student growth percentage would be $3/6 = 50\%$.

Pre-Post Test

For all categories of pre- and post-tests, we will use the following processes:

Frankston ISD will also use Texas VAM data to inform validity and reliability by checking the alignment between locally calculated student growth and VAM. The Texas VAM data is used for evaluation purposes on Domain B: Checks 2-3 of the data validation process. Districts have the opportunity to use the Texas VAM data to reflect on how they might perform in checks 2 and 3 of the data validation process.

For more information on Texas VAM:

<https://tiatexas.org/resources/texas-vam/>

Student Eligibility

For a student’s growth data to be associated with a specific teacher, the student’s enrollment should meet the

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following criteria:

- Participated in beginning-of-year (fall) testing in the teacher's content area or had the previous year's STAAR/EOC score.
- Participated in end-of-year (spring) testing in the teacher's content area
- Was enrolled in the teacher's class at the beginning of the year Fall snapshot day in October.
- District-level TIA personnel will consult with the district PEIMS coordinator and campus administrators to complete a documentation process to ensure that class enrollment lists are accurate. Students who do not meet eligibility criteria will be removed from (and will not count toward) a teacher's student growth percentage.

Frankston ISD Minimum Size for Student Growth for the teacher to be eligible for TIA:

Student growth data on at least 5 students must be available for the district to calculate a teacher's classroom student score. In most cases, there will be ample student growth scores to calculate a teacher's classroom student growth percentage; however, in some specialized settings, there may be a smaller number of students, and approval for TIA will need to be considered.

Frankston ISD Teacher student growth requirements to be eligible for TIA:

To ensure fairness and consistency of the classroom student growth calculations, the district will utilize the following criteria and practices to calculate the % of students who met or exceeded expected growth for each eligible teaching assignment.

- Teaching Requirements—To be eligible for a TIA designation, an teacher must teach in an eligible class at least 50% of the day.

Teachers with Multiple Subjects:

Classroom student growth will be calculated based on all tests taken for each eligible course. For example, if a teacher teaches both math and reading in K-2 or Algebra 1 and English II in high school, then the growth measure will consist of all students in both courses.

Example: A teacher teaches 84 students in Algebra I and 67 students in English II. Of the 84 students in Algebra I, 66 students met or exceeded their expected growth. Of the 67 students in English II, 49 students met or exceeded their expected growth. To calculate the % of students who met or exceeded expected growth, the district would use the following calculation:

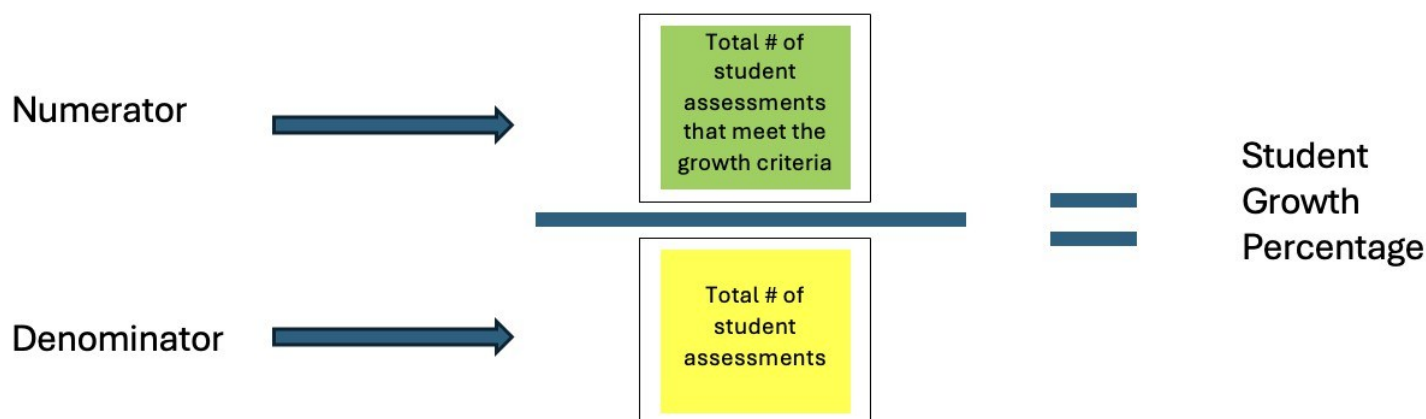
- The computation would be $(66+49) \div (84+67) = \% \text{ of students who met or exceeded expected growth, or } 115 \div 151 = 76.15\%.$ The classroom student growth percentage would be 76.2%.

Student Growth Percentage

For each eligible teacher, a **student growth percentage** is calculated by comparing the number of students who met growth goals to the number of students for whom data was collected. Student growth will be calculated at the teacher level based on the content areas for which the teacher has assigned teaching responsibilities.

The total number of student assessments will be used to calculate a teacher's TIA student growth measure score. For teachers who teach more than one subject with a TIA assessment, the total number of student assessments that meet the growth criteria will be used. For instance, a second-grade teacher who teaches

both math and reading with 21 students in his/her class will have a total of 42 assessments. If a teacher has more than one eligible course, all student assessments are included in the calculation.



Of course, greater student growth percentages increase the likelihood of a teacher earning a higher designation. This process is described later in this document in the section titled “TIA Scoring.”

Appendix B: Scorecard Example

In Frankston ISD, TIA designations are based on the **TIA score**, which is a 100-point scale-weighted combination of the *Teacher Observation* (TO) and *student growth measure* (SGM).

$$\text{TIA Score} = 50\%(\text{Teacher Observation}) + 50\%(\text{Student Growth Measure})$$

In other words, the evaluation percentage (from T-TESS) accounts for 50% of the TIA score, and the student growth percentage accounts for 50% of the score.

To qualify for a designation, teachers must meet the established cut points in both T-TESS and student growth. For example, if you are exemplary in T-TESS but recognized in student growth based on FISD cut points scores, you will then be considered for a recognized designation, as meeting the cut points scores in both areas is required.

Note: By state guidelines, to earn a designation, a teacher must score at least “Proficient” in each of the eight Dimensions in Domain 2-3 on T-TESS.

To determine annual teacher eligibility for a TIA designation, the following steps are completed by district-level administrators during end-of-year data analysis (May - July):

- Pull T-TESS data from DMAC, which lists dimension ratings (Distinguished, Accomplished, Proficient) on a 1-5 scale.
- Compute a total for the eight dimensions in Domain 2 and Domain 3.
- Pull MAP Growth data from the NWEA MAP website, STAAR data from the Cambium Assessment website, IBCs, and CIRCLE data from CLI Engage.
- Validate student lists.
- For each eligible teacher, calculate the SGP (student growth percentage).
- Align teachers’ percentages in each category.
- The FISD will assign preliminary designations based on the criteria above.