Teacher Incentive Allotment Field Guide

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 05/19/2022, is intended to provide an overview of the implementation of TIA in Huntsville ISD.
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Letter from Dr. Sheppard

Hello Fellow Hornets:

Thank you for all you do for our students and community, as well as for each other, as we work together to serve and educate all kids. It is definitely a great time to be in Huntsville ISD!

Because we value our team members, the district has elected to participate in the Teacher Incentive Allotment, a program created by the Texas Legislature as part of House Bill 3 to provide a realistic pathway for top teachers to earn six-figure salaries.

Our kids deserve to be taught by the best, and the Teacher Incentive Allotment program will help us recruit and retain the best teachers. Additionally, the program will help bring recognition that our educators deserve.

Teachers did not choose a career in education for the money. However, it is gratifying to be able to supplement their earnings. I am honored and humbled to work among the very best educators in the state of Texas, and I look forward to celebrating Huntsville ISD staff members as they benefit from this program.

As always, thank you for your work to continue Building Champions in Huntsville ISD. Sting ‘em Hornets!

L. Scott Sheppard, Ed.D.
Huntsville Independent School District Superintendent
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 campuses. Our implementation of TIA will begin during the 2023-2024 school year following the data collection year (2022-2023). 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 Huntsville 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 Huntsville 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. Huntsville ISD staff that possess a National Board Certification should contact Huntsville ISD’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](#) or [Region 6 Education Service Center](#) for more information.

**TIA Implementation in Huntsville ISD**

Huntsville ISD is implementing the TIA system as a Cohort E district, utilizing a phase in approach. During phase one, teacher eligibility for a TIA designation will be available to all 4th through 8th grade RLA teachers and English II teachers.

Each subsequent year, Huntsville ISD will add to the teacher eligibility by adding additional teacher categories based on available student growth measures. The intent is to have every teacher category in the district eligible to earn a designation over the next several years.

**Eligibility for TIA Designation**

In order to be eligible for a TIA designation a teacher must:

- hold a valid SBEC teaching certification;
- be coded as a teacher (code 087) within our local student information system, Powerschool, which is reported to TEA through the Public Education Information Management System (PEIMS); and
- receive district salary compensation that mirrors 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:

- Recognized designation ≥ 3.7
- Exemplary designation ≥ 3.9
- Master designation ≥ 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 ≥ 55%
- Exemplary designation ≥ 60%
- Master designation ≥ 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);

and

c. student growth

**T-TESS Domain Scores**

There are four domains on the T-TESS instrument. For the purposes of TIA, Huntsville ISD will be utilizing the score from domains two and three.

- Planning (domain 1)
- Instruction (domain 2)
- Learning Environment (domain 3)
- Professional Practices and Responsibilities (domain 4)

Each dimension of domains two and three 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, rounded to the nearest hundredth (two decimal places).

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**Student Growth Measure**

Student growth performance will be associated with teachers based on the following enrollment criteria:

- teacher of record at beginning of year (mid-September)
- teacher of record at PEIMS winter enrollment (mid-February)
- teacher of record at end of year (mid-May)

For semester-only classes/courses, student growth performance will be associated with teachers based on the following enrollment criteria:

- teacher of record at beginning of semester - either beginning of year (mid-September) or PEIMS winter enrollment (mid-February)
- teacher of record at end of semester/time of assessment

Student growth will be calculated at the teacher level, combined across all assessed content areas for which the teacher has assigned teaching responsibilities. In order for teachers to receive a student growth measure,

- there must be at least ten (10) individual students with growth records across the teacher’s assigned students and content areas; and
- at least 90% of students assigned to the individual teacher must meet enrollment criteria and must have a student growth measure calculation.
For information about which courses will have an eligible student growth measure beginning in the 2022-2023 school year, see Appendix A in this field guide.

**Student Growth Instrument**

The instrument used to measure student growth will depend on the TIA cohort, as well as the teaching assignment grade level and subject area.

*Cohort E Student Growth Measures*

Huntsville ISD’s implementation emphasis for TIA Cohort E is on the identification of 4th through 8th grade RLA teachers and English II teachers in order to utilize the already vetted STAAR Progress Measure as the student growth measure.

**Calculating Student Growth**

The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are combined together to determine the collective percentage of students meeting growth.

*Cohort E Student Growth Calculations*

Student growth is calculated using the STAAR Progress Measure. Per the current State Accountability System, student growth credit is earned based on the percentage of students that increase their performance level (1 point), maintain performance at the highest performance level (1 point), or perform at the same passing proficiency level (½ point). For example, a student earns Approaches in the previous year and Approaches in the current year, the student growth credit earned would equate to 1 point. The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are combined together to determine the collective percentage of students meeting growth.

**Student Growth Composite Score**

For all teaching areas not assessed with a performance rubric, the total percentage of students meeting/exceeding student growth across all assigned
classes and content areas is translated to a 5-point rating conversion scale to determine the student growth composite score. Huntsville ISD has established min. expectations for the percent of students meeting growth in order to translate student growth percentage to a T-TESS aligned scale: Distinguished (5) ≥ 86%, Accomplished (4) ≥ 67%, Proficient (3) ≥ 34%, Developing (2) ≥ 15%, and Needs Improvement (1) < 15%. For information about the student growth outcome translation, see Appendix B in this field guide.

**Student Growth Measure Integrity**

It is important to the integrity of Huntsville ISD’s TIA system that student growth measures are administered fairly and consistently throughout the organization. In order to ensure that all students have the opportunity to demonstrate their full potential on student growth measures, the following conditions must be met. This section also covers testing irregularities, reporting suspected educator misconduct related to TIA student growth measures, and local penalties for violating TIA student growth measure integrity.

**Student Growth Measure Security and Confidentiality**

Maintaining security and confidentiality of student growth measures helps to ensure that student performance is accurately measured as a part of our TIA system. In order to maintain student growth measure security and confidentiality:

- student growth measure test contents should not be shared/discussed,
- student growth measure test administration procedures should be followed exactly as provided by the test provider,
- student growth measure test materials or student products shall be maintained in a secure location before, during, and after test administration,
- students must be actively monitored during student growth measure test administrations,
- students may not receive assistance to complete student growth measures, beyond what is allowable by the test provider or prescribed by a governing student committee as applicable to STAAR or other standardized assessment programs (e.g., ARD, LPAC, 504, etc.),
- suspected educator misconduct must be reported in a timely manner (see reporting guidance below).
**Serious Student Growth Measure Testing Violations**

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

- directly or indirectly assisting students with responses to test questions,
- tampering with or falsifying student responses,
- discussing or disclosing test content or student responses, except as needed for data analysis and/or instructional decision-making,
- duplicating, recording or electronically capturing test content or student responses, unless authorized to do so by test provider,
- exempting or preventing a student from participating in student growth measures,
- failing to implement sufficient procedures to prevent student cheating,
- encouraging or assisting an individual to engage in any conduct described above, and
- failing to report an individual that has engaged in or is suspected of engaging in any conduct described above.

**Reporting Suspected Student Growth Measures Testing Violations**

The following steps should be taken by any Huntsville ISD employee to report suspected student growth measure testing violations:

- immediately report the suspected violation to their campus administrator,
- campus administrator will review the information to determine report credibility and whether or not the report includes a student growth measure testing violation,
- credible student growth measure testing violations are reported to the district’s Chief Academic Officer (CAO) for further investigation,
- CAO coordinates with Human Resources (HR) to continue the investigation, which could include interviews of campus staff and students, assembly of signed statements, and collection of any evidence.
Local Penalties for Tampering With Student Growth Measure Integrity

Any person who violates, assists in the violation of, or solicits another to violate or assists in the violation of student growth measure integrity, as well as any person who fails to report such a violation or fails to cooperate in an investigation, is subject to local penalties, such as:

- placement of reprimand letter in personnel file,
- suspension of local TIA designation eligibility for a period of up to three (3) school years, and/or
- employment termination.

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 teachers evaluated with the T-TESS instrument.

2. The student growth score is calculated for all teachers with student growth results for students meeting enrollment criteria. The percentage is calculated based on the sum of students meeting growth expectations across content areas and the sum of tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).

3. The student growth score is translated to a 5-point T-TESS aligned scale using the Student Growth Measure Composite Score Translation Table (see Appendix B).

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 40% of TIA score.
   - Student growth translated composite score component is 60% of TIA score.
5. Within each cohort, TIA scores are compared across 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 the State for data review; pending TEA data validation, TIA designation is attached to the teacher's teaching certificate for a period of five years.
   - if minimum performance criteria is not met, TIA designation is not submitted to the State.

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

**TIA Evaluation Frequency**

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

- Teachers with an existing TIA designation will not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level - example, a teacher that earned an Exemplary TIA designation during 2023-2024 would not be submitted to maintain their TIA Exemplary designation in 2024-2025 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 2023-2024 could be submitted in 2024-2025 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.

**TIA Campus Allotment Factors**

The funding available from the Teacher Incentive Allotment (TIA) varies by the designation of and campus where the designated teacher works. The exact amount of allotment funding per teacher is determined by a formula that considers the level of socioeconomic need at a campus and whether the campus is rural.

Teacher designations each have a base allotment amount and a multiplier rate based on each specific designation level: Recognized, Exemplary, or Master.

Each student at the designated teacher’s campus is assigned a tier determined by the census block of the student’s home address. Each tier carries a point value. Those point values are 0, .5, 1.0, 2.0, 3.0, and 4.0 (from least to most severe economic disadvantage). These tiers are the same tiers used for Compensatory Education. As the Tier designation increases, so does the need.

Students at rural schools are assigned to a tier that is two tiers higher than their assigned Compensatory Education tier, which increases the point value accordingly. (For example, rather than X0, they will be assigned X1.0. Note the highest tier possible is tier 5.)

Based on the tier levels and corresponding point values for each student, the campus is assigned an average student point value, which is used in the allotment formula calculation.

The average point value is then multiplied by the designation’s multiplier rate. That value is then added to the designation’s base allotment, giving you the total incentive allotment.

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:

- The TIA-designated teacher will receive 90% of the teacher TIA dollars. The funds will be distributed directly to the individual TIA-designated teacher.

Statute allows for the District to retain 10% of the TIA dollars and those funds will be used as follows:

- The 10% will be collected at the district level to support district oversight of the implementation of TIA and ongoing development of TIA resources.

**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** 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 eligible for use when calculating retirement benefits for TRS-eligible staff. Employees are responsible to pay both the employee and employer benefit and tax costs in excess of what TIA funding covers. Actual TIA compensation amounts distributed will include deductions for federal income tax, Medicare tax and TRS contributions as part of an employee’s annual wages reported to the state and federal governments, as well as the Teacher Retirement System (TRS).

Please refer to [Huntsville ISD’s Human Resources Website](#) for more information.

**Annual TIA Evaluation Cycle**

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:

### Huntsville Independent School District

#### 2021-2022 Appraisal Calendar

**Texas Teacher Evaluation Support System (T-TESS)**

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<th>Month</th>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Required Document</th>
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| September to October | • Training for T-TESS (T-TESS Cube) (Deadline 9/8/21)  
|                   | • Ongoing for new teachers (no later than 6 weeks from the day of completion of orientation and at least 2 weeks before 1st observation) | • District and Campus Administration                  | • T-TESS Training Materials  
|                   | • Ongoing for new teachers (no later than 6 weeks from the day of completion of orientation and at least 2 weeks before 1st observation) | • T-TESS Training Materials                  | • Campus/Dept Sign-In sheet |
| September         | • Teacher Goal Setting, Self-Assessment and Professional Development (“GSPD”) Plan Part 1 (Due 9/24/21)  
|                   | • GSPD Conferences (Beginning 9/27/21)  
|                   | • A pre-conference must be held prior to a formal observation | • Teacher completes GSPD Part 1                  | • T-TESS Self-Assessment and Goal Setting form in Eduphoria |
|                   | • Artifacts or evidence for Domain 4 should be collected throughout the year in preparation for end of year conferences that will be held in April and May (Ongoing) | • Appraiser schedules conference | • No required form |
|                   | • Teacher collects and compiles evidence | • Teacher collects and compiles evidence | • Teacher artifacts |
|                   | • Artifacts or evidence for Domain 4 should be collected throughout the year in preparation for end of year conferences that will be held in April and May (Ongoing) | • Teacher collects and compiles evidence | • Teacher artifacts |
| October to May | • Observations (45 min. minimum) will be conducted (Observation window 9/27/21 – 4/15/22)  
  • Mid-year goal conference (Jan, 2020)  
  • “Contractual Difficulties” information to Human Resources (Due 3/4/22)  
  • Post-observation conferences must be completed 10 days after a formal observation | • Appraiser conducts observation and completes form  
  • Appraiser meets with teacher  
  • Teacher digitally signs form in Strive | • T-TESS Observation Rubric (Domains 1-3) in Eduphoria |
| March to April | • Artifacts and evidence must be shared with appraiser at least 10 days prior to the End of Year Summative Conference | • Teacher shares artifacts & evidence | • Upload artifacts in Eduphoria as attachments |
| March to April | • Complete the GSPD Part 2 prior to end of year conference | • Teacher completes GSPD Part 2 | • Teacher Self-Assessment and Goal Setting Form in Eduphoria |
| March to April | • End of Year Summative Conferences (no later than 4/29/22) | • Appraiser schedules conference and completes form  
  • Teacher digitally signs form in Strive | • T-TESS Summative Form (Domains 1-4) in Eduphoria |
| April to May | • End of Year Summative Conferences (no later than 4/29/22) | • Appraiser schedules conference and completes form  
  • Teacher digitally signs form in Strive | • T-TESS Summative Form (Domains 1-4) in Eduphoria |
TIA Cohort 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. A timeline for Cohort E is provided below. Activities marked with ✒ have been completed; activities marked with ☐ are in process.

Cohort E Timelines

☒ Submit TIA Cohort E Letter of Intent
☒ Submit TIA application detailing locally developed system (by April 15, 2022)
● Receive TEA feedback on TIA application submission (late May 2022)
● Resubmit TIA application responding to TEA’s feedback and additional system refinement (by June 30, 2022)
☐ Receive TEA approval of TIA application
☐ Data collection (SY 2022-2023)
☐ Data submission to Texas Tech for review (by October 19, 2023)
☐ Final notification of data validity & reliability and approval of district TIA system (by February 2024)
☐ Initial TIA fund payout (Summer 2024)
After completing the initial cohort plan development and implementation timelines, data collection and TIA designation eligibility will continue annually as long as TIA funds are made available through state allotments.

It is important to note that TEA will only accept TIA designation recommendations for teachers that remain in the teaching role and continue to be employed in Huntsville ISD as a teacher the year following data collection and designation determination. For example, in order for a Cohort E teacher to be recommended for a TIA designation based on data collection in the 2022-2023 school year, the teacher needed to be employed by Huntsville ISD in a teaching assignment in fall 2023.
Helpful Resources

Huntsville ISD Resources

If you have questions, please email Mr. Leroy Morales, Assistant Superintendent of Human Resources at ljmorales@huntsvilleisd.org.

Huntsville ISD Teacher Incentive Allotment Site

External Resources

TEA HB3: Teacher Incentive Allotment Details
TEA HB3: Teacher Incentive Allotment FAQ
TEA Teacher Incentive Allotment
TEA Teacher Incentive Allotment Funding Allotment Map
## Appendix A: 2022-2023 TIA Eligible Core Content Courses (Cohort E)

Sorted alpha by PEIMS course name. PEIMS course Service-ID code is provided in parenthesis.

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# Appendix B: Student Growth Measure Composite Score Translation

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*Translation table not intended for use with student growth determined using locally developed performance rubrics.*
Appendix C: Huntsville ISD TIA Spending Plan

During the district’s Teacher Incentive Allotment (TIA) stakeholder committee meetings, input was gathered on the development of Huntsville ISD’s TIA spending plan. In an effort to retain quality teachers in the classroom and support their work and efforts in that classroom, the stakeholders elected to provide the majority of the TIA funds to the teacher who earned the Designation. Therefore, Huntsville ISD will provide 90% of the TIA funds to the teacher who earned a TIA designation. The district will reserve 10% of the funds for supporting the TIA initiative at the district level. The district will provide the TIA compensation as a one time stipend that will not be a part of the teacher’s base pay. Payment will be made in conjunction with the current district salary schedule and added to the June paycheck each year that a teacher generates funding for a TIA designation. All TRS, taxes and any applicable benefits will be deducted with this payment.

- If a designated teacher moves to/from a campus or to/from the district prior to winter roster submission (generally in March of each school year) then the designated teacher will receive TIA funds based on their campus assignment at the time TIA funds are disbursed. If a teacher leaves the district prior to winter roster submission, they will not receive any TIA funds because no TIA funds will be generated to the district from the state.
- If a designated teacher leaves Huntsville ISD after winter roster submission, funding will be provided based on the allotment assigned and awarded from TEA. The one time payment will be made in June.
- The spending plan will be the same for newly hired designated teachers.

Huntsville ISD cannot recommend a teacher to the state for a TIA designation if they do not remain in an eligible teaching position the year following the data capture year. For example, if a teacher is designated as a result of data collected in the 2022-23 school year, but the teacher moves into an Assistant Principal position in the 2023-24 school year, the state will not approve the TIA designation.

The district will obtain a board approved compensation plan that provides approval for the TIA payments. The school board will approve the expenditure of TIA funds as part of the annual budgeting process. The TRS contributions and fringe benefits will be deducted from the 90% and is considered creditable compensation under TRS. Below is an example of a teacher’s TIA payout:

Sample calculation: A teacher receives a TIA designation of Exemplary and the allotment amount provided to the district by the state is $11,352.

PLEASE NOTE: This is a working document; details are subject to change. Updated 05/11/2022
According to the Huntsville ISD TIA spending plan, the district will provide 90% of the funds to the teacher who earned the designation ($11,352 x 90% = $10,216.80). The district will deduct the TRS contribution and fringe benefits, which are calculated at $1,642.35 for this specific teacher, (note that these numbers will vary by teacher based on a number of factors) from the 90%. Therefore, the teacher’s actual TIA payout will be $10,216.80 - $1,642.35 = $8,574.45.

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

To look up the TIA allotment provided to each campus under this initiative, please visit www.TIASTexas.org.

Note: If a TIA designated teacher is not employed by Huntsville ISD at the winter roster submission date, then Huntsville ISD will not be responsible for paying the TIA funds to the designated teacher. In order for a designated teacher to receive funds under the TIA in this instance, the designated teacher will need to work with the new Texas school district or charter school to be compensated under TIA. In this case, the amount of funds earned under TIA would follow the new district’s TIA spending plan and allotments provided by the state for the particular campus based on “rural/non-rural” and “economically disadvantaged” Tier status.